

INVESTIGATING ELT INSTRUCTORS' PERCEIVED COMPETENCIES:
CHALLENGES AND SUGGESTIONS

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NİLAY CANBOLAT

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Approval of the Graduate School of Social Sciences

Prof. Dr. Meliha ALTUNIŐIK
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master and Science

Prof. Dr. Gölge Seferođlu
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Prof. Dr. Ayőegöl Dalođlu
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Cennet Engin-Demir (METU, EDS)

Prof. Dr. Ayőegöl Dalođlu (METU, ELT)

Assist. Prof. Dr. Nurdan Özbek-Gürbüz (METU, ELT)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Nilay CANBOLAT

Signature :

ABSTRACT

INVESTIGATING ELT INSTRUCTORS' PERCEIVED COMPETENCIES: CHALLENGES AND SUGGESTIONS

Canbolat, Nilay

MA, Department of English Language Teaching

Supervisor: Prof. Dr. Ayşegül Daloğlu

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This study aims at finding out instructors' perceived competencies in Teachers of English to Speakers of Other Languages (TESOL) and Ministry of Education (MONE) competencies, and accordingly exploring strengths and weaknesses of the ELT undergraduate program as well as providing suggestions for a more effective and fruitful program. At the first phase of the research, a questionnaire is given to seventy-five participants, working in the department of Foreign Languages at various universities. For the second phase of the study, an interview prepared in the light of the questionnaire results is conducted with thirty-four of aforementioned participants.

The results of this study illustrate that the participants find themselves more competent in learning, language proficiency, planning, instructing, and content than assessing, identity and context, and commitment and professionalism since the participants believe in the need of improving themselves in latter standards. Similarly, they consider the methodology, general education and language components of the ELT undergraduate program effective because they find those components practical and focused during the program while the literature and linguistics components are thought to be ineffective in preparing them for the profession as the methodology of these components, which is not integrated

with ELT enough. Lastly, in the lights of these findings, some suggestions are made for improving the program.

For further research, all ELT teachers' perceptions in Turkey can be investigated and suggestions for a better undergraduate program can be asked.

Keywords: Teachers' Perceptions, English Language Competencies, Components of the ELT Undergraduate Program

ÖZ

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMENLERİNİN YETERLİK ALGILARI: SORUNLAR VE ÖNERİLER

Canbolat , Nilay

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Bu çalışmanın amacı İngilizce okutmanlarının Teachers of English to Speakers of Other Languages (TESOL) ve Milli Eğitim Bakanlığı (MEB) yeterlikleri açısından kendilerini ne derece yeterli bulduklarını tespit etmek, ve buna bağlı olarak İngiliz Dili ve Eğitimi lisans programlarının güçlü ve zayıf yönlerini tespit ederek daha etkili ve verimli bir öğretmen eğitimi programı için önerilerde bulunmaktır. Çalışmanın ilk aşamasında Türkiye'nin çeşitli üniversitelerinin yabancı diller bölümünde çalışmakta olan yetmiş beş okutmana anket uygulanmıştır. İkinci aşamada ise söz konusu okutmanların otuz dördü ile mülakat yapılmıştır.

Çalışmanın sonucu İngilizce okutmanlarının TESOL standartlarından öğretim, dil becerisi, planlama, eğitim ve içerik alanlarında kendilerini diğer standartlara ölçme, kimlik ve toplum ile adanmışlık ve profesyonellik- kıyasla daha yeterli bulduklarını göstermiştir. Bunun sebebi ise okutmanların söz konusu alanlarda kendilerini geliştirmeye ihtiyaç duymalarından ileri gelmektedir. Benzer bir şekilde, okutmanlar lisans programı bileşenlerinden metot, dil bilgisi ve eğitim bilimlerini yeterli görüp bu bileşenlerin pratik ve lisans programında odak noktası olduğunu ifade etmiştir. Öte yandan, edebiyat ve dil bilim bileşenlerini diğerlerine kıyasla daha yetersiz bulup bu bileşenlerin İngiliz Dili Eğitimine

yeterince dahil edilmediklerinden dođan memnuniyetsizliklerini dile getirmişlerdir. Son olarak, belirtilen sonuçlar dođrultusunda lisans programının geliřtirmeye yönelik önerilerde bulunulmuřtur.

İleriki çalıřmalarda sadece İngilizce okutmanlarının deđil Türkiye'deki tüm İngilizce öğretmenlerinin yeterlikleri arařtırılabilir ve lisans programını geliřtirecek öneriler elde edilebilir.

Anahtar Kelimeler: Öğretmen Algıları, İngiliz Dili Eğitimi Öğretmen Yeterlikleri, İngiliz Dili Eğitimi Lisans Program Bileşenleri

*To my dear parents,
Fehime and Halil Canbolat
and
My beloved husband,
Kerem Toraman*

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CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter consists of four sections. The first section presents the background of the study. The second one introduces the aim of the study and provides research questions. The third section explains the need for the study. Lastly, the fourth section briefly gives the limitations of the study.

1.1. Background of the Study

With the advance of technology, nations started to form close connections with one another and as a means of communication, English has prevailed other languages (Goodman & Graddol, 1996). As Richards states, English has become “the language of globalization, international communication, commerce and trade, the media, and pop culture, different motivations for learning it come into play” (2008, p.2). Indicated by Crystal (1997), there has not been any language like English which is more widely spoken as a second or foreign language around the world than as a mother tongue.

Along with this, a need for teaching and learning the global language, English, has risen in order to interact with other nations not only in science and technology but also in trade, media, art, law, and other fields. Thus, teaching English becomes vital for Turkey, too, and it is taught from pre-school to high school without exception. In order to keep up with brand-new knowledge even the medium of instruction is English

in some educational institutions. Therefore, English language teacher education (ELT) gained importance as there is a need to have competent teachers who can impart their competencies to their students and prepare them to gain knowledge by means of English.

1.1.1. Pre-service English Language Teacher Education Programs in Turkey

The Higher Education Reform in 1982 ensured not only the foundation of the Faculties of Education, but also control and coordination of all institutions where teacher education programs were held by Higher Education Council (HEC) (Kavak, Aydın and Altun, 2007). Thus, the standardization of teacher education program for all fields from science to foreign language teacher education was done by means of having the same content, consisting of three main components: general background knowledge, subject matter expertise and pedagogical formation knowledge. The percentage of general background knowledge would be 12.5%, subject matter expertise 62.5% and pedagogical formation knowledge 25%.

In 1997, when compulsory education became eight years, another reform on “Reconstruction of the Faculties of Education” occurred, enabling faculties of education to be the only authority where teacher education was provided, and the reform helped the development of teacher education and teacher certification programs accordingly (Kavak, Aydın & Altun, 2007). However, there were some drawbacks reported by HEC. According to the report of HEC (1998a/b), at faculties of education, the importance was not given to training but to theoretical knowledge by holding interests of scholars on academic studies, so the vital goal of the faculty was ignored, which was improving the quality of teacher education and providing effective teachers who were good at both in theory and in practice (Kavak, Aydın & Altun, 2007, p.49). Besides, the report (1998a/b) clarified that the teaching certificate given to graduates of other faculties was clearly accepted as inadequate for teacher education as the content of pedagogical courses was changed and these courses were restricted to a short period of time without enough practice.

