1.**T.R.**
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE
STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**UNCOVERING THE PERCEIVED TEACHING
COMPETENCIES OF PRE-SERVICE EFL TEACHERS**

Master's Thesis

Gizem YAVUZ

Superviso
r

Assoc. Prof. Dr. Emrah EKMEKÇİ

**SAMSUN
2024**

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled **"UNCOVERING THE PERCEIVED TEACHING COMPETENCIES OF PRE-SERVICE EFL TEACHERS"** prepared by **Gizem YAVUZ**, and supervised by **Assoc. Prof Dr. Emrah EKMEKÇİ**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 12/08/2024.

	Title Name SURNAME University Department/Art	Final Decision
Chairman	Asst. Prof. Dr. Müfit ŞENEL Ondokuz Mayıs University Department of Foreign Language Education	☒ Accept ☐ Reject
Member	Assoc. Prof. Dr. Ayfer Su BERGİL Amasya University Department of English Translation and Interpretation	☒ Accept ☐ Reject
Member	Assoc. Prof. Dr. Emrah EKMEKÇİ Ondokuz Mayıs University Department of Foreign Language Education	☒ Accept ☐ Reject

This thesis has been approved by the committee members that already stated above and determined by the Institute Executive Board.

Prof. Dr. Ahmet TABAK

Head of Institute of Graduate Studies

DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC

I hereby declare and undertake that I complied with scientific ethics and academic rules in all stages of my MA thesis, that I have referred to each quotation that I use directly or indirectly in the study and that the works I have used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situation stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

Is Ethics Committee Necessary?

Yes ☒ (If it necessary, please add appendices.)

No ☐

08.06.2024

Gizem YAVUZ

DECLARATION OF THESIS ORIGINALITY REPORT

Thesis Title: UNCOVERING THE PERCEIVED TEACHING COMPETENCIES OF PRE-SERVICE EFL TEACHERS

As a result of the originality report taken by me from the plagiarism detection program on 08/06/2024 for the thesis whose title is mentioned above, it was found as follows;

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08/06/2024
Assoc. Prof. Dr. Emrah EKMEKÇİ

ÖZET

HİZMET ÖNCESI İNGILIZCE ÖĞRETMEN ADAYLARININ ÖĞRETIM YETERLİLİK ALGILARININ ARAŞTIRILMASI

Gizem YAVUZ
Ondokuz Mayıs Üniversitesi
Lisansüstü Eğitim Enstitüsü
Yabancı Diller Eğitimi Ana Bilim Dalı
İngiliz Dili Eğitimi Programı
Yüksek Lisans, Haziran/2024
Danışman: Doç. Dr. Emrah EKMEKÇİ

Öğretmenler, iletişim becerilerinin kolaylaştırıcıları olarak dil eğitiminde çok önemli bir rol oynamaktadır; bu nedenle, öğretim yeterlilikleri öğrencilerin başarısıyla doğrudan ilişkilidir. Literatürde öğretmenlik yeterlilikleri kapsamlı bir şekilde incelenmiştir. Ancak, bu çalışmaların büyük bir kısmı aday ve deneyimli öğretmenlerin ya da hizmet içi ve hizmet öncesi öğretmenlerin öğretim yeterliliklerindeki farklılıkları ortaya çıkarmak için yapılmıştır. Buna ek olarak, öğretmen yeterlilikleri üzerine yapılan son çalışmaların tarihleri incelendiğinde, çok güncel olmadıkları görülmektedir; bu da üniversitelerin COVID-19 salgınının ardından çevrimiçi eğitime geçmesine ragmen, İngilizce öğretmen adaylarının yeterlilik algılarının yakın geçmişte araştırılmadığı anlamına gelmektedir. Literatürdeki boşluklar, hizmet öncesi İngilizce öğretmenlerinin öğretim yeterlilik algılarını saptamak ve bu yeterliliklerin çeşitli değişkenlerle ilgisi hakkında bilgi sağlamak; ve aday öğretmenlerin en fazla ve en az yetkin oldukları alanları belirlemek için bu çalışmaya zemin hazırlamıştır. Mevcut çalışma Hacettepe, Sinop, Gazi ve Ondokuz Mayıs Üniversitelerinde öğrenim gören 161 hizmet öncesi İngilizce öğretmen adayının katılımıyla karma yöntem araştırma tasarımı kullanılarak yürütülmüştür. Nicel veriler, demografik bilgiler ve *İngilizce Öğretiminde Mesleki Yeterlilikler Ölçeği* aracılığıyla toplanırken, nitel veriler araştırmacı tarafından hazırlanan ve Ondokuz Mayıs Üniversitesi İngiliz Dil Eğitimi bölümünde öğrenimine devam eden son sınıf öğrencileri arasından rastgele seçilen 15 öğrenci ile yapılan yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir. Sonuçlar, İngilizce öğretmen adaylarının öğretim yeterlilik algılarının oldukça yüksek olduğunu ortaya koymuştur. Bulgular ayrıca, hizmet öncesi İngilizce Öğretmenlerinin kendilerini en çok *öğrenci* ve *sosyal beceri* faktörleri konusunda, en az ise *kişilik* ve *mesleki* faktörler konusunda yeterli hissettiğini göstermiştir. Ayrıca, üniversite, yaş, mezun olunan lise türü ve genel not ortalaması değişkenleri açısından hizmet öncesi İngilizce öğretmen adaylarının yeterlilik algılarında istatistiksel olarak anlamlı farklılıklar vardır.

Anahtar Kelimeler: İngilizce Dil Öğretimi (ELT), Öğretim Yeterlilikleri, Hizmet Öncesi

ABSTRACT

UNCOVERING THE PERCEIVED TEACHING COMPETENCIES OF PRE-SERVICE EFL TEACHERS

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Teachers play a crucial role in language education as facilitators of communication; thus, their teaching competencies are directly related to students' achievement. The literature has extensively examined teaching competencies. Yet, bulk of these studies have been conducted to reveal the differences in teaching competencies of novice and experienced teachers or in-service and pre-service teachers. Additionally, when the dates of recent studies on teacher competencies are examined, it is evident that they are not very up-to-date which means that despite universities transitioning to online education following the recent COVID-19 pandemic, the perceived competencies of pre-service ELT teachers have not been investigated. The absence of relevant existing literature compelled the present research. The study utilized a mixed methods research design, which included 161 pre-service ELT teachers studying at Hacettepe, Sinop, Gazi and Ondokuz Mayıs Universities and 15 randomly selected senior students studying at Ondokuz Mayıs University. Quantitative data were collected through demographic details and a 5-Point Likert type *Professional Competencies in English Language Teaching Scale*, designed by Hosseinnia et al. (2022) while qualitative data was gathered through semi-structured interviews, prepared by the researcher. The results revealed that the perceived teaching competencies of pre-service ELT teachers are reasonably high. The findings also showed that pre-service ELT teachers feel most competent at *learner* and *interpersonal* factors and least competent at *personality* and *professional* factors. Additionally, there are statistically significant differences in perceived competencies of pre-service ELT teachers in terms of university, age, type of high school and overall grade point average variables. The findings of the semi-structured interviews were found to be consistent with the findings of the quantitative data.

Keywords: English Language Teaching (ELT), Teaching Competence, Pre-service

ACKNOWLEDGEMENT

CONTENTS

SYMBOLS AND ABBREVIATIONS

CETF   : Cambridge English Teaching Framework
EAQUALS   : Evaluation and Accreditation of Quality in Language Services
EFL   : English as a Foreign Languagre
ELT   : English Language Teaching
EU   : European Union
GPA   : Grade Point Average
HEC   : Council of Higher Education
ICC   : Intercultural Communicative Competence
MoNE   : Ministry of National Education
NBPTS   : National Board for Professional Teaching Standards
SPSS   : Statistical Package for Social Sciences
TESOL   : Teaching English to Speakers of Other Languages
TÜBİTAK   : The Scientific and Technological Research Council of Türkiye

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INTRODUCTION

In today's world, learning a foreign language has become a need for people of all ages. Specific needs may change regionally over time; however, the main mission of education that is to ensure student success is almost the same anywhere and anytime. Teachers need strong professional competencies as they are the cornerstone of the education system. According to Katane et al. (2006), competencies are "the set of knowledge, skills, and experience necessary for future, which manifests in activities" (p. 44). In the literature, there are different views on which skills are needed to be accepted as competent. Research indicates that teachers who are adaptable to students' appearances, have a sense of humor, fairness, patience, excitement, innovation, and care for their students are more competent (Harslett et al. 2000; Malikow 2005). Competent teaching also requires recognizing student uniqueness, selecting the optimal method for each individual, and creating incentives for pupils (Harslett et al. 2000). Teachers' cooperation with parents and their colleagues is another important factor to be considered as "competent" (Jasman, 2002). Subject and curriculum knowledge, general pedagogical knowledge, selecting appropriate materials and assessment methods are also seen as required competencies of language teachers (Askew et al. 1997). Considering the multiplicity and diversity of all these required competencies, it is very significant for teacher candidates to have a comprehensive pre-service education.

This chapter briefly presents the contextual information of the study. Initially, a short examination of the existing literature and problem statement will be presented. Then, scope and purpose of the study, and research questions will be introduced. The chapter will end with the importance and limitations of the study.

1.1. Background of the Study

Every child needs a competent teacher, someone who is qualified to provide them with the necessary abilities to thrive in a global society. The primary focus of competent English language teachers is to ensure that all English language learners get a satisfactory level of English proficiency in order to fully realize their abilities. Many countries have lowered the age at which foreign language study begins in the early years of education. This change has been motivated by various factors, including the growing international

relations between nations and the desire to secure lucrative employment opportunities. By this way competent teachers have become important factors in the quality of education. Accordingly, the literature has extensively examined the significant impact of teachers on the academic achievement of learners.

Before beginning their careers, it is crucial for teachers to complete preparation that promotes the formation of their professional identity. Their distinct attributes significantly contribute to the improvement of various language instruction approaches (Darling & Hammond, 2000). One of the most important factors to improve the quality of language teaching strategies is the educational background of language teachers. Much research has been conducted in Türkiye to evaluate and improve teacher preparation programs, especially those for pre-service teachers. To comprehensively evaluate these programs, a comprehensive perspective that takes into account multiple factors, including practical training opportunities, the incorporation of technology, external influences, and the development of necessary skills for educators in the modern era is required (Atmaca, 2017; Singh & Kasim, 2019).

The education of pre-service teachers is essential in assisting teachers in determining areas in which they can improve their competency. Similarly, teacher competences are essential to the process of teaching English as a Foreign Language (EFL) and have a big influence on the quality of instruction and learning results for students. EFL teachers are expected to possess different competencies. The competencies list a number of skills, information, and attitudes that EFL teachers should have. They are very significant in the field of EFL since they have a big effect on how lessons are taught, how engaged students are, and how well students do overall in school. The competencies that EFL teachers are expected to have can change in literature. In order to clarify this issue, there are national and international competency frameworks. With these frameworks, what is expected from a successful teacher is more obvious. According to European Commission (2011), "If well written, standards should focus on what pupils should be learning as a result of teaching conditions; as measures of professional competence, they should define what to measure, how to collect evidence, and what counts as performance standard" (p.13). Similarly, Cambridge English Teaching Framework (CETF) states that with the aid of these frameworks it is aimed "to help teachers to identify where they are in their professional

career and help teachers and their employers to think about where to go next and identify development activities to get there" (2015, p.2). Furthermore, according to Evaluation and Accreditation of Quality in Language Services (EAQUALS) with the frameworks the intend is "…to encourage teachers to continue their professional development on their own and with the support of their institutions, to help document the design of public training courses for practicing teachers, to serve as a tool for evaluating and accrediting teacher training courses" (2016, p.4) They provide more in-depth assistance to teachers in evaluating and reflecting on their own language teaching competencies. With the guidance of frameworks, teachers can see their strengths and weaknesses and take action accordingly. They help to identify the qualities sought in teachers to be recruited. They also bring objectivity to teacher evaluations. By embracing these standards, EFL teachers can enhance their skills, meet the demands of modern language learning, and progress language teaching and learning as a whole.

1.2. Problem Statement

English has become an increasingly widespread language in the world due to globalization, technological developments and economy. The state of English in Türkiye is not different from other countries. However, Türkiye has serious shortcomings in English Language Teaching (ELT) despite the fact that there have been various reforms and innovations in the education policy. Although the age of starting English language learning has been gradually lowered, students' knowledge of English has not been satisfactory (Doğançay-Aktuna & Kızıltepe, 2005; Egel-Pekkanlı, 2009). According to a report published by Education First (2019), Türkiye is "very low level" in English. There could be many reasons for this. The quality of the teacher training programs is one of the reasons listed (Tuzcu, 2021).

There are many opinions about what characteristics a qualified English teacher should have. Most of the studies define the ideal English teacher as someone who guides student self-directed learning, who has a good command of materials, techniques and technology, and who recognizes the importance of teacher-student communication (Ridley, 2003; Stronge et al., 2011; Wong, 2005). Whether English teachers in Türkiye possess these and the other characteristics that define a qualified teacher is a matter of

debate. Uysal (2012) states that English teachers in Türkiye are aware of communicative language teaching methods, but are unable to implement them effectively. Uysal (2012) also argues that teacher training programs in Türkiye lack systematic planning and scientific research. Similarly, Ülgü and Er (2016) state that in Türkiye there is "planning problem in terms of education which in turn influences language teacher education" (p. 684). Likewise, Mahalingappa and Polat (2016) argue that in-service teacher training programs in Türkiye have notable shortcomings.

Furthermore, the pre-service students, whose opinions were consulted in the study, spent two years of their university education in distance education due to the pandemic. As a result of the transition to distance education in higher education institutions, both theoretical and practical courses have been completed online. The quality of education provided during the pandemic has been widely debated. According to a study, conducted by Kurtdede and Yıldırım (2022), pre-service teachers evaluated the lessons they received during distance education as "not productive". Some studies have placed emphasis on the communication and interaction components of distance education. According to Ekiz (2020), university students have been dissatisfied with the minimal engagement provided by distance education. Demirbilek (2021) argued that university students experienced communication challenges during the pandemic. Eti and Karaduman (2020) conducted a research to examine the perceived competencies of pre-service teachers in Covid-19. The results showed that 40.9% of the teacher candidates consider themselves "competent", 38.6% of them "need development" and 20.5% of them feel "incompetent".

1.3.   Scope of the Study

ELT education in Türkiye is a source of great interest and concern. The existing literature evaluates pre-service teacher training programs from different perspectives (Coşkun & Daloğlu, 2010; Karakaş, 2012; Seferoğlu, 2006). The outcomes of these studies are intended to improve the quality of teacher education programs in Türkiye. There is a growing interest and expectation for language teachers in recent years. In this setting, it is critical to determine whether pre-service English teachers feel competent to teach.

