

**A CASE STUDY ON THE ENGLISH LANGUAGE  
TEACHER TRAINEES' PERCEPTIONS ABOUT  
TEACHER COMPETENCIES IDENTIFIED BY  
COMMON EUROPEAN FRAMEWORK (CEF) AND  
EUROPEAN LANGUAGE PORTFOLIO (ELP)**

**MA Thesis**

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**REPUBLIC OF TURKEY  
ÇANAKKALE ONSEKİZ MART UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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**MA THESIS**

**by  
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## TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum “A Case Study on the English Language Teacher Trainees' Perceptions about Teacher Competencies Identified by Common European Framework (CEF) and European Language Portfolio (ELP)” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

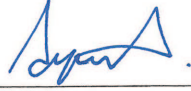
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**“A Case Study on the English Language Teacher Trainees' Perceptions about Teacher Competencies Identified by Common European Framework (CEF) and European Language Portfolio (ELP)”** adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında **YÜKSEK LİSANS TEZİ** olarak oybirliği ile kabul edilmiştir.



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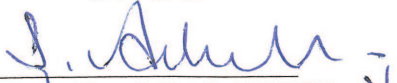
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## **ABSTRACT**

### **A CASE STUDY ON THE ENGLISH LANGUAGE TEACHER TRAINEES' PERCEPTIONS ABOUT TEACHER COMPETENCIES IDENTIFIED BY COMMON EUROPEAN FRAMEWORK (CEF) AND EUROPEAN LANGUAGE PORTFOLIO (ELP)**

The aim of this study is to shed light on English Language Teacher (ELT) Trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP) by describing their current and desired competencies. In doing so, how their perceptions on the competencies differ according to the variables such as “grade level, gender, language level and the graduated high school” during the process of education is also explored.

As identified in “Common European Principles for Teacher Competences and Qualifications”, the required teacher competencies are elaborated under four common European principles “being a graduate profession, a profession placed within the context of lifelong learning, a mobile profession, a profession based on partnerships”. The three key competencies are “working with information, technology and knowledge, working with their fellow human beings – learners, colleagues and other partners in education, and working with and in society - at local, regional, national, European and broader global levels”.

154 ELT trainees studying in the 1st, the 2nd, the 3rd and the 4th grade at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University participated in this case study. A questionnaire about the required teacher competencies in the implementation of the CEF and the English Language Portfolio was administrated to these trainees, and the survey results were analyzed quantitatively and with the use of the descriptive and exploratory statistics while some open-ended questions were dealt with qualitatively. The findings obtained revealed

that the trainees that participated in the questionnaire currently found themselves to be competent in the required teacher competencies defined in “Common European Principles for Teacher Competences and Qualifications”; moreover, they would like to have to be experts in these competencies. It has been marked that the more the trainees found themselves competent currently, the more they would like to be competent in the competencies described in the CEF and the ELP in the future. The fourth-grade trainees are currently more competent than the first and the second grades according to their views. In terms of gender, there is not a significant difference between males and females in relation to their current competencies, whereas females expect to be more competent than males. Moreover, there is a positive and significant relationship between the ELT trainees’ language competency levels and their perceptions on both current and desired competencies that they have. Furthermore, the trainees graduated from Anatolian Teacher Training High Schools found themselves more competent than the trainees graduated from Anatolian High Schools. There is no significant difference between trainees’ grade level or the type of high school the ELT trainees graduated and their perceptions on the desired competencies.

**Key words:** Common European Framework (CEF), European Language Portfolio (ELP), Teacher Competencies, ELT Trainees.

## ÖZET

### İNGİLİZCE ÖĞRETMENİ ADAYLARININ AVRUPA DİL PORTFÖYÜ VE AVRUPA ORTAK ÇERÇEVE METNİ'NDE TANIMLANAN ÖĞRETMEN YETERLİLİKLERİYLE İLGİLİ ALGILARI ÜZERİNE BİR ÖRNEK OLAY İNCELEMESİ

Bu çalışmanın amacı, İngilizce Öğretmeni adaylarının Avrupa Dil Portföyü ve Avrupa Ortak Çerçeve Metni'nde tanımlanan öğretmen yeterlilikleriyle ilgili algılarına onların şu an sahip oldukları ve ulaşmak istedikleri yeterlilikleri tasvir ederek ışık tutmaktır. Bu çerçevede, adayların yeterlilik algılarının eğitim sürecindeki “sınıf düzeyi, cinsiyet, dil seviyesi ve mezun olunan lise” gibi değişkenlere göre nasıl değiştiği de keşfedilmektedir.

“Common European Principles for Teacher Competences and Qualifications” yayınında tanımlandığı gibi, öğretmenlerin sahip olmaları gereken özellikler “öğretmenliğin üniversite eğitimi üzerine icra edilen bir meslek olması, hayat boyu öğrenmeye dayanan bir meslek olması, farklı ülkeler ve farklı eğitim kademeleri arasında hareketliliği gerektiren bir meslek olması, üniversiteler, okullar, eğitim endüstrisindeki kuruluşlar ve diğer eğitim sağlayıcılar arasında ortaklık kurulmasına dayanan bir meslek olması”ndan oluşan dört temel ilkenin altında açıklanmıştır. Üç ana yeterlilik ise “bilgi, teknoloji ve ilim ile çalışmak, insanlarla (öğrenciler, meslektaşlar ve eğitim alanındaki diğer bireyler) çalışmak ve toplum içinde ve toplum ile birlikte (yerel, bölgesel, ulusal, Avrupa ve dünya seviyesinde) çalışmak” tır.

Çanakkale Onsekiz Mart Üniversitesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi Ana Bilim Dalı, birinci, ikinci, üçüncü ve dördüncü sınıfta okuyan 154 İngilizce Öğretmeni adayı bu örnek olay çalışmasına katılmıştır. Avrupa Dil Portföyü ve Avrupa Ortak Çerçeve Metni'nin uygulanmasında, öğretmenler için gerekli yeterlilikler ile ilgili bir anket öğretmen adaylarına uygulanmıştır. Bazı açık uçlu sorular nitel olarak ele

alınırken, anket sonuçları nicel olarak tanımlayıcı ve keşifsel istatistiklerle incelenmiştir. Elde edilen bulgular, ankete katılan öğretmen adaylarının kendilerini şu anda “Common European Principles for Teacher Competences and Qualifications”da tanımlanan yeterlilikler konusunda yeterli bulduklarını ve ayrıca usta düzeyde yeterliliğe sahip olmak istediklerini ortaya koymuştur. Adayların şu anda kendilerini ne derecede yeterli buluyorlarsa, gelecekte de tanımlanan yeterlilikler çerçevesinde o kadar yeterli olmak istedikleri ortaya çıkmıştır. Dördüncü sınıflar şu anda birinci ve ikinci sınıflara göre kendilerini daha yeterli görmektedirler. Cinsiyet değişkeniyle ilgili olarak şu anki yeterlilikler açısından bir farklılık olmasa da, gelecekteki beklentiler yönünden bayanlar erkeklerden daha yeterli olmak istemektedirler. Dil beceri seviyeleri ile adayların hem şu anki yeterlilikleri hem de sahip olmak istedikleri yeterlilikler arasında olumlu bir ilişki vardır. Ayrıca, Anadolu Öğretmen Lisesi mezunları kendilerini Anadolu Lisesi mezunlarından daha yeterli algılamaktadırlar. Sınıf düzeyi ve mezun olunan lise türleri ile adayların sahip olmak istedikleri yeterlilikler arasında bir ilişki yoktur.

**Anahtar Kelimeler:** Ortak Çerçeve Metni, Avrupa Dil Portföyü, Öğretmen Yeterlilikleri, İngilizce Öğretmeni Adayları.

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*To my dear mom & dad  
and  
my beloved sister...*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.0 INTRODUCTION**

This chapter puts forward the general background to the study, the problem statement and the aim of the study, research questions and the significance of the study; lastly after presenting the assumptions and the limitations, some definitions of important terms as the core concepts of the thesis are highlighted.

### **1.1 GENERAL BACKGROUND TO THE STUDY**

*This is the value of a teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.*

*Maya Angelou*

It is the support and encouragement of the teacher which make the difference in students' ability to see the possibility of themselves becoming competent and successful students. Teacher effectiveness involves a much more complex set of qualities than mere licensure or certification for professional preparation such as dispositions and a range of planning, organizational, instructional and assessment skills (Tucker and Stronge 2005), and no matter how much these qualities are a significant indicator of a good teacher, a good teacher becomes obvious when his/her effort yields high rates of learning and makes a difference in every learner's life by reaching the invisible behind that face.

With the establishment of the governments in the modern sense, the affairs of education and training have become among their main missions. However, from the middle

of the last century, some views on the inadequacy of the education that is considered as the transmission of knowledge to the new generations have been uttered. The vital role both in solving social, economic and political problems and in transforming “education” phenomenon into action on the scientific and systematic basis has been given to teachers (Sağ 2007). From this aspect, it is considered as important to realize to what extent teachers as the most strategic component of the system become competent in terms of the qualifications that the pre-service teacher training programmes aim to instill in them.

The impact of teacher competencies on the education services can be understood from the research done at the national and international level. ILO (International Labour Organization) and UNESCO have made proposals to the governments as a result of the studies about teachers at the international level. Among these proposals is that the problem of training teachers not only as much as the number of teachers needed but also as qualified as they are required to be should be taken into consideration (Akyüz 2003).

In Turkey, the history of teacher education dates back to even before the foundation of the Turkish Republic. In this developmental process, many phases have been passed through such as the Unification of Education in 1924 and the establishment of Ministry of Education and Higher Education Council (YÖK). Turkey has been a member of Council of Europe since 1949 and applied for the full membership to the European Union (EU) on the 14th of April, 1987. Turkey has begun to take concrete steps towards reconstructing the education system as well as the course of institutions and regulations on the way of restructuring for the full membership to the EU. Undoubtedly, foreign language teachers and teacher competencies have an important place in the framework of these changes because of their mission such as contributing their students to understand European standards while applying the necessary changes in the education context in addition to integrating language and culture.

The EU is considered as a unity constituted as a result of the growing awareness and interaction among countries and cultures and the developments in the field of Information and Communications Technology. The concept of “globalization” accelerating with the access to the modern information technologies involves not only the developments of the interactions and relations among states, nations and local groups but also the

education and training and teacher competencies (DPT 2000). The reconstruction of the education along with the changes and improvements in preparing for the EU membership is very natural. The implementation of the innovations that will enable the society and the people to be successful into the education system without passing time is inevitable. In Turkey, it is necessary that teacher competencies required should be identified and teachers be trained as competent as expected according to the identified standards (Ergün 2003). After the modification of primary and secondary school curricula in 1998 in accordance with the EU vision and standards, teacher training programmes were revised and changed in some ways by Higher Education Council (HEC-YÖK) in 2005. Pre-service teacher training programmes were modified in order to bring solutions to the problems in the applied curricula and train more qualified and effective teachers in 2006. In the new curriculum, the most outstanding changes made according to the EU standards are the increase in the selective and general knowledge courses, the integration of the Community Service Practices Course, which promotes teacher trainees' high-level skills such as research, inquiry and critical thinking into the curriculum and emphasizing the importance given to the school experience (Karacaoğlu 2008: 17).

European Qualifications Framework for Higher Education has mostly been referred concerning teacher competencies in the literature review of teacher competencies and standards. Moreover, in Turkey, a draft of the framework for the competencies in higher education was prepared by the Institution of Higher Education, and this draft has been related to all fields including teacher education (TED 2009). Furthermore, Ministry of National Education (MoNE) published a comprehensive book comprised of teacher competencies defined according to the requirements of seventeen teacher education areas at both secondary and primary education. Teacher competencies have been an issue which has a priority among the research and development studies as stated in Ball and Cohen 1999; Darling-Hammond Wise and Klein 1999; World Bank 2005; Darling-Hammond 2006; Grand and Gillette 2006; Imig and Imig 2006 (TED 2009: 6).

The Progress Report of Turkey by Council of Europe (2010: 43) states that:

The educational reform programme, which is a key part of the National Development Plan (2007-2013), is being implemented. It sets two key

priorities for education, modernization and reform: increase the responsiveness of education to demand and enhance the educational system.

In Education and Culture section of the 2010 Progress Report Turkey by the Council of Europe (2010: 88), it is stated that:

The Ministry of National Education adopted its strategic plan 2010–2014 including targets and performance indicators for the implementation of Turkey's reform agenda in line with key EU standards, including the European Qualification Framework... Turkey is at an advanced stage of implementing the Bologna process recommendations. However, there are a number of challenges ahead. These are recognition of qualifications, quality assurance and establishment of a national qualifications framework based on the European Qualifications Framework (EQF).

In accordance with the EU standards, in the foreign language learning and teaching context, *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, or CEFR, published in English by Cambridge University Press, is increasingly used in the reform of national curricula and international language certification standards. A European Council Resolution in November 2001 recommended the implementation of this instrument devised by Council of Europe in setting up systems of validation of language competences. Also, as a result of a symposium on "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification" held in Switzerland in 1991, *European Language Portfolio* was emphasized as the certification in language ability which can be used across Europe. This framework carries the mission of improving the recognition of language qualifications and helping teachers co-operate, eventually leading to improved communication and cooperation in Europe.

## 1.2 PROBLEM STATEMENT

As it is mentioned, Turkey has been a member of Council of Europe since 1949, and recently it has been going through some reforms in order to keep up with the criteria

defined by the European Union. Undoubtedly, the educational reforms are the most important, and the reconstruction of the education system can be understood from the certain changes in the current curricula, including primary, secondary and higher education curricula the Ministry of Education and Council of Higher Education offer. As for the foreign language education policies in Turkey so as to be parallel to those of other European countries, European Language Portfolio (ELP) and Common European Framework of Reference for Languages (CEF) are taken into consideration.

Common European Framework provides a clear definition on the objectives of language teaching and learning and appeals to the course designers, textbook writers, testers, teachers and teacher trainers; hence, it should also be emphasized in Foreign Language Teaching Departments while educating teacher trainees who are the future teachers. Moreover, teacher trainees' qualifications should be parallel to the common European principles for teacher competences and qualifications as mentioned in *Common European Principles for Teacher Competences and Qualifications*, provided by European Commission.

The ELP has been researched in many European countries, and the studies have displayed that it is motivating for the students to gain insights into their own learning; however, there have been few studies in Turkey, which are mostly at the primary and secondary school levels. As Demirel (2005) states, the ELP was piloted at four private and twenty state schools by the MoNE in Ankara in 2004; moreover, its piloting studies can be seen in many other schools in various cities such as İstanbul, Ankara, İzmir, Gaziantep and Adana since then. One study by Egel (2003) and TÖMER, Turkish language teaching institute working in accordance with the Turkish version of ELP was on the use of ELP in primary education. Moreover, Dağ (2008) carried out a study about assessing Turkish students' performance in English as a foreign language *at secondary level* within Common European Framework. Unfortunately, during the literature searching process, except from two studies, one of which was conducted by Glover, Mirici and Aksu (2005) in Muğla University and the other one of which was done by Ceylan (2006) about the advantages of ELP as a self-directed learning tool in Bilkent University, no other studies on the content and piloting of the CEF and ELP at the *university level* were found in Turkey. As for the **teacher competencies of the CEF and the ELP**, although Tandıroğlu (2008) conducted a

study about the required teacher competencies in the implementation of the CEF and the English Language Portfolio, it was administered to the teachers working at the Department of Basic English, School of Foreign Languages at the Middle East Technical University but not to the teacher trainees who are not graduated but still ready to be shaped in terms of competencies; therefore, to what extent teacher trainees as the prospective teachers at ELT Departments are competent in terms of European language teaching standards has not been determined yet. That is why this study as a first but not least step was needed to investigate English Language Teacher (ELT) Trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP). Also, at the local level, this study is the first study on this subject at the English Language Teaching Department of Çanakkale Onsekiz Mart University. The *four common principles* and *the three key competencies and qualifications* of a teacher in the CEF (2001) and *Common European Principles for Teacher Competences and Qualifications* (2005) were the basic references for the research. (See Chapter II and III for the detailed competencies and descriptions of the CEF and the ELP).

### 1.3 AIM OF THE STUDY

The aim of this study is to shed light on English Language Teacher (ELT) Trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP) by describing their current and desired competencies.

A perspective of teacher trainees' perceptions regarding their current competencies will be explored according to the results of this case study, and an idea about what the teacher trainees' desire to achieve regarding these competencies will be seen. The outcomes of this study will also show how competent ELT trainees are within the Common European Framework and how much they want to develop themselves within these competencies.

The teacher trainees may be further informed about the Common European Framework and the required teacher competencies in this framework. Therefore, the

findings of this study may reveal the competencies of the English Language teacher trainees, and the ways to develop these competencies may be thought in the future. In doing so, how their perceptions on the competencies differ according to the variables such as “grade level, gender, language level and the graduated high school” during the process of education is explored. ELT Trainees’ perceptions will be discovered by means of a questionnaire adapted by the researcher.

#### **1.4 RESEARCH QUESTIONS**

In accordance with the purposes above, in the present study, the following research questions are investigated:

- 1- How do the ELT trainees at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University perceive themselves in terms of teacher competencies identified by the CEF and the ELP currently?
- 2- Are there any significant differences between the ELT trainees’ grade levels and their perceptions on the current competencies they have?
- 3- Is there any significant difference concerning gender among the ELT trainees with reference to their perceptions on the current competencies that they have?
- 4- Is there a relationship between the ELT trainees’ language competency levels and their perceptions on the current competencies that they have?
- 5- Is there a relationship between the type of high school the ELT trainees graduated and their perceptions on the current competencies that they have?
- 6- What level of success do ELT trainees expect to be competent or to what extent do they wish to be successful in the defined competencies above? Is there any relationship between the variables mentioned above (7- grade level, 8- gender, 9- language proficiency level, 10- the type of the high school) and their perceptions about the desired competencies?
- 11- Is there any correlation between the ELT trainees’ perceptions about their current and desired competencies?

## **1.5 SIGNIFICANCE OF THE STUDY**

In today's world, the need for the world nations to understand and establish multi-dimensional relations with each other is maybe much more than it was in the past centuries. In order to achieve this aim, there is a strong need for the people in every status and profession to know foreign languages and cultures as well as they recognize their own language and culture. To meet this need, an education system through which foreign language education is provided successfully. The quality and the development of the foreign language education considerably depend on the qualities and the competencies of the foreign language teachers.

In the Turkish education context, the teacher trainees who are prepared to work at secondary and high schools appertaining to Ministry of National Education (MoNE) are the teachers of our future. At this stage, the competency levels of the teacher trainees in ELT Departments shape the future of their professional lives. In this respect, the purpose of the present study is to determine ELT Trainees' perceptions about their current and desired competencies defined by ELP and CEF, which is regarded as a reference book used as a source of guidance for teaching languages. In this way, to serve as a prospective resource while forming a needs analysis for providing the mentioned group with pre-service training and to find out the competencies that need to be developed to improve the process of teaching are among the goals.

## **1.6 SCOPE OF THE STUDY**

This study focuses on ELT trainees' perceptions about their current and desired competencies identified by CEF and ELP. The participants of the study to whom the questionnaire is administered are 154 ELT trainees studying in the 1st, the 2nd, the 3rd and the 4th grade at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University. 41 of the 1st year students, 34 of the 2nd year students, 40 of the 3rd year students and 39 of the 4th year students participated in the study (see Table 3.5 in Chapter III for the percentages).

## 1.7 ASSUMPTIONS OF THE STUDY

The following assumptions were taken into consideration in this study:

1. The CEF is a reference book that is used as a guideline in Turkey and across Europe in teaching of languages.
2. To be competent in the teacher qualifications defined in the common European principles for teacher competences and qualifications provided by European Commission is an invaluable asset to English language teacher trainees.
3. The trainees who participated in the study are all sincere in their responses to the questionnaire items because only the volunteers participated in the study after being asked about their willingness and explained about the aims of the research.

## 1.8 LIMITATIONS OF THE STUDY

The study is limited to the English language teacher trainees at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University. The number of the trainees who are included in the study is 154, and this sample group includes both day and evening group trainees in the 1st , the 2nd , the 3rd and the 4th year. Therefore, the results of this case study cannot be generalized to all English Language teacher trainees.

## 1.9 DEFINITIONS OF TERMS

**Council of Europe:** An international organization founded in 1949, having 47 members, one of which is Turkey. Its aim is to protect human rights and democracy by coping with ethnical discrimination, organized crimes, racist and environmental problems and to contribute to the life standards of European citizens, developing a mutual understanding among different cultures in Europe with an emphasis on

building up a European identity. To realize these aims, the organization carries the mission of being the most important foundation that implements the educational and cultural policies of the European Union ([www.coe.int](http://www.coe.int)).

**Common European Framework (CEF):** It is a reference book designed by the Council of Europe for keeping a standard for teaching, learning and assessing languages at all levels across Europe. In this way, the European citizens including teachers, learners, course designers, testers and administrators have the opportunity to cooperate and have mobility among different educational institutions due to the mutual recognition of language qualifications, which serves to the aims of the CEF (Council of Europe/CoE 2001).

**Plurilingualism and Pluriculturalism:** Different from multilingualism, plurilingualism among the policies of the Council of Europe aims at “integrated” learning of languages, which is the interrelation and interaction of languages in the brain of the learner when necessary in the real context rather than the isolated knowledge of more than one language. In this way, it can not be separated from pluriculturalism which results from exchanging cultural codes among the citizens of different cultures who try to negotiate with each other about a social matter by switching between their languages (CoE 2001).

**European Language Portfolio (ELP):** The European Language Portfolio, developed and piloted on the basis of the Common European Framework of References for Languages by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000, is a document which consists of the records and reflections of those who are learning or have learned a language at school or outside school on their language learning and cultural experiences (CoE 2001).

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.0 INTRODUCTION

This chapter describes the terminology of the study by covering the review of literature regarding the history and background of the Common European Framework (CEF), the importance of teacher competencies in the CEF, the developmental process of the European Language Portfolio (ELP) and the adaptation process of the EU countries to the CEF. Subsequent to the presentation of teacher competencies in countries such as the USA, China, Canada and Australia, teacher competencies in Turkey and Turkish foreign language education before and after the EU membership process have been examined through a comparison of the developments in other countries.

#### 2.1 DEFINITIONS OF SOME IMPORTANT TERMS

In order to have a deeper understanding of the term competency and the interrelated words about competency, the definitions will be highlighted.

##### 2.1.1 “COMPETENCY, ABILITY AND SKILL”

“Skill” is defined as the ability to use one's knowledge effectively and readily in execution or performance and secondly defined as dexterity or coordination especially in the execution of learned physical tasks and the definition which is more related to the field of foreign language teaching is as follows: **a learned power** of doing something competently: **a developed aptitude or ability** e.g. language *skills*. “Ability” is firstly defined as the quality or state of being able e.g. *ability* of the soil to hold water; *especially* :

physical, mental, or legal power to perform *and, second definition*, competence in doing : skill and **natural aptitude** or acquired proficiency; furthermore, Merriam Webster Dictionary has another heading for skill (both non-countable and countable) especially for English language learners: **the ability to do something that comes from training, experience, or practice** and for ability: **the power or skill to do something**. As the synonyms of ability, capability, capableness, capacity, competence, competency, faculty can be seen. It can be concluded that ability and competency can be replaced for each other interchangeably to explain skill more explicitly. “Adeptness, adroitness, art, artfulness, artifice, artistry, cleverness, craft, cunning, deftness, masterfulness, skillfulness” words are used as the synonyms of skill which is based on “shaping” of some natural power (ability) by learning and development, in sum. Competency is defined as **having knowledge, skills and attitudes required to perform duties of a specific profession**.

In foreign language teaching, “skill” rather than knowledge is specified as foreign language ability. What is important is the analysis of what the learner will have to be able to do in the foreign language and, only in the second place, the determination of what language-forms (words, structures, etc.) the learners will have to be able to handle in order to do all that has been specified (Van Ek 1976: 5).

### 2.1.2 TEACHER COMPETENCY

A *teacher* is described as “a person who is acknowledged as having the status of a teacher (or equivalent) according to the legislation and practice of a given country” in the documents prepared by the European Commission (2005). The word “equivalent” is used because in some countries there could be groups of teachers with different titles but having the same status. Furthermore, According to the practice of some countries, a *teacher* could also be a *trainer* who works with school-aged pupils and young adults studying in vocational programmes at schools, colleges, companies or other training organizations.

Today, “teaching” entailing the requirement of being a graduate profession is not seen adequate and other definitions and identifications about the “specialization” in the teaching profession have been necessitated (MoNE Modern Teacher Profile 1998 cited in Uygun 2007: 13) Teacher is regarded as a success engineer or behavior engineer of human

abilities (Alkan 2000: 202 cited in Uygun 2007: 2). Qualities of effective teachers are generally known as verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully and enthusiasm for the subject (Tucker and Stronge 2005).

According to the consensus in the workshop conducted between 17 and 21 October 2005 with the participation of 8 national experts and 4 staff of the Ministry of National Education (MoNE), Generic Teacher Competencies are defined as knowledge, skills and attitudes required to perform the teaching profession effectively and efficiently. All teachers should have the following Generic Teacher Competencies including knowledge, skills, and attitudes;

- ✓ 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 (MoNE 2006a: 17)

## **2.2 THE HISTORY AND BACKGROUND OF THE COMMON EUROPEAN FRAMEWORK (CEF)**

Undoubtedly, knowing and using a foreign language adequately are not a privilege but a requirement any more. Due to this important fact, international associations have undertaken the application of foreign language education. The Council of Europe (CoE), one of whose members is Turkey, has taken important steps and decisions by developing projects about teaching “Modern Languages”. The CoE contributed to the studies about grammar and vocabulary by publishing ***“The Threshold Level” for English language teaching***, “Un Niveau Seuil” for French language teaching and “Kontakt Schwell” for German language teaching (MoNe 1991).

It is significant to understand the necessity for the development of studies such as “The Threshold Level” prior to the advent of Common European Framework and

European Language Portfolio for English language teaching and to have a broader perspective of the role of the Council of Europe.

The European community that may seem to be characterized by its diversity rather than unity actually has broad areas where an increasing convergence of ideas and attitudes can be observed (J.A. Van Ek 1976). Among these areas comes education, especially as to the roles of education, the rights to education and the forms in which educational opportunities are to be offered. As a result of mutual consultation, exchange of views and experiences and intensified European collaboration, it is not surprising that in an endeavor to promote European unity and coordination in the field of education, foreign language learning has been given special attention as J.A. Van Ek (1976: 1) stated:

Even as early as 1954, when the European Cultural Convention was signed in Paris by the representatives of the member states of the Council of Europe, it was agreed that foreign language study was to be promoted because “a greater understanding of one another among the people’s of Europe” would further the Council’s aim, which was the achievement “of a greater unity between its Members”.

Among the aims of foreign language teaching, which is one of the educational priorities of European governments, there is at least one common aim all member states of the Council of Europe recognize: the ability to *use* the foreign language in one way or another. Therefore, foreign language teachers tend to look beyond national boundaries for enlightenment, guidance and teaching materials than teachers of many other subjects (J.A. Van Ek 1976). Therefore, knowledge of foreign languages is meant to be “indispensable both for the individual and for Europe as a whole”; that is why extending the teaching of modern languages has been emphasized to the greatest extent possible for children and adults to whom it is not yet given.

What appears to be a concrete step to be taken by the European Ministers of Education regarding foreign language teaching was the constitution in 1971 by the Council for Cultural Cooperation of a small group of experts whose priority was the development of a model for the specification of a unit/credit system for foreign language learning

objectives and the application of this model realizing at least one objective. As the largest potential learner group, adults who wish to be able to communicate non-professionally with foreign language speakers in everyday situations on topics of general interest were thought to be the target learners, and accordingly, “the threshold level” was specified as a consequence of the determination of the minimal needs of this class of learners (J.A. Van Ek 1976). In parallel to the publication of the threshold level for adult education, an application with the foreign language teaching objective for school education was decided to be developed during the meeting of the Committee for General and Technical Education. This objective would serve a variety of purposes such as providing the great majority of pupils in a very large part of Europe with an objective in terms of practical communicative ability and giving meaningful direction to foreign language as stated (J.A. Van Ek 1976: 3):

It would be a basis for the harmonization of foreign language teaching in the member states of the Council of Europe; it would form a foundation for international cooperation in educational innovation, the production of learning materials, tests, the exchange of experiences, the conduct of experimentation, etc...

The CEF, the latest stage of the process through which many members of the teaching profession across Europe and beyond have collaborated, dates back to 1971. With the contributions of The Working Party and the Authority Group under the Project Group *Language Learning for European Citizenship*, the feedback stage prior to the dissemination of the CEF was realized.

The aim of the CEF is to help a language learner or a member of one of the professions related to language teaching and assessment such as teachers, examiners, textbook writers, teacher trainers, educational administrators, course designers etc. Actually, among the aims of the CEF is not telling the practitioners what to do, or how to do but to raise questions in mind for them to find out their own objectives and methods to employ although much effort has been put into the principles and practice of language learning, teaching and assessment by the colleagues of member countries working together in the Council of Europe’s Modern Languages Projects. In so doing, improving the quality

of communication among Europeans of different languages and cultural backgrounds is seen as important; therefore, an individual's *plurilingual and pluricultural* competence is reflected to the curriculum, which enhances the communicative competence. Only in this way of better communication can freer mobility and more direct contact be promoted, and also better understanding and closer co-operation can be established in turn. The Council supports both young and older learners to build up the attitudes, knowledge and skills to become more autonomous in thought and action and more responsible and co-operative in relation to other people, as a result of which the democratic citizenship among Europeans will be promoted.