In 2006, the reform was the second stage for the construction of faculties of education, which updated the program as well as giving some flexibility (Kavak, Aydın & Altun, 2007). The program was modified with practical (general) knowledge since a necessity for having connection among teachers, societies and the world rose. It was indicated that the pre-service teacher education program should be modified in order to have teachers who have creativity, critical thinking as well as spoken and written communication strategies.

Thus, the content of teacher education program was redefined and used the same at all universities. Even if the names of the courses or the term in which these courses are conducted is different, the content is the same. The courses for the undergraduate program at the Department of Foreign Languages can be seen in Table 1.

Table 1.

HEC's 1998-99 Undergraduate Curriculum of ELT Departments

1st Semester	2nd Semester
<i>Course Name</i>	<i>Course Name</i>
English Grammar I	English Grammar II
Oral Communication Skills I	Oral Communication Skills II
Reading Skills I	Reading Skills II
Writing Skills I	Writing Skills II
Turkish I: Written Communication	Turkish II: Spoken Communication
Principals of Kemal Atatürk I	Principals of Kemal Atatürk II
Introduction to Teaching Profession	School Experience I
	Elective I
3rd Semester	4th Semester
<i>Course Name</i>	<i>Course Name</i>
Advanced Reading Skills	Advanced Writing Skills
Introduction to English Literature I	Introduction to English Literature II
Language Acquisition	Approaches to ELT
Computer	Introduction to Linguistics I
Turkish Phonetics and Morphology	Turkish Syntax and Semantics
Development and Learning	Instructional Planning and Evaluation

Table.1. (continued)

5th Semester	6th Semester
<i>Course Name</i>	<i>Course Name</i>
Introduction to Linguistics II	Research Skills
Drama: Analysis and Teaching I	Teaching English to Young Learners
English-Turkish Translation	The Novel: Analysis and Teaching
Special Education I	Classroom Management
Instructional Techniques and Materials Development	Special Education II
Elective II	Elective IV
Elective III	
7th Semester	8th Semester
<i>Course Name</i>	<i>Course Name</i>
English Language Testing and Evaluation	Turkish-English Translation
Drama: Analysis and Teaching II	Poetry: Analysis and Teaching
Materials Adaptation and Evaluation	Guidance
Course book Evaluation	Practice Teaching
School Experience II	
Elective V	

(Translated from Kavak, Aydın and Altun, 2007, p.185)

This undergraduate program was first implemented in the 1998-1999 academic year and the first cohort who completed their under graduate degree with this curriculum graduated in 2001-2002 academic year. Thus, the program has been applied for fourteen years. Meanwhile, it was revised in 2006. So far, it has given graduates for ten years.

1.1.2. Teacher Competencies

According to the report of the Higher Education Council (HEC) (2011), in order to have prospective generations that have critical thinking ability and self-esteem, teachers should be competent, open to developments and changes, and contemporary. The reason why a teacher education program should be multidisciplinary, cross-disciplinary and trans-disciplinary is that a nation can have competent teachers who are not only competent in educational sciences but also aware of economic, social and cultural concepts related to teaching and learning environment. In 2010, HEC

decided on the competencies for associate degree, undergraduate, graduate and doctoral teacher education programs with the help of deans of all educational faculties, Ministry of Education (MONE), graduates of teacher education, members from various associations, members of the European Union (EU) office, and the State Planning Organization. According to the report, teacher competencies are defined under four sub categories such as subject and pedagogic knowledge, cognitive and practical skills, working independently and taking responsibility, learning competency, social and interactional competency, and competency for the field.

Ministry of Education (MEB, 2008) feels the necessity of clarifying teacher competencies in order to specify teacher education policies, provide guidance for pre-service and in-service teacher education programs, evaluate teacher performance, and lastly to make teachers use these competencies in their career development. MONE notes six general teacher competencies, thirty-one sub competencies and two hundred thirty-three performance indicators. The first competency is personal and professional values and professional development which includes respecting and valuing students, believing in their success, having national and universal values, making self-evaluation, providing self-development, keeping pace with professional development, contributing to the improvement and development of school, and following professional laws and fulfilling duties and responsibilities of a teacher. The second competency is knowing students including their age, development, needs as well as valuing and guiding them. The third competency is teaching and learning process which includes planning the lesson, preparing materials, providing learning environment, extra-curricular activities, using various teaching techniques and strategies, time management, and classroom management. The fourth one is assessing and evaluating learning and development: specifying evaluation and assessment methods and techniques, assessing students, interpreting data and providing feedback, and rescheduling teaching and learning process via assessment results. The fifth competency is relationships of school-parent and society, which includes knowledge of environment, benefiting from environmental opportunities, making schools as culture centers, knowing the family, and cooperating with the family. Lastly, the sixth

competency is knowledge of the program and content including the aims and goals of Turkish National Education, mastery and application of subject matter, and evaluating and assessing the subject matter program.

MONE (2008) specifies secondary school English language teacher competencies under five main competencies and twenty-six sub competencies. The first competency is planning English teaching and learning process which includes planning teaching and learning environment according to English language teaching, providing an effective English language teaching environment, using appropriate materials and sources, using appropriate methods and techniques, and using technology appropriately in language teaching. Second competency is improving language skills: helping students improve their language learning strategies, use English correctly and clearly, have listening, speaking, reading and writing skills, and considering students who have special needs and who needs special education in teaching and learning process. The third competency is evaluating and assessing language learning which consists of knowing the aims of evaluation and assessment, using evaluation and assessment tools and methods, interpreting test results and providing feedback, and rescheduling teaching and learning process in accordance with test results. The fourth competency is cooperating with school, family and society for improving students' language skills, making students know the importance of language use, and at a broader sense, letting them know the importance of national events and ceremonies and attend, making schools as culture centers, and leading the society. The last competency is keeping professional development which includes realizing professional competencies, having professional development, benefiting from scientific research and techniques in professional development, and reflecting the results of the research in application.

According to Thomas (1987), the role of teachers is to pass on language competence to students and for achieving this, he draws a recursive circle, the first layer of which shows that a language learner should be competent in language system and use. Besides, the second layer indicates that a language teacher should have competence in

teaching language, in explicit knowledge of language system and use, and in language system and use. Lastly, the broader one includes all and shows that a language teacher educator should have competence in teaching how to teach language, explicit knowledge of pedagogico-linguistic theory, competence in teaching language, explicit knowledge of language system and use, and competence in language system and use. Also, the author criticizes that teacher education should change its focus from grammar to other skills such as listening, speaking, reading and writing, and adds that pedagogic competence should include four components such as management, teaching, preparation and assessment. Then, an effective teacher education program can become the one which integrates the linguistic and pedagogic component in a balanced way.

For Demirel (1989, 1990), there are three basic competencies which a teacher should have in order to have a better educational system that works: language competence, professional competence and cultural competence. Language competence is defined as language proficiency that a teacher must have in order to be a role model and convey the target language to students correctly and clearly. Besides, professional competence means the extent a teacher helps students learn the target language by teaching strategies and techniques appealing to students' needs and levels, by making them practice the language, by helping them produce language, by assessing and evaluating their learning, and by preparing effective activities that they can participate and enjoy. Lastly, cultural competence is making students be aware of the target culture and also compare it with their own.

