

**A COMPARISON OF PROFESSIONAL QUALITIES OF TWO GROUPS OF
PROSPECTIVE ENGLISH TEACHERS**

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ABSTRACT

A COMPARISON OF PROFESSIONAL QUALITIES OF TWO GROUPS OF PROSPECTIVE TEACHERS

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The purpose of the study is two-fold. The primary concern is to specify to what degree the senior students of the Department of English Language Teaching (ELT) at Abant İzzet Baysal University and those, authorized with a teaching certificate, of the Department of English Language and Literature (ELL) at Erciyes University feel knowledgeable and competent in meeting the international standards that an English Language teacher should have. The secondary concern is to identify to what degree the methodology courses offered by the ELT and Certificate Programs seem adequate to provide the students with those standards in terms of general aims, the contents and the number of methodology courses.

In this study, various methods of gathering data were utilized: A two-part questionnaire (i.e., knowledge and performance) were given to the senior students of the two departments, and interviews were conducted with the instructors who teach methodology courses in these programs.

The findings related to the first concern of the study revealed that the senior students of the ELT Department felt better prepared than those of the ELL Department in achieving the desired standards. In the “Language and Awareness” domain of the

knowledge and performance parts of the questionnaire, ELT students got the lowest mean scores. Among the five, only in this domain, did the students from the ELL department outrank the students from the ELT department. In other words, the ELL students felt more knowledgeable and competent in many aspects of language and culture than the ELT students. Yet, the t-test results indicated that the difference between the students' perceptions of their knowledge and competence in this domain of the two parts of the questionnaire is not statistically significant. In the other domains, "Learning, Teaching, Assessment, and Classroom Environment" of the knowledge and performance parts of the questionnaire, the ELT students seemed to be more satisfied with the input and practice when compared to the ELL students, but the t-test results of both groups indicated that the perceptions showed a statistically significant difference only in "Learning, Teaching, Assessment, and Classroom Environment" domains of the performance part of the questionnaire.

The findings related to the second concern of the study indicated that the two programs (i.e., ELT and Certificate) seemed adequate, to a certain degree, in providing prospective English Language teachers with desired standards. However, based on the opinions of students and instructors, it could be concluded that those programs had some deficiencies in terms of the contents and the number of the methodology courses.

In the light of the data collected and analyzed, some recommendations are made about the revealed deficiencies in the ELT and Certificate Programs in the last chapter to ensure that the prospective teachers are equipped with the best qualities and standards required to be a professionally qualified English teacher.

Keywords: Teacher Training, ELT Programs, Certificate Programs, Methodology

ÖZ

İKİ GRUP İNGİLİZCE ÖĞRETMENİ ADAYININ MESLEKİ NİTELİKLERİNİN KARŞILAŞTIRILMASI

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Yüksek Lisans, İngilizce Öğretmenliği Bölümü

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Bu çalışmanın iki amacı vardır. Birincil amacı, Abant İzzet Baysal Üniversitesi'nin İngilizce Öğretmenliği Bölümü 4.sınıf öğrencileri ile Erciyes Üniversitesi'nin İngiliz Dili ve Edebiyatı Bölümü, öğretmenlik sertifikası almakta olan, 4.sınıf öğrencilerinin, bir İngilizce öğretmenin sahip olması gereken uluslararası standartları sağlamada ne derece bilgili ve yetkin olduklarını belirlemektir. İkincil amacı ise, İngilizce Öğretmenliği ve Sertifika programlarının metot derslerinin sayı ve içerik olarak bu öğrencilerin belirlenen standartlara sahip olmalarında ne derece yeterli görüldüğünü belirlemektir.

Bu çalışmada farklı veri toplama yöntemleri kullanılmıştır: iki bölümden oluşan bir anket, her iki bölümün son sınıf öğrencilerine uygulanmıştır, ve bu programlarda yer alan metot derslerini veren hocalarla mülakatlar yapılmıştır.

Çalışmanın birincil amacına bağlı bulgulara göre İngilizce Öğretmenliği son sınıf öğrencileri istenen standartları sağlamada İngiliz Dili ve Edebiyatı öğrencilerine oranla kendilerini daha hazır hissetmektedirler. Anketin bilgi ve performans bölümlerinin “Dil ve Kültür” alanında, İngilizce Öğretmenliği öğrencileri en düşük

ortalamaya sahiptir. Beş alan içerisinde, sadece bu alanda, edebiyat öğrencileri öğretmenlik öğrencilerinde üstün gelmiştir. Diğer bir deyişle, İngilizce öğretmenliği öğrencileri edebiyat öğrencilerine kıyasla, çeşitli dil ve kültür konularında kendilerini daha bilgili ve yeterli hissetmektedirler. Fakat, t-test sonuçları anketin iki bölümünde de yer alan bu alanda öğrencilerin bilgi ve yetkinlik algıları arasında istatistiksel olarak fark ortaya koymamıştır. Anketin bilgi ve performansa dayalı diğer alanlarında, İngilizce Öğretmenliği öğrencileri, İngiliz Dili ve Edebiyatı öğrencilerine oranla, “Öğrenme, Öğretme, Değerlendirme ve Sınıf İklimi” alanlarındaki bilgi ve performanslarından daha memnun görünmektedir, fakat, iki grubun t-test sonuçları, öğrencilerin yetkinlik algılarının anketin performans bölümünün, sadece “Öğrenme, Öğretme, Değerlendirme, ve Sınıf İklimi” alanlarında istatistiksel anlamda bir fark gösterdiğine işaret etmektedir.

Çalışmanın ikincil amacına bağlı bulgular, bu iki programın (İngilizce Öğretmenliği ve Sertifika) aday İngilizce Öğretmenlerinin istenen standartlara sahip olmasında, belli derecede, yeterli olduğunu göstermektedir. Buna karşın, öğrencilerin ve hocaların görüşlerine dayanarak, bu programların metot derslerinin sayıları ve içerikleri bakımından bazı aksayan yönleri olduğu ortaya çıkmaktadır.

Bu bulguların ışığı altında, aday öğretmenlerin, mesleki niteliklere sahip İngilizce Öğretmeni olmalarında şart koşulan niteliklere ve standartlara en üst düzeyde sahip olabilmeleri için, İngilizce Öğretmenliği ve Sertifika Programlarındaki aksaklıkların giderilmesi konusunda son bölümde bazı öneriler getirilmiştir.

Anahtar Kelimeler: Öğretmen Eğitimi, İngilizce Öğretmenliği Programı, Sertifika Programları, Metodoloji

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CHAPTER 1

INTRODUCTION

In this chapter, after a brief introduction to the thesis, background to the study is given. Then, the purpose of the study, research questions posed, the significance of the study, and key definitions of terms are presented respectively.

The need for English as a foreign language is growing rapidly in Turkey. This is because English has constituted a common ground for communication and become a language of education, science, technology and business. In order to keep up with the educational, scientific and technological advances, and to strengthen her ties with the world, Turkey has given a special importance to English Language learning. Beginning from the 4th grade in state primary schools, and from the pre-school education phase in private schools till the graduation from a university, also even after, English Language learning has become a life-long process for an individual. This increase in the number of students has created an extra demand for language teachers. In order to meet this demand, the Higher Education Council has opened new departments in faculties of education, and wanted them to increase the intake of students. Moreover, it has provided the students of the Departments of English Language & Literature, American Language and Literature, and the English-medium Departments of Linguistics with a certificate to become teachers of English.

In the process of satisfying the demand for language teachers, ensuring the quality emerged as an urgent need to be addressed. Therefore, The Higher Education Council started to concentrate more closely and carefully on the training of qualified English Language teachers.

1.1. Background to the Study

English Language teacher training started at Gazi (in Ankara) and Çapa (in Istanbul) Institutes in 1944. They were two-year colleges until 1960, and three-year colleges till 1962. In 1963, the number of those institutes increased when they are accompanied by the opening of English Language Teacher Training Colleges (TTC from here on) in Izmir, Eskişehir, Diyarbakır, Bursa and Erzurum Educational Institutes. (Demircan, 1988).

In addition to TTCs, the four-year degree programs at English Language and Literature (ELL from here on) departments at universities were the other source to meet the increasing demand for English Language teachers (Bear, 1990).

When compared to ELL programs at universities, the TTCs mainly aimed to train language teachers, and their curriculum more focused on language teaching methodology and teaching techniques besides language courses; however, ELL departments at universities did not basically aim to train English language teachers, and their curriculum focused on literature and language courses rather than professional courses like language teaching methodology. Yet, the students of those programs became English Language teachers either by taking some elective courses in methodology, linguistics etc. in addition to the dominant literature courses, or by attending “teaching certificate” programs of which courses were not specifically related to the English Language teaching field (Demircan, 1988).

Another difference between the TTCs and ELL programs was that the first demonstrated a lower level of prestige than did the second one since the TTCs were three-year programs, while ELL programs lasted four-years. Moreover, the language proficiency of the graduates of TTCs was lower than those of ELL programs, and the academic staff of TTC was less qualified than those of ELL Departments. In short, both of the programs had strong and weak aspects, and neither of them was fully satisfying because of the unsuccessful applications in quality (e.g. the lack of qualified teaching staff, overcrowded classes, the diversity and inconsistency in course contents), and the variety in quantity (e.g. the existence of five different programs) of the training programs, the people without the relevant and adequate English Language teaching background became teachers (Demircan, 1988).

In addition to those English Language teacher-training sources, those institutions became overwhelmed with the intake of students, distance education, training courses, and summer school education emerged as an alternative, tentative solution for language teacher training (Bear, 1992).

In order to upgrade the status of TTCs, in 11th July 1982, the Higher Education Council converted them into Faculties of Education (MEB, 1995), and opened new Departments of Foreign Languages in this newly created faculties. Furthermore, the Council attempted to improve their training by means of designing

a new curriculum, which eliminated most of the deficiencies found in the previous curricula of TTCs (Bear, 1990).

Today, the demand for English as a foreign language is still growing in Turkey. Especially, since English courses have become compulsory in primary schools beginning from the 4th grade, and indispensable in private school from pre-school education till the end of secondary education, training effective teachers of English Language has become a paramount need. Yet, the Departments of Foreign Language Education in Faculties of Education have remained insufficient to meet the need for English teachers at primary and secondary schools in Turkey, though increased the intake of students. This deteriorating situation is resulted from “unsuccessful applications in the past, lack of cooperation between Ministry of Education and Higher Education Council, and the wrong policy of Higher Education Council” (YOK, 1998, ps.1-14). Therefore, to ease the shortage of English teachers and to ensure the quality of language teaching, by the law of 1982, the Council gave the graduates of the English-medium departments of English or American Language and Literature, and Linguistics right to become English language teachers on condition that they complete “Teaching Certificate Programs” offered by the Departments of Educational Sciences in Faculties of Education (Demirel, 1990).

At present, new teachers of English with authorized B.A. degree to teach in Turkey generally are

- the graduates of the Departments of Foreign Language Education
- the graduates of the English Language and Literature Departments authorized to teach with a Teaching Certificate.
- the graduates of the American Language and Literature Departments authorized to teach with a Teaching Certificate.
- the graduates of the English-medium Department of Linguistics at Hacettepe University authorized to teach with a Teaching Certificate.
- the graduates of the English-medium Departments (other than English) authorized to teach with an English Language Teaching Certificate.

In this study, we are only concerned with the first two groups above, namely, the senior students of the Department of English Language Teaching at Abant İzzet Baysal University, and those, authorized with a teaching certificate, of the Department of English Language and Literature at Erciyes University

1.2. Purpose of the Study

This is a comparative study on professional qualities of prospective teachers of the Department of English Language Teaching (These departments are officially called Departments of Foreign Language Education; but in this thesis ELT department will be used for convenience) and the Teaching Certificate Program attended by the Departments of English Language & Literature (ELL here on).

The purpose of the study is two-fold. The primary concern is to specify to what degree the senior students of the ELT Department at Abant İzzet Baysal University and those, authorized with a teaching certificate, of the ELL department at Erciyes University feel knowledgeable and competent in meeting the international standards that an English Language teacher should have. The secondary concern is to identify to what degree the methodology courses offered by the English Language Teaching and Certificate Programs seem adequate to provide the students with those standards in terms of general aims, the contents and the number of methodology courses.

Related to the first concern, the instrument employed was a questionnaire given to the senior students of the ELT and ELL Departments.

Related to the second concern, the interviews were held with the instructors of the ELT and ELL Departments; and the curricula prepared by the Higher Education Council for ELT and Certificate Programs were analyzed in detail. Yet, the crucial focus of the analysis was on the curriculum component which deals with improving English Language teacher qualities; but some references to other components were made because the components usually overlap and contribute to the training of capable English teachers. General aims, subject matter area, and the number of the courses were examined in detail based on the information on university documents (e.g. university catalogs) of each department.

In the light of the data collected and analyzed, the deficiencies in the methodology component of the ELT and Certificate Programs were defined, and some recommendations were made about them to ensure that the prospective teachers are equipped with the best qualities and standards required to be a professionally qualified English teacher.

1.3. Research Questions

This research is a descriptive study based on qualitative and quantitative data. It aims to answer one main and two sets of subsequent questions:

1. To what degree do the prospective teachers of the ELT and ELL departments feel ready to teach in terms of standards related to professional qualities of English Language teachers?

1.1. To what degree do the prospective teachers of the ELT and ELL departments perceive themselves knowledgeable in meeting the international standards that an English Language teacher should have in the domains of professional qualities?

1.1.1. To what degree do they perceive themselves knowledgeable in “subject matter” domain?

1.1.2. To what degree do they perceive themselves knowledgeable in “learning and psychology” domain?

1.1.3. To what degree do they perceive themselves knowledgeable in “teaching” domain?

1.1.4. To what degree do they perceive themselves knowledgeable in “assessment” domain?

1.1.5. To what degree do they perceive themselves knowledgeable in “classroom management” domain?

1.2. To what degree do the prospective teachers of the ELT and ELL departments perceive themselves competent in meeting the international standards that an English Language teacher should have in the domains of professional qualities?

1.2.1. To what degree do they feel competent in “subject matter” domain?

1.2.2. To what degree do they feel competent in “learning and psychology” domain?

1.2.3. To what degree do they feel competent in “teaching” domain?

1.2.4. To what degree do they feel competent in “assessment” domain?

1.2.5. To what degree do they feel competent in “classroom management” domain?

1.4. Significance of the Study

There is an on-going interest in the development of professional standards for language teachers. Many associations, such as American Association of Teachers of French, American Association of Teachers of German, and the American Council on the Teaching of Foreign Languages, have developed documents for professional standards, and there is an on-going collaboration to develop a single, unified document agreeable to all associations for national teacher standards. (Lipton, 1996)

In Turkey, the Higher Education Council is responsible for developing documents for professional standards in language teaching, and it is working on defining standards required by language teachers to let them function effectively in teaching process. This study is important in that the questionnaire is based on the desired standards and benchmarks required by an effective English teacher. Therefore, the results of this study might be valuable to the Higher Education Council to provide presently unavailable information about these programs, and it is thought that it will contribute to the studies of the program designers and teacher trainers.

One of the prerequisite for being a member of European Community for Turkey is to ensure a certain degree of quality in education. And the success to guarantee quality in education depends heavily on setting, catching up with and keeping up with the standards as in the case of other European countries in the future. In the field of ELT, this study is important since it aims to reveal the current situation on qualities of future language teachers. Managing to reach the professional standards in ELT will give the graduates of ELT and ELL departments the right and privileges to work as a language teacher in a European Country.

Last, through the use of a questionnaire, the future teachers have an opportunity to make a self-evaluation by assessing their own adequacies and inadequacies according to the international standards in the process of becoming professionally qualified English teachers. At the same time, they have given feedback on adequacies and inadequacies of the curricula of the ELT and Certificate Programs.

1.5. Definitions of Terms

While reviewing the literature on teacher training, some other terms emerged in addition to **training**. These terms are **education**, **development**, and **preparation**.

Therefore, the first issue is to decide on which term or terms are more appropriate to use, whether or not to choose the broad definition or a narrow one.

Under Johnson and Johnson's broad definition, teacher **education** would refer to "all planned interventions intended to help teachers, directly or indirectly, to become better at their job" (1998,p.315). It is a life-long process which includes professional courses for initial (pre-service) training and for teachers already working (in-service). **Education** is defined as enabling procedures in Prabhu's term (1987), and Woodward (1991) comment on this view by stating that education gives learners the opportunity and support necessary to realize their own potential.

Another broad view of teaching is **development**. Lange (1990,p.250) defines the term as a process of growth of teachers, and puts it straightforwardly: "a term used ... to describe a process of continual, intellectual, experiential and attitudinal growth of teachers ... the intent here is to suggest that teachers continue to evolve in the use, adaptation and application of their art and craft." Teacher **development**, then, is to be seen as a long-term and ongoing process designed to foster autonomy and personal characteristics of a fully professional teacher. According to Freeman (1989), in **development**, the trainer or peers encourage and support the teacher in addressing the complex and individual nature of many teaching issues and in sorting out a personal course of action. Woodward (1991), emphasizes the characteristics of the term, **development**, and states that its voluntary, long-term, awareness based and continual nature allows the teacher to stay interested in the teaching profession.

Under a narrow definition, **preparation** and **training** emerge as two short-term connotations in people's minds. In *Longman Dictionary of Contemporary English*(p.1110), the meaning of **prepare** under the sub-heading of training and experience is defined as "an act of providing someone with the training, skills, experience etc. that they will need to do something." Although **preparation** has a short term connotation as **training** (Roe, 1993) and seems to cover **training** in teacher education context, the meaning of it may not be adequate enough to describe the process of learning how to teach.

Training, another narrow view of teaching, means equipping procedures in Prabhu's term (1987). Roberts (1998,p.73) extend the Prabhu's definition and define **training** as "a teacher education activity led by objectives defined by an external norm or standard." According to Freeman (1989,p.39), **training** is "a direct strategy,

and it focuses on specific aspects of skills and knowledge which can be isolated, practiced and mastered”. Then, these aspects form a teaching competence.

All these terms share the purpose of achieving change in what the teacher does and why, and they are all related to the teaching profession; but **training** and **education** are the terms preferred in this study. As Wallace (1991) states, **training** or **education** differ from **development** in that the first two can be presented or managed by expert trainers as in pre-service programs; whereas, the latter can be done by and for teachers themselves as in the case of in-service programs. **Development** may start at undergraduate study, but it mainly refers to the study in in-service programs. Since the study refers to pre-service English Language Teaching and Certificate programs, aiming at learning and teaching of language teaching profession, the term **training** is a most commonly used term for convenience. **Preparation**, another narrow term, is inadequate to describe all the components of these two programs. The departments of ELT offer rather a long-term program than the English Language Teaching Certificate Programs. Therefore, the term **education** might be used when there is a need to use a broader term for teacher training in the ELT Departments.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents information about the literature related to this particular study. First, English Language teacher training models are presented. Second, characteristics of an effective English Language teacher are stated. Then, the curricula of ELT, ELL and Teaching Certificate Programs are analyzed. Finally, examples of research carried out in this field are summarized.

2.1. English Language Teacher Training Models

The review of literature on language teacher training models has revealed that the models vary in scope and approach. Different English teacher training programs have adopted different models depending on the nature of the program so far. In this study, the models discussed below also affect the ELT and ELL programs, as considerably important sources of training English language teachers in Turkey.

Several language teacher-training models were proposed in the literature; but these models were basically based on the paradigms of teacher education proposed by Zeichner (1983) and Wallace (1991). Zeichner (1983) suggested four models to teacher education: behaviorist, personalistic, traditional craft and inquiry; in turn, in a similar analysis, Wallace (1991) suggested three: the craft, applied and reflective models.

Traditional Craft Model:

Zeichner's traditional craft/apprenticeship model is almost the same as Wallace's craft model. According to Zeichner (1983), teachers are trained by a master teacher by means of apprenticeship to that model teacher in school.

Behaviorist Model:

This model is similar to Wallace's applied science model. Zeichner (1983) sees language teacher education as a mastery of behavioral skills derived from empirical sciences by means of microteaching, observation and imitation.

Personalistic Model:

Zeichner's (1983) personalistic model emphasizes the growth of whole person, self-agency and self-realization. Roberts (1998) states that this view to teacher education respects personal change; self-realization as a language teacher,

teacher's personal autonomy, and it allows the student teachers to have cooperative relationships with experienced teachers and supervisors to develop self-directed skills.

The main disadvantage of this model is that it focuses on the individual abstracted from society; however, teachers are bound to public and school requirements.

Inquiry Model:

This model requires the student teacher to act as an independent problem solver. Teacher education is seen as a development in attitudes and skills. The student teacher is trained to make decisions about syllabus, materials and tests; to diagnose the unique needs of learners and to analyze novel pedagogic problems and to arrive at appropriate solutions (Zeichner, 1983).

In response to Zeichner's four paradigms, Wallace proposes three professional training models which have principles underlying day-to-day practice.

The Craft Model:

In Wallace's (1991) craft model, there is a master teacher in practice of the craft; that is, teaching a language in its context. The student teacher works with a master teacher in school and follows the craftsman's instructions, advice and personal example. S/he learns to teach from that model teacher. The idea of teaching in the craft model is essentially conservative and basically imitative in nature. Roberts (1998) defines craft model as a traditionalist and model-based initial training model in UK until 1950s. According to him, a disadvantage of the model is that it may send a teacher away with some initial confidence, but s/he might experience a situation where the techniques do not work, so s/he is left "naked" in the classroom. Skill training should not depend on single models and learning by imitation.

It implies no change or very little change over a long period of time. The needs of teaching in a time of very rapid change will not be met by such procedures. Therefore, it cannot handle the growth of scientific knowledge in recent times. However, the second approach to language teaching called "applied science model" can.

The Applied Science Model:

Wallace (1991) states that this model derives from the achievements of empirical science. It is a one-way model. The trainee studies a body of theoretical

and practical knowledge under the supervision of the expert teachers. Then s/he applies the knowledge, techniques s/he acquired in a real classroom context. The applied science model is the traditional and probably still the most prevalent model underlying most training or education programs for the teaching profession. Although the applied science model has taken the growth of scientific knowledge in recent times into account, not only the researchers in the knowledge or experimental base, but also the classroom teachers themselves, can establish the changes in knowledge. Researchers give weight to scientific basis; however, the teachers to experience. It devalues classroom teacher's expertise derived from class experience.

The third approach, the reflective model, proposes a solution to this dilemma.

The Reflective Model:

Wallace (1991) has given a special importance to the reflective model which gives weight both to experience and to the scientific basis of the teaching profession. According to him, a professional teacher education should include two kinds of knowledge development:

1. Received knowledge: It includes facts, data, theories that the trainee has "received" rather than "experienced". The necessary and valuable elements of scientific research, the sciences of linguistics, the science of assessment constitute the received knowledge.
2. Experiential knowledge: It refers to practical experience. The trainee develops experiential knowledge by the observation of practice, or by reflecting on that knowledge by practice of the profession.

In reflective model, teacher training has been divided into two stages:

Stage 1 The Pre-training Stage: The trainee does not enter into professional training situations with blank minds or neutral attitudes. Every trainee has a conceptual schema which includes ideas, beliefs, attitudes or past experiences, and these constructs play an important role in the trainee's professional development.

Stage II The Stage of Professional Education: The trainee having a conceptual schemata in mind receives professional knowledge (skills, theories etc.) Then, s/he reflects on the "received knowledge" by making use of experiential knowledge (micro-teaching, transcripts of lessons, observed teaching practice, workshops, field work, videos of samples of teaching etc.) To sum up, the trainee reflects on what s/he has learned either by the observation of practice or by practice of the profession in

his/her own lessons. Thus, the trainee can reflect on the “received knowledge” in the light of classroom experience, and in turn, the classroom experiences can feedback into the “received knowledge” sessions in a reciprocal way. The interaction contributes to the trainee’s professional training by providing the trainee a continuing cycle of practice and reflection. At the end of stage two, the goal of professional competence is fulfilled. Professional competence can be used in two senses. First, it is the level of trainee’s “initial competence” to reach at the end of a training process. Second, it is the level of trainee’s “professional competence” which equips trainees with the techniques to go on developing competence.

An important aim of the reflective approach to teacher training is to empower teachers to manage their own professional development.

The main difference between “craft” and “reflective” training is that in craft model, observation of experienced teachers results in imitation of those teachers; however, in reflective model, such observation is a matter of reflection rather than imitation.

The main difference between “applied science” and “reflective” training is that in applied science model, the primary agent of professional knowledge is an academic researcher; however, in reflective model, although academic researchers are the generators of knowledge, the focus is on what the trainees do with that received knowledge and how the trainees reflect of that received knowledge.

Although Wallace’s reflective model seems to be the most contemporary one, a competency -based model is another widely used, convenient and appreciated model.

Competency-based Model:

Roberts (1998) states that this model-based approach is a dominant trend in teacher training in the USA since the 1970s. It is seen to provide clear expectations for student teachers since it is essentially an objectives-driven approach to language teacher education. Objectives are defined in terms of learning activities (such as types of controlled oral practice) and observable teaching skills (such as eye contact). The competencies are in the form of objectives originated in the definition of behavioral skills; but in time, they have included the aspects of knowledge or more complex pedagogic actions. Moreover, it links the theoretical principles to practice, and encourages individualization. This model has been widely adopted in the USA

and more recently in UK systems because it meets political demands for objective, testable standards of training and institutional accountability.

Stephens and Crawley (1998) proposed a competency-based model for teacher training in 1992. Their model has aimed to raise the level of professional skills of new teachers. They have believed the teacher training institutions must furnish the student teachers with a portfolio of professional competencies, and those competencies should be monitored regularly, and the attainment of those competencies should be the objective of every student teacher during initial training. They have stated that the higher education institutes and schools have had equally important roles to play in the training of tomorrow's teachers. Therefore, student teachers should be equipped both with gains of craft-based insights which underpin qualities of experienced teachers in schools, and with insights derived from the latest theory and research. Their model has aimed at a closer match between the content of training and the competencies necessary to carry out the job. Giving schools a stronger role in initial training is how it sees this goal being accomplished. Academics go back to schools where they worked previously so that they can link the content of campus courses to the needs of student teachers in real classroom setting. This model encourages "teachers as researchers" to help shape future teacher training programs, and this represents a welcome departure from the conventional view that classroom research and course development is left to academics at universities.