In order to be taken as a resource to different learner needs and characteristics, according to which language learning objectives will be organized by each party, the CEF should have certain criteria for being “comprehensive, transparent and coherent”. This comprehensiveness and suggestiveness, due to which the users build their own objectives, methods and products, allow them to decide what parts to keep, reject or add according to their priorities and needs. That is to say, this framework/scheme is not a closed system but open to further development in the light of experience. A set of common reference levels proposed in order to put accepted and stable standards of measurement among different profiles of linguistic training and teaching field is nevertheless a basis for reflection and recommendation which is open to new possibilities brought by critical users however useful it is found by all kinds of practitioners.

### **2.2.1 WHAT IS THE COMMON EUROPEAN FRAMEWORK?**

The CEF is a *common basis* for the comprehensive description of language courses, syllabuses, curriculum guidelines, examinations, textbooks, etc. It includes the knowledge and skills to use a language for communication in addition to the levels of proficiency that measure learners' progress at each stage of learning and on a life-long basis. The explicit description of objectives, content and methods along with the proficiency levels promotes international cooperation among professionals working in the field of modern languages in the different educational systems of Europe; thus, contributes to the mutual/collective

recognition of qualifications in different learning environments, which will also aid mobility in European context (CoE 2001:1).

As for the levels of language proficiency, a taxonomic nature of the calibrating instrument can be seen because of the effort to cope with the complexity of human language by breaking it into parts. These separate language components cause a kind of paradox while being a facilitator because the ‘whole’ human being as a psychological and pedagogical entity interacts by making use of every kind of competences through communication; as a result, what is shaped is identity. This requires adopting *an intercultural approach* that appeals to the “learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (CoE 2001: 1).

The qualifications in the CEF are determined according to some common abilities learnt through formal training such as recognition or recalling in order for the learner to apply the same skills while learning other European languages, as a result of which plurilingualism is promoted. Thanks to a Swiss national Science Research Council project which took place between 1993 and 1996 as a follow-up to the 1991 Rüschlikon Symposium (CE 2001: 217), A1 (Breakthrough) and A2 (Waystage) as the sublevels of the basic level were described in terms of communicative abilities learners develop. The sublevels B1 (Threshold) and B2 (Vantage) of the “independent user” level are also distinguished, then C1 (Effective proficiency) and C2 (Mastery) as the sublevels of the “proficient user” level take place in the illustrative scales.

## **2.2.2 THE AIMS AND OBJECTIVES IN THE LIGHT OF EUROPEAN LANGUAGE POLICY**

The overall aim of the Council of Europe that CEF serves is ‘to achieve greater unity among its members’ and to pursue this aim ‘by the adoption of common action in the cultural field’ as defined in Recommendations R (82) 18 and R (98) 6 of the Committee of Ministers.

In addition to this overall aim, The Committee for Education and its Modern Languages Section in the Council for Cultural Co-operation of the Council of Europe worked in adherence to three basic principles:

- \* As a source of mutual enrichment and understanding, the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed.

- \* Through communication and interaction among Europeans of different mother tongues, European mobility, mutual understanding and co-operation can be promoted.

- \* While developing national policies in the field of modern language learning and teaching, member states may achieve greater convergence at the European level (CoE 2001: 2).

### **2.2.3 THE PLACE OF THE CONCEPT ‘PLURILINGUALISM’ IN THE CEF**

Before explaining that concept, it is appropriate to mention its difference from multilingualism, which is “the knowledge of a number of languages, or the co-existence of different languages in a given society or in a particular school or educational system”. On the other hand, as for ‘plurilingualism’, “the learner does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor” (CoE 2001: 4).

According to this perspective, it can be concluded that the aim of language education is no longer seen as the isolated mastery of different languages, but as the development of a repertory with a range of linguistic abilities, which serves the plurilinguistic competence. Moreover, language is a means of access to cultural demonstrations as a major part of culture; therefore, ‘pluriculturalism’ takes place where plurilingualism occurs. As it can be seen in the following sections, the CEF and the ELP

serve these purposes by providing intercultural experience through different levels of proficiency according to the learner needs and characteristics.

## **2.2.4 THE NEED FOR THE COMMON EUROPEAN FRAMEWORK**

Given in the words of the Intergovernmental Symposium held in Rüschlikon, Switzerland November 1991, on the initiative of the Swiss Federal Government about 'Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification' (CoE 2001: 5):

1. A further intensification of language learning and teaching in member countries

is necessary in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding.

2. To achieve these aims language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school through to adult education.

3. It is desirable to develop a Common European Framework of reference for language learning at all levels, in order to:

- promote and facilitate co-operation among educational institutions in different countries;
- provide a sound basis for the mutual recognition of language qualifications; assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.

When it comes to the uses of the CEF, it includes the planning of language learning programmes of primary, lower secondary, upper secondary and higher/further education, the planning of language certification and self-directed learning.

## 2.3 THE IMPORTANCE OF TEACHER COMPETENCIES IN THE CEF

In response to the challenges presented in the Joint Interim Report by the European Council and the European Commission on progress towards Education and Training 2010, European common references and principles were recommended in a number of areas, and one of these areas were the competences and qualifications of teachers and trainers. The aim of setting out common European principles for teacher competences and qualifications is to support policy makers at a national and regional level (EC 2005).

Teachers' support can be taken for granted if they are only accepted to have a role in learning environment of young people and adult learners. They also serve for a larger aim which is the evolving of educational systems through the implementation of the reforms. As a result of this, high quality education is promoted, which yields to the personal fulfillment, social skills development and diverse employment of the learners. In this respect, their role in shaping the potential of all learners by taking the values of inclusiveness into account has an inevitably strong influence on advancing the human potential and future generations. That is why the European Union views the vital role of teachers and their lifelong learning and career development as key priorities (EC 2005).

In today's knowledge society, teachers should be able to take part in evolving challenges of their surrounding and prepare learners to be autonomous lifelong learners. This can be realized by reflecting on the processes of learning and teaching through a continuous engagement with the following items:

- ✓ Subject knowledge
- ✓ Curriculum content
- ✓ Pedagogy
- ✓ Innovation
- ✓ Research
- ✓ The social and cultural dimensions of the education.

It is also emphasized that teacher education should be at higher education level or its equivalent and that there should be strong partnerships among higher education, other training and education-based institutions and schools.

Another reason for giving priority to the mutual development and recognition of the competences and qualifications of teachers between EU member countries is to prepare learners for their role as EU citizens, which can come true by means of first-hand experience gained in other European countries.

While carrying out their critical role in society, teachers should also be supported by the educational institutions within the context of national and regional system whose policies address not only initial teacher education but also continuing professional development because only in this way can the quality and efficiency of learning be promoted.

### **2.3.1 COMMON PRINCIPLES OF TEACHER COMPETENCIES IN THE CEF**

In order for the member or candidate countries across the European Union to develop their national and regional system whose policies address not only initial teacher education but also continuing professional development, the following Common European Principles defined in *the Common European Principles for Teacher Competences and Qualifications* (2005: 2) should be comprehensively incentive and inspiring:

#### **1) A graduate profession:**

In high quality education systems, it is required that all teachers be graduates from higher education institutions or their equivalents. It is important for every teacher to have an opportunity to continue their studies to the highest level in order to develop their teaching competences and to progress within the profession. Teacher education is multidisciplinary, ensures that teachers have:

- ✓ a knowledge of their subject matter,
- ✓ a knowledge of pedagogy,
- ✓ the skills and competences required to guide and support learners,

- ✓ an understanding of the social and cultural dimension of education.

By means of these competencies, teachers respond to the needs of individual learners in an inclusive way; therefore, their education should both have an emphasis on practical skills and an academic and scientific basis and provide them with the competence and confidence to be reflective practitioners and discerning in managing information and knowledge.

## **2) A profession placed within the context of lifelong learning:**

What is meant by lifelong learning is that teachers should have professional development throughout their careers, and this should be supported and encouraged by coherent systems at national, regional and/or local level, as appropriate. Teachers should be competent in contributing to the process by which young people and adult learners become more autonomous lifelong learners and recognize the importance of acquiring new knowledge. It also requires having the ability to innovate and use evidence to inform their work. They need to be able to evolve and adapt according to the process of lifelong learning throughout their whole career. They should take part actively in professional development in a way which will be recognized within their own systems.

## **3) A mobile profession:**

The initial and continuing teacher education programmes can be complemented with this central issue: mobility. Having their status recognized in the host country and their participation recognized and valued in their home country is important for teachers who undertake mobility in other European countries for professional development purposes. Within the mobility concept, the opportunities between different levels of education and towards different professions within the education sector should take place.

## **4) A profession based on partnerships:**

Teachers should be encouraged to work collaboratively in partnership with schools, industry, and work-based training providers during their studies in the institutions providing teacher education. In this way, they can have the opportunity to review

evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society because teacher education, in itself, should be supported as an object of study and research. Moreover, collaborating with a wide range of community groups and stakeholders will be through working in learning organizations that reflect on their own and other's best practice. In this way, higher education institutions need to ensure that their teaching benefits from their knowledge of current practice.

These common principles ensure the attractiveness and status of the teaching profession by recognizing the role of teachers. Teachers, therefore, should be highly educated; continually developing and reflecting on their competences; and appropriately remunerated in order to realize their missions as key agents for developing values of inclusion within the individual and society.

### **2.3.2 COMMON KEY COMPETENCIES IN THE CEF**

Because education and training are multi-dimensional concepts, in addition to the principles above, the broadest view covering the environment and components together with which the principles can be applied should be an outlook from the social, economic, and cultural perspective in the current knowledge society. Taking these aspects into consideration, the European Commission defined three overlapping areas for teachers to work effectively in coordination and cooperation with their surroundings (EC 2005: 3):

- 1) working with information, technology and knowledge;
- 2) working with their fellow human beings – learners, colleagues and other partners in education; and
- 3) working with and in society - at local, regional, national, European and broader global levels.

On the basis of all these areas lays down a very important concept: “a professional continuum of lifelong learning” (EC 2005: 4). In order for these competences to be developed and instilled in the new teachers since the initial stage of this continuum, they

need to be supported by the caring and principled institutions having the mission of carrying these competences themselves as well.

The key competences identified in *the Common European Principles for Teacher Competences and Qualifications* (2005: 4) are as follows:

**1) Working with knowledge, technology and information:**

In today's knowledge and technology world, to work with a variety of types of knowledge comes among musts. Making effective use of technology where appropriate involves being equipped with the ability to "access, analyze, validate, reflect on and transmit knowledge". Therefore, teachers' education should lead them to retain the intellectual freedom to make choices, and their pedagogic skills should allow them to build and manage learning environments according to their choices over the delivery of education. Having these skills should also provide them with innovation and creativity. They should integrate it effectively into learning and teaching with the confidence in the use of ICT in such ways: "They should be able to guide and support learners in the networks in which information can be found and built. They should have a high level of knowledge and understanding of their subject matter and view learning as a lifelong journey. Their practical and theoretical skills should also allow them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners".

**2) Working with fellow human beings:**

Teaching profession should be based on the values of social inclusion and nurturing the potential of every learner; therefore, having the knowledge of human growth and development is very important to demonstrate self-confidence when engaging with others. While working with learners as individuals, teachers should support them to develop into "fully participating and active members of society". Moreover, to increase the collective intelligence of learners, they should prepare and develop collaborative activities for learners and the co-operation and collaboration with colleagues will also contribute to their own learning and teaching.

### **3) Working with and in society:**

As a component of the concept of lifelong learning, mobility and co-operation in Europe should be promoted so as to encourage intercultural respect and understanding. In this way, they contribute to preparing learners for their role as EU citizens and help to ensure that learners understand the importance of lifelong learning. By understanding the significance of the contribution that education makes to developing cohesive societies, they should provide the balance between respecting and being aware of the diversity of learners' cultures in addition to identifying common values. This requires them to understand "the factors that create social cohesion and exclusion in society" and be aware of "the ethical dimensions of the knowledge society" as well. Another dimension about "working with and in society" is to work effectively with the local community, partners and stakeholders in education – parents, teacher education institutions, and representative groups. As an efficient circle, good education learners have means that they will meet more and diverse employment opportunities, which will contribute to systems of quality assurance in the broadest sense as a result of teachers' experience and expertise.

## **2.4 THE DEVELOPMENTAL PROCESS OF THE EUROPEAN LANGUAGE PORTFOLIO (ELP)**

The European Language Portfolio, developed and piloted on the basis of the Common European Framework of References for Languages by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000, is a document which consists of the records and reflections of those who are learning or have learned a language at school or outside school on their language learning and cultural experiences. With the six reference levels mentioned in the section introducing the CEF, the aim of the CEF is to form a method of assessing and teaching all languages across Europe. The learners can also assess their performance according to these descriptors now that the ELP includes these level descriptors from the CEF (CoE 2001). As its basis and aim, it is reported that:

... it was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism and pluriculturalism.

([http://www.coe.int/t/dg4/portfolio/default.asp?l=e&m=/main\\_pages/welcome.html](http://www.coe.int/t/dg4/portfolio/default.asp?l=e&m=/main_pages/welcome.html))

The ELP is comprised of three parts: Language passport, language biography and dossier. Little and Perclova (2001) state that these three documents encourage the students to reflect on and take the responsibility of their own learning. The language passport displays the learner's current level of language proficiency which is regularly updated by the owner and makes a summary of the learning and intercultural experiences of the owner of the portfolio. A grid is constituted in order to describe the learner's language competences in the light of the criteria accepted throughout both local region and Europe. It is explained precisely as follows:

The Passport section provides an overview of the individual's proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework; it records formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes information on partial and specific competence; it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards; it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. To facilitate pan-European recognition and mobility a standard presentation of a Passport Summary is promoted by the Council of Europe for ELPs for adults. ([http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/contents\\_portfolio.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/contents_portfolio.html))

The language biography gives information about the personal history of language learning and intercultural experiences of the owner in detail; therefore, it also guides the

learner in planning and assessing progress as it is stated in the website of the Council of Europe:

The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts; it is organized to promote plurilingualism i.e. the development of competencies in a number of languages.

([http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/contents\\_portfolio.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/contents_portfolio.html))

Thirdly, in the dossier are illustrated examples of personal work regarding the learner's language competences as complementary to the daily language learning and the learning process. The learner has the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

#### **2.4.1 THE IMPORTANCE OF TEACHER COMPETENCIES IN THE ELP**

According to Sheils (2001 cited in Guneyli and Demirel 2005), the most dominant issue among the educational and political policies which the Council of Europe has determined for the future of Europe is the language policy. At this point, a new approach to foreign language teaching has been adopted by the Council of Europe: European Language Portfolio.

The ELP, which was first launched in 1997, not as a product but as a general concept explored in a collection of working papers (Council for Cultural Cooperation 1997 cited in Little 2004), was implemented through the pilot projects which had been undertaken between 1998 and 2000 in 15 Council of Europe member states during 2001-2004 (Little 2004). Thanks to the implementation of the projects, the ELP is seen as a viable tool to bundle together different teaching forms and activities, to foster coherence and quality of services and to make learning outcomes visible by some institutions. In

order to maintain a common European core of the ELP as well as for transparent quality standards to back up face validity, there is a need for guidance in terms of the use and dissemination of the ELP. Therefore, this guidance can be provided by having the teachers qualified in terms of the competencies required for the implementation of the ELP (Schärer 2004). Likewise, the quality of teachers is emphasized considerably in the recent debates on the quality of education in Europe since teachers are identified as the most important factor influencing the quality of education in schools (Hattie 2007; Barber & Mourshed 2007 cited in Snoek, Clouder et al. 2009).

The European Commission, which has recently given considerable attention to the quality of teachers, stimulates national governments to invest in the improvement of teacher quality and to exchange policy practices by means of mutual learning of policy makers from member states (Snoek, Uzerli & Schratz 2008 cited in Snoek, Clouder et al. 2009). In this respect, a variety of policy documents about the quality of teacher education are released; the latest examples of such policy documents are ‘Common European Principles for Teacher Competences and Qualifications’ and ‘Improving the Quality of Teacher Education’, both published by the European Commission (European Commission 2005; 2007 cited in Snoek, Clouder et al. 2009). The related studies about the teacher quality are stated as follows:

The European Commission has issued a study on teacher education curricula in Europe to assess the extent to which TE curricula in the different Member States currently provide teachers with the knowledge, skills and competences in the Commission Communication 'Improving the Quality of Teacher Education' and the related Council Conclusions. On top of these studies the European Parliament published a study on the 'Content and Quality of (Primary) Teacher Education across the European Union' (European Parliament 2008 cited in Snoek, Clouder et al. 2009: 2).

Along with the mentioned policy documents, the European Commission, together with the OECD launched a joint survey on teachers: Teaching and Learning International Survey (TALIS). TALIS has the feature of being the first international survey that focuses on the learning environment and the working conditions of teachers in schools.

In parallel with these developments, the decisive role of initial and continuous teacher guidance is emphasised for the successful introduction of the ELP in most project reports (Schärer 2004). Moreover, as there is also a general realisation that adequate teacher training and support are absolutely essential, initial and on-going teacher training related to the ELP have been multiplied as a result of the offers and are increasingly becoming the part of regular training programmes.

The ELP and the aims of the teacher competencies are interrelated to each other because they are both based on the European policies of education and training, and the ELP has impacts on the individual citizen, the teacher, teaching institutions and the Council of Europe in a broader sense as Schärer (2004: 22-23) expresses:

- \* For the individual citizen, the ELP is meant as a tool in support of life-long language learning. It is a tool to help build new learning on old learning.
- \* For the teacher, the ELP is a tool to promote language learning in effective, transparent and coherent ways.
- \* For teaching institutions, the ELP is a tool to define and communicate the purposes and values of language education. It is a tool to produce benefits beyond formal education.
- \* For the Council of Europe, the ELP is a tool to help maintain and foster linguistic and cultural diversity, to promote plurilingualism, mutual respect and understanding.

The Council of Europe wants to maintain and foster the linguistic and cultural diversity of Europe, and these outcomes can be realized through an evident system of qualifications teachers adopt during the implementation of the ELP which is based on the Common European Framework of Reference for Languages (CEFR) and carries the concepts of the CEFR into schools, to teachers and learners (Schärer ELP Interim Report of Council of Europe 2007).

In the ELP Interim Report of the Council of Europe in 2008, it is also indicated that the ELP is designed to mediate to learners, teachers and schools common European values and goals. A set of principles this tool are based on are plurilingualism, learner ownership, learner autonomy and self-assessment, an understanding that all learning counts and that learning is a life-long process (Schärer ELP Interim Report of Council of Europe 2008). In addition to helping the Council of Europe mediate their goals to learners and citizens, the ELP has also helped to shape decisions and in turn have been shaped by educational innovation; the process has helped form professional mediators or teachers (Schärer 2004).

In the website of European Business (2007), some competencies expected from teachers in accordance with the recent developments including the ELP and CEFR are given as follows:

Teachers are increasingly called upon to help young people become fully autonomous learners by acquiring key *skills*, rather than memorizing *information*; they are asked to develop more collaborative and constructive approaches to learning and expected to be facilitators and classroom managers rather than ex-cathedra trainers.

As a result of the efforts of a working group of Education & Training 2010 work programme on “*Improving the education of trainers and teachers*”, which started to work in September 2002, two reports have been formed. The first report focused on “*the changing dimensions in the role of teachers in a knowledge society*” (European Commission, 2003 cited in EU Business website) whereas the second report focused among other things on guiding principles for developing a common European framework. In this way, a common European Framework was described as “references and principles aimed at supporting and encouraging national policies as well as providing an opportunity for system convergence where appropriate” (European Commission 2004 cited in EU Business website).

## 2.5 THE ADAPTATION PROCESS OF THE EU COUNTRIES TO THE CEF

The Council of Europe developed a series of monographs on language learning, language use and language proficiency over 30 years, and these are ordered respectively as follows (CoE 2002: 1):

... Probably the best known of these are the different “levels” of language achievement within language teaching and learning “schemes” - the Threshold Level (1975, 1990, 1998), which has been enormously influential throughout Europe and beyond, and later the Waystage and Vantage Levels. In the mid 1990s, the Council of Europe began the challenging task of putting these different levels and their associated guidelines together into one coherent Framework...

This Framework mentioned above is referred to as the Common European Framework of reference for language learning, teaching and assessment (CEF) developed by Dr John Trim, Dr Brian North, Professor Daniel Coste and Mr Joseph Sheils. In addition to the framework, in the line with the demands, a guide for all members of the language teaching profession to make full use of the CEF was published by the Language Policy Division (Bailly, Devitt and Gremmo et al. 2002) in Strasbourg. Within the audience of all users of this guide and particular types of users with special concerns take place “teachers, teacher trainers and perhaps the learners themselves”; “educational authorities, administrators, organisers, and others concerned with curriculum development and quality control”; textbook developers; adult learners and school learners. Even during the preparation of the draft version of the framework in its original form, interest throughout Europe was such that efforts were made in many countries and institutions to implement aspects of the emerging Framework in a variety of domains – “in teacher training, in syllabus design, in materials development and, latterly in particular, in assessment, not only in formal tests and scales of assessment but also in portfolios of achievement in modern European languages” (CoE 2002: 2).

After the dissemination of the framework throughout the Europe, a survey (CoE 2005) on the use of the CEF was conducted on the purpose of getting a general overview

of the extent to which the CEFR is known and used and of the experiences gained in using it in December, 2005 by the Council of Europe. In accordance with the aim of getting an overall outlook, the survey questionnaire published on the web page of the Language Policy Division and sent to all language contact addresses of the Council aimed at getting clear and precise information at the institutional level. In the survey research, 111 respondents from 37 European states, Egypt and Mexico between March and June 2005 represented the view of 39 higher education institutions, 29 central authorities, 18 teacher training centres, 18 teacher education/teacher colleges, 16 examination providers, 14 language schools/centres, 12 adult education centres and 28 other centres: further education centres, publishers, primary or secondary schools, cultural agencies/centres.

According to the results of the survey, the most major impact has been in the areas of teacher training and testing/assessment, with its common reference scales of language proficiency. Especially, the following results have been brought regarding the familiarity with and the usefulness of the CEFR (CoE 2005: 3):

- The CEFR is *rather widely known* in the responding institutions (3,16 on a 0-4 scale) and it is *quite widely used* (2,24 on a 0-4 scale);
- It is used mostly in the domains of teacher training (pre-service and in-service), language testing/assessment, language curriculum development, textbook/material production, and communication with stakeholders (learners, parents, teachers, staff, clients, etc.);
- The usefulness of the CEFR has been rated at 2,44 on a 0-3 scale;
- Institutionally, the CEFR proved to be most useful for the examination providers (2,88 on a 0-3 scale).

In addition to the survey results, how a wealth of experience has developed throughout member states of the Council of Europe in applying and developing the Framework can be traced from another sister volume of the framework about case studies. The accounts of the use of the Framework across Europe were publicized together with the case studies in many countries which also encourage others to use the Framework in a variety of different ways and contexts (CoE 2002: 2). The geography of the case studies range from Ireland to Poland, from Spain to Finland, and in educational sense, the contexts of language learning range from

primary education to placement on regular university courses, to learning in an Open University context, and to independent adult learning.

In a case study conducted in Catalonia on the use of the CEF is emphasized the implementation of the CEF across the language education curriculum as a point of reference and as a “tool for reflection”, as the authors call it, for teachers and administrators (CoE 2002: 21). Another study from Poland has been reported by Hanna Komorowska of Warsaw University, and how the work of the Council of Europe contributed to the Polish educational reform of 1999 are presented specifically in four areas which are syllabus design for primary and secondary education, upgrading curricula for teacher education, on-going evaluation and self-evaluation of learners, assessment of language skills in adult education and in-service training (CoE 2002: 10).

The promotion of CEF takes place predominantly through pre-service teacher education of various forms in Poland through (CoE 2002: 16)

- methodology courses on syllabus design, individual differences in language teaching, methods and techniques of language teaching etc. at state universities offering 3-year philological programmes leading to a BA, 2-year post-BA or 5-year programmes leading to a philological MA with teaching qualifications,
- university annual methodological conferences for academic and college staff which are usually financed by universities.

Another report on a project that has used the CEF, as well as the ELP, to develop English language provision for refugees admitted to Ireland was conducted (Little and Simpson 1996 cited in CoE 2002). Especially, the theme of learner reflection and awareness stand out as the areas the CEF contribute to since the study shows how the CEF was used to develop English language proficiency benchmarks for the curriculum, and illustrates the use of the ELP as a pedagogical tool to encourage reflective learning and learner autonomy.

In response to a general call sent by email towards the end of 2001 to all coordinators of ELP pilot projects and all participants in the first pan-European ELP

seminar, held in Coimbra in June 2001, nine reports coming from seven Council of Europe member states were analyzed. The reports describe and illustrate pilot projects – from the Czech Republic, Finland, Greece, Ireland, Russia and Switzerland; in addition to the applications of individual teachers on how they use the ELP in their classrooms – from France and Ireland. The reports not only illustrate the ELP design and implementation in very different educational contexts but also show how learners are engaged with their own learning through self-assessment and the other reflective activities that underpin effective ELP use (Little 2003).

## 2.6 TEACHER COMPETENCIES IN THE USA

*The Secretary's Seventh Annual Report on Teacher Quality* (2010) prepared by the U.S. Department of Education indicates the most recent situation related to the teacher competencies of all 50 states, the District of Columbia, Puerto Rico and the outlying areas according to the requirements of Section 207 of Title II of the *Higher Education Act (HEA)*, as amended in 1998. The report gives information about teacher standards and their alignment with student standards, teacher preparation programs and prospective teachers, as well as states' assessment and licensing of teacher candidates.

The way of determining teacher competencies and standards are defined and measured over the U.S.A is expressed in *The Secretary's Fifth Annual Report on Teacher Quality* (2006). According to the report, teacher quality is determined by states that set standards and requirements that all teacher candidates must meet before entering the classroom.

Another issue states play an important role in is monitoring of teacher preparation program's quality and reporting the institutions with low or nearly low performance to the Department. Moreover, the number of teachers they certify and the number of teachers that are on waivers to full certification are reported by the states as key data. Under *The No Child Left Behind Act of 2001 (NCLB)* which mandated that all core subjects be taught by highly qualified teachers by the conclusion of the 2005–06 school year, one of the requirements for new teachers to be regarded as highly qualified is the state certification.

The standards set by the states for teachers guide certification and licensure policies and procedures. The definition of what teachers are expected to know and be able to do through the standards guarantees that all teachers in a state are equipped with the necessary knowledge and skills to address students' educational needs. Therefore, the standards for teachers seeking initial licensure emphasize the specific knowledge and skills the teachers need to demonstrate to be effective in the classroom.

When the statistics considered, from 2002 to 2006, fifty states have developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure (an increase from 47 states in 2002). Furthermore, 27 states have set standards for all English or language arts teachers (an increase from 23 states in 2002). In the seventh report of U.S. Department of Education (2010), the last statistics regarding the number of states that have set teacher standards in specific fields by grade level belongs to the year 2007. In Figure 2.1, the total number across all fields and the number of English or language arts are presented as follows (The U.S. Department 2006: 33):

**Figure 2.1 Number of states setting standards regarding all fields and English etc. in the U.S.**

| Field                    | Grade level and number of states |            |            |               |                  |
|--------------------------|----------------------------------|------------|------------|---------------|------------------|
|                          | K-12                             | Grades K-3 | Grades 4-6 | Middle Grades | Secondary Grades |
| Total across all fields  | 56                               | 40         | 10         | 34            | 41               |
| English or language arts | <b>27</b>                        | 2          | 3          | 17            | <b>23</b>        |

It can be concluded from the Figure 2.1 that the highest number of states setting standards for English etc. field within total (27 out of 56) is valid for K-12 schools. Secondly, the secondary grades have also a high rank in terms of the number of states setting standards. According to the fifth annual report, there has been little movement in the number of states setting teacher standards *at various levels and in different fields* since 2002 (The U.S. Department 2006: 33).

When it comes to the state standards and evaluation of teacher preparation programs, it is stated as follows (The U.S. Department 2006: 45-46):

In 2005, of the more than 1,000 institutions with teacher preparation programs, only 17 programs located in 11 states were identified as at risk or low performing. The number of at-risk or low-performing programs has been *steadily decreasing*: 31 programs were reported in 2002, 25 in 2003 and 20 in 2004.

On the other hand, according to the last and the seventh report, there is *an increase* in the number of at-risk and low-performing teacher preparation programs for the second year in a row, to 35 nationally although they continued to represent a small proportion (less than 3 percent) of the total number of institutions of higher education and alternative route programs that prepare teachers.

In the website of U.S. Department of Education, the features of good teachers are given respectively as follows:

To be deemed highly qualified, teachers must have:

- 1) a bachelor's degree,
- 2) full state certification or licensure,
- 3) prove that they know each subject they teach.

State Requirements: NCLB requires states to

- 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students,
- 2) adopt goals and plans to ensure all teachers are highly qualified,
- 3) publicly report plans and progress in meeting teacher quality goals.

Demonstration of Competency:

Teachers (in middle and high school) must prove that they know the subject they teach with:

- 1) a major in the subject they teach,
- 2) credits equivalent to a major in the subject,
- 3) passage of a state-developed test,
- 4) High, Objective, Uniform State Standard of Evaluation (HOUSSE)
- 5) an advanced certification from the state,
- 6) a graduate degree.

High, Objective, Uniform State Standard of Evaluation (HOUSSE):

*NCLB* allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

The National Council for Accreditation of Teacher Education (NCATE) aims at helping establish high quality teacher preparation as the profession's mechanism. In the broadest sense, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century through the process of professional accreditation of schools, colleges and departments of education (NCATE website).