The purpose of this study is to determine the perceived teaching competencies of pre-service students in the Department of ELT. The study was conducted with fourth grade students of Hacettepe University, Ondokuz Mayıs University, Gazi University and Sinop University. "Questionnaire on Professional Competencies in English Language Teaching" designed by Hosseinnia et al. (2022) as a likert-type scale was used for quantitative data collection tool. There are six factors used to measure competencies in the questionnaire. The first one of these factors is "personality". This factor will measure whether pre-service teachers have a positive attitude towards teaching; whether they are confident, creative and motivated. The second factor, "interpersonal" relations is to determine the levels of competencies in having a well-balanced social relationship with parents, students and colleagues. The third factor, "professional" competencies, is about the knowledge and expertise of the pre-service teachers in English language and its teaching. The fourth factor is the competence of "teaching materials". Providing the most suitable materials during the teaching process is measured here. The next factor to measure in the questionnaire is "learner". Whether teachers are aware of the individual differences and needs of the learners are questioned with this factor. The last competency area is "assessment". Pre-service teachers' awareness toward different assessment methods and strategies is examined in this factor. After determining the competencies in all these six factors, 15 randomly selected students from the ELT department of Ondokuz Mayıs University were interviewed to obtain qualitative data.

1.4. Purpose of the Study

English is regarded as a global language, which renders it indispensable for international communication. Acquiring proficiency in English facilitates prospects for individual development, professional progression, and academic accomplishment. Therefore, the acquisition of the English language holds great significance for both learners and teachers. There is a need for qualified and competent English language teachers to improve English language teaching practices, to realize educational goals and to meet the educational needs of students in Türkiye.

This study aims to determine perceived teaching competencies of pre-service EFL teachers while identifying the specific areas in which they feel highly skilled and

competent, as well as the areas in which they see the need for professional improvement. The study also aims to investigate the factors that may affect teaching competencies while comparing teaching competencies among different demographic groups.

As a result of the research, perceived teaching competencies of senior students studying in the department of ELT will be examined; the data obtained will contribute to the more effective preparation of pre-service teachers in the pre-service process and the training of qualified teachers in language teaching.

1.5. Research Questions

1. In which competencies do pre-service ELT students feel most competent and inadequate?
2. How do the pre-service ELT students evaluate their teaching competencies?
3. Is there a statistically significant difference in how pre-service ELT students evaluate themselves in terms of professional competencies with respect to,
   a.   …their university?
   b.   …their age and gender?
   c.   …the type of school they graduated from?
   d.   …their grade point average?
   e.   …the type of internship they experience?
   f.   …their desire to become a teacher?

1.6. Importance of the Study

Teacher competency analysis are important studies for the further development of the teaching profession. When the previous studies on teacher efficacy analyses were examined, it was observed that most of the studies aimed to reveal whether there was a significant difference between novice and experienced teachers in terms of competency levels. Among the studies that have been conducted to examine whether ELT programs have an impact on students' perceptions of competence, there are also studies that have been conducted at the beginning and end of students' academic educations. The aim of this study is to reveal how ready the students who are going to be graduated from the department of ELT feel themselves in the field, not the teachers who are actively teaching nor the students who are at the beginning of their education.

The Covid-19 virus, which appeared in Wuhan, China, between the end of December 2019 and the beginning of January 2020, has afflicted the entire world. In this period, face-to-face education was suspended to reduce mortality rates and prevent the spread of the disease. The world entered a new era that it had never experienced before. The practices were new and the results were not yet observable. One of these innovations was distance education. Distance education refers to the actions that enable people who are geographically far away to access education (Moore et al., 2011). Technology has played a big role in this education, which turned into a disadvantage for students who have limited access to technological tools. With the transformation to distant education at all levels of education, including universities, students took both theoretical and applied courses online. Accordingly, ELT students who will graduate from universities in 2024, just like all other university students, spent about the first two years of their academic life with online education due to the pandemic. This study will indirectly reveal whether distance education is effective in students' competencies.

1.7. Limitations of the Study

The study has two phases. In the first phase, a questionnaire was applied to evaluate perceived teaching competencies of ELT students. The survey was administered to 161 pre-service students in the department of ELT studying at Ondokuz Mayıs, Gazi, Hacettepe and Sinop University. The second phase of the study, the interviews, were conducted with 15 students randomly selected among the ELT pre-service students of Ondokuz Mayıs University. The results might have been different if the questionnaire and interviews had been administered to more university students. Another significant concern is that the study focused on individuals' subjective assessments of their own competency, which might have led teachers to rate themselves more favorably.

2.   LITERATURE REVIEW

The present section will present the key concepts and establish context for the English language teacher education, teacher competencies and related literature. First, the historical development of ELT education will be summarized, and then the present state of language teacher education in Türkiye will be examined. Subsequently, the part proceeds by clarifying the definitions of competence. The section will continue with comprehensively examining the six competencies assessed in the initial phase, beginning with personality competence, followed by interpersonal, professional, material, learner, and assessment competencies. The literature study will conclude by examining research undertaken in Türkiye and internationally, following the introduction of national and international competence frameworks.

2.1.   The History of English Language Teacher Education in Türkiye

Studying language is vital in the education system because English is widely used as an international language. All countries, particularly those where English is spoken as a foreign language, prioritize enhancing the quality of English instruction by promoting foreign language teaching in their national education systems due to the importance of English language (Ertuğrul et al., 2020).

ELT education in Türkiye has a long history that began with the founding of Robert College in 1863 in the Ottoman Empire era (Ülgü & Er, 2016). As Kırkgöz (2008) suggested, the founding of the Turkish Republic prompted a strong emphasis on modernization and strengthening connections with Western countries, resulting in a substantial rise in the implementation of ELT in Türkiye. Since its establishment in 1923, Türkiye has consistently sought to strengthen its connections with other countries to facilitate rapid progress in business, education, and trade. Türkiye felt pressure to enhance its proficiency in English to progress technologically and in trade partnerships.

In the 1930s, English teachers for secondary and tertiary education were mainly recruited from foreign schools and linguistics departments of universities (Taner, 2017). Graduates from these institutions were awarded a teaching certificate to qualify as teachers. Taner (2017) points out that early language teacher education practices began as a 2-year program through collaboration between Istanbul University and the Ministry of

National Education (MoNE). Language teacher education programs, overseen by MoNE, were lengthened to 3 years in 1962 and 4 years in 1978 (Can, 2005). The adjustment of these institutes was passed to the Council of Higher Education (HEC) in 1982. Since the middle of the 1980s, Türkiye has experienced a substantial influence from globalization, mainly through the widespread use of the English language. The influence of English on secondary schools in Türkiye is apparent due to more linguistic interaction, stronger connections with the United States, and advancements in trade and technology (Friedman, 1994; Robins, 1996). Language teacher education became difficult after the 1980s when English language teaching at schools became more significant. The implementation of Anatolian high schools offering instruction in English during the 1980s, the establishment of foreign language intensive high schools with a particular emphasis on English courses in the early 90s, and following the start of English courses as early as 4th and 5th grades, subsequently extending to 2nd grade, led to a higher demand for English teachers (Kırkgöz, 2007).

MoNE initiated an educational reform program in 1999 as part of Türkiye's endeavors to join the European Union (EU). Türkiye's EU candidate status has prompted the nation to revise its language curriculum to align with EU standards (Akınoğlu, 2008; Akşit, 2007; Kırkgöz, 2008). These considerations led to developments in the country's foreign language teaching policy, mirroring changes in all areas of education. A strong need for curriculum reform arose because of the rising educational standards in the 21st century (Frey & Whitehead, 2009; Voogt & Roblin, 2012).

Türkiye has significantly invested in English language education during the past three decades through improvements in foreign language instruction and general education (Çapan, 2021). Between the end of the 20th and the beginning of the 21st century, the country has undergone significant changes in the curriculum for teaching English. In 1997, there was an initial innovation in the ELT curriculum that increased the mandatory schooling period to eight years. The main objective was to provide children with a broader primary education. In response to the 1997 ELT curriculum reform, universities began offering additional courses focused on methodology in language education programs. Additionally, an increase was made in the quantity of internship opportunities so that aspiring instructors could acquire practical experience. Moreover, courses on instructing

English to young learners were incorporated into the curriculum (Kirkgoz, 2005). In 2005, modifications were incorporated into a subsequent reform to assure conformity with EU standards. The 1997 curriculum was revised to reflect the elimination of one-year preparatory class instruction in secondary level schools as a consequence of the implementation of new legislation (Ekmekci, 2020). As a consequence, the duration of high school was increased from three to four years. The revisions were designed with the intention of improving language proficiency and enhancing instructional methods and practice. As part of a transitional phase to accommodate the new curricula, these modifications were executed (Karakaş, 2012). The curriculum for courses offered at the sophomore, junior, and senior levels has been broadened to encompass a more extensive array of subjects, with an increased emphasis on fostering professional growth. The objective is to furnish language instructors with a comprehensive knowledge of the language as well as the essential pedagogical abilities (Balbay & Doğan, 2021). The most recent curriculum advancement, which was put into effect in 2013, stipulated a four-year secondary schooling following eight years of elementary education. MoNE, in conjunction with The Scientific and Technological Research Council of Türkiye (TÜBİTAK), has devised a curriculum that underscores the significance of proficient communication in the target language through the incorporation of practical, every-day scenarios (Ekmekci, 2020). This new curriculum, starting from the 2013-2014 academic year, has offered teachers the essential abilities needed for success in their careers (Topkaya & Küçük, 2010). In 2016, MoNE began a comprehensive evaluation and modification for all curriculum to incorporate values and essential competencies (Ekmekçi, 2020). The following revision that appeared in 2018 covered two significant aspects such as an update of the theoretical framework concerning values education, basic skills, testing and evaluation, and revisions about the specific language skills targeted (Ekmekçi, 2019).

2.2.   Current Language Teacher Education in Türkiye

An educational reform movement began in Türkiye in 1999, leading to the restructuring of all teacher education programs (Yüksel, 2014). The primary goal of this revision was to provide consistency and standards in education and certification (Seferoğlu, 2006). Consequently, subject-specific teaching experiences and methodology

courses, previously overlooked, started to be given more importance (Mahalingappa & Polat, 2013). Moreover, core courses were revamped, and supplementary courses including "instructional planning", "classroom management", and "computer and instructional technology" were added (Buyukkantarcioğlu 2004; Çakıroğlu, 2003; HEC, 2007; Şimşek and Yıldırım, 2001).

Presently, the emphasis in ELT education has transitioned towards teaching methodologies, developing materials, understanding the fundamentals of classroom instruction, engaging in teaching practice, assessing and evaluating student progress, acquiring research competencies, and improving the four skills (Doğan, 2020; Seferoğlu, 2004). The courses provided by at universities fluctuate significantly based on the faculty members and their specific areas of specialization (Balbay et al., 2018; Çınar & Doğan, 2019). The current programs offered by ELT in Türkiye encompass comparable skill sets to those of Teaching English to Speakers of Other Languages (TESOL). The competencies are divided into three categories as required by the HEC: Language Teaching Subjects; General Culture; and Pedagogical Formation.

As of 2024, ELT programs are available at 58 public and 23 private universities in Türkiye. Some of these public universities offer secondary education, while private ones also have different scholarship options. University education typically lasts four years, with two semesters each. Some universities also mandate one year of intensive preparatory studies before students begin a four-year teacher education program. Every institution adheres to a mandatory curriculum, however specific courses may vary, including materials, texts, and tests (Karakaş, 2012). Mahalingappa and Polat (2013) state that most programs provide a standardized curriculum with equal credit-hour allocation and balanced coverage for each competency area.

The first-year classes primarily focus on enhancing the English language proficiency of new students in writing, reading, listening, pronunciation, and speaking individually. Similar to all first-year students in any program in Türkiye, students in the ELT programs also attend two-hour classes in Turkish history and Turkish language. Additionally, first-year students have the option to take an additional foreign language and several pedagogical courses. In the second year, students study English literature,

linguistics, language teaching methodologies, teaching principles, and technologies alongside elective courses. The third-year program emphasizes instructing language skills and classroom management (Asmalı, 2023). The focal point of the program's last year is the school experience course, where student teachers must carry out different classroom observations and engage in frequent practice teaching while receiving ongoing feedback from their mentor teachers (Öztürk & Aydın, 2018). Among the courses that are generally required to be taken within four years at each university there are information technologies; reading, writing, listening and speaking skills; research methods; classroom management; psychology and sociology of education; program development; testing and evaluation; critical reading and writing. MoNE establishes the criteria for becoming an English teacher in a public school. Applicants who fulfill the fundamental application criteria, such as Turkish citizenship or completion of an ELT program, are eligible to apply for positions as English teachers (MoNE, 2021). Graduates of literature, translation, or linguistics undergraduate programs who wish to teach at MoNE schools must obtain pedagogical formation certificates from the Educational Faculties (Cephe, 2014; Taneri, 2016).

In a study conducted by Çapan (2021), issues about learners, teachers, curriculum, and social factors were identified among second year ELT department students. The issues related to the curriculum were insufficient materials, limited speaking exercises, and repeated topics. Similarly, Onal (2023), examined the necessity of restructuring ELT undergraduate programs in Türkiye, focusing on the viewpoints of pre-service teachers. The results indicate that pre-service teachers hold the belief that their undergraduate education does not adequately equip them to function effectively in all levels. Baimbetova and Çakır (2021) conducted a comparative study on the curricula of ELT programs in Kazakhstan and Türkiye. The results indicate that the curriculum in Türkiye provides a significant number of pedagogical courses, but offers a limited number of courses focused on enhancing the linguistic ability of pre-service teachers.

2.3. Competence as a Concept in Teaching Practice

Competence, as described in many contexts refers to the combination of information, skills, attitudes, experience, qualities, and abilities that are necessary to

accomplish the objectives of an organization (Gunawan et al., 2020). As defined by the Oxford English Reference Dictionary, competence refers to the state of possessing the ability and expertise in a specific domain (Fernández et al., 2012). The notion of competence has undergone changes over time, as many disciplines have provided distinct viewpoints on its definition and implementation.

Teacher competences are outlined in diverse manners in literature, encompassing distinct attributes or professional traits possessed by teachers. Regardless of the various names and descriptions used in international literature, teacher standards and competence categories primarily pertain to and encompass the professional knowledge, abilities, views, and concepts of instructors (İncik & Akay, 2015). Competence is a crucial requirement for instructors in the field of education to successfully carry out educational programs and sustainable development activities (Bertschy et al., 2013). Competent teachers are crucial for the success of learners. Competence in teaching practice involves a comprehensive understanding that includes mastering various components. The competences of language teachers are also described in terms of the confidence they have in their ability to address and enhance any situation they meet. Farrell (2015) claims that in order to effectively address any issue, crisis, or problem they encounter, educators must possess the ability to go beyond their initial expertise and knowledge. They should be capable of assessing several courses of action that consider the requirements of their students, institution, and community. According to Taneri (2017), the necessary affective competencies that language teachers should possess include a positive mindset towards the teaching profession, empathy, sensitivity, affection, and self-respect.

To establish uniformity in language teaching profession, it is necessary to provide a detailed specification of the requisite knowledge and skills. Various frameworks have been established to clarify the skills and knowledge required by language teachers in order to facilitate effective instruction. According to CETF (2015), these frameworks aim "to help teachers to identify where they are in their professional career and help teachers and their employers to think about where to go next and identify development activities to get there" (p. 2). Instead of employing competency frameworks as rigid indicators and exclusive checklists for defining what a teacher should be, they might be more effectively utilized as reference tools in professional development procedures. In other words, these

reference points can be used to create a profile of teachers and determine the specific areas where they require direction and growth.