Lipton (1996) lists 24 teacher competencies in USA for Foreign Language in the Elementary Schools (FLES):

- 1) Superior level of proficiency in all foreign language skills,
- 2) High level of knowledge about the culture(s) of the target language,
- 3) High level of proficiency in English in order to communicate with parents and other professionals,

- 4) Understanding of the American system of elementary school education,
- 5) High level of knowledge of the content of the elementary school curriculum,
- 6) Familiarity with SLA by children and techniques for teaching foreign language to children, based on research and applied linguistics,
- 7) Awareness of the developmental learning stages of children,
- 8) Knowledge of class management techniques,
- 9) Familiarity with children's learning styles,
- 10) Knowledge of a variety of classroom techniques such as group work, paired activities and personalization of instruction,
- 11) Knowledge of 'successful over the years' methods and new trends in FLES,
- 12) Awareness of the techniques for teaching aspects of the target culture to children, and the various stages of cultural acquisitions and understandings,
- 13) Ability to develop curriculum materials, as well as a scope and sequence for each grade level of FL instruction,
- 14) High level of ability to plan and teach effective lessons, and to reflect upon the success of each lesson,
- 15) High level of ability to use a variety of materials in the instructional program to appeal to children with different learning styles,
- 16) Knowledge of age-appropriate target language children's literature, and the ability to use these materials in the classroom,
- 17) Ability to handle students new to program, as well as the ability to reach all students,
- 18) Knowledge of different aspects of technology and its application to FLES,
- 19) 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,
- 20) Understanding the role of parents and how to relate to them,

- 21) Understanding the role of colleagues in the instructional program and how to relate to them,
- 22) Knowledge of how to publicize the FLES program to a wide school community,
- 23) Ability to assess student progress through a variety of ways, including portfolio assessment,
- 24) Awareness of the three different models of FLES and the differences in teaching in each of them.

For American Council on the Teaching of Foreign Languages (ACTFL), a foreign languages education program should consist of six components such as information of language, linguistics, comparisons, awareness of cultures, literatures, cross-disciplinary concepts, knowledge of language acquisition theories and instructional practices, integration of standards into curriculum and instruction, assessment of languages and cultures, and lastly professionalism (2002). Accordingly, the council describes a competent foreign language teacher as a teacher who 1) demonstrates language proficiency, understand linguistics and identify language comparisons, 2) demonstrates cultural understandings, understands literary and cultural texts, and integrates other disciplines in instruction, 3) understands language acquisition, creates a supportive classroom and develops instructional practices that reflect language outcomes, and learner diversity, 4) understands and integrates standards in planning and instruction, and selects and designs instructional materials, 5) knows assessment models and uses them appropriately, reflects on assessment, and reports assessment results, and 6) engages in professional development and knows the value of foreign language learning.

Asia and the Pacific Programme of Educational Innovation for Development (APEID) (1992), sponsored by The United Nations Educational, Scientific and Cultural Organization (UNESCO), clarifies teacher competencies in response to mega-trends in curriculum reforms with the help of nineteen countries reports such as Australia, China, India, Indonesia, Pakistan, Bangladesh, Iran, Lao, Malaysia, Maldives,

Myanmar, Sri Lanka, Thailand and Vietnam, Nepal, Papua New Gene, the Philippines, Korea and Samoa. The report states that a teacher should be competent in considering learner diversity and so their needs, creating an effective learning environment, preparing materials and program in accordance with the individual and society, developing desired values and attitudes in learners, facilitating problem solving competencies and proficiencies in learners, being aware of the need for the development of process skills in instruction, and assessing learning.

Teachers of English to Speakers of Other Languages (TESOL) (2002) defines eight standards for ESL teachers: planning, instructing, assessing, identity and context, language proficiency, learning, content and commitment, and professionalism. By means of these competencies, TESOL clarifies that a teacher should be competent in teaching not only in and out of class but in a broader sense, in relations with colleagues and communities as well.

National Board for Professional Teaching Standards (NBPTS) (2002), on the other hand, notes five core propositions for teachers, which consist of being committed to students and their learning, knowing the subjects they teach and how to teach these subjects, being responsible for managing and monitoring student learning, thinking systematically about their practice and learning from experience, and being members of learning communities. To clarify, when teachers are committed to students and their learning, they recognize individual differences in their students and adjust their practice accordingly, have an understanding of how students develop and learn, treat students equitably, and lastly their mission extends beyond developing the cognitive capacity of their students. When teachers know the subjects they teach and how to teach them to their students, they appreciate how knowledge in their subjects is created, organized and linked to other disciplines, command specialized knowledge of how to convey a subject to students, and generate multiple paths to knowledge. When teachers are responsible for managing and monitoring student learning, they call on multiple methods to meet their goals, orchestrate learning in group settings, place a premium on student engagement, regularly assess student progress, and become

mindful of their principal objectives. Moreover, when teachers think systematically about their practice and learning from experience, they are continually making difficult choices that test their judgement, and seek the advice of others and draw on education research and scholarship to improve their practice. Lastly, when they are members of learning communities, they contribute to school efficacy by collaborating with other professionals, work collaboratively with parents, and take advantage of community resources.

Standards for Teachers of English Language and Literacy in Australia (STELLA) (2002) indicates three main standards for accomplished teaching in English literacy such as professional knowledge stating that teachers should know their students, their subject, and how students learn to be powerfully literate, professional practice noting that teachers should plan for effective learning, create and maintain a challenging learning environment, and assess and review student learning and plan for future learning, and professional engagement indicating that teachers should demonstrate commitment, continue to learn, and be active members of the professional and wider community.

At the end of a Postgraduate Certificate in Education in England in 1998, the Department for Education and Employment stated four areas that teachers should be competent and these are 1) knowledge and understanding, 2) planning, teaching and class management, 3) monitoring, assessment, recording and reporting and accountability, and 4) other professional requirements (Barnes, 2002). The first competency is knowledge and understanding which includes “subject knowledge, an understanding of the National Curriculum and examination specifications, and an understanding how pupils learn” (p.199), and it is preceded by more pedagogic ones, so the focus is not only on language proficiency but also on methodological aspects of language teaching.

In the light of European Union (EU) whose aim is becoming the highest performing knowledge-driven economy in the world by bearing in mind the role of teachers and

their lifelong learning and career development, European Commission (2005) notes the common European principles for teacher competencies and qualifications such as a well-qualified profession including highly qualified teachers in profession who have subject knowledge, pedagogic knowledge, the skills and competencies required for guiding students and an understanding of cultures and societies, a profession placed within the context of lifelong learning which explains the continuum of professional development, a mobile profession which necessitates teachers to deal with European projects and working with European countries, and a profession based on partnerships which requires teacher education programs to organize their work collaboratively with schools, local job environments, work-based training providers and other stakeholders. In order to apply these principles, there are key competencies such as working with others, working with knowledge, technology, and information, and lastly working with and in society.