NCATE requires that professional education programs prepare candidates according to the *standards* that identify the knowledge, skills, and professional dispositions expected of educational professionals in addition to the organizational structures, policies, and procedures that should be in place to support candidates in meeting these expectations. *Candidate Knowledge, Skills, and Professional Dispositions* are identified as the first part of six unit standards developed by NCATE. This type of standards is grouped as follows (NCATE 2008: 16):

1. Content Knowledge

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All

program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

## 2. Pedagogical Content Knowledge

Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, which help all students learn.

## 3. Professional and Pedagogical Knowledge and Skills

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

#### 4. Student Learning

Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

#### 5. Knowledge and Skills for Other School Professionals

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the academic content examinations in states that require such examinations for licensure.

#### 6. Student Learning for Other School Professionals

Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

#### 7. Professional Dispositions

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates

recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

These standards for educator preparation are based on significant emergent research, and in this respect the candidates are expected to know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn (NCATE 2008: 13). Furthermore, for the preparation of teachers of English to speakers of other languages, the TESOL standards approved by NCATE in 2009 were prepared, and it is a recent phenomenon that beginning in Fall 2011, all programs are required to respond to the 2009 TESOL standards in accordance with the NCATE standards (NCATE 2010).

## 2.7 TEACHER COMPETENCIES IN CHINA

In cooperation with TESOL and National Foreign Language Teaching and Research Association (NFLTRA) in China, a 30-month standards-development, materials writing, and teacher education project called China English as a Foreign Language Standards Project (CEFLS) has been presented in China. Through the project, *teacher performance standards* along with learner content standards based on the Chinese Ministry of Education's (MOE) English Curriculum Standards (2003) and specifically inspired by the stated desire to "change the formal teaching methods that emphasize grammar and vocabulary teaching and ignore the cultivation of language use" (MOE 2003: 1 cited in TESOL website) are built around eight domains. Other standards documents such as California Commission on Teacher Credentialing 1997; TESOL 1997, 2001, 2002; Rochester City School District 1989; National Board for Professional Teaching Standards 2003; Short 2000; Snow 2000 and the standards summarized in TESOL Matters' two-part series (McKay et al. 2001a, 2001b) were also reviewed as the international literature during the project (cited in TESOL 2006). The eight domains stated in the *teacher performance standards* are as follows (TESOL 2006: 2):

### 1. Knowing Students:

Teachers continually acquire knowledge of students in general and of their own students in particular, and they use that knowledge to enhance student learning and well-being.

2. Attitudes:

Teachers enhance the learning experience by nurturing healthy, positive attitudes in themselves and in their students.

3. Planning, Delivering, and Reflecting on Instruction:

Teachers offer a variety of ways for students to interact with English. Teachers reflect on their teaching.

4. Constructing Knowledge of Languages, Language Learning, and Critical Thinking: Teachers offer a variety of ways for students to use English to develop content knowledge, general communication skills, and critical thinking skills.

5. Exploring and Applying Culture:

Teachers present and model culturally appropriate uses of English, and help students examine both Chinese and English-speaking cultures as they relate to language use.

6. Assessing Teaching and Learning:

Teachers provide and reflect upon a variety of worthwhile assessments for a variety of purposes.

7. Connecting beyond the Classroom:

Teachers connect their students' learning to contexts and resources beyond the classroom.

8. Expanding Professional Horizons:

Teachers expand their professional horizons by engaging with resources both within and beyond their school.

As cited in *teacher performance standards* (TESOL 2006) improved student learning depends on teacher learning (Darling-Hammond 1997, 1999). Research and analyses (Hattie 1992; Marzano 2000, 2003a; Sanders & Horn 1994; Wright, Horn & Sanders 1997), show that the teacher is probably “the single most important factor affecting student achievement” (Marzano 2003: 1 cited in TESOL 2006).

## 2.8 TEACHER COMPETENCIES IN CANADA

In order to support Ontario's vision of achieving high levels of student performance by helping new teachers achieve their full potential, the teacher competencies are classified in terms of orientation, mentoring for new teachers by experienced teachers and professional development through the New Teacher Induction Program (NTIP) on the Ministry of Education website of Canada. The following revised standards were also approved by The College's Governing Council in 2006:

1. Commitment to Students and Student Learning
2. Professional Knowledge
3. Professional Practice
4. Leadership in Learning Communities
5. Ongoing Professional Learning

New teachers are required to achieve two satisfactory ratings on teacher performance appraisals (TPA) to successfully complete the NTIP and receive a Notation of successful completion of the NTIP on their Certificate of Qualification and Registration and on the Ontario College of Teachers public register. In Teacher Performance Appraisal Technical Requirements Manual (2010), which combines the previous two manuals about new and experienced teachers in 2009 into one resource to guide users in applying the TPA requirements, there are *Standards of Practice for the Teaching Profession* developed by The Ontario College of Teachers as a collective vision of professionalism that guides the daily practice of its members.

## 2.9 TEACHER COMPETENCIES IN AUSTRALIA

Australian Institute for Teaching and School Leadership Education (AITSL) under the Ministry of Education in Australia announced the release of the National Professional Standards for Teachers on 9 February 2011. The development of the standards is acknowledged by both AITSL and other key education stakeholders as a crucial milestone in the national education reforms of Australia (on the Australian Ministry of Education website). The Standards which will promote excellence in teaching and provide a

nationally consistent basis for recognizing quality teaching make explicit what teachers should know, be able to do and what is expected of effective teachers across their career.

The Standards and their descriptors were developed as a consequence of an analysis of effective, contemporary practice by teachers throughout Australia. Therefore, they were formed through a synthesis of the descriptions of teachers' knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations. Teachers' understanding of what is required at different stages of their careers has contributed to each descriptor. Almost 6,000 teachers participated in an extensive validation process in order to ensure that each descriptor was shaped by the profession. The Standards are divided into three domains of teaching:

- \* Professional Knowledge (1-2),
- \* Professional Practice (3-4-5),
- \* Professional Engagement (6-7).

In practice, teaching draws on aspects of all three domains, and within each standard are provided further illustration of teaching knowledge, practice and professional engagement. The descriptions of the standards are given in detail according to four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. These career stages guide the preparation, support and development of teachers since they reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession. The four career stages in the standards as benchmarks for the professional growth of teachers throughout their careers are emphasized as follows (AITSL 2011: 5):

The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

The National Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping:

**Standard 1:** Know students and how they learn

**Standard 2:** Know the content and how to teach it

**Standard 3:** Plan for and implement effective teaching and learning

**Standard 4:** Create and maintain supportive and safe learning environments

**Standard 5:** Assess, provide feedback and report on student learning

**Standard 6:** Engage in professional learning

**Standard 7:** Engage professionally with colleagues, parents/carers and the community

What is expected of teachers within three domains of teaching is elaborated within the seven standards. According to their specific teaching context at their stage of expertise will change teachers' demonstration of the standards and reflection of the learning requirements of the students they teach. The components of quality teaching and the characteristics of the complex process of teaching at each career stage are identified within the focus areas and descriptors. An effective teacher is expected to be able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

## **2.10 TEACHER COMPETENCIES IN TURKEY AND THE RELATED STUDIES**

Under the Support to Basic Education Project (Sbep) of Turkish Ministry of National Education, generic teacher competencies have been identified as the "Teacher Training Component" (MoNE 2006b). The criteria taken into consideration during the formation of the generic teacher competencies are in parallel with the recent trends in education. Teachers are required to have sufficient subject-specific knowledge and to convey it to the students by getting them to construct the knowledge as the basis of constructivist approach. It is also of paramount importance for the teachers to collaborate with colleagues and all concerned stakeholders, especially with families and communicate with students together with administrative and organizational skills.

In accordance with General Objectives and Basic Principles of Turkish National Education, **“Generic Teacher Competencies”** have been tested by means of stakeholder opinions and current status surveys under the coordination of General Directorate of Teacher Training. These generic competencies are made up of six main competencies stated below together with 31 sub-competencies and 233 performance indicators:

- 1- Personal and Professional Values-Professional Development,
- 2- Knowing the Student,
- 3- Learning and Teaching Process,
- 4- Monitoring and Evaluation of Learning and Development,
- 5- School-Family and Society Relationships,
- 6- Knowledge of Curriculum and Content

Teacher competencies which consist of knowledge, skills and attitudes that teachers should have for attaining these objectives have the second most important stage of the education reform in Turkey. **“Teacher competencies”** will function as a guide by ensuring harmonization of all future activities such as “identifying policies for teacher training, pre-service teacher training programmes of institutions of higher education for teacher training, in-service training of teachers, school-based professional development of teachers, selection of teachers, evaluation of teacher performances, self-knowledge and self-development of teachers” (MoNE 2006a).

While the teacher competencies in Turkey are examined, it would be useful to go through an analysis of teachers’ professional development based on the OECD’s Teaching and Learning International Survey (TALIS), which also gives information about the current situation of the teachers in Turkey’s real context. When percentages of teachers who undertook some professional development in the previous 18 months in 2007-2008 are explored in many European countries, Turkey, along with Denmark, Iceland, the Slovak Republic, has been found to be a country where around one-quarter of teachers reported that they had not participated in professional development during this period (EU 2010). As an addition, for the few countries in which non-participation is higher among females, only in Turkey has been found the difference noteworthy (22% for male, compared to 28% for female).

A comprehensive outlook of the educational reform programme as a key part of the National Development Plan (2007-2013) is Turkey's 2010 Progress Report prepared by the European Commission, and this progress report can also give implications about the teacher competencies in Turkey. Increasing the responsiveness of education to demand and enhancing the educational system are two key priorities for education and reform identified by EU. In line with these priorities and key EU standards, including the European Qualification Framework, the Ministry of National Education adopted its strategic plan 2010–2014 including targets and performance indicators for the implementation of Turkey's reform agenda (EC 2010). In the 2005 Progress Report of Turkey, it has been indicated that the MoNE has been renewing foreign languages curricula in accordance with the Common European Framework of Reference for Languages which facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency (EC 2005).

According to the 2010 Progress report, Turkey improved its performance in all the areas in which EU-level benchmarks have been set for 2010 and 2020, but in terms of the rate of early school leavers and participation of adults in lifelong learning, it is still not at the expected level in comparison with the EU average.

According to the Higher Education Development Plan for 1992-2012 (MoNE & Higher Education Council 1991), Turkey has reached 15,3 % enrollment rate in higher education despite 41 % enrollment rate in secondary education in 1990-1991 education year. In other words, a considerable number of graduates from high schools can have the opportunity to have higher education when compared with other countries; however, 40 % of the higher education enrollment belongs to the open-universities, which displays the inadequacy in enrollment in undergraduate programmes when the open-universities are not regarded. Thus, it can be concluded that the low enrollment rate in secondary education has a restrictive effect on the enrollment rate in higher education. Moreover, when the high birth rate, 2,17 %, the high proportion of young population and the growing interest in higher education are considered and in line with the aim that the enrollment rate in secondary education will be increased, there has been a need for the foundation of new higher education institutions. Furthermore, Turkey's long-term outcome which is to reach about 25-30 % enrollment rate of higher education as in developed countries makes an

increase in the capacity of higher education inevitable. In this respect, in order to increase the capacity of higher education institutions, many universities which are scattered around cities were established recently; as a result, the number of state universities is 104, and the number of private universities is 62, which totally makes up to 166.

There are a number of challenges ahead with regard to recognition of qualifications, quality assurance and establishment of a national qualifications framework based on the European Qualifications Framework (EQF). All the same, Turkey has been reported to continue to implement the Bologna process recommendations at an advanced stage and to improve its performance against the EU common benchmarks (EC 2010).

In parallel to the educational reforms and other developments, there have been radical improvements in the field of teacher education and the studies on teacher competencies and teacher education have been conducted though a search on teacher competencies in ELT revealed only a few studies. Kömür (2010) investigated relationship between pre-service teachers' teaching knowledge and self-rating of competencies and their practicum experience in the Department of English Language Education of the Faculty of Education, Muğla University, Turkey. The results of the Teaching Knowledge Test (TKT) and Teacher Competency Scale showed that student teachers had means above the average. However, the qualitative data displayed that the scores obtained were not reflected in their actual classroom teaching.

Güven (2008) discussed the issues and challenges of modernizing Turkish teacher education in light of the global context and its particular circumstances and the global shift towards school-based management and more centralized forms of accountability of teacher competence. Deniz and Şahin (2006) investigated the restructuring process of the teacher training system in Turkey since 1997, and emphasized the nature of reforms and restructuring process within the framework of postgraduate teacher education (PGTE).

Seferoğlu (2004) conducted a study on alternative routes to language teacher certification practices and candidates' perspectives of some of these practice and explored that the candidates participating in these certificate programmes to become teachers of

English considers this way as the last resort to be employed, which displays the inevitable need for educational planning and quality-improving.

Recent research has dealt with pre-service English teachers' needs in practice teaching in Turkey (Yılmaz 2003 cited in Kömür 2010) and the problems they confront during the practice teaching experience (Ekmekçi 1984 cited in Kömür 2010). In another study by Seferoğlu (2006), teacher candidates' reflections on the methodology and practice components of a pre-service English teacher education programme in Turkey were investigated. As a result of a qualitative case study, it was discovered that the candidates believed there may not be a close relationship between the course materials and practical application in real classrooms and that they need to have more opportunities for micro-teaching and practice teaching. What changed from 1997, when the English teacher education program initiated in Turkey to 2006, when teacher education was revised in accordance with the developments was the emphasis on teaching methodology and teaching practice which require language teachers to be trained to be communicatively competent to teach the target language within the context of games and dialogues (Seferoglu 2006). Başyurt-Tüzel and Akcan (2009 cited in Kömür 2010) examined the challenges of non-native pre-service English teachers about their target language use during their practicum in actual language classrooms.

Akşit (2007) discussed a number of reform initiatives underway in Turkey and the country's performance in some international benchmarking studies. The study deals with the shifts introduced as a result of recent curricular reorganization in Turkey and, subsequently, with various issues related to their implications and the efforts to legislate some structural changes and the major controversies arising. Kırkgöz (2007) studied of the development of English by outlining the policy changes in English language teaching in the Turkish education system and the most recent education reforms which reflect the rising importance of English as Turkey attempts to become a member of the European Union.

A 2-year case study (2003–2005) displays teachers' implementation of the Communicative Oriented Curriculum (COC) initiative in the context of the major curriculum innovation in teaching English to young learners in Turkish state schools (Kırkgöz 2008). The study draws a map of the reality of teaching practices ranging from

transmission to interpretation under the influence of their prior training and reveals the need for continuous teacher training and teacher development opportunities to promote the implementation of curriculum innovation in Turkish primary education (Kırkgöz 2008). The impact of globalization on the English language policy in Turkey at different levels of Turkish national education, including its role in Turkish academia has recently been examined, and an incongruence between the instructional practices at micro policy level and macro policy objectives has been marked, and as a result of this realization, Turkey is expected to resolve the policy differences to have a more coherent development of a foreign language education. (Kırkgöz 2009).

Demirel (1989) defined “Foreign Language Teacher Competencies” as someone who has subject matter, professional, and cultural competencies and compared non-native and native teachers of English in Turkey in terms of “ideal” and “real” competencies of an EFL teacher. The cooperative study of the Higher Education Council and the World Bank (1998 in Demirel 1989) identified the following English language teacher competency areas:

- ✓ mastery of subject matter
- ✓ application of subject matter
- ✓ management of the teaching-learning process (planning, using teaching
- ✓ methods, communication, class management)
- ✓ evaluation of student learning and record keeping
- ✓ student personality (guidance) services
- ✓ personal and professional characteristics

In another comparative study by Özçelik and Senemoğlu (1988 cited in Demirel 1989) on language teacher training in the field of ELT and in the English Language and Literature Departments, according to the scores of the graduates of the ELL department at Selçuk University, the latter department was found to train more qualified teachers than ELT Departments. On the other hand, in Karhan’s study (2001 cited in Ortaköylüoğlu 2004), teachers with an ELT background and teachers with no such an educational background at the 4th and the 5th grades in the primary schools in İstanbul were discovered to have no significant difference in teaching skills, English language teaching,

and classroom management, and both groups expressed they need for in-service training on teaching English to children and improving English.

## **2.11 TURKISH FOREIGN LANGUAGE EDUCATION BEFORE AND AFTER THE EU MEMBERSHIP PROCESS**

From a historical perspective, foreign language learning was regarded as a means of the transmission of culture and technology via translation during the initial period of the Republican Era in Turkey, when the “national education” policy was taken as a basis, then foreign language has gained a different meaning with the unification in the educational system brought about by the acceptance of “Law of Unification of Education on March 3, 1924. After this time, foreign language teaching in Turkey was meant by teaching one Western language compulsorily and another second language selectively (Demircan 1988: 91-92). The beginning of foreign language teacher training dates back to 1938, when the need for language teachers arose with the increase in the number of students; therefore, foreign languages departments in two educational institutions (Ankara-Gazi, İstanbul-Çapa) were established. During the 1978-1979 academic years, the two-year institutions were replaced by the four-year “Higher Teacher Training School” which was named after “Faculty of Education” after the decree law on July 20, 1982 (Demircan 1988: 104).

As understood from the historical comparisons between Turkey and Europe, Turkey has launched studies on foreign language teaching earlier than Europe. The aim of the foundation of Anatolian High Schools was to educate competent students well, to teach a foreign language to these students at a high level and to provide equality of opportunities through state finance. Despite these positive enterprises at the beginning of the 1970s, those schools lost their efficiency and quality although the demand for them increased (MoNE 1991). In addition, because there were no improvements about language teaching in other state schools, they handed the quality to private schools at a short time, and in contrast to the primary aim, knowing foreign language became a privilege. After 1975, in parallel to the recession period in general education, the Turkish education system along with foreign language education fell short in the developments of the other countries.

A sufficient number of foreign language teachers who both “know” and “teach” their field could not be trained through language teacher training models applied until 1982. According to the Higher Education law put into force in 1982, foreign language teachers have started to be trained through four-year undergraduate programmes in the Faculties of Education, which took the place of Educational Institutes. The trainees have taken the courses about general background knowledge, subject matter expertise and pedagogical formation knowledge (MoNE 1991).

Throughout the development process of foreign language education in Turkey, there have been some discussions and misconceptions about the aim and the program of the language teaching. As Köksoy (2000) indicated, “foreign language education” and “education through a foreign language” concepts have been misunderstood. He claimed that foreign language should be the means of education but not an aim or outcome. As regarding legal regulations with number 2547, Article 5 (i), it is compulsory for the students of all programs to take foreign language courses for at least two half-terms; the 49<sup>th</sup> article of the same act is also related to the preparatory classes for language teaching.

In the domain of higher education, considerable progress has been made through the succeeding higher education laws passed in 1933, 1946, 1973 and 1981. With the law put into effect in 1981, such higher education institutions as teacher training schools and institutes of education, which had previously been affiliated with the Ministry of National Education, were incorporated into the same, together with the universities. Compared to many countries including England, Canada, Australia, and Singapore, Estonia, Finland, Germany, Poland, Portugal, Slovenia, Serbia, Island teaching is regarded as a career profession which requires postgraduate degree, teacher training policies in Turkey can not be mentioned to have an established model tried and proved in time, and it was not until 1982 that educational faculties had the responsibility to train teachers (Şişman 2009).

To have a broad understanding of the innovations regarding ELT practices in Turkey, the development of foreign language education can be examined in two periods. In the first period (1983/1984-1996), the introduction of two major language policy acts in 1983 and 1984 is significant in terms of laying the foundations of foreign language planning and leading to the spread of English across Turkey in secondary and higher

education. As for the second period (1997 onward), the implementation of a major ELT curriculum reform in 1997 is a starting point, and it continues with the government's provision of teacher training opportunities to disseminate the innovation practically. Also, the most recent educational reforms of 2005 onward which introduced a number of further changes in ELT as part of the government's attempts to standardize ELT in conformity with the norms of the EU are in this period (Kırkgöz 2009).

The Turkish education system differs according to the role of English in the school curriculum and the medium of instruction. Until 1983 when Foreign Language Teaching Act indicates that the language of instruction in Turkish secondary and high schools is Turkish and that all the decisions concerning foreign language teaching at these schools are vested in the Turkish Ministry of National Education (MEB), English-medium education was gradually becoming part of the Turkish education system with the foundation of schools such as Robert College and the Turkish Education Foundation Ankara College.

Following the mid-1980s, globalization through the English language has increasingly influenced Turkey, which has had closer ties with the United States, advances in trade and technology, and the spread of English as an international language has shown its impact in Turkey at the level of secondary schools (Friedman 1994; Robins 1996 cited in Kırkgöz 2009).

As in the secondary education, with the Higher Education Act issued in 1984, the foreign language medium education has been favored at the level of higher education as well, which resulted in an expansion in the number of English-medium universities (YOK 1984 cited in Kırkgöz 2009).

While English as a global language has an impact on the language policy and practices in secondary and higher education, ELT in the curriculum of Turkish state primary schools is a relatively recent phenomenon. It was introduced in 1997 as a direct result of a major curriculum innovation project, the Ministry of Education Development Project, initiated in cooperation between MoNE and HEC. As a result of the 1997 curriculum, the primary and secondary education systems were integrated and the duration of primary education was extended from 5 to 8 years. Moreover, Teaching English to

Young Learners (TEYLs) for Grade 4 and Grade 5 students shifted the introduction of EFL from secondary to primary schools (MEB 1997b cited in Kırkgöz 2009). It was officially and explicitly stated that:

Turkey's political and economic ambitions and the nation's desire to keep up its relations with foreign countries using English, particularly with countries of the European Union, are the major motivating forces underlying the decision to introduce English to young learners" (MEB 1997b: 606 cited in Kırkgöz 2009).

When Turkey has been accepted as a nominee country for the European Union and with the beginning of the process of screening the developments and the negotiations, (Akşit 2007), one of the screening chapters was "education and culture"; therefore, Turkey needed to accelerate the reforming process in education like many other areas as stated above. Accordingly, comprehensive curriculum reform movements including all school subjects from the elementary through high school and even teacher education programs restarted in these years. First, elementary and middle school curricula were developed in 2005 and the new four-year high school curriculum started to be developed (Akşit 2007). Secondly, teacher education programs were also restructured in accordance with the elementary and middle school programs in 2006.

According to Aksit (2007), the curriculum reform movements have started due to various internal factors and the EU membership process of Turkey. In the last decades, with the developments in politics, science, technology and human it is considered that Turkey is modeling the Western nations and eager to reach their democratic and economic norms (Açıkalın 2011). Hence, the EU membership process has provided an opportunity for Turkey to reach European educational standards and increase the quality of education. Likewise, MoNE Curriculum Division (TTKB 2010), the authority of the curriculum division of the Ministry of National Education, accepts the results of the international educational projects such as PISA and TIMMS and regards educational trends and developments in the developed countries as references to reach the educational norms of EU.

With the reform movements started in 1997 when the compulsory education increased from five to eight years for all Turkish citizens, the teacher shortage also increased to a greater extent. According to MoNE (MEB İstatistik 2002) statistics, although more than 188.000 teachers were hired between 1997 and 2001, there were still almost 120.000 more teachers needed at that time. The teacher shortage is still an issue in Turkey as the current figures show that there are 585.000 teachers work in the public schools and 133.000 more teachers are needed (MEB, 2010 cited in Açıklan 2011).

The shift of EFL to the Grade 4 and 5 which also led to a shortage of qualified teachers, compelled the MoNE to resort to a makeshift staffing measure by recruiting all potential teaching staff who would be responsible for TEYLs, that is, classroom teachers, former adults-only EFL teachers, and non-ELT teachers. In this period, at the level of higher education, the number of methodology courses offered increased, and a new course called Teaching English to Young Learners was integrated into the curriculum of the ELT departments. Then, the 1997 ELT curriculum was revised to raise the quality of the ELT education and adapt it to the language teaching standards of the EU with a new assessment system and updated textbooks in accordance with the communicative approach. At the secondary level education, 1-year English language preparation class previously offered in Anatolian high schools, private, and Super high schools was abolished as of the 2005 school year. Currently, English lessons are incorporated into the school curriculum throughout the 4-year education, and the language of subjects like science and maths was required to be in Turkish because English-medium instruction reduced the ability to understand general concepts, thereby leading to superficial learning.

When it comes to the impact of the 1997 curriculum on ELT, the fact that there existed a gap between the idealized official policy recommended by MEB, on one hand, and the actual classroom practices of the teachers, on the other made it clear that teachers are key players in implementing macro policy decisions in practice at the micro level (Kırkgöz 2009). Teachers' incompetence in creating a communicative learning environment, textbook and time problems, large class sizes and inadequate resources are among the obstacles.

It is explicit that along with promoting teacher education, there needs to be a greater emphasis on teacher development opportunities for practicing teachers so as to raise teaching efficiency, and to ensure that teachers can adequately implement the curriculum objectives. Whether curricular or structural, or whether initiated internally or externally, there is no guarantee that practice follows policy (Hopkins and Levin, 2000 cited in Akşit 2007). As stated by Bamgbose (2003: 428 cited in Kırkgöz 2009: 679) “no matter how desirable language policies may be, unless they are backed by the will to implement them, they cannot be of any effect”.

In this section, two periods dating from the introduction of the 1983/1984 language policy acts until the most recent policy reforms that reflect the rising importance of English as Turkey competes in the process of globalization and attempts to be a member of the EU were examined in terms of the primary, secondary and higher education. As a result of the effort to increase the quality of education in Turkey and follow the educational trends and developments in the developed countries to reach the educational norms of European Union, the teaching philosophy of the curricula has shifted from the behaviorist to the constructivist pedagogy (TTKB 2010). Critical thinking, problem solving, decision making skills and the social and individual values cited in the curricula also support the constructivist tone of the curricula (Demirel 2009 cited in Açıklın 2011). According to the new curricula, what is of significance is being able to use the knowledge through skills rather than acquiring the knowledge itself. Thus it has gained importance that students must be taught how to use knowledge by applying various skills. Furthermore, the new curricula include alternative assessment methods other than the traditional evaluation methods such as portfolio, oral or poster presentation, self and peer evaluation, rubric, and drama (TTKB 2009a; 2009b; 2009c; 2010 cited in Açıklın 2011).

## **2.12 THE COMPARISON OF TEACHER EDUCATION AND COMPETENCIES IN TURKEY AND OTHER COUNTRIES**

During the reformation process of the education system in Turkey, there is nothing wrong with modeling other curricula and using experiences and examples from other countries in the process of preparing a new curriculum. However, if a curriculum is being

successfully applied within the country it is originated, it is not necessarily it will be fruitful in another country (EPPK 2006 cited in Açıkalın 2011). That is why there is a need to compare and contrast the educational systems in other countries and Turkey.

As an example, there are various differences between Turkey and the United States in terms of the educational dynamics. Whereas the United States has a very decentralized and flexible educational system, Turkey has an over centralized and strict educational system. Likewise, The World Bank report shows that Turkey has one of the most centralized educational systems in the world (Fretwell, Wheeler 2001 cited in Açıkalın 2011).

According to the evaluation of the current situation in terms of English language teaching curriculum, Turkey can be found similar to the many other countries such as China, Malaysia, and Japan since Turkey has taken the decision to lower the starting age at which children learn English as a compulsory subject in primary education in response to the global impact of English as the language of international communication, the language of business, technology, and science (Kırkgöz 2008). With the need to revise the foreign language curriculum through early introduction of English, communicative language teaching (CLT) as part of a curriculum innovation process has been introduced. As in other countries, attempts to introduce CLT have lead to a shift in pedagogy from the teacher-centred and transmission-oriented paradigm to the student-centred and communicative teaching with a view to promoting communicative language proficiency of the learners in Turkey (Kırkgöz 2007 cited in Kırkgöz 2008).

The most recent education reforms in Turkey also reflect the rising importance of English as Turkey attempts to become a member of the European Union. Turkey's language policy is adjusted in response to the global influence of English at different levels of Turkish national education, including its role in Turkish academia, and the indication of the status that English holds in the country can be understood from the macro policy changes in connection with micro level implementations as concluded from the two periods encompassing the 1983-4 Acts and 1997 reforms in the previous section. To explain them briefly, the first period (1983/1984-1996) covers the introduction of two major language policy acts named the Foreign Language Education and Teaching Act

issued in 1983 and the 1984 Higher Education Act. The second period which was initiated in 1997 corresponds to a major ELT curriculum reform which has continued until the present time, with continual adjustments required as well as standardization of the ELT in line with the norms of the European Union (EU) (Kırkgöz 2009).

It can be accounted for that English in Turkey has both international and intranational functions (Kachru 1995 cited in Kırkgöz 2009) for economic, social, and business relations to accelerate Turkey's modernization and Westernization process though the two seem to closely intertwine. This relationship between Turkey and other countries are stated as follows (Kırkgöz 2009: 666):

Unlike countries in the outer circle where English functions as the official or co-official language, as in India, in the expanding circle countries, English is taught as one of the foreign languages in the school curriculum, as in Turkey, China, Japan, and the Middle East. Indeed, in no country is this trend more prominent than in Turkey where English, currently, is the only foreign language that has become a compulsory subject at all levels of education, featuring predominantly in language policy.

With the impact of globalization, Turkey is an “expanding circle country” in terms of the use and status of English. As in many countries, it has been indispensable to be in harmony with the changes the societies bring about from multidimensional aspects as a consequence of globalization which is a highly complex process that has made a considerable impact at various levels, including language policies of many countries (Tsui & Tollefson 2007 cited in Kırkgöz 2009). Hence, on the agenda of many countries, including Turkey takes place the question of how to respond to the challenges posed by globalization on language policy.