2.3.1. Personality Competence

The psychologies of teachers and learners are interconnected. Studies have shown that teachers who have high emotional intelligence have superior abilities to navigate the complexities of contemporary educational environments. This includes effectively interacting with various student cohorts, adeptly managing interpersonal dynamics within groups, and effectively coping with elevated levels of stress and teacher exhaustion (Chan 2006; Corcoran & Tormey, 2012; Jennings & Greenberg, 2009). Effective teaching is a result of the teacher's distinct talents and moral character. Hosseinnia et al. (2022), in their study to develop the professional skills and abilities of EFL teachers, assert that certain personality traits, such as a positive attitude towards ELT, a strong sense of identity as an EFL teacher, dedication to the profession, creativity, self-assurance, a well-developed sense of humor and a strong passion for teaching, have an impact on the professional competence of language teachers.

EFL teachers should have a deep level of awareness regarding their own emotions, as well as the emotions and thoughts of their students. Subsequently, individuals should take proper measures in order to efficiently leverage their teaching talents. According to Lee & Lew (2001), EFL teachers have a specific issue with emotions that is more prominent compared to teachers of other areas. This is owing to the fact that they lecture in a language that is neither their native tongue or those whom they teach, resulting to substantial anxiety and discomfort. Effectively educating in a classroom where a second language is being taught requires the presence of significant positive emotions, such as affection and excitement. Without these feelings, educators will experience a decrease in their motivation, dedication, and self-assurance in their ability to teach effectively. Teachers who do not experience positive emotions may lack the required enthusiasm, drive, and curiosity to support the learning, as well as cultural, ethical, and psychological development of students (Hargreaves, 1998; Nias, 1996).

2.3.2. Interpersonal Competence

Humans possess an inherent inclination towards social interaction. The interpersonal connections we establish with others are crucial for our social, emotional, and physical welfare. An interpersonal relationship is a connection or association between two or more individuals. Interpersonal relationships consist of various categories, such as romantic partnerships, familial bonds, intimate friendships, casual acquaintances, colleagues, and other individuals who form the social fabric of your existence. To establish and sustain deep connections with others, it is essential to engage in reciprocal information exchange. Interpersonal relationships need openness, boundaries, listening, respect and empathy.

Teachers exhibit strong interpersonal skills by facilitating opportunities for communication and the exchange of knowledge, ideas, and experiences with others. They actively seek help from their colleagues and are eager to carefully examine and take action based on the advice they receive. Teachers recognize and support students, parents, and caregivers as collaborators in the process of acquiring information. Developing interpersonal competence is essential for teachers to interact with their colleagues effectively, appreciate the advantages of collaboration and teamwork, exhibit exemplary professional behavior, and work with fellow educators to enhance student learning. Nevertheless, the student-teacher relationship remains paramount.

According to McIntyre et al. (2020), teachers have a significant influence on classroom learning at every instant. Learning entails not only the sheer exposure to material, but also involves social, psychological, and emotional relationships. An instructor-student connection that is positive is characterized by qualities such as empathy, compassion, engagement, trust, and respect. To foster students' profound involvement with teachers, it is essential for teachers to be accessible, have faith in all their students, demonstrate empathy, be attentive to individuals' unique qualities, encourage students' independence, and have a strong enthusiasm for their job (Frisby, 2019; Mercer & Dörnyei, 2020).

Teachers are important figures who provide emotional support for students, while encouraging academic success. This is achieved through assistance when needed (Mazer

et al., 2014; Titsworth et al., 2010). This support can appear in several forms, both inside and outside of the classroom, covering topics that are either relevant to education or unrelated to it. Sakiz (2012) conducted a study which revealed that students who receive assistance from their instructors demonstrate increased levels of motivation and experience more positive emotional outcomes. Similarly, according to Trigwell et al. (2012), students who have fewer negative emotions and more positive emotions are better able to assimilate information and attain higher levels of learning. A strong interpersonal tie creates a positive classroom atmosphere for language acquisition and enhances students' enjoyment of learning a foreign language. Khajavy et al. (2018) provide evidence to support this assertion, stating that an enjoyable learning atmosphere and positive feelings during language sessions can reduce stress and increase the enjoyment and motivation of EFL students. When teachers and students establish good relationships, positive consequences for students are imminent.

2.3.3. Professional Competence

Professional competencies refer to the specific knowledge, skills, and abilities which are essential for achieving success in the workplace and effectively managing one's career over the long term. They are the comprehensive and internalized ability to consistently achieve sustainable and valuable performance in a specific professional field, job, role, organizational setting, and task situation. This includes the skills to solve problems, implement innovative ideas, and drive transformation.

Several types of professional competencies exist. For EFL teachers, these competencies include several aspects as emphasized in the literature as well. Chu et al., (2021) state that a solid command of English language pedagogical subject competency, as well as strong convictions regarding the teaching profession and ethics, views about language teaching and learning, and beliefs about teacher learning and growth are the professional competencies that EFL teachers need to have. Moreover, Meihami & Esfandiari (2021) put emphasis on aspects such as affiliation, attachment, and autonomy.

Professional competencies effect teachers' practice in their classes (Beijaard et al., 2004). Furthermore, they serve as a means by which EFL teachers select, embrace, modify, and execute their teaching practices (Beauchamp & Thomas, 2009; Friesen &

Besley, 2013). Professional competencies encompass a variety of abilities, such as comprehension of learning theories, approaches, and methods, having the skill to effectively plan lessons, selecting and utilizing materials, employing instructional tools, setting a conducive learning environment, organizing classroom activities, and teaching vocabulary, grammar, phonology, and discourse. Pettis (1997) asserts that a professional teacher must possess principles, knowledge, and skill. Furthermore, areas of interest of a proficient language instructor must progress over time. In addition, a teacher must have a strong personal dedication to ongoing professional growth and advancement.

The importance of continuing professional development is crucial for EFL teachers to improve their teaching performance (Suwartono & Nitiasih, 2020). Competent EFL teachers possess a blend of instructional, personal, professional, and social skills (Abu & Halim, 2017). In conclusion, EFL teachers are expected to have a diverse set of abilities that encompass language proficiency, pedagogical expertise, professional ethics, ongoing growth, and social skills in order to successfully navigate the intricacies of language instruction and guarantee favorable learning results for their students.

2.3.4. Materials Competence

Teaching materials are indispensable elements that are critical for facilitating educational activities. The impact of their presence on language acquisition is substantial, significantly determining the efficacy of instruction and the overall learning process. Tomlinson (2012) states that materials refer to "anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions" (p. 143). According to Tomlinson (2012), materials used for language learning serve several purposes: they teach the target language, help students practice it, show students how it is used in real life, encourage students to use it, and make it easier for students to find language patterns and rules. Studies suggest that the design of classroom materials can impact how learners receive information and guide their attention towards specific parts of language (Robinson, 2011). Therefore, it is crucial to carefully choose, modify, and create instructional materials that are suitable for various educational contexts.

There are various materials that can be used in EFL classrooms. The oldest and most widely used of all these materials is textbooks. Textbooks play a crucial role in EFL education, acting as a primary means for learners to be exposed to the target language (Tsai, 2014). Coursebooks typically include Student Book, Teacher's Book, and Workbook. Several providers include materials such as cassette tapes, CDs, tests, additional resources, and photocopiable items as well. They are crucial for many EFL teachers; however, due to their inherent nature, textbooks also present challenges as tools for language acquisition as they are not specifically tailored to cater to individual learners, address specific local requirements, or offer content that is locally relevant. According to Tomlinson (2008), in several EFL countries, the Ministries of Education have authority over the English language instruction. In these nations, the majority of EFL learners typically acquire English skills through officially endorsed resources, delivered by local instructors who may opt to incorporate the native language into English lessons (Tomlinson, 2008).

Coursebooks offer easily accessible materials for educators. They also provide experienced teachers with strategies to effectively prepare their classes and offer scripts for teachers who are new or lack confidence in utilizing English in the classroom. Students value the diverse range of activities and the vibrant visual design of coursebooks. However, EFL learners do not have pressing and practical communication requirements in their daily lives as they see in their coursebooks, such as purchasing cinema tickets or placing food orders in a restaurant.

Another material that is widely used in language teaching is authentic. Many EFL teachers use authentic English material to familiarize learners with the language used in actual contexts. Gilmore (2007) states that authentic materials, such as audio-visual resources, offer learners valuable input that can improve their ability to communicate effectively. Wallace (1992) states that authentic texts are described as "…real-life texts, not written for pedagogic purposes" (p. 145). These resources are intentionally designed to fulfill a particular social purpose within the language group (Peacock, 1997). Authentic resources are highly useful for teaching grammar, vocabulary, reading, writing, and speaking (Huong, 2020; Kusumawardani et al., 2018; Fitria, 2022; Pradana & Tena, 2021). They can be employed in several ways, including video, newspapers, magazines,

and literature, to acquaint students with practical language usage (Fitria, 2022; Setyowati et al., 2020).

Teachers usually have favorable attitudes toward using authentic materials in language instruction. According to Richards (2006), they offer cultural insights about the language being studied and advocate for a more innovative pedagogical approach. Nuttall (1996) states that "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" (p.172). Another scholar, Liu (2016), asserts that when effectively included in language instruction, they can significantly enhance the learning process. They have also been found helpful in enhancing pupils' writing proficiency and strengthening pupils' writing proficiency by enhancing lexicon and auditory understanding (Kusumawardani et al., 2018).

Digital technologies are considered to be another important tool in education that can enhance the learning process. Educators acknowledge the necessity of using digital tools to augment language learning experiences. According to Eryansyah et al. (2020), having expertise in digital technology can positively influence the effectiveness of teaching. According to Hassan and Mirza (2021), incorporating technology into EFL instruction has a generally positive impact on student learning results, lecturer performance, and the development of students' emotional domains. Falloon (2020), asserts that EFL instructors with enough digital literacy skills will readily equip themselves for future instruction. Guðmundsdóttir & Hatlevik (2017), state that the incorporation of digital tools and media into language teaching techniques is revolutionizing the manner in which teachers interact with pupils. Another scholar, Bondaruk (2017), emphasizes that enhancing the teaching methods of EFL teachers and guaranteeing efficient integration of digital resources in language education requires the development of their information and communication technology competency.

Ultimately, a range of resources, encompassing traditional printed materials as well as cutting-edge technologies, can be employed to create engaging and effective language learning opportunities. Among the numerous choices available, one of the most vital skills for a teacher is the ability to provide the most pertinent materials to improve the appeal and comprehension of the teaching process.

2.3.5. Learner Competence

Students exhibit varying degrees of motivation, diverse perspectives on educational subjects, and distinct reactions to certain classroom settings and instructional methods. Instructors who possess a comprehensive understanding of the distinctions are more likely to successfully cater to the varied learning requirements of their students. To attain this objective, it is essential for them to know the requirements and preferences of their students.

Recognizing the needs and interests of students is essential in education since it establishes the basis for productive learning situations. By embracing a pedagogical strategy that prioritizes the needs and preferences of each student, teachers can create an educational setting that is engaging and customized to meet the unique requirements of each student (Cheang, 2009; Darsih, 2018). According to Carey and Dick (2004), each student exhibits unique characteristics, such as their own learning style, knowledge basis, prior experiences, and motivation, by customizing their teaching methods to match students' interests and needs, educators can encourage profound approaches to learning and boost motivation (Cheang, 2009). This method of teaching empowers students to assume command over their learning process, fostering autonomy and accountability for their education (Darsih, 2018; Chowdhury, 2021).

National Board for Professional Teaching Standards (NBPTS) defines competent EFL teacher as someone who "…apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth" (2010, p. 19). Behaviors of a competent teacher include comprehending and valuing the diversity of language learners, comprehending the significance of prior experiences, perceiving students as valuable assets, establishing positive relationships with students, effectively collaborating with students who have exceptional needs and talents, and engaging in effective communication with families (NBPTS, 2010).

To customize the lessons for their learners as competent teachers, EFL educators can utilize a range of learner-centered strategies that specifically target the unique needs and interests of each student. According to Gocić & Janković (2022), promoting learner

autonomy is one of the essential strategies that shifts the responsibility of learning from teachers to students, fostering independence and self-directed learning. The utilization of motivational strategies also has a substantial impact on the motivation and involvement of learners in language acquisition (Moskovsky et al., 2012). Facilitating student exploration of their interests, seeing students as unique individuals, and providing a diverse range of learning activities are additional strategies to effectively organize the classroom based on the requirements and interests of learners.

2.3.6. Assessment Competence

Assessment is an essential component of teaching, as it establishes whether the educational goals are being met. It has a substantial role in deciding grades, position, progress, pedagogical requirements, curriculum, and, in some cases, funding. Teachers must methodically evaluate the effectiveness of their instruction by assessing the extent to which students gain knowledge of the subject matter. Evaluating learning is essential as it offers instructors and learners valuable feedback on the extent to which students effectively achieve the lesson's learning goals.

According to Stassen (2005), assessment is the organized gathering and examination of data in order to enhance learning. This notion encompasses the fundamental responsibility of evaluating students in the process of teaching. Popham (2008) defines assessment as "…a formal attempt to determine the student's status with respect to educations variables of interest" (p.8). Student evaluation allows instructors to assess the efficacy of their instruction by establishing a connection between student performance and specified learning objectives.

Various assessment methods are employed to gauge students' language skills and provide valuable feedback. Unlike traditional evaluations, formative assessment focuses on ongoing feedback and student engagement throughout the learning process (Black & William, 1998). Strategies such as quizzes, peer evaluations, and classroom discussions allow teachers to identify areas for improvement and tailor instruction accordingly (Sadler, 1989). Summative assessment evaluates students' learning outcomes at the end of a specific period, typically through tests, projects, or presentations (Gronlund & Brookhart, 2015). It provides a comprehensive overview of students' language proficiency

and serves as a measure of their overall progress (Popham, 2008). Diagnostic assessment is conducted at the beginning of a course to ascertain students' prior knowledge and language skills (Brown, 2004). Through diagnostic tests and interviews, teachers can identify individual learning needs and customize instruction to address gaps in understanding (Hughes, 2003). Authentic assessment tasks mirror real-world language use and situations, allowing students to demonstrate their language proficiency in meaningful contexts (Wiggins, 1998). Examples include role-plays, presentations, and portfolios, which assess students' ability to apply language skills in practical scenarios (Grant, 2019). Alternative assessment methods go beyond traditional exams and encourage creative expression and critical thinking (Davies, 2011).

In EFL teaching, employing a variety of assessment methods is essential to effectively evaluate students' language proficiency and foster their language development. By integrating formative, summative, diagnostic, authentic, and alternative assessment techniques, teachers can provide comprehensive feedback, cater to diverse needs, and empower students to become proficient English language users in authentic contexts.

2.4. Teacher Competencies Framework in Türkiye

In Türkiye, the development of ELT competencies framework has evolved over several decades to meet the changing needs of language education. MoNE defines competence areas as a component of teacher education (MEB, 2008). These areas serve as reference and allow teachers to comprehend the demands imposed on them and aids in establishing precise professional goals.

In 2000, MoNE and the European Commission reached an agreement that resulted in the identification of teacher skills. In 2008, MoNE defined six core areas of teacher proficiency, namely "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", and "Knowledge of Curriculum and Content". Additionally, they identified thirty-one sub-competencies within these domains (MEB, 2008).