1.2. Aim of the Study and Research Questions

Ministry of Education (MONE) has specified competencies for primary and secondary school foreign language teachers and not for the ones at higher education yet. However, there are student teachers studying at both state and private universities, some of whose medium of instruction is English, and they are planning to work not only in state schools but also in private ones from pre-school to high school, so that a need for clarifying whether teachers are competent enough in order to work with students of different levels at a variety of institutions no matter private or state has risen. Teachers feel the need for evaluating themselves and the teacher education program they got involved in.

This study aims at investigating how competent English language teachers feel in their profession and which components of the ELT undergraduate program they find successful in helping them gain the competencies they need for their career. And if any, which components of the program they would like to modify in order to get the most effective one. Since the Higher Education Council's curriculum was first

implemented in 1998-99 academic year, the study focuses on the graduates from the 2002 academic year to 2011 in order to get reliable data. However, as one of the aims of this study is to evaluate the undergraduate ELT program, there is also a need to get fresh memories of graduates and to focus only on the graduates of last ten years (2002-2012).

With the purposes stated above, this study aims at answering the following research questions:

- 1) How competent do the English language instructors perceive themselves in TESOL and MONE competencies?
 - a) What are the areas they feel least competent?
 - b) What are the reasons for their low/high competencies?
 - c) What are the suggestions for improving the BA ELT program?

1.3. Definition of Terms

Competence is “a knowledge, skill, ability, personal quality, experience or other characteristic that contributes to a teacher’s capacity to teach effectively. More generally, the ability to carry out a task or resolve a problem in a professional context by bringing acquired skills and knowledge to bear” (Kelly, Grenfel, Allan & McEvoy, 2004, p. 117).

Evaluation is “the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming” (Patton, 2000, p. 426).

1.4. Need for the Study

There is a need for teachers to explore how competent they are in their profession and this study will help to see how competent teachers are within MONE and TESOL competencies. Accordingly, the study will create an opportunity for teachers to give feedback on to what extent the ELT undergraduate program is effective in preparing them for their career since the ELT undergraduate program is valid for fourteen years and it should be evaluated whether it enables teachers to be competent in each standard clarified by MONE and TESOL.

The results of the study will shed light on strengths and weaknesses of the program and what should be modified or adapted in order to have more competent teachers who are the source of prospective generations. Needless to say, it will create clear benchmarks to evaluate and assess foreign language teacher education in Turkey and so to adapt, modify, delete or maintain the courses taken in the ELT undergraduate program.

1.5. Limitations of the Study

There are two limitations of the study. To begin with, the data for this study are collected by instructors at preparatory schools of universities since it is easier to collect data from those schools where many English instructors are working. Still, the study reaches only a small number of teachers, 75 English teachers, as it is difficult to reach the graduates of ELT who have maximum ten years of experience in teaching. The result of the study may not be generalized for all graduates but for teachers who graduated and are working in similar institutions; however, with the help of triangulation it is expected to overcome these limitations to some extent.

CHAPTER II

REVIEW OF LITERATURE

2.0. Introduction

This section presents approaches to teacher education especially language teacher education and content of teacher education programs. Then, approaches to program evaluation will be investigated. Finally, some studies on evaluation of teacher education programs and on teacher competencies will be reviewed.

2.1. Approaches to Teacher Education and Content of Teacher Education Programs

Richards (1990) suggests two approaches to develop teacher education programs: the micro approach and the macro approach. The former is the analytical one by which direct observations can be obtained, and it is more focused on competency-based teacher education while the latter is holistic, requires generalizations and inferences, and focuses on the nature and importance of classroom events and how to educate teachers to cope with them.

Day (1991) declares the ways in which teaching is delivered: the apprentice-expert model where knowledge is acquired as a result of observation, instruction and practice, the rationalist model where the teaching of scientific knowledge occurs, the case studies model where discussions and analysis of actual cases take place, and the integrative model where all of the models are integrated to help learners get the maximum benefit from each model.

According to Michael Wallace (1999), there are three principal models of teacher education. One of them is the craft model approach which symbolizes the traditional apprenticeship approach where the trainee works with the master and gets the skills necessary for the job by observing, questioning and practicing. Another one is the applied science model approach where teachers, based on the discoveries made in human sciences such as chemistry, physics, biology, linguistics, are told what to do in pedagogic practice. Last one is the reflective practitioner model which depends on both scientific theory and practice, and encourages trainees to reflect on them. Via reflection, one can bring theoretical knowledge in practice or vice versa so that professional development takes place.

Grenfel, Kelly and Jones (2003) add one more approach: the competence-based teacher education mode approach (CBTE Model) which is seen as a response to the cons of approaches Wallace (1999) mentions. This approach, as Grenfel, Kelly and Jones indicate, advocates drawing up a list of competencies in order to specify what to do and what are being done in order to “meet the definition of teacher” (2003, p. 28). So, not only trainees but also trainers are aware of the competencies that one should have in order to be an effective teacher and the assessment criteria of trainees’ performance. As the authors note, from Britain to Germany some European countries have started to apply a modified version of CBTE Model in their teacher education programs and to have a list of competencies and sub skills that a teacher should have. Therefore, the framework of teacher education programs are generally based on at least four interrelated areas which are subject matter knowledge, understanding of learners and learning, conceptions of the practice and profession of teaching, and an initial repertoire in curriculum, instruction, management and assessment.

Some experts like Shulman (1990) states that there should be a variety of bases in the program such as content knowledge (the subject matter), general pedagogic knowledge (classroom management and strategies), curriculum knowledge (using specific programs and materials), pedagogical content knowledge (the product of the interaction of the first three), knowledge of learners and their characteristics,

knowledge of educational contexts, and knowledge of educational ends (knowledge of values and purposes of teaching) (cited in Grenfel, Kelly & Jones, 2003, p. 31).

In 2005, Hoban sheds light on the effects of teacher education programs and notes that there are many diverse views about the quality of teacher education programs since some teachers think teacher education “out of touch”, teaching at schools as “bad practice” and teacher education practices “inadequate” while some praise some of teacher education programs (p. 3). Besides, the author adds that in order to cope with these problems, some regulations have taken place in many countries by designing a national curriculum for teacher education and getting more consistency by standards of teaching. There should be a quality teacher education program based on a coherent conceptual framework by which teacher trainees can build their own knowledge about teaching by engaging them in the process and understand the nature and complexity of teaching influenced by interconnected factors.

This framework, as Scannell (2002) declares, may be based on six elements: “a concept of good teaching is apparent in courses and field experiences”, “theory is taught in the context of practice, extended field experiences are articulated and sequenced with theory”, “a well-defined, accepted standard of practice is used to guide coursework, school/university partnerships are based on shared beliefs”, and “assessment is comprehensive and bonded to instruction, and the results of assessment are used to ensure that candidates’ learning is applied to real situations (cited in Hoban, 2005, p. 11).

As the National Council for the Accreditation of Teacher Education (NCATE) (2002) prescribes, teacher education programs may be based on six components (cited in Hoban, 2005, p. 12):

- 1) Candidate knowledge, skills and dispositions about content, pedagogical and professional knowledge to help all students learn
- 2) Program assessment and evaluation to promote accountability and

systematic evaluation,

- 3) Field experiences and clinical practice to promote university and school partnerships,
- 4) Diversity in curriculum experiences to encourage an understanding and appreciation of ethnic, racial, gender, language and religious differences,
- 5) Faculty qualifications, performance and development to encourage best practice in teacher education and modeling of this practice to candidates,
- 6) Unit governance and resources to encourage appropriate workload policies, resources and information technology requirements.