## **2.13 CHAPTER SUMMARY**

This chapter dealt with the concept of competency, skill and ability prior to the teacher competency and drew a picture of the CEF, the ELP, the place of teacher competencies in the CEF and the ELP, the teacher competencies or standards highlighted

in other countries and in Turkey together with a general comparison of the current situation in terms of language education. In the next chapter, the methodological aspects of the research study will be presented with all the procedures including the survey formation in connection with the literature and the related context.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0. INTRODUCTION**

This chapter describes the overall methodology pursued in this study in detail. After the design of the research is firstly explained with respect to a brief overview of approaches to educational research and data collecting instrument administered in the present study, the research questions of the study are introduced. Then, the stages of the pilot study and the adaptation of the instrument are depicted in detail. Finally, a detailed description of the methodology used in the main study is presented.

#### **3.1. RESEARCH DESIGN**

The aims of the present study, which is composed of one pilot study and one main study, were primarily to reveal English Language Teacher (ELT) Trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP) by describing their current and desired competencies and to find out the competencies that need to be developed to improve the process of teaching. In addition, how their perceptions on the competencies differ according to the variables such as "grade level, gender, language proficiency level and the type of graduated high school" during the process of education was intended to be explored. As such, it tried to find out whether these variables would lead to any significant differences in trainees' perceptions about their competencies according to the mentioned standardized ones. To achieve these aims, ELT trainees studying in the 1st, the 2nd, the 3rd and the 4th grade at the English Language Teaching Department, Foreign Language Education

Programme at Çanakkale Onsekiz Mart University were asked to be the participants of the study.

The reason why the teacher trainees from all grades of the department but not from a specific- grade group of trainees were chosen is the fact that teacher trainees at each grade can have foreign language teaching competencies at different levels that they can be compared to each other. For example, the fourth-grade trainees will be expected to have a higher score regarding their perceptions about teacher competencies than the first-grades who are not exposed to real teaching practice.

In order to serve to the purpose of the study, a case study design was used, and a combination of components found in descriptive, case study and exploratory research was used to analyze the data. This case study does not aim to reach a generalization about the ELT Departments in Turkey; it is a descriptive and exploratory study about the local sample chosen for the study. In order to collect the data, a survey (see Appendix 1) developed for instructors by Tandıroğlu (2008) was adapted for the implementation to the trainees, and the data were collected via this quantitative data collection instrument. The survey consists of 30 items that are comprised of 26 five-point scale items and 4 open-ended items, the details of which will be explained in the following sections. Collected data were analyzed through descriptive and exploratory statistics.

A *case study* is defined as “a specific instance that is frequently designed to illustrate a more general principle” (Nisbet and Watt 1984:72 cited in Cohen et al. 2006). The single instance is of a bounded system such as a child, a class, a school, a community, and in this study the instance is the sample group of trainees studying at the ELT Department at ÇOMU. It enables the readers to understand a unique example of real people in real situations clearly rather than simply presenting them with abstract theories and principles as Cohen et al. (2006: 181) stated. Geertz (1973 cited in Cohen et al. 2006:182) describes case studies as the portrayal of ‘what it is like’ to be in a particular situation, to catch the close-up reality and ‘thick description’ of participants’ lived experiences of, thoughts about and feelings for a situation.

According to Yin (1984 cited in Cohen et al. 2006: 183):

There are three types of case study in terms of their outcomes: a) exploratory (as a pilot to other studies or research questions); b) descriptive (providing narrative accounts); c) explanatory (testing theories). Exploratory case studies that act as a pilot can be used to generate hypotheses that are tested in larger scale surveys, experiments or other forms of research.

As quantitative and exploratory researches can be used to gain a rich understanding of the findings, in this case study they are used to illuminate the perceptions of teacher trainees in their current and desired teacher competencies defined by CEF and ELP.

Pathak (2008: 70) states that some kind of investigations are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. Such kinds of research are expressed through descriptive survey, normative, status or trend. The terms “*survey*” and “*status*” refer to the gathering of evidence relating to current conditions whereas the “*normative*” implies what is normal or typical condition or practice at the present time.

*Survey research* is the single most popular and most widely used approach in educational research context, for it is a method for collecting and analyzing data, obtained from a large number of respondents representing a specific population collected through a highly structured and detailed questionnaire, or interviews (Pathak 2008: 71; Muijs 2004: 34). While this approach was followed in studying the local sample, it went beyond mere gathering and tabulation of data; rather, interpretation, comparison, measurement, classification and evaluation took place for the understanding teacher trainees’ perceptions in terms of different variables; however, generalization to the wider populations can not be expected because of the sample of the local population.

Descriptive studies aim to describe and to interpret the real conditions that are researched, and the rationale behind the use of descriptive statistics in this study is to obtain complete and detailed perceptions of language teacher trainees’ ideas regarding

teacher competencies in the implementation of the Common European Framework and the English Language Portfolio, and to explore teacher trainees' perceptions about their current and desired competencies defined by CEF and ELP. Exploratory studies provide significant insight into a given situation, but the results of exploratory research are not usually rather adequate for decision-making by themselves; therefore, both descriptive survey and exploratory research are of immense value in gaining a greater understanding of what teachers perceptions are about their current and desired competencies defined by CEF and ELP.

According to Mertler and Charles (2005: 170), research makes use of two kinds of data: *qualitative data*, which are mostly numerical, and *quantitative data*, which are mostly numerical, and sometimes both kinds are collected and analyzed in the same study as it was in this one. In the present study, open-ended questions were employed in the collection and analysis of qualitative data while for quantitative data a survey with 5-point likert type scale that the researcher adapted was used. In order to check the data in different forms, both quantitative and qualitative methods contributed to the validation of the study. Moreover, in the analysis stage of open-ended and semi-closed questions, triangulation which includes peer examination of the findings, respondent validation and reflexivity (Cohen et al. 2006: 189) was used for the validation of content analysis, explained in detail in the findings section because reflexivity requires the researcher "to explore the ways in which his/her involvement with a particular study influences, acts upon and informs such research." (Nightingale and Cromby 1999: 228). It provides "an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining 'outside of' one's subject matter while conducting research."

Prior to the main study, a pilot study was undertaken in order to identify any possible problems regarding the questionnaire items on the teacher competencies defined by the CEF and the ELP. Subsequent to administration of the questionnaire for the purpose of piloting, the views of three experts were taken into consideration to make the important changes. After necessary alterations were done, the final version of the questionnaire was formed. The qualitative data, on the other hand, was collected through open-ended and semi-closed question at the end of the questionnaire. During the content analysis stage of

the qualitative data, as an interrater reliability check, another expert on ELT expressed his/her opinions about the objectivity of the analysis; moreover, 10 of the respondents, at least 2 of whom were chosen from each grade, gave feedback about their own answers voluntarily after the analyses of their papers by the researcher were finished, thus as a result of the analyses of an expert, respondents and the researcher, the triangulation method was utilized to measure the reliability of the content analysis. The details of the analyses were explained in the following sections (see part 3.2.2).

The data obtained through both quantitative and qualitative procedures were analyzed in order to find answers to the following research questions of the study:

**RQ 1-** How do the ELT trainees at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University perceive themselves in terms of teacher competencies identified by CEF and ELP currently?

**RQ 2-** Are there any significant differences between the ELT trainees' grades and their perceptions on the current competencies they have?

**RQ 3-** Is there any significant difference concerning gender among the ELT trainees with reference to their perceptions on the current competencies that they have?

**RQ 4-** Is there a relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have?

**RQ 5-** Is there a relationship between the type of high school the ELT trainees graduated and their perceptions on the current competencies that they have?

**RQ 6-** What level of success do ELT trainees expect to be competent or to what extent do they wish to be successful in the defined competencies above? Is there any relationship between the variables mentioned above (**RQ 7-** grade level,

**RQ 8-** gender, **RQ 9-** language level, **RQ 10-** the type of the high school) and their perceptions about the desired competencies?

**RQ 11-** Is there any correlation between the ELT trainees' perceptions about their current and desired competencies?

### **3.2. PILOT STUDY**

The main purpose of the implementation of the pilot study was to identify possible problems related to the items on the questionnaire adapted by the researcher to be used as a means of quantitative and qualitative research in the main study. Another important reason was to carry out several statistical procedures in order to find out the values about the reliability of the instruments. Furthermore, it was aimed to test the construct validity of the instrument through examining any possible problems about the wording, layout and comprehension of the items during the administration of the questionnaire.

In the following section, a brief account of this pilot study will be given together with a description of the participants, setting, instrument, procedures and analysis.

#### **3.2.1. PARTICIPANTS AND SETTING**

The participants of the pilot study were the ELT trainees studying in the 1<sup>st</sup>, the 2<sup>nd</sup>, the 3<sup>rd</sup> and the 4<sup>th</sup> grade at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University in the fall term of 2010-2011 academic year. The questionnaire was administered to 50 trainees, at least 10 of whom were chosen from each grade: 11 of the 1st year students, 10 of the 2nd year students, 18 of the 3rd year students and 11 of the 4th year students (see Table 3.1).

**Table 3.1 Grade distribution of the participants in the piloting study of the questionnaire**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| The 1st grade | 11        | 22,0    | 22,0          | 22,0               |
| The 2nd grade | 10        | 20,0    | 20,0          | 42,0               |
| The 3rd grade | 18        | 36,0    | 36,0          | 78,0               |
| The 4th grade | 11        | 22,0    | 22,0          | 100,0              |
| Total         | 50        | 100,0   | 100,0         |                    |

The respondents' age ranged from 20 to 25. The participants who took part in this study were all native speakers of Turkish and learners and teacher trainees of English. Because they had a language proficiency level exam, as a result of which they studied at the preparatory class or passed to the first grade, they were required to be at least at the (upper-) intermediate level when being entitled to study at the ELT Department; that is why the questionnaire was thought to be understandable by the participants, and the likert scale for the background questions were shaped according to their level at which they were expected to be. As such, the likert scale of their levels of English language, which are classified into four groups regarding the linguistic and communicative competence, was assumed to range from "needs to be developed", "good", "very good" to "excellent" rather than "not at all" or "a little" while finding out their perceptions about level of English language. As for the distribution of gender, 17 of the participants were male, and 33 were female. As understood from Table 3.2, the number of females and males are uneven, and it can be concluded that the ELT Department has a female-dominant nature.

**Table 3.2 Gender distribution of the participants in the piloting study of the questionnaire**

| Gender | Number | %   |
|--------|--------|-----|
| Female | 33     | 66  |
| Male   | 17     | 34  |
| Total  | 50     | 100 |

One class from each grade was chosen and kept as a note not to be included in the main study without paying attention to their day or evening class-type. The day and evening group separation was made just for keeping those the trainees in mind as the group that participated in the pilot study but not as a variable item. The main reason for the conduction of the pilot study with these groups was their convenience to the researcher in that the researcher has worked as a research assistant in the same institution at the time of the research, arranging the appropriate time and environment for the administration of the questionnaire in the pilot study. Furthermore, the main study was going to be carried out with a group of teacher trainees enrolled in the same programme with similar range of class, range of age, distribution of gender, graduated high school type, level of English and background for studying at a preparatory class. Therefore, the sample chosen for the pilot study was thought to represent the main sample group.

### 3.2.2. INSTRUMENT

In order to investigate the research questions stated previously, the instrument was adapted by the researcher to assess ELT trainees' perceptions and evaluation of themselves with respect to their competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio (ELP). Prior to the present study, only one study (Tandiroğlu 2008) conducted about *teacher competencies* identified by CEF and ELP can be seen in the literature; however, it was administered to the teachers working at the Department of Basic English, School of Foreign Languages at the Middle East Technical University but not to the teacher trainees who are not graduated but still ready to be shaped in terms of competencies. Since to what extent teacher trainees as the prospective teachers at ELT Departments are competent in terms of European language teaching standards has not been determined yet, this study was needed to investigate ELT Trainees' perceptions about teacher competencies identified by CEF and ELP. As a result, the questionnaire developed to find out the perceptions of the language teachers (see Appendix 1) needed to be adapted by the researcher to be administered to the ELT trainees studying at ÇOMU. The adaptation procedure and the inner structure of the questionnaire along with the content and item details will be presented in the following paragraphs.

To begin with the content of the questionnaire as stated in the review of literature, the survey items cover all of the *four common principles* and *the three key competencies and qualifications* of a teacher defined in the Common European Principles for Teacher Competences and Qualification (2005: 2-4) by European Commission. The *four common principles* attributes the following features to teaching profession:

1. a graduate profession,
2. a profession placed within the context of lifelong learning,
3. a mobile profession,
4. a profession based on partnerships.

When it comes to the *three key competencies and qualifications* of a teacher in CEF, those can be seen:

1. working with information, technology and knowledge,
2. working with their fellow human beings – learners, colleagues and other partners in education,
3. working with and in society - at local, regional, national, European and broader global levels.

As can be seen from Appendix 1 and 2 which cover both the previous and the adapted version of the questionnaire, there are *many* modifications between them in terms of Part A- Background Information and Part B-the questionnaire about the teacher competencies. In order not to be confusing for the respondents, in the questionnaire, there is not a distinction between principles and competencies but a combination of them under the heading of Teacher Competencies, whose items were classified into four principles and three competencies by the researcher to analyze easily after the adaptation and administration procedure. The instrument developed by adapting related items from different resources and some of the items were revised to adapt according to the teacher trainees in the light of theoretical aspects of teacher competencies as reviewed in the second chapter. After deciding which statements to include, omit and change in the questionnaire, the statements were checked and evaluated by three experts at the Department of ELT and Educational Sciences at Çanakkale Onsekiz Mart University so that necessary alterations in terms of face and content validity, wording and clarity of the items could be done on the questionnaire in the light of the experts' suggestions and comments. Consequently, the final version of the questionnaire in Appendix 2 was formed

to be used in the pilot study. In the following sections, a detailed description of the questionnaire will be presented.

### 3.2.2.1. QUESTIONNAIRE ON TEACHER COMPETENCIES

The first modification on the questionnaire was to turn the likert-type five point scale numbers from 0,1,2,3,4 into 1,2,3,4,5 because “null” does not express any quantification statistically upon the suggestion of an expert. Thus, the numbers involved the options of (1) not competent, (2) little competent, (3) competent, (4) very competent and (5) expert (see Appendices 1 and 2).

Different from the sample questionnaire that was applied to the English instructors, instead of graduated university/department and kind of training, type of high school was replaced according to the teacher trainees’ current situation. A question as to whether they have studied at the preparatory school at the university or not was included in the background information part. Moreover, in order to find out if there is any relationship between their levels of English language and their perceptions about teacher competencies or not, a four-point likert type scale with options of (1) needs to be developed, (2) good, (3) very good, (4) excellent was constituted in order for the trainees to evaluate their linguistic and communicative competence levels regarding grammar and vocabulary, pronunciation, reading and listening as receptive skills, lastly speaking and writing skills as productive skills.

When it comes to the Part B, in which a *two-sided* likert scale, in the middle of which the competency items were lined, was given for the trainees to express their opinions regarding both their *current* and *desired* levels of competency as it can be seen when the questionnaire in the Appendices 1-2 was examined. Before presenting the modifications, it is beneficial to mention the classification of the items according to the related factors that are comprised of four principles and three competencies in the last version. This classification came out as a result of the examination of *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* and *Common European Principles for Teacher Competences and Qualifications* (2005). The

common principles and key competencies and qualifications divided into simple sentences were revised, and the survey items, each of which covers only one point, was examined by *an ELT expert* and two experts of the Educational Sciences Department. According to the feedback gathered, the survey was revised again.

In the original survey that is developed by Tandıroğlu (2008) (Appendix 1), there had been nine items related to the “graduate profession” principle (items 3, 4, 8, 9, 10, 17, 18, 19 and 20) and five items related to “profession placed within the context of lifelong learning” principle (items 1, 2, 25, 26 and 28), three items related to “mobile profession” principle (items 21, 22, and 23), one item related to “profession based on partnerships” principle (item 24), three items related to “work with information, technology and knowledge” key competency (items 5, 6 and 7), four items related to “work with their fellow human beings – learners, colleagues and other partners in education” key competency (items 11, 12, 13 and 27), three items related to “work with and in society - at local, regional, national, European and broader global levels” key competency (items 14, 15 and 16). At the end of the survey there were only two open-ended questions aiming for the teachers to evaluate themselves regarding teacher competencies, asking for their strengths as a teacher and what competencies they would like to develop.

As for the modifications made throughout the survey, first of all, the questions between 21 and 28 (included) had been developed for the teachers’ evaluation to express if they had any opportunity for them through the work life or not; therefore, considering English language teacher trainees’ expertise on their field and inexperience on work compared to instructors, that section was combined with the other items by modifying them according to the situation of trainees.

Before the pilot study, the 10th, the 17th, and the 20th items in the original survey were eliminated from the “graduate profession” category because the 10th item appealed to the instructors who are experienced in teaching and because the other two items had multi-factored concepts. In the items “9, 5, 11, 14, 15, 18, 25, 27 and 28” in the original survey, word changes were made according to the trainees’ experience and due to the simplification of the expressions which are loaded with more than one idea. The 26th item in the original one was also omitted because it only appeals to the teachers actively

working. (In order to see the differences between the two questionnaires more concretely and practically, see Figure 3.1 below.)

**Figure 3.1 Comparing the distribution of items between the original and new questionnaire.**

| <b>Categories</b>                                                                     | <b>The item number in the <u>original</u> survey</b> | <b>The item number in the <u>new</u> survey</b> |
|---------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------|
| <b>1. principle:</b><br>a graduate profession                                         | 3-4-8-9- <b>10-17</b> -18-19- <b>20</b>              | 3-4-7-8-15-16                                   |
| <b>2. principle:</b><br>a lifelong profession                                         | 1-2-25- <b>26</b> -28                                | 1-2-21-23                                       |
| <b>3. principle:</b><br>a mobile profession                                           | 21-22-23                                             | <b>17-18-19</b>                                 |
| <b>4. principle:</b><br>a profession based on partnerships                            | 24                                                   | <b>20-25-26</b>                                 |
| <b>1. key competency:</b><br>working with<br>information, technology<br>and knowledge | 5-6-7                                                | 5-6-24                                          |
| <b>2. key competency:</b><br>working with fellow<br>human beings                      | 11-12-13-27                                          | 9-10-11-22                                      |
| <b>3. key competency:</b><br>working with and in<br>society (locally-globally)        | 14-15-16                                             | 12-13-14                                        |

**(Bold item numbers are the omitted ones; both bold and italic ones are added.)**

**Figure 3.2 The omitted items and the reasons for omitting.**

| <b>The omitted items</b>                                                                                                                                                                                          | <b>Reasons for omitting</b>                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. I can contribute to meet the needs of my learners with a wide range of teaching and learning strategies and <b>with my own experiences.</b>                                                                   | Omitted because the item appealed to the instructors who are experienced in teaching.                                                                                |
| 17. I can carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies.                                                            | Omitted because of involving concepts and judgements more than one.                                                                                                  |
| 20. By using continuous self or teacher assessment, I can see not only what the learner can do, but also how well they do it.                                                                                     | Omitted because of involving concepts and judgements more than one.                                                                                                  |
| 21. to be mobile between different levels of education.                                                                                                                                                           | Omitted because the item appealed to the instructors who are actively working. Instead, 17-18th items given in Figure 3.4 were added to represent the item validity. |
| 22. to be mobile in different professions within the education sector.                                                                                                                                            |                                                                                                                                                                      |
| 26. to have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training. | Omitted because the item appealed to the instructors who are actively working.                                                                                       |

**Figure 3.3 The modifications made in the items and their new forms.**

| <b>The original items</b>                                                                                                                                       | <b>The new items replaced</b>                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 5. I can work with information, technology and knowledge.                                                                                                       | 5. I can use instructional technology in teaching.                                                                                      |
| 9. I am up-to-date with the latest developments <b>in my specialist subjects and in pedagogy.</b>                                                               | 8. I am up-to-date with the latest developments <b>in teaching English.</b>                                                             |
| 11. I have knowledge of human growth and development.                                                                                                           | 9. I have the knowledge of language learning and development.                                                                           |
| 14. I have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity.                                       | 12. I have the knowledge of and the respect for cultural diversity in Europe.                                                           |
| 15. I can contribute to my learners' understanding of cultural diversity and identify common values.                                                            | 13. I can contribute to my learners' understanding of cultural diversity.                                                               |
| 18. I can make use of materials that my learners need to deal receptively, productively, interactively and in mediation.                                        | 15. I can prepare materials my learners need to use receptively, productively and interactively.                                        |
| 25. to develop new knowledge about education and training <b>in my work place</b> through the contribution of research and evidence based practice.             | 21. I can develop new knowledge about education and training through the contribution of research and practice.                         |
| 27. to co-operate and collaborate with <b>my colleagues</b> to enhance my own learning and teaching.                                                            | 22. I can cooperate and collaborate with my peers to enhance my own learning and teaching.                                              |
| 28. to have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning. | 23. I can develop my knowledge on interdisciplinary and collaborative approaches to learning through professional development programs. |

### 3.2.2.2. PROCEDURE

As the pilot study, the questionnaire was administered to 50 trainees, at least 10 of whom were chosen from each grade (11 of the 1st year students, 10 of the 2nd year students, 18 of the 3rd year students and 11 of the 4th year students). The respondents' age ranged from 20 to 25. Before the respondents were distributed the copies of questionnaires, they were informed about the purpose of the study. They were reminded of the confidentiality of the names and told that their sincerity and honesty was appreciated because the data collected from their questionnaires would be used only for this research study. Due to one of the research questions, they were asked to specify their gender. After they were also reminded that it was voluntary to participate in the study, they were instructed as to how to complete each section in the questionnaire. Because it is important to reach students from each grade, their classroom hours were followed, and through the last week of October, 2010 the administration of the pilot study continued. The completion of the questionnaire took approximately 20 minutes for each class.

### 3.2.3. ANALYSIS OF THE PILOT STUDY

It was found that none of the items were left unanswered after the administration of the questionnaire in the pilot study, and the data collected from the questionnaire was typed onto the computer and analyzed through SPSS 15.0, as the result of which Cronbach-alpha value for the reliability of the questionnaire was found to be  $\alpha = .93$ , which indicates that the instrument is highly reliable (see Table 3.3).

**Table 3.3 Cronbach-alpha value for the questionnaire on teacher competencies**

| <b>Cronbach-alpha</b> | <b>Standardized item alpha</b> |
|-----------------------|--------------------------------|
| ,93                   | ,93                            |

As a result of the pilot study, the number of the item (only the 24th item given in the original survey) related to the fourth principle "profession based on partnerships" was increased from one to three so that the category's validity to measure the trainees'

perceptions about that principle improved, and in accordance with the context and opportunities in Çanakkale, the category was represented with three new items which are the 20th, the 25th and the 26th items in the new survey. The 21st and the 22nd items in the original one about “mobile profession” principle were replaced by the 17th and the 18th items because they were about the practicing teachers; therefore, the subjects about mobility which ELT trainees are more familiar with were added.

**Figure 3.4 The added items and the reasons for adding.**

| The added items                                                                                                                               | Reasons for adding                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17. I can take courses about English teaching outside of Turkey within EU mobility programmes.                                                | Instead of the omitted items 21 and 22, which do not appeal to trainees but to instructors                                                                                                                                                                                                                                                                                              |
| 18. I am informed about the EU mobility programmes (eg.. Erasmus, Comenius..)                                                                 |                                                                                                                                                                                                                                                                                                                                                                                         |
| 20. I can work collaboratively in partnership with schools and work-based training providers while doing my undergraduate studies.            | Instead of the 24th item “to work collaboratively in partnership with <b>schools, industry, and work-based training providers</b> while doing my undergraduate studies”, in order to increase representation of the <i>4th principle: a profession based on partnerships</i> , the 24th item was exemplified in three different items, which made the category more explicit and valid. |
| 25. I can take part in projects organized by institutions such as TUBITAK, TUBA, FULBRIGHT.                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |
| 26. I can work collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate. |                                                                                                                                                                                                                                                                                                                                                                                         |

Moreover, when the factor analysis was made, it was seen that some of the categories were overlapping; however, the items were definitely explained under the identified headings in the original study *Common European Principles for Teacher Competences and Qualifications* (2005), no change was made about the categories related to principles and qualifications. Also, for the 14th item “I can contribute to preparing my learners to become an EU citizen.”, ELT trainees had different point of views about the

European citizenship as the results of the analysis indicate in the following chapter, but because of the item's appropriateness to the defined category which is the 3rd key competency "working with and in society - at local, regional, national, European and broader global levels", it was not eliminated from the questionnaire.

As for the qualitative data analysis which covers the last four questions 27-28-29-30, the researcher employed triangulation which includes peer examination of the findings, respondent validation and reflexivity (Cohen et al. 2006: 189) for the validation of content analysis; therefore, the content analysis was triangulated for the reliability. After analyzing the data of 10 trainees, at least two of whom were chosen from each class, they were asked to find out their own paper and compare and contrast their answers and the researcher's analysis of their answers so that they could make any clarification that they thought should be done. Consequently, through the second week of the November, 2010, the volunteer trainees were called for scrutinizing the content analysis. This way, the researcher found the opportunity to make an interview with the trainees about their thoughts deeply. Additions that they remember as they talk with the researcher were recorded as the word or phrase categories of the analysis, and some of their expressions that are remarkable for the study were chosen to be shown as quotations in the results chapter. Thirdly, an expert from the ELT department checked the sheets and the content analysis table the researcher formed by firstly expressing her conclusions from the original inscription in both Turkish and English and secondly asking the researcher to convey the coded items in the table. In this way, the coded number of the items were combined or separated to represent the correct quantification of the coded words as a sample. The expert's and the researcher's overall conclusions and assumptions matched with each other, which reflected the interrater reliability of the analysis.

### **3.2.4 IMPLICATIONS FOR THE MAIN STUDY**

As the consequence of the piloting study of the questionnaire, it was found that the omitted items made the questionnaire more valid and reliable because the degree of representation of the principles and qualifications increased owing to the adaptation of the items according to the trainees' context which is different than the instructors' who are

working actively. After the addition and the replacement of the stated items in the tables and figures above, it can be concluded that the final version of the questionnaire with two parts, one of which is adapted to investigate the trainees' background as the variables of the study and the other one of which consists of 30 items together with the quantitative open-ended and semi-closed questions.

In this respect, as the statistical analysis of the data revealed the reliability value of the questionnaire, the modifications made throughout the questionnaire were appropriate to increase its validity and usage for the main study.

### **3.3 MAIN STUDY**

After the necessary modifications that had been marked through the contributions of the results of the pilot study were carried out, the background for collecting the data for the main study was ready and appropriate to be conducted.

#### **3.3.1. SETTING AND PARTICIPANTS**

154 ELT trainees studying in the 1st, the 2nd, the 3rd and the 4th grade at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University in the fall term of 2010-2011 academic year participated in the main study. The participants in the study were all voluntary in their participation. Approximately 40 trainees from each grade represented the whole population as a good random sampling according to the recommendations of an expert working at the Educational Sciences Department; therefore, the sampling was chosen in this way. The respondents' age ranged from 18 to "23-25" as the results section indicates.

**Table 3.4 Gender distribution of the participants in the main study**

| <b>Gender</b> | <b>Number</b> | <b>%</b> |
|---------------|---------------|----------|
| <b>Female</b> | 108           | 70,1     |
| <b>Male</b>   | 46            | 29,9     |
| <b>Total</b>  | 154           | 100      |

The participants who contributed to the main study were all native speakers of Turkish and learners and teacher trainees of English with at least (upper-) intermediate level. As for the distribution of gender, 46 of the participants were male, and 108 were female, and 41 of the 1st year students, 34 of the 2nd year students, 40 of the 3rd year students and 39 of the 4th year students participated in the study (see Table 3.4 and 3.5).

**Table 3.5 Grade distribution of the participants in the main study**

|               | <b>Frequency</b> | <b>Percent</b> |
|---------------|------------------|----------------|
| The 1st grade | 41               | 26,6           |
| The 2nd grade | 34               | 22,1           |
| The 3rd grade | 40               | 26,0           |
| The 4th grade | 39               | 25,3           |
| Total         | 154              | 100,0          |

The study was conducted on the 9th– the 15th of November, 2010 during different times of the grades throughout one week in the fall semester of 2010- 2011 academic year.

### **3.3.2 ADMINISTRATION OF THE INSTRUMENT AND PROCEDURE**

A questionnaire for teacher trainees was adapted, piloted, administered and analyzed to gather information about the English Language Teacher Trainees' present and desired situation in terms of teacher competencies identified by CEF and ELP. In order to get more valid and reliable conclusions, the instrument was formed to gather both

qualitative and quantitative data, the analysis phases of which will be described in detail in the following chapter.

### **3.3.2.1 QUESTIONNAIRE OF THE MAIN STUDY**

In the survey (Appendix 2) that is adapted according to the trainees' context, to start with four principles, there are six items related to "graduate profession" principle (items 3, 4, 7, 8, 15, 16). There are four items related to "profession placed within the context of lifelong learning" principle (items 1, 2, 21, 23), three items related to "mobile profession" principle (items 17, 18, and 19), three items related to "profession based on partnerships" principle (item 20, 25, 26). As for the key competencies, there are three items related to "work with information, technology and knowledge" key competency (items 5, 6 and 24), four items related to "work with their fellow human beings – learners, colleagues and other partners in education" key competency (items 9, 10, 11 and 22), three items related to "work with and in society - at local, regional, national, European and broader global levels" key competency (items 12, 13 and 14). At the end of the survey there are two open-ended questions that aim teacher trainees to evaluate themselves regarding teacher competencies, asking for their strengths as a teacher trainee and what competencies they would like to develop. Those questions were adapted to trainees by changing the participants from teachers to trainees. In the 29th semi-closed question, trainees are asked to review the previous 26 items and after reflecting on each of them, they are requested to write the number of the competency numbers that are especially significant for them to develop and to explain their reasons briefly. At the end of the survey, the participants were asked if they would like to add more items related to teacher competencies.