At first, the main emphasis was on the ability to use language effectively and knowledge of teaching methods. However, due to advancements in language teaching and an increased emphasis on global competence, the framework has expanded to encompass additional skills. During the 2000s, there was an increasing recognition of the significance of cultural competence and the integration of technology in language education. Consequently, these skills have been incorporated into the framework to emphasize the significance of teachers comprehending and valuing varied cultural backgrounds, while simultaneously utilizing technology to improve language learning. The Ministry regularly reviews and enhances the framework to ensure that it is in line with international standards and the most effective methods in language education.

The current framework promotes the active involvement of educators in continuous professional development, including attending conferences and engaging in collaborative learning communities. This is done to improve their skills and stay updated with the newest advancements in language instruction. As outlined by MoNE (2008), teachers must have a considerable level of expertise in English language to effectively engage with students and offer coherent education. They must exhibit expertise in language teaching approaches, instructional strategies, and curriculum creation principles. They must demonstrate reverence for the varied backgrounds and identities of their students. Moreover, they should demonstrate a high level of expertise in using digital tools and resources into their teaching methods in order to improve learning results (MoNE, 2008).

2.4.1. Studies in EFL Teaching Competencies in Türkiye

Various studies have been conducted on teaching competencies of EFL teachers in Türkiye. These studies have explored several facets of EFL teaching within the Turkish educational setting. Some of these studies (Asmali, 2023; Gursoy et al., 2017; Karsli & Yağız, 2022; Kömür, 2010; Mahalingappa and Polat, 2016; Öztürk & Aydın, 2018; Ülgü & Er, 2016) have been devoted to pre-service language teaching education while providing a thorough examination of educational planning. A number of studies have centered on the competencies of experienced EFL teachers in Türkiye. Research conducted by Coşgun and Savas (2023) offers comparative analyses and data-driven models that examine the teaching methods and professional identity development of

experienced English teachers. In addition, Kimsesiz (2023) conducts a study that explores the self-perceptions of professional teacher identity among EFL teachers in Türkiye, including those who have prior experience in the field. On the other hand, some of the studies (Akcan, 2016; Sali & Kecik, 2018; Kösal & Ulum, 2019) have focused on the perceived competencies of novice teachers. Akcan (2016) examines the perspectives of inexperienced non-native English teachers regarding the efficacy of their teacher education program and the difficulties they face in their early years of teaching. The study identified substantial disparities between the curriculum of inexperienced teachers' academic courses in their teacher education program and the actual situations they encountered in classrooms (Akcan, 2016). Similarly, Sali & Keçik (2018) aim to provide a description of the difficulties experienced by inexperienced teachers of EFL. The findings indicated that inexperienced EFL teachers embarked on their teaching careers amidst many interconnected difficulties. Some of the other studies are about perceived teaching competencies of pre-service EFL teachers in Türkiye. One such study is by Kömür (2010) who aims to assess teacher competencies of pre-service English teachers regarding their practicum experience. In his analysis, Kömür (2010) has determined that language teacher education programs would benefit from a more effective incorporation of theoretical knowledge into practical teaching settings. Another study (Demiroz & Yesilyurt, 2015) examines the students' perceptions of the qualities that make foreign language education effective. Yüksel (2014) highlights the importance of 21st century skills and conducts a study with 40 pre-service teachers to evaluate their self-assessment of teaching competencies. The findings reveal that participants have a consistent perception of various teaching qualities and feel confident in their teaching abilities (Yüksel, 2014). Through a survey study, Taner (2017) examines the reported competence levels of English teachers employed at public schools, specifically on their educational background. Similarly, Aydoğdu (2007) aims to examine the perspectives of EFL teachers regarding their competencies in foreign language teaching. The study consists of a population of 150 English teachers employed in K-12 schools. The teachers appear to consider themselves sufficiently skilled in certain teaching competencies, but they also acknowledge the need to take action to enhance the quality of present foreign language

teaching methods (Aydoğdu, 2007). These studies provide a comprehensive overview of the different aspects of EFL teacher capabilities in Türkiye.

2.5. International EFL Teacher Competencies Frameworks

Various projects are undertaken to delineate the competences of language teachers at both the national and international levels (Rossner, 2017). These frameworks offer systematic principles and procedures for EFL educators to better their teaching skills, foster cultural comprehension, and enhance language proficiency among learners in various educational environments. According to Katz and Snow (2009), whereas different frameworks are employed in diverse circumstances for distinct demographics and educational levels, there are shared characteristics and similarities among them.

An outstanding example of an international framework for teacher competencies is carried out by European Association for Quality Language Services. EAQUALS is primarily focused on enhancing the standard of language instruction and learning. It is designed to be utilized by novice and experienced educators. The stated aims are to assist practicing teachers in evaluating and reflecting on their language teaching abilities, to motivate teachers to pursue their professional development independently, to report the structure of public education programs, and to function as a tool in order to evaluate and accredit teacher education courses (EAQUALS, 2016). There are three development phases, and the competences indicated at these development phases are considered to be minimum levels of competence necessary for each phase of development. There are five main areas named as; "Planning Teaching and Learning", "Teaching and Supporting Learning", "Assessment of Learning", "Language, Communication and Culture", and "The Teacher as Professional" (EAQUALS, 2016). The competences within each primary topic are further categorized and organized by sub-headings.

Another framework for teacher competences is "English as a New Language Standards". It is set and managed by active teachers and their supporters for the purpose of boosting the standard of teaching and learning. According to National Board (2010), teachers demonstrate unwavering dedication to their students and their academic progress while possessing a comprehensive understanding of the subjects they instruct. They have the duty of overseeing and supervising student learning. They engage in a methodical

approach to their profession and derive knowledge from their experiences and they are individuals who belong to societies focused on education and acquiring knowledge (English as a New Language Standards, 2010). NBPTS has categorized the standards for proficient English into nine distinct standards: "Knowledge of Students", "Knowledge of Culture and Diversity", "Home, School and Community Connections", "Knowledge of the English Language", "Knowledge of English Language Acquisition", "Instructional Practice", "Assessment", "Teacher as Learner", and "Professional Leadership and Advocacy" (English as a New Language Standards, 2010).

Cambridge is another institution which has a framework for teaching competences. The framework notes that the progressive development of teachers' competence over time entails the acquisition of a deeper comprehension of teaching and learning, a heightened mindfulness of their own competency, flaws, and potency as an educator, and an enhanced level of complexity in their planning (Cambridge English Teaching Framework, 2018). There are four stages named as: "Foundation", "Developing", "Proficient" and "Expert". It is believed that every teacher would advance through the stages in distinct and exclusive manners. Five vital competencies are: "Learning and the Learner", "Teaching, Learning and Assessment", "Language Ability", "Language Knowledge and Awareness", and "Professional Development and Values". (Cambridge English Teaching Framework, 2018).

2.5.1. Studies About Teacher Competencies in The World

The topic of EFL teaching abilities has attracted significant attention in numerous research conducted globally. Studies have explored various facets of EFL teaching. Some of these studies (Koster et al., 2005; Korthagen, 2004; Kouwenhoven, 2009; Tigelaar et al.., 2004) have been devoted to define the concept of competence in depth. These studies embrace a comprehensive perspective on the proficient educator, encompassing a notion of proficiency that encompasses knowledge and comprehension, aptitudes and capabilities, as well as instructors' convictions and ethical principles. A significant number of studies (Ball, 2003; Biesta, 2009; Conway et al., 2009; Darling-Hammond, 2000; Kleinhenz & Ingvarson, 2007; Millman & Sykes, 1992) is related to international standards. A professional standard outlines the knowledge, comprehension, and

competencies that teachers are required to possess as specialized practitioners in their respective domains (European Commission, 2011; Ingvarson, 1998). On the other hand, some of the studies about teaching competencies in the world have focused mainly on specific competencies. One such study is by Ding (2021) who provides a comprehensive introduction to essential interpersonal communication skills that play a crucial role in EFL teaching. Similarly, Xie and Derakhshan (2021) aim to acquaint educational researchers, teachers, and students with the fundamental principles in instructional communication and their crucial significance in facilitating effective teaching and learning. In the study, they claim that positive teacher interpersonal communication practices catalyze diverse favorable academic outcomes for students (Xie & Derakhshan, 2021). Moreover, a number of studies (Dewaele, 2015; Gkonou et al., 2017; Mercer, 2016; Nizielski et al., 2012) claim that it is imperative to scrutinize teachers' regulation of their own emotions and explore any potential correlations with their instructional strategies in the classroom. Similarly, De Dios Martínez Agudo (2018), focuses on the emotional states of teachers with 23 distinct chapters that emphasize the significance of emotionality in EFL teaching. In the literature, studies aim at measuring teachers' competencies are frequently encountered as well. Megawati and Astutik (2018), evaluate the self-efficacy of novice EFL teachers during their teaching practice. The findings demonstrate that their competencies in several aspects of teaching are significantly high. Safa and Tofighi (2021), assess the beliefs and practices of Iranian EFL instructors about their Intercultural Communicative Competence. The results indicate that the development of theoretical components of intercultural communicative competence (ICC) is influenced by teacher education programs and instructional experience (Safa & Tofighi, 2021). Nugroho (2017), investigates the perspective of teacher competencies of pre-service EFL instructors regarding their preparedness for the teaching practice program. The findings indicate that pre-service EFL instructors possess a moderate to high level of self-efficacy in their ability to teach. Research on EFL teaching competencies encompass a wide range of aspects, including linguistic and pedagogical requirements, the integration of multicultural viewpoints, and the cultivation of communicative and pragmatic skills. These studies offer vital knowledge for EFL educators around the globe to improve their teaching methods

and better prepare EFL learners with the essential skills for effective English communication.

In a nutshell, this part set out to introduce the main ideas and provide background information for ELT education, teacher competencies, and relevant literature. Language study is crucial in the school system due to the extensive use of English as a global language. Teachers are one of the most important elements of language learning. In this sense, the education and competencies of teachers are of utmost importance. The history of ELT in Türkiye is significant and in a constant state of revision.

Among the aims of teacher education programs is to increase the competencies of teachers. Competence is an essential prerequisite for educators in the field of education to effectively implement educational programs and sustainable development activities. Literature presents several perspectives on teacher competencies, which include different features or professional traits that teachers possess. The competencies introduced in detail in this part are, respectively, personal, interpersonal, professional, material, learner and assessment.

Several projects are carried out to define the competencies of language educators at both the domestic and global scales. MoNE, CETF, NBPTS and EAQUALS are presented at length in this section. Studies about teacher competencies in Türkiye and in the world indicates the common qualities of frameworks while emphasizing how important teacher competencies are.

3.   METHODOLOGY

3.1.   Research Design

In this study, both qualitative and quantitative data were used. According to Denzin and Lincoln (2000), "Qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives" (p. 3). As Mertens (2010) states "…qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 225). However, using mathematics, statistics, and numerical data processing, quantitative research methodically and empirically investigates phenomena. (Basias & Pollalis, 2018). Based on this design, it is feasible to make observations and examine and confirm theories about the interactions between variables within these smaller subdivisions, which aid in understanding reality. (Rovai et al., 2013). Conversely, mixed methods can refer to the use of both quantitative and qualitative methods to answer research questions in a single study. Tashakkori and Creswell (2007) define mixed methods as "research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry" (p.4).

The present study employs a mixed-methods approach to reveal the perceived teaching competencies of EFL teachers. Morse (2003) describes the advantages of mixed methods as "By combining and increasing the number of research strategies used within a particular project, we are able to broaden the dimensions and hence the scope of our project. By using more than one method within a research study, we are able to obtain a more complete picture of human behavior and experience. Thus, we are better able to hasten our understanding and achieve our research goals more quickly" (p. 189). Creswell (2013) argues that employing both quantitative and qualitative research methodologies concurrently enhance comprehension of the study's questions and problems. Hence, the integration of two methodologies necessitates profound expertise. The task is characterized by increased complexity, requiring a greater amount of time and potentially

necessitating the involvement of a team. Creswell (2003) provides a definition of the mixed-methods approach as "a set of research strategies that entail the collection of data either at the same time or in a sequence in order to gain the greatest understanding of a research subject. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information" (p. 21). Sequential procedures can start either with quantitative or qualitative method. This study uses sequential mixed-method research design, starting with quantitative and ending with qualitative research methods. Quantitative and qualitative data will be collected via questionnaires and semi-structured interviews. By incorporating diverse types of data and perspectives, this approach augments the depth and scope of research findings, ultimately culminating in a more comprehensive comprehension of the research inquiry.

3.2. Setting and Sampling

The demographic composition and sample structure of this study are crucial for comprehending the contextual background in which the research issues are investigated. During the 2023-2024 academic year, the current research was carried out with a total of 161 pre-service ELT students enrolled in four different public universities in Türkiye.

The study employed convenience sampling, selecting participants based on their availability and willingness to participate. Pre-service ELT students from four universities (Hacettepe University, Gazi University, Ondokuz Mayıs University, and Sinop University) were included, as these institutions were from nearby regions, making them easily accessible for data collection. This method allowed for efficient and timely gathering of data from participants in close proximity.

Universities where the study was conducted: Of the 161 students, 58 are from Hacettepe University, constituting approximately 43% of the sample; 42 are from Gazi University, accounting for 31.1% of the total; 35 students (25.9%) are from Ondokuz Mayıs University and 26 students (16 %) are from Sinop University.

Gender Distibution: Of the 161 pre-service teachers, 114 (70.4%) are female and 47 (29.6 %) are male.

Age Groups: 2 of the participants are above 30, while the remaining 159 (98.8%) are between the ages of 20-29.

Type of high school graduated from: The students 'educational background is diverse. The majority, 124 students (76.5%) are from Anatolian High Schools. Other schools include İmam Hatip Anatolian High Schools (9 students or 5.6%) and Science High Schools (7 students or 4.3%). 21 of the students (13.6%) are graduated from high schools that are not listed in the questionnaire.

Overall Grade Point Average: GPA is an important factor in students' perceptions of their competence levels. Of the 161 students who participated in the study, 132 (81.5%) state their GPA as above 3,00 while 23 students (17.3%) mark between 2,00-3,00. Only a minor segment's (1.2%) GPA is between 1,00-2,00.

Type of school for internship: The majority of 161 students (160 students or 98.8%) are doing their internship in public schools.

Desire to become a teacher: 131 of the students (81.5%) state that they want to be a teacher while 30 students (18.5%) state they don't.

Table 3.1. Demographic frequency analysis

Frequency Analysis		
University	**N**	**%**
Ondokuz Mayıs	35	25,90%
Hacettepe	58	43,00%
Gazi	42	31,10%
Sinop	26	16,00%
Gender	**N**	**%**
Male	47	29,6%
Female	114	70,4%
Age	**N**	**%**
20-29	159	98,80%
30-39	1	0,6%
Over 40	1	0,6%
Type of high school graduated from	**N**	**%**
Anatolian High School	124	76,50%
Science High School	7	4,30%
İmam Hatip High School	9	5,60%
Others	21	13,60%
Grade Point Average	**N**	**%**

	N	%
1,00-2,00	6	1,20%
2,00-3,00	23	17,30%
Above 3	132	81,50%
Type of school for internship	**N**	**%**
Public	160	98,80%
Private	1	1,20%
Desire to become a teacher	**N**	**%**
Yes	131	81,50%
No	30	18,50%

3.2. Data Collection Instruments

In the present study, quantitative data was collected in the first phase through demographic details and a 5-Point Likert type scale while qualitative data was gathered through semi-structured interviews in the second phase. Tools for data collection are described in detail below.