European Commission (2007a) declares that teacher education institutes in various European countries face similar challenges, like “how to support the development of teacher identity, how to bridge the gap between theory and practice, how to find the balance between subject studies and pedagogical studies, how to contribute to a higher status of teachers and how to prepare teachers for the needs of pupils in the 21st century” (Snoek & Zogla, 2009, p. 11). The commission adds that a comparative framework should be based on the system of teacher education, the content of teacher education, the pedagogy of teacher education and the role of stakeholders on the macro, meso and micro level. To illustrate, macro level reflects the societal settings where teacher education is structured by governmental regulations on teacher education. While meso refers to how education institutes organize teacher education, the micro is based on things happening in the classroom between teacher and students. As the commission declares (2007b) there are four basic components of teacher education curriculum such as extensive subject knowledge, a good knowledge of pedagogy, the skills and competencies required to guide and support learners, and an understanding of the social and cultural dimension of education (Snoek & Zogla, 2009). Thus, a teacher is supposed to contribute to the individual development of children and young people, the management of learning processes in the classroom, the development of the entire school as a learning community, and connections with the local community and the wider world.

Believing in the necessity of a conceptual framework in teacher education programs, Tamaney and Palmeri (2011) resemble teacher education to a journey which is undertaken by both teacher educators and teacher candidates together, and which is consistent with the developmental principles and program policies. Also, the authors dictate that teacher education programs should be structured under four areas: subject matter knowledge for teaching, understanding of learners and learning, conceptions of the practice and profession of teaching and lastly an initial repertoire in curriculum, instruction, management and assessment. The authors developed a framework by which the candidates can reflect on their progress during the program and several assessment tools including checklist-based assessments, dispositional assessments, open-ended observation tools and extended narrative assessments are designed.

2.1.1. Components of Foreign Language Education Programs

Prabhu (1990) indicates that there is no best method since it depends on context in which it is used and it is difficult to evaluate any method objectively. Thus, the author believes that the focus should shift from the best method to pedagogic perceptions of teachers and experts in the field, and lastly to the design and organization of teacher education programs.

Believing in the necessity of a structured approach of teaching, Day (1991) examines pre-service ESL teacher education programs in two aspects: what to teach and how to teach to trainees, and confirms that there are four basics of ESL teacher education programs: content knowledge (knowledge of subject matter), pedagogic knowledge (knowledge of generic teaching strategies, beliefs and practices), pedagogic content knowledge (specialized knowledge of how to teach), and support knowledge (the knowledge of various disciplines such as SLA, sociolinguistics, research methods).

Bear (1992) states that there should be five elements of foreign language teacher education and these are language development, literature and culture, linguistics, methodology and practice teaching, and foundations of education. Also, the author

notes the key concepts of an effective teacher education curriculum: *selection* (selection of courses), *specialization* (shaping the courses to meet the needs of student teachers), *integration* (making the components of curriculum interwoven), *coordination* (inter-related courses given at the same term), and *articulation* (the relations of courses in the same component in four-year education).

Similarly, for Cullen (1994), there are four components of teacher education programs and these are *methodology/pedagogical skills component* in which various techniques and methods are examined, practice teaching and micro-teaching are analyzed, *linguistics component* including theories of language and language learning, and awareness of language itself, *literature component* where trainees study English literature in order to increase their knowledge and mastery in texts and use these texts in their own teaching, and lastly *language improvement component* aiming to improve trainees' language proficiency. The author criticizes that the focus in teacher education programs is generally on methodology; however, there is a need to answer the question of how to incorporate a language improvement component into a teacher training program. Because there is a desire and need for language improvement, language improvement and methodology should be combined by using the learning experience of the trainees to decide on the follow up content on methodology. So, the focus of the program should be on language improvement and the methodology component should be practice driven while trainees evaluate themselves and their peers via observation and reflection.

On the other hand, Johnson (2009) criticizes Wallace's applied science model which simply assumes that one can apply the knowledge of language and SLA to the classroom and believes that the activity of teaching L2 itself is very crucial so that one can combine not only subject matter knowledge but also the content of L2 teaching, in other words, the way of teaching L2 in the classroom. The researcher calls this kind of knowledge based on practices in classroom as practitioner knowledge and based on two approaches: a collection of classroom-based research studies and a collection of dialogues between classroom teachers and classroom researchers who are

participating in social practices related to language teaching in order to analyze the problems coming up with the practice. Similarly, Barduhn and Johnson (2009) focus on the combination of subject knowledge and practical experience resembling the former “learner of teaching” and the latter “teacher of students” (p. 62).

Richards (2008) notes that there is a higher level of professionalism in language teaching, and so second language teacher education (SLTE) is affected by internal factors like the need of improvement through trends and advances in language teaching, and external factors like the need for English as a global language. Also, he adds that there are two kinds of knowledge in the field of SLTE, one of which is “knowledge about” and the other is “knowledge how” (p. 162). So, one can make a distinction between two as the former one is related to teaching skills and pedagogic knowledge while the latter is about knowledge about language and language learning. Besides, he exemplifies “knowledge about” with explicit knowledge and “knowledge how” with implicit knowledge and suggests one more approach to teacher education: collaborative approach by which teachers can improve themselves by collaboration between their colleagues, their students, researchers, and other people involving in teaching and learning process such as principals and parents.

2.2. Approaches to Program Evaluation

Guskey defines evaluation as “the systematic investigation of merit or worth” (2002, p. 45) and accordingly, program evaluation is “systematic gathering of information about a teaching program so as to make necessary alterations, decisions, innovations and improvements; in order to develop a new program or to enhance the existing program’s effectiveness” (Küçük, 2008, p. 10). As Gaies (1992) notes, program evaluation started from effectiveness of different language teaching methods in 1960s and 1970s and continued to effectiveness of teacher preparation programs, and adds that there are two purposes of program evaluation: *internal* and *external*. The former is based on student learning outcomes in order to validate and improve the program while the latter deals with student learning outcomes so as to show the accountability

of the institution to stakeholders. He provides two reasons for increased interest in evaluation of teacher education programs: 1) the accountability and the quality of the teacher education programs and 2) the growth of professional principles.

Guskey (1999) also states that there are three purposes of evaluation: *planning evaluation*, *formative evaluation* and *summative evaluation*. *Planning evaluation*, in other words, *preventative evaluation* takes place before a program starts in order to see what are expected, what steps should be taken and how to fulfill the expectations. It informs about the needs, characteristics of participants, and the context. *Formative evaluation*, on the other hand, is at the time of the program and for providing ongoing information about the process: whether it works as planned or not and also, for evaluating conditions for success while *summative evaluation* is at the end of a program and gives information about the consequences of the program and whether it should be continued, expanded or not.