### **3.3.2.2 PROCEDURES FOR DATA ANALYSIS**

The responses to the questionnaire items were analyzed using SPSS 15.0 for Windows. The frequency distributions and tables accompanied by percentages were prepared neatly to visualize the data collected. The points in which there was no

concordance among trainees' responses to the open-ended questions were given careful attention.

One-sample T-test, one way ANOVA and correlation analysis were conducted together with the descriptive statistics through the analysis of the different research questions. The data collected from the open-ended questions were evaluated qualitatively, and the number of the listed items according to the trainees' own point of views (the 29th question) was calculated quantitatively after defining them via different categorical codes.

### **3.4 CHAPTER SUMMARY**

The Methodology Chapter covered the brief description of the approaches to educational research that lead the study to realize its purpose and the explanation of the initial firing point and motivation of the problem according to which the research questions and the instrument were shaped. Subsequent to the depiction of the details of the process of instrument adaptation and the pilot study, the methodology of the main study was presented comprehensively.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.0 INTRODUCTION**

In this chapter, the findings of the statistical analyses of the data that were collected through the questionnaire and open-ended and semi-closed questions are presented in detail. First of all, the research questions are given and then the figures and tables representing the statistical analyses of the data such as descriptive frequencies, T-test, one-way ANOVA and bivariate correlation are explained where necessary.

#### **4.1 RESULTS FOR THE RESEARCH QUESTIONS AND DISCUSSION**

The aim of this study is to shed light on English Language Teacher (ELT) Trainees' perceptions about teacher competencies identified by the Common European Framework (CEF) and the European Language Portfolio (ELP) by describing their current and desired competencies. In doing so, how their perceptions on the competencies differ according to the variables such as "grade level, gender, language level and the graduated high school" during the process of education is explored. The ELT Trainees' perceptions will be discovered by means of a questionnaire adapted by the researcher.

The methodology of the study was described in depth in the previous chapter. In this chapter, the data collected by means of the questionnaire will be analyzed and interpreted via statistical procedures on SPSS 15.0 for the research questions below; moreover, the results of the content analysis of the last four questions will be reported and interpreted accordingly.

The following research questions investigated throughout the study will be examined along with the presentation of the findings and interpretations in turn:

**RQ1** - *How do the ELT trainees at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University perceive themselves in terms of teacher competencies identified by the CEF and the ELP currently?*

**RQ2** - *Are there any significant differences between the ELT trainees' grade levels and their perceptions on the current competencies they have?*

**RQ 3** - *Are there any significant differences concerning gender among the ELT trainees with reference to their perceptions on the current competencies that they have?*

**RQ4** - *Is there a relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have?*

**RQ5** - *Is there a relationship between the type of high school the ELT trainees graduated and their perceptions on the current competencies that they have?*

**RQ6** - *What level of success do ELT trainees expect to be competent or to what extent do they wish to be successful in the competencies? Is there any relationship between the variables mentioned above (7- grade level, 8- gender, 9- language level, 10- the type of the high school) and their perceptions about the desired competencies?*

**RQ 11** - *Is there any correlation between the ELT trainees' perceptions about their current and desired competencies?*

**4.1.1 RQ 1 - How do the ELT trainees at the English Language Teaching Department, Foreign Language Education Programme at Çanakkale Onsekiz Mart University perceive themselves in terms of teacher competencies identified by the CEF and the ELP currently?**

In the presentation of the results of the research question, ELT trainees' perceptions and evaluations will be explained in seven different sections according to the categories regarding the four common principles defined in the Common European Framework. These sections are (1) a graduate profession, (2) a profession placed within the context of lifelong learning, (3) a mobile profession, (4) a profession based on partnerships and the three key competencies and qualifications of a teacher in the Common European

Framework (5) working with information, technology and knowledge, (6) working with their fellow human beings – learners, colleagues and other partners in education; and (7) working with and in society - at local, regional, national, European and broader global levels.

In the present study, for the evaluation of the trainees' linguistic and communicative competence levels including grammar and vocabulary, pronunciation, reading and listening, speaking and writing, four-point likert-type scale with these options was used: (1) needs to be developed, (2) good, (3) very good and (4) excellent.

As for the point intervals on two sides of the items in the questionnaire, five-point likert-type scales from one to five was used with these representations: “not competent” stands for the means between 1.00 and 1.80, “little competent” stands for the means between 1.81 and 2.60, “competent” stands for the means between 2.61 and 3.40, “very competent” stands for the means between 3.41 and 4.20, and “expert” stands for the means between 4.21 and 5.00 as indicated in Figure 4.1 in this chapter.

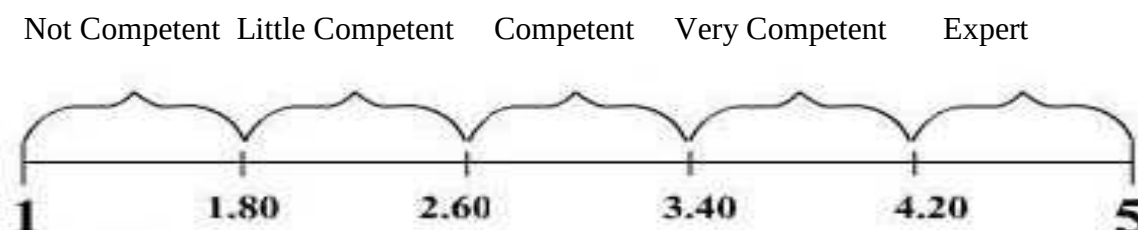


**Figure 4.1 Indicators for Competencies**

#### **4.1.1.1 English Language Teacher Trainees' perception of their *current* competencies in the first principle “a graduate profession”**

The Table 4.1 shows teacher trainees' perceptions of their competencies in "graduate profession" principle (Items 3-4-7-8-15-16). Overall mean score for these six items for 154 ELT trainees was 3,41, which stands for the descriptor “very competent”, and because the interval “2,60-3,40” means “competent”, it can be said that the trainees are *almost* very competent. The range of overall mean scores for this group of survey items

were between 3,15 and 3,62. Only 9,73 % of the teacher trainees found themselves to be "experts" in the "graduate profession" principle while 38,1 % found themselves to be very competent; 37,15 % found themselves to be competent and 13,7 % and 1,2 % respectively found themselves to be little competent and not competent.

**Table 4.1 Results for the principle “a graduate profession”**

| Survey Item                                                                                   | Mean       | S.D. | Frequencies (Valid Percent) % |      |             |             |      | Total N |
|-----------------------------------------------------------------------------------------------|------------|------|-------------------------------|------|-------------|-------------|------|---------|
|                                                                                               |            |      | NC                            | LC   | C           | VC          | E    |         |
| Q3 (having skills and competencies required to guide my learners)                             | 3,4        | 0,8  | 1,3                           | 11   | <b>39</b>   | <b>40,9</b> | 7,8  | 154     |
| Q4 (having the understanding of the social dimension of education)                            | 3,6        | 0,8  | 0                             | 5,2  | <b>39,6</b> | <b>42,2</b> | 13   | 154     |
| Q7 (building and managing learning environments)                                              | 3,5        | 0,9  | 1,3                           | 12,3 | 32,5        | <b>44,2</b> | 9,7  | 154     |
| Q8 (being up-to-date with the latest developments in teaching English)                        | 3,1        | 0,9  | 2,6                           | 22,7 | <b>37,7</b> | 30,5        | 6,5  | 154     |
| Q15 (preparing materials my learners need to use receptively, productively and interactively) | 3,6        | 0,9  | 0,6                           | 9,7  | 32,5        | <b>41,6</b> | 15,6 | 154     |
| Q16 (being informed about the range of assessment techniques and their standards)             | 3,1        | 0,9  | 1,9                           | 21,4 | <b>41,6</b> | 29,2        | 5,8  | 154     |
| Overall Mean                                                                                  | <b>3,4</b> | 0,6  | 1,2                           | 13,7 | <b>37,2</b> | <b>38,1</b> | 9,7  | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For item three, 40,9 % of the trainees found themselves to be very competent; 39 % of them found themselves to be competent, and 7,8 % of them found themselves to be experts in having skills and competencies required to guide their learners, and 11 % and 1,3 % respectively found themselves to be little competent and not competent. For item four, 42,2 % of the trainees perceived themselves to be very competent; 39,6 % of them found themselves to be competent, and 13 % of them found themselves to have the understanding of the social dimension of education at the expert level, and 5,2 % found themselves to be

little competent; none of the trainees perceived themselves incompetent. For item seven, 44,2 % of them perceived themselves to be very competent in building and managing learning environments; 32,5 % found themselves to be competent, whereas 12,3 % and 1,3 % of them found themselves to be little competent and not competent respectively; only 9,7 % found themselves to be experts. For the eighth item, 37,7 % of them found themselves to be competent; 30,5 % of them found themselves to be very competent, and 22,7 and 2,6 % of them found themselves to be little competent and not competent respectively in being up-to-date with the latest developments in teaching English. For the item fifteen, 41,6 % of the trainees found themselves to be very competent in preparing materials for their learners which can be used receptively, productively and interactively; 32,5 % of them found themselves to be competent, and 15,6 % of them found themselves to be experts, and 9,7 % and 0,6 % respectively found themselves to be little competent and not competent. For the item sixteen, 41,6 % of them perceived themselves to be competent in being informed about the range of assessment techniques and their standards; 29,2 % found themselves to be very competent, whereas 21,4 % and 1,9 % of them found themselves to be little competent and not competent respectively; only 5,8 % of them found themselves to be experts.

#### **4.1.1.2 English Language Teacher Trainees' perception of their *current* competencies in the second principle "a profession placed within the context of lifelong learning"**

The Table 4.2 shows the results for the "profession placed within the context of lifelong learning" principle for the items 1, 2, 21, and 23. Overall mean score for these four items for 154 teacher trainees was 3,22, which stands for the descriptor "competent". The highest overall score for this survey item was 44,1, which means that 44,1 % of the teachers found themselves to be competent in contributing to their learners to become lifelong learners and to develop new knowledge about education and training through the contribution of research and evidence based practice. 4,5% thought that they were experts, 33,1 % perceived themselves very competent, and 16,5% thought that they were little competent; 2,9 % of them found themselves to be incompetent. The range of mean scores for this survey item was between 3,12 and 3,35.

**Table 4.2 Results for the principle “a profession placed within the context of lifelong learning”**

| Survey Item                                                                                                                            | Mean       | S.D. | Frequencies (Valid Percent) % |      |             |             |     | Total N |
|----------------------------------------------------------------------------------------------------------------------------------------|------------|------|-------------------------------|------|-------------|-------------|-----|---------|
|                                                                                                                                        |            |      | NC                            | LC   | C           | VC          | E   |         |
| Q1 (contributing to my learners to become lifelong learners)                                                                           | 3,4        | 0,8  | 6                             | 12,3 | <b>42,2</b> | <b>40,3</b> | 4,5 | 154     |
| Q2 (contributing to learners to become autonomous learners)                                                                            | 3,2        | 0,8  | 0,6                           | 18,8 | <b>47,4</b> | 27,9        | 5,2 | 154     |
| Q21 (developing new knowledge about education and training through the contribution of research and practice)                          | 3,2        | 0,9  | 3,2                           | 14,9 | <b>42,2</b> | 35,1        | 4,5 | 154     |
| Q23 (developing new knowledge on interdisciplinary and collaborative approaches to learning through professional development programs) | 3,1        | 0,8  | 1,9                           | 20,1 | <b>44,8</b> | 29,2        | 3,9 | 154     |
| Overall Mean                                                                                                                           | <b>3,2</b> | 0,7  | 2,9                           | 16,5 | <b>44,1</b> | 33,1        | 4,5 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the first item, 42,2 % of the trainees found themselves to be competent; 40,3 % of them found themselves to be very competent in contributing to their learners to become lifelong learners, and only 4,5 % of them found themselves to be experts. For the second item, 47,4 % of the trainees found themselves to be competent; 27,9 % of them found themselves to be very competent; 18,8 % were little competent according to their perceptions while only 5,2 % felt to be experts in contributing to learners to become autonomous learners. For the twenty-first item, 42, 2 % of the trainees found themselves to be competent, 35,1 % of them found themselves to be very competent and 14,9 % were little competent according to their perceptions while only 4,5% felt to be experts in developing new knowledge about education and training through the contribution of research and practice. For item 23, which is developing new knowledge on interdisciplinary and collaborative approaches to learning through professional development programs, the highest proportion, 44,8% of the trainees, is under the

“competent“ descriptor as it can be seen in most of the other items’ ranking. Secondly, 29,2 % and 20,1 % of them felt to be very and little competent consecutively.

#### 4.1.1.3 English Language Teacher Trainees’ perception of their *current* competencies regarding the third principle of “a mobile profession”

The Table 4.3 shows results for the "mobile profession" principle. Overall mean score for these three items for 154 ELT trainees was 3,04, which stands for the descriptor “competent”. The range of overall mean scores for this group of survey items were between 2,95 and 3,097. Only 10,3 % of the teacher trainees found themselves to be "experts" in the "mobile profession " principle while 30,5 % found themselves to be competent; 25,1 % found themselves to be very competent, and 26,1 % and 7,7 % respectively found themselves to be little competent and not competent.

**Table 4.3 Results for the principle “a mobile profession”**

| Survey Item                                                                                 | Mean       | S.D. | Frequencies (Valid Percent) % |             |             |             |      | Total N |
|---------------------------------------------------------------------------------------------|------------|------|-------------------------------|-------------|-------------|-------------|------|---------|
|                                                                                             |            |      | NC                            | LC          | C           | VC          | E    |         |
| Q17 (taking courses about English teaching outside of Turkey within EU mobility programmes) | 3,1        | 1,2  | 9,7                           | 22,7        | <b>28,6</b> | <b>26</b>   | 13   | 154     |
| Q18 (being informed about the EU mobility programmes (e.g. Erasmus, Comenius)               | 3,1        | 1,1  | 7,1                           | <b>26,6</b> | <b>27,9</b> | <b>28,6</b> | 9,7  | 154     |
| Q19 (teaching English outside of Turkey)                                                    | 2,9        | 1,1  | 6,5                           | 29,2        | <b>35,1</b> | 20,8        | 8,4  | 154     |
| Overall Mean                                                                                | <b>3,0</b> | 0,9  | 7,7                           | 26,1        | <b>30,5</b> | 25,1        | 10,3 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the item 17, the percentages of descriptors “competent”, “very competent” and “little competent” are close to each other: successively they are 28,6; 26 and 22,7. Thirteen per cent of them felt to be experts in taking courses about English teaching

outside of Turkey within EU mobility programmes. For the item 18, the three descriptors mentioned are again similar: 27,9; 28,6; 26,6 respectively; the highest one is the “very competent” descriptor this time. 9,7 % of them felt to be experts in being informed about the EU mobility programmes (e.g. Erasmus, Comenius). For the 19th item, the percentages of descriptors “competent”, “little competent” and “very competent” are close to each other again: they are successively 35,1; 29,2 and 20,8.

#### **4.1.1.4 English Language Teacher Trainees’ perception of their *current* competencies in the fourth principle “a profession based on partnerships”**

The Table 4.4 shows teacher trainees' perceptions of their competencies in the “a profession based on partnerships” key principle. For items 20, 25, 26, the overall mean score for these three items for 154 ELT trainees was 2,91, which stands for the descriptor “competent”. The range of overall mean scores for this group of survey items were between 2,59 and 3,35. Only 4,5 % of the teacher trainees found themselves to be "experts" in the "a profession based on partnerships" principle while 33,3 % found themselves to be competent; 26,4 % found themselves to be very competent, and 25,5 % and 9,7 % respectively found themselves to be little competent and not competent.

For the twentieth item, 42,2 % of the trainees found themselves to be very competent; 34,4 % of them found themselves to be competent; 14,3 % were little competent according to their perceptions while only 6,5 % felt to be experts in working collaboratively in partnership with schools while doing their undergraduate studies. For item 25, which is taking part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT, the highest proportion, 33,8% of the trainees, belongs to the “little competent “ descriptor. Secondly, 31,8 % and 15,6 % of them felt to be competent and very competent consecutively. Also, an important part, 14,9 % of them are not competent in that subject at all while only 3,9 % found themselves to be experts.

**Table 4.4 Results for the principle “a profession based on partnerships”**

| Survey Item                                                                                                                                 | Mean       | S.D. | Frequencies (Valid Percent) % |             |             |             |     | Total N |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------|------|-------------------------------|-------------|-------------|-------------|-----|---------|
|                                                                                                                                             |            |      | NC                            | LC          | C           | VC          | E   |         |
| Q20(working collaboratively in partnership with schools while doing my undergraduate studies)                                               | 3,4        | 0,9  | 2,6                           | 14,3        | 34,4        | <b>42,2</b> | 6,5 | 154     |
| Q25 (taking part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT)                                                      | 2,6        | 1,0  | 14,9                          | <b>33,8</b> | 31,8        | 15,6        | 3,9 | 154     |
| Q26 (working collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate) | 2,8        | 1,1  | 11,7                          | 28,6        | <b>33,8</b> | 21,4        | 4,5 | 154     |
| Overall Mean                                                                                                                                | <b>2,9</b> | 0,8  | 9,7                           | 25,5        | <b>33,3</b> | 26,4        | 4,9 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For item 26, 33,8 % of the trainees found themselves to be competent while 28,6 % of them found themselves to be little competent, and 21,4 % were very competent according to their perceptions, whereas only 4,5% felt to be experts in working collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate.

#### **4.1.1.5 English Language Teacher Trainees’ perception of their *current* competencies in the first key competence “working with information, technology and knowledge”**

The Table 4.5 shows teacher trainees' perceptions of their competencies in the “work with information, technology and knowledge” key competence. Overall mean score for these three items (5, 6, 24) for 154 trainees was 3,60, which stands for the descriptor “very competent”. The range of mean scores for this group of survey items were between 3,12 and 3,915. Only 12,6 % of the trainees found themselves to be "experts" in the

“working with information, technology and knowledge” key competency. 41,2 % found themselves to be very competent and 34,9% found themselves to be competent. For this group of items, "not competent" or "little competent" choices are respectively 1,6 and 9,57.

**Table 4.5 Results for the key competence “working with information, technology and knowledge”**

| Survey Item                                                                          | Mean       | S.D. | Frequencies (Valid Percent) % |      |             |             |      | Total N |
|--------------------------------------------------------------------------------------|------------|------|-------------------------------|------|-------------|-------------|------|---------|
|                                                                                      |            |      | NC                            | LC   | C           | VC          | E    |         |
| Q5 (working with instructional technology in teaching)                               | 3,8        | 0,9  | 1,3                           | 5,2  | 29,2        | <b>44,8</b> | 19,5 | 154     |
| Q6 (making effective use of technology)                                              | 3,9        | 0,8  | 0                             | 5,8  | 21,4        | <b>48,1</b> | 24,7 | 154     |
| Q24 (being equipped to access, analyze, validate, reflect on and transmit knowledge) | 3,1        | 0,9  | 0,6                           | 25,3 | <b>40,3</b> | 27,9        | 5,8  | 154     |
| Overall Mean                                                                         | <b>3,6</b> | 0,6  | 0,6                           | 12,1 | 30,3        | <b>40,3</b> | 16,6 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For item five, 44,8 % of the teachers perceived themselves to be very competent; 29,2 % of them found themselves to be competent in working with information, technology and knowledge, and 19,5 % of them found themselves to be experts. For item six, 48,1 % of the teachers found themselves to be very competent; 24,7 % of them considered themselves to be experts, and 21,4 % of them found themselves to be competent in being equipped to access, analyze, validate, reflect on and transmit knowledge. For item twenty four, 40,3 % of the teachers found themselves to be competent, 27,9 % of them identified themselves to be very competent, and 5,8 % of them found themselves to be expert in making effective use of technology.

#### **4.1.1.6 English Language Teacher Trainees’ perception of their *current* competencies in the second key competence “working with their fellow human beings) – learners, colleagues and other partners in education”**

The Table 4.6 shows the results for the “working with their fellow human beings – learners, colleagues and other partners in education” key competence for items 9, 10, 11,

and 22. Overall mean score for those four items for 154 ELT trainees was 3,54 which stands for the descriptor "very competent". The range of mean scores for this group of survey items were between 3,37 and 3,57.

**Table 4.6 Results for the key competence “working with their fellow human beings – learners, colleagues and other partners in education”**

| Survey Item                                                                                     | Mean       | S.D. | Frequencies (Valid Percent) % |      |             |             |      | Total N |
|-------------------------------------------------------------------------------------------------|------------|------|-------------------------------|------|-------------|-------------|------|---------|
|                                                                                                 |            |      | NC                            | LC   | C           | VC          | E    |         |
| Q9 (having the knowledge of language learning and development)                                  | 3,5        | 0,8  | 0,6                           | 9,1  | <b>39</b>   | <b>40,9</b> | 10,4 | 154     |
| Q10 (having self-confidence when engaging with my learners)                                     | 3,7        | 0,9  | 1,3                           | 10,4 | <b>27,9</b> | <b>39,0</b> | 21,4 | 154     |
| Q11 (preparing collaborative activities which increase the collective intelligence of learners) | 3,4        | 0,9  | 3,2                           | 11,7 | <b>38,3</b> | <b>38,3</b> | 8,4  | 154     |
| Q22 (cooperating and collaborating with my peers to enhance my own learning and teaching )      | 3,6        | 0,8  | 1,3                           | 7,1  | 34,4        | <b>46,8</b> | 10,4 | 154     |
| Overall Mean                                                                                    | <b>3,5</b> | 0,6  | 1,6                           | 9,6  | <b>34,9</b> | <b>41,2</b> | 12,6 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For item nine, 40,9 % of the trainees identified themselves to be very competent; 39 % of them identified themselves to be competent, and 10,4 % of them found themselves to be experts in having knowledge of language learning and development. For item ten, 39 % of the trainees identified themselves to be very competent; 27,9 % of them found themselves to be competent, and 21,4 % of them perceived themselves to have self-confidence when engaging with their learners at the expert level. For item 11, the frequencies of both competent and very competent ELT trainees were 38,3 %, whereas 8,4 % of them found themselves to be experts in preparing and developing collaborative activities which increase the collective intelligence of learners. For item twenty two, 46,8 of them found themselves to be very competent; 34,4 % of them identified themselves to

be competent, and 10,4 % of them found themselves to be experts in cooperating and collaborating with their peers to enhance their own learning and teaching.

#### 4.1.1.7 English Language Teacher Trainees' perception of their *current* competencies in the third key competence “working with and in society - at local, regional, national, European and broader global levels”

The Table 4.7 shows the results for the “working with and in society - at local, regional, national, European and broader global levels” key competence for items 12, 13 and 14. Overall mean score for those three items for 154 trainees was 3,02 which stands for the descriptor “competent”. The range of overall mean scores for this group of survey items were between 2,68 and 3,09. Only 7,5 % of the trainees found themselves to be “experts” in the “working with and in society” principle, 23,8 % found themselves to be very competent while 39,4 % found themselves to be competent and 21,4 % found themselves to be little competent, and 7,76 % of them found themselves to be incompetent.

**Table 4.7 Results for the key competence “working with and in society - at local, regional, national, European and broader global levels”**

| Survey Item                                                                    | Mean       | S.D. | Frequencies (Valid Percent) % |      |             |      |     | Total N |
|--------------------------------------------------------------------------------|------------|------|-------------------------------|------|-------------|------|-----|---------|
|                                                                                |            |      | NC                            | LC   | C           | VC   | E   |         |
| Q12 (having the knowledge of and the respect for cultural diversity in Europe) | 3,0        | 0,9  | 3,2                           | 25,3 | <b>39,6</b> | 22,1 | 9,7 | 154     |
| Q13 (contributing to my learners' understanding of cultural diversity)         | 3,3        | 0,9  | 3,9                           | 14,9 | <b>39,6</b> | 33,1 | 8,4 | 154     |
| Q14 (contributing to preparing my learners to become an EU citizen)            | 2,7        | 1,1  | 16,2                          | 24   | <b>39</b>   | 16,2 | 4,5 | 154     |
| Overall Mean                                                                   | <b>3,0</b> | 0,9  | 7,8                           | 21,4 | <b>39,4</b> | 23,8 | 7,5 | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For item twelve, 39,6 % of the trainees considered themselves to be competent, 25,3 % of them who felt to be little competent in having the knowledge of and the respect

for cultural diversity in Europe were more than very competent trainees with 22,1 %. For item 13, again 39,6 % of them regarded themselves as competent; 33,1 % of them considered themselves to be very competent for this survey item, and for item 14, 39% of them who felt to be competent in contributing to preparing their learners to become an EU citizen are followed by 23,8 % and 21,4 % of them who perceived themselves to be very and little competent respectively.

**4.1.2 RQ 2** - Are there any significant differences between the ELT trainees' grade levels and their perceptions on the **current** competencies they have?

In the study, One-way ANOVA was used to see if there is a significant variance between trainees' perceptions on the current competencies they have in accordance with their grade levels. One-way ANOVA was administered as there are four categories (the 1st, the 2nd, the 3rd and the 4th grades) of grade levels. While the Ho null hypothesis is 'there is no significant difference between the trainees' views on their current competencies and their grade levels', the H1 reverse hypothesis indicates that 'there is a significant difference between the trainees' views on their current competencies and their grade levels'.

**Table 4.8 Descriptive Statistics for grade variable of the current competencies**

|                 |               | N   | Mean | Std. Deviation | Std. Error |
|-----------------|---------------|-----|------|----------------|------------|
| Current PCtotal | The1st grade  | 41  | 3,02 | ,46            | ,07        |
|                 | The 2nd grade | 34  | 3,17 | ,53            | ,09        |
|                 | The 3rd grade | 40  | 3,35 | ,63            | ,10        |
|                 | The 4th grade | 39  | 3,55 | ,51            | ,08        |
|                 | Total         | 154 | 3,27 | ,57            | ,05        |

PC: Principles and Competencies

In the table above, determinant statistic values, the mean scores, standard deviation and standard error of the perceptions of the trainees (studying at the 1st, the 2nd, the 3rd and the 4th grade) on their current teacher competencies are illustrated. According to the

test of homogeneity of variances, variances are homogeneous because  $p > 0,05$  is provided (0,268).

**Table 4.9 The relationship between the trainees' current perceptions about all principles (P) and competencies (C) and their grade levels**  
ANOVA

|                 |                | Sum of Squares | df  | Mean Square | F     | Sig.         | Significant Difference                                              |
|-----------------|----------------|----------------|-----|-------------|-------|--------------|---------------------------------------------------------------------|
| Current PCtotal | Between Groups | 6,189          | 3   | 2,06        | 7,246 | <b>,000*</b> | The 4th grade – the 1st grade;<br><br>the 4th grade – the 2nd grade |
|                 | Within Groups  | 42,706         | 150 | ,285        |       |              |                                                                     |
|                 | Total          | 48,894         | 153 |             |       |              |                                                                     |

PC: Principles and Competencies

\* :  $p < .05$

According to the results of One-way ANOVA Test applied, there are significant differences between ELT trainees' current perceptions about teacher competencies identified by the CEF and the ELP and their grade levels,  $F(3, 150) = 7,246$ ,  $p < .05$ . ( $H_0$  is rejected.) According to the results of the Scheffe Test applied to find out the differences between the levels, it is indicated that the fourth-grade trainees' perceptions (Mean = 3,55,  $S = 0,507$ ) are more positive than the first-grade trainees' perceptions (Mean = 3,02,  $S = 0,455$ ) and the second grade trainees' perceptions (Mean = 3,17,  $S = 0,528$ ). This result can be best accounted for by finding the training and curriculum differences between the fourth grades and the first and the second grades. To begin with, it is a fact in Turkey that the trainees are entitled to study at ELT department after a demanding multiple-choice test system focusing mostly on theoretical knowledge and receptive skills in order to pass the university exam. As a result of being placed at the department, the first year students take courses building up their own language skills such as reading, listening, speaking and writing which can be said to 'polish' their already underlying knowledge accumulated through the secondary education. Second year students take pure field knowledge about linguistics, second language acquisition, approaches and methods to language teaching which comprise necessary theoretical aspects of ELT, therefore, the fact that the trainees at the first two grades perceive themselves less competent in teaching than the fourth grades is an expected result owing to the first graders' programme, which emphasizes developing

basic language skills and necessary field knowledge of ELT before experiencing the practical sides of teaching.

According to the views of the 4th grade trainees, they are also slightly more competent than the third-grade trainees whose mean score for their perceptions are 3,35 with  $S = 0,628$  although there is not a significant difference observed between the 4th and the 3rd grades according to the One-way ANOVA results. These findings mostly originate from the practical-based nature of the curriculum in the third and the fourth grades which contributes to the trainees' self-confidence and experience in teacher competencies by providing them with the opportunities to teach through the courses such as "Teaching English to Young Learners, Teaching Language Skills, Drama Analysis and Teaching, Literature and Language Teaching, Public Service" divided into two levels through the third year for example. As for the fourth year, "School Experience and Teaching Practice" courses can be the most outstanding reasons for the trainees' perception about having more competence than the other graders. Whereas the similar results between the third and the fourth grades display the appearance of their having the similar levels of competency or experience in teaching, the "reality shock" that the fourth grades experience through the real teaching atmosphere at different schools with various profiles of students and their endeavor to find the balance between the theory and practice by facing this reality may be the best argument for their being convinced that they are more competent than the third grades as the result of their self-rating shows.