3.2.1. The Questionnaire

In the current study, a questionnaire was used as a first step to collect demographic information that may influence the perceived competencies of pre-service students. More detailed information about the participants of the study, such as university, gender, age, type of school graduated from, overall GPA, type of school for internship and desire to become a teacher, was obtained through the questionnaire at that stage. This information led to a deeper understanding of the participants' backgrounds.

3.2.2. "Professional Competencies in English Language Teaching" Scale

This 5-Point Likert type scale, designed by Hosseinnia et al. (2022)., comprises 50 items. The original scale consisted of 51 items; however, in order to enhance the consistency between the model and construct validity, an item with low loadings was excluded from the initial draft. The scale is divided into six factors, each corresponding to a different type of competence. These subscales are: Personality factors (items 1, 2, 3, 4, 8, 15, 28); Interpersonal factors (items 5, 19, 22, 26); Professional factors (items 6, 7, 9, 13, 14, 17, 18, 24, 25, 33, 37, 40, 43, 48); Teaching materials (items 10, 11, 16, 21, 27, 29); Learner factors (items 12, 20, 30, 31, 32, 34, 36, 38, 39, 41, 42, 47); and Assessment factors (items 35, 44, 45, 46, 49, 50).

Each item is rated on a scale from 1 to 5, where "1.00" means "Never"; "2" represents "Rarely"; "3" indicates "Sometimes"; "4" corresponds to "Often" and "5" refers to "Always".

3.2.2.1. Validity and Reliability of the Scale

Validity and reliability are interconnected concepts that jointly determine the quality of research. Validity refers to the extent to which a study accurately measures or depicts the concept it claims to measure. Cook and Campbell's traditional approach outlines four essential elements of validity: internal validity, statistical conclusion validity, external validity, and construct validity (Wiener et al., 2011).

The data set underwent testing to verify its appropriateness for factor analysis. The Kaiser-Meyer-Olkin (KMO) measure of sample adequacy is a crucial statistic used in factor analysis to assess whether the data is suitable for this statistical technique. A KMO value above 0.5 is generally considered acceptable for factor analysis, while values closer to 1 suggest a higher level of adequacy in the sample (Dada & Musa, 2016). For the competency scale, Kaiser-Meyer-Olkin measure is found to be KMO=0,911 which demonstrates that the scale is suitable for factor analysis.

Table 3.2. KMO factor analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Approx. Chi-Square	0,911
Bartlett's Test of Sphericity	df	629,994
	Sig.	15
		<,001

Cronbach's Alpha is employed to evaluate the reliability of the scale. It measures the level of similarity among a group of items, indicating how much the items in a scale are evaluating the same underlying notion. A Cronbach's alpha value of 0.7 or above is often considered adequate for research purposes (Arseven et al., 2016). The fact that the given reliability and validity of each question of the research is 0.953 shows that the applied sample and the scale are consistent and reliable in themselves.

Table 3.3. Cronbach alpha values of the scale

Reliability Statistics	
Cronbach's Alpha	N of Items

0,953	63

Table 3.4. The Cronbach alpha values for the reliability of the scale's factors

Factors	Items	Cronbach Alfa
Personality	1,2,3,4,8,15,28	0,916
Interpersonal	5,19,22,26	0,922
Professional	6,7,9,13,14,17,18,24,25,33,37,40,43,48	0,905
Teaching Materials	10,11,16,21,27,29	0,906
Learner	12,20,30,31,32,34,36,38,39,41,42,47	0,904
Assessment	35,44,45,46,49,50	0,926

Table 3.4 shows that the reliability values of all factors are above 0,9. There is high consistency in items of each factor.

3.2.3.   Instruments for Qualitative Data

For the qualitative data of the research, participants were interviewed. The semi-structured interviews consisted of 8 questions, prepared by the researcher. Each question asked was related to one of the factors in the survey. Briefly, semi-structured interviews offer several advantages. One significant benefit is the level of adaptability they offer to both researchers and participants. These interviews facilitate a dynamic exchange between the interviewer and the interviewee, promoting a real-time discourse (Kallio et al., 2016). According to Smith and Shinebourne, this adaptability allows researchers to further investigate significant matters that surface during the interview, resulting in a more comprehensive investigation of the research subject (2012). In addition, semi-structured interviews foster a sense of connection and understanding, resulting in improving the accuracy and reliability of the acquired data (Hebron & Humphrey, 2012). Therefore, the conducted interviews facilitated candid conversation, established a connection and allowed for the examination of different viewpoints.

3.3.   Data Collection

Data collection of this research started and ended in March, 2024. First, the quantitative data which included both demographic information questionnaire and "Professional Competencies in English Language Teaching Scale" were merged and uploaded to Google Forms. Official authorization was obtained from the scale's developers before getting the required permissions from the Ethics Committee at Ondokuz Mayıs University. Then, permissions to apply the scale were obtained from the four

universities (Hacettepe, Gazi, Ondokuz Mayıs and Sinop University) where the survey will be conducted. In three of the universities (Hacettepe University, Gazi University and Ondokuz Mayıs University), the surveys were conducted face-to-face. For Sinop University, a link was created and the survey was conducted online. There were 161 students involved in total.

For the second phase of the study, semi-structured interview questions were created by the researcher. The questions were checked for appropriateness by the supervisor. The 8 questions created for the qualitative data were written in relation to the six factors that were evaluated in the competency scale. Students were briefly informed about the aim of the study beforehand. The interviews were conducted face-to-face with 15 voluntary students who were at the last academic year of ELT in Ondokuz Mayıs University. Each interview took approximately 10 minutes. With the consent of all participants, audio recordings were made of every interview.

3.4. Data Analysis

To acquire quantitative data, IBM SPSS 29 (Statistical Package for Social Sciences) was used. First, the Skewness and Kurtosis values were examined to observe if the data was normally distributed. The Skewness-Kurtosis measure is a statistical method employed to evaluate the form of a distribution. Within the framework of normality, it is widely acknowledged that in order for a distribution to be deemed approximately normal, it is expected that the skewness and kurtosis values are in close proximity to zero. When the normality test of the randomly selected questions (except demographics) in the survey were examined, it was seen that the study was not normally distributed since it was not within the specified ranges (-1 and +1, -1.5 and +1.5, -2 and +2).

Table 3.5. Normality report

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
i1	135	-1,113	0,209	1,325	0,414
i2	135	-1,527	0,209	3,361	0,414
i10	135	-0,914	0,209	1,396	0,414
i11	135	-1,037	0,209	2,034	0,414
i20	135	-1,288	0,209	1,167	0,414

i21	135	-1,106	0,209	0,447	0,414
i30	135	-0,54	0,209	0,248	0,414
i31	135	-0,521	0,209	-0,249	0,414
i40	135	-0,983	0,209	1,431	0,414
i41	135	-0,958	0,209	1,393	0,414
i50	135	-0,675	0,209	0,178	0,414

After this stage, frequency analysis was attained for demographic variables (university, age, gender, overall GPA, type of school graduated from, type of school for internship, desire to be a teacher) and to determine the competency levels of the participants. Subsequently, Mann-Whitney U Test and Kruskall Wallis H Test were conducted on each variable to determine if there is a statistical difference between the groups.

To analyze qualitative data, thematic analysis is used. Thematic analysis is a widely used method that entails identifying, analyzing, and reporting patterns or themes within data. Bryman (2012) defines it as a highly popular method for analyzing qualitative data. Braun et al. (2019) defines thematic analysis as "…an umbrella term, designating sometimes quite different approaches aimed at identifying patterns across qualitative datasets" (p. 844).

First, 15 participants were selected at random and were then asked 8 interview questions in order to obtain more detailed information regarding their perceptions of teacher competencies and to elucidate their responses to the Likert scale. Each interview lasted approximately 10 minutes. Secondly, audio recordings obtained were transcribed, the words were classified and the frequency of the responses was calculated. The most common themes were coded and included in the analysis. In this way, iterative development in coding was done. Microsoft Excel was used to create and manage a codebook and uploaded to SPSS. After the renewed themes were coded, they were

categorized within themselves. For example, *social media* was a renewed answer, so it was coded and categorized within itself. Every answer called *social media* was included in this code. The coding of semi-structured interviews was conducted collaboratively with a colleague independently using a cross-referencing approach to ensure interrater reliability. The objective was to attain the utmost degree of precision in coding agreement. When the researcher and interrater came to an agreement about the codes, themes were clustered.

3.5. Ethical Issues

As the first stage of ethical issues, permission letters for the survey to be used in the study were obtained from the journal that owns all permission and publication rights. Afterwards, necessary permission was received from Ondokuz Mayıs University Ethics Committee. With the permission of the Ethics Committee, permission letters were written to the universities where the scale would be implemented. Both the questionnaire and the semi-structured interviews were administered only to volunteers soon after the students were informed about the content of the research. Audio recordings were taken with the permission of the students and guaranteed to be deleted at the end of the research.

4.   FINDINGS

This chapter includes the findings of Questionnaire on "Professional Competencies in English Language Teaching" that was distributed to 161 pre-service ELT teachers, and semi-structured interviews conducted with 15 students. The questionnaire discloses pre-service ELT teachers' perceived teaching competencies in terms of six dimensions, namely *personal, interpersonal, professional, learner, teaching materials* and *assessment.* Semi-structured interviews exhibit the views of the interviewees on the six dimensions of teaching competency. The interview questions were designed to get a deeper understanding of students' thoughts on the topic.

4.1.   Research Question 1 and 2

The first research question is "In which competencies do pre-service ELT students feel most competent and inadequate?". The questionnaire was used to reveal the participants' perceived teaching competencies under six factors and the following findings were reached.

Table 4.1. Descriptive statistics on the scores of participants' responses to the questionnaire and its sub-dimensions

Statistics	Min.	Max.	$\bar{x}$	sd
Personality Factors	3	5	4,07	0,55
Interpersonal Factors	3	5	4,14	0,495
Professional Factors	3	5	3,97	0,471
Teaching Materials Factors	2	5	4,09	0,573
Learner Factors	3	5	4,22	0,511
Assessment Factors	3	5	4,08	0,614
Questionnaire	3	5	4,12	0,547

Min.: Minimum, Max.: Maximum, $\bar{x}$: Mean, sd: Standard deviation

As presented in Table 4.1., according to the average scores concerning the dimensions of the questionnaire, the pre-service ELT teachers considered themselves most competent at *learner* ($\bar{x}$ Learner=4.22±.51) and *interpersonal* ($\bar{x}$ Interpersonal=4.14±.49) dimensions. On the other hand, the participants considered themselves least competent at *personality* ($\bar{x}$ personality=4.07±.55) and *professional* ($\bar{x}$ professional=3.97±.47) dimensions.

The second research question is "How do the pre-service ELT students evaluate their teaching competencies?". The general mean score for the questionnaire was found to be 4.12±.54. this finding reveals that the perceived competence level of pre-service ELT teachers' is reasonably high. In the next section, the answers given to the dimensions will be examined in more detail and the areas where students see themselves most and least competent as well as how they evaluate themselves in each competence factors will be analyzed.

4.1.1. Personality Factors

7 statements in the survey (1, 2, 3, 4, 8, 15, 28) are related to *personality* dimension. For each factor, responses were rated on a 5-point Likert scale with options ranging from "never" to "always".

Table 4.2. Responses to the personality factor

Personality Factors	Never		Rarely		Sometimes		Often		Always	
	n	F	n	f	n	f	n	f	n	f
i1	1	0,70%	5	3,70%	15	11,10%	57	42,20%	57	42,20%
i2	3	2,20%	2	1,50%	12	8,90%	60	44,40%	58	43,00%
i3	4	3	9	6,7	23	17	52	38,5	47	34,8
i4	1	0,70%	5	3,70%	35	25,90%	45	33,30%	49	36,30%
i8	5	3,70%	12	8,90%	25	18,50%	60	44,40%	33	24,40%
i15	2	1,50%	5	3,70%	26	19,30%	43	31,90%	59	43,70%
i28	1	0,70%	4	3,00%	24	17,80%	52	38,50%	54	40,00%

A vast majority of the participants (87% often and always) claimed that they "know exactly what it means to be an ELT teacher (teacher's identity). Similarly, 84% of the pre-service ELT teachers stated that they "have a positive attitude towards English language teaching". A quarter of respondents sometimes consider themselves "creative". On the other hand, 12% of the participants affirmed that they are not "confident". Nearly 10% of the students also claimed that they never or rarely "demonstrate commitment to profession".

4.1.2. Interpersonal Factors

4 of the statements (5, 19, 22, 26) are related to *interpersonal* factor. As mentioned in the previous section, interpersonal factors are one of the dimensions that the pre-service

ELT teachers consider themselves most competent. For that reason, the percentage of negative responses is very low in that section.

Table 4.3. Responses to the ınterpersonal factor

Interpersonal Factors	Never		Rarely		Sometimes		Often		Always	
	n	f	N	f	n	f	n	f	n	f
i5			3	2,20%	37	27,40%	59	43,70%	36	26,70%
i19			1	0,70%	32	23,70%	50	37,00%	52	38,50%
i22	2	1,50%	3	2,20%	12	8,90%	53	39,30%	65	48,10%
i26	2	1,50%	6	4,40%	15	11,10%	54	40,00%	58	43,00%

When the responses to the interpersonal factors are examined, it is obvious that the majority of the pre-service teachers (87% often and always) claim they "have a friendly relationship with students and their parents". More than half of the respondents (75%) believe they "have effective communication skills and are able to create good interpersonal relationship". Similarly, 70% of the participants state that they "solve the problems collaboratively".

4.1.3.   Professional Factors

Professional dimension covers the most questions of the survey (6, 7, 9, 13, 14, 17, 18, 24, 25, 33, 37, 40, 43, 48) and has the lowest ranking in terms of competency.

Table 4.4. Responses to the professional factor

Professional Factors	Never		Rarely		Sometimes		Often		Always	
	n	f	n	f	n	f	n	f	n	f
i6	1	0,70%	5	3,70%	28	20,70%	63	46,70%	38	28,10%
i7	1	0,70%	18	13,30%	41	30,40%	53	39,30%	22	16,30%
i9	2	1,50%	3	2,20%	35	25,90%	65	48,10%	30	22,20%
i13	1	0,70%	14	10,40%	42	31,10%	57	42,20%	21	15,60%
i14	3	2,20%	7	5,20%	23	17,00%	53	39,30%	49	36,30%
i17					18	13,30%	52	38,50%	65	48,10%

	Never		Rarely		Sometimes		Often		Always	
	n	f	n	f	n	f	n	f	n	f
i18	4	3,00%	12	8,90%	42	31,10%	41	30,40%	36	26,70%
i24	1	0,70%	7	5,20%	43	31,90%	50	37,00%	34	25,20%
i25			9	6,70%	35	25,90%	54	40,00%	37	27,40%
i33			2	1,50%	11	8,10%	43	31,90%	79	58,50%
i37					12	8,90%	44	32,60%	79	58,50%
i40	1	0,70%	5	3,70%	16	11,90%	69	51,10%	44	32,60%
i43	1	0,70%	9	6,70%	26	19,30%	63	46,70%	36	26,70%
i48			9	6,70%	40	29,60%	54	40,00%	32	23,70%
i34			4	3,00%	15	11,10%	56	41,50%	60	44,40%

Almost all of the pre-service ELT teachers (91%) state that they "give learners every possible chance to use the language". Similarly, 90% of the participants claim that they "motivate learners". 86% assert that they "comply with ethical standards and fairness through all stages of professional decision making". Almost the same percentage of participants mark that they "monitor learner progress toward instructional goals." On the other hand, the statements "I am expert enough to overcome the problems" and "I am interested in doing classroom research" were responded with "never" and "rarely" by almost 12% of the participants.