Weir and Roberts (1994) note that there are two basics for evaluation: accountability and development of the program. Accountability refers to “the answerability of staff to others for the quality of their work” (p.4), so accountability-oriented evaluation focuses on overall outcomes while development-oriented evaluation is for improving the quality of the program and more formative.

The Joint Committee on Standards for Educational Evaluation (1994) believes that there could be a fair and worldwide program evaluation by considering four standards: *utility*, *feasibility*, *propriety*, and *accuracy*. *Utility standards* provide informative knowledge and include “stakeholder identification, evaluator credibility, information scope and selection, values identification, report clarity, report timeliness and dissemination, and evaluation impact”. *Feasibility standards* enable evaluation to be in natural settings and include “practical procedures, political viability, and cost effectiveness” while *propriety standards* include “service orientation, formal agreements, rights of human subjects, human interactions, complete and fair assessments, disclosure of findings, conflict of interests, and fiscal responsibility”, and

support the view that evaluation affects many people in various ways and protect people from those effects. Lastly, accuracy standards provide comprehensible information of evaluation and consist of “program documentation, context analysis, described purposes and procedures, valid, reliable and systematic information, analysis of quantitative and qualitative information, justified conclusions, impartial reporting, and metaevaluation” (p. 4-6)

For Richards (2001), different aspects of the program should be evaluated in terms of curriculum design, the syllabus and program content, classroom processes, materials of instruction, the teachers, teacher training, the students, monitoring of pupil progress, learner motivation, the institution, learning environment, staff development and decision making. Besides, he notes that there are three purposes of program evaluation and these are *formative*, *illuminative* and *summative evaluation*. Formative evaluation is the one which deals with the effectiveness of the program in progress and tries to answer the questions of what works or not, what should be improved and/or changed. Besides, illuminative evaluation focuses on how the program works without changing anything but just having a deeper understanding of it. Lastly, summative evaluation questions the effectiveness of the program and asks for mastery of objectives, performance of tests, measures of acceptability, retention rate, and efficiency of the course.

Kiely and Rea-Dickins (2005) indicates three features of evaluation: difficulty of defining evaluation as it may include reviews of budget, view of professional development, classroom observation, learner and teacher experiences; two perspectives of evaluation research such as research functions and evaluation functions; and the fact that many accounts of evaluation are not documented and shared with public domain. They also add that there are three basic approaches of evaluation. These are “theory-based criteria derived from understandings of language learning processes”, “policy-based criteria established through professional considerations” and lastly “constructivist approach seeking to determine criteria through internal program sense-making” (p. 13).

2.3. Studies on Teachers and Teacher Education Programs

Al-Gaeed (1983) investigated the strengths and weaknesses of teacher education program, the perceptions of teachers and students, and their agreements and disagreements about the program by means of a questionnaire covering nine components such as language proficiency, methodology, practice teaching, relevance of the curriculum to English language teaching in Saudi Arabia, linguistics, reasons for choosing English as a major, performance of faculty members, program teaching atmosphere, and lastly academic and administrative policies of the program. The results of the study pointed out that teachers and students agreed on strengths and weaknesses of the program and concluded that methodology, linguistics, and practice teaching components were adequate to prepare them as language teachers; however, spoken skills were not mastered efficiently, courses are generally based on lectures, and literature component is irrelevant to their preparation.

According to the research conducted by Büyükyavuz (1999) on 311 Turkish EFL teachers in secondary schools via questionnaires, interviews and document analysis, the Turkish EFL teachers were not satisfied with the pre-service education in that it generally focused on grammar and its major instruction strategy was grammar translation method and this caused them to feel incompetent in listening, speaking and writing skills.

Woo (2001) conducted a study to examine the perceptions of English teachers working at Korean elementary schools regarding their proficiency of English and pre-service teacher education programs. A questionnaire was given to 142 teachers while 12 of them were also interviewed. The study found out that teachers were not satisfied with their language proficiency, especially speaking skills, and did not find teacher education program adequate to prepare them for the profession. Besides, the findings of the study indicated that the more experience a teacher got, the more competent in language proficiency s/he became. Teacher education programs could be more effective when focusing more on testing, materials development and practice-oriented

teaching methods.

Bowman (2002) evaluated teacher education program in terms of the effectiveness of curricular components by getting feedback from 101 M.A. students by means of a questionnaire, open-ended questions and interviews. The researcher concluded that students found some components like methodology, linguistics, SLA effective while some components like literature, practice teaching and education fundamentals inadequate to prepare them for their profession.

Can (2005) analyzed the effectiveness of the English Teacher Training Curriculum by taking competencies determined by TESOL and NCATE into consideration and collected data from 60 teacher candidates who were about to graduate from teacher training curriculum. He found out that the aims of the courses were not clear, curriculum did not have any evaluation criteria and did not provide teachers with all competencies needed, and there was not adequate relationship between competencies gained in the program and experienced in practicum.

Erozan (2005) evaluated the language improvement courses in the undergraduate curriculum of the Department of ELT at Eastern Mediterranean University by Bellon and Handler's curriculum evaluation model and noted that generally students and teachers found those courses effective, but suggested some changes for improvement. They clarified that practice component in those courses should be increased, more authenticity should take place, various methods and activities should be used, and among all courses there should be coherence.

Güçeri (2005) examined the role of teachers for change in school environment after in-service teacher training and collected data through interviews in two phases. In the first phase, she collected data from 19 participants and in the second one from the same teachers, 38 of their peers and 10 principals. At the end of the study, the researcher revealed that teachers working in a more democratic school environment could contribute to change in school environment since their principals were more

flexible while teachers working in a more rigid environment could not apply the ideas encouraged through in-service training.

Gürbüz (2006) conducted a study on pre-service teachers' strengths and weaknesses with regard to teaching English during practicum and collected data from supervisors, mentors, and pre-service teachers via questionnaires. She found out that all parties were aware of the strengths that pre-service teachers had while there were some contradictions about the weaknesses since pre-service teachers had different perspectives from other parties. To illustrate, mentors and supervisors found pre-service teachers' language proficiency poor and way of giving clear instructions weak; however, pre-service teachers were not aware of them and the researcher believed that this might cause some problems especially in feedback sessions.

Sabuncuoğlu (2006) investigated satisfaction of English teachers with their pre-service teacher education taken in university and perspectives of professional development by collecting data from 250 English instructors. The results showed that some instructors were not pleased with their subject matter knowledge and thought pedagogic content knowledge basic for being an effective teacher. They were not content with traditional teacher education models like model based and craft approach, but more willing to be educated by progressive education model like constructive feedback model.

Seferoğlu (2006) conducted a research on pre-service language teachers' perspectives of methodology and practice components of foreign language teacher education in Turkey with the help of a qualitative case study method on 176 senior year students and revealed that student teachers did not find the course materials enough to prepare them for real classroom atmosphere and there was a deficiency in the number of micro teaching and practice teaching in foreign language education program, and also restricted proficiency levels observed during practicum.