Based on the discussion of the models, the program implemented at the ELT departments seems to adopt Wallace's reflective model because it combines theory and practice. Student teachers receive the theoretical knowledge, and then they are given the opportunity to put this knowledge into action by means of micro-teaching, peer-teaching, and practice teaching in schools. Then, they reflect on their own performance in the sessions with their supervisors. To sum up, theory and practice go hand in hand; theoretical knowledge helps the student teachers reach a fuller understanding of the principles of the teaching profession, and in turn, the students' experiences act as a theory derived from self-perceived needs and concerns unique to them.

As for the teaching certificate program offered to the ELL student teachers, it seems to adopt Wallace's applied science model because there is no reciprocal

relationship between theory and practice. The student teachers are expected to understand the principles first, and then apply them. Theory and practice are kept apart in that the students take subject matter courses like language, literature and linguistics, in the ELL department; yet, they take all the methodology courses in the Department of Educational Sciences. That is, language and language teaching methodology courses are taught as separate courses by two different departments, institutionally separated and staffed by members who see them as specialists of different subjects.

2.2. Standards-Based Evaluation

Standards-based approach in teacher evaluation is one of the hottest issues in education. In teacher education, standards-based approach is used to redesign and evaluate teacher-training programs to ensure that teacher candidates possess sufficient content knowledge and pedagogical skills to bring students from diverse groups to high levels of academic achievement (University System of South Georgia, 2001). This study, aiming at evaluating the effectiveness of two different sources of training English teachers based on students' opinions, is one of the standards-based evaluation studies in Turkey. Therefore, in this study, the first issue is to be addressed is "standards". First, the term is defined. Second, the types of standards and related terms to standards are explained. Third, why and how this study employs the standards-based evaluation is explained.

2.2.1. Definition of Standards

According to *Collins Cobuild Dictionary*, "a standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is" (p.1421).

According to *Longman Dictionary of Contemporary English*, "a standard is a level of quality, skill, ability or achievement by which someone or something is judged, that is considered to be necessary or acceptable in a particular situation" (p.1398).

The key term in the definitions of a "standard" is "an acceptable level of quality, skill, ability or achievement".

In the field of education, it is a term used for "knowledge and skills that a learner or teacher should possess to perform well" (McCloskey, 2003,p.5). Another

definition of “standards” is that this term defines a cumulative body of knowledge (what teachers or students should know) and a set of competencies (what teachers or students are able to do) that is the basis for quality education (Israel Ministry of Education, 1998).

2.2.2.Types of Standards and Related Terms

In standards-based evaluation, three kinds of standards are usually referred to:

Curriculum Standards: They describe general goals or ways in which courses or programs should be organized and taught (Robson & Latiolais).

Content Standards: They provide a general description of what teachers and students should know (knowledge and skills) in a specific subject field or in a courses of study (Vohs, Landau & Romano, 1999). According to the 1992 report by the National Council on Educational Standards and Testing (NCEST, 1992 cited in Stites, 1999), the content standards describe everything a student or a teacher should know (desirable knowledge) and be able to do (desirable skills) within a subject area. McCloskey (2003) defines content standards similar to the last definition as a specification of what an individual or program is expected to know and be able to do in a particular area.

Performance Standards: They provide concrete examples and descriptions of how well students or teachers must perform in a specific subject area to show that they have obtained the skills and knowledge described by the content standards (Vohs, Landau & Romano, 1999). A similar definition made by the National Council on Educational Standards and Testing (NCEST, 1992 cited in Stites, 1999) is that performance standards are specifications of “how much” students or teachers should know and be able to do. In other words, they specify to what extent, how well an individual or program needs to know or be able to do something. (McCloskey, 2003).

The difference of performance standards from the content standards is that while content standards shape what goes into a curriculum, performance standards set benchmarks. These are knowledge and performance benchmarks. In this context, there is a need to define some terms, such as domains, standards, and benchmarks. In McCloskey’ term (2003), domains are “broad divisions addressed by standards”, standards are “competencies students need for full proficiency”, and benchmarks are “ indicators of what students are doing when they meet a standard”.

In standards-based system, the line between the terms “goal, standard, and objective” often becomes blurred. McCloskey (2003,p.15) defines these terms as follows:

Goal is “a broad description of aim of education”, standard is “description of level of performance to meet an educational goal, and an objective is “a specific, measurable educational attainment”.

This study has adopted a standards-based evaluation to teacher education because standards define the importance of skill, knowledge and performance in a specific subject area, and provide a set of clear expectations for candidate teachers and educators to identify and measure what the student teachers know and can do. Moreover, this approach to teacher evaluation provides a yardstick for policy makers to determine how effective the teacher training programs are.

In order to enable the students of ELT and ELL departments to evaluate themselves (at the same time the programs they are involved in) based on the desired standards that an English language teacher should have, the questionnaire in this study is based on the performance standards, including the knowledge and performance benchmarks in two parts. Therefore, the study has adopted the standards set for each domain and some statements derived from knowledge and performance benchmarks defined for each standard.

2.3. Characteristics of an Effective Language Teacher

The most important element for quality of education, at all levels, is the teacher since teachers are the keystones of educational systems. In the field of ELT, a better educated, effective language teacher is a crucial component of better quality in education. Therefore, several studies have been conducted to investigate “What makes a language teacher effective?” “What competencies does a language teacher need to function effectively?”

Thomas (1994) as an answer to the questions above, proposes three competencies which are language competence, language awareness and pedagogic competence. He sees language competence as a mastery in the system and use of language to a level to be defined in the particular learning situation; language awareness as an explicit knowledge of the language system and how this knowledge operates in communication; and pedagogic competence as an ability to teach the

language, and it comprises four components labeled “management, teaching, preparation and assessment”.

Another definition of effective language teacher comes from a competence-based approach to teacher training. Stephens and Crawley (1998, p.14) define an ideal teacher as the one who has a list of umbrella competencies. Those competent teachers:

- know their subject
- are able to teach their subject
- are able to run on an orderly learning environment
- can assess and record their students’ progress
- have a sufficiently secure basis on which to develop their knowledge and skills after entering the profession.

According to Jeffries, effective language teachers are:

- competent in one or more of a variety of languages at a level of advanced or higher;
- researchers and consumers of research on language learning and teaching;
- continually involved in professional development, reflection on teaching and self-improvement;
- effective designers of curriculum, instruction and assessment for language acquisition and cultural knowledge and skills;
- able to cope with diversity and change in their students, in the world and in the profession;
- partners in their communities;
- model citizens of a global, multicultural society (1996, p.8)

Lipton (1996, ps.39-40) has extended the competencies that a language teacher should master, and listed some of the major competencies needed by English Language teachers, regardless of the program model. According to him, those teachers have:

- superior level (or above) of proficiency in all foreign language skills
- high level of knowledge about the culture of the target language, including contemporary happenings
- high level of proficiency in English language skills in order to communicate with parents and other professionals
- understanding of the system of elementary school education e.g. policies and practices at the local level, including record keeping, grading, and discipline
- high level of knowledge of the content of the elementary school curriculum
- familiarity with second language acquisition by children and techniques for teaching foreign language to children, based on research and applied linguistics
- awareness of the developmental learning stages of children
- knowledge of class management techniques
- familiarity with children's learning styles

- knowledge of a variety of classroom techniques such as group work, paired activities, and personalization of instruction
- knowledge of "successful over the years" methods and new trends in FLE methodology, such as cooperative learning, TPR, interdisciplinary activities, (content based and content-enriched activities), Immersion techniques, etc.
- awareness of techniques for teaching aspects of the target culture to children, and the various stages of cultural acquisitions and understandings
- ability to develop curriculum materials, as well as a scope and sequence for each grade level of FL instruction
- high level of ability to plan and teach effective lessons, and to reflect upon the success of each lesson
- high level of ability to use a variety of materials in the instructional program to appeal to children with different learning styles
- knowledge of age-appropriate target language children's literature, and the ability to use these materials in the classroom
- ability to handle students new to the program, as well as the ability to reach all students
- knowledge of different aspects of technology and its application to FLE.
- understanding the role of administrators in the instructional program and how to relate to them, particularly in reference to teaching loads, scheduling, allocation of space for teaching, participation in school activities
- understanding the role of parents and how to relate to them
- understanding the role of colleagues in the instructional program and how to relate to them
- knowledge of how to publicize the FLE program to a wide school community
- ability to assess student progress through a variety of ways, including portfolio assessment.
- awareness of the three different program models of FLE and the differences in teaching in each of them.

Last, a study carried out by Spolsky, Horovitz, Lifschitz, Milstein, Steiner and Ur (2002) have outlined the image of an effective English teacher; and stated that this image emerges from the core requirements is that of teachers who:

- see the goal of their professional actions as effective learning by pupils in the classroom
- see their function not only as that of an English teacher, but also as an educator, promoting and fostering the development of positive values, critical thinking and world knowledge
- are able to articulate the reasons for their classroom practices
- continually reflect on and improve their teaching
- can be autonomous thinkers
- seek opportunities for on-going professional development through reading professional literature, attending in-service training sessions and conferences, continuing with their formal education, and collaborating with their colleagues (p.3).

Among the listed qualities from the different sources about the qualities of an

effective teacher, the study adopts the definition of an effective teacher made by Spolsky, Horovitz, Lifschitz, Milstein, Steiner and Ur since the standards used in this study are also based on these core requirements of teachers.

In Turkish context, the studies done in order to specify the characteristics of an effective English language teacher are only a few.

Demirel (1989) in his study on “Foreign Language Teacher Competencies” has defined the effective English teacher as someone who has subject matter, professional, and cultural competencies.

In the cooperative study of the Higher Education Council and the World Bank (1998), it is stated that an English Language teacher has needed the following competency areas in order to function effectively:

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

A search which has a relevance to the subject of this study revealed only a few.

Demirel (1989) compared two populations of English language teachers, Turkish and non-Turkish teachers by making use of a questionnaire on “**ideal**” and “**real**” competencies of an EFL teacher. He categorized the competencies under three areas; the subject matter competence, professional competence, and cultural competence. He reached the conclusion that Turkish and non-Turkish teachers had almost the same competencies and they did not differ significantly in their professional qualities.

Another comparative study on teacher competencies was conducted by Özçelik and Senemoğlu (1988). In the study, they compared the teachers trained from two different sources- Faculty of Education and Faculty of Science and Arts based on the data of their raw scores obtained from “Compulsory Adequacy Exam” in 1987. They concluded that in the field of ELT, ELT and ELL Departments show a significant difference in language teacher training: the ELL Departments were found to train more qualified teachers than ELT Departments. Yet, it was stated that this

difference aroused from the scores of the graduates of the ELL department at Selçuk University.

The latest study concerning English Language teacher competency was carried out by Karhan in 2001. She conducted a study to determine the efficiency of the English language teachers teaching at the 4th and 5th grades in the primary schools in İstanbul related to general teaching skills, English language teaching, and classroom management. Her study also aimed at finding out whether there is a difference between teachers with an ELT background, and teachers with no such an educational background considering the effectiveness of teachers in these areas. She collected the data for her study by means of a 52-item questionnaire related to these areas. According to research findings, there was not a considerable difference between groups of teachers in teaching skills, English language teaching, and classroom management. The study also revealed that both groups of teachers are in need of in-service training on teaching English to children and that they have also expressed a need to improve their English.

2.4. English Language Teacher Training Curricula

In order to compare, and, if necessary, to make some suggestions for improvement of ELT and English Teaching Certificate Program offered to the students of ELL Departments, the course contents and structure of the curricula of these programs should be examined more closely with a focus on the methodology component, which has a crucial role in providing the prospective teachers with necessary professional qualities.

2.4.1. Analysis of the Undergraduate Curriculum of the English Language Teaching Departments

In 1982, along with the establishment of new ELT Departments in new Faculties of Education, the Higher Education Council assigned the task of preparing a curriculum for ELT Departments to three distinguished universities: METU, Bosphorus, and Hacettepe. The ELT Departments of these universities, in cooperation with each other, proposed a new four-year curriculum adopted by all ELT Departments. In the proposal, the aims of the ELT Departments were stated as follows:

In Turkey, the need for highly qualified English teaching staff whether it may be in higher education or in secondary education is rapidly increasing. The aim of the proposed ELT program is to meet this important need. This

program aims at training students in such a way that they will be capable of teaching EFL, preparing programs, selecting and developing necessary materials in the institutions (secondary schools, universities, private language schools) they will be working for. Another aim of this program is to prepare students for graduate and doctorate studies in the field of ELT (METU 1982, cited in Akalın, 1990, p.10)

Among the aims expressed in the statement above, the strong emphasis is on training “highly qualified” and “capable” English Language teachers. So as to achieve this aim, since 1982, the studies of curriculum development have resulted in modifications, innovations or radical changes. The last alteration in the ELT curriculum took place in 1997-98 academic year, and the Higher Education Council prescribed this curriculum to all ELT departments to standardize the level and quality of education.

In this study, the degree of effectiveness of the ELT and the Certificate Programs in providing the prospective English Language Teachers with the desired professional standards is searched. Therefore, the analysis of the curricula of these programs particularly limits itself to the methodology component with occasional reference to the other components.

The present ELT curriculum consists of four major components; language and awareness, general education, literature and culture, professional education and practicum as they are shown in Figure 2.1 below:

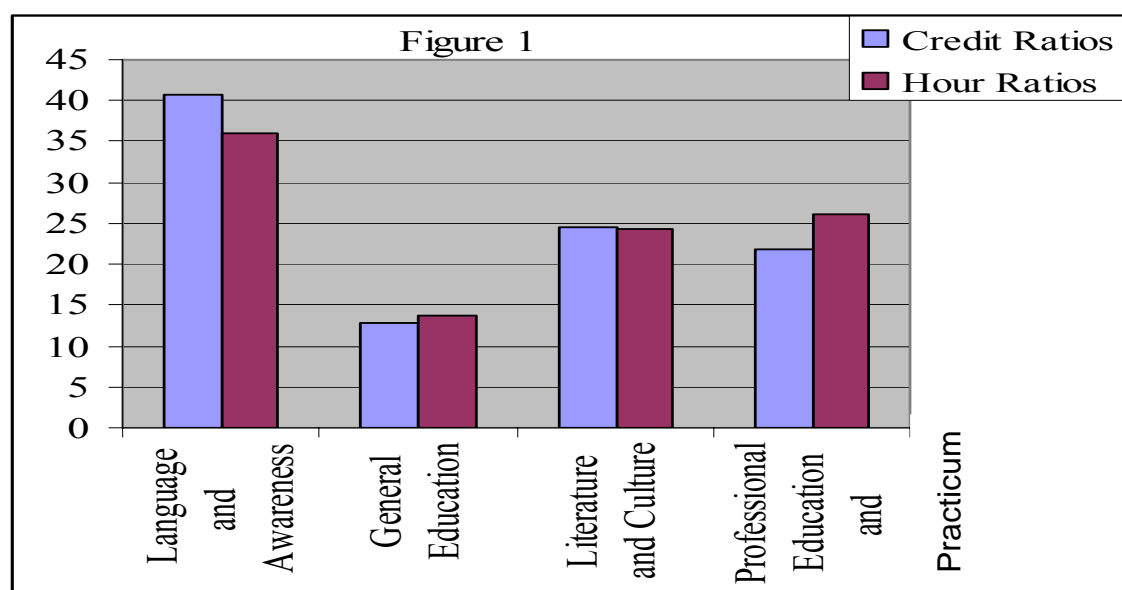


Figure 2.1: The Credit/Hour Ratios of the Major Components of 2003-2004 ELT Curriculum.

*The term “methodology component” will be used as a general term for general education, professional education and practicum courses.

As can be inferred from the Figure 2.1, the concentration is on the language component. The components of literature and culture, and professional education and practicum receive almost the same weight. Then comes the component of general education.

When the delivery of the methodology component in the curriculum is analyzed, it can be noticed that the third and the fourth years play important role in providing the prospective English teachers with necessary competencies required for the professional formation of future English teachers.

The table 2.1 below specifically focuses on the methodology component in the present ELT curriculum, and the credit/ hour ratios of the method courses:

Table 2.1.The Methodology Courses, and Their Credit/Hour Ratios Stated in the Curriculum of the ELT Department at Abant Izzet Baysal University.

<u>METHODOLOGY COMPONENT</u>	<u>CREDITS</u>	<u>RATIO %</u>	<u>HOURS</u>	<u>RATIO %</u>
General Education Courses:				
-Introduction to Teaching Profession	3	6.25	3	4.91
-Development and Learning	3	6.25	3	4.91
-ELT Methodology I	3	6.25	4	4.39
-ELT Methodology II	3	6.25	4	4.39
-Instructional Technology & Materials Development	3	6.25	4	4.39
-Instructional Planning and Evaluation	4	8.33	5	8.19
-Classroom Management	3	6.25	4	4.39
-Guidance	3	6.25	3	4.91
Professional Education Courses:				
-Approaches in ELT	3	6.25	3	4.91
-Teaching English To Young Learners	3	6.25	3	4.91

-English Language Testing and Evaluation	3	6.25	3	4.91
-Materials Evaluation and Adaptation	3	6.25	3	4.91
-English Coursebook Evaluation	3	6.25	4	4.39
Practicum:				
-School Experience I	3	6.25	5	8.19
-School Experience II	3	6.25	5	8.19
-Practice Teaching	<u>5</u>	10.41	<u>8</u>	13.11
Total:	48 Credits		61 Hours	

In the present ELT curriculum of Abant İzzet Baysal University, the methodology courses and their contents are stated in the 2003-2004 catalog as follows:

GENERAL EDUCATION COURSES:

Education courses help the students become well trained with a theoretical background in the social and psychological components of the learning systems and of the learners.

In the ELT Department at Abant İzzet Baysal University, some of the following education courses are taught by the instructors from the Department of Educational Sciences, and the medium of instruction is Turkish (except a few distinguished universities like METU and Bosphorus). Yet, some courses like ELT Methodology I and II are usually taught by the instructors from ELT departments.

Introduction to Teaching Profession: The content of the course includes characteristics of teaching profession, school and classroom contexts, and alternative perspectives in education: social, psychological, philosophical and historical foundations of education.

Development and Learning: It focuses on various dimensions of human development (cognitive, social, psychological, moral and physical), approaches to learning and learning process, learning styles, and individual differences in learning.

ELT Methodology I: It focuses on methods and techniques of teaching English in the classroom; studying the relationships among approaches to language learning and

teaching, lesson planning and classroom management; application of general teaching methods and strategies in ELT; critical examination of textbooks and establishing their relations to teaching methods and strategies, micro-teaching applications; evaluation of classroom teaching.

ELT Methodology II: As a continuation of ELT Methodology I, it includes the subjects like applying major ELT approaches, methods and techniques of teaching English in the classroom and making presentations; evaluating the quality of instruction.

Instructional Technology and Materials Development: It concentrates on characteristics of various instructional technologies, the place and the use of technologies in the teaching process, development of teaching materials through instructional technologies (worksheets, transparencies, slides, video, computer-based materials) and assessment of various teaching materials.

Instructional Planning and Evaluation: It focuses on basic curriculum development concepts processes; preparing of yearly, unit and daily plans; strategies in content selection and organization; teaching methods and strategies; basic characteristics of teaching and learning materials, material selection; assessment and evaluation; approaches to evaluation; different types of tests; development of follow-up and achievement tests; writing exam items and assigning grades.

Classroom Management: It focuses on social and psychological factors influencing student behavior; making rules related to classroom environment, group interactions, classroom management and discipline; time management in class; classroom organization; motivation and communication; creating a positive environment suitable for language learning; overcoming misbehavior that occurs in classroom.

Guidance: It focuses on aims of personality services for students, their role within education, introduction to service fields, general principles, recognizing and directing the student, collecting and spreading information, psychological consulting, placing, observing, consulting, research and evaluation, environmental relations, directing as regards profession, aims of special education, to define students with the need for special education and to educate them.

PROFESSIONAL EDUCATION and PRACTICUM COURSES:

Professional education courses help the students prepare themselves as effective teachers. They also help the students to facilitate their own growth through a professional learning experience. Guided experience in schools is a keystone of professional skills and competencies. These are as follows:

Approaches in ELT: It focuses on approaches and methods like Grammar Translation, Direct, Audio lingual Methods, Communicative Approach, the Natural Approach and techniques in English language teaching from a historical viewpoint; presentation of examples, and discussion of contributions to English teaching.

Teaching English to Young Learners: It focuses on the learning strategies of young learners and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching, classroom management.

English Language Testing and Evaluation: It concentrates on types of tests; test preparation techniques for the purpose of measuring various English language skills; the practice of preparing various types of questions; evaluation and analysis techniques; subjective and objective evaluation, the features of a well-designed language test, reliability and validity, the features of standardized language tests, testing of language skills: reading, writing, speaking and listening, statistical calculations.

Materials Adaptation and Evaluation: It aims to enable students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing

English Coursebook Evaluation: It focuses on evaluation of English coursebooks, especially used in MOE schools and their usage in integrated lesson plans; examining the English coursebooks in terms of content, language used, suitability to student level, contribution to learning, convenience, etc., analysis of four skills in these books.

The practicum courses, on the other hand, allow the students to demonstrate educational theory in practice, to develop practical skills and to reflect on them. The

instructors of the ELT Department run these courses although they are introduced as general education courses.

School Experience I: The aim of this course is to make the trainee teachers familiar with various aspects of school, students and the teaching profession, under the supervision of an instructor at an early stage. The main activities suggested for this course are school organization and administration, daily activities in school, group activities, a student's daily school life, a teacher's daily school life, school-family corporation, observation of main and subsidiary courses school problems, materials and written sources and various other aspects of teaching profession.

School Experience II: This course aims to prepare students for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Students have observation and application tasks that they carry out in school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management. Microteaching skills include: Preparing and using worksheets; effective use of textbooks; full lesson questioning skills; explaining.

Practice Teaching: It focuses on classroom teaching for one day or two half days a week (minimum 12 weeks), teaching of one or more lessons in a planned way at predetermined primary and secondary schools under staff supervision; improve teaching skills in the real classroom setting and evaluation of teaching practice, and sharing experience with other student teachers in two-hour practice teaching seminar to develop a professional view of the ELT field. Moreover, the issues such as preparing a lesson plan for different language skills, selection of appropriate techniques, materials and resources, developing, administering and evaluating language tests.

2.4.2 Analysis of the Curriculum of the English Language and Literature Departments

The aim of the ELL programs is to provide the students with literary culture and language of England and the United States with necessary professional and personal development. The graduates of the department may find employment opportunities in the public and private sectors where fluency in a foreign language

and knowledge of a foreign culture are required; e.g., as secretaries, translators in the Turkish Radio and Television Corporation (TRT), the State Planning Organization (DPT), the Ministry of Cultural Affairs and Tourism and the Ministry of Foreign Affairs. In addition to those, although ELL departments do not have the stated objective of training English Language teachers, most of their graduates have been employed as English teachers at primary and secondary schools provided that they satisfy the certification requirements of the Departments of Educational Sciences during or after their undergraduate study. The certification is formally required by the Higher Education Council and Ministry of Education because the ELL curriculum is confined to literature and language courses with no course in education or methodology courses.

The present ELL curriculum consists of mainly two components; language and awareness, and literature and culture as displayed in Figure 2.2 below:

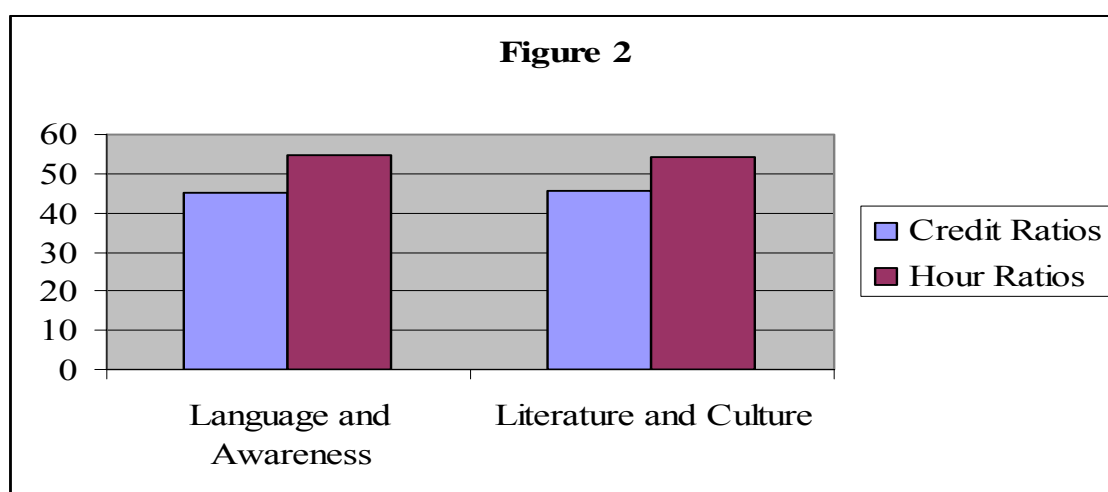


Figure 2.2. The Credit/Hour Ratios of the Major Components of 2003-2003 ELL Curriculum at Erciyes University.

2.4.3. Analysis of the Curriculum of English Teaching Certificate Program

In Turkey, since English has become a means of following commercial, technological, social, and educational developments, the number of people who are interested in learning English as a foreign language has increased. The increase in the number of students has led to a need for English teachers, and this situation has placed a heavy burden on the Departments of Foreign Languages at Faculties of Education since 1982 when the task of training English language teachers was

mainly assigned to ELT departments by the Higher Education Law of 2547. In time, when ELT departments started to creak under this heavy load, the certificate programs emerged as a solution to meet the shortage of English teachers in primary and secondary schools. At present, there are two types of certificate programs in the field of English Language teacher training.

The first one, English Language Teaching Certificate, is for students who have graduated from a department where the medium of instruction is English except ELT departments. The students meeting this prerequisite have to attend the program for two semesters, and to take nine courses (31 credits). The first term concentrates on five courses (16 credits) as “Introduction to Teaching Profession, Development and Learning, Instructional Planning and Evaluation, English Grammar, and English Composition”; and the second term consists of four courses (15 credits) as “Linguistics, English Language Teaching Techniques, Materials Development and Adaptation, and Practice Teaching” (YOK, 1998). However, this program was not able to produce the desirable outcome; that is, effective English teachers although the number of the teachers increased. The reasons for the failure of the program were reported by the Higher Education Council (1998) as follows:

- The content, number, and duration of the courses are inadequate
- The language proficiency of students enrolled to the program is limited
- The aim of the program has become to provide the Faculties of Education with a source of finance rather than teacher training.