4.1.4. Teaching Materials Factors

A set of descriptive data was calculated using the data from 6 statements (10, 11, 16, 21, 27, 29) in the survey. The statements were mostly about selecting and using the appropriate materials to make the lesson more appealing. The results are summarized in Table 4.5.

Table 4.5. Responses to teaching materials factor

Teaching Materials	Never		Rarely		Sometimes		Often		Always	
	n	f	n	f	n	f	n	f	n	f
i10	1	0,70%	3	2,20%	18	13,30%	67	49,60%	46	34,10%
i11	1	0,70%	2	1,50%	14	10,40%	67	49,60%	51	37,80%

	n	f	n	f	n	f	n	f	n	f
i16	2	1,50%	3	2,20%	27	20,00%	47	34,80%	56	41,50%
i21			6	4,40%	16	11,90%	42	31,10%	71	52,60%
i27			5	3,70%	21	15,60%	54	40,00%	55	40,70%
i29	2	1,50%	11	8,10%	54	40,00%	49	36,30%	19	14,10%

A vast majority of the pre-service ELT teachers (87% often and always) feel themselves competent in "managing learning & teaching materials with appropriate sequencing of activities". Likewise, 83 % of the participants believe they "provide the most appropriate materials to make the lesson more attractive and perceptive" and "use authentic social real-life communication situations applying appropriate materials". Similarly, another majority (76%) state that they "study the contents to be taught to ensure its thoroughness".

4.1.5. Learner Factors

Individual differences, needs and desires of the learners are questioned in *learner* dimension with the 12 statements (12, 20, 30, 31, 32, 36, 38, 39, 41, 42, 47).

Table 4.6. Responses to learner factor

Learner Factor	Never		Rarely		Sometimes		Often		Always	
	n	f	n	f	n	f	n	f	n	f
i12	1	0,70%	3	2,20%	18	13,30%	54	40,00%	59	43,70%
i20			2	1,50%	11	8,10%	41	30,40%	81	60,00%
i30	1	0,70%	5	3,70%	32	23,70%	63	46,70%	34	25,20%
i31			3	2,20%	23	17,00%	63	46,70%	46	34,10%
i32			5	3,70%	27	20,00%	51	37,80%	52	38,50%
i36			5	3,70%	11	8,10%	46	34,10%	73	54,10%
i38	2	1,50%	2	1,50%	6	4,40%	21	15,60%	104	77,00%
i39	2	1,50%	4	3,00%	18	13,30%	59	43,70%	52	38,50%
i41	1	0,70%	4	3,00%	17	12,60%	67	49,60%	46	34,10%
i42			2	1,50%	19	14,10%	55	40,70%	59	43,70%
i47	2	1,50%	10	7,40%	26	19,30%	53	39,30%	44	32,60%

Responses to learner factors exhibit that a vast majority of pre-service teachers (92% often and always) "treat all learners in the same way regardless of their beliefs, gender, etc.". 90% of the respondents "give learners freedom to initiate talk and be actively involved in the learning process" while 87% "make the lesson enjoyable by creating a fun and relaxed learning environment".

Similarly, another majority (83%) "consider learners' individual differences such as their level of intelligence, learning styles and background".

4.1.6. Assessment Factors

Suitable evaluation and assessment strategies are defined under *assessment* dimension with 6 statements (35, 44, 45, 46, 49, 50) of the questionnaire.

Table 4.7. Responses to assessment factor

Assessment Factors	Never		Rarely		Sometimes		Often		Always	
	n	f	n	f	n	f	n	f	n	f
i35			1	0,70%	18	13,30%	51	37,80%	65	48,10%
i44	1	0,70%	5	3,70%	31	23,00%	55	40,70%	43	31,90%
i45	3	2,20%	6	4,40%	41	30,40%	49	36,30%	36	26,70%
i46			2	1,50%	21	15,60%	52	38,50%	60	44,40%
i49	3	2,20%	2	1,50%	28	20,70%	57	42,20%	45	33,30%
i50	1	0,70%	5	3,70%	28	20,70%	56	41,50%	45	33,30%
i23	2	1,50%	5	3,70%	21	15,60%	40	29,60%	67	49,60%

Most of the participants (85%) state that they "encourage learners to explore and analyze language by themselves" while 75% believe they "communicate strengths and weaknesses based on assessment results to learners" and "clarify and articulate the performance outcomes expected of learners". Just 6% of the pre-service ELT teachers state that they never or rarely "are qualified to develop valid learner grading procedures".

4.2. Research Question 3

The third research question is "Is there a statistically significant difference in how pre-service ELT students evaluate themselves in terms of professional competencies such as university, gender, age, type of high school graduated from, overall GPA, type of school

for internship, and desire to become a teacher". The results are given in the same order with independent variables.

4.2.1. University

The students were asked to state the name of the university where they study. The statistics of universities are given in table 4.8.

Table 4.8. The distribution of pre-service ELT teachers with respect to their university

University	N	%
Ondokuz_Mayıs	35	21,20%
Hacettepe	58	35,20%
Gazi	42	25,50%
Sinop	26	15,80%

To analyze the relation between perceived teaching competencies of pre-service ELT teachers and the university they study Kruskall Wallis H Test was used. It is used to test the significance of the difference between the means of three or more groups in non-normally distributed groups. Kruskall Wallis H Test is the non-parametric equivalent of One-way ANOVA. Since the H value (H=6.12) is greater than the critical value ($\chi2=$ 5.991) for the chi-square at the 0.05 level, the result is considered significant. When Table 4.9. is examined, it is seen that there is significant difference in how pre-service ELT teachers evaluate themselves in terms of university.

Table 4.9. Kruskall-Wallis H test between university and teaching competencies

Test Statisticsa,b	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Material Factors	Learner Factors	Assessment Factors
Kruskal-Wallis H	1,298	2,069	0,459	0,162	0,203	2,934
df	2	2	2	2	2	2
Asymp. Sig.	0,523	0,355	0,795	0,922	0,903	0,231

The difference between university and perceived teaching competencies of pre-service ELT teachers' is given in table 4.10.

Table 4.10. The difference between university and teachers' perceptions

	Ondokuz Mayıs	Hacettepe	Gazi	Sinop	p
Personal Factors	69,76	63,75	72,4	70,8	0,523
Interpersonal Factors	59,94	70,47	71,3	71,5	0,355
Professional Factors	66,36	70,61	65,76	68,7	0,795

Teaching Materials Factors	66,49	69,53	67,15	75,5	0,922
Learner Factors	66,06	69,66	67,33	69,4	0,903
Assessment Factors	64,34	74,54	62,01	61,7	0,231

In relation to independent variable 1, when the perceptions of the participants were compared, it is found that the students of Gazi and Sinop University see themselves more competent in *personal* and *interpersonal* competencies. The students of Hacettepe University, on the other hand, believe they are better at *professional* and *assessment* skills. In terms of *interpersonal* skills and *teaching materials*, the pre-service teachers of Ondokuz Mayıs University are seen as the most inadequate group.

4.2.2. Gender

The students were asked to state their gender. The distribution of pre-service teachers according to their gender is given below.

Table 4.11. The distribution of students by gender

Gender	N	%
Male	47	29,10%
Female	114	68,50%

To find out whether there is statistically significant difference between perceived teaching competency of pre-service ELT teachers and their gender, Mann Whitney U Test was conducted. The results are given in table 4.12.

Table 4.12. Mann Whitney U test between gender and teaching competencies

Test Statistics	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Mann-Whitney U	1071	1392,5	1422	1383	1351	1405,5
Wilcoxon W	1449	1770,5	1800	1761	1729	7291,5
Z	-2,137	-0,365	-0,198	-0,414	-0,59	-0,29
Asymp. Sig. (2-tailed)	0,033	0,715	0,843	0,679	0,555	0,772

In the Mann Whitney U Test, which is used to examine whether two samples with given quantitative scale observations come from the same distribution, the Asymp. Sig. (2-taled) value is considered, which is the p-value. If P<0,05, there is a significant difference, if p>0,05, there is no significant difference. The results of table 4.12 reveal that there are no

significant differences in how pre-service ELT teachers evaluate themselves in terms of gender.

4.2.3. Age

Age is another independent variable in the questionnaire. The distribution of students according to their age is given below.

Table 4.13. The distribution of pre-service ELT teachers by age

Yaş	N	%
20-29	160	96,40%
30-39	1	0,60%
40_üzeri	1	0,60%

Kruskall Wallis H Test is conducted to reveal if there is a significant difference in students' perceptions in terms of their age.

Table 4.14. Kruskall Wallis H test between age and teaching competencies

Test Statisticsa,b	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Kruskal-Wallis H	2,561	1,351	3,257	8,062	4,144	5,238
Df	3	3	3	3	3	3
Asymp. Sig.	0,464	0,717	0,354	0,045	0,246	0,155

Since the H value (H=6.12) is greater than the critical value ($\chi2$= 5.991) for the chi-square at the 0.05 level, the result is considered significant. When table 4.14 is examined, it is seen that there are significant differences according to the age variable.

Table 4.15. The difference between age and students' perceptions

	20-29 Years Mean	Above 30 Mean	p
Personal Factors	4,07	4,57	0,179
Interpersonal Factors	4,15	4,25	0,419
Professional Factors	3,98	4,21	0,306
Teaching Materials Factors	4,1	4,17	0,45
Learner Factors	4,23	4,55	0,264
Assessment Factors	4,09	4,17	0,447

In relation to independent variable 3, when the responses of the pre-service ELT teachers are compared, it is found that the students, who are over 30 years old, are more competent in all dimensions.

4.2.4. Type of High School Graduated from

The students were asked to state the type of school they graduated from. The distribution of students according to their previous school is given in table 4.16.

Table 4.16. The distribution of pre-service ELT teachers by the type of high school they graduated from

Type of High School	N	%
Anatolian High School	124	74,50%
Science High School	7	4,20%
Imam Hatip High School	9	5,50%
Others	21	13,30%

To find out if there is a significant difference in perceived teaching competency of pre-service ELT teachers in terms of the type of high school they graduated from, Kruskall Wallis H test was conducted.

Table 4.17. Kruskall Wallis H test between type of high school and teaching competencies

	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Kruskal-Wallis H	2,561	1,351	3,257	8,062	4,144	5,238
df	3	3	3	3	3	3
Asymp. Sig.	0,464	0,717	0,354	0,045	0,246	0,155

In relation to independent variable 4, when the responses of the pre-service ELT teachers are compared, it is seen that since the H value (H=6.12) is greater than the critical value ($\chi2$= 5.991) for the chi-square 0.05 level, the result is considered significant.

Table 4.18. The difference between type of high school and students' perceptions

	Anatolian High School	Science High School	Imam Hatip_High School	Others	p
Personal Factors	70,87	64,71	51,61	62,71	0,464
Interpersonal Factors	70,05	67,14	56,44	63,67	0,717
Professional Factors	71,39	66,14	51,61	59,83	0,354
Teaching Materials Factors	73,33	48,21	43,39	60,29	0,045
Learner Factors	71,13	68,71	44,78	63,12	0,246
Assessment Factors	71,36	60,57	41,33	66,24	0,155

It is seen that among all high schools, while the perceived teaching competence of Anatolian High School students are the highest, the lowest competency is of Imam Hatip High School students.

4.2.5. Overall GPA

The students were asked to state their overall GPA in the questionnaire. The distrubition of pre-service ELT teachers according to their GPA is given below.

Table 4.19. The distribution of students by their overall GPA

Overall GPA	N	%
1,00-2,00	6	1,20%
2,00-3,00	23	17,00%
Above 3	132	79,40%

To find out the difference between perceived teaching competence of pre-service ELT teachers and their overall GPA, Kruskall Wallis H test is conducted. The results are given in table 4.20.

Table 4.20. Kruskall Wallis H test between overall GPA and teaching competencies

Test Statisticsa, b	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Kruskal-Wallis H	5,831	2,073	5,235	5,579	4,93	3,088
df	2	2	2	2	2	2
Asymp. Sig.	0,054	0,355	0,073	0,061	0,085	0,214

Since the H value (H=6.12) is greater than the critical value ($\chi2$= 5.991) for the chi-square 0.05 level, the result is considered significant. There is a significant difference in students' perceptions according to their overall GPA. The difference is given below.

Table 4.21. The difference between overall GPA and students' perceptions

Overall GPA	1,00-2,00	2,00-3,00	3_üzeri	p
Personal Factors	7,25	61,52	70,3	0,054
Interpersonal Factors	29,75	66,38	68,99	0,355
Professional Factors	7	64,76	69,7	0,073
Teaching Materials Factors	3,5	69,69	68,83	0,061
Learner Factors	8,75	64,95	69,63	0,085

Assessment Factors	22,5	64,26	69,51	0,214

In relation to independent variable 5, when the responses of pre-service ELT teachers are compared, it is found that as students' overall grade point increase, their perceived level of competency also increases in all factors.

4.2.6. Type of School for Internship

The students were asked to state the type of school they teach for internship. The distribution of pre-service ELT teachers according to the type of school for internship is given in table 4.22.

Table 4.22. The distribution of type of school for internship

Type of School for internship	N	%
Public	160	96,40%
Private	1	1,20%

To find out the difference between public and private schools' interns' perceptions of teaching competence, Mann Whitney U Test was conducted.

Table 4.23. Mann Whitney U test between type of school for internship and teaching competencies

	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Mann-Whitney U	118	111,5	123	122	130,5	113,5
Wilcoxon W	121	114,5	126	125	133,5	9024,5
Z	-0,274	-0,397	-0,182	-0,201	-0,046	-0,356
Asymp. Sig. (2-tailed)	0,784	0,692	0,855	0,84	0,964	0,722

In relation to independent variable 6, when the responses of the pre-service ELT teachers are compared, no significant difference (p>0,05) is found between perceived competence of students and the type of school for internship.

4.2.7. Desire to Become a Teacher

The students were asked to state if they desire to become a teacher. The distribution of pre-service ELT teachers according to their desire to become a teacher is given below.

Table 4.24. The distribution of students by their desire to become a teacher

Desire to become a teacher	N	%
Yes	131	79,40%
No	30	18,20%

To find out if there is a significant difference between perceptions of teachers who want to be teacher and those who do not, Mann Whitney U test was conducted.

Table 4.25. Mann Whitney U test between desire to become a teacher and teaching competencies

	Personal Factors	Interpersonal Factors	Professional Factors	Teaching Materials Factors	Learner Factors	Assessment Factors
Mann-Whitney U	1071	1392,5	1422	1383	1351	1405,5
Wilcoxon W	1449	1770,5	1800	1761	1729	7291,5
Z	-2,137	-0,365	-0,198	-0,414	-0,59	-0,29
Asymp. Sig. (2-tailed)	0,033	0,715	0,843	0,679	0,555	0,772

In relation to independent variable 7, table 4.25 reveals that no significant difference ($p > 0,05$) is found between pre-service ELT teachers' perceived competency and their desire to become a teacher.