In sum, the fourth-grade trainees found themselves more competent than the first-grade trainees, and the mean difference between the two groups is 0,52886 with a significance level (0,00) below 0,05. The fourth-grade trainees also found themselves more competent than the second-grade trainees, the mean difference between the two groups is 0,37565 with a significance level (0,02) below 0,05. There are no differences among the other grade duals. When it comes to the homogeneous subsets, the first, the second and the third grades take place in the first subset, and the fourth grade and, interestingly, the third grade again with the same score take place in the second subset, which shows that the third and the fourth grades may relatively have similar features in terms of perceptions about their competency levels. The findings to this research question may give several insights with regard to the relationship of teaching knowledge, competencies and practice. As

Halbach (2000 cited in Kömür 2010) states, when both knowledge and practice have not been sufficiently integrated in language teacher training programmes, student teachers have courses isolated from real teaching settings in university classrooms; however, as understood from the fourth graders' more positive perceptions than the other grades, the result of this study has also marked that it is remarkable for student teachers/ trainees to have teaching experiences so that they can be exposed to the classroom reality, as a result of which they will evaluate their knowledge and get conscious of their strengths and weaknesses about learning and teaching (Mattheoudakis 2007). In fact, what can be expected would be especially the fourth graders' having more positive perceptions than the third graders; however, the results show that these two groups of graders almost found themselves competent at the same or similar degree. This may result from the deduction that third graders felt themselves self-confident enough to have the ability and the responsibility of teaching when taking the practical courses and thought "Yes, I can make it!" while the fourth graders may have felt the anxiety of facing the reality shock in the real classroom atmosphere through the school practicum and thought that teaching profession is not as easy as they guessed and questioned themselves as "I wonder if I could do this job..."

**4.1.3 RQ 3** - Are there any significant differences concerning gender among the ELT trainees with reference to their perceptions on the **current** competencies that they have?

The independent samples t test was used to see if there is a significant difference between trainees' perceptions on their current competencies according to the gender variable as the table 4. 10 describes below. There were 108 females and 46 males in the study.

**Table 4.10 Independent Samples Test T-test results of trainees for gender variable of current competency levels**

|                 | <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>df</b> | <b>t</b> | <b>Sig. (p)</b> |
|-----------------|---------------|----------|-------------|-----------------------|-----------|----------|-----------------|
| Current PCtotal | male          | 46       | 3,3085      | ,64                   | 152       | ,426     | .671            |
|                 | female        | 108      | 3,2660      | ,53                   |           |          |                 |

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The table above shows the mean, standard deviation, standard error mean scores of female and male participants' views on their current competencies they have. According to the results of the analysis, the mean scores of the males (3,30) and the females (3,26) show that there is not a significant difference between genders, and both of the two groups of trainees found themselves "competent" in terms of the teacher competencies defined by the CEF and ELP as the interval between 2.61 and 3.40 is indicated as competent in the likert descriptor scale. Moreover, the two-tailed significance value ( $p = 0,671 > 0,05$ ) also displays that there is not a difference between the two groups; therefore, the H0 null hypothesis is accepted. As Sunderland and Swann (2007) argue, gender is regarded as a less 'fixed' and unitary phenomenon than studies emphasizing considerable diversity between female and male participants. From this perspective, since gender is seen less as a prior attribute that affects language use and more as an interactional *achievement* performed in specific ways in different contexts, importantly, in terms of language and gender relationship, it can be concluded that the context the trainees are exposed to is similar regarding the ELT training programme, which has resulted in no difference between the current competency levels of the gender groups.

#### **4.1.4 RQ 4** - Is there a relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have?

Prior to finding the relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have, their linguistic and communicative competence was firstly displayed in the Table 4.11-12 below. When the table is examined, it can be concluded that the trainees' linguistic competence is better than their communicative competence because grammar and vocabulary together with reading and listening which are receptive skills have the same and the highest score 49,4 % with the descriptor "very good". It can also be understood from the general means of grammar and vocabulary (2,8) and reading and listening (2,6). When it comes to the productive skills, speaking and writing, the score is between 39,6 % and 40,3 %, which shows the descriptor "good" and "very good". The least score derived from the trainees' perceptions belongs to pronunciation (44,8 %) with the descriptor "good". Overall, their language

proficiency level appears to have the 2,5 mean, which equals to the descriptor nearly “very good”. This result confirms the fact that they are upper-intermediate or advanced. This result may be discussed in terms of the trainees’ undergraduate programme which comprises of both linguistic and communicative courses ranging from contextual grammar and linguistics to the skills courses like oral communication, speaking, phonetics and listening. Although the courses have been efficient in the language competency levels as the descriptors above have shown, when the data obtained from the open-ended questions were analyzed, it was observed that ELT trainees had experienced difficulties in speaking due to “the lack of fluency in speaking, pronunciation and being incompetent in writing and listening” while they found themselves competent in vocabulary, grammar and reading while expressing their strengths as a teacher trainee. This result may give implications about the need for the integration of communicative approach with the teacher training programmes at the practice level.

**Table 4.11 Linguistic and Communicative Competence**

| Statistics for N= 154 | Grammar & Vocabulary | Pronunciation | Reading & Listening | Speaking & Writing | Language Proficiency Total |
|-----------------------|----------------------|---------------|---------------------|--------------------|----------------------------|
| Mean                  | 2,8                  | 2,2           | 2,6                 | 2,3                | 2,5                        |
| Std. Dev.             | ,8                   | ,8            | ,8                  | ,8                 | ,6                         |

**Table 4.12 Linguistic and communicative competence with detailed results**

| Levels                | Grammar & Vocabulary |             | Pronunciation |             | Reading & Listening |             | Speaking & Writing |             |
|-----------------------|----------------------|-------------|---------------|-------------|---------------------|-------------|--------------------|-------------|
|                       | Freq.                | Percent     | Freq.         | Percent     | Freq.               | Percent     | Freq.              | Percent     |
| needs to be developed | 7                    | 4,5         | 30            | 19,5        | 11                  | 7,1         | 25                 | 16,2        |
| good                  | 46                   | 29,9        | <b>69</b>     | <b>44,8</b> | 53                  | 34,4        | <b>61</b>          | <b>39,6</b> |
| very good             | <b>76</b>            | <b>49,4</b> | 49            | 31,8        | <b>76</b>           | <b>49,4</b> | <b>62</b>          | <b>40,3</b> |
| excellent             | 25                   | 16,2        | 6             | 3,9         | 14                  | 9,1         | 6                  | 3,9         |
| Total                 | 154                  | 100,0       | 154           | 100,0       | 154                 | 100,0       | 154                | 100,0       |

Freq. Frequency

When the analysis of bivariate correlation was conducted, it was found that there is a positive and significant relationship between the ELT trainees’ language competency levels and their perceptions on the current competencies that they have,  $r = 0,476$ .

According to the results, it can be said that when the trainees' language competency levels improve, they find themselves more competent for the time being. According to the determination coefficient calculated ( $r^2 = 0,22$ ), it can be deduced that 22 % of the total variance of the trainees' current competencies they have resulted from their language proficiency according to their views; however, the variance explained can also be commented for the other variable theoretically. In other words, such an analysis does not mean that there is a cause-and-effect relationship but that the variables have a positive relationship with each other (see Table 4.13).

**Table 4.13 Correlation between the ELT trainees' language competency levels and their perceptions on the current competencies that they have**

|                        |                        |                    |
|------------------------|------------------------|--------------------|
|                        |                        | Current<br>PCtotal |
| Language<br>total mean | Pearson<br>Correlation | ,476(**)           |
|                        | Sig. (2-tailed)        | ,000               |
|                        | N                      | 154                |

\*\* Correlation is significant at the 0.01 level (2-tailed).

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**4.1.5 RQ 5** - Is there a relationship between the type of high school the ELT trainees graduated and their perceptions on the current competencies that they have?

According to the results of One-way ANOVA Test applied, there is a significant difference between ELT trainees' perceptions about their current competency levels and the high schools they graduated from as understood from  $F(4, 149) = 2,989$  and  $p(0,021)$ , which is lower than 0.05. All mean scores and standard deviations of all types of high schools are very close to each other as it can be seen from the following table; nevertheless, in the Tukey Test, there is a difference among two groups: Anatolian Teacher Training High School (ATTHS) and Anatolian High School (AHS). According to the results of the test applied to find out the differences between types of high schools which students are graduated regarding their current competency levels, it is indicated that the trainees who graduated from Anatolian Teacher Training High School (Mean = 3,48, S = 0,54) found themselves more competent than the trainees who graduated from Anatolian High School (Mean = 3,09, S = 0,54). According to the test of homogeneity of variances,

variances are homogeneous because  $p > 0,05$  is provided (0,34). As known, in Turkey, ATTHSs have a comprehensive programme about the teacher training as the students selected to study at this type of school aim at being a teacher since the beginning of their secondary education while in AHSs students are only trained in terms of the specific subject-field rather than directly teacher training; therefore, when the length of teacher training has been taken into account, trainees graduated from ATTHSs with further training are expected to be more competent in teaching than the others, which has been confirmed by the results.

**Table 4.14 The distribution of high schools graduated regarding their current competency levels**

|                 |         | N   | Mean | Std. Deviation | Std. Error |
|-----------------|---------|-----|------|----------------|------------|
| Current PCtotal | AHS     | 58  | 3,09 | ,54            | ,07        |
|                 | ATTHS   | 24  | 3,48 | ,54            | ,11        |
|                 | SuperHS | 64  | 3,37 | ,57            | ,07        |
|                 | StateHS | 5   | 3,32 | ,39            | ,17        |
|                 | Other   | 3   | 3,05 | ,09            | ,05        |
|                 | Total   | 154 | 3,27 | ,56            | ,04        |

AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School,

Super HS: Super High School, State HS: State High School, Other.

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**Table 4.15 The relationship between the trainees' current perceptions about all principles (P) and competencies (C) and their high schools**

| ANOVA           |                |                |     |             |       |              |                        |
|-----------------|----------------|----------------|-----|-------------|-------|--------------|------------------------|
|                 |                | Sum of Squares | Df  | Mean Square | F     | Sig.         | Significant Difference |
| Current PCtotal | Between Groups | 3,631          | 4   | ,908        | 2,989 | <b>,021*</b> | ATTHS-AHS              |
|                 | Within Groups  | 45,263         | 149 | ,304        |       |              |                        |
|                 | Total          | 48,894         | 153 |             |       |              |                        |

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\*:  $p < .05$

In sum, the trainees graduated from ATTHS found themselves more competent than the trainees graduated from AHS, and the mean difference between the two groups is 0,38583 with a significance level (0,036) below 0,05. There are no differences according to

the other high schools the trainees graduated from regarding their current competencies. When it comes to the homogeneous subsets, all types of high schools graduated take place in the first subset, which confirms the closeness of the mean scores to each other in spite of the significant difference between ATTHS and AHS graduates. Therefore, it is very significant to make the decision of being a teacher at an earlier age and have the necessary training and pedagogical education as understood from the results of the ATTHS graduates make a difference.

**4.1.6 RQ 6** - What level of success do ELT trainees expect to be competent or to what extent do they wish to be successful in the competencies? Is there any relationship between the variables mentioned above (grade level, gender, language level, the type of the high school) and their perceptions about the desired competencies?

In this section, how competent the teacher trainees would like to be in regard to the competencies defined in the Common European Framework will be explained in seven different sections. The sections are, (1) a graduate profession, (2) a profession placed within the context of lifelong learning, (3) a mobile profession, (4) a profession based on partnerships, (5) work with information, technology and knowledge, (6) working with their fellow human beings – learners, colleagues and other partners in education; and (7) working with and in society - at local, regional, national, European and broader global levels in turn as they were mentioned at the findings part of the first research question (4.1.1).

#### **4.1.6.1 English Language Teacher Trainees' perception of their *desired* competencies in the first principle “a graduate profession”**

The Table 4.16 shows how competent the trainees would like to be in "graduate profession" principle. Overall mean score for these six items for 154 trainees was 4,74, which stands for the descriptor “expert”, which means that they desire to be "experts" in "graduate profession" principle. The range of mean scores for this group of survey items were between 4,61 and 4,85. Of all the trainees, 77,1 % of the trainees thought they needed to be "experts" in the “graduate profession” competencies. 19,9 % of them thought that

they needed to be very competent, 2,9 % thought that they needed to be competent and none of them thought that they did not need to be competent.

**Table 4.16 Results for the desired competencies of the principle “a graduate profession”**

| Survey Item                                                                                   | Mean       | S.D. | Frequencies (Valid Percent) % |    |     |      |             | Total<br>N |
|-----------------------------------------------------------------------------------------------|------------|------|-------------------------------|----|-----|------|-------------|------------|
|                                                                                               |            |      | NC                            | LC | C   | VC   | E           |            |
| Q3 (having skills and competencies required to guide my learners)                             | 4,8        | 0,4  | 0                             | 0  | 0   | 18,2 | <b>81,8</b> | 154        |
| Q4 (having the understanding of the social dimension of education)                            | 4,7        | 0,5  | 0                             | 0  | 1,9 | 24,7 | <b>73,4</b> | 154        |
| Q7 (building and managing learning environments)                                              | 4,7        | 0,5  | 0                             | 0  | 3,2 | 22,1 | <b>74,7</b> | 154        |
| Q8 (being up-to-date with the latest developments in teaching English)                        | 4,7        | 0,5  | 0                             | 0  | 3,9 | 18,2 | <b>77,9</b> | 154        |
| Q15 (preparing materials my learners need to use receptively, productively and interactively) | 4,9        | 0,4  | 0                             | 0  | 1,9 | 11   | <b>87,0</b> | 154        |
| Q16 (being informed about the range of assessment techniques and their standards)             | 4,6        | 0,6  | 0                             | 0  | 6,5 | 25,3 | <b>68,2</b> | 154        |
| Overall Mean                                                                                  | <b>4,7</b> | 0,5  | 0                             | 0  | 2,9 | 19,9 | <b>77,1</b> | 154        |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

When it comes to the reasons the trainees stated for their wish to develop these competencies, they are as follows. For the fifteenth item, 87 % of the trainees wanted to have an expert level of competency in preparing materials for their learners which can be used receptively, productively and interactively to make students learn and comprehend the subject easily. The trainees (Ts) quotations about the desired competencies are given below:

T58: In English, the need for preparing materials is fundamental to make learning more effective and concrete. I would like to use every chance to prepare materials. Thus

students will have fun and learn by enjoying and improving creativity with productive activities.

Also, for the third item, 81,8 % of the trainees wanted to have an expert level of competency in having skills and competencies required to guide their learners because they have such concerns:

T34: It is important for effective guiding and class management. Without the skills and competencies, guidance will not be correct and appropriate.

T62: Guiding is one of the most important teacher roles.

T75: Sometimes I feel that I have some missing points I need to develop.

T81: I like teaching. I want to know everything about it.

T96: In theory, we have the skills but what about in practice?

T107: We should adapt to the future's children to be an efficient teacher.

For the fourth item, three trainees expressed their reasons as “It is a social asset contributing to their social development” and as “Social problems have great effect on students' life and learning and to understand students' behaviors, it is necessary”. For the seventh item, their concerns are as follows:

T46: A good teacher should be able to build a learning environment in case of improper conditions and be creative.

T75: I don't know how, what to teach where to start.

T79: Providing suitable environment helps students' learning.

T96: Environments should help students not only learn but also acquire the language.

T136: The environment should be stress-free.

For the 16th item, they stated:

T67: I want to know all the techniques so that I can prepare activities with a great variety in order to be a successful teacher.

T81: Assessing learners and making them aware of their performances may give a chance to evaluate not only learners' progress but also my effectiveness in teaching, so I would like to know much more about assessment techniques and be an expert about it.

As for the eighth item, 17 trainees expressed the importance of having knowledge about new developments in English as a necessity for a teacher:

T10: English is my life and my job...

T24: New approaches and materials may help better understanding in learning English.

T32: The students cannot reach new knowledge with an outdated teacher!

T63: Teachers should always develop themselves and be aware of the latest developments as the language becomes rejuvenated and permanently changes.

T86: Because everything changes all the time, I have to pursue the latest developments in English but it is difficult to follow all of the changes in teaching English.

T94: Being up-to-date with the latest developments enhances my teaching ability as a teacher, so I want to be aware of technological developments and to be beneficial to the students.

As understood from the statements, while some of them had some difficulties to follow the changes while they were aware of the fact that following recent developments is very important in teaching environment, some really had the passion for being a teacher. This may result from the personal traits of the trainees. On one side, some trainees may be satisfied with only having a teaching profession, and they may not have a tendency to be attracted by the new developments in ELT. On the other hand, some trainees have a willingness to be an effective teacher, and they may be perfectionist and regard their job as their life with never-ending professional development.

#### **4.1.6.2 English Language Teacher Trainees' perception of their *desired* competencies in the second principle "a profession placed within the context of lifelong learning"**

The Table 4.17 shows how competent the trainees would like to be in "a profession placed within the context of lifelong learning" principle. Overall mean score for those four items for 154 trainees was 4,64, which stands for the descriptor "expert". The range of mean scores for this survey item was between 4,54 and 4,7.

For survey item 1, 2, 21, 23, the trainees thought they needed to be experts in contributing to their learners to become lifelong learners. The percentages (%) are respectively 72,1; 59,1; 70,8 and 67,5 They considered item 1, which is "contributing learners to become autonomous learners" as crucial for being a successful teacher by stating that:

T39: I want my learners to be ready for real life and to use what they learn in the real life.

T46: A teacher should get his learners to learn through their lives.

T78: Education is very important to enable the learners to know their own needs through all stages of life.

T79: Learning should continue forever.

T132: Learners need to be knowledgeable about self-learning; they don't have to be dependent on anybody.

T146: I want to give the desire to learn to my learners all the time, for learning is limitless.

They expressed the need for the 21st item to be up-to-date with new knowledge, to develop speaking, to have their own style of teaching for students' development. Also, some of them added that they did not have the theoretical knowledge about the stages of research and data analysis and they wanted to follow the new trends about language skills. For the second item, three trainees expressed their reasons to make their students free in their lives in order to be autonomous learners;

T18: Not only we learn English but also do we have to live in "English".

T43: Students should not be used to being in a controlled area while learning English.

T45: This enables them to have self-confidence.

For item 23, which is related to developing knowledge on interdisciplinary and collaborative approaches to learning through professional development programs, only three trainees expressed their concerns about this item by stating their reasons as "I should acquire some knowledge about other disciplines, and the more I learn, the more easily I teach."

The trainees may not have enough knowledge about how interdisciplinary and collaborative approach can be used in terms of learning and how this contributes to their professional development. Although they believe in the importance of this item for the lifelong learning process and aspire to be experts as understood from the percentages, they may not be aware of the details of such kind of an approach.

**Table 4.17 Results for the desired competencies of the principle “a profession placed within the context of lifelong learning”**

| Survey Item                                                                                                                            | Mean       | S.D. | Frequencies (Valid Percent) % |     |     |      |             | Total N |
|----------------------------------------------------------------------------------------------------------------------------------------|------------|------|-------------------------------|-----|-----|------|-------------|---------|
|                                                                                                                                        |            |      | NC                            | LC  | C   | VC   | E           |         |
| Q1 (contributing to my learners to become lifelong learners)                                                                           | 4,7        | 0,5  | 0                             | 0   | 0   | 27,9 | <b>72,1</b> | 154     |
| Q2 (contributing to learners to become autonomous learners)                                                                            | 4,5        | 0,6  | 0                             | 0,6 | 3,9 | 36,4 | <b>59,1</b> | 154     |
| Q21 (developing new knowledge about education and training through the contribution of research and practice)                          | 4,7        | 0,5  | 0                             | 0   | 2,6 | 26,6 | <b>70,8</b> | 154     |
| Q23 (developing new knowledge on interdisciplinary and collaborative approaches to learning through professional development programs) | 4,7        | 0,5  | 0                             | 0   | 2,6 | 29,9 | <b>67,5</b> | 154     |
| Overall Mean                                                                                                                           | <b>4,6</b> | 0,5  | 0                             | 0,2 | 2,3 | 30,2 | <b>67,4</b> | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

#### **4.1.6.3 English Language Teacher Trainees’ perception of their *desired* competencies in the third principle “a mobile profession”**

The Table 4.18 shows how competent the ELT trainees would like to be in the "mobile profession" principle. Overall mean score for those three items for 154 teacher trainees was 4,6 which stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,7 and 4,5.

For survey item 17, 18, 19, the trainees thought that they needed to be experts in “taking courses about English teaching outside of Turkey within EU mobility

programmes” to see the differences among countries by working in different institutions, to learn English in a different way while having intercultural experience, in “having knowledge about the EU mobility programmes (e.g. Erasmus, Comenius)” to practice English, gain confidence abroad by interacting with native speakers and to be an effective teacher and in “teaching English outside of Turkey”. The percentages are respectively 64,9; 65,6 and 79,9.

**Table 4.18 Results for the desired competencies of the principle “a mobile profession”**

| Survey Item                                                                                 | Mean       | S.D. | Frequencies (Valid Percent) % |     |     |      |             | Total N |
|---------------------------------------------------------------------------------------------|------------|------|-------------------------------|-----|-----|------|-------------|---------|
|                                                                                             |            |      | NC                            | LC  | C   | VC   | E           |         |
| Q17 (taking courses about English teaching outside of Turkey within EU mobility programmes) | 4,5        | 0,9  | 1,9                           | 2,6 | 5,2 | 25,3 | <b>64,9</b> | 154     |
| Q18 (being informed about the EU mobility programmes (e.g. Erasmus, Comenius))              | 4,5        | 0,7  | 0,6                           | 0,6 | 7,8 | 25,3 | <b>65,6</b> | 154     |
| Q19 (teaching English outside of Turkey)                                                    | 4,7        | 0,6  | 0                             | 0,6 | 5,2 | 14,3 | <b>79,9</b> | 154     |
| Overall Mean                                                                                | <b>4,6</b> | 0,7  | 0,8                           | 1,3 | 6,1 | 21,6 | <b>70,1</b> | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the 19th item, 23 trainees expressed their special interests by stating their reasons and concerns as follows:

T24: Teaching English outside of Turkey helps me meet people from different cultures.

T46: Through intercultural awareness I can enhance my teaching skills.

T59: It is important for an English language teacher to be a social person, to speak like native speakers and to learn the culture of the other countries.

T62: To teach to the native speaker students is a challenge for nonnative teachers of English, but to cope with that challenge will contribute to my development.

T87: A teacher who can teach outside of Turkey is a real English language teacher.

Amongst the most stated reasons take place “to learn another language, to teach English not only to Turkish students but also to the other foreign students, to develop self-confidence to learn any other universal languages, to be informed about everything related to English, to have training and to teach abroad, to learn their culture as a new experience while teaching to have experience in teaching abroad and to improve speaking skills and cultural interaction”.

#### **4.1.6.4 English Language Teacher Trainees’ perception of their *desired* competencies in the fourth principle “a profession based on partnerships”**

The Table 4.19 shows how competent the ELT trainees would like to be in the “profession based on partnerships” principle. Overall mean score for these three items for 154 teacher trainees was 4,6, which stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,5 and 4,7.

For survey item 20, 25 and 26, the trainees thought they needed to be experts in “working collaboratively in partnership with schools while doing their undergraduate studies” to have an opportunity to see different perspectives and to increase their motivation, in “taking part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT” and in “working collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate” to improve their professional skills by obtaining new information and having progress in the field. The percentages are respectively 69,5; 66,9 and 66,2.

**Table 4.19 Results for the desired competencies of the principle “a profession based on partnerships”**

| Survey Item                                                                                                                                 | Mean       | S.D. | Frequencies (Valid Percent) % |     |      |      |             | Total N |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------|------|-------------------------------|-----|------|------|-------------|---------|
|                                                                                                                                             |            |      | NC                            | LC  | C    | VC   | E           |         |
| Q20 (working collaboratively in partnership with schools while doing my undergraduate studies)                                              | 4,7        | 0,6  | 0                             | 0,6 | 1,9  | 27,9 | <b>69,5</b> | 154     |
| Q25 (taking part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT)                                                      | 4,5        | 0,9  | 1,9                           | 3,9 | 7,1  | 20,1 | <b>66,9</b> | 154     |
| Q26 (working collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate) | 4,5        | 0,8  | 0,6                           | 1,3 | 10,4 | 21,4 | <b>66,2</b> | 154     |
| Overall Mean                                                                                                                                | <b>4,6</b> | 0,8  | 0,8                           | 1,9 | 6,5  | 23,1 | <b>67,5</b> | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

#### **4.1.6.5 English Language Teacher Trainees’ perception of their *desired* competencies in the first key competence “working with information, technology and knowledge”**

The Table 4.20 shows how competent the trainees desire to be in the “working with information, technology and knowledge” key competence. Overall mean score for these three items for 154 teachers was 4,8, which stands for the descriptor “expert”. The range of mean scores for this group of survey items were between 4,7 and 4,9. Of all the trainees, 81,8 % of the teacher trainees thought they needed to be experts in the “work with information, technology and knowledge” key competency. 16,4% thought they needed to be very competent and only 1,7 thought they needed to be competent. None of the teachers

placed their evaluation as "little competent" or "not competent" for this group of survey items.

**Table 4.20 Results for the desired key competence “working with information, technology and knowledge”**

| Survey Item                                                                          | Mean       | S.D. | Frequencies (Valid Percent) % |    |     |      |             | Total N |
|--------------------------------------------------------------------------------------|------------|------|-------------------------------|----|-----|------|-------------|---------|
|                                                                                      |            |      | NC                            | LC | C   | VC   | E           |         |
| Q5 (working with instructional technology in teaching)                               | 4,8        | 0,4  | 0                             | 0  | 1,3 | 16,2 | <b>82,5</b> | 154     |
| Q6 (making effective use of technology)                                              | 4,9        | 0,4  | 0                             | 0  | 1,3 | 11   | <b>87,7</b> | 154     |
| Q24 (being equipped to access, analyze, validate, reflect on and transmit knowledge) | 4,7        | 0,5  | 0                             | 0  | 2,6 | 22,1 | <b>75,3</b> | 154     |
| Overall Mean                                                                         | <b>4,8</b> | 0,4  | 0                             | 0  | 1,7 | 16,4 | <b>81,8</b> | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the fifth survey item, 82,5 % of the teacher trainees thought they needed to be "experts" in the “working with instructional technology in teaching” key competency as follows:

T45: Technology contributes to students' understanding and helps them learn more easily and develop different points of view.

T 149: I can use technology but there is not enough funding in primary schools, but it is a part of teaching language.

For the sixth survey item, 87,7 % of the trainees thought they needed to be "experts" in making effective use of technology, and twenty trainees stated some reasons for their wish to develop this item which is the secondly most stated competency (the most stated item by 23 trainees is 19):

T37: Technology is an important part of our lives and an easy way for preparing materials rather than using papers.

T39: As the resources of visual materials, technological devices are complementary to the other materials in the lesson.

T78: Self-access learning is possible thanks to the technology.

T85: Technology is a vital part of our lives today, so I can be more effective by using technology.

T93: By using technology we can follow the developments around the world and present them to the students more effectively.

T97: To use the OHP and PPT effectively for interesting lessons and to develop new materials are important as visual effects are useful for learners to understand the subject easily.

T128: With the development of technology, teaching becomes much more effective and easy.

T152: The new digital-age learners are open to lots of sources that should also be followed by the teachers to keep their attention alive all the time.

For the twenty-fourth survey item, 75,3 % of the trainees thought they needed to be "experts" in being equipped to access, analyze, validate, reflect on and transmit knowledge to be an effective teacher who can also analyze correctly:

T38: A good transfer of knowledge needs an ability of good understanding and expression.

T67: It is important to transmit the knowledge, not just to have it.

#### **4.1.6.6 English Language Teacher Trainees' perception of their *desired* competencies in the second key competence “working with their fellow human beings – learners, colleagues and other partners in education”**

The Table 4.21 shows how competent the trainees would like to be in the “working with their fellow human beings – learners, colleagues and other partners in education” key principle for items 9, 10, 11 and 22. Overall mean scores for those three items for 154 trainees was 4,5 which stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,7 and 4,8. Majority of the trainees (81,1 %) thought that they needed to be experts in “working with their fellow human beings” competency.

**Table 4.21 Results for the desired key competence “working with their fellow human beings – learners, colleagues and other partners in education”**

| Survey Item                                                                                     | Mean | S.D. | Frequencies (Valid Percent) % |    |     |      |             | Total N |
|-------------------------------------------------------------------------------------------------|------|------|-------------------------------|----|-----|------|-------------|---------|
|                                                                                                 |      |      | NC                            | LC | C   | VC   | E           |         |
| Q9 (having the knowledge of language learning and development)                                  | 4,8  | 0,4  | 0                             | 0  | 0,6 | 15,6 | <b>83,8</b> | 154     |
| Q10 (having self-confidence when engaging with my learners)                                     | 4,8  | 0,4  | 0                             | 0  | 1,3 | 13   | <b>85,7</b> | 154     |
| Q11 (preparing collaborative activities which increase the collective intelligence of learners) | 4,8  | 0,5  | 0                             | 0  | 2,6 | 16,2 | <b>81,2</b> | 154     |
| Q22 (cooperating and collaborating with my peers to enhance my own learning and teaching )      | 4,7  | 0,5  | 0                             | 0  | 2,6 | 23,4 | <b>74</b>   | 154     |
| Overall Mean                                                                                    | 4,8  | 0,4  | 0                             | 0  | 1,8 | 17,1 | <b>81,1</b> | 154     |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the ninth survey item, 83,8 % of the teacher trainees thought they needed to be "experts" in key competency “having the knowledge of language learning and development” to be a good teacher and to follow the developments about learners. For the tenth survey item, 85,7 % of the trainees thought they needed to be "experts" in having self-confidence when engaging with their learners as some of 18 trainees, 7 of whom regarded this item as a must to be a great teacher, to teach something to the learners easily and to speak fluently, stated below:

T29: It is important for having control of the classroom and preventing myself from getting nervous while talking to the public,

T30: I want to get learners to think that their teacher is competent enough and to make them trust on me as a guide

T34: A self-confident teacher can be a good knowledge transmitter.