In the report, the council decided to put an end to this type of a certificate program gradually. Therefore, today there remained only a few Faculties of Education conducting such a program.

The second type, Teaching Certificate Program, is offered to graduate or undergraduate students of three departments; English Language and Literature Departments, American Language and Literature Departments, and the English-medium Departments of Linguistics.

Among these types, the concern of this study will be on the “Teaching Certificate Program” offered by the Department of Educational Sciences at Erciyes University. The program has welcomed 10 graduates of the ELL departments from other universities in Turkey, and 203 undergraduate students of the ELL Department at Erciyes University. It is not a compulsory program, and among the ELL students

who want to become English teachers start to attend these courses during their undergraduate training at the ELL Department. These courses are taught by the lectures from the Department of Educational Sciences.

Since one of the purposes of this study is to specify the degree of effectiveness of the ELT and the Certificate Programs in training future English teachers, who can meet the international standards, the senior students, who have completed almost all the required courses except the last two courses “Guidance” and “Practice Teaching”, of the ELL Department are deemed to be the best evaluators.

The Certificate Program at Erciyes University consists of eleven education courses (36 credits), and each semester, the students take one or two courses besides the required courses in the ELL curriculum.

The table 2.2 below shows the courses offered in first and second term, and their credit/hour ratios:

Table 2.2.The Courses and Their Credit/Hour Ratios Offered in the Teaching Certificate Program of the Department of Educational Sciences at Erciyes University.

FIRST TERM				
COURSES	CREDITS	RATIO %	HOURS	RATIO%
Introduction to Teaching Profession	3	8.33	3	6.25
Development and Learning	3	8.33	3	6.25
ELT Methodology I	3	8.33	4	8.33
Instructional Technology & Materials Development	3	8.33	4	8.33
School Experience II (practicum)	3	8.33	5	10.41
SECOND TERM				
School Experience I (practicum)	3	8.33	5	10.41
Instructional Planning and Evaluation	4	11.11	5	10.41
Classroom Management	3	8.33	4	8.33
ELT Methodology II	3	8.33	4	8.33
Guidance	3	8.33	3	6.25
Practice Teaching (practicum)	<u>5</u>	13.88	<u>8</u>	16.66
Total:	36 Credits		48 Hours	

In this teaching certificate program, the first year students of the ELL department are recommended to take “Introduction to Teaching Profession” course in the first, and “School Experience I” course in the second term. The second year students are offered “Development and Learning” in the first, and “Instructional Planning and Evaluation” in the second term. The third year students are suggested to take “ELT Methodology I” and “Instructional Technology and Materials Development” in the first, “Class Management” and “ELT Methodology II” in the second term. The fourth year students take “School Experience II” in the first, and “Guidance “and “Practice Teaching” courses in the second term. When they complete 36 credits successfully, they are certified as teachers of English Language.

In the present curriculum of the Certificate Program at Erciyes University, the methodology courses and their contents are stated in the 2003-2004 catalog as follows:

Classroom Management: In this course students will cover a wide variety of issues related to classroom management such as social and psychological factors influencing student behavior, classroom rules and procedures, time management in class, classroom organization, motivation and communication, creating a positive environment, overcoming misbehavior that occurs in classroom

- 1st week: Dimensions of classroom management
- 2nd week: Understanding misbehavior
- 3rd week: Models of discipline
- 4th week: Preparing for the school year
- 5th week: Organizing your classroom and materials
- 6th week: Selecting and teaching rules
- 7th week: Planning for instruction
- 8th week: Planning for motivation
- 9th week: Planning to address the diversity of students
- 10th week: Establishing a cooperative responsible classroom
- 11th week: Encouraging and reinforcing appropriate behavior
- 12th week: Managing lesson delivery
- 13th: Providing situational assistance and using mild responses
- 14th week: Using moderate and severe responses

Practice Teaching: In this course the students will learn the skills necessary for teaching English at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; to critically analyze the previously acquired teaching related knowledge and skills in order to develop a professional view of the ELT field

1st-5th weeks: Observing the supervising teacher in predetermined classes
6th-10th weeks: Substituting the supervising teacher to conduct some teaching activities
11th-14th weeks: Teaching in line with the syllabus of the course

School Experience I: This course will make the trainee teachers familiar with various aspects of school, students and the teaching profession, under the supervision of an instructor.

1st-3rd weeks: school organization and administration,
4th-5th weeks: daily activities in school, group activities,
6th-7th weeks: a student's daily school life,
8th-9th weeks: a teacher's daily school life,
10th-11th weeks: ways of how to build school-family corporation,
12th-13th weeks: main and subsidiary courses of school problems, materials and written sources
14th-15th weeks: various other aspects of teaching profession

School Experience II: In this course, the students are to observe the classes of their supervising teacher and prepare some reports in line with the issues included in the syllabus. In line with it, the students observe more specific issues closely related to teaching and classroom management. Students are expected to acquire teaching competencies and develop teaching skills and help the teacher in some teaching activities in class.

1st week: Planning the activities of the semester with the teacher in school
2nd week: Planning the lesson and organizing the activities
3rd week: Directions and explanations
4th week: Teaching methods and techniques
5th week: Using simulations in teaching
6th week: Using course books effectively
7th week: Preparing worksheets and supplementary materials
8th week: Organizing pair and group works
9th- week: Asking questions
10th week: Preparing tests, assessing and analyzing questions
11th-week: Evaluating students' exams
12th-13th weeks: Practice teaching
14th week: Discussing the process and students' achievements

Instructional Planning and Evaluation: The students are expected to learn the certain concepts regarding instructional planning and evaluation are covered. Students also apply some theoretical knowledge to some given tasks in this course.

1st-2nd weeks: Basic concepts of curriculum development processes
3rd-4th weeks: Writing instructional objectives and behaviors
5th week: Preparing yearly, unit and daily plans

6th week: Content selection and organization
 7th week: Teaching methods and strategies
 8th week: The features of materials and selection
 9th–10th weeks: Some statistics used instructional assessment
 11th week: Assessment and evaluation strategies
 12th week: test types
 13th week: test development
 14th week: writing exam items and grading

English Teaching Methods I: This course covers issues such as developing an awareness of the factors affecting language teaching and learning, an introduction to approaches, methods and techniques of teaching English in the classroom, a detailed analysis of the major approaches and methods of language teaching

1st week: An introduction to language teaching
 2nd week: An introduction to approaches, methods, and techniques
 3rd–4th weeks: Factors influencing language teaching and learning
 5th week: A historical perspective to language teaching methodology
 6th week: Grammar translation method
 7th week: Direct method
 8th week: Audio-lingual method
 9th week: Total Physical response
 10th-week: Suggestopedia
 11th week: Community language learning
 12th week: Communicative approach
 13th week: Natural Approach
 14th week: A comparative analysis of approaches and methods

English Teaching Methods II: This course focuses on basic concepts of applied linguistics, lesson planning and enabling students to attain skills necessary to teach various language skills.

1st–2nd weeks: Major concepts of language teaching
 3rd week: Teaching vocabulary
 4th week: Teaching grammar
 5th–6th weeks: Presenting and practicing new structures
 7th–8th weeks: Teaching reading
 9th–10th weeks: Teaching speaking
 11th–12th weeks: Teaching writing
 13th–14th weeks: Teaching listening

Instructional Technology and Material Development: The students are expected to learn the features of a variety of instructional technologies, their role and application in teaching, how to develop instructional materials (worksheets, transparencies, slides, video, computer-based materials) and how to evaluate various materials

1st-2nd weeks: Instruments, materials and technology used in ELT class,
3rd-6th weeks: the advantages and weaknesses of the instructional technology, the ways of improving their contribution to classes.
7th-10th weeks: Developing materials such as worksheets, transparencies etc. for classroom application.
11th-14th weeks: Micro-teaching using the materials already developed.

Development and Learning: This course focuses on definition of development, various dimensions of human development (cognitive, social, psychological, moral and physical), definition of learning, learning theories, motivation, and types of motivation.

1st week: Basic concepts, principles and factors of development
2nd week: Physical development
3rd week: Cognitive development
4th week: Moral development
5th week: Personality development theories
6th week: Personality development theories
7th week: The relationship between education, learning, and teaching
8th week: Classical conditioning
9th week: Motivation
10th week: Types of motivation
11th week: Social Learning Theory
12th week: Operant conditioning
13th week: Sign-Gestalt Theory
14th week: Gestalt Theory

Introduction to Teaching Profession: This course deals with the issues such as characteristics and principles of teaching profession; school and classroom contexts, alternative perspective in education: social, psychological and historical foundations of education, the Turkish education system.

Guidance: It focuses on aims of personality services for students, their role within education, introduction to service fields, general principles, recognizing and directing the student, collecting and spreading information, psychological consulting, placing, observing, consulting, research and evaluation, environmental relations, directing as regards profession, aims of special education, to define students with the need for special education and to educate them.

The delivery of these courses in the certificate program differ from that of the ELT Departments in that while all the courses in the Certificate Programs are run by the instructors of the Department of Educational Sciences, in the ELT curriculum,

the practicum courses (School Experience I and II, and Practice Teaching), and the courses “Methodology I and II” are taught by the instructors of the ELT Department. This situation may constitute a drawback in training of the ELL students in the Certificate Program since most of the instructors offering these courses do not have an ELT background.

CHAPTER 3

METHOD

3.1. Introduction

In this chapter, the method of the study is introduced. The context of the study, limitations and delimitations of the study, and the data collection procedure are presented in detail.

3.2. Context of the Study

In the light of research question, since this is a comparative study and since not only ELT departments in Faculties of Education, but also departments of ELL in Faculties of Science and Arts educate future English teachers, the study was conducted in two different departments of two different faculties, namely, the ELT Department at Abant Izzet Baysal University in Bolu, and the ELL Department at Erciyes University in Kayseri.

3.3. Limitations of the Study

Since the study is based on a comparison of ELT and ELL Departments, selection of representative samples among the population, ability to reach them, and to collect reliable data from them within a limited time period emerged as issues to be considered.

First, it was difficult to include all the ELT and ELL departments in Turkey in the study. Even if they had been all included or a representative sample had been chosen, it would have been almost impossible to collect reliable data because the data collection would be away from close supervision; and to collect and analyze data would require a longer period of time than is available for a Master's thesis.

The departments selected for the study from two universities were the institutions within which the researcher is in close contact. One was the institution the researcher is working at; and the other was the one she worked previously.

It was assumed that since the selected universities would be under close supervision of the researcher, to collect more reliable data would be possible.

Moreover, they seemed comparable in that both of them are among the developing provincial universities away from the capital city.

3.4. Delimitations of the Study

This study limited itself to the comparison of two groups of senior students: ELT students at Abant İzzet Baysal University, and ELL students attending the Teaching Certificate Program at Erciyes University.

It did not aim to evaluate the ELT and ELL curricula, and to propose new ones. Therefore, the quality of instruction; that is, how the courses are handled, activities and materials used in the courses etc., was beyond the scope of this study.

The purpose of the analysis of ELT and ELL curricula was to give the reader a grasp of how the courses contribute to the professional training of English Language teachers in attaining the desired standards. Therefore, the main focus was on the methodology component of the curricula, mainly dealing with this issue, but occasional references were made to other components since they also contribute to attainment of these standards, yet not to an extent to change the focus of the study.

Furthermore, only one type of certificate programs, the Teaching Certificate Program at Erciyes University, was the concern in the study.

3.5. Data Collection

Data were collected through a questionnaire given to the ELT and ELL students, interviews with the instructors, and reference to the university documents (e.g. university catalogs).

3.5.1. The Participants

The study used a purposive, representative sample. 31 senior students of the ELT Department at Abant İzzet Baysal University, and 35 senior students of the ELL Department at Erciyes University were surveyed. The main reason for the inclusion of the senior students in the study was that they were about to finish their studies and start teaching. Therefore, they were deemed to be the best source of information for this study.

3.5.2. The Questionnaire

The questionnaire designed using a likert scale consisted of two parts. In part I, there were 60 knowledge-based statements, and in part II, 86 performance-based statements (see Appendices A and B).

The participants were asked to rate each statement on a scale of 1 to 4. In the first part, they were asked to indicate how knowledgeable they perceived themselves, and in the second part, they were asked to indicate how competent they felt in the statements related to professional qualities of English teachers.

The domains covered in the questionnaire were summarized under five main domains, namely, language, learning psychology, teaching, assessment, and classroom management.

3.5.3. Piloting the Questionnaire

The data collection instrument, the questionnaire, was piloted in order to ensure validity and reliability. First, it was checked for validity and reliability by seeking the opinions of two experts in the field of research and ELT. Next, it was pilot tested on 25 senior students at the ELT Department of Middle East Technical University. Then, the reliability level was calculated using the SPSS computer program. The questionnaire was proved to have a high level of reliability. The reliability score of the knowledge-based part of the questionnaire was .9199, and that of the performance-based part was .9429.

3.5.4. Administration of the Questionnaire

In order to ensure a high level of reliability, data were collected from the senior students of the ELT and ELL Departments under close supervision during class time. Moreover, since the questionnaire was rather long, it was divided into two, as knowledge and performance parts, and these parts were completed in two sessions with a three-day interval.

3.5.5. Analysis Technique

For quantitative analysis of the data:

- the mean scores of each item and of each domain in the questionnaire
- the frequency and percentages of responses to each item
- the reliability scores of the whole and each domain on the questionnaire

were calculated using the SPSS computer program. Then, through use of t-test, whether there was a significant relationship between the responses of two groups to each domain on the questionnaire was revealed.

CHAPTER 4

FINDINGS OF THE STUDY

In this chapter, the results of the questionnaire and interviews are presented and discussed.

The responses to the knowledge-based and performance-based statements are analyzed both item by item and domain by domain, and through use of a t-test, whether there is a significant difference between the perceptions of the ELT and ELL groups in five domains of the knowledge-based and performance-based parts of the questionnaire is revealed.

4.1. Discussion of the Results of the Knowledge-Based Part of the Questionnaire

Domain I: Content

The content domain consisted of 7 statements: four of them constituted the “Language Proficiency”, and three of them formed the “Language and Culture” sections.

This domain was based on two standards:

- Teachers are proficient in English, are aware of the structure of the language, and are able to explain it to learners.
- Teachers are familiar with a range of literary texts and cultural aspects of the English-speaking world, and use their knowledge to promote learner’s literacy and cultural appreciation.

The items were interpreted considering the two sections of the content domain.

Table 4. 1: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of “Language Proficiency” Section in the Content Domain.

Item 1: I perceive myself knowledgeable in how the English language is analyzed in terms of form.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
19,4	80,6	2,9	14,3	85,7	3,1
Item 2: I perceive myself knowledgeable in how the English language is analyzed in terms of meaning.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6,5	93,5	3,1	14,3	85,7	3,2

Table 4.1. (continued)					
Item 3: I perceive myself knowledgeable in explaining specific examples of social and academic language, focusing on important vocabulary, syntax, and language functions in written and spoken contexts.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19,4	80,6	3	31,4	68,6	2,8
Item 4: I perceive myself knowledgeable in how L1 (Turkish) and L2 (English) differ in various aspects such as phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language).					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9,7	90,3	3,2	5,7	94,3	3,3

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

For items 1,2, and 4, many students from both groups indicated that they knew how to analyze the English language in terms of form (item 1) and in terms of meaning (item 2), and how L1 (Turkish) and L2 (English) differ in various aspects (item 4). Only less than 20 % of the students from the two groups seemed dissatisfied with the input on these issues.

Yet, item 3 highlighted the difference between the groups. Many of the ELT students (80.6 %) said that they could explain specific examples of social and academic language, focusing on important vocabulary, syntax and language functions in written and spoken contexts as opposed to 68.6% of the ELL students.

Table 4.2: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of “Language and Culture” Section in the Content Domain.

Item 5: I perceive myself knowledgeable in analyzing a literary work in English, including children’s literature (e.g. short stories) in terms of theme, plot, setting etc.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
32,3	67,7	2,8	17,2	82,2	3,1
Item 6: I perceive myself knowledgeable in modeling strategies that my students can communicate appropriately in multiple social settings.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
54,9	45,1	2,3	54,3	45,7	2,5
Item 7: I perceive myself knowledgeable in comparing different cultural practices and traditions in the English-speaking countries.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
58,1	41,9	2,5	60	40	2,4

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As for item 5, while 67.7% of the ELT students indicated that they were knowledgeable in analyzing a literary work in English, including children's literature in terms of theme, plot, setting etc., the percentage of the ELL students who answered in favor of the statement were 82.8%. This situation could be attributed to the considerable number of literature courses that the students of ELL department took.

When it came to last two items, about the cultural and social aspects of the English language, both groups of students seemed to have a considerable shortage of knowledge. More than half of the students from both groups believed that they knew little in modeling the strategies that the students could communicate appropriately in multiple social settings (item 6), and in comparing different cultural practices and traditions in the English speaking countries (item 7).

Summary: The overall results of this domain were interpreted according to the following figure.

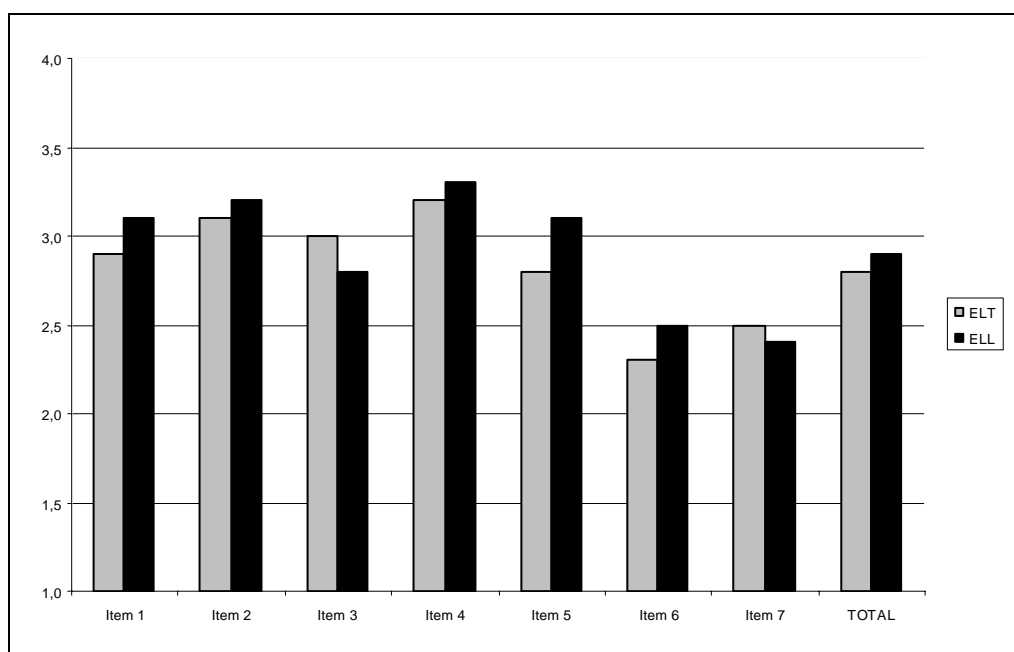


Figure 4.1: The Mean Scores of the Items and Their Averages in the Content Domain.

When the responses to this domain were analyzed as a whole (see Figure 4.1), it was seen that the average mean scores of the ELL students ($m=2.9$) seemed to be slightly higher than those of the ELT students ($m=2.8$).

As far as the items in this domain were concerned, both groups of students seemed to be knowledgeable about language and culture issues. Yet, a striking point was that the two subject groups believed to have some deficiencies of knowledge in modeling strategies that would enable their learners to communicate appropriately in multiple social settings and in comparing different cultural practices and traditions in the English-speaking countries.

Apart from these results, since the content and the number of the items in this domain were not adequate to cover the language and culture issues entirely, and since the reliability level of this domain of the questionnaire turned to be rather low ($r=0.6$ for ELT department; $r=0.5$ for ELL department.), it was not possible to draw a further conclusion for this domain.

The following table showed the difference between the perceptions of the two groups in the “Content Domain”.

Table 4.3: The Perceptions of the ELT and ELL Groups in the Content Domain.

GROUPS	N	X	S	t	sd	p
ELT	31	2.85	.33	1.20	64	.232
ELL	35	2.96	.37			

Both groups of students felt knowledgeable in language and culture issues. While the ELL students expressed to have better input ($m=2.96$) than the ELT students ($m=2.85$), t-test results indicated that the difference between their perceptions is not significant at the level of 0.05.

Domain II: Learning and the Learner

“Learning and the Learner domain” contained 15 statements derived from the standards related to “Theories and Practice of Learning and Language Learning” and “Individual Diversity” sections:

- Teachers know about learning processes in general (both cognitive and affective factors) and language learning in particular, and apply this knowledge in their teaching.

- Teachers are aware of the way in which learners differ and cater to these differences in their teaching.

Table 4.4: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of “Theories and Practice of Learning and Language Learning” Section in the Learning Domain.

Item 8: I perceive myself knowledgeable in comparing the theoretical bases for current and methods and approaches to learning and teaching, such as behaviorism, constructivism					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
29.0	71.0	2.8	40	60	2.7
Item 9: I perceive myself knowledgeable in relating the principles of the approaches and methods of language teaching (e.g. audio-lingualism, communicative approaches) to specific learning tasks.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.2	11.4	88.6	3.2
Item 10: I perceive myself knowledgeable in explaining the principles of different methods and techniques of teaching listening					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	2.9	42.9	57.1	2.6
Item 11: I perceive myself knowledgeable in explaining the principles of different methods and techniques of teaching reading.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.2	34.3	65.7	2.8
Item 12: I perceive myself knowledgeable in explaining the principles of different methods and techniques of teaching speaking.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.0	42.9	57.1	2.6
Item 13: I perceive myself knowledgeable in explaining the principles of different methods and techniques of teaching writing.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	2.9	25.7	74.3	2.9
Item 14: I perceive myself knowledgeable in explaining the principles of different methods and techniques of teaching vocabulary.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.1	25.8	74.2	3.0
Item 15: I perceive myself knowledgeable in outlining the subskills of the four skills.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.8	25.7	74.3	2.9
Item 16: I perceive myself knowledgeable in methodological implications of affective factors (e.g. attitude, self-esteem, motivation) on learning and language learning.					
ELT			ELL		

Table 4.4. (continued)					
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.1	25.7	74.3	3.1
Table 4.4. (continued)					
Item 17: I perceive myself knowledgeable in developmental stages of an individual in order to contribute to my students' moral, social and cultural development.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.2	14.3	85.7	3.4
Item 18: I perceive myself knowledgeable in explaining the principles of first and second language acquisition/learning theories.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	3.0	25.7	74.3	3.0

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The responses to the first item (item 8) showed that 71% of the ELT students perceived themselves knowledgeable in comparing the theoretical bases for current and past methods and approaches to learning and teaching. However, the responses of ELL students showed considerably lower ratings (60%).

Items 9,13,14,15,16,17, and 18 received high ratings from both groups: the mean scores of the responses obtained from the two groups were between 2.8-3.4. Many of the ELT and ELL students seemed gratified with the input on relating the principles of the approaches and methods of language teaching to specific learning tasks (item 9), explaining the principles of different methods and techniques of teaching writing and vocabulary (items 13 and 14), outlining the subskills of the four skills (item 15), methodological implications of affective factors on learning and language learning (item 16), the developmental stages of an individual in order to contribute to the students' moral, social and cultural development (item 17), and on explaining the principles of first and second language acquisition/learning theories (item 18).

For items 10, 11, 12, there seemed to be an enormous difference between the responses of the two groups. While majority of ELT students expressed that they knew different methods and techniques of teaching listening (item 10), reading (item 11), and speaking (item 12) skills (83.9% for item 10, 93.5% for item 11, and 83.9 % for item 12); ELL students stated that they had some shortcomings in these areas (57.1% for item 10, 65.7% for item 11, and 57.1% for item 12).

Table 4.5: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of “Individual Diversity” Section in the Learning Domain.

Item 19: I perceive myself knowledgeable in listing the learning styles and their features.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
22.6	77.4	3.0	31.4	68.6	2.8
Item 20: I perceive myself knowledgeable in listing the learning strategies.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3.0	42.8	57.2	2.6
Item 21: I perceive myself knowledgeable in recognizing individual differences among my students (e.g. age, mother tongue development, personality, socio-economic and cultural background, motivation).					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.0	22.9	77.1	3.1
Item 22: I perceive myself knowledgeable in planning appropriate teaching practices to meet the special needs of learning disabled, physically handicapped learners.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
61.3	38.7	2.3	65.7	34.3	2.2

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As for the items related to “Individual Diversity” section, the first three items (19, 20 and 21 respectively) received considerably higher ratings from the ELT students (77.4% for item 19, 80.6% for item 20, and 87.1% for item 21) when compared to the ratings of ELL students (68.6% for item 19, 57.2% for item 20, and 77.1% for item 21).

The responses to the last item, which asked about the senior students’ knowledge in planning appropriate teaching practices to meet the special needs of learning disabled, physically handicapped learners, showed that majority of students of both groups perceived themselves inadequate in this issue.

Summary: The overall results of this domain were interpreted according to the following figure.