4.3.   Interview Results

Following the Likert-type scale, individual interviews were conducted to gather comprehensive insights into teachers' attitudes of teacher skills. The interviews lasted about 10 minutes. During the interview, the responses were recorded with the permission of the participants. The frequency of the responses was calculated. The most common themes were coded and included in the analysis. In this way, iterative development in coding was done. Microsoft Excel was used to create and manage a codebook and uploaded to SPSS. In the study, the researcher asked 8 questions to pre-service ELT teachers in order to observe students' perspectives more deeply in terms of teaching competency. These questions are:

- How do you ensure effective communication with students, parents and colleagues?
- What are your strategies for dealing with a challenging student?
- Have you recently attended a training or conference related to your field? If so, could you share it with us?
- What kind of materials do you prefer to use in your lessons?
- How do you provide regular feedback to your learners?

- Which of your personal characteristics do you think will benefit you in teaching?
- How do you personalize your course materials to support students with different learning styles?
- How do you follow advancements in education?

4.3.1. Participants responses to "How do you ensure effective communication with students, parents and colleagues?" question

The qualitative analysis of the semi-structured interviews about the *interpersonal* competencies of pre-service ELT teachers revealed the following themes:

Table 4.26. Themes related to the dimension of communication

Themes Related to the Dimension of Communication with Students, Parents and Colleagues with Different Communication Styles	N
Intimate but with boundaries	6
Balanced and professional	6
Friendly	3

For the first interview question, the participant pre-service ELT teachers most frequently cited *intimate but with boundaries* (6 citations) and *balanced and professional* (6 citations) for ensuring effective communication. Similarly, in the survey (Table 4.3), a majority of the participants (75%) claimed that they "have effective communication skills and are able to create good interpersonal relationship ". Another theme related to the dimension of communication was *friendly* (3 citations). This was also consistent with the findings of the scale (Table 4.3) since 87% of the pre-service teachers claimed to "have a friendly relationship with students and parents."

One of the themes that were most commonly cited about the dimension of communication was *intimate but with boundaries*. Some of the responses were:

"I stay in contact with students and parents, I do not ignore their requests, but boundaries are important. I try to build intimate relationships without crossing the line." (Participant-2, semi-structured interviews)

"I support more maternal, intimate, reassuring communication but also there has to be boundaries." (Participant-7, semi-structured interviews)

"I prefer not to be too distant. Then the students can't open up to you, they are afraid of you. I try to be sincere." (Participant-12, semi-structured interviews)

In the interviews, another most commonly cited theme was *balanced and professional*. One of the participants stated that she could change her communication style according to the age of the student in a professional way (participant-8, semi-structured interviews). Some pre-service ELT teachers asserted that they preferred to keep the balance with students, parents and colleagues:

"I communicate with my students sometimes as a friend and sometimes at a distance. I try to stay in balance. With parents, I start by setting boundaries from the beginning. I also try to keep a balance with my colleagues. I can be friends with some of them outside the school, but inside the school I approach them more professionally, not as friends." (Participant-10, semi-structured interviews).

The last theme of the first interview question, that is being *friendly*, was cited 3 times. One of the participants explained in detail why she preferred to be *friendly*:

"I want to be a friend to my students, not a teacher. One of our teachers at university once said that teachers were social engineers. For that reason, I am their friend first. Maybe some of my students are not loved by their families, or they come from dysfunctional families. They may need someone there to support them. Our job is not to lose these children, but to win them as a society. I approach parents again in a friendly manner, emphasizing the positive qualities of their children before pointing out the negative ones." (Participant-15, semi-structured interviews)."

4.3.2. Participants responses to "What are your strategies for dealing with a challenging student?" question

The descriptive analysis of strategies for dealing with a challenging student are presented in table 4.27.

Table 4.27. Themes related to the dimension of coping strategies

Themes Related to the Dimension of Coping Strategies for Dealing with a Challenging Student	N
A good listener	8
Being patient	4
Giving responsibilities	3

The second interview question uncovers the perceived teaching competencies of pre-service ELT teachers in terms of both *learner* and *professional* factors. The participants most frequently cited being *a good listener* (8 citations) for the strategies they use while coping with a challenging student. Other themes related to the dimension of coping strategies were *being patient* (4 citations) and *giving responsibilities* (3 citations). The results are found to be consistent with the responses of the scale (Table 4.6) since 71% of the participants stated that they (often and always) "develop critical thinking, and problem-solving capabilities".

The descriptive analyses reveal that participants most commonly cited *a good listener* as their strategy for dealing with a challenging student. Some of the responses are given below:

"Instead of being a harsh teacher, first of all I try to understand the student, the cause and the basis of the problem. I have to be a good listener to accomplish that." (Participant-1, semi-structured interviews)."

"During breaks, I listen to the student and try to sort out the problem." (Participant-5, semi-structured interviews)."

"A challenging student means there is a problem and I have to be a good listener to solve the problem." (Participant-8, semi-structured interviews)."

"First, I become a good listener. Effective communication will reduce problems." (Participant-13, semi-structured interviews)."

"First of all, I listen and try to understand the problem. Why is it like this, is it because of me, is it because of family? I try to find a solution accordingly." (Participant-15, semi-structured interviews)."

A second theme that emerged from the strategies of coping with a challenging student was *being patient.* One of the participants stated that it was impossible to develop problem-solving capabilities without being patient (Participant-4, semi-structured interviews). Another participant claimed that being patient was the first thing to do if there was a problematic situation (Participant-7, semi-structured interviews). Two of the

participants agreed they could overcome the challenging situations as they were patient enough (Participant-2 and participant-11).

Giving responsibility was the third theme with 3 citations. The pre-service teachers who highlighted the importance of giving responsibility as a way of coping with challenging students stated that assigning some tasks in the classroom would change the focus of the student. He/she would see himself/herself as the teacher's assistant. This would change the negative atmosphere in the classroom (Participant-3,4 and 10)

4.3.3. Participants responses to "Have you recently attended a training or conference related to your field? If so, could you share it with us?" question

The descriptive analysis of themes related to the dimension of recent training or conference related to ELT is given in table 4.28.

Table 4.28. Themes related to the dimension of trainings or conferences

Themes related to the dimension of recent training or conferences	N
No	10
Yes	3

When the participants were asked whether they had recently attended any conferences or trainings related to ELT, the answer *no* was cited 10 times. This finding was found to be inconsistent when compared to the responses given to the question 23 (Table 4.7). The findings of the scale revealed that nearly 79% of the participants stated that they were "competent lifelong learners and continually develop their profession". However, only 3 of the pre-service ELT teachers who were interviewed claimed that they had recently attended trainings or conferences related to their field. This inconsistency between the responses given to the scale and the interview may have resulted from the small number of the interviewed group.

4.3.4. Participants responses to "What kind of materials do you prefer to use in your lessons?" question

The most frequently cited themes in the question about the materials they prefer to use in the lessons were smart boards (6 citations), visual and educational materials (5 citations) and authentic materials (4 citations). The descriptive analyses are below:

Table 4.29. Themes related to the materials preferred in lessons

Themes Related to the Materials Preferred in Lessons	N
Smart board	6
Visual and educational materials	5
Authentic materials	4

The themes that emerged from the interviews are consistent with the responses of the scale as 84% of the participants claimed that they "provide the most appropriate materials to make the lesson more attractive" and 83% asserted that they "use authentic social real-life communication situations applying appropriate materials" (Table 4.5).

4.3.5. Participants responses to "How do you provide regular feedback to your learners?" question

2 themes emerged from the question about the ways pre-service teachers give feedback to their students.

Table 4.30. Themes related to the dimension of regular feedback

Themes Related to the Dimension of Regular Feedback to Students	N
Instant	10
Delayed	5

Instant was cited 10 times by the participants. The majority of the pre-service ELT teachers stated that they supported to give feedback instantly, not too late. However, some participants claimed that they favored to give feedback *delayed* since they did not want to interrupt the lesson.

4.3.6. Participants responses to "Which of your personal characteristics do you think will benefit you in teaching?" question

When the pre-service ELT teachers were asked about their personal characteristics, 3 themes emerged.

Table 4.31. Themes related to personal characteristics

	N
Patient	7
Planned	5
Fun	3

Most of the participants stated that they were patient enough to explain things over and over. Similarly, a majority of participating pre-service teachers highlighted the importance of being planned as a benefit in teaching. This finding was found to be

consistent with the responses given to the scale since 83% of the participants stated that they "manage the teaching and learning processes through planning and preparation" (Table 4.6). The last theme that emerged as teachers' personal characteristics was being *fun*. One participant even stated that she could overcome any obstacles easily as she was fun (Participant-15). This finding was also consistent with quantitative data obtained from the scale since 75% of the participants claimed that they "have a good sense of humor" (Table 4.2).

4.3.7.   Participants Responses to "How do You Personalize Your Course Materials To Support Students With Different Learning Styles?"

In order to solicit the views of 15 participants on the teaching materials and learner competencies, their choice of material selection according to different learning styles was asked. Two themes emerged:

Table 4.32. Themes related to different learning styles

Themes Related to the Dimension of Materials for Different Learning Styles	N
Interactive	9
Audio-visual	6

In terms of material selection according to different needs of students, the theme *interactive* was cited 9 times since the majority of the pre-service teachers emphasized the importance of integrating all materials into their lessons. They stated that the important thing was to use all kinds of materials because there were different learning styles. The second theme, *audio-visual*, was cited 6 times by participants. Some of the answers are given below:

"I use pictures and videos for students with high visual intelligence, and songs for auditory students." (Participant-7)

"Maybe I can diversify it visually or auditorily. Some students may want to be active; I can use drama for them or if students understand better visually, I can use videos. I can diversify in that way." (Participant-12)

"I add one of each audio-visual tactile activity to involve students with other learning styles." (Participant-14)

The findings obtained from interviews are again consistent with the findings of the scale as 76% of the participants claimed they "diversify the teaching techniques and strategies according to the learning environment" (Table 4.6).

4.3.8. Participants' responses to "How do you follow advancements in education? Question

15 pre-service ELT teachers are asked how they follow the advancements in education to gain a deeper knowledge about their *professional* competence. 2 themes emerged were as follows:

Table 4.33. Themes related to advancements in the field

Themes Related to the Dimension of Following Advancements in Education	N
Social Media	10
Articles	5

Social media was cited 10 times by the participants while articles were cited by 5 participants who stated that they preferred reading academic articles about their field since social media could be misleading.

5.   DISCUSSION

This study was conducted to explore perceived teaching competencies of pre-service ELT teachers in terms of the factors namely *personal, interpersonal, professional, teaching materials, learner, assessment* and to reveal the areas where they are the most and the least competent beside analyzing whether there is a significant difference between students' perceptions of perceived competency in terms of their universities, ages, genders, overall GPAs, type of high schools, desire to become teachers and type of schools for internship. This chapter is devoted to the discussion of the findings obtained from the *Questionnaire on Professional Competencies in English Language Teaching* and semi-structured interviews conducted with 15 pre-service ELT teachers that were randomly selected.

5.1.   Discussions on Research Question 1: "In which competencies do pre-service ELT students feel most competent and inadequate?".

Six different competency areas were cross-examined in the questionnaire through 50 statements. The findings from the questionnaire indicated that the participants perceived themselves as most proficient on the *learner* and *interpersonal* dimensions of teaching competency, compared to the other four dimensions. This could be due to several reasons. First, learner-focused approaches are emphasized in modern teacher education programs, encouraging pre-service teachers to be adaptable to diverse learner needs. Moreover, interpersonal competencies may be more intuitive for pre-service teachers, as they often have experience with peer interactions in university settings, which they can translate into their teaching practice. These findings are considerably compatible with Ghimire's (2019) findings related to creating an active learning environment for effective language teaching. Similarly, in another study on emerging needs in global ELT, Rouf (2022) stated that for learners 'competences, skilled teachers were needed to foster learning. Additionally, Bryan and Charles (2022) highlighted the significance of teachers having the requisite expertise and experience to efficiently instruct and make a good influence on students.

Interpersonal competency is another crucial element in ELT. As Kim (2020) states it enables teachers to have strong connections with students. Another scholar, Chou (2018)

emphasizes that interpersonal competency fosters learners' participation while creating student-centered learning environments. ELT teachers can cultivate a supportive and inclusive environment that promotes effective language acquisition and overall student development by improving their interpersonal skills (Lubis & Lubis, 2019).

According to the respondents' answers, they considered themselves least competent on *professional* factors that are related to pre-service ELT teachers' professional knowledge; such as teaching the four skills, applying the suitable teaching techniques and having expertise in the field. However, professional competence is of vital importance in ELT field, as highlighted by Ross and Bruce (2007). Professional competencies, such as mastering teaching techniques and subject knowledge, require time, practice, and often come with experience. Pre-service teachers may not have had enough exposure to real-world teaching scenarios, leading to lower confidence in these areas. Theoretical knowledge acquired in teacher education programs may not fully equip students for the complexities of real-world teaching, especially when it comes to applying pedagogical strategies across different contexts. Uysal (2022) suggests that engaging in activities inside the ELT department can improve the perceived competence of pre-service teachers, promoting internal drive and contentment in the field. Similarly, Nguyen (2022) emphasizes that the dedication to fundamental principles in professional development permits ELT teachers to match their professional advancement with their goals, consequently expanding their expertise in the area.

5.2. Discussions on Research Question 2: "How do the pre-service ELT students evaluate their teaching competencies?".

The findings obtained from the *Questionnaire on Professional Competencies in English Language Teaching* displayed that the general mean score for all competencies is 4.12±.54, which means that pre-service ELT teachers' perceived teaching competency is considerably high. This could be attributed to the structure of current teacher education programs that focus on holistic teacher development. Programs likely place significant emphasis on reflective teaching practices, allowing students to critically assess their growth, which may result in higher perceived competencies. This finding is in line with the previous findings by Tavil and Güngör (2017) whose findings suggest that pre-service

teachers enhanced their skills and comprehension in terms of their professional knowledge and awareness of the cultural, social, and educational variables on a national scale; Yüksel (2014) whose study revealed that pre-service ELT teachers feel themselves competent enough in teaching; Yüksel and Sağlam (2018) who found that 4th year students felt more competent just before their teaching career. However, this finding is not in line with the findings of Demir (2015) who criticized current pre-service education programs for teachers' lack of competence; Kızılarslan (2011), who claimed that preservice teachers do not have the competencies defined by MoNE; Taşçı (2023) whose study indicated that there are problems of competency with teachers in terms of their educational background, Öztürk and Aydın (2018) who highlighted the weakness of pre-service ELT students and the programs.

5.3. Discussions on Research Question 3: "Is there a statistically significant difference in how pre-service ELT students evaluate themselves in terms of professional competencies such as university, gender, age, type of high school graduated from, overall GPA, type of school for internship, and desire to become a teacher".