For eleventh survey item, 81,2 % of the trainees thought they needed to be "experts" in preparing collaborative activities which increase the collective intelligence of learners. As Malone and Woolley et al. state (2010 cited in Dizikes 2010), there is a

general effectiveness, a group collective intelligence, which predicts a group's performance in a lot of situations. In their two studies in which 699 people were placed in groups of two to five to work on tasks that ranged from visual puzzles to negotiations, brainstorming, games and complex rule-based design assignments, the researchers concluded that a group's collective intelligence accounted for about 30 to 40 % of the variation in performance while the individual abilities of the group members during similar tasks, be average or maximum, did not predict the performance of their groups. Therefore, the teacher trainees should be able to perform well in a group both on a single task and a wide range of different tasks, and prepare these types of activities for their learners to develop collective intelligence which is triggered only by group dynamics. That is to say, the whole really can be greater than the sum of the parts as stated by Melone (2010 cited in Dizikes 2010). Trainees stated their reasons for developing this item as follows:

T92: It is important to prepare activities appealing to all kinds of students.

T109: Partnership is an important component while learning a language, so I want to improve myself on this subject.

T110: Cooperation facilitates learning, instills team spirit in students and helps them be active during and after the lesson.

T134: Collaborative activities increase children's self-confidence.

For survey item 22, 74 % of the trainees thought they needed to be "experts" in cooperating and collaborating with their peers to enhance their own learning and teaching. In relation to the 22nd item, the trainees stated the following opinions to develop knowledge while learning and teaching a language:

T45: I believe in firstly self-learning, then cooperation.

T73: Cooperating with others helps us improve ourselves, find out others' ideas and think from a different perspective.

#### **4.1.6.7 English Language Teacher Trainees' perception of their *desired* competencies in the third key competence "working with and in society - at local, regional, national, European and broader global levels"**

The Table 4.22 shows how competent the teacher trainees would like to be in "working with and in society - at local, regional, national, European and broader global

levels” key competence for items 12, 13 and 14. Overall mean scores for those three items for 154 trainees was 4,4 which stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,1 and 4,6. Of all the trainees, 58,4 % of the trainees thought they needed to be experts in “working with and in society” competence. 29,9 % thought they needed to be very competent and 8 % thought they needed to be competent. Only 1,1 and 2,57 % respectively thought they need to be little competent and they did not need to be competent. As stated before, it is probable that the trainees are not very familiar with the concepts like European citizenship and diversity because they are still student teachers who have not still experienced going abroad.

**Table 4.22 Results for the desired key competence “working with and in society - at local, regional, national, European and broader global levels”**

| Survey Item                                                                    | Mean | S.D. | Frequencies (Valid Percent) % |     |      |      |             | Total<br>N |
|--------------------------------------------------------------------------------|------|------|-------------------------------|-----|------|------|-------------|------------|
|                                                                                |      |      | NC                            | LC  | C    | VC   | E           |            |
| Q12 (having the knowledge of and the respect for cultural diversity in Europe) | 4,6  | 0,7  | 0,6                           | 0   | 5,2  | 31,8 | <b>62,3</b> | 154        |
| Q13 (contributing to my learners’ understanding of cultural diversity)         | 4,6  | 0,6  | 0                             | 0   | 5,2  | 28,6 | <b>66,2</b> | 154        |
| Q14 (contributing to preparing my learners to become an EU citizen)            | 4,1  | 1,2  | 7,1                           | 3,2 | 13,6 | 29,2 | <b>46,8</b> | 154        |
| Overall Mean                                                                   | 4,4  | 0,8  | 2,6                           | 1,1 | 8    | 29,9 | <b>58,4</b> | 154        |

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

For the 12th survey item, 62,3 % of the teacher trainees thought they needed to be "experts" in “having the knowledge of and the respect for cultural diversity in Europe” key competency as they expressed:

T26: Cultural knowledge helps us understand human nature.

T147: For an effective teaching, making use of culture is vitally important, therefore; I would like to develop my knowledge about cultural diversity.

For the 13th survey item, 66,2 % of the trainees thought they needed to be "experts" in contributing to my learners’ understanding of cultural diversity as they stated:

T49: Teaching language also involves cultural teaching.

T73: If I know the language, I must know the culture and have knowledge about English people as an ELF teacher...

T87: Cultural diversity helps learners be respectful people and turns students' biases into positive feelings with tolerance.

T128: Culture and language are connected to each other and inseparable.

For the 14th survey item, 46,8 % of the trainees thought they needed to be "experts" in contributing to preparing my learners to become an EU citizen. This percentage also shows the trainees' willingness to learn about the European citizenship concept through Turkey's negation process for the EU membership. For the rest of the trainees, aforementioned comments related to their unawareness and inexperience about the items may be valid.

**4.1.7 RQ 7-** Are there any significant differences between the ELT trainees' grade levels and their perceptions on the desired competencies they have?

According to the results of One-way ANOVA Test applied, there is not a significant difference between ELT trainees' perceptions and grade levels as  $F(3, 150) = 1,646$ ,  $p(1,181) > .01$  shows. Moreover, in the Scheffe Test, there can be seen no difference among the groups comprised of the 4th grades (Mean= 4,69, S = 0,307), the 3rd grades (Mean= 4,72, S = 0,298), the 2nd grades (Mean= 4,65, S = 0,328) and the 1st grades (Mean= 4,57, S = 0,325). According to the test of homogeneity of variances, variances are homogeneous because  $p > 0,05$  is provided (0,904).

**Table 4.23 Descriptive Statistics for grade variable of the desired competencies**

|                 |               | N   | Mean | Std. Deviation | Std. Error |
|-----------------|---------------|-----|------|----------------|------------|
| Desired PCtotal | The1st grade  | 41  | 4,58 | ,33            | ,05        |
|                 | The 2nd grade | 34  | 4,65 | ,33            | ,06        |
|                 | The 3rd grade | 40  | 4,72 | ,30            | ,05        |
|                 | The 4th grade | 39  | 4,69 | ,31            | ,05        |
|                 | Total         | 154 | 4,66 | ,32            | ,03        |

PC: Principles and Competencies

**Table 4.24 The relationship between the trainees' desired perceptions about all principles (P) and competencies (C) and their grade levels  
ANOVA for desired competencies of grade levels**

|                 |                | Sum of Squares | df  | Mean Square | F     | Sig.         | Significant Difference |
|-----------------|----------------|----------------|-----|-------------|-------|--------------|------------------------|
| PCtotal desired | Between Groups | ,490           | 3   | ,163        | 1,646 | <b>,181*</b> | No difference.         |
|                 | Within Groups  | 14,874         | 150 | ,099        |       |              |                        |
|                 | Total          | 15,364         | 153 |             |       |              |                        |

PC: Principles and Competencies

\*  $p < .05$ 

**4.1.8 RQ 8** - Are there any significant differences concerning gender among the ELT trainees with reference to their perceptions on the desired competencies that they have?

According to the independent samples t-test used to see if there is a significant difference between trainees' perceptions on their desired competencies according to the gender variable, the mean scores of the males (4,56) and the females (4,70) show that both groups would like to be expert in the teacher competencies as the interval between 4.21 and 5.00 is indicated as expert in the likert descriptor scale; nevertheless, the two-tailed significance value ( $p = 0,009 < 0,05$ ) displays that there is a significant difference between the two groups; therefore, the  $H_0$  null hypothesis is rejected. As the t-score is negative, it is concluded that the second group that includes females expects to be more competent than the male group. The reason why the females are more willing to cooperate with their

environment than the males has been confirmed by a research study in which cooperating effectively in a group is linked to the number of women in the group. In the study, “teams containing more women demonstrated greater social sensitivity and in turn collective intelligence, compared to teams containing fewer women” stated Melone (2010 cited in Dizikes 2010). In a motivation stemming from this result, the finding in the present study can be explained by the females’ showing more social sensitivity to the betterment of their teaching competencies as well in order to make a difference in the attitudes of their learners. Moreover, teaching is generally considered as a ‘female’ profession because of the social roles and responsibilities women adopt such as being a care-giver. The supremacy of the number of females over males may be another reason for why females are found to have willingness for the betterment of the society and professional development.

**Table 4.25 Independent Samples T-test results for gender variable regarding the trainees’ desired competencies**

|                 | <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>df</b> | <b>t</b> | <b>Sig. (p)</b> |
|-----------------|---------------|----------|-------------|-----------------------|-----------|----------|-----------------|
| Current PCtotal | male          | 46       | 4,5610      | ,38                   | 152       | -2,659   | .009*           |
|                 | female        | 108      | 4,7066      | ,27                   |           |          |                 |

\*  $p < .05$

**4.1.9 RQ 9** - Is there a relationship between the ELT trainees’ language competency levels and their perceptions on the **desired** competencies that they have?

As it is mentioned in 4.1.4, the trainees’ overall language proficiency level appears to have the 2,47 mean, which equals to the descriptor nearly “very good”. When the analysis of bivariate correlation was conducted, it was found that there is a relationship between the ELT trainees’ language competency levels and their perceptions on the *desired* competencies that they have as well.

**Table 4.26 Descriptive Statistics for language competency levels and the trainees' desired competencies**

|                                          | Mean | Std. Deviation | N   |
|------------------------------------------|------|----------------|-----|
| Language Proficiency Level<br>Total Mean | 2,47 | ,59            | 154 |
| Desired PCtotal                          | 4,66 | ,32            | 154 |

**Table 4.27 Correlations between language competency levels and the trainees' desired competencies**

|                  |                     | PCtotalBb |
|------------------|---------------------|-----------|
| Language<br>Mean | Pearson Correlation | ,265(**)  |
|                  | Sig. (2-tailed)     | ,001      |
|                  | N                   | 154       |

\*\* Correlation is significant at the 0.01 level (2-tailed).

As concluded from the correlation table above, there is a positive and significant relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have,  $r = 0,265$ . This may result from the fact that trainees become more self-confident as they become more competent in language skills; likewise, the trainees having good language skills would feel the self-confidence for the teacher competencies as well. In another words, the competency in the subject knowledge will be a basis for being competent in teaching the subject. According to the results, it can be said that when the trainees' language competency levels increase, they would like to be more competent in the competencies described in the CEF and the ELP. According to the determination coefficient calculated ( $r^2 = 0,07$ ), it can be deduced that 7 % of the total variance of the trainees' desired competencies they have result from their language proficiency according to their views; however, the variance explained can also be commented for the other variable theoretically. In other words, such an analysis does not mean that there is a cause-and-effect relationship but that the variables have a positive relationship with each other as it was explained before.

**4.1.10 RQ 10** - Is there a relationship between the type of high school the ELT trainees graduated and their perceptions on the **desired** competencies that they have?

According to the results of One-way ANOVA Test applied, there is not a significant difference between ELT trainees' perceptions and the high schools they graduated from as  $F(4, 149) = 0,491$ ,  $p(0,743) > .05$  shows. Moreover, in the Scheffe Test, there can be seen no difference among the groups whose mean scores and standard deviations are very close to each other as it can be seen from the following table. According to the test of homogeneity of variances, variances are homogeneous because  $p > 0,05$  is provided (0,992).

**Table 4.28 The distribution of high schools graduated regarding their desired competency levels**

|                 |         | N   | Mean | Std. Deviation | Std. Error |
|-----------------|---------|-----|------|----------------|------------|
| Desired PCtotal | AHS     | 58  | 4,63 | ,33            | ,04        |
|                 | ATTHS   | 24  | 4,64 | ,29            | ,06        |
|                 | SuperHS | 64  | 4,70 | ,32            | ,04        |
|                 | StateHS | 5   | 4,71 | ,22            | ,10        |
|                 | Other   | 3   | 4,67 | ,29            | ,19        |
|                 | Total   | 154 | 4,66 | ,32            | ,03        |

AHS: Anatolian High School, ATTHS: Anatolian Teacher Training High School, Super HS: Super High School, State HS: State High School, Other.

As understood from the Table 4.28, all of the groups have a mean score above 4,62, which shows that they, all, would like to be experts in teaching and that the trainees' self-confidence for their current teaching competencies neither lead them to be satisfied with their present situation nor hinder them from being open to new developments in the field.

**Table 4.29 The relationship between the trainees' desired perceptions about all principles (P) and competencies (C) and their high schools**  
ANOVA

|                 |                | Sum of Squares | df  | Mean Square | F    | Sig. | Significant Difference |
|-----------------|----------------|----------------|-----|-------------|------|------|------------------------|
| Desired PCtotal | Between Groups | ,200           | 4   | ,050        | ,491 | ,743 | No difference.         |
|                 | Within Groups  | 15,164         | 149 | ,102        |      |      |                        |
|                 | Total          | 15,364         | 153 |             |      |      |                        |

PC: Principles and Competencies

As discussed in the previous sections, in Turkey, because ATTHSs have a comprehensive programme about the teacher training as the students selected to study at this type of school aim at being a teacher since the beginning of their secondary education, trainees graduated from ATTHSs with further training are expected to be more competent in teaching than the others, and this has been confirmed by the results in section 4.1.5 related to their current competency levels; however, when it comes to the results regarding their willingness to become more competent or experts in teaching, there is no difference among the ATTHS graduates and others, which may be caused by personal factors or their awareness levels related to lifelong learning and professional development. On the other hand, the graduates of other schools despite their perception of being currently less competent than the ATTHS graduates have the same level of satisfaction for the future competencies. Both groups are aware of the need for professional development, and they are not too self-confident before facing the real classroom setting due to the pre-service micro-teaching demonstrations.

#### **4.1.11 RQ 11 - Is there any correlation between the ELT trainees' perceptions about their current and desired competencies?**

Before presenting all of the results about the principles and competencies comparatively in the next sections, it is appropriate to explain the final research question. It is obvious that the trainees perceived themselves *competent* for the time being and that they would like to be *expert* in the principles and competencies defined by the CEF and the ELP when the mean scores and the descriptor scale are compared.

**Table 4.30 Descriptive Statistics for the trainees' current and desired competencies**

|                    | Mean | Std.<br>Deviation | N   |
|--------------------|------|-------------------|-----|
| Current<br>PCtotal | 3,28 | ,57               | 154 |
| Desired<br>PCtotal | 4,66 | ,32               | 154 |

PC: Principles and Competencies

**Table 4.31 The relationship between the trainees' current and desired perceptions about all principles (P) and competencies (C)**

|                    |                        |                    |
|--------------------|------------------------|--------------------|
|                    |                        | Desired<br>PCtotal |
| Current<br>PCtotal | Pearson<br>Correlation | ,400(**)           |
|                    | Sig. (2-tailed)        | ,000               |
|                    | N                      | 154                |

\*\* Correlation is significant at the 0.01 level (2-tailed).

As concluded from the correlation table above, there is a positive and significant relationship between the ELT trainees' perceptions on the current and desired competencies that they have,  $r = 0,400$ . According to the results, it can be said that the more the trainees found themselves competent currently, the more they would like to be competent in the competencies described in the CEF and the ELP in the future. This may prove that being successful in a profession, a skill, a competency or a challenge will yield to better results for the successful person's future enterprises, and at least mentally he or she will be more self-confident and open to new developments after tasting the pleasure of being competent once. When it comes to the research question regarding the relationship between the trainees' current and desired perceptions about all principles and competencies, a comparison similar to the assumption above can be appropriate. As the trainees have the joy of discovering novel things through teaching practicum and theory, they become more eager to have more competencies in their profession as a natural continuum. According to the determination coefficient calculated ( $r^2 = 0,16$ ), it can be deduced that 16 % of the total variance of the trainees' desired competencies resulted from their current competency levels according to their views.

## 4.2 RESULTS FOR ALL THE COMPETENCIES AND PRINCIPLES

Table 4.32 shows the results for the first 26 survey items. The overall mean for the first 26 questions regarding how competent the teachers feel is 3,28, which stands for the descriptor "*competent*". The overall mean for the first 26 questions regarding how competent the teachers would like to be is 4.66, which stands for the descriptor "*expert*".

**Table 4.32 Results for all the competencies and principles in relation to survey items**

| How competent do you feel? | Survey Item                                                                                                                        | How competent would you like to be? |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Mean                       |                                                                                                                                    | Mean                                |
| 3,35                       | 1. I can contribute to my learners to become lifelong learners.                                                                    | 4,70                                |
| 3,18                       | 2. I can contribute to my learners to become autonomous learners.                                                                  | 4,54                                |
| 3,42                       | 3. I have the skills and competencies required to guide my learners.                                                               | <b>4,82</b>                         |
| <b>3,62</b>                | 4. I have the understanding of the social dimension of education.                                                                  | 4,71                                |
| <b>3,76</b>                | 5. I can use instructional technology in teaching.                                                                                 | <b>4,8</b>                          |
| <b>3,92</b>                | 6. I can make effective use of technology.                                                                                         | <b>4,86</b>                         |
| <b>3,48</b>                | 7. I can build and manage learning environments.                                                                                   | 4,71                                |
| 3,15                       | 8. I am up-to-date with the latest developments in teaching English.                                                               | 4,74                                |
| <b>3,51</b>                | 9. I have the knowledge of language learning and development.                                                                      | <b>4,80</b>                         |
| <b>3,68</b>                | 10. I have self-confidence when engaging with my learners.                                                                         | <b>4,80</b>                         |
| 3,37                       | 11. I can prepare collaborative activities which increase the collective intelligence of learners.                                 | <b>4,78</b>                         |
| 3,097                      | 12. I have the knowledge of and the respect for cultural diversity in Europe.                                                      | 4,55                                |
| 3,27                       | 13. I can contribute to my learners' understanding of cultural diversity.                                                          | 4,61                                |
| <u>2,69</u>                | 14. I can contribute to preparing my learners to become an EU citizen.                                                             | <u>4,05</u>                         |
| <b>3,61</b>                | 15. I can prepare materials my learners need to use receptively, productively and interactively.                                   | <b>4,85</b>                         |
| 3,15                       | 16. I am informed about the range of assessment techniques and their standards.                                                    | 4,62                                |
| 3,10                       | 17. I can take courses about English teaching outside of Turkey within EU mobility programmes.                                     | <u>4,48</u>                         |
| 3,07                       | 18. I am informed about the EU mobility programmes (eg. Erasmus, Comenius..)                                                       | 4,54                                |
| 2,95                       | 19. I can teach English outside of Turkey.                                                                                         | 4,73                                |
| 3,35                       | 20. I can work collaboratively in partnership with schools and work-based training providers while doing my undergraduate studies. | 4,66                                |
| 3,22                       | 21. I can develop new knowledge about education and training through the contribution of research and practice.                    | 4,68                                |

|             |                                                                                                                                               |             |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>3,57</b> | 22. I can cooperate and collaborate with my peers to enhance my own learning and teaching.                                                    | 4,70        |
| 3,12        | 23. I can develop my knowledge on interdisciplinary and collaborative approaches to learning through professional development programs.       | 4,65        |
| 3,12        | 24. I am equipped to access, analyze, validate, reflect on and transmit knowledge.                                                            | 4,70        |
| <u>2,59</u> | 25. I can take part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT.                                                     | <u>4,46</u> |
| <u>2,78</u> | 26. I can work collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate. | 4,51        |
| <b>3,28</b> | Overall Mean                                                                                                                                  | <b>4,66</b> |

The range of mean scores for the group of survey items to find out the current competency levels of the trainees were between 2,59 and 3,92. When the whole framework of the table is examined, it can be seen that the least scores of competency levels belong to the 14th, the 25th and the 26th underlined items in the table, which are related to the third key competency “working with and in society - at local, regional, national, European and broader global levels” and to the fourth principle “a profession based on partnerships”. Although trainees find themselves competent in having the knowledge of and the respect for cultural diversity in Europe and in contributing to their learners’ understanding of cultural diversity, they do not have the same level of self-confidence and competence in terms of preparing their learners to become “an EU citizen” as the mean score (2,69) for that item (14) indicates that the descriptor is between “little competent” and “competent”. Only five trainees expressed their willingness to prepare their learners not only for EU but also for everywhere on earth. The concerns regarding this point were mainly cited as follows by the trainees:

Trainee (T) 34: EU is vitally important for Turkey, so I want to teach EU principles to my students.

T72: EU is an important subject today, so it is good to have the knowledge about this subject to help my students.

T114: We should learn to communicate with EU citizens in case we may become one of them too.

T123: All of the children are born to be the sons and daughters of the 'world', so to be a European citizen is important.

It is probable that the trainees are not very familiar with the concepts like European citizenship and diversity because they are still student teachers who have not still experienced going abroad. Moreover, these concepts are newly taught through the reformed social studies education in Turkey in line with the process of Turkey's membership to the EU. As the new steps to be taken to instill the concepts, the social studies curriculum has become an interdisciplinary field envisioning the themes such as individual and society, science, technology and global connections along with the values and skills like peace, tolerance, hospitality, communication and empathy (Açıkalın 2011).

The same situation can be observed for the item 25, (with the mean score 2,59) which is about taking part in projects managed by institutions such as TUBITAK, TUBA, and FULBRIGHT. It is understood that the ELT trainees are almost little competent in the subjects such as project literacy on scientific research areas in terms of their field, teaching assistantship and postgraduate research programs. When it comes to the 26th item, which is about working collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate, as understood from the mean score 2,78, the trainees are again between the descriptor level of “competent” and “little competent”. It can be concluded that they need to be informed about working in partnership with other educational and social institutions. From the reasons for their wish to develop the 25th and the 26th competency stated by nineteen trainees and eight trainees respectively were examined, it is clear that the trainees do not have enough information about this teaching competency which is important to contact other people, to interact with other teachers or teacher trainees and to work in groups or teams for a project. The underlying wish to realize the dream of living outside of Turkey or to go abroad as stated by some of them may be the evidence of their inadequate knowledge about these projects. However, some of them expressed their main point by stating consciously:

T42: When I take part in a team-based project, it gives me the chance to see my learning and teaching process from a different perspective and compare myself with the other team members. Also, it is a great chance to be able to see others' experiences. When I work with a group for projects, I can take lessons from these experiences.

T63: I would like to follow new teaching ideas and develop skills and to participate in universal competition.

T76: I want to obtain new information and have progress in the field so that I can develop professional skills to be an effective teacher.

As the highest scores of current competency levels, the 6th item about making effective use of technology has 3,92 mean, which means that the trainees are “very competent”. The other items (5, 10, 4, 15) in which the trainees found themselves very competent in using instructional technology in teaching (mean: 3,76), having self-confidence when engaging with their learners (mean: 3,68), having the understanding of the social dimension of education (mean: 3,62), preparing materials which their learners need to use receptively, productively and interactively (mean: 3,61). The items (22, 9, 7) the trainees can be accepted as “almost” very competent are cooperating and collaborating with their peers to enhance their own learning and teaching (mean: 3,57), having the knowledge of language learning and development (mean: 3,51), building and managing learning environments (mean: 3,48). For the rest of the items except from the ones mentioned above, the mean scores indicate that the descriptor that the trainees use for their current competency levels is “competent”.

As for the desired competency levels which the trainees give importance to, the descriptor of all of the items except for the 14th item (mean: 4,05) about contributing to preparing their learners to become an EU citizen is “expert” while that exceptional item is related to the competency the trainees would like to be very competent but not expert. This difference in the mean score may result from the opposite views on participating in the EU since the findings display that the 10,3 % of the trainees expressed they would like to be little or not competent in preparing their learners to become an EU citizen. Moreover, the 25th and 17th items about taking courses about English teaching outside of Turkey within EU mobility programmes and taking part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT are also slightly below the average of the desired expert level (Means: 4,46; 4,48). The European citizenship concept may be unfamiliar to the trainees as stated before because any person having the nationality of a member state is a citizen of the union (Dumitru 2009), and Turkey is still on the way to be a member state of Europe. Moreover, as some citizens expressed their concerns in terms of losing their national citizenship, The Treaty of Amsterdam (1997 cited in Dumitru 2009) states that “European citizenship complements and does not replace national citizenship”. This may

be also a misunderstanding for the Turkish trainees if they are anxious about losing their identities as becoming a part of EU. They may need for EU citizenship training to have information about the rights and values which will help them look into the broader context of potential world citizenship and respect all of the different identity layers which define each of the members, from local, regional, and national to European level (Dumitru, 2009).

When it comes to the more positive sides of the perceptions of the trainees about their desired levels, it can be concluded that the items the trainees are currently at the level of being very competent according to their perceptions are also outstanding for their highest scores in the desired levels of competency table, which shows that the trainees are willing to be expert in them; that is to say, these items (3, 5, 6, 9, 10,15) about having the skills and competencies required to guide their learners (mean: 4,82), using instructional technology in teaching (mean: 4,80), making effective use of technology (mean: 4,86), having the knowledge of language learning and development (mean: 4,80), having self-confidence when engaging with their learners (mean: 4,80), preparing materials which their learners need to use receptively, productively and interactively (mean: 4,85) are the same as the highest-ranked current competencies of the trainees. Furthermore, preparing collaborative activities which increase the collective intelligence of learners (the 11th item) has gained much more importance than the rest of the items when compared in terms of the degrees of expertise as the mean score (4,78) indicates.

### **4.3 RESULTS FOR THE FOUR COMMON PRINCIPLES AND THREE KEY COMPETENCIES**

Subsequent to the results in relation to the survey items individually, the categorical results about the four common principles and three key competencies will be discussed holistically as Table 4.33 shows. The overall mean for the four common competencies and three key principles regarding how competent the teachers feel is 3,28, which stands for the descriptor “competent”. The overall mean for the four common competencies and three key principles regarding how competent the teachers would like to be is 4,66, which stands for the descriptor “expert”.

**Table 4.33 Results for the four common principles and three key competencies**

| How competent do you feel? | The Competency or Principle                                                                                              | How competent would you like to be? |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Mean                       |                                                                                                                          | Mean                                |
| <b>3,41</b>                | The 1st principle: "a graduate profession"                                                                               | <b>4,74</b>                         |
| 3,22                       | The 2nd principle: "a profession placed within the context of lifelong learning"                                         | 4,64                                |
| 3,04                       | The 3rd principle: "a mobile profession"                                                                                 | 4,58                                |
| 2,91                       | The 4th principle: "a profession based on partnerships"                                                                  | 4,54                                |
| <b>3,60</b>                | The 5th key competency: "working with information, technology and knowledge"                                             | <b>4,80</b>                         |
| <b>3,54</b>                | The 6th key competency: "working with their fellow human beings – learners, colleagues and other partners in education"  | <b>4,79</b>                         |
| 3,02                       | The 7th key competency: "working with and in society - at local, regional, national, European and broader global levels" | 4,40                                |
| <b>3,28</b>                | Overall Mean                                                                                                             | <b>4,66</b>                         |

As concluded from the both sides of the Table 4.33, in accordance with the one-by-one examination of the survey results, it can be seen that one principle and two key competencies strike out: according to the mean scores, the highest one in both current and desired levels of competency tables is the 5th key competency: "working with information, technology and knowledge" with the means 3,6 for the current descriptor and 4,8 for the desired one. In such an era full with digital natives who are candidates for teachers of English language of the future generations, this result may not be much surprising. As for the second highest score, the 6th key competency: "working with their fellow human beings– learners, colleagues and other partners in education" has the mean 3,54 and 4,79. As the indispensable and inevitable result of using effective technological communications

means, the significance of the cooperation and collaboration also have a priority in teacher training. It can be explored that the ELT trainees are also competent and would like to be expert in this competency according to their views. The 1st principle: "a graduate profession" which has the third highest-valued item for the trainees has 3,41 and 4,74 means.

#### 4.4 OPEN-ENDED QUESTIONS

The ELT trainees were asked four open-ended questions. The first two questions aimed at finding out what the trainees' ideas regarding "their main strengths and weaknesses as a teacher trainee" are. The third question aimed at investigating the teaching competencies the trainees would like to develop; therefore, they were asked to identify the number of the competencies in the survey with totally 26 items and explain their reasons briefly. The reasons and items stated for the third question have been integrated with the survey items while discussing through the chapter.