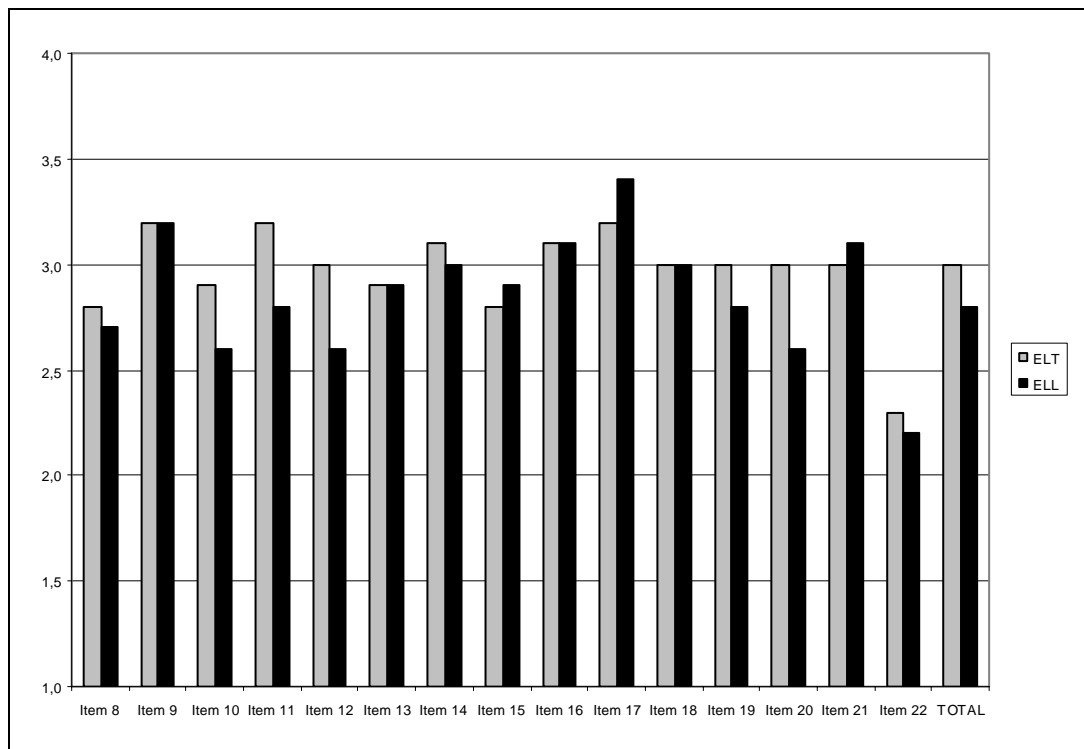


Figure 4.2: The Mean Scores of the Items and Their Averages in the Learning Domain.

When the responses to this domain were analyzed as a whole, the students of the ELT department seemed to have outranked the students of ELL department in almost each statement (see Figure 4.2). Majority of ELT students seemed to be satisfied with the input on methods and techniques of teaching listening, reading, and speaking skills as opposed to only more than half of the ELL students did. Another striking point was that while more than 70% of ELT students felt knowledgeable about learning styles and strategies, and theoretical basis for current methods and approaches to learning and teaching, less than 70% of ELL students believed that those issues did not receive adequate attention.

Apart from these, more than half of the students appeared to be dissatisfied with their knowledge in planning appropriate teaching practices to meet the special needs of learning disabled and physically handicapped learners.

The following table showed the difference between the perceptions of the two groups in the “Learning Domain”.

Table 4.6: The Perceptions of the ELT and ELL Groups in the Learning Domain.

GROUPS	N	X	S	t	sd	p
ELT	31	3.00	.36	1.34	64	.182
ELL	35	2.88	.36			

Both groups of students stated that they were quite knowledgeable in theories and practice of learning and language learning, and various aspects of individual diversity issues. Yet, when the mean scores of the two groups were compared, it was seen that the ELT students (m=3.0) seemed to outrank the ELL students (m=2.8), but t-test results showed no significant differences in this domain as well.

Domain III: Teaching and the Teacher

This domain comprised of 16 statements about different aspects of teaching and being a teacher. Those statements were adapted to reach the standards belonging to the sections; classroom interaction, teaching materials, and the teacher as a professional. Those standards were:

- Teachers are aware of, use and manage a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language
- Teachers know about the principles of effective planning and engage in long and short term planning of their teaching, including assessment, in accordance with the English Curriculum
- Teachers know about the range of English teaching materials available and critically evaluate, select, adapt and design materials appropriate to their learners
- Teachers are aware of the importance of developing professionally and use a variety of means to do so.

The items were interpreted considering the three sections of the “Teaching Domain”.

Table 4.7: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Classroom Interaction” Section in the Teaching Domain.

Item 23: I perceive myself knowledgeable outlining the principles of different learner-teacher, teacher-learner interaction such as questioning, giving feedback, negotiating					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
22.6	77.4	2.9	14.3	85.7	3.2
Item 24: I perceive myself knowledgeable in explaining ways of organizing pair and group work					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
0	100	3.4	14.3	85.7	3.1
Item 25: I perceive myself knowledgeable explaining the methodological implications for individualized work such as extensive reading, project work, portfolios					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.0	34.3	65.7	2.8

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The first item of the domain (item 23) aimed to determine whether the respondents could outline the principles of different learner-teacher, teacher learner interaction such as questioning, giving feedback. A great number of ELT students (77.4%) expressed their adequacy in this subject. As for ELL students, the percentage of them who responded similarly was 85.7%.

For item 24, both groups agreed to know ways of organizing pair and group work (ELT students: 100.0%; ELL students: 85.7%). Yet, the groups differentiated from each other for item 25. 87.1 % of the students of ELT department felt knowledgeable about the methodological implications of individualized work such as extensive reading, project work, portfolios. However, only 65.7% of the students of the ELL department agreed with this statement.

Table 4.8: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Planning” Section in the Teaching Domain.

Item 26: I perceive myself knowledgeable in explaining the principles of effective lesson design such as timing, variety of activities, lesson openings and closings					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
12.9	87.1	3.2	22.9	77.1	2.9
Item 27: I perceive myself knowledgeable in designing of teaching units based on criteria for task difficulty and thematic development.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	64.5	2.8	45.8	54.2	2.6

Table 4.8. (continued)					
Item 28: I perceive myself knowledgeable in formulating goals and behavioral objectives in accordance with the aim of the course, and the goals of the curriculum.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.2	40	60	2.8
Item 29: I perceive myself knowledgeable in the ways of reflection for planning.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	37.1	62.9	2.7

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

When it came to explaining the principles of effective lesson design such as timing, variety of activities, lesson openings and closings (item 26), the ELT students (87.1%) rated this statement higher than the ELL students (77.1 %). Yet, the knowledge of both groups seemed satisfactory for this item.

The responses to the item 27 indicated that both groups showed a bit dissatisfaction with the input on the design of teaching units based on criteria for task difficulty and thematic development (ELT: 64.5% and ELL 54.2%).

As far as formulation of goals and behavioral objectives in accordance with the aim of the course and the goals of the curriculum (item 28) and the ways of reflection for planning (item 29) were concerned, there was a noticeable difference between the responses of the two subject groups. For the item 28, 87.1% and for the item 29, 71% of the ELT students rated positively as opposed to around 60% of ELL students did.

Table 4.9: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Teaching Materials” Section in the Teaching Domain.

Item 30: I perceive myself knowledgeable in choosing the criteria for the evaluation of coursebooks, courseware and other materials					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
16.1	83.9	3.0	31.5	68.5	2.7
Item 31: I perceive myself knowledgeable in obtaining enrichment materials from the internet and elsewhere					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	3.1	20	80	3.1
Item 32: I perceive myself knowledgeable in using varied teaching materials and resources, such as visual and audio aids , overhead projector, games					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.4	37.1	62.9	2.8
Item 33: I perceive myself knowledgeable in using varied technology-based resources such as educational					

Table 4.9. (continued) television, video, multimedia					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	3.0	40	60	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As far as item 30 was concerned, majority of ELT students (83.9%) stated that they could choose the criteria for evaluation of coursebooks, courseware and other materials. In contrast, only 68.5% of the ELL students felt knowledgeable about this issue.

When asked about whether they know how to obtain enrichment materials from the Internet and elsewhere (item 31), many students from both groups (around 80%) agreed with this statement.

Items 32 and 33 were about using varied materials and resources for teaching. The majority of the ELT students (96.8%) reported to know how to use varied teaching materials and resources such as visual and audio aids, overhead projector, games but the percentage of the students decreased to 71% when asked about how to use varied technology based resources such as educational television, video and multimedia. The ELL students, on the other hand, expressed gaps in their knowledge of using varied teaching materials and technology-based resources. The percentage of their positive responses for those statements was around 60.

Table 4.10: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Teacher As a Professional” Section in the Teaching Domain.

Item 34: I perceive myself knowledgeable in defining my legal, social, and administrative responsibilities as a teacher such as keeping contact with parents, organizing school activities					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
48.4	51.6	2.7	14.3	85.7	3.1
Item 35: I perceive myself knowledgeable in the principles and procedures of school administration					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
32.3	67.7	2.8	42.8	57.2	2.7
Item 36: I perceive myself knowledgeable in designing an instructional program appropriate for students at a variety of English Proficiency levels in collaboration with school staff.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	3.0	14.3	85.7	3.1

Table 4.10. (continued)					
Item 37: I perceive myself knowledgeable in the principles of practice-oriented research, such as action research, case studies, teacher narratives					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
41.9	58.1	2.7	34.4	65.6	2.6
Item 38: I perceive myself knowledgeable in ways of accessing different resources of information (e.g. official reports, research reports, professional organizations etc.) for professional development.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.9	28.6	71.4	2.8

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

Item 34 surprisingly received higher ratings from ELL students. Only half of the ELT students felt capable of defining their legal, social and administrative responsibilities as a teacher such as keeping contact with parents, organizing school activities. However, majority of the ELL students (85.7%) expressed their adequacy in this subject.

Both groups seemed to be dissatisfied with the input on the principles and procedures of school administration (item 35), and with the principles of practice-oriented research, such as action research, case studies, teacher narratives (item 37). The mean scores of the responses of both groups were between 2.6-2.8 for these items.

In terms of designing an instructional program appropriate for students at a variety of English proficiency level in collaboration with school staff (item 36), the students of ELT department (74.2%) seemed not to feel as knowledgeable as those of ELL department (85.7) although most of the ELT students shared this opinion.

As for item 38, which was about whether students know the ways of accessing different resources of information for professional development, the two subject groups appeared to have similar opinions. The percentage of poor ratings obtained from both groups was less than 30.

Summary: The overall results of this domain were interpreted according to the following figure.

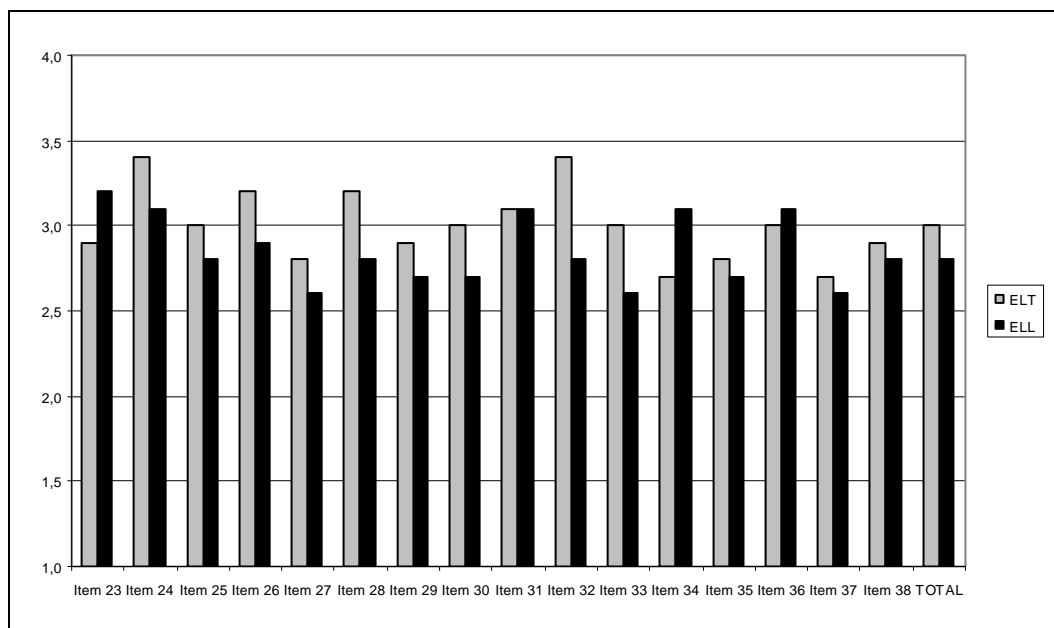


Figure 4.3: The Mean Scores of the Items in the Teaching Domain.

When all the responses were taken into consideration in this domain (see Figure 4.3), the following picture emerged: The students of the ELT department perceived themselves more knowledgeable than the students of the ELL department about the methodological implications of individualized work, formulating goals and objectives, ways of reflection for planning, choosing the criteria for coursebook evaluation and about use of varied teaching materials and technology-based resources. The students of the ELL department, on the other hand, believed to have better input on defining their legal, social and administrative responsibilities as a teacher.

Apart from these results, there were also some issues about which both groups seemed to have shortage of knowledge. Those issues were about the design of teaching units based on criteria for task difficulty and thematic development, the procedures of school administration and various types of practice-oriented research.

The following table showed the difference between the perceptions of the two groups in the “Teaching Domain”.

Table 4.11: The Perceptions of the ELT and ELL Groups in the Teaching Domain.

GROUPS	N	X	S	t	sd	p
ELT	31	3.04	.40	1.56	64	.124
ELL	35	2.89	.38			

The students of the two groups seemed satisfied with the input in classroom interaction, planning, teaching materials and teacher as a professional issues. The mean score of the ELT students (m=3.0) indicated to the point that they felt better than the ELL students (m=2.89), but the t-test results showed no significant differences between the two groups.

Domain IV: Assessment

The “assessment” domain, which included items 39 to 52, was related to four standards:

- Teachers are aware of the role of assessment as an integral part of the teaching-learning process and assess the performance of their learners as a part of their teaching routine
- Teachers know about theories and methods of assessment and match them with the appropriate tasks and tools
- Teachers are aware of the importance of involving learners and actively engaging them in the different stages of the assessment process
- Teachers know about theories of language testing and design, and use tests appropriately.

Table 4.12: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Role of Assessment” Section in the Assessment Domain.

Item 39: I perceive myself knowledgeable in variety of purposes of assessment of learners (e.g.L2 proficiency, diagnostic, achievement, placement)					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
16.1	83.9	3.0	11.4	88.6	3.2
Item 40: I perceive myself knowledgeable in ways of preparing my students appropriately for the type of assessment being used.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
32.3	67.7	2.9	22.9	77.1	2.9

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

Both groups of students stated to be knowledgeable in issues related to the “Role of Assessment” in learning teaching process.

For the item 39, the majority of students from both groups (83.9 from ELT; 88.6% from ELL) stated to know variety of purposes of assessment of learners (e.g. L2 proficiency, diagnostic, achievement, placement).

While most of the ELT students (67.7%) seemed to know the ways of preparing their students appropriately for the type of assessment being used (item 40), The ELL students, slightly more than the number of ELT students, (77.1%) thought informed about this issue.

Table 4.13: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Methods of Assessment” Section in the Assessment Domain.

Item 41: I perceive myself knowledgeable in differentiating between formative and summative assessment					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
48.4	51.6	2.5	51.4	48.6	2.3
Item 42: I perceive myself knowledgeable in designing various types of assessment methods (e.g. performance-based tasks, projects, portfolios, tests etc.) that take into account different levels, learning styles and abilities in heterogeneous classes.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	64.5	2.7	45.8	54.2	2.6
Item 43: I perceive myself knowledgeable in designing a wide range of assessment tools such as assessment tasks, checklists, rating criteria, portfolios, verbal and written feedback to evaluate learners' achievement of different objectives					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
41.9	58.1	2.7	40	60	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The percentages of positive responses obtained from the two groups were rather low in “Methods of Assessment” section.

When asked about differences between formative and summative assessment (item 41), the responses from the two groups seemed to vary at both ends of the scale. Nearly half of the students found it sufficient while the rest disagreed.

Similar results were true for the other two items in this section, both groups of students reported that they had shortage of knowledge in designing various types of assessment methods (item 42), and designing various assessment tools (item 43). The mean scores of both groups were between 2.6-2.7 for these items.

Table 4.14: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Learners’ Role in Assessment” Section in the Assessment Domain.

Item 44: I perceive myself knowledgeable in using different assessment tools that allow learners to evaluate both process and product of their performance					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
32.3	45.1	2.8	28.6	71.4	2.7
Item 45: I perceive myself knowledgeable interpreting the information gained from different assessment tools that allow learners to evaluate both process and product of their performance					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	41.9	2.7	37.2	62.8	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As for items 44 and 45, related to the section “Learners’ Role in Assessment”, less than half of the ELT students reported that they knew how to use different assessment tools that allow learners to evaluate both process and product of their performance (item 44), and how to interpret the information gained from these assessment tools (item 45). The percentages of ELL students, who responded to these items positively, were higher (71.4% for item 44; 62.8% for item 45).

Table 4.15: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Role of Testing in Assessment” Section in the Assessment Domain.

Item 46: I perceive myself knowledgeable in stating the criteria for the design of tests (and other assessment methods) such as validity and reliability					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
25.8	74.2	3.0	37.1	62.9	2.8
Item 47: I perceive myself knowledgeable in the practical constraints in designing and administering tests					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.8	45.7	54.3	2.5
Item 48: I perceive myself knowledgeable in the appropriate ways of testing and assessing the skills covered in the English curriculum					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	54.3	45.7	2.5
Item 49: I perceive myself knowledgeable in a wide range of types of test items, such as multiple choice, open-ended, T/F					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.3	11.4	88.6	3.3

Table 4.15. (continued)					
Item 50: I perceive myself knowledgeable in the advantages and disadvantages of the test items and when it is appropriate to use them					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.1	14.3	85.7	3.1
Item 51: I perceive myself knowledgeable in basic test calculations such as weighting percentages, averages, distribution of grades					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	54.3	45.7	2.4
Item 52: I perceive myself knowledgeable in the implications of test anxiety on learners' performance during the tests					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3	8.6	91.4	3.1

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

In the “Role of Testing in Assessment” section, the ELL students reported that they did not feel as knowledgeable as the ELT students in some testing issues such as validity and reliability and practical constraints in the design of the tests (item 46, 47), appropriate ways of testing the skills covered in the curriculum (item 48), and basic test calculations (item 51) in the assessment process. While the mean scores of the ELL students changed from 2.4 to 2.8, those of the ELT students were between 2.8- 3.0 for these items.

As for items 49, 50 and 52 of this section, great majority of students from both groups (more than 80%) stated that they knew a wide range of types of test items (item 49), advantages and disadvantages of these types (item 50), and implications of test anxiety on learners' performance during the tests (item 52).

Summary: The overall results of this domain were interpreted according to the following figure.

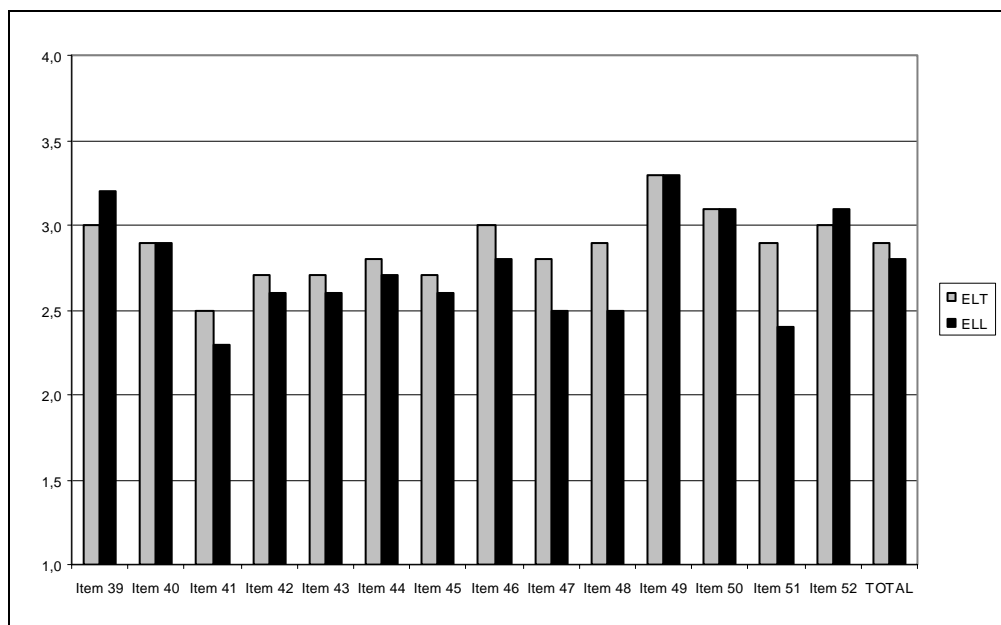


Figure 4.4: The Mean Scores of the Items in the Assessment Domain.

As could be seen in Figure 4.4 as well, the overall results showed that the ELT students appeared to have slightly higher ratings than the ELL students in this domain, but there were some aspects of assessment where the two groups differed from each other, and some that they felt dissatisfied with.

The students of the ELT department seemed to be more knowledgeable about the issues of validity, reliability, and practical constraints in designing and administering the tests, the appropriate ways of testing and assessing the skills covered in the English curriculum and basic test calculations such as weighing percentages, averages, distribution of grades.

As for the students of the ELL department, although there was a slight difference between the responses of two groups, the ELL students seemed more satisfied with the input on ways of preparing their students appropriately for the type of assessment being used and using different assessment tools that allow learners to evaluate both process and product of their performance.

When it came to the aspects of assessment where both groups seemed dissatisfied, those aspects were related to differences between formative and summative assessment, design of various types of assessment methods and a wide range of assessment tools taking into account different levels, learning styles, and

abilities in heterogeneous classes, and interpretation of the information gained from these tools.

The following table showed the difference between the perceptions of the two groups in the “Assessment Domain”.

Table 4.16: The perceptions of the ELT and ELL Groups in the Assessment Domain.

GROUPS	N	X	S	t	sd	p
ELT	31	2.94	.44	1.43	64	.158
ELL	35	2.80	.36			

Both groups seemed gratified with the input on issues like the role of assessment, methods of assessment, the learners’ role in assessment, and the role of testing in assessment. The ELT students perceived their knowledge better than the ELL students, but the “difference scores” showed no noteworthy variations.

Domain V: Classroom Environment

This domain, including items 53 to 60, contained statements about various aspects of class management, and physical learning environment. In the selection and adaptation of the statements in this domain, two standards were used as a guide:

- Teachers are aware of and apply principles of effective classroom management in order to create a framework for optimal learning.
- Teachers are aware of the importance of, and do their best to create a physical learning environment that is actively conducive to learning English.

Table 4.17: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Management ” Section in the Classroom Environment Domain.

Item 53: I perceive myself knowledgeable in stating the principles of classroom management					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
16.1	83.9	3	5.7	94.3	3.2
Item 54: I perceive myself knowledgeable in characteristics of group dynamics in the classroom					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3.1	31.4	68.6	2.9
Item 55: I perceive myself knowledgeable in different teacher roles and responsibilities such as instructor, facilitator, negotiator					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.3	20	80	3.1

Table 4.17. (continued) Item 56: I perceive myself knowledgeable in different learner roles and responsibilities such as initiator, responder, cooperator, researcher					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	3	22.9	77.1	2.9

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The mean scores of the students from both groups varied between 2.9-3.3 indicated that the students had satisfactory knowledge on stated class management issues such as principles of classroom management (item 53), characteristics of group dynamics (item 54), different teacher and learner roles (items 55, 56).

Table 4.18: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Physical Learning Environment ” Section in the Classroom Environment Domain.

Item 57: I perceive myself knowledgeable in creating a learning environment rich in materials that are attractive, stimulating and instructive					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
12.9	87.1	3	25.7	74.3	3
Item 58: I perceive myself knowledgeable in ways of creating a warm environment					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3.2	22.9	77.1	3
Item 59: I perceive myself knowledgeable in managing of self-access materials such as work cards, and facilities such as learning centers					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.2	40	60	2.7
Item 60: I perceive myself knowledgeable in the ways of utilizing from English library and Internet-linked computers.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3.2	28.6	71.4	2.9

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

In creating an ideal physical learning environment, majority of students (more than 70%) from both groups stated to know the ways of creating a stimulating and warm environment (items 57, 58), and ways of utilizing from English library and internet-linked computers (item 60).

Among the four items in this section, item 59 differentiated between the two groups. A great majority of the ELT students (90.3%) reported that they felt

knowledgeable in managing of self-access materials and facilities (item 59). This was a big contrast to the responses of the ELL students, only 60% of whom agreed with the statement.

Summary: The overall results of this domain were interpreted according to the following figure.

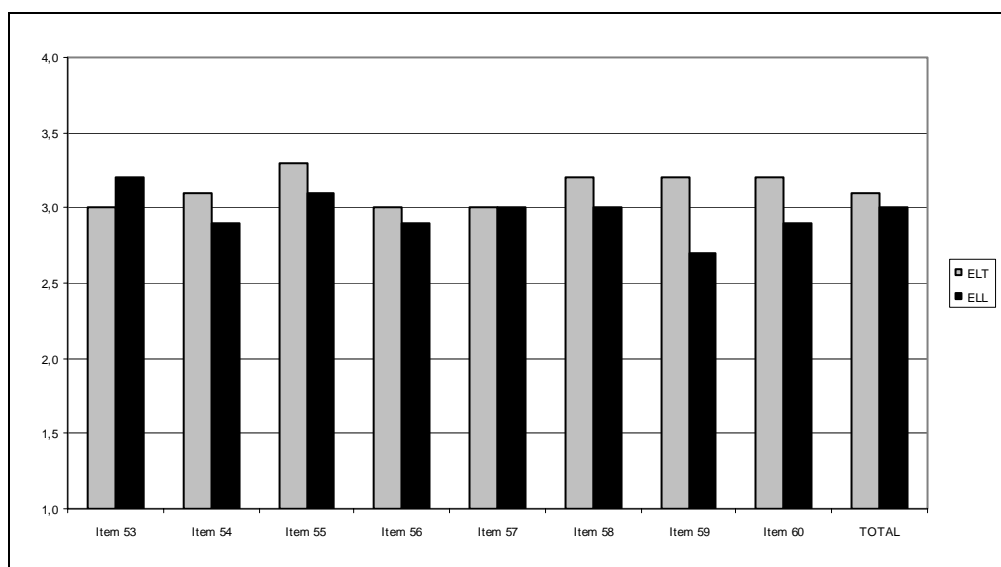


Figure 4.5: The Mean Scores of the Items in the Classroom Management Domain.