The relation between perceived teaching competencies and several independent variables were analyzed to find out whether there is a statistically significant difference. University was the first independent variable being asked to the students. The study was conducted with students from 4 different universities. Pre-service ELT students were found to significantly differ in terms of their universities and perceived teaching competencies. The results revealed that the students of Gazi and Sinop Universities feel more competent in *personal* and *interpersonal* skills while the students of Hacettepe University perceive themselves better in *professional* and *assessment* skills. This finding supports the study of Zhang et al. (2021) who claimed that the educational background and training obtained from different universities can impact teaching competencies of ELT teachers. The finding that students from different universities show varying levels of perceived competencies suggests that the specific curriculum and teacher education strategies at each institution may play a crucial role in shaping student confidence. For example, Gazi and Sinop University students feeling more competent in personal and interpersonal skills might indicate a stronger emphasis on collaborative learning and

interpersonal engagement in their programs. In contrast, Hacettepe University students' higher competency in professional and assessment skills may reflect a curriculum that focuses more on subject knowledge and assessment methodologies.

Age was the second independent variable. During the analyses, it was found that those who are over 30 years old consider themselves more competent in all factors. This is a similar finding to the researcher Maji (2022) who claimed that age has an influence on the teaching competency of teachers. according to Maji's study competency of teachers who are above 40 is higher than the younger teachers. In the literature, there are several studies that support the idea that aging positively affects teaching competencies (Almutahar et al., 2015; Brandenburg et al., 2016). However, some other studies claim the idea that inexperienced and younger teachers are not always ineffective (Kanto et al. 2020; Kini and Podolsky 2016; Nuraini et al., 2019). Especially in terms of digital competence, a number of studies state that older teachers have lower ICT competence profile (Alazam et al., 2012; Fernández-Cruz & Fernández-Díaz, 2016; Hatos et al., 2022; Lucena et al., 2019).

Another grouping variable that had a statistically significant difference was the type of high school students were graduated from. According to the findings, Anatolian High School students have the highest while Imam Hatip High School students have the lowest competency means when compared to the others. The result indicates that alternative educational backgrounds may have a positive or negative effect on pre-service teachers' perceived teaching competencies. Tondeur et al. (2018) and Yang et al. (2022) are among those researchers who support the view that pre-service teachers' perceived teaching competencies are influenced by their educational backgrounds.

The last variable which demonstrated a significant difference in the perceived levels of teaching competencies was the overall GPA. According to the findings, it is found that as students' overall grade point increase, their perceived level of competency also increases in all factors. This could be because academic success may instill a sense of self-efficacy, which translates into higher confidence in teaching. This finding is in line with the findings of the researcher Ratnaningsih et al. (2019) who claim that teachers' Pedagogical Content Knowledge is highly related with their grade point average.

Moreover, Tondeur et al. (2018) emphasize that teachers' educational background, as indicated by their GPA, is a significant factor in the development of teacher competencies.

5.4. Interview Results

The research questions of the study were intended to reveal in-depth views of the pre-service ELT teachers in terms of *personal*, *interpersonal*, *professional*, *learner*, *teaching materials* and *assessment* factors.

The basic themes that emerged from the interviews related to the dimension of communication were *intimate but with boundaries*, *balanced and professional*, and *friendly*. The findings were found to be consistent with the responses of the participants in terms of personality factors. Many scholars in the field of education have highlighted the impact of personality factors in the teaching competencies of teachers (Dhillon & Kaur, 2023; Eraldemir-Tuyan, 2019; Magno & Sembrano, 2008). As the findings indicate, personality factors can affect teacher competencies positively.

The themes related to the dimension of coping strategies with a challenging student were *being a good listener*, *being patient* and *giving responsibilities*. The findings of the semi-structured interviews supported the findings of the quantitative data in terms of *learner* and *professional* factors. In the literature, there are many studies that defend the idea that being professional and having learner autonomy are crucial factors in shaping teacher competencies of ELT teachers (Borg, 2018; Johnson, 2006; Richards, 2010; Rouf, 2022).

The third interview question aimed to explore participants' attendance rates to conferences or trainings in their field. Many research has highlighted the positive outcomes of attending conferences or trainings to enhance the teaching competencies of teachers in the field (Çeçen & Tülüce, 2019; Dhami, 2022; Mohammadkarimi et al., 2021). However, in the interview results, the number of pre-service ELT teachers who have recently attended any training in their field was quite a few.

The main themes that emerged from the semi-structured interviews related to the materials preferred in lessons were *smart board, visual and educational materials*, and *authentic materials*. The selection of instructional materials greatly influences the efficacy of language teaching (Menggo et al., 2019; Novita & Purwati, 2021; Tomlinson, 2012).

The findings of both quantitative and qualitative data were found to be consistent with each other in terms of *teaching materials* factor.

Two themes emerged related to the dimension of regular feedback, namely *instant* and *delayed*. Similarly, a number of studies highlighted the crucial role of instant feedback in enhancing the teacher competencies of ELT teachers (Budianto et al., 2020; Isnawati et al., 2019; Pishghadam et al., 2015). Conversely, the scholars who favor delayed feedback support the idea that it enables students to contemplate their performance, absorb the criticism, and make modifications according to the supplied ideas (King et al., 2000).

When the participants were questioned in terms of their personal characteristics, the themes emerged were *patient, planned* and *fun*. As scholars claim teaching in a classroom where a second language is being taught necessitates the presence of substantial positive emotions, such as sense of humor and enthusiasm. Lacking these emotions, instructors will encounter a decline in their drive, commitment, and confidence in their capacity to instruct proficiently (Hargreaves, 1998; Nias, 1996).

The two themes related to the dimension of materials for different learning styles were *interactive* and *audio-visual*. In this respect, the findings of the interview results are in line with relevant literature in terms of *teaching materials* (Anas & Zakaria, 2019; Li, 1998; Richards & Rodgers, 2001; Vogt & Tsagari, 2014).

The last interview question aimed to explore how pre-service ELT teachers follow the advancements in the field. *Social media* and *articles* were the two themes emerged. Following advancements in the field is crucial for professional development of ELT teachers. Just as Borg (2010) claims by keeping up with the latest developments in ELT, teachers may ensure that they provide top-notch education that is in line with the most up-to-date best practices and standards. This has the potential to significantly enhance students' learning experiences and results.

6.   CONCLUSION

In this chapter, an outline of the research is presented briefly, followed by implications and recommendations for further studies. The study uncovers the perceived

teaching competencies of pre-service EFL teachers. Learning a foreign language has recently become a need for people all over the world. Qualified teachers and strong professional competencies are required to acquire achievement in the current education system. There are various definitions and views of competence in the literature. The current study focuses on six of these competence areas, namely *personal*, *interpersonal*, *professional*, *learner*, *teaching materials* and *assessment*. In that respect, the study offered a thorough understanding across these six competencies in the literature review.

The main aims of the study were to reveal how pre-service ELT teachers evaluate their teaching competencies and in which of these competence areas they find themselves most and least competent. To analyze these research questions, demographic information questionnaire and "Professional Competencies in English Language Teaching Scale" were implemented to 161 pre-service ELT teachers of Hacettepe, Gazi, Sinop and Ondokuz Mayıs Universities. The findings revealed that the perceived competence level of pre-service ELT teachers' is reasonably high and the participants considered themselves most competent at learner and interpersonal dimensions while they considered themselves least competent at personality and professional dimensions.

Another aim of the research was to analyze whether there was a statistically significant difference in how pre-service ELT students evaluate themselves in terms of professional competencies such as university, gender, age, type of high school graduated from, overall GPA, type of school for internship, and desire to become a teacher. According to the findings, pre-service ELT students were found to significantly differ in terms of their universities, ages, type of high schools and overall grade point averages.

Additionally, semi-structured interviews were conducted with 15 randomly selected pre-service ELT teachers studying at Ondokuz Mayıs University. The aim was to obtain more detailed information regarding their perceptions of teacher competencies and to elucidate their responses to the Likert type scale. The responses to the interview questions were found to be consistent with the responses of the scale.

6.1.   Limitations and Suggestions

The study employed convenience sampling, selecting participants based on their availability and willingness to participate. Pre-service ELT students from four universities

(Hacettepe University, Gazi University, Ondokuz Mayıs University, and Sinop University) were included, as these institutions were from nearby regions and easily accessible for data collection. This approach allowed the researcher to efficiently gather data; however, it also limited the sample diversity, as the selected universities were geographically close, which may affect the generalizability of the results to other regions. Another significant limitation is that the study focuses on individuals' subjective assessments of their own proficiency and competency, which may lead to a bias towards more positive self-evaluations. The number of the pre-service teachers willing to be interviewed were quite a few.

For further research, the study can be conducted with more university students from different regions. The competency of the pre-service ELT students can be tested with exams or observed through their internship lessons. For the semi-structured interviews, involvement of a larger number of students can allow to better understand their views.

6.2. Implications

English is considered a universal language, making it essential for global communication. Gaining expertise in the English language enhances opportunities for personal growth, career advancement, and academic success. Therefore, the acquisition of English is of vital importance to students from all over the world. Teachers are the cornerstone of language learning process. Teachers' competencies are directly related to students' success while learning a foreign language. Hence, this study holds significant value in uncovering perceived competencies of pre-service ELT teachers.

The current research study provides valuable implications and directions for numerous stakeholders in the field of language teaching and learning, including language practitioners, policymakers, and academicians who are responsible for pre-service teacher training. One major finding of the study was that the perceived teaching competencies of pre-service ELT teachers differ in terms of the universities they study. At this point, the underlying causes of this difference can be investigated.

Type of high school that students were graduated from was another differentiating factor among students. This finding reveals the importance of foreign language education

in high schools as it is directly related to learners' future professional lives. In that respect, policymakers can review foreign language curricula in schools.

Teachers reported high levels of proficiency in learner and interpersonal factors, while personality and professional competencies were rated as deficient. The outcomes of this finding can function as a needs analysis, identifying the specific areas in which teachers require further development. This information can then be used to inform and shape in-service training programs.

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APPENDICES

APPENDIX 1- Questionnaire on Professional Competencies in English Language Teaching

Dear respondent, this survey is designed to explore EFL teachers' professional competencies in their profession. The information you reveal through this questionnaire is confidential and used for research purposes. Necessary ethical board approvals have been taken to administer the questionnaire. Kindly complete the questionnaire as accurately and truthfully as possible. Thank you for your time and full cooperation. Your generous help is greatly appreciated.

A. Teacher's information: Please mark the part that best matches your status.

1. University name: Ondokuz Mayıs University ☐

Hacettepe University ☐   Gazi University ☐   Sinop University ☐

2. Gender: Male ☐   Female ☐

3. Age: 20-29 ☐   30-39 ☐   Above 40 ☐

4. Type of high school graduated from: Anatolian High School ☐   Science High School ☐
Imam Hatip High School ☐   Others ☐

5. Overall GPA(Grade Point Average):   1,00-2,00 ☐   2,00-3,00 ☐   Above 3,00 ☐

6. Type of school for internship: Public ☐   Private ☐

7. Desire to become a teacher: Yes ☐   No ☐

B. Please mark the part that best matches your status. There is no wrong or right answer.

No	Statement	Never	Rarely	Sometimes	Often	Always
	As an EFL teacher, I …					
1	have a positive attitude towards English language teaching					
2	know exactly what it means to be an ELT teacher (teacher's identity)					
3	demonstrate commitment to my profession					
4	am creative					
5	solve the problems collaboratively					
6	have mastered English like a highly competent English speaker					
7	employ learners' mother tongue favorably					
8	am confident					
9	am an autonomous teacher					
10	provide the most appropriate materials to make the lesson more attractive and perceptive					
11	manage learning & teaching materials with appropriate sequencing of activities					
12	consider learners' individual differences such as their level of intelligence, learning styles and background					
13	am expert enough to overcome the problems					
14	do reflection on my teaching					
15	have a good sense of humor					
16	study the contents to be taught to ensure its thoroughness					
17	comply with ethical standards and fairness through all stages of professional decision making					

18	am interested in doing classroom research
19	have effective communication skills and am able to create good interpersonal relationship
20	give learners freedom to initiate talk and be actively involved in the learning process
21	use authentic social real-life communication situations applying appropriate materials
22	have a friendly relationship with students and their parents
23	am a competent lifelong learner and continually develop my profession
24	am able to effectively manage my class
25	master certain social qualities like participation in group-oriented activities
26	make the lesson plan brief, informative, and clear
27	maintain a professional appearance
28	conduct innovative activities by the use of new educational technologies in my classroom
29	know how to cope with difficult and problematic learners
30	develop critical thinking, and problem-solving capabilities
31	monitor and control learners' behaviours
32	diversify the teaching techniques and strategies according to the learning environment
33	motivate learners
34	monitor learner progress toward instructional goals
35	encourage learners to explore and analyze language by themselves
36	make the lesson enjoyable by creating a fun and relaxed learning environment
37	give learners every possible chance to use the language
38	treat all learners in the same way regardless of their beliefs, gender, etc.
39	have in-depth knowledge of the subject matter to be taught

40	help learners gain autonomy to self-direct their own learning
41	identify gains and difficulties learners are experiencing in learning and performing
42	manage the teaching and learning processes through planning and preparation
43	am skilled in choosing appropriate assessment methods
44	inspire assessment strategies that involve learners in self-assessment activities
45	am qualified to develop valid learner grading procedures
46	create in the L2 learner an awareness of empathy towards the culture of the L2 community
47	am experienced and benefit from experiences of other professional members of the community
48	provide continuous assessment
49	communicate strengths and weaknesses based on assessment results to learners
50	clarify and articulate the performance outcomes expected of learners

APPENDIX 2- Semi-Structured Interview Questions

- How do you ensure effective communication with students, parents and colleagues?
- What are your strategies for dealing with a challenging student?
- Have you recently attended a training or conference related to your field? If so, could you share it with us?
- What kind of materials do you prefer to use in your lessons?
- How do you provide regular feedback to your learners?
- Which of your personal characteristics do you think will benefit you in teaching?
- How do you personalize your course materials to support students with different learning styles?
- How do you follow advancements in education?

APPENDIX 3   ETHICS COMMITTEE DECISION

ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
29.12.2023	12	2023-1119

KARAR NO:
2023-1119

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Gizem YAVUZ'un Doç. Dr. Emrah EKMEKÇİ danışmanlığında "Uncovering the Perceived Teaching Competencies of Pre-Service EFL Teachers Hizmet Öncesi İngilizce Öğretmen Adaylarının Öğretim Yeterlilik Algılarının Araştırılması" isimli yüksek lisans tezine ilişkin ölçek, mülakat ve ses kaydı analizi çalışmasını içeren 151963 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Gizem YAVUZ'un Doç. Dr. Emrah EKMEKÇİ danışmanlığında "Uncovering the Perceived Teaching Competencies of Pre-Service EFL Teachers Hizmet Öncesi İngilizce Öğretmen Adaylarının Öğretim Yeterlilik Algılarının Araştırılması" isimli yüksek lisans tezine ilişkin ölçek, mülakat ve ses kaydı analizi çalışmasının kabulüne oy birliği ile karar verildi.

CURRICULUM VITEA

After graduating from Samsun Milli Piyango Anatolian High School, she studied American Culture and Literature at Hacettepe University. She began studying at the highly regarded English Language Education Master's program at Ondokuz Mayıs University in 2022. She has been working as an English teacher for 9 years. Her main areas of interest are English language education, information and communication technology, literature and cultural studies.

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Publications:
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