Küçük (2008) evaluated the 2006 English Language Teaching Program of Key Stage I

(4th and 5th grades) by distributing questionnaires to 72 teachers from 26 schools and at the end of the study drew six conclusions: 1) although participant teachers were moderately positive on the general characteristics of the new English language teaching program, they thought some parts were inefficient, 2) participant teachers were moderately positive on the aims/outcomes of the new program; however, they found them inadequate, 3) though participant teachers had moderately positive opinions on the content of the new ELTP, they thought some parts of the content were lacking, 4) both male and female participant teachers had almost the same opinions on the general characteristics, aims/outcomes and content of the new ELTP, 5) the participant teachers that had 1-10 years of teaching experience tended to think more positively; on the other hand, participant teachers who had 11 years of teaching experience or more tended to think more negatively on the general characteristics, aims/objectives and content of the new ELTP, 6) participant teachers who had attended an introduction seminar of the new ELTP had more positive opinions on it.

Şallı-Çopur (2008) studied the effectiveness of the foreign language education program in Turkey and the competence of its graduates. The researcher distributed two graduate questionnaires, and interviewed graduates and their employers, as well. The results of student teachers' questionnaire demonstrated that student teachers found themselves competent in many competence areas specified by HEC, but according to open-ended questions and interviews, there was a need for improvement of some components such as language proficiency, classroom management, and assessment and instruction. Likewise, the employers indicated that they were satisfied with subject matter knowledge of graduate teachers; however, they thought that graduates should improve their language proficiency of them.

Yook (2010) investigated the beliefs of foreign language teachers on English language education and the regulations of MONE on teacher education programs by means of both qualitative and quantitative data collected from 158 in-service teachers. The results showed that teachers were in favor of communication-oriented approaches, their beliefs were originated from their own learning experiences and they were

somehow hesitant to apply the reform policies of MONE.

Coskun and Daloğlu (2010) conducted a research on the pre-service English teacher education program in order to determine the program components needing improvement or maintenance regarding students' and teachers' views by means of the Peacock's Model. The data were collected from three teachers and 55 4th year students in ELT program initiated by HEC by means of questionnaires and semi-structured interviews. The results of the study showed that teachers thought that students did not get sufficient knowledge about linguistics while students criticized program's lacking adequate pedagogic components such as lack of practice teaching opportunities, overuse of presentations as a teaching technique and lack of instructor evaluation by student teachers.

2.4. Studies on Teacher Competencies

Components of teachers' professional competencies are categorized in a broad sense by Selvi (2010) as field competencies (what to teach), research competencies (knowledge of research methods and techniques), curriculum competencies (knowledge of curriculum development and implementation), lifelong learning competencies (taking responsibility of their own learning), socio-cultural competencies (knowledge about socio-cultural background of teachers and students, local, national and universal values), emotional competencies (knowledge about beliefs, values, morals, motivation of teachers and students), communication competencies (communication skills, interactions of teachers and students), information and communication technologies competencies (use of technical tools to transfer knowledge), and environmental competencies (ecological and environmental safety).

Wondering whether there was an agreement among teachers' perceptions of their own efficacy and how their colleagues and supervisors perceive them, Walker (1992) conducted a study on 24 student teachers, 25 classroom teachers and 8 university

supervisors and asked them to fill in survey forms. The study showed that student teachers were idealistic about their expectations of their performance in the classroom, but needed more skills in self-assessment while coordinating teachers were more realistic since their classrooms were real ones. On the other hand, university supervisors had to investigate many classrooms as well as students, and provide an outsider view for student teachers.

Criticizing the validity of native-speaker based communicative competence, Alptekin (2002) claimed that this competency was unrealistic since it was away from the lingua franca status of English and did not have authenticity. He suggested appropriate pedagogies and teaching materials in order to have bilingual and intercultural individuals.

Ilkan (2007) investigated the effects of personal and professional competencies of teachers on teaching and learning environment by conducting questionnaires to 110 teachers and 362 students. There was a link between teacher competencies and their effects on teaching and learning environment, and this was not affected by teachers' sexuality, status, the schools they were on duty, or getting teacher training courses. Also, the study indicated that teachers found themselves more competent than how students perceived them.

Gelen and Özer (2008) conducted a study to determine the adequacy of teachers and student teachers in teaching and collected data from 242 teachers on duty and 159 candidate teachers via questionnaires. The study showed that candidate teachers felt more competent than teachers on duty because there was a lack of professional development among teachers on duty and they were willing to improve themselves in their profession.

Karacaoglu (2008) tried to determine the teacher competencies Turkey needs for European Union harmonization process by using a conceptual framework designed by using the Delphi technique. The research showed that there were thirty-seven

competency items were determined under four competency areas: competencies regarding professional development (getting to know students and enabling the improvement of students; learning teaching process; monitoring and evaluating learning and improvement; school, family, colleagues and society relations; the program and context), competencies regarding field knowledge, competencies regarding improving himself and lastly competencies regarding national and international values.

Padmadevi (2008) investigated pedagogic competencies of English language teachers in Singaraja, which were competencies of planning, implementing and assessing teaching and learning process. The results of the study showed that teachers felt competent in planning since it was more related to standard competencies while they were not competent in implementing the lesson and assessing the learning process, which were basics of competency based curriculum.

Tandıroğlu (2008) investigated the required competencies to apply Common European Framework (CEF) and English Language Portfolio (ELP), and teachers' perceptions of competencies defined by CEF and ELP. A questionnaire was given to 40 English teachers and the results showed that the teachers saw themselves highly competent in accordance with CEF and ELP and would like to be more competent especially in learner autonomy and use of technology since they found those competencies very crucial in their profession.

Kızılaslan (2011) conducted a qualitative study on 21 senior ELT student teachers' competence of teaching language skills. She indicated that student teachers were not fully competent in areas defined by MONE and failed to integrate four skills. They somehow had difficulty in integrating listening and speaking, and also reading and writing. She also noted that student teachers should be informed about competencies defined by MONE since they were open to improve themselves.

Korkmaz and Yavuz (2011) searched for answering which competencies were

necessary to be an effective language teacher, and collected data from 4th year English language teaching student teachers by an open-ended question, a structured questionnaire and a semi-structured interview. Teachers indicated many competencies such as monitoring and evaluation of learning and development, knowledge of students, knowledge of curriculum, personal and professional development, and school-family and society relationships. The study concluded that competencies should be used by teachers to reflect on their teaching, by inspectors to be aware of the competencies so that they could evaluate language teachers and by teacher educators to enable student teachers with those competencies.

2.5. Summary of the Literature Review

The present study aimed to investigate how competent the English language instructors perceive themselves in TESOL and MONE competencies: most and least competent areas, reasons for their low and high competencies and suggestions for improving the BA ELT program.

The related literature review showed that by means of the Higher Education Reforms in 1982 and 1997, Faculties of Education were founded and institutions where teacher education program was held was controlled and coordinated (Kavak, Aydın & Altun, 2007). In 2006, another reform provided an updated and flexible teacher education program, content of which was redefined and conducted in all universities.

According to the report of HEC (2011), teacher education programs should be *multidisciplinary*, combining several branches or fields, *cross-disciplinary*, explaining aspects of one discipline in terms of another, and *trans disciplinary*, crossing many disciplinary boundaries to create a holistic approach, so it may enable effective teachers who are not only competent in educational sciences but also aware of economic, social and cultural concepts related to teaching and learning environment.