Like the preceding domains, the overall picture which emerged from the results of this domain was that both groups seemed gratified with the input on issues of class management and physical learning environment. Yet, a close look at the results showed the ELL students believed to have a shortage of knowledge on the management of self-access materials and facilities.

The following table showed the difference between the perceptions of the two groups in the “Classroom Management Domain”.

Table 4.19: The Perceptions of the ELT and ELL Groups in the Classroom Management Domain.

GROUPS	N	X	S	t	sd	p
ELT	31	3.18	.44	1.63	64	.108
ELL	35	3.00	.44			

As in the previous domains, the groups expressed that they had considerable knowledge in different aspects of class management and physical learning

environment. Although the ELT students had a bit higher mean score ($m=3.1$) when compared to the ELL students ($m=3.0$), the perceptions of the groups showed no significant differences in this domain.

4.2. Discussion of the Results of the Performance-Based Part of the Questionnaire

Domain I: Content

This domain contained 11 statements that were based on the same standards of the content domain of the knowledge-based part of the questionnaire.

Table 4.20: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Language Proficiency” Section in the Content Domain of the Performance-Part of the Questionnaire.

Item 1: I perceive myself competent in demonstrating proficiency in oral , everyday English					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Negative Response	*Satisfactory Response	Mean
9.7	90.3	2.9	37.2	62.8	2.7
Item 2: I perceive myself competent in demonstrating proficiency in written, academic English					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	64.5	2.7	17.1	82.9	3.1
Item 3: I perceive myself competent in serving as a good language model for my learners in speaking					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.1	20	80	3
Item 4: I perceive myself competent in serving as a good language model for my learners in writing					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.9	11.4	88.6	3.2
Item 5: I perceive myself competent in explaining my knowledge of the language in a way that is accessible and relevant to the language learner					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.1	17.1	82.9	3.2
Item 6: I perceive myself competent in developing learner’s awareness of how the English language is structured					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.2	20	80	3.1
Item 7: I perceive myself competent in developing learner’s awareness of how the English language compares to first language, Turkish in various aspects such as phonology, morphology, syntax, semantics, and pragmatics.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.2	11.5	88.5	3.2
Item 8: I perceive myself competent in designing conceptualized instructional activities using written and spoke language to assist my students in recognizing, using, acquiring and practicing social and academic language.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.2	25.7	74.3	2.8

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

When looked at the results of the first four items in “Language Proficiency” section, it was seen that the ELT students seemed more competent in speaking skills, and the ELL students in writing skills when compared to each other. Regarding demonstrating proficiency in oral, everyday English (item 1), and serving as a good language model for their learners in speaking (item 3), the ELT students rated these statements higher than the ELL students. When it came to demonstrating proficiency in written, academic English (item 2), and serving as a good language model for their learners in writing (item 4), the ELL students outranked the ELT students.

As for item 5, which asked about whether students can explain their knowledge of the language in a way that is accessible and relevant to the language learner, the two groups appeared to have similar opinions. The percentage of the negative responses obtained from both groups was less than 20.

The items about developing learner’s awareness of how the English language is structured (item 6), and of how the English language compares to their first language, Turkish in various aspects such as phonology, morphology, syntax, semantics and pragmatics (item 7) received favorable rankings from both groups of students: 96.8% of the ELT students and more than 80% of the ELL students expressed their capability in these issues.

For the last item (item 8) of this section, great majority of ELT students (90.3%) said that they felt competent at designing conceptualized instructional activities using written and spoken language to assist their students in recognizing, using, acquiring and practicing social and academic language as opposed to 74.3% of the ELL students.

Table 4.21: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Language and Culture” Section in the Content Domain of the Performance-Part of the Questionnaire.

Item 9: I perceive myself competent in teaching language and its functions within the context of authentic texts.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
25.8	74.2	2.9	14.3	85.7	3.1
Item 10: I perceive myself competent in facilitating interpretation of a literary work or a text appropriate for m learners					
ELT			ELL		

Table 4.21. (continued)					
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
45.2	54.8	2.5	40	60	2.7
Item 11: I perceive myself competent in providing adequate and appropriate tasks, materials and language support to help my students communicate successfully in socially and culturally appropriate ways.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.8	28.6	71.4	2.9

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

When asked about their competence at teaching language and its functions within the context of authentic texts (item 9), many of the ELT students (around 75%) agreed with the statement, but the percentage of the positive responses received from the ELL students was a little higher: around 85.

Unlike the previous item, the item on facilitating interpretation of a literary work or a text appropriate for their learners received surprisingly poor ratings from both groups. Less than half of the ELT and ELL students pointed out their inadequacy in this issue. When the number of the literature courses the ELL students have taken so far is considered, the poor rating of the ELL students can be attributed to the fact that although the interpretation of literary works was dealt with in literature courses, teaching of it was out of concern in these courses.

The last item, which was about providing adequate and appropriate tasks, materials and language support to help their learners communicate successfully in socially and culturally appropriate ways, received almost equal ratings from both groups: 71% from the ELT students; 71.4% from the ELL students.

Summary: The overall results of this domain were interpreted according to the following figure.

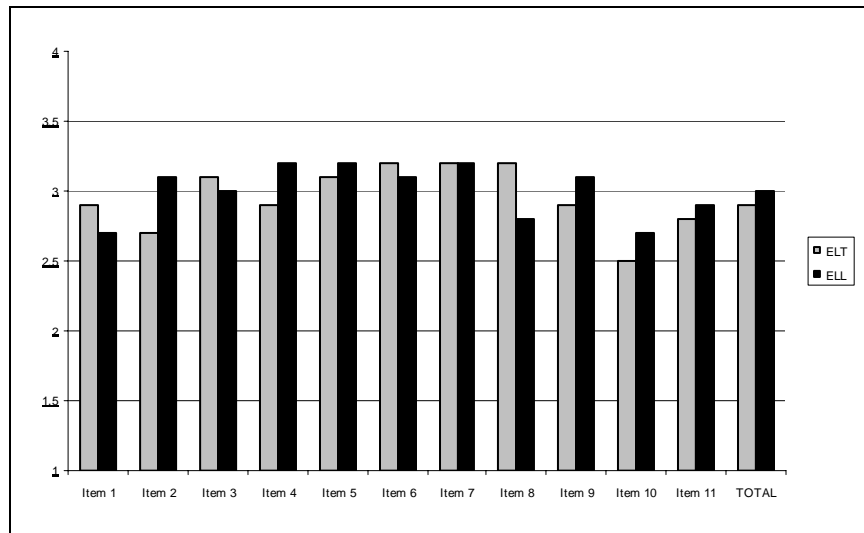


Figure 4.6: The Mean Scores of the Items in the Content Domain.

When Figure 4.6 was analyzed, it was seen that except a few items, both groups seemed to have satisfactory competence in many aspects of language proficiency and culture. Especially, the results showed that the ELL students felt better at writing skills such as demonstrating proficiency in written, academic English and being a good language model for their learners in writing. However, the results on speaking skills indicated that the ELT students felt more competent in demonstrating proficiency in oral, everyday English and in serving as a good language model for their learners in speaking.

Yet, it was not possible to draw an assertive conclusion for this domain because there were many issues that should be itemized in this domain as in the case of the content domain of the knowledge-based part of the questionnaire.

The following table showed the difference between the perceptions of the two groups in the “Content Domain”.

Table 4.22: The Perceptions of the ELT and ELL Groups in the Content Domain of the Performance-Part of the Questionnaire.

GROUPS	N	X	S	t	sd	p
ELT	31	2.99	.28	.347	64	.730
ELL	35	3.02	.38			

Both groups of students perceived themselves competent in language and culture issues. While the ELL students expressed to have better performance

(m=3.0) than the ELT students (m=2.9), t-test results indicated that the difference between their perceptions was not significant at the level of 0.05.

Domain II: Learning and the Learner

This domain including items 12 to 30, is based on the same standards in “Learning and the Learner” domain of the knowledge-based part of the questionnaire.

Table 4.23: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Theories and Practice of Learning and Language Learning” Section in the Learning Domain of the Performance-Part of the Questionnaire.

Item 12: I perceive myself competent in providing a variety of learning opportunities					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
9.7	90.3	3.2	34.3	65.7	2.7
Item 13: I perceive myself competent in encouraging learners to make links between prior and new knowledge					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.2	14.3	85.7	3.2
Item 14: I perceive myself competent in providing integrated learning activities using authentic sources that build meaning through practice.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.4	34.3	65.7	2.8
Item 15: I perceive myself competent in selecting and applying appropriate classroom activities to develop listening skills for my learners at different proficiency levels and developmental stages.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	3	34.3	65.7	2.8
Item 16: I perceive myself competent in selecting and applying appropriate classroom activities to develop reading skills for my learners at different proficiency levels and developmental stages					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.2	8.6	91.4	3.3
Item 17: I perceive myself competent in selecting and applying appropriate classroom activities to develop speaking skills for my learners at different proficiency levels and developmental stages					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.1	31.5	68.5	2.8
Item 18: I perceive myself competent in selecting and applying appropriate classroom activities to develop writing skills for my learners at different proficiency levels and developmental stages.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	3	17.2	82.8	3
Item 19: I perceive myself competent in selecting and applying appropriate classroom activities to teach vocabulary for my learners at different proficiency levels and developmental stages					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.3	22.9	77.1	3.3
Item 20: I perceive myself competent in providing my students with stimulating activities such as drama, song games, riddles					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.3	34.3	65.7	2.9
Item 21: I perceive myself competent in encouraging my students to take chances, make mistakes in order to learn					
ELT			ELL		

Table 4.23. (continued)					
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.5	17.1	82.9	3.3
Item 22: I perceive myself competent in using my understanding of language acquisition/learning theories to provide optimal learning environments for my students.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.2	37.2	62.8	2.7

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

A striking difference was observed between the two groups when the responses to items 12, 14, 20 and 22 were considered. A great majority of the ELT students (more than 90%) indicated that they felt qualified in providing the learners with a variety of learning opportunities (item 12), with integrated learning activities (item 14), and with stimulating activities (item 20). They also reported that they could use their understanding of language acquisition/learning theories to provide optimal learning environment for their learners (item 22). The ELT students, on the other hand, showed diversity in their opinions, although around 65% of them agreed with these four statements, there was a fair amount of disagreement in the group.

Items 13 and 21 received quite high ratings from both groups. The mean scores of them varied from 3.2 to 3.5. A great majority of students from both groups stated that they could encourage their learners to make links between prior and new knowledge (item 13), and to make mistakes in order to learn (item 21).

Regarding their competency in selecting and applying appropriate classroom activities to develop language skills, it was seen that one group outperformed the other in some skills although there were no big differences between the mean scores of these items. While the students from the ELT department appeared to feel more competent in teaching listening (item 15), speaking (item 17), and vocabulary (item 19), the students from the ELL department seemed to feel more qualified in teaching reading (item 16) and writing (item 18) skills.

Table 4.24: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Individual Diversity” Section in the Learning Domain of the Performance-Part of the Questionnaire

Item 23: I perceive myself competent in showing respect for all learners					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.5	8.6	91.4	3.5
Item 24: I perceive myself competent in making use of various needs analysis methods to specify the individual					

Table 4.24. (continued) group needs and interests					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	2.9	28.6	71.4	2.9
Item 25: I perceive myself competent in adjusting my demands to the needs of individual learners					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	2.9	31.4	68.6	2.7
Item 26: I perceive myself competent in varying instructional activities to cater to individual differences					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.1	28.6	71.4	2.8
Item 27: I perceive myself competent in encouraging learners to become aware of their learning styles					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	31.4	68.6	2.7
Item 28: I perceive myself competent in encouraging learners to adopt appropriate learning strategies					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.9	37.1	62.9	2.7
Item 29: I perceive myself competent in using cultural diversity to enrich their teaching, such as encouraging learners to relate to their own cultural backgrounds and those of others					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	25.7	74.3	3
Item 30: I perceive myself competent in making provisions for learners with special needs, disabilities and handicaps					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
51.7	48.3	2.5	60	40	2.4

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

Among the eight statements of “Individual Diversity” section of the “Learning Domain”, most of the ELT and ELL students (more than 70%) expressed their competency in showing respect for all learners (item 23), making use of various needs analysis methods to specify individual/group needs and interests (item 24), varying instructional activities to cater to individual differences (item 26), and using cultural diversity to enrich their teaching (item 29).

In terms of their competency in adjusting their demands to the needs of individual learners (item 25), encouraging learners to become aware of their learning styles (item 27), and to adopting appropriate learning strategies (item 28), the percentages of the ELT students who stated to have competency in those issues was higher than the ELL students (ELT: around 70%; ELL: around 60%).

The last item (item 30) in this domain received the lowest scores from both groups. The responses from the two groups seemed to vary at both ends of the scale. Less than half of the students stated that they could make provisions for learners with special needs, disabilities and handicaps while the rest (more than 50%) disagreed.

Summary: The overall results of this domain were interpreted according to the following figure.

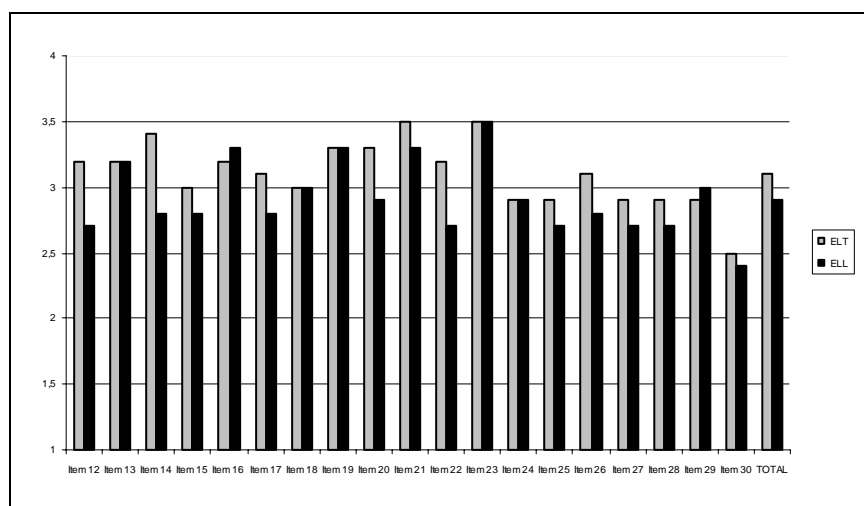


Figure 4.7: The Mean Scores of the Items in the Learning Domain.

When the responses to this domain were analyzed as a whole, it was seen that the ELT students seemed to have outperformed the ELL students: while the mean scores of the responses of the ELT students were 3.1, and that of the ELL students was 2.9. This difference indicated to the point that there were many issues at which the ELT students felt better than the ELL students, such as providing their students with a variety of learning opportunities, stimulating activities and integrated learning activities using authentic sources, selecting and applying appropriate classroom activities to develop, especially, listening and speaking skills for their learners and applying their understanding of language acquisition/learning theories into their

teaching, adjusting their demands to the needs of individual learners, and encouraging learners to become aware of their learning styles and to adopt appropriate learning strategies.

The following table showed the difference between the perceptions of the two groups in the “Learning Domain”.

Table 4.25: The Perceptions of the ELT and ELL Groups in the Learning Domain of the Performance-Part of the Questionnaire.

GROUPS	N	X	S	t	sd	p
ELT	31	3.14	.32	2.26	64	.027
ELL	35	2.95	.35			

Both groups of students stated that they were quite competent in theories and practice of learning and language learning, and various aspects of individual diversity issues. Yet, when the mean scores of the two groups were compared, it was seen that the ELT students (m=3.1) seem to outrank the ELL students (m=2.9). Moreover, t-test results showed there was a significant difference between the perceptions of the groups’ performance in this domain [$t(64)=2.26$, $p<0.05$].

Domain III: Teaching and the Teacher

This domain comprised of statements 31 to 52 about different aspects of teaching and being a teacher. The 22 statements were adapted considering the same standards in “Teaching and the Teacher” domain in the knowledge based part of the questionnaire.

Table 4.26: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Classroom Interaction” Section in the Teaching Domain of the Performance-Part of the Questionnaire.

Item 31: I perceive myself competent in managing different learner-teacher and teacher-learner interactions such as questioning, giving feedback, negotiating					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
3.2	96.8	3.3	0	100	3.3
Item 32: I perceive myself competent in managing learner-learner interaction such as pair and group work					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.6	20	80	3
Item 33: I perceive myself competent in employing different techniques in organizing pair/group work					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.5	34.3	65.7	2.8

Table 4.26. (continued)					
Item 34: I perceive myself competent in providing opportunities for individualized work such as extensive reading and project work, portfolios.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3	40	60	2.7
Item 35: I perceive myself competent in using various patterns of interaction appropriate to the specific learning tasks					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	77.4	2.9	34.3	65.7	2.7

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

In “Classroom Interaction” section, the first two items (items 31 and 32) aimed to determine whether the respondents can manage different learner-teacher, teacher-learner interactions such as questioning, giving feedback, negotiating (item 31) and different learner-learner interaction such as pair and group work (item 32). A majority of the students from both groups (more than 80%) expressed their adequacy in these issues.

For items 33, 34, and 35, the mean difference between the two groups (ELT: 2.9-3.5; ELL: 2.7-2.8) indicated that the ELT students felt more adequate than the ELL students employing different techniques in organizing pair/group work (item 33), providing opportunities for individualized work (item 34), and using various patterns of interaction appropriate to the specific learning tasks (item 35).

Table 4.27: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Planning” Section in the Teaching Domain of the Performance-Part of the Questionnaire.

Item 36: I perceive myself competent in designing teaching units based on the English curriculum					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
38.8	61.2	2.6	28.6	71.4	2.8
Item 37: I perceive myself competent in preparing and using written lesson plans that include general aims and specific objectives in accordance with the English curriculum					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	64.5	2.8	37.2	62.8	2.8
Item 38: I perceive myself competent in preparing well-paced, well-organized and varied lesson plans					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
38.7	61.3	2.9	37.2	62.8	2.7
Item 39: I perceive myself competent in engaging in short and long-term planning in collaboration with other English teachers at their school					

Table 4.27. (continued)					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
35.5	64.5	2.8	22.9	77.1	2.7
Item 40: I perceive myself competent in reflecting on my lessons, activities, and results of assessment procedures in order to inform my future planning					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	25.8	74.2	2.8

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As for the five statements about aspects of “Planning” of “Teaching Domain”, rather low ratings were observed from the two groups.

In terms of designing teaching units based on the English curriculum (item 36), and engaging in short and long-term planning in collaboration with other English teachers at their school (item 39), the students of the ELT department (nearly 60%) seemed not to feel as competent as those of the ELL department (approximately 70%).

The responses to items 37 and 38 indicated that both groups did not feel themselves competent at preparing and using written lesson plans that include general aims and specific objectives in accordance with the English curriculum (item 37) and at preparing well-paced, well-organized and varied lesson plans (item 38). Only around 60% of the students from both groups expressed their capability for those statements.

Item 40 received almost equal ratings from both groups: 71% of the ELT students and 74.2% of the ELL students said that they felt good at reflecting on their lessons, activities and results of assessment procedures in order to inform their future planning.

Table 4.28: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Teaching Materials” Section in the Teaching Domain of the Performance-Part of the Questionnaire.

Item 41: I perceive myself competent in providing my students with a wide variety of teaching materials and resources such as visual and audio aids, overhead projector, games to reinforce my students' language learning.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
6.5	93.5	3.4	28.6	71.4	2.8
Item 42: I perceive myself competent in selecting appropriate materials for specific learning tasks					
ELT			ELL		

Table 4.28. (continued)					
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
3.2	96.8	3.3	14.3	85.7	3
Item 43: I perceive myself competent in creating or adapting materials to suit my learners' needs					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.4	22.9	77.1	3
Item 44: I perceive myself competent in integrating technology-based materials such as educational TV, video, multi-media in my lessons					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
22.6	80.6	3.1	34.3	65.7	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

Both groups showed high ratings for items related to the aspects of “Teaching Materials”.

The ELT students expressed competency in providing their learners with a wide variety of teaching materials and resources (m= 3.4, item 41), and technology-based materials (m=3.1, item 44). As for the ELL students, although they stated that they could provide their learners with different teaching materials (m=3.1), they did not feel themselves competent enough to integrate technology-based materials in their lessons (m=2.6).

As for items 42 and 43, majority of students from both groups stated that they were sufficiently qualified in selecting appropriate materials for specific learning tasks (item42) and in creating or adapting materials to suit their learners' needs (item 43). Yet, while the number of ELT students who agreed with these statements was around 90, that of the ELL students was around 80.

Table 4.29: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Teacher as A Professional” Section in the Teaching Domain of the Performance-Part of the Questionnaire.

Item 45: I perceive myself competent in reflecting on my teaching in order to re-assess my teaching practices					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
22.6	77.4	3	45.7	54.3	2.5
Item 46: I perceive myself competent in engaging in on-going self assessment of teaching practices					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	2.8	34.3	65.7	2.7
Item 47: I perceive myself competent in engaging in on-going peer assessment of teaching practices					
ELT			ELL		

Table 4.29. (continued)					
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.8	37.1	62.9	2.6
Item 48: I perceive myself competent in initiating practice-oriented research, such as action research, case studies, teacher narratives					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
41.9	58.1	2.5	60	40	2.4
Item 49: I perceive myself competent in using my knowledge and research base of the English language teaching to design effective instruction.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
48.4	51.6	2.5	42.8	57.2	2.7
Item 50: I perceive myself competent in attending conferences and in-service courses					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
38.8	61.2	2.7	45.7	54.3	2.5
Item 51: I perceive myself competent in collaborating with school staff to establish an instructional program appropriate for students at a variety of English proficiency levels					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.9	17.1	82.9	3
Table 4.29. (continued)					
Item 52: I perceive myself competent in fulfilling legal, social and administrative responsibilities as a teacher such as keeping contact with parents, contributing various school activities					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.9	14.3	85.7	3.1

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The responses of the two groups showed variety in the “Teacher as a Professional” section of the “Teaching Domain”.

While many of the ELT students said that they could reflect on their teaching in order to re-assess their teaching practices (item 45), and engage in on-going self-assessment (item 46) and peer-assessment (item 47) of teaching practices, less than 66% of the ELL students agreed to be competent in these issues.

As for initiating practice-oriented research, such as action research, case studies, teacher narratives (item 48), using their knowledge and research base of the English language teaching to design effective instruction (item 49) and attending conferences and in-service courses (item 50), the majority of the students from both groups considered themselves incompetent at these issues. The negative answers varied from 38.8% to 48% for the ELT students and from 42% to 60% for the ELL students.

The last two items in this domain were about collaborating with school staff to establish an instructional program appropriate for students at a variety of English proficiency levels (item 51) and fulfilling legal, social and administrating responsibilities as a teacher, such as keeping contact with parents, contributing various school activities (item 52). For these items, the ELL students seemed to have outranked the ELT students slightly (ELL students: around 80%; ELT students: around 70%).

Summary: The overall results of this domain were interpreted according to the following figure.

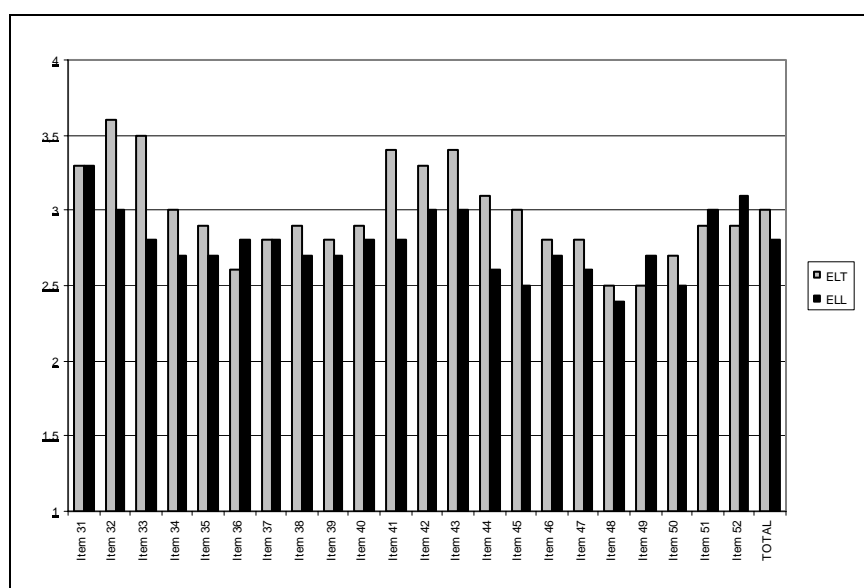


Figure 4.8: The Mean Scores of the Items in the Teaching Domain.

The overall results of the domain showed that the ELT students, as in the previous two domains, seemed to be more competent in many aspects of teaching than the ELL students.

The competencies which clearly differentiated the ELT students from the ELL students were related to the issues of employing different techniques in organizing pair/group work, providing opportunities for individualized work, using various patterns of interaction appropriate to the specific learning tasks, integrating

technology based materials into their lessons, reflecting on their teaching and engaging ongoing self and peer assessment of teaching practice. Yet, there were also a few competencies that the ELL students felt better at, such as designing teaching units based on the English curriculum, engaging in-short and long term planning in collaboration with other English teachers, and collaborating with school staff to establish an instructional program appropriate for students at different English proficiency levels. In addition to these results, there were some issues where both groups of students believed to lack competence to prepare well-paced, well-organized and varied lesson plans that include general aims and specific objectives in accordance with the English curriculum, to initiate practice-oriented research, to use their knowledge of English language teaching to design effective instruction and to attend conferences and in-service courses.

The following table showed the difference between the perceptions of the two groups in the “Teaching Domain”.

Table 4.30: The perceptions of the ELT and ELL Groups in the Teaching Domain of the Performance-Part of the Questionnaire.

GROUPS	N	X	S	t	sd	p
ELT	31	3.02	.31	2.37	64	.021
ELL	35	2.82	.33			

The groups felt quite competent in classroom interaction, planning, teaching materials and teacher as a professional issues. The mean scores of the ELT students ($m=3.0$) indicated to the point that they felt more qualified than the ELL students ($m=2.8$), and the t-test results indicated that the difference between their perceptions was significant at the level of 0.05 [$t(64)=2.37$, $p<0.05$] .