According to Veenman (1984: 153-156 cited in Villani 2002: 4), the most frequent ten problems new teachers reported were: "classroom discipline, student motivation, dealing with individual differences among students, assessment of student work, interaction with parents, organizing work, obtaining sufficient materials for adequate instruction, dealing with students' personal problems, heavy course loads with inadequate preparation time and getting along with colleagues". In the present study, out of 154 trainees, 149 replied to the first two open-ended questions. For the first two questions "What are your main strengths and weaknesses as a teacher trainee?" the data gathered from the answers of the students are listed below. As Wiersma and Jurs (2005: 206 cited in Kırkgöz, 2008: 1866) defined, analysis in qualitative research is "a process of successive approximation towards an accurate description and interpretation of the phenomenon". In the present case study, the qualitative data analysis consisted of organization of information, categorization and coding through description and synthesis. As part of the data analysis, 'member checking' (Brown & Rogers, 2003: 45 cited in Kırkgöz, 2008: 1866) which is the participants' checking interpretations and confirming the data analysis was used. The data from open-ended questions were read a number of times, and after

“having a sense of the scope and the holistic nature of the data” (Wiersma and Jurs, 2005: 206 cited in Kırkgöz, 2008: 1867), some preliminary ideas for developing a coding system led the researcher to make a meaningful description of the categories according to the characteristics of the trainees for both their strengths and weaknesses such as personal/affective, learner-related, subject-related competencies. According to the results, a table below came out with the number of trainees expressing the same items in brackets:

**Table 4.34 The trainees’ strengths and weaknesses regarding personal/affective factors**

| <u>PERSONAL STRENGTHS</u>                                                                                                                                                                                                                                           | Total      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| + Self-confidence (23) and patience (13)                                                                                                                                                                                                                            | 34         |
| + Good communication, understanding people's feelings-empathy, loving people and children, being talkative, trying to find out ways to convey the message clearly, effective speaking, being social, positive feelings towards the job and the future students      | 20         |
| + Enthusiasm, eagerness, readiness for life, motivation, being enterprising, having leadership in his/her soul, ambition, decisiveness, determination, the belief in being a very good English language teacher in the future, the desire to teach, learn and share | 20         |
| + Being a good guide and facilitator and friend besides being a teacher, helpfulness, willingness to share information                                                                                                                                              | 13         |
| + Finding different ways to learn something, willingness to learn something new and research, self-discipline and awareness                                                                                                                                         | 7          |
| + Having a smiling face, good eye contact and voice tone, punctuality, being aware of his/her responsibilities, being open to new ideas: open-mindedness.                                                                                                           | 1 for each |

| <u>PERSONAL WEAKNESSES</u>                                                                                             | Total |
|------------------------------------------------------------------------------------------------------------------------|-------|
| - Anxiety and nervousness in front of the class while presenting something, teaching grammar or answering a question   | 20    |
| - Impatience while teaching to young learners and age other groups                                                     | 10    |
| - Inability to control his /her feelings, excitement                                                                   | 9     |
| - Embarrassment while speaking, communication problems                                                                 | 8     |
| - Lack of self-confidence (due to the incompetence about field knowledge etc.)                                         | 6     |
| - Lack of self-regulation and motivation, lack of enthusiasm, unreadiness for facing such a responsibility as teaching | 6     |
| - Not being well-organized, laziness                                                                                   | 3     |
| - Changeable voice tone                                                                                                | 2     |
| - Classroom management, lack of a sense of leadership                                                                  | 2     |
| - To make criticism about herself/himself , being perfectionist                                                        | 1     |
| - Excessive conscientiousness, being emotional and too optimistic                                                      | 1     |

**Table 4.35 The trainees' strengths and weaknesses regarding learner-related and subject-related factors**

| <u>LEARNER-RELATED STRENGTHS</u>                                                                                                                                                                                                                                                                                            | Total |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| + Discovering students' own abilities, setting them free, good communication with students (finding out what they have problems about while teaching, considering learning styles: teaching English to them by using the way they like to learn, establishing a friendly relationship between the teacher and the students) | 16    |
| + Teaching English to them by having fun, a sense of humor- entertaining students, finding rarely used ways of teaching that are interesting and productive, encouraging students                                                                                                                                           | 11    |
| + Convincing them about something, the wish to develop herself and to have an understanding of her learners, the love for learning and making someone learn something                                                                                                                                                       | 2     |

| <u>LEARNER-RELATED WEAKNESSES</u>                                                                                                              | Total |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| - Having some fears and problems about classroom management<br>(during the warm-up activities and because of the crowdedness of the classroom) | 9     |
| - Inability to draw his/her students' attention while teaching                                                                                 | 1     |
| - Teaching English to unwilling/ unsuccessful students                                                                                         | 1     |
| - Dividing them into groups during the activities                                                                                              | 1     |
| - Being easily affected by his/her students' words                                                                                             | 1     |

Other individual answers which may be related to both learner-related and subject-related strengths are stated as knowing what and how to teach, understanding learners' social background and helping them solve their problems in learning, drawing students' attention easily, having enough resources for students, helping learners be autonomous learners, bringing up competent students, constructing social and friendly environment, making them use daily English, taking their attentions to the enjoyable activities so that they can accomplish the activities easily and voluntarily, increasing students' awareness of English, teaching English to the students while teaching them to be self-conscious from all perspectives and organizing a variety of activities students work individually or collaboratively. As for the most repeated items, self-confidence, good communication and enthusiasm for teaching are among their personal strengths while anxiety and impatience are stated as their personal weaknesses the most. The most stated personal strengths and weaknesses are opposite to each other, and this stands for two different types of trainees. Appealing to the learner styles and establishing a friendly learning environment are indicated as learner-related strengths, whereas classroom management appears to be a problem for some of the trainees though for not many. This may be caused by their inexperience in the real classroom. Yavuz (2007) also stated that, throughout their practicum, pre-service teachers mostly had problems related to materials use, classroom management, teaching of grammar and pronunciation. As the subject-related items, while love for teaching and English comes first as the strengths, lack of fluency and practice for speaking English takes place in the first rank as the weaknesses. This implicates that speaking should be given more emphasis in the pre-service and in-service programmes.

**Table 4.36 The trainees' strengths and weaknesses regarding subject-related factors**

| <u>SUBJECT-RELATED STRENGTHS</u>                                                                                                                                                                | Total      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| + Respect and love for teaching and love for English                                                                                                                                            | 21         |
| + Having the skills and competencies required to guide his learners                                                                                                                             | 17         |
| + Making effective use of technology, pursuing global innovations                                                                                                                               | 15         |
| + Good knowledge of vocabulary and grammar                                                                                                                                                      | 9          |
| + Preparing productive materials/ being equipped to prepare all kinds of materials and visual aids according to the learners' needs and personal differences, collaborative learning & teaching | 7          |
| + Willingness to use different approaches, methods and techniques                                                                                                                               | 5          |
| + Doing research about classroom management                                                                                                                                                     | 5          |
| + Working collaboratively in partnership with schools                                                                                                                                           | 3          |
| + Good presentation skills, having the rationale of language acquisition.                                                                                                                       | 1          |
| <u>SUBJECT-RELATED WEAKNESSES</u>                                                                                                                                                               | Total      |
| - Lack of fluency in speaking/ lack of practice for speaking English                                                                                                                            | 26         |
| - Pronunciation                                                                                                                                                                                 | 14         |
| - Inexperience in teaching , lack of real practice in real classroom atmosphere                                                                                                                 | 10         |
| - Being incompetent in writing and listening                                                                                                                                                    | 8          |
| - Lack of information about mobility programs, research institutions and methods                                                                                                                | 6          |
| - Lack of knowledge of vocabulary, grammar                                                                                                                                                      | 3          |
| - Incompetence in teaching English language outside of Turkey, lack of knowledge about English culture                                                                                          | 2          |
| - Incompetence in preparing materials integrating four skills, using up-to-date technology for education and taking parts in projects                                                           | 2 for each |

The individual answers which are related to the subject-related weaknesses are also expressed as inexperience in and lack of knowledge about interdisciplinary and collaborative approaches to learning, professional development and pedagogy, having problems about presenting the warm-up and pre-stages of the lesson, reading, not concentrating on a particular subject, delaying searching new things and lack of guidance,

lack of creativeness for applying the techniques, not developing his/her own teaching style, dislike for teaching forms or grammar rules, limited education alternatives, forming sentences with the appropriate vocabulary, irresponsibility about tasks and homework, dislike for presentations.

As for the third question aimed to investigate the teaching competencies the trainees would like to develop, the number of the competencies in the survey with totally 26 items and their reasons that the trainees explained briefly are given in an integrated way within the desired competencies section.

Last but not least, the fourth open-ended question was meant to discover new competencies that the ELT trainees would like to add as the ones to be developed other than the items mentioned in the survey. The items which 9 trainees added may be categorized as self-access study, intercultural competence, classroom management, self-time management competence, meta-cognitive strategies, self-reflection and translation. Some of the statements by the trainees about the need for the competencies they added are as follows:

T34: As I believe in self-education, I would recommend some individual work esp. homework because when somebody realizes that he has learnt or discovered something new by himself, he believes in himself more!

T50: We should have the awareness of the variety of teacher roles and appeal to our students' affective domains in classroom.

T78: The knowledge of cultural diversity in learning and teaching a language is important.

Intercultural competence has been stated twice while the others are all individual answers, and this concept has been actually symbolized through items 12, 13 and 14. The other stated concepts may be thought as the subjects taught during the undergraduate studies.

## **4.5 CHAPTER SUMMARY**

In this chapter, all the analyses of the data collected to find out the answers to the research questions have been presented together with the preliminary stages for the

qualitative analysis and the integration of the quantification of the survey items with the findings from the open-ended questions; as a result, in the light of the findings, necessary discussions related to the results and the previous literature review have been made by marking the appearance of the trainees' self-rating of their current and desired competencies with the possible variables having an impact on their perceptions both in detail and from broader perspectives. The incoming chapter will display the overall design of the theses with the related conclusions, implications and suggestions.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.0 INTRODUCTION**

The findings and the discussion of the analyses have been displayed in detail in the previous chapter. In line with the findings, the related conclusions drawn together with the suggestions and the implications to be illuminating the future studies have been presented in this chapter.

This study endeavored to mark the appearance of the ELT trainees' current and desired competencies identified by the Common European Framework (CEF) and the English Language Portfolio (ELP) as Turkey has been undertaking some reforms in education in order to keep up with the criteria defined by the European Union since 1949, when Turkey's negotiations for being a member of Council of Europe launched.

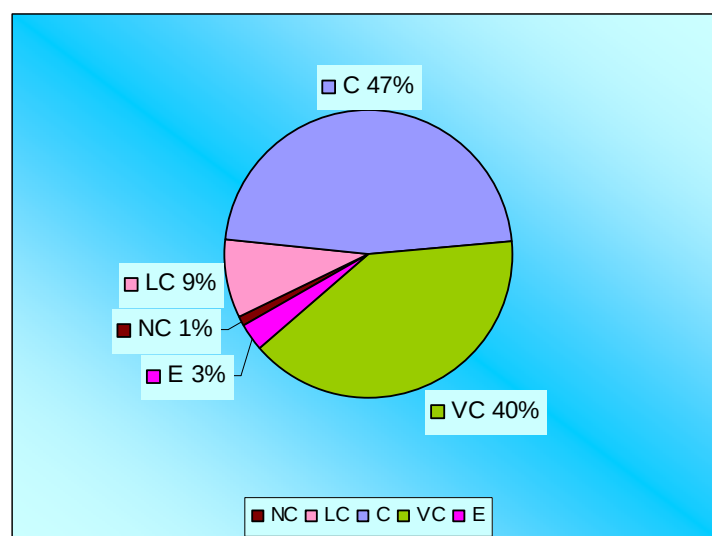
More precisely, in this study, an illustration of how competent ELT trainees are within the Common European Framework and how much they want to develop themselves within these competencies at the ELT Department at ÇOMU in the western part of Turkey and the relationship of some variables regarding "grade level, gender, language level and the graduated high school" and the trainees' self-rating of the current and desired competencies defined in the CEF have been given through a case study research design including both qualitative and quantitative methods.

## 5.1 CONCLUSIONS

To begin with, the motivation of the research design is based on the four common principles (1. a graduate profession, 2. a profession placed within the context of lifelong learning, 3. a mobile profession, 4. a profession based on partnerships) and the three key competencies and qualifications of a teacher (1. working with information, technology and knowledge, 2. working with their fellow human beings – learners, colleagues and other partners in education; and 3. working with and in society - at local, regional, national, European and broader global levels) in Common European Principles for Teacher Competences and Qualifications (2005). Upon the examination of these principles and key competencies and the related survey items in Tandiroğlu (2008), new survey items have been shaped according to the needs and opportunities of the teacher trainees at the ELT Department.

The results show that the ELT trainees have a pretty positive evaluation of themselves with regard to the four common principles and three key competencies defined in the CEF. According to the analyses, the trainees perceived themselves to be very competent in terms of “a graduate profession” principle and “working with information, technology and knowledge”, “working with their fellow human beings – learners, colleagues and other partners in education” key competencies. For the rest of the items, namely, “a profession placed within the context of lifelong learning”, “a mobile profession”, “a profession based on partnerships” and “working with and in society - at local, regional, national, European and broader global levels”, the trainees identified themselves to be competent. To have a broader view of the picture of their current competency levels, the most appropriate descriptor for the trainees were found to be competent with the percentage 47 % of all; secondly, 40 % of them described themselves as very competent. 9 %, 3 % and 1 % of them found themselves to be little competent, expert and not competent respectively (See Figure 5.1).

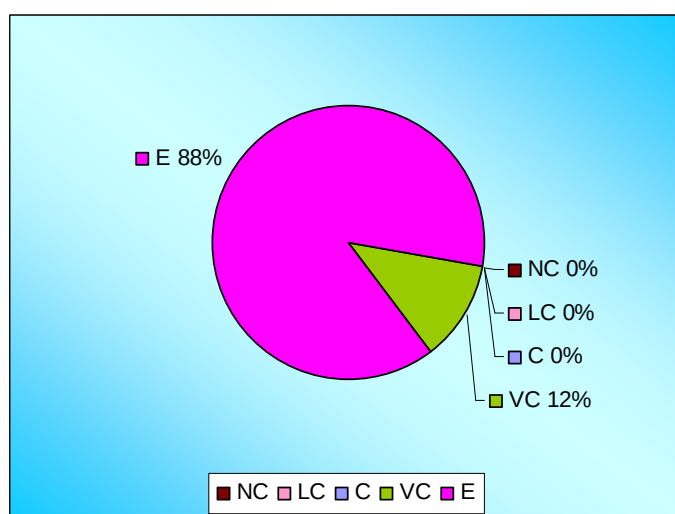
**Figure 5.1 The ELT trainees' perceptions on their current competency levels**



The key for the figure: NC: Not Competent, LC: Little Competent,  
C: Competent, VC: Very Competent, E: Expert

As for the self-rating of the teachers on how competent they would like to be in these competencies and principles in CEF, the analyses are very positive as well. 88 % of the trainees expressed their willingness to be experts in all the competencies and principles while 12 % of them would like to be very competent (See Figure 5.2). The most valued items are the same as the highest scored ones in their evaluation of the current levels of competency; they would also like to be experts in “a graduate profession” principle and “working with information, technology and knowledge”, “working with their fellow human beings – learners, colleagues and other partners in education” key competencies. It is also very pleasing that none of the trainees rated the descriptors lower than very competent, which shows that the trainees are aware of the importance of the defined competencies and principles to be a good and effective teacher.

**Figure 5.2 The ELT trainees' perceptions on their desired competency levels**



The key for the figure: NC: Not Competent, LC: Little Competent, C: Competent, VC: Very Competent, E: Expert

The open-ended questions have also revealed that among the competencies that the ELT trainees would like to develop the most take place teaching English outside of Turkey, making effective use of technology, taking part in projects managed by institutions and having self-confidence when engaging with their learners. Most of their main strengths as a teacher trainee are indicated as self-confidence, patience, determination and eagerness to be an effective English teacher, respect and love for English language teaching, good communication with the learners, making effective use of technology and a sense of humor in the classroom as personal and learner-related strengths and grammar and vocabulary as the subject-related strengths. Although self-confidence and patience are stated as the strong features of the trainees, interestingly, the trainees who found themselves impatient are almost as many as those who thought themselves as patient. Among the most stated weaknesses are the lack of practice for speaking English, listening, pronunciation as field-related areas and fears about classroom management.

When the correlation between the ELT trainees' perceptions about their current and desired competencies has been investigated, it has been marked that there is a positive and significant relationship between their perceptions on the current and desired competencies that they have and that the more the trainees found themselves competent currently, the

more they would like to be competent in the competencies described in the CEF and the ELP in the future.

With regard to the impact of the variables on the ELT trainees' perceptions about their current competencies about teacher competencies identified by the CEF and the ELP, a significant difference has been found between their current competency levels and their grade levels. The fourth-grade trainees are more competent than the first and the second grades according to their views. In terms of gender, there is not a significant difference between males and females in relation to their current competencies. Moreover, there is a positive and significant relationship between the ELT trainees' language competency levels and their perceptions on the current competencies that they have. As for the impact of the variable about the high school the trainees graduated from on their current competencies, the trainees graduated from Anatolian Teacher Training High Schools found themselves more competent than the trainees graduated from Anatolian High Schools. This shows that making the decision of being a teacher at an earlier age and having the necessary training and pedagogical education make a difference in the perceptions of competency levels as understood from the results of the ATTHS graduates.

When it comes to the relationship of the aforementioned variables with the trainees' desired competency levels, no difference has been found between their perceptions about the desired competency levels and their grade levels, whereas a significant difference concerning gender among the ELT trainees with reference to their perceptions on the desired competencies has been discovered. According to the difference, females expect to be more competent than males. Furthermore, it has been understood that when the trainees' language competency levels increase, they would like to be more competent in the competencies described in the CEF and the ELP. In addition, there is not a relationship between the type of high school the ELT trainees graduated and their perceptions on the desired competencies.

## 5.2 IMPLICATIONS FOR FURTHER STUDIES

To examine the teacher competencies in Turkey in line with the Common European principles and national priorities in both major and minor policies, the following implications can be asserted as a result of the present study:

- The study shows that a majority of the participants considered themselves as competent in terms of the four common principles and three key principles of CEF and ELP; on the other hand, they still express their willingness to be expert in these competencies. In this respect, to what extent the teaching knowledge and practice in the ELT curriculum contribute to the teacher competencies of the trainees should be investigated by using different variables in different contexts, and the competency levels expressed by the trainees should be confirmed.
- As the results provide an insight regarding the ELT trainees at one university in Turkey, more generalized and reliable results may be obtained through the implementation of the study in other institutions as well.
- The data collection instruments can be varied and the questionnaire can be revised and administered according to different contexts and participants such as mentors, teachers and supervisors.
- The process of teaching in terms of the theoretical and practical courses can be observed, and the relationship between their perceptions about their current and desired competencies and their performance and achievement levels can be explored; therefore, the objectivity of the results may be strengthened.
- The trainees have some fears about classroom management, speaking, listening and pronunciation; hence, there should be a special emphasis on these skills for more competent teachers.

## 5.3 SUGGESTIONS FOR PRACTICE

The following suggestions for practice are put forward:

- The emphasis on the required competencies in the CEF and the ELP should be given to the ELT and other programs at institutions and other universities.
- In order to reach standardization with regard to the competencies, in-service teacher training programmes should be arranged through the partnership of HEC and MoNE.
- Pre-service teacher education should be examined and revised according to the required competencies through the partnership of HEC and MoNE.
- Mobility projects and professional development programmes for teachers and teacher trainees should be promoted as an integral part of in-service and pre-service training.
- Interdisciplinary and collaborative approaches to learning should be reflected on the initial and continuous training programmes.

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## **APPENDICES**

**APPENDIX 1:** The Questionnaire for Instructors

**APPENDIX 2:** A Questionnaire on the Teacher Competencies

## APPENDIX 1

### THE QUESTIONNAIRE FOR INSTRUCTORS

This questionnaire is designed as a part of my research in my master's thesis. Please read each item in the questionnaire carefully and mark the most appropriate choice for you and please give an answer for every item by grading it on the left and right side. You don't have to write your name on the questionnaire. Please be assured that the data collected through the questionnaires will be treated confidentially. Thank you for your contribution (Tandiroğlu 2008).

|                                                                                                                                    |                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Which university did you graduate from? Which department?<br><br>_____                                                             |                                                                                                                                                                                                       |
| Experience:<br>1-5 years ____<br>6-10 years ____<br>11-15 years ____<br>16-20 years ____<br>21-25 years ____<br>Over 25 years ____ | What kind of training did you receive?<br>✓ A Teaching Certificate Program ____<br>• ELT ____<br>• TESOL ____<br>• CELTA ____<br>✓ In service Training ____<br>✓ Others ____ Please specify:<br>_____ |

For questions 1-20, please give your answers **circiling** the boxes on the left and right which belong to the appropriate choice for you using the given key below.

|                           |                              |                       |                            |                    |
|---------------------------|------------------------------|-----------------------|----------------------------|--------------------|
| <b>0</b><br>Not Competent | <b>1</b><br>Little Competent | <b>2</b><br>Competent | <b>3</b><br>Very Competent | <b>4</b><br>Expert |
|---------------------------|------------------------------|-----------------------|----------------------------|--------------------|

| How competent<br>do you<br>feel? | I feel competent that ...                                                                  | How competent<br>would you like to<br>be? |
|----------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------|
| 0 1 2 3 4                        | 1. I can contribute to my learners to become lifelong learners.                            | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 2. I can contribute to my learners to become autonomous learners.                          | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 3. I have the skills and competencies required to guide my learners.                       | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 4. I have the understanding of the social dimension of education.                          | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 5. I can work with information, technology and knowledge.                                  | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 6. I am equipped to access, analyze, validate, reflect on and transmit knowledge.          | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 7. I can make effective use of technology.                                                 | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 8. I can build and manage learning environments.                                           | 0 1 2 3 4                                 |
| 0 1 2 3 4                        | 9. I am up-to-date with the latest developments in my specialist subjects and in pedagogy. | 0 1 2 3 4                                 |

|           |                                                                                                                                                        |           |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 0 1 2 3 4 | 10. I can contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences.               | 0 1 2 3 4 |
| 0 1 2 3 4 | 11. I have knowledge of human growth and development.                                                                                                  | 0 1 2 3 4 |
| 0 1 2 3 4 | 12. I have self-confidence when engaging with my learners.                                                                                             | 0 1 2 3 4 |
| 0 1 2 3 4 | 13. I can prepare and develop collaborative activities which increase the collective intelligence of learners.                                         | 0 1 2 3 4 |
| 0 1 2 3 4 | 14. I have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity.                              | 0 1 2 3 4 |
| 0 1 2 3 4 | 15. I can contribute to my learners' understanding of cultural diversity and identify common values.                                                   | 0 1 2 3 4 |
| 0 1 2 3 4 | 16. I can contribute to preparing my learners to become an EU citizen.                                                                                 | 0 1 2 3 4 |
| 0 1 2 3 4 | 17. I can carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies. | 0 1 2 3 4 |
| 0 1 2 3 4 | 18. I can make use of materials that my learners need to deal receptively, productively, interactively and in mediation.                               | 0 1 2 3 4 |
| 0 1 2 3 4 | 19. I am informed about and aware of range of assessment techniques and their standards.                                                               | 0 1 2 3 4 |
| 0 1 2 3 4 | 20. By using continuous self or teacher assessment, I can see not only what the learner can do, but also how well they do it.                          | 0 1 2 3 4 |

For questions 21-27, please give your answers by **circiling** the boxes on the left and right which belong to the appropriate choice for you using the given key below and selecting **YES** or **NO**.

|                    |                       |                |                     |             |
|--------------------|-----------------------|----------------|---------------------|-------------|
| 0<br>Not Competent | 1<br>Little Competent | 2<br>Competent | 3<br>Very Competent | 4<br>Expert |
|--------------------|-----------------------|----------------|---------------------|-------------|

| YES/NO | There has been an opportunity for me ...                                                                                                   | How important do you think the item is? |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Y N    | 21. to be mobile between different levels of education.                                                                                    | 0 1 2 3 4                               |
| Y N    | 22. to be mobile in different professions within the education sector.                                                                     | 0 1 2 3 4                               |
| Y N    | 23. to teach English outside of Turkey.                                                                                                    | 0 1 2 3 4                               |
| Y N    | 24. to work collaboratively in partnership with schools, industry, and work-based training providers while doing my undergraduate studies. | 0 1 2 3 4                               |

|                                                       |                                                                                                                                                                                                                   |                                                                                                                                        |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Y <input type="checkbox"/> N | 25. to develop new knowledge about education and training in my work place through the contribution of research and evidence based practice.                                                                      | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| <input type="checkbox"/> Y <input type="checkbox"/> N | 26. to have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training. | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| <input type="checkbox"/> Y <input type="checkbox"/> N | 27. to co-operate and collaborate with my colleagues to enhance my own learning and teaching.                                                                                                                     | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |
| <input type="checkbox"/> Y <input type="checkbox"/> N | 28. to have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning.                                                   | <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |

Please answer the questions below:

29. What do you think your main strengths and weaknesses are as a teacher?

---



---

30. What teaching competencies do you want to develop?

---



---

If you would like to answer more questions about teacher competencies, please provide your email address:

---



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**Thank you! ☺**

## APPENDIX 2

**A QUESTIONNAIRE ON THE TEACHER COMPETENCIES** (These competencies have been defined in European Language Portfolio and Common European Framework, which is the reference book used as a source of guidance for teaching languages.)

**Dear Teacher Trainee,**

**This questionnaire is designed as a part of my research for my master's thesis. Please read each item in the questionnaire carefully and mark the most appropriate choice for you and please give an answer for every item by grading it on the left and right side. You do not need to write your name on the questionnaire. Your responses will be confidential. Thank you for your valuable contributions to this research in advance. (For further information, you can contact the researcher, Zeynep Gülşah KANİ, [zgulsahkani@gmail.com](mailto:zgulsahkani@gmail.com))**

### **Part A. BACKGROUND INFORMATION**

1. Class: \_\_\_\_\_

2. Age: \_\_\_\_\_

3. Gender: Male\_\_ Female\_\_

4. Which high school did you graduate from?

Anatolian High School\_\_

Anatolian Teacher Training High School\_\_

Super High School\_\_

Ordinary State High School\_\_

A High School Abroad (please specify country and school name)\_\_\_\_\_

Other\_\_\_\_\_

5. Have you studied at the preparatory school at the university? Yes\_\_\_\_ No \_\_\_\_

6. What do you think your level of English language is?

(Please tick the appropriate ones in the table below according to your level)

1= Needs to be developed    2= Good    3=Very good    4= Excellent

| <b>Levels</b>                                                                           | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|-----------------------------------------------------------------------------------------|----------|----------|----------|----------|
| <b>Linguistic Competence</b><br>(Grammar, Vocabulary, Pronunciation)                    |          |          |          |          |
| <b>Communicative Competence</b><br>(Four skills: Reading, Listening, Speaking, Writing) |          |          |          |          |

## PART B. THE TEACHER COMPETENCIES OF CEF AND ELP

For the questions below, please **circle** the number of your choice in the boxes on the left and right.

### KEY TO ANSWERS

|                           |                              |                       |                            |                    |
|---------------------------|------------------------------|-----------------------|----------------------------|--------------------|
| <b>1</b><br>Not Competent | <b>2</b><br>Little Competent | <b>3</b><br>Competent | <b>4</b><br>Very Competent | <b>5</b><br>Expert |
|---------------------------|------------------------------|-----------------------|----------------------------|--------------------|

| How competent do you feel? | I feel competent that ...                                                                          | How competent would you like to be? |
|----------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------|
| 1 2 3 4 5                  | 1. I can contribute to my learners to become lifelong learners.                                    | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 2. I can contribute to my learners to become autonomous learners.                                  | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 3. I have the skills and competencies required to guide my learners.                               | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 4. I have the understanding of the social dimension of education.                                  | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 5. I can use instructional technology in teaching.                                                 | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 6. I can make effective use of technology.                                                         | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 7. I can build and manage learning environments.                                                   | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 8. I am up-to-date with the latest developments in teaching English.                               | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 9. I have the knowledge of language learning and development.                                      | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 10. I have self-confidence when engaging with my learners.                                         | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 11. I can prepare collaborative activities which increase the collective intelligence of learners. | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 12. I have the knowledge of and the respect for cultural diversity in Europe.                      | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 13. I can contribute to my learners' understanding of cultural diversity.                          | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 14. I can contribute to preparing my learners to become an EU citizen.                             | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 15. I can prepare materials my learners need to use receptively, productively and interactively.   | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 16. I am informed about the range of assessment techniques and their standards.                    | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 17. I can take courses about English teaching outside of Turkey within EU mobility programmes.     | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 18. I am informed about the EU mobility programmes (eg.. Erasmus, Comenius..)                      | 1 2 3 4 5                           |
| 1 2 3 4 5                  | 19. I can teach English outside of Turkey.                                                         | 1 2 3 4 5                           |

|   |   |   |   |   |                                                                                                                                               |   |   |   |   |   |
|---|---|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 20. I can work collaboratively in partnership with schools and work-based training providers while doing my undergraduate studies.            | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 21. I can develop new knowledge about education and training through the contribution of research and practice.                               | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 22. I can cooperate and collaborate with my peers to enhance my own learning and teaching.                                                    | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 23. I can develop my knowledge on interdisciplinary and collaborative approaches to learning through professional development programs.       | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 24. I am equipped to access, analyze, validate, reflect on and transmit knowledge.                                                            | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 25. I can take part in projects managed by institutions such as TUBITAK, TUBA, FULBRIGHT.                                                     | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 26. I can work collaboratively in partnership with work-based training providers such as British Council, the Municipality and the Consulate. | 1 | 2 | 3 | 4 | 5 |

Please answer the questions below:

27. What are your main strengths are as a teacher trainee?

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28. What are your main weaknesses are as a teacher trainee?

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29. If you would like to develop any of teaching competencies given above, please identify **the number** of the competencies above and explain your reasons briefly.

| The number of the competency | My Reason |
|------------------------------|-----------|
|                              |           |
|                              |           |
|                              |           |
|                              |           |

30. You can also add new competencies that you would like to develop other than the ones above:\_\_\_\_\_

**THANKS FOR YOUR COOPERATION...**

**Res. Assist. Zeynep Gülşah KANİ**