Domain IV: Assessment

This domain, including items 53 to 67, was about different aspects of assessment. The 15 statements were adapted to achieve the same standards in the assessment domain of the knowledge-based part of the questionnaire.

Table 4.31: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Role of Assessment” Section in the Assessment Domain of the Performance-Part of the Questionnaire.

Item 53: I perceive myself competent in integrating teaching, learning and assessment in the planning of my units, lessons and tasks					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
25.8	74.2	3	25.7	74.3	2.8
Item 54: I perceive myself competent in ensuring that learners are regularly aware of their language learning process					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3	22.9	77.1	2.9
Item 55: I perceive myself competent in designing varied tasks and tools that allow learners to succeed at different levels considering different learning styles and abilities					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.2	22.9	77.1	2.8
Item 56: I perceive myself competent in using alternatives in assessment including projects, portfolios presentations for different purposes					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3	57.2	42.8	2.4

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

In “The Role of Assessment” section of the “Assessment Domain”, it was seen that both groups of students could integrate assessment into a teaching-learning process to a certain degree.

In terms of integrating teaching, learning and assessment in the planning of the units, lessons and tasks (item 53), ensuring that learners are regularly aware of their language learning process (item 54), and designing varied task and tools that allow learners to succeed at different levels considering different learning styles and abilities (item 55), both groups appeared to be satisfied with their performance in these issues although the ratings of the ELT students were a bit higher. The mean scores of the ELT students varied between 3.0-3.2 whereas those of the ELL students between 2.8-2.9.

An obvious difference was observed when the responses to the item about the competence in using alternatives in assessment including projects, portfolios, and presentations for different purposes (item 56) were considered. A great majority of the ELT students (80.6%) pointed to their capacity for the use of alternatives in

assessment. This situation created a marked contrast to the ranking of the ELL students, only 42.8% of whom responded favorably.

Table 32: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Methods of Assessment” Section in the Assessment Domain of the Performance-Part of the Questionnaire.

Item 57: I perceive myself competent in making clear to learners the goals and the criteria of the assessment task prior to assigning it to the learners					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
22.6	77.4	3	20	80	3
Item 58: I perceive myself competent in providing a varied range of assessment task					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	3	28.6	71.4	2.7
Item 59: I perceive myself competent in collecting information about learners’ progress over a period of time from a variety of sources including homework, assessment tasks, individual, pair and group activities, project portfolios, tests.					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.1	22.9	77.1	3
Item 60: I perceive myself competent in recording information about learners’ progress over a period of time from a variety of sources					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	2.9	31.4	68.6	2.8

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The performance ratings of the both groups for four items in “Methods of Assessment” section of the “Assessment Domain” indicated that the students perceived themselves quite competent in making clear to learners the goals and the criteria of the assessment task, prior to assigning it to the learners (item 57), providing the learners with a varied range of assessment task (item 58), and collecting and recording information about learner’s progress over a period of time from a variety of sources (items 59, 60).

Table 4.33: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Learners’ Role in Assessment” Section in the Assessment Domain of the Performance-Part of the Questionnaire.

Item 61: I perceive myself competent in encouraging learners to contribute to the design of the assessment procedures, such as determining criteria and writing test items					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
32.3	67.7	2.8	48.6	51.4	2.6
Item 62: I perceive myself competent in providing opportunities for learners to assess each other and themselves					

Table 4.33. (continued) by use of different assessment tools such as peer and self-assessment checklists					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
25.8	74.2	2.8	45.7	54.3	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As for two items related to “Learners’ Role in Assessment” section, the mean scores obtained from the two groups seemed to be rather low (ELT: 2.8; ELL: 2.6).

When the responses to the item 61 were analyzed, it was seen that 67.7% of the ELT students thought that they could encourage learners to contribute to the design of the assessment procedures, such as determining criteria and writing test items. In contrast, only half of the ELL students (51.4%) thought like that.

Many of the ELT students (74.2%) stated that they were qualified in providing opportunities for learners to assess each other and themselves by the use of different assessment tools such as peer and self-assessment checklist (item 62). As for the ELL students, although 54.3% of them agreed with the statement, there was a fair amount of disagreement in the group.

Table 4.34: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “The Role of Testing in Assessment” Section in the Assessment Domain of the Performance-Part of the Questionnaire.

Item 63: I perceive myself competent in designing tests that are valid and reliable, and practical to administer and grade					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
12.9	87.1	3.2	34.3	65.7	2.8
Item 64: I perceive myself competent in including test items that are appropriate to the objectives of the test					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.3	14.3	85.7	3.2
Item 65: I perceive myself competent in designing tests that have a balanced coverage of skills and domains as presented in the English curriculum throughout the year					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3	34.3	65.7	2.8
Item 66: I perceive myself competent in taking steps to lower test anxiety by appropriate preparation, and creating a supportive classroom climate					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.2	31.4	68.6	3
Item 67: I perceive myself competent in analyzing test results using appropriate basic test calculations					

Table 4.34. (continued)					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3	40	60	2.7

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

Among five statements related to different aspects of “Testing” of “Assessment Domain”, the ELT students outperformed the ELL students in many aspects.

A clear difference was observed when the responses to the item about the competence in designing tests that are valid and reliable, and practical to administer and grade (item 63) were considered. Majority of the ELT students (87.1%) marked values 3 and 4, which created a noticeable contrast to the ranking of the ELL students, only 65.7% of whom expressed their competency in this issue.

As for item 64, a great majority of students from both groups (ELT: 90.3%; ELL: 85.7%) indicated that they could include test items that were appropriate to the objectives of the test.

The last three items differentiated between the two groups. While a great majority of the ELT students (more than 80%) believed that they were sufficiently qualified in designing tests that have a balanced coverage of skills and domains as presented in the English curriculum (item 65), in taking steps to lower test anxiety by appropriate preparation and by creating a supportive classroom climate (item 66), and in analyzing test results using appropriate basic test calculations (item 67), less than 70% of the ELL students assigned high ratings for these items.

Summary: The overall results of this domain were interpreted according to the following figure.

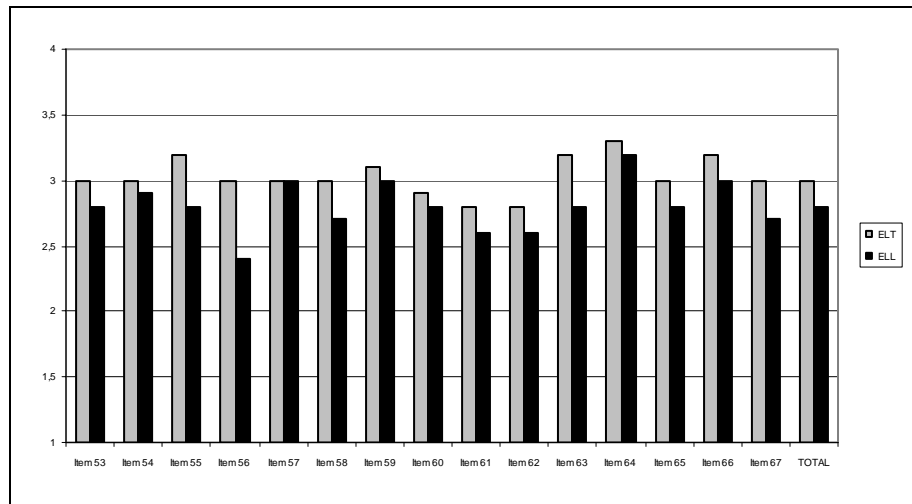


Figure 4.9: The Mean Scores of the Items in the Assessment Domain.

When the Figure 4.9 was analyzed, the following picture emerged: the ELT students with a mean score of 3.0 stated that they felt more competent in various aspects of assessment as opposed to the ELL students with a mean score of 2.8. The results showed that the ELT students felt more capable of using alternatives in assessment, providing opportunities for learners to assess each other and themselves by using different assessment tools, designing valid, reliable, and practical tests that have a balanced coverage of skills, taking steps to lower test anxiety and of analyzing test results using appropriate basic test calculations when compared to the ratings of the ELL students.

Apart from these results, the point worth mentioning was that less than 70% of the students from the two groups stated that they did not involve the learners in the design of the assessment procedures.

The following table showed the difference between the perceptions of the two groups in the “Assessment Domain”.

Table 4.35: The Perceptions of the ELT and ELL Groups in the Assessment Domain of the Performance-Part of the Questionnaire

GROUPS	N	X	S	t	sd	p
ELT	31	3.07	.37	2.37	64	.021
ELL	35	2.84	.40			

Both groups expressed their adequacy in issues like the role of assessment, methods of assessment, the learners’ role in assessment, and the role of testing in

assessment. Yet, the ELT students stated that they could perform better than the ELL students, and t-test results indicated that the difference between the perceptions of the two groups was significant at the level of 0.05 [$t(64)=2.37, p<0.05$].

Domain V: Classroom Environment

This domain includes statements 68 to 86, which were about the different aspects of classroom management and learning environment. The 19 items were adapted from different sources bearing in mind the same standards of the “classroom environment” domain of the knowledge-based part of the questionnaire.

Table 4.36: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the “Management” Section in the Classroom Environment Domain of the Performance-Part of the Questionnaire.

Item 68: I perceive myself competent in setting up a framework for orderly classroom procedures.					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
6.5	93.5	3.1	37.1	62.9	2.8
Item 69: I perceive myself competent in maintaining a framework for orderly classroom procedures					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3	31.4	68.6	2.8
Item 70: I perceive myself competent in using appropriate patterns of interaction (teacher led and individual, pair and group work) to maximize learners’ time-on-task					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.1	8.6	91.4	3.1
Item 71: I perceive myself competent in demonstrating my ability to deal effectively with discipline problems					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
29	71	3	40	60	2.7
Item 72: I perceive myself competent in adopting different teacher roles and enabling different learner role appropriate to a specific learning-teaching context					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
19.4	80.6	3	17.2	82.8	3
Table 4.36. (continued)					
Item 73: I perceive myself competent in providing opportunities for self-access learning					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.1	42.9	57.1	2.7
Item 74: I perceive myself competent in responding sensitively to learners’ verbal and nonverbal behavior					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.4	8.6	91.4	3.1

Table 4.36. (continued)					
Item 75: I perceive myself competent in providing clearly defined and easily understandable instructions and explanations					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.3	22.9	77.1	3.1
Item 76: I perceive myself competent in using the voice effectively and vary it when necessary					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.4	17.1	82.9	3.1
Item 77: I perceive myself competent in using the board effectively					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	3.3	17.2	82.9	3.1
Item 78: I perceive myself competent in using different warm-up activities					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.3	34.3	65.7	2.8
Item 79: I perceive myself competent in using different questioning strategies					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.2	17.1	82.9	3.1
Item 80: I perceive myself competent in giving effective oral feedback					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
9.7	90.3	3.3	2.9	97.1	3.5
Item 81: I perceive myself competent in giving effective written feedback					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3.3	14.3	85.7	3.2
Item 82: I perceive myself competent in correcting oral errors when necessary					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
0	100	3.4	14.3	85.7	3.3
Item 83: I perceive myself competent in correcting written errors when necessary					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
6.5	93.5	3.3	5.7	94.3	3.4

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

As far as items 68, 69 and 73 were concerned, there seemed to be notable difference between the responses of the two groups. A great majority of the ELT students (around 90%) pointed to their competence in setting up and maintaining a framework for orderly classroom procedures (items 68 and 69), and providing their students with the opportunities for self-access learning (item 73). In contrast, only around 60% of the ELL students agreed with these statements.

For items 70,72,74,75,76,77,79,80,81,82 and 83, mean scores of both groups varied between 3.1-3.5. This indicated to the point that the two groups felt themselves highly competent in many aspects of class management such as using appropriate patterns of interaction to maximize learners' time-on-task (item 70), adopting different teacher roles and enabling different learner roles appropriate to a specific learning-teaching context (item 72), responding sensitively to learners' verbal and nonverbal behavior (item 74), providing clearly defined and easily understandable instructions and explanations (item 75), using the voice and the board effectively (items 76,77), using different questioning strategies (item 79), giving effective oral and written feedback (items 80 and 81) and in correcting oral and written errors when necessary (items 82 and 83).

As for items 71, and 78, which asked whether the students could deal effectively with discipline problems, and use different questioning strategies, the ELT students (m=3 for item 71, m=3.3 for item 78) seemed better than the ELL students (m= 2.7, 2.8 respectively).

Table 4.37: Percentages of Unsatisfactory and Satisfactory Responses and Mean of the Responses of the "Physical Learning Environment" Section in the Classroom Environment Domain of the Performance-Part of the Questionnaire.

Item 84: I perceive myself competent in displaying a variety of stimulating teacher/learner-generated and self-access materials on the walls of my classrooms, including interactive walls and bulletin boards					
ELT			ELL		
*Unsatisfactory Response	*Satisfactory Response	Mean	*Unsatisfactory Response	*Satisfactory Response	Mean
22.6	77.4	2.9	42.8	57.2	2.6
Item 85: I perceive myself competent in fostering a classroom climate of warmth					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
16.1	83.9	2.9	22.9	77.1	2.9
Item 86: I perceive myself competent in promoting the use of English libraries and computer facilities					
ELT			ELL		
Unsatisfactory Response	Satisfactory Response	Mean	Unsatisfactory Response	Satisfactory Response	Mean
12.9	87.1	3	42.8	57.2	2.6

*Values 1 and 2 were considered as unsatisfactory; 3 and 4 as satisfactory responses.

The last three items in "Classroom Environment Domain" were related to physical aspects of learning environment.

When the responses to items 84 and 86 were analyzed, it was seen that most of the ELT students (more than 75%) stated that they could display a variety of stimulating teacher/learners-generated and self-access materials on the walls of their

classrooms, including interactive walls and bulletin boards (item 84), and promote the use of English libraries and computer facilities (item 86). However, just over half of the ELL students (57.2%) agreed with the statement, but there was a fair amount of disagreement in the group.

Item 85, on fostering a classroom climate of warmth, the responses of 83.9% of the ELT students and of the 77.1% of the ELL students were positive.

Summary: The overall results of this domain were interpreted according to the following figure.

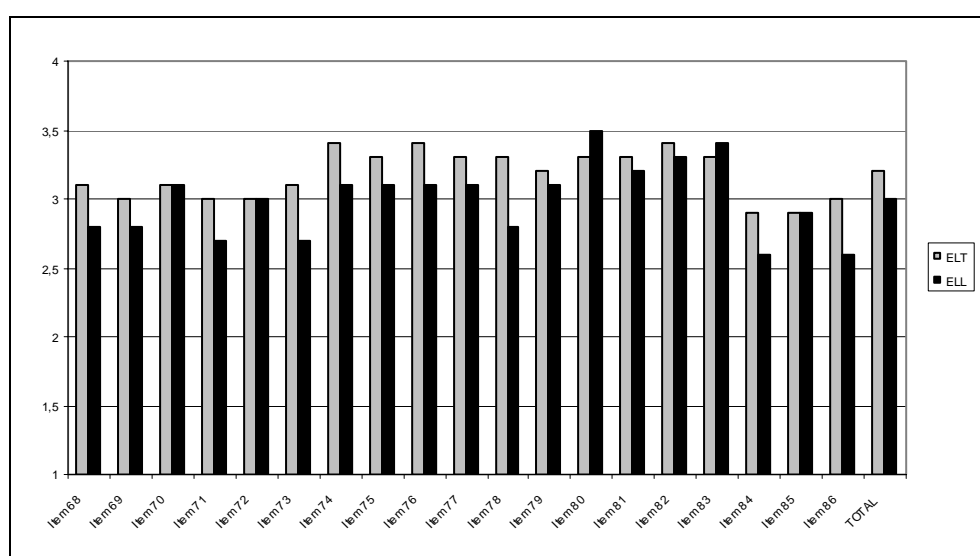


Figure 4.10: The Mean Scores of the Items in the Classroom Environment Domain.

In answering all the items in this domain, the ELT students appeared to have higher ratings than the ELL students. Especially, the results indicated that the ELT students felt better qualified than the ELL students in some issues, such as setting up and maintaining a framework for orderly classroom procedures, dealing effectively with discipline problems, providing their learners with the opportunities for self-access learning, using various warm up activities, displaying a variety of stimulating teacher/learner-generated and self-access materials on the walls of their classrooms, and promoting the use of English libraries and computer facilities.

The following table showed the difference between the perceptions of the two groups in the “Classroom Environment Domain”.

Table 4.38: The Perceptions of the ELT and ELL Groups in the Classroom Environment Domain of the Performance-Part of the Questionnaire.

GROUPS	N	X	S	t	sd	p
ELT	31	3.22	.30	2.26	64	.027
ELL	35	3.02	.38			

Both groups expressed in a high level of competence in different aspects of class management and physical learning environment. Yet, the ELT students had a higher mean score (m=3.1) when compared to the ELL students (m=3.0). In this domain, t-test results indicated that the difference between the perceptions of the two groups was significant at the level of 0.05 [$t(64)=2.26$, $p<0.05$]

The overall results of each domain in the knowledge and performance-based parts of the questionnaire are summarized in the following summary table:

Table 4.39: The Summary of the Results

	KNOWLEDGE				PERFORMANCE			
	ITEMS	ELT MEAN SCORES	ELL MEAN SCORES	SIG.DIF.	ITEMS	ELT MEAN SCORES	ELL MEAN SCORES	SIG.DIF.
CONTENT	1	2,9	3,1		1	2,9	2,7	
	2	3,1	3,2		2	2,7	3,1	
	3	3,0	2,8		3	3,1	3,0	
	4	3,2	3,3		4	2,9	3,2	
	5	2,8	3,1		5	3,1	3,2	
	6	2,3	2,5		6	3,2	3,1	
	7	2,5	2,4		7	3,2	3,2	
					8	3,2	2,8	
					9	2,9	3,1	
					10	2,5	2,7	
					11	2,8	2,9	
	AVERAGE MEAN	2,8	2,9		AVERAGE MEAN	2,9	3,0	
LEARNING	8	2,8	2,7		12	3,2	2,7	
	9	3,2	3,2		13	3,2	3,2	
	10	2,9	2,6		14	3,4	2,8	
	11	3,2	2,8		15	3,0	2,8	
	12	3,0	2,6		16	3,2	3,3	
	13	2,9	2,9		17	3,1	2,8	
	14	3,1	3,0		18	3,0	3,0	
	15	2,8	2,9		19	3,3	3,3	
	16	3,1	3,1		20	3,3	2,9	
	17	3,2	3,4		21	3,5	3,3	
	18	3,0	3,0		22	3,2	2,7	
	19	3,0	2,8		23	3,5	3,5	
	20	3,0	2,6		24	2,9	2,9	
	21	3,0	3,1		25	2,9	2,7	
	22	2,3	2,2		26	3,1	2,8	

					27	2,9	2,7	
					28	2,9	2,7	
					29	2,9	3,0	
					30	2,5	2,4	
	AVERAGE MEAN	3,0	2,8		AVERAGE MEAN	3,1	2,9	
TEACHING	23	2,9	3,2		31	3,3	3,3	
	24	3,4	3,1		32	3,6	3,0	
	25	3,0	2,8		33	3,5	2,8	
	26	3,2	2,9		34	3,0	2,7	
	27	2,8	2,6		35	2,9	2,7	
	28	3,2	2,8		36	2,6	2,8	
	29	2,9	2,7		37	2,8	2,8	
	30	3,0	2,7		38	2,9	2,7	
	31	3,1	3,1		39	2,8	2,7	
	32	3,4	2,8		40	2,9	2,8	
	33	3,0	2,6		41	3,4	2,8	
	34	2,7	3,1		42	3,3	3,0	
	35	2,8	2,7		43	3,4	3,0	
	36	3,0	3,1		44	3,1	2,6	
	37	2,7	2,6		45	3,0	2,5	
	38	2,9	2,8		46	2,8	2,7	
					47	2,8	2,6	
					48	2,5	2,4	
					49	2,5	2,7	
					50	2,7	2,5	
					51	2,9	3,0	
					52	2,9	3,1	
	AVERAGE MEAN	3,0	2,8		AVERAGE MEAN	3,0	2,8	
ASSESSMENT	39	3,0	3,2		53	3,0	2,8	
	40	2,9	2,9		54	3,0	2,9	
	41	2,5	2,3		55	3,2	2,8	
	42	2,7	2,6		56	3,0	2,4	
	43	2,7	2,6		57	3,0	3,0	
	44	2,8	2,7		58	3,0	2,7	
	45	2,7	2,6		59	3,1	3,0	
	46	3,0	2,8		60	2,9	2,8	
	47	2,8	2,5		61	2,8	2,6	
	48	2,9	2,5		62	2,8	2,6	
	49	3,3	3,3		63	3,2	2,8	
	50	3,1	3,1		64	3,3	3,2	
	51	2,9	2,4		65	3,0	2,8	
	52	3,0	3,1		66	3,2	3,0	
					67	3,0	2,7	
	AVERAGE MEAN	2,9	2,8		AVERAGE MEAN	3,0	2,8	
CLASSROOM ENVIRONMENT	53	3,0	3,2		68	3,1	2,8	
	54	3,1	2,9		69	3,0	2,8	
	55	3,3	3,1		70	3,1	3,1	
	56	3,0	2,9		71	3,0	2,7	
	57	3,0	3,0		72	3,0	3,0	
	58	3,2	3,0		73	3,1	2,7	
	59	3,2	2,7		74	3,4	3,1	
	60	3,2	2,9		75	3,3	3,1	
					76	3,4	3,1	
					77	3,3	3,1	
					78	3,3	2,8	

					79	3,2	3,1	
					80	3,3	3,5	
					81	3,3	3,2	
					82	3,4	3,3	
					83	3,3	3,4	
					84	2,9	2,6	
					85	2,9	2,9	
					86	3,0	2,6	
	AVERAGE MEAN	3,1	3,0		AVERAGE MEAN	3,2	3,0	

* Darkened areas indicate that there is a significant difference between the responses of the two groups

4.3. Interviews with the Instructors:

In order to provide more evidence and data for the results of this study, interviews were held with the instructors who teach methodology courses in ELT Program at Abant İzzet Baysal University, and in the Certificate Program at Erciyes University. At Abant İzzet Baysal University, out of 5 instructors, three of them were teachers offering professional education courses at the Department of Foreign Languages Education, and two of them were teachers offering general education courses at the Department of Educational Sciences. At Erciyes University, 3 instructors offering all the methodology courses were from the Department of Educational Sciences.

The instructors were asked about the number of methodology courses they have in the current curriculum; the effectiveness of the methodology component in training English Language teachers up to the international standards; the reasons for 1997-98 changes in the curriculum and what they would change in the curriculum if they had the opportunity. (For the full text of the questions, please refer to Appendix E)

4.3.1. Interviews with the Instructors of the ELT Program at Abant İzzet Baysal University

4.3.1.1. The Number of Methodology Courses

The answers of the instructors have indicated that there are 16 methodology courses in the existing ELT curriculum:

Introduction to Teaching Profession	School Experience II
Development and Learning	Practice Teaching
ELT Methodology I	Approaches in ELT

ELT Methodology II	Teaching English to Young Learners
Classroom Management	English Language Testing and Evaluation
Guidance	Materials Adaptation and Evaluation
School Experience I	English Coursebook Evaluation
Instructional Planning and Evaluation	
Instructional Technology & Materials Development	

4.3.1.2. The Effectiveness of the Methodology Component

The comments of the five instructors related to the international standards that an English language teacher should have (the standards are the same standards used in the students' questionnaire) can be summarized as follows:

An English teacher

* knows about learning processes in general (both cognitive and affective factors) and language learning in particular, and applies this knowledge in his/her teaching. (Domain II: Standard A)

Instructors' Comments: One instructor from the Department of Educational Sciences has stated that the students learn cognitive, social, psychological, moral, and physical dimensions of human development, approaches to learning and learning processes in "Development and Learning" course.

Another instructor from the ELT department has stated that the students learn the specific aspects of language learning and teaching in "ELT Methodology I" and "ELT Methodology II" courses, and she has added that since these methodology courses are a combination of both theory and micro teaching practices, the students can also apply their knowledge in a real teaching situation as well.

* is aware of the way in which learners differ and caters to these differences in his/her teaching. (Domain II: Standard B)

Instructors' Comments: The instructor of the "Development and Learning" course has stated that the students learn individual differences, and learning styles in that course.

Another instructor has stated that the students learn the learning strategies of young learners and their learning process in "Teaching English to Young Learners" course, and make some practice in the course.

In conclusion, the instructors believe that their students are capable of catering to individual differences in their teaching.

* is aware of, uses and manages a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language(Domain III: Standard A)

Instructors' Comments: Three instructors have agreed that the ELT students can use and manage various classroom interaction patterns because they have had various opportunities to apply what they have learned in practicum courses like “School Experience II” and “Practice Teaching”. Moreover, they have added that micro teaching applications in methodology courses are also beneficial for them.

* knows about the principles of effective planning and engages in long and short term planning of their teaching , including assessment, in accordance with the English Curriculum.(Domain III: Standard B)

Instructors' Comments: One instructor has stated that the effective planning and preparation of long and short term of planning of teaching are the subjects dealt with in “Instructional Planning and Evaluation” course.

Another instructor has stated that although the students use their knowledge of planning in various methodology courses, such as “Methodology I and II”, and during their internship period, they should experience different practices of different teachers in schools. Also, he has suggested that the students prepare more lesson plans under the supervision of different teachers in schools to get different perspectives in planning.

* knows about the range of English teaching materials available and critically evaluates , selects, adapts and designs materials appropriate to his/her learners(Domain III: Standard C)

Instructors' Comments: The instructor of the courses “Materials Adaptation and Evaluation” and “English Coursebook Evaluation” has stated that the students learn about English teaching materials: selection of appropriate activities and materials from different coursebook and adapting them to their teaching objectives, developing materials for teaching and testing, and evaluation of materials in current coursebooks through examining various coursebooks used in

MOE schools, and through using their adapted or developed materials in their demos.

The instructor of the course “Instructional Technology and Materials Development” has commented that the students learn how to prepare technology-based English teaching materials, particularly, preparing worksheets, transparencies, and computer-based materials.

Another instructor has said that the students are good at developing games, songs, visual materials designed for young learners of English in “Teaching English to Young Learners” course.

* is aware of the importance of developing professionally and uses a variety of means to do so. (Domain III: Standard D)

Instructors’ Comments: According to the opinions of three instructors, the students become aware of the importance of developing professionally during their 4-year training. They have added that they always encourage their students to attend conferences, and to read articles in order to help their ongoing professional development.

* is aware of the role of assessment as an integral part of the teaching-learning process and assesses the performance of their learners as a part of their teaching routine. (Domain IV: Standard A)

Instructors’ Comments: The instructor of “Instructional Planning and Evaluation” course has stated that the students learn about different types of tests, writing test items and assigning grades in his course.

Another instructor has emphasized that the students mainly learn to assess the performance of their learners in “English Language Testing and Evaluation “ course.

* knows about theories and methods of assessment and matches them with the appropriate tasks and tools. (Domain IV: Standard B)

Instructors’ Comments: The instructor of “English Language Testing and Evaluation” course has stated to believe that the students are able to use various

assessment methods and to use different tasks and tools to assess the performance of their learners.

* is aware of the importance of involving learners and actively engaging them in the different stages of the assessment process(Domain IV: Standard C)

Instructors' Comments: The two instructors have believed that the students adopt rather a teacher-centered approach in assessment processes instead of letting the learners to be involved in that process.

* knows about theories of language testing; designs, and uses tests appropriately (Domain IV: Standard D)

Instructors' Comments: According to the instructor of “English Language Testing and Evaluation”, the students are competent in the use of different assessment tools, but not in the design of them because it is not a prioritized issue in the course.

* is aware of and applies principles of effective classroom management in order to create a framework for optimal learning. (Domain V: Standard A)

Instructors' Comments: Three instructors have agreed based on their observations that the performance of many 4th year students is very good at class management.

* is aware of the importance of, and does his/her best to create a physical learning environment that is actively conducive to learning English(Domain V: Standard B)

Instructors' Comments: Two instructors have commented that most of the students know how to create a warm, positive, and motivating environment for optimal learning.

4.3.1.3. The 1997-98 Changes

The head of the department of ELT has commented on this question, and listed the changes made by the Higher Education Council in 1997-98:

- The number of practicum courses has been increased. Thus, the students have the opportunity to get acquainted with the teaching profession at an earlier stage, beginning from the first year.
- The number of methodology courses has been increased. Especially, English Language Testing and Evaluation, Materials Adaptation and Evaluation, Teaching English to Young Learners, English Coursebook Evaluation besides three practicum courses have made the curriculum effective and more relevant to the profession of English language teaching.
- There were too many literature courses in the curriculum, and these were eliminated.

4.3.1.4. Required Changes

The opinions of the instructors on this statement are as follows:

- The general education courses should be offered by the instructors who are specialized in English language education field. Moreover, the medium of instruction should be English instead of Turkish.
- The department of ELT should be equipped with language labs, and more technology-based materials.
- Theory and practice should be integrated in the courses in a well-balanced way.
- The focus should be on practice applied within the methodology courses through microteaching, and on the practice in real classrooms.
- The content of most methodology courses should be largely converted to applied courses.
- There is a need for two or more language improvement courses.

4.3.2. Interviews with the Instructors of the Certificate Program at Erciyes University

4.3.2.1. The Number of Methodology Courses

The answers of the instructors have indicated that there are 11 methodology courses in the existing Certificate Program:

Introduction to Teaching Profession	School Experience II
Development and Learning	Practice Teaching
ELT Methodology I	School Experience I
ELT Methodology II	Guidance
Instructional Planning and Evaluation	Classroom Management

4.3.2.2. The Effectiveness of the Methodology Component

The comments of the three instructors related to the international standards that an English language teacher should have (the standards are the same standards used in the students' questionnaire) can be summarized as follows:

An English teacher

* knows about learning processes in general (both cognitive and affective factors) and language learning in particular, and applies this knowledge in his/her teaching (Domain II: Standard A)

Instructors' comments: One instructor has mentioned that considering the curriculum in the ELL programs, students learn quite a lot about general issues related to learning processes, such as various dimensions of human development, learning theories, motivation and types of motivation in "Development and Learning" course.

Another instructor has commented that in "ELT Methodology I", students learn the factors affecting language teaching and learning, major approaches, and methods of language teaching. Yet, students have a lack of understanding in theories of language learning/acquisition. In "ELT Methodology II", the students attain necessary competencies to teach various language skills; but they do not have enough time to practice (e.g. micro-teaching) what they have learned in the course.

These two instructors have agreed that those two courses include more theoretical knowledge, and the students have limited opportunities to apply this knowledge in their teaching, which is possible only in the practicum courses, such as "School Experience I and Practice Teaching".

* is aware of the way in which learners differ and caters to these differences in his/her teaching (Domain II: Standard B).

Instructors' comments: One instructor has stated that some of them do, particularly those who have been committed to teaching; and he has added that although almost all of his students are aware of the need to consider individual differences, they have some inadequacies in catering to these differences in their

teaching because of the overload of the content in the courses and of the limited number of methodology courses.

Another instructor who has an ELT background has emphasized that they cannot cater to individual differences in their teaching because they do not know about learning styles, and strategies, the language learning processes of young learners etc. Then, he has drawn the attention to the need for a course on “English for Young Learners”.

* is aware of, uses and manages a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language (Domain III: Standard A).

Instructors’ comments: One instructor has commented on this statement, and she believes that the students can use and manage limited classroom interaction patterns intuitively, and they may not be always appropriate to the specific learning tasks.

* knows about the principles of effective planning and engages in long and short term planning of his/her teaching , including assessment, in accordance with the English Curriculum.(Domain III: Standard B)

Instructors’ comments: The instructor of the course “Instructional Planning and Evaluation” has stated that the students may have difficulty in planning their teaching effectively because his course is heavily overloaded: there are too many issues to deal with, but there is not enough time to highlight all these issues.

Another instructor has said that the students may need some more practice, which can be provided only through practice teaching.

* knows about the range of English teaching materials available and critically evaluates , selects, adapts and designs materials appropriate to his/her learners (Domain III: Standard C).

Instructors’ comments: The instructor of “Instructional Planning and Evaluation” course has stated that he can focus on the features of materials and selection only for three hours. He also pointed to the importance of adaptation and evaluation of teaching materials in English lessons, and suggested an additional “Materials Evaluation” course for the students in the program.

Another instructor has emphasized the need for the selection, adaptation and evaluation of teaching materials, especially, for young learners since when these students are certified, most of them will be appointed as English language teachers at different stages of primary and secondary schools.

* is aware of the importance of developing professionally and uses a variety of means to do so. (Domain III: Standard D)

Instructors' comments: One instructor has said that the students are not aware of the importance of developing professionally because they feel like a teacher when they have started to work.

* is aware of the role of assessment as an integral part of the teaching-learning process and assesses the performance of their learners as a part of their teaching routine (Domain IV: Standard A).

Instructors' comments: Two instructors have stated that the students may be aware, but they often have difficulty in designing exams, and writing good questions, particularly for different levels. They have also emphasized that the students do not know about different ways to assess the performance of young learners as a part of their teaching routine.

* knows about theories and methods of assessment and matches them with the appropriate tasks and tools. (Domain IV: Standard B)

Instructors' comments: Two instructors have commented that their students do not adequately know about theories and methods of assessment, and they cannot match them with appropriate task and tools. Therefore, they suggested the addition of an “English Language Testing and Evaluation” course.

* is aware of the importance of involving learners and actively engaging them in the different stages of the assessment process (Domain IV: Standard C)

Instructors' comments: One instructor believes that the students lack self-confidence so they avoid preferring using their own but, prefer using ready materials, and also ignore involving learners in the assessment process.

* knows about theories of language testing; designs and uses tests appropriately (Domain IV: Standard D)

Instructors' comments: Two instructors think that the students can use ready tests in line with their needs. Yet, they cannot design tests because it requires effort, energy, more consideration and knowledge.

* is aware of and applies principles of effective classroom management in order to create a framework for optimal learning (Domain V: Standard A).

Instructors' comments: The instructor of the course “Classroom Management” believes that many of the students can manage the class effectively because effective class management strategies are emphasized in his course theoretically. He has also added that the theoretical knowledge on class management strategies should be incorporated in real teaching practice.

* is aware of the importance of, and does his/her best to create a physical learning environment that is actively conducive to learning English (Domain V: Standard B).

Instructors' comments: One instructor has stated that the students can create positive, motivating and warm environment for optimal learning.

4.3.2.3. The 1997-98 Changes

The coordinator of the certificate program who has an ELT background commented on this question as follows:

The curriculum implemented before 1997-98 included courses which were far from being relevant to the needs of future English language teachers. The courses, “Introduction to Education”, “Educational Sociology”, “Educational Psychology”, “Measurement and Evaluation in Education”, “General Teaching Methods”, “Special Teaching Methods”, “Practice Teaching”, “Classroom Management”, and “History of Turkish Education” were rather general, old-fashioned and irrelevant to English language teaching field. The 1997-98 curriculum has replaced these courses with specific, modern and relevant ones to the field of EFL although there are some areas lacking. Moreover, it has brought theory closer to real teaching with the addition of three courses.

4.3.2.4. Required Changes

The suggestions of the instructors can be itemized as follows:

- The quality of application in secondary and high schools should be enhanced.
- The students should become aware of the importance of self-assessment and professional development.
- The number of teaching staff specialized in EFL field is not sufficient: a teacher in the Department of Educational Sciences has to teach many courses in this program.
- Theoretical aspects of the methodology are emphasized quite adequately, but students have difficulty in applying theory into classroom teaching.
- One common comment stated by all the instructors about the necessary changes in the methodology component is that the number of methodology courses should be increased in order to meet the needs of the students in assessment and evaluation, planning, teaching materials, and learner-centered, individualized instruction. Therefore, there is a need for more methodology courses, such as “English for Young Learners”, “English Language Testing and Evaluation”, “Materials and Textbook Evaluation”. And, instructors who are specialized in these areas should run these courses.

CHAPTER 5

CONCLUSION

5.1. General Summary of Data

In this section, the data obtained through the questionnaire, and the comments of the instructors are summarized using the domains in the research questions.

Language and Awareness Domain

This was the domain where the ELT students got the lowest mean scores in both parts of the questionnaire (i.e., knowledge and performance).

Among the five, only in this domain, did the students from the ELL department outrank the students from the ELT department in both parts of the questionnaire. In other words, the ELL students felt more knowledgeable and competent in many aspects of language and culture than the ELT students. This result was supported by suggestions of the instructors of the ELT department: They pointed out the need for two or more language courses for the ELT students.

In knowledge-based part of the questionnaire, two groups believed to have some deficiencies of knowledge in modeling strategies that would enable learners to communicate appropriately in multiple social settings, and in comparing different cultural practices and traditions in the English-speaking countries. The reason for this may be the fact that the emphasis was not given to the culture issues in the ELT curriculum.

The overall competency of the groups in this domain of the performance-based part was also satisfactory. Yet, the interesting finding was that while the ELT students reported that they could demonstrate much more proficiency in writing, the ELL students seemed to feel better at speaking. Another interesting finding was that both groups expressed that they were not satisfied with their competence in facilitating the interpretation of a literary work or a text appropriate for the learners. When the number the literature courses the ELL students have taken so far is considered, the poor rating of the ELL students can be attributed to the fact that although the interpretation of literary works was dealt with in literature courses, teaching of it was out of concern in these courses. As for the ELT students, it can be interpreted that the courses in the ELT program did not emphasize how to use a literary work appropriately for learners at different proficiency levels.

As an overall conclusion, while the ELL students expressed to have better knowledge and competency than the ELT students in both parts of the questionnaire, the t-test results indicated that the difference between the perceptions of the two groups is not significant.

The Learning Domain

The ELT students seemed more satisfied with the input and their competence in this domain when compared to the ELL students.

In the knowledge-based part, the ELT students were particularly more satisfied with the input on methods and techniques of teaching listening, reading and speaking skills, theoretical basis for current methods and approaches to learning and teaching, and various types of learning styles and strategies, when compared to the ELL students.

Although the ELT students seemed to outrank the ELL students in this domain, the t-test results showed no significant differences.

In the performance part; there were many issues at which the ELT students felt better than the ELL students, such as providing their students with a variety of learning opportunities, stimulating activities and integrated learning activities using authentic sources, selecting and applying appropriate classroom activities to develop, especially, listening and speaking skills for their learners and applying their understanding of language acquisition/learning theories into their teaching, adjusting their demands to the needs of individual learners, and encouraging learners to become aware of their learning styles and to adopt appropriate learning strategies.

The statistical analysis also reflected the fact that the ELT students outperformed the ELL students in this domain: the t-test results showed that there was a significant difference between the perceptions of the ELT and ELL students' performance.

The opinions of instructors explained the reason for this significant difference between the perceptions of the two groups' performance in the "Learning Domain". The instructors of the ELT department stated that their students were good at theoretical aspects of language learning and learning processes and individual differences, and added that theory and practice were integrated in most methodology courses, but they wanted to generalize this practice in other courses as well. The

instructors of the Certificate Program, on the other hand, indicated to the students' inadequacy in language learning theories, learning processes of young learners and individual differences. Moreover, they stated that the students had difficulty in applying theory into classroom teaching since the theory was emphasized more than practice in the courses.

In addition to these results, it was particularly striking that the ELT and ELL students thought they had a considerable shortage of knowledge and competence in planning appropriate teaching materials to meet the special needs of learning disabled, physically handicapped learners, and making provisions for them. The responses of the two groups to these two parallel items in knowledge and performance parts of the questionnaire revealed that no emphasis was given to training of special students in the curriculum of these programs.

The Teaching Domain

This was the domain which received the lowest score from the ELL students in the performance based part of the questionnaire.

In this domain, again the ratings of the ELT students were higher than the ELL students for both parts.

In the knowledge-based part, the ELT students seemed to be more knowledgeable in some aspects of "Classroom Interaction", "Planning", and "Teaching Materials", such as explaining the methodological implications for individualized work, formulating goals and objectives, ways of reflection for planning, choosing the criteria for coursebook evaluation and using varied teaching materials and technology-based resources. The students of the ELL department, on the other hand, believed to have better input on defining their legal, social and administrative responsibilities as a teacher. There were also some issues about which both groups seemed to have shortage of knowledge. Those issues were about the design of teaching units based on criteria for task difficulty and thematic development, the procedures of school administration and various types of practice-oriented research.

Although both groups stated different opinions about the items in this domain, the t-test results showed no significant differences between the two groups.

In the performance-based part, the competencies which clearly differentiated the ELT students from the ELL students were related to the issues of employing different techniques in organizing pair/group work, providing opportunities for

individualized work, using various patterns of interaction appropriate to the specific learning tasks, integrating technology based materials into their lessons, reflecting on their teaching and engaging ongoing self and peer assessment of teaching practice. Yet, there were also a few competencies that the ELL students felt better at, such as designing teaching units based on the English curriculum, engaging in short and long term planning in collaboration with other English teachers, and collaborating with school staff to establish an instructional program appropriate for students at different English proficiency levels. The performance of the ELT students over the ELL students in those issues can be attributed to the fact that the ELL students benefited from the teachers in schools where the students had their teaching practice.

In addition to these results, there were some issues where both groups of students believed to lack competence, such as preparing well-paced, well-organized and varied lesson plans that include general aims and specific objectives in accordance with the English curriculum, initiating practice-oriented research, using their knowledge of English language teaching to design effective instruction, and attending conferences and in-service courses.

For this domain of the performance part of the questionnaire, the difference between the perceptions of the groups was also verified by the statistical analysis of the responses. The t-test results indicated that the difference between their perceptions is statistically significant.

To sum up, it seemed that while the knowledge of both groups of students were good at aspects of teaching, their performance considerably differ in issues of lesson planning, teaching materials and professional development. The comment of the instructors of both groups seemed to support the results. The instructors of the ELT department said that the students need to be more involved in planning. In contrast, the instructors of the Certificate Program complained about the lack of methodology courses mainly focusing on aspects of planning and teaching materials in the curriculum. As for the professional development of the ELL students, the instructors found the program inadequate.

The Assessment Domain

The ELT students appeared to have slightly higher ratings than the ELL students in this domain of the knowledge and performance parts.

In the knowledge-based part, the ELT students reported that they knew more about the issues of validity, reliability, and practical constraints in designing and administering the tests, the appropriate ways of testing and assessing the skills covered in the English curriculum and basic test calculations such as weighing percentages, averages, distribution of grades than the ELL students. There were also some assessment issues with which the ELL students seemed more satisfied, such as ways of preparing their students appropriately for the type of assessment being used, and using different assessment tools that allow learners to evaluate both process and product of their performance.

When it came to the aspects of assessment where both groups seemed dissatisfied, those aspects were about the differences between formative and summative assessment, design of various types of assessment methods and a wide range of assessment tools taking into account different levels, learning styles, and abilities in heterogeneous classes, and interpretation of the information gained from these tools.

Yet, the difference between the perceptions of the ELT and ELL students was not statistically significant.

In the performance part, the results showed that the ELT students felt more capable of using alternatives in assessment, providing opportunities for learners to assess each other and themselves by using different assessment tools, designing valid, reliable, and practical tests that have a balanced coverage of skills, taking steps to lower test anxiety and of analyzing test results using appropriate basic test calculations when compared to the ratings of the ELL students.

Besides these, the point worth mentioning was that both groups of students reported their inadequacy in involving learners in the design of the assessment procedures.

As a result, the ELT students stated that they can perform better than the ELL students in many aspects of assessment, and statistically, the t-test results supported this finding in that the difference between the perceptions of the two groups is significant.

As an overall conclusion, the ELT and ELL students have good knowledge in many aspects of assessment. However, they are clearly differentiated from each other in terms of their performance in assessment in favor of the ELT students. The

supportive comments of instructors elaborate this result. The instructors of the ELT Department believed that the ELT students were good at various aspects of assessment. As for the instructors of the Certificate Program, they stated that the ELL students might have considerable shortage of knowledge and competence in this domain because of the absence of a course on assessment.

The Classroom Management Domain

The overall knowledge and performance ratings of both groups of students put this domain well ahead of the other domains. This domain received the highest, best ratings from both groups in knowledge and performance parts of the questionnaire.

In the knowledge-based part, both groups seemed gratified with the input on issues of “class management and physical learning environment”. Yet, the ELL students believed to have a shortage of knowledge only on the management of self-access materials and facilities.

The perceptions of the groups showed no statistically significant differences in this domain.

In the performance part, the results indicated that the ELT students were more competent than the ELL students in some class management issues, such as setting up and maintaining a framework for orderly classroom procedures, dealing effectively with discipline problems, providing their learners with the opportunities for self-access learning, using various warm up activities, displaying a variety of stimulating teacher/learner-generated and self-access materials on the walls of their classrooms, and promoting the use of English libraries and computer facilities.

The statistical analysis of the results seemed to confirm the finding that the ELT students has a higher level of competence than the ELL students. The t-test results indicated that the difference between the perceptions of the two groups is significant.

In conclusion, both groups of students appeared to have good theoretical knowledge in class management issues, but the ELT students outperformed the ELL students in practice of class management skills. This difference was also revealed in the t test analysis of the results.

These finding received strong support from the instructors. The instructors of the ELT Department believed that the ELT students had satisfactory knowledge and

competencies in class management issues. As for the instructors of the Certificate program, while they believed that the ELL students had considerable knowledge in class management, they thought most of the ELL students apparently lacked competence, which can be provided only through incorporation of theory and practice.

The last important conclusion was that two groups perceived themselves more competent in all domains of the performance part of the questionnaire when compared to their perceptions in the domains of the knowledge-based part. The reasons for this may be the fact that if someone has a good working knowledge of a subject, he can develop more competencies related to that subject area; or it can be due to the students' exaggeration of their competence.

5.2. Recommendations

The overall evaluation of the results of the study reveals that the ELT Program is more effective than the Certificate Program in meeting the standards in training of English teachers. Yet, the detailed analysis of data collected from the ELT and ELL students through use of a questionnaire pinpoints the drawbacks in the ELT and Certificate programs, and these drawbacks are made clearer by the interviews carried out with instructors of the two programs.

In the light of the findings, following recommendations are made for the ELT and the Certificate Programs, respectively.

5.2.1. The Recommendations for the ELT Program at Abant Izzet Baysal University

The recommendations can be itemized as follows:

- The number of courses on "language proficiency and culture" is considered to be inadequate. There is a need for an intensive and advanced language course aiming to achieve improvement in students' language proficiency, and for a culture course enabling the students to learn different cultural practices in the English-speaking countries.
- The students should express different practices of different teachers in schools during their internship period, and they should be more involved in teaching and administrative procedures in schools.
- The general education courses should be offered by instructors with an educational background in ELT, and the medium of instruction should be English.

- Theory and practice should be integrated in such a way that each course contributes to the teaching of English and to the development of future English teachers.
- Practice teaching, micro teaching applications should be done as much as possible throughout the teaching practice.

5.2.2. The Recommendations for the Certificate Program at Erciyes University

The recommendations can be itemized as follows:

- The number of methodology courses should be increased in order to meet the needs of the ELL students who will probably become teachers in private and public secondary and high schools. Especially, there is a desperate need for methodology courses like “English for Young Learners”, “English Language Testing and Evaluation”, and “Materials and Textbook Evaluation”.
- The instructors who are specialized in the field of ELT should run these courses, and the medium of instruction should be English instead of Turkish.
- The theory and practice should be incorporated in the courses in a well-balanced way.
- The students should be provided both with the practice applied within the courses and within the practice in real classroom settings
- A special emphasis should be given to professional development of the ELL students: while they are working as English teachers in schools, they should attend in service-training courses offered by university instructors specialized in the field of ELT.

5.3. Implications for Further Study

The results of the study have indicated that the ELL students, who are authorized to teach with a teaching certificate, seem to be as professionally qualified as the ELT students although the ELL students have some shortages of knowledge and competencies when compared to the ELT students. Yet, in order to confirm the results, there is a need for further studies.

The results of the study may give us an idea about the effectiveness and deficiencies of the ELT and Certificate Programs. Yet, since the study was conducted only on two sample universities, the number of institutions would not be considered sufficient to yield reliable and adequate insights to generalize the findings of the study to other ELT and Certificate Programs. Therefore, if a further study includes

other universities running the ELT and Certificate Programs, the results will probably be different.

The main data collection instrument in this study was a kind of self-evaluation questionnaire based on the perceptions of the senior students in the ELT and ELL Departments. Therefore, the objectivity of its results is open to discussion although the two parts of the questionnaire employed in the study were tried to be prepared parallel to get more confident results. If larger-scale studies on standards-based teacher education are supported with continuous and regular lesson observations with a limited number of randomly selected students from the groups, the results will be more reliable and healthier. Moreover, the questionnaire employed in this study can be revised and used for similar studies.

Since this has been the first comparison study taking the standards-based evaluation into consideration in the field of training English teachers in Turkey, its results will be useful for the revision and development of other ELT and Certificate Programs in other universities.

Moreover, a research which will aim to design an instructional program adopting a standards-based approach to language teacher education in Turkey can be carried out to contribute to the training of fully qualified English teachers.

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APPENDICES

APPENDIX A

KNOWLEDGE-BASED PART OF THE QUESTIONNAIRE

Dear Respondent,

The following questionnaire has been designed to get your feedback on the program you are about to complete. It is a part of the research for a graduate study. It aims to find out to what degree the undergraduate programs of ELT (English Language Teaching) and ELL (English Language and Literature) departments prepare students for the teaching profession in terms of desired English Language teacher competencies and efforts to improve curricula of those departments. Your help and objectivity is crucial in determining objectively your readiness level. The data collected through your responses might be useful in future research concerning the design and improvement of language teacher training programs in Turkish universities.

Your answers and identities will strictly be kept confidential. Thanking you in advance for your cooperation and time.

Before you answer the questionnaire, please fill in the following form:

- Your Name and Surname:
- The name of your university:
- The department you are attending:

PART I: KNOWLEDGE-BASED

To what degree do you perceive yourself knowledgeable in the following domains of English language teacher competencies?

I. DOMAIN: CONTENT

STANDARD: LANGUAGE PROFICIENCY AND AWARENESS

Teachers are proficient in English, are aware of the structure of the language, and are able to explain it to learners.

Please indicate your opinion about the following statements by circling a number on a scale of four.

- 1 not knowledgeable at all
- 2 somewhat knowledgeable
- 3 quite knowledgeable
- 4 very knowledgeable

I perceive myself knowledgeable in

- | | | | | |
|---|---|---|---|---|
| 1. how the English language is analyzed in terms of form | 1 | 2 | 3 | 4 |
| 2. how the English language is analyzed in terms of meaning | 1 | 2 | 3 | 4 |
| 3. explaining specific examples of social and academic language, focusing on important vocabulary, syntax, and language functions in written and spoken contexts. | 1 | 2 | 3 | 4 |
| 4. how L1(Turkish) and L2 (English) differ in various aspects such as phonology(the sound system), morphology (the structure of words), syntax(phrase and sentence structure), semantics(word/sentence meaning), and pragmatics(the effect of context on language). | 1 | 2 | 3 | 4 |

B. STANDARD: LANGUAGE AND CULTURE

Teachers are familiar with a range of literary texts and cultural aspects of the English – speaking world, and use their knowledge to promote learners’ literacy and cultural appreciation.

I perceive myself knowledgeable in

- | | | | | |
|---|---|---|---|---|
| 5. analyzing a literary work in English, including children’s literature (e.g. short stories) in terms of theme, plot, setting etc. | 1 | 2 | 3 | 4 |
| 6. modeling strategies that my students can communicate appropriately in multiple social settings. | 1 | 2 | 3 | 4 |
| 7. comparing different cultural practices and traditions in the English-speaking countries | 1 | 2 | 3 | 4 |

II. DOMAIN: LEARNING AND THE LEARNER

A. STANDARD: THEORIES AND PRACTICE OF LEARNING AND LANGUAGE LEARNING

Teachers know about learning processes in general (both cognitive and affective factors) and language learning in particular, and apply this knowledge in their teaching

I perceive myself knowledgeable in

- | | | | | |
|--|---|---|---|---|
| 8. comparing the theoretical bases for current and past methods and approaches to learning and teaching , such as behaviorism, constructivism | 1 | 2 | 3 | 4 |
| 9. relating the principles of the approaches and methods of language teaching (e.g. audio-lingualism, communicative approaches) to specific learning tasks | 1 | 2 | 3 | 4 |

10. explaining the principles of different methods and techniques of teaching listening	1	2	3	4
11. explaining the principles of different methods and techniques of teaching reading	1	2	3	4
12. explaining the principles of different methods and techniques of teaching speaking	1	2	3	4
13. explaining the principles of different methods and techniques of teaching writing	1	2	3	4
14. explaining the principles of different methods and techniques of teaching vocabulary	1	2	3	4
15. outlining the subskills of the four skills	1	2	3	4
16. methodological implications of affective factors (e.g. attitude, self-esteem, motivation) on learning and language learning.	1	2	3	4
17. developmental stages of an individual in order to contribute my students' moral, social and cultural development.	1	2	3	4
18. explaining the principles of first and second language acquisition/learning theories.	1	2	3	4

B. STANDARD: INDIVIDUAL DIVERSITY

Teachers are aware of the way in which learners differ and cater to these differences in their teaching.

I perceive myself knowledgeable in

19. listing the learning styles and their features	1	2	3	4
20. listing the learning strategies	1	2	3	4
21. recognizing individual differences among my students (e.g. age, mother tongue development, personality, socio-economic and cultural background, motivation)	1	2	3	4
22. planning appropriate teaching practices to meet the special needs of learning disabled, physically handicapped learners	1	2	3	4

III. DOMAIN: TEACHING AND THE TEACHER

A. STANDARD: CLASSROOM INTERACTION

Teachers are aware of, use and manage a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language

I perceive myself knowledgeable in

23. outlining the principles of different learner-teacher,	1	2	3	4
--	---	---	---	---

teacher-learner interaction such as questioning, giving feedback, negotiating

- | | | | | |
|--|---|---|---|---|
| 24. explaining ways of organizing pair and group work | 1 | 2 | 3 | 4 |
| 25. explaining the methodological implications of individualized work such as extensive reading, project work, portfolios on student's learning. | 1 | 2 | 3 | 4 |

B. STANDARD : PLANNING

Teachers know about the principles of effective planning and engage in long and short term planning of their teaching , including assessment, in accordance with the English Curriculum

I perceive myself knowledgeable in

- | | | | | |
|--|---|---|---|---|
| 26. explaining the principles of effective lesson design such as timing, variety of activities, lesson openings and closings | 1 | 2 | 3 | 4 |
| 27. designing of teaching units based on criteria for task difficulty and thematic development | 1 | 2 | 3 | 4 |
| 28. formulating goals and behavioral objectives in accordance with the aim of the course, and the goals of the curriculum. | 1 | 2 | 3 | 4 |
| 29. the ways of reflection for planning | 1 | 2 | 3 | 4 |

C. STANDARD: TEACHING MATERIALS

Teacher know about the range of English teaching materials available and critically evaluate, select, adapt and design materials appropriate to their learners.

I perceive myself knowledgeable in

- | | | | | |
|--|---|---|---|---|
| 30. choosing the criteria for the evaluation of coursebooks, courseware, and other materials | 1 | 2 | 3 | 4 |
| 31. obtaining enrichment materials from the internet and elsewhere | 1 | 2 | 3 | 4 |
| 32. using varied teaching materials and resources, such as visual and audio aids , overhead projector, games | 1 | 2 | 3 | 4 |
| 33. using varied technology-based resources such as educational television, video, multimedia | 1 | 2 | 3 | 4 |

D. STANDARD: THE TEACHER AS A PROFESSIONAL

Teachers are aware of the importance of developing professionally and use a variety of means to do so.

I perceive myself knowledgeable in

34. defining my legal, social, and administrative responsibilities as a teacher such as keeping contact with parents, organizing school activities	1	2	3	4
35. the principles and procedures of school administration	1	2	3	4
36. designing an instructional program appropriate for students at a variety of English Proficiency levels in collaboration with school staff.	1	2	3	4
37. the principles of practice-oriented research, such as action research, case studies, teacher narratives	1	2	3	4
38. ways of accessing different resources of information (e.g. official reports, research reports, professional organizations etc.) for professional development.	1	2	3	4

IV. DOMAIN: ASSESSMENT

A. STANDARD: THE ROLE OF ASSESSMENT

Teachers are aware of the role of assessment as an integral part of the teaching-learning process and assess the performance of their learners as a part of their teaching routine

I perceive myself knowledgeable in

39. variety of purposes of assessment of learners(e.g.L2 proficiency, diagnostic, achievement, placement)	1	2	3	4
40. ways of preparing my students appropriately for the type of assessment being used.	1	2	3	4

B. STANDARD: METHODS OF ASSESSMENT

Teachers know about theories and methods of assessment and match them with the appropriate tasks and tools

I perceive myself knowledgeable in

41. differentiating between formative and summative assessment	1	2	3	4
42. designing various types of assessment methods (e.g. performance- based tasks, projects, portfolios, tests etc.) that take into account different levels, learning styles and abilities in heterogeneous classes.	1	2	3	4
43. designing a wide range of assessment tools such as assessment tasks, checklists, rating criteria, portfolios, verbal and written feedback to evaluate learners' achievement of different objectives	1	2	3	4

C. STANDARD: THE LEARNERS'ROLE IN ASSESSMENT

Teachers are aware of the importance of involving learners and actively engaging them in the different stages of the assessment process

I perceive myself knowledgeable in

- | | | | | |
|---|---|---|---|---|
| 44. using different assessment tools that allow learners to evaluate both process and product of their performance | 1 | 2 | 3 | 4 |
| 45. interpreting the information gained from different assessment tools that allow learners to evaluate both process and product of their performance | 1 | 2 | 3 | 4 |

D. STANDARD: THE ROLE OF TESTING IN ASSESSMENT

Teachers know about theories of language testing and design, and use tests appropriately

I perceive myself knowledgeable in

- | | | | | |
|--|---|---|---|---|
| 46. stating the criteria for the design of tests (and other assessment methods) such as validity and reliability | 1 | 2 | 3 | 4 |
| 47. the practical constraints in designing and administering tests | 1 | 2 | 3 | 4 |
| 48. the appropriate ways of testing and assessing the skills covered in the English curriculum | 1 | 2 | 3 | 4 |
| 49. a wide range of types of test items, such as multiple choice, open-ended, T/F | 1 | 2 | 3 | 4 |
| 50. the advantages and disadvantages of the test items and when it is appropriate to use them | 1 | 2 | 3 | 4 |
| 51. basic test calculations such as weighting percentages, averages, distribution of grades | 1 | 2 | 3 | 4 |
| 52. the implications of test anxiety on learners' performance during the tests | 1 | 2 | 3 | 4 |

V. DOMAIN: CLASSROOM ENVIRONMENT

A. STANDARD: MANAGEMENT

Teachers are aware of and apply principles of effective classroom management in order to create a framework for optimal learning.

I perceive myself knowledgeable in

53. stating the principles of classroom management	1	2	3	4
54. characteristics of group dynamics in the classroom	1	2	3	4
55. different teacher roles such as instructor, facilitator, negotiator	1	2	3	4
56. different learner roles such as initiator, responder, cooperator, researcher	1	2	3	4

B. STANDARD: PHYSICAL LEARNING ENVIRONMENT

Teachers are aware of the importance of, and do their best to create a physical learning environment that is actively conducive to learning English.

I perceive myself knowledgeable in

57. creating a learning environment rich in materials that are attractive, stimulating and instructive	1	2	3	4
58. ways of creating a warm environment	1	2	3	4
59. managing of self-access materials such as work cards, and facilities such as learning centers	1	2	3	4
60. the ways of utilizing from English library and Internet-linked computers.	1	2	3	4

APPENDIX B

PERFORMANCE-PART OF THE QUESTIONNAIRE

Dear Respondent,

We know you are not practicing teachers yet; but you have had a considerable school experience and practicing teaching. Either based on these experiences or your education and training up to now, how would you assess yourselves regarding actual performance on teaching English as a foreign language.

Before you answer the questionnaire, please fill in the following form:

- Your Name and Surname:
- The name of your university:
- The department you are attending:

PART II: PERFORMANCE-BASED

To what degree do you feel yourself competent in the following domains of English language teacher competencies?

I. DOMAIN: CONTENT

A. STANDARD: LANGUAGE PROFICIENCY AND AWARENESS

Teachers are proficient in English, are aware of the structure of the language, and are able to explain it to learners

Please indicate your opinion about the following statements by circling a number on a scale of four.

- 1 not competent at all
- 2 somewhat competent
- 3 quite competent
- 4 very competent

I feel competent at

- | | | | | |
|--|---|---|---|---|
| 1. demonstrating proficiency in oral , everyday English | 1 | 2 | 3 | 4 |
| 2. demonstrating proficiency in written, academic English | 1 | 2 | 3 | 4 |
| 3. serving as a good language model for my learners
in speaking | 1 | 2 | 3 | 4 |
| 4. serving as a good language model for my learners
in writing | 1 | 2 | 3 | 4 |

5. explaining my knowledge of the language in a way that is accessible and relevant to the language learner	1	2	3	4
6. developing learner's awareness of how the English language is structured	1	2	3	4
7. developing learner's awareness of how the English language compares to their first language, Turkish in various aspects such as phonology, morphology, syntax, semantics, and pragmatics.	1	2	3	4
8. designing conceptualized instructional activities using written and spoken language to assist my students in recognizing, using, acquiring and practicing social and academic language.	1	2	3	4

B. STANDARD: LANGUAGE AND CULTURE

Teachers are familiar with a range of literary texts and cultural aspects of the English – speaking world, and use their knowledge to promote learners' literacy and cultural appreciation.

I feel competent at

9. teaching language and its functions within the context of authentic texts.	1	2	3	4
10. facilitating interpretation of a literary work or a text appropriate for my learners	1	2	3	4
11. providing adequate and appropriate tasks, materials and language support to help my students communicate successfully in socially and culturally appropriate ways.	1	2	3	4

II. DOMAIN: LEARNING AND THE LEARNER

A.STANDARD: THEORIES AND PRACTICE OF LEARNING AND LANGUAGE LEARNING

Teachers know about learning processes in general (both cognitive and affective factors) and language learning in particular, and apply this knowledge in their teaching

I feel competent at

12. providing a variety of learning opportunities	1	2	3	4
13. encouraging learners to make links between prior and new knowledge	1	2	3	4
14. providing integrated learning activities using authentic sources that build meaning through practice.	1	2	3	4

15. selecting and applying appropriate classroom activities to develop listening skills for my learners at different proficiency levels and developmental stages.	1	2	3	4
16. selecting and applying appropriate classroom activities to develop reading skills for my learners at different proficiency levels and developmental stages.	1	2	3	4
17. selecting and applying appropriate classroom activities to develop speaking skills for my learners at different proficiency levels and developmental stages.	1	2	3	4
18. selecting and applying appropriate classroom activities to develop writing skills for my learners at different proficiency levels and developmental stages.	1	2	3	4
19. selecting and applying appropriate classroom activities to teach vocabulary for my learners at different proficiency levels and developmental stages.	1	2	3	4
20. providing my students with stimulating activities such as drama, songs, games, riddles	1	2	3	4
21. encouraging my students to take chances, make mistakes in order to learn.	1	2	3	4
22. using my understanding of language acquisition/learning theories to provide optimal learning environments for my students.	1	2	3	4

B. STANDARD: INDIVIDUAL DIVERSITY

Teachers are aware of the way in which learners differ and cater to these differences in their teaching.

I feel competent at

23. showing respect for all learners	1	2	3	4
24. making use of various needs analysis methods to specify the individual /group needs and interests	1	2	3	4
25. adjusting my demands to the needs of individual learners	1	2	3	4
26. varying instructional activities to cater to individual differences	1	2	3	4
27. encouraging learners to become aware of their learning styles	1	2	3	4
28. encouraging learners to adopt appropriate learning strategies	1	2	3	4
29. using cultural diversity to enrich their teaching,	1	2	3	4

such as encouraging learners to relate to their own
cultural backgrounds and those of others

30. making provisions for learners with special needs, disabilities and handicaps	1	2	3	4
--	---	---	---	---

III. DOMAIN: TEACHING AND THE TEACHER

A. STANDARD: CLASSROOM INTERACTION

Teachers are aware of, use and manage a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language

I feel competent at

31. managing different learner-teacher and teacher-learner interactions such as questioning, giving feedback, negotiating	1	2	3	4
32. managing learner-learner interaction such as pair and group work	1	2	3	4
33. employing different techniques in organizing pair/group work	1	2	3	4
34. providing opportunities for individualized work such as extensive reading and project work, portfolios.	1	2	3	4
35. using various patterns of interaction appropriate to the specific learning tasks	1	2	3	4

B. STANDARD : PLANNING

Teachers know about the principles of effective planning and engage in long and short term planning of their teaching , including assessment, in accordance with the English Curriculum

I feel competent at

36. designing teaching units based on the English curriculum	1	2	3	4
37. preparing and using written lesson plans that include general aims and specific objectives in accordance with the English curriculum	1	2	3	4
38. preparing well-paced, well-organized and varied lesson plans	1	2	3	4
39. engaging in short and long-term planning in collaboration with other English teachers at their school	1	2	3	4
40. reflecting on my lessons, activities, and results of assessment procedures in order to inform my future planning	1	2	3	4

C. STANDARD: TEACHING MATERIALS

Teacher know about the range of English teaching materials available and critically evaluate, select, adapt and design materials appropriate to their learners.

I feel competent at

- | | | | | |
|---|---|---|---|---|
| 41. providing my students with a wide variety of teaching materials and resources such as visual and audio aids, overhead projector, games to reinforce my students' language learning. | 1 | 2 | 3 | 4 |
| 42. selecting appropriate materials for specific learning tasks | 1 | 2 | 3 | 4 |
| 43. creating or adapting materials to suit my learners' needs | 1 | 2 | 3 | 4 |
| 44. integrating technology-based materials such as educational TV, video, multi-media in my lessons | 1 | 2 | 3 | 4 |

D. STANDARD: THE TEACHER AS A PROFESSIONAL

Teachers are aware of the importance of developing professionally and use a variety of means to do so.

I feel competent at

- | | | | | |
|---|---|---|---|---|
| 45. reflecting on my teaching in order to re-assess my teaching practices | 1 | 2 | 3 | 4 |
| 46. engaging in on-going self assessment of teaching practices | 1 | 2 | 3 | 4 |
| 47. engaging in on-going peer assessment of teaching practices | 1 | 2 | 3 | 4 |
| 48. initiating practice-oriented research, such as action research, case studies, teacher narratives | 1 | 2 | 3 | 4 |
| 49. using my knowledge and research base of the English language teaching to design effective instruction. | 1 | 2 | 3 | 4 |
| 50. attending conferences and in-service courses | 1 | 2 | 3 | 4 |
| 51. collaborating with school staff to establish an instructional program appropriate for students at a variety of English proficiency levels. | 1 | 2 | 3 | 4 |
| 52. fulfilling legal, social and administrating responsibilities as a teacher, such as keeping contact with parents, contributing various school activities | 1 | 2 | 3 | 4 |

IV.DOMAIN: ASSESSMENT

a. STANDARD: THE ROLE OF ASSESSMENT

Teachers are aware of the role of assessment as an integral part of the teaching-learning process and assess the performance of their learners as a part of their teaching routine

I feel competent at

53. integrating teaching, learning and assessment in the planning of my units, lessons and tasks	1	2	3	4
54. ensuring that learners are regularly aware of their language learning process	1	2	3	4
55. designing varied tasks and tools that allow learners to succeed at different levels considering different learning styles and abilities	1	2	3	4
56. using alternatives in assessment including projects, portfolios, presentations for different purposes.	1	2	3	4

B. STANDARD: METHODS OF ASSESSMENT

Teachers know about theories and methods of assessment and match them with the appropriate tasks and tools

I feel competent at

57. making clear to learners the goals and the criteria of the assessment task, prior to assigning it to the learners	1	2	3	4
58. providing my learners with a varied range of assessment task.	1	2	3	4
59. collecting information about learners' progress over a period of time from a variety of sources including homework, assessment tasks, individual, pair and group activities, projects, portfolios, tests.	1	2	3	4
60. recording information about learners' progress over a period of time from a variety of sources	1	2	3	4

C. STANDARD: THE LEARNERS' ROLE IN ASSESSMENT

Teachers are aware of the importance of involving learners and actively engaging them in the different stages of the assessment process

I feel competent at

- | | | | | |
|---|---|---|---|---|
| 61. encouraging learners to contribute to the design of the assessment procedures, such as determining criteria and writing test items | 1 | 2 | 3 | 4 |
| 62. providing opportunities for learners to assess each other and themselves by use of different assessment tools such as peer and self-assessment checklists | 1 | 2 | 3 | 4 |

D. STANDARD: THE ROLE OF TESTING IN ASSESSMENT

Teachers know about theories of language testing and design, and use tests appropriately

I feel competent at

- | | | | | |
|--|---|---|---|---|
| 63. designing tests that are valid and reliable, and practical to administer and grade | 1 | 2 | 3 | 4 |
| 64. including test items that are appropriate to the objectives of the test | 1 | 2 | 3 | 4 |
| 65. designing tests that have a balanced coverage of skills and domains as presented in the English curriculum throughout the year | 1 | 2 | 3 | 4 |
| 66. taking steps to lower test anxiety by appropriate preparation, and by creating a supportive classroom climate | 1 | 2 | 3 | 4 |
| 67. analyzing test results using appropriate basic test calculations. | 1 | 2 | 3 | 4 |

V.DOMAIN: CLASSROOM ENVIRONMENT

a. STANDARD: MANAGEMENT

Teachers are aware of and apply principles of effective classroom management in order to create a framework for optimal learning

I feel competent at

- | | | | | |
|--|---|---|---|---|
| 68. setting up a framework for orderly classroom procedures. | 1 | 2 | 3 | 4 |
| 69. maintaining a framework for orderly classroom procedures. | 1 | 2 | 3 | 4 |
| 70. using appropriate patterns of interaction(teacher led and individual, pair and group work) to maximize learners' time-on-task | 1 | 2 | 3 | 4 |
| 71. demonstrating my ability to deal effectively with discipline problems | 1 | 2 | 3 | 4 |
| 72. adopting different teacher roles and enabling different learner roles appropriate to a specific learning-teaching context | 1 | 2 | 3 | 4 |
| 73. providing my students with the opportunities for self-access learning. (self- access learning: it is a flexible and personalized way | 1 | 2 | 3 | 4 |

of learning. The student chooses his/her study materials himself as well as time and pace.)

74. responding sensitively to learners' verbal and nonverbal behavior	1	2	3	4
75. providing clearly defined and easily understandable instructions and explanations	1	2	3	4
76. using the voice effectively and vary it when necessary	1	2	3	4
77. using the board effectively	1	2	3	4
78. using different warm-up activities	1	2	3	4
79. using different questioning strategies	1	2	3	4
80. giving effective oral feedback	1	2	3	4
81. giving effective written feedback	1	2	3	4
82. correcting oral errors when necessary	1	2	3	4
83. correcting written errors when necessary	1	2	3	4

B. STANDARD: PHYSICAL LEARNING ENVIRONMENT

Teachers are aware of the importance of, and do their best to create a physical learning environment that is actively conducive to learning English.

I feel competent at

84. displaying a variety of stimulating teacher/learner-generated and self-access materials on the walls of my classrooms, including interactive walls and bulletin boards	1	2	3	4
85. fostering a classroom climate of warmth.	1	2	3	4
86. promoting the use of English libraries and computer facilities	1	2	3	4

APPENDIX C

2003-2004 B.A. PROGRAM IN ENGLISH LANGUAGE TEACHING A.İ.B.Ü

FIRST YEAR

I. SEMESTER

CODES	COURSES	T	P	C
FLE	English Grammar	3	0	3
FLE	Speaking Skills	3	0	3
FLE	Reading Skills	3	0	3
FLE	Writing Skills	3	0	3
FLE	Turkish I: Written Communication	2	0	2
HIST	Principles and Revolutions of Atatürk I	2	0	0
EDS	Introduction to Teaching	3	0	3
	Credit Hours	17		

II. SEMESTER

CODES	COURSES	T	P	C
FLE	English Grammar II	3	0	3
FLE	Speaking Skills II	3	0	3
FLE	Reading Skills II	3	0	3
FLE	Writing Skills II	3	0	3
FLE	Elective I: Phonetics	2	0	2
FLE	Turkish II: Oral Communication	2	0	2
HIST	Principles and Revolutions of Atatürk II	2	0	0
EDS	Human Development and Learning	3	0	3
	Credit Hours	19		

SECOND YEAR

III. SEMESTER

CODES	COURSES	T	P	C
FLE	Advanced Reading Skills	3	0	3
FLE	Introduction to Literature I	3	0	3
FLE	Language Acquisition	3	0	3
FLE	Computer Skills	2	2	3
FLE	Turkish Phonetics and Morphology	3	0	3
FLE	School Experience I	1	4	3
	Credit Hours	18		

IV. SEMESTER

CODES	COURSES	T	P	C
FLE	Advanced Writing Skills	3	0	3
FLE	Introduction to Literature II	3	0	3
FLE	Approaches to English Language Teaching	3	0	3
FLE	Introduction to Linguistics - I	3	0	3
FLE	Turkish Syntax and Semantics	3	0	3

EDS	Instructional Planning and Evaluation	3	2	4
	Credit Hours	19		

THIRD YEAR

V. SEMESTER

CODES	COURSES	T	P	C
FLE	Introduction to Linguistics II	3	0	3
FLE	The Short Story: Analysis and Teaching	3	0	3
FLE	English-Turkish Translation	3	0	3
FLE	Elective II- Reading Comprehension and Speaking	3	0	3
FLE	Elective III - Structure of English Language	2	0	2
FLE	ELT Methodology I	2	2	3
EDS	Instructional Technology and Material Development	2	2	3
	Credit Hours	20		

VI. SEMESTER

CODES	COURSES	T	P	C
FLE	Research Skills	3	0	3
FLE	Teaching English to Young Learners	3	0	3
FLE	The Novel: Analysis and Teaching	3	0	3
FLE	Elective IV – Knowledge of Sexual Health	3	0	3
EDS	Classroom Management	2	2	3
FLE	ELT Methodology II	2	2	3
	Credit Hours	18		

FOURTH YEAR

VII. SEMESTER

CODES	COURSES	T	P	C
FLE	English Language Testing and Evaluation	3	0	3
FLE	Drama: Analysis and Teaching	3	0	3
FLE	Materials Evaluation and Adaptation	3	0	3
FLE	English Coursebook Evaluation	2	2	3
FLE	Elective V - Selected Texts	3	0	3
EDS	School Experience II	1	4	3
	Credit Hours	18		

VIII. SEMESTER

CODES	COURSES	T	P	C
FLE	Turkish-English Translation	3	0	3
FLE	Poetry: Analysis and Teaching	3	0	3
EDS	Guidance	3	0	3
FLE	Practice Teaching	2	6	5
	Credit Hours	14		

APPENDIX D

2003-2004 CERTIFICATE PROGRAM

ERCIYES UNIVERSITY

Fall	Course Code	Course Name	Hour	T/P/C
	EGT 101	Introduction To Teaching Profession	5	3 0 3
	EGT 201	School Experience I	5	1 4 3
	EGT 301	Special Teaching Techniques I	4	2 2 3
	EGT 303	Instructional Technology and Materials Development	4	2 2 3
	EGT 401	School Experience II	5	1 4 3
Spring	EGT102	Development and Learning	3	3 0 3
	EGT 202	Instructional Planning and Evaluation	5	3 2 4
	EGT 302	Classroom Management	4	2 2 3
	EGT 304	Special Teaching Techniques II	4	2 2 3
	EGT 402	Guidance	3	3 0 3
	EGT 404	Practice Teaching	8	2 6 5

APPENDIX E

INTERVIEW QUESTIONS

1. How many methodology courses do you have in the current curriculum?

Put a tick; or write in the space provided if any other.

Introduction to Teaching Profession	School Experience II
Development and Learning	Practice Teaching
ELT Methodology I	Approaches in ELT
ELT Methodology II	Teaching English to Young Learners
Classroom Management	Materials Adaptation and Evaluation
Guidance	English Coursebook Evaluation
School Experience I	
English Language Testing and Evaluation	
Instructional Planning and Evaluation	
Instructional Technology & Materials Development	

Any other:

2. Do you think the methodology component of the current curriculum is effective to provide the students with the following standards that an English Language teacher should have? Please comment on the standard/s considering the methodology courses you are offering, and you could use the students' questionnaire to guide your answers.

An English teacher

* knows about learning processes in general (both cognitive and affective factors) and language learning in particular, and applies this knowledge in his/her teaching. (Domain II: Standard A)

Your Comment:

* is aware of the way in which learners differ and caters to these differences in his/her teaching. (Domain II: Standard B)

Your Comment:

* is aware of, uses and manages a wide range of patterns of classroom interaction appropriate for teaching English as a foreign language(Domain III: Standard A)

Your Comment:

* knows about the principles of effective planning and engages in long and short term planning of his/her teaching, including assessment, in accordance with the English Curriculum (Domain III: Standard B).

Your Comment:

* knows about the range of English teaching materials available and critically evaluates , selects, adapts and designs materials appropriate to his/her learners(Domain III: Standard C)

Your Comment:

* is aware of the importance of developing professionally and uses a variety of means to do so (Domain III: Standard D).

Your Comment:

* is aware of the role of assessment as an integral part of the teaching-learning process and assesses the performance of his/her learners as a part of the teaching routine (Domain IV: Standard A).

Your Comment:

* knows about theories and methods of assessment and matches them with the appropriate tasks and tools (Domain IV: Standard B).

Your Comment:

* is aware of the importance of involving learners and actively engages them in the different stages of the assessment process(Domain IV: Standard C).

Your Comment:

* knows about theories of language testing and design, and uses tests appropriately (Domain IV: Standard D)

Your Comment:

* is aware of and applies principles of effective classroom management in order to create a framework for optimal learning (Domain V: Standard A).

Your Comment:

* is aware of the importance of, and does his/her best to create a physical learning environment that is actively conducive to learning English (Domain V: Standard B)

Your Comment:

3. What was the reason for 1997-98 changes in the curriculum? What changes were made?

4. What changes would you make in this component if you had the opportunity?