Defining competencies and integrating them in language education program is quite

crucial so that there may be a quality teacher education program based on a coherent conceptual framework. TESOL and MONE (2008) provides the backbone of teacher education programs by defining the teacher competencies clarifying that a teacher should be competent in teaching not only in and out of class but in a broader sense, in relations with colleagues and communities as well.

In line with some researchers, MONE defined the components of undergraduate ELT program as well and put them under five categories such as the methodology component, the general education component, the language development, the literature component and the linguistics component. Accordingly, as Küçük (2008) notes, evaluating teacher education program is necessary so as to make necessary modifications and adaptations, to improve the existing program and to develop a new one.

Therefore, aforementioned studies related to teachers' perceptions of competencies and effectiveness of language education programs pointed out that there can be correlation between competency areas and program components so that it is necessary to investigate this subject in order to get more competent teachers and effective teacher education programs.

CHAPTER III

METHOD OF RESEARCH

3.0. Introduction

This chapter presents methodology of the study. To begin with, the research design is described and the participants of the study are presented. Then, data instruments and procedures are clarified. Lastly, data analysis procedures are explained.

3.1. Research Design

The purpose of this study is to investigate to what extent English language teachers feel themselves competent in their profession and to find out the strengths and weaknesses of foreign language teacher education program applied after 1998-99 academic year in order to modify or maintain the components of the programs. Thus, the study aims to answer the following research questions:

- 1) How competent do the English language instructors perceive themselves in TESOL and MONE competencies?
 - a) What are the areas they feel least competent?
 - b) What are the reasons for their low/high competencies?
 - c) What are the suggestions for improving the BA ELT program?

As the study is based on philosophical assumptions which directs the data collection process and consists of both qualitative and quantitative approaches, it can be named as a mixed method research, “a research design with philosophical assumptions as well as methods of inquiry” (Creswell & Plano-Clark, 2007, p. 5). By combining aforementioned approaches, a clearer understanding of the study can be achieved.

3.2. Participants of the Study

The target audience of this study is ELT graduates of 2002-2012 academic years from various prestigious universities in Turkey such as METU, Gazi, Hacettepe, Boğaziçi, Başkent, Dokuz Eylül, Çanakkale 18 Mart, Anadolu, Atatürk, Selçuk and Mehmet Akif Ersoy. To illustrate, 75 instructors working as instructors at universities' preparatory programs at various universities like METU, Hacettepe, Sütçü İmam, Yaşar, Gazi, TOBB ETU, Çankaya, Yıldırım Beyazıt, Atılım, Çukurova, Ufuk, Bahçeşehir, and Başkent participated in the questionnaire part of the study. While 34 of them volunteered for the interview. Moreover, some of them have their MA and/or Doctoral degrees in ELT while some of them are getting in-service training or teacher training courses.

3.3. Data Collection Tools and Procedures

For this study, both quantitative and qualitative research methods, questionnaire and interview, are used since quantitative ask “when”, “what”, “who”, and “where” questions while qualitative ones are more focused “why” question (Wellington & Szczerbinski, 2007).

To begin with, 75 participants were asked to fill in a questionnaire (*See Appendix A*) in order to see how competent they felt themselves in their profession and which parts of English language teaching program they would like to change or maintain. Then, interview questions were prepared according to the results of the questionnaire. Lastly, 34 of the participants were asked for the interview (*See Appendix B*) in order to have a deep perspective of the strengths and weaknesses of the program.

3.3.1. Questionnaire

As Mackey and Gass (2005) indicate, questionnaire is one of the most valuable data collection tools since a researcher can reach many participants at a short period of

time, and also can compare information collected from them. The questionnaire for the study aimed at reaching many instructors at a limited time and comparing their responses. Besides, the authors add that questionnaires can be administered in many forms such as by e-mail, by phone, by forums and in person. In this study, participants were reached by e-mail, forums, and in person.

The questionnaire was designed by a combination of language teacher competencies specified in TESOL (2002) and MONE (2008). Competencies taken from MONE were integrated under ten standards of ESL teacher competencies categorized by TESOL such as *planning, instructing, assessing, identity and context, language proficiency, learning, content and commitment, and professionalism*.

Based on the structure of the questionnaire, one can get both qualitative and quantitative data (Mackey & Gass, 2005) and the questionnaire of the study consists of three parts: demographic questions, Likert-scale questions, and Rating scale questions. In first part, there are seven demographic questions to get information about the participants like the university they graduated, their graduation year, their experience in teaching, and their any graduate studies and/or in-service education. The second part, in order to learn their competency levels for each standard, consists of 119 Likert-scale questions involving greater reliability because participants choose among five-point answers and so the data can be easily quantified and analyzed (Mackey & Gass, 2005). To illustrate, the first eight questions are related to planning while questions 9-17 for instructing, 18-35 for assessing, 36-54 for identity and context, 55-58 for language proficiency, 59-91 for learning, 92-101 for content, and lastly 102-119 for commitment and professionalism. The 5-point Likert scale is noted as *'incompetent', 'little competent', 'somewhat competent', 'competent'* and *'highly competent'*. Finally, the third part has two Rating scale questions where participants can rank the components of the under graduate ELT education program from the most effective to the least. The components of the undergraduate ELT education program are *the linguistics component, the literature component, the methodology component, the language component* and the *general education component*. Meanwhile,

participants could also note how competent they feel about ten standards of competencies defined by TESOL (2002) as well such as *planning, instructing, assessing, identity and context, language proficiency, learning, content and commitment, and professionalism.*

In order to maximize the effectiveness of the questionnaire, Mackey and Gass state that “simple, uncluttered formats, unambiguous and answerable questions, review by several researchers and piloting among a representative sample of research population” are necessary steps to be taken (2005, p. 92). After the questionnaire was prepared, it was revised by two experts in the field and later on piloted by twelve instructors, one of whom was native speaker of English. In the light of the comments, some items were paraphrased in order to have clear meaning and some items which had the same meaning or ambiguousness were excluded. Finally, via web or hard copy, questionnaires were distributed to principals of universities’ preparatory programs and participants were asked to reach more colleagues of theirs while some help was asked from the principals of preparatory schools to distribute the questionnaire in their institution.

3.3.2. Interview

As Wellington and Szczerbinski (2007) note, using interviews is one of the most effective data collection tools since it enables researchers to get more information from participants than any other research method can by reaching the interviewees’ thoughts, feelings, beliefs and emotions at the same time. As Mackey and Gass state (2005) it is interactive, so the researcher can ask extra questions when the answers are vague or need more elaboration.

Interview questions of the study were prepared by using the results of the questionnaire and they were semi-structured providing the researcher with a list of questions to follow but at the same time freedom of deviation (Mackey & Gass, 2005) so that the questions enabled the researcher to be both flexible and controlled

(Wellington & Szczerbinski, 2007). By means of this type of interview, the interviewer gets definite information about the parallelism between competencies gained and strengths and weaknesses of the components of the ELT teacher education programs. The interview investigated who was competent in each standard and how the under graduate ELT program contributed or hindered student teachers to gain those competencies. Besides, it tried to get comments of participants about the program in order to modify some parts of it and see what could be done to have more competent English language teachers.

Since ambiguity in questions, excessive prompting and leading questions during the interview may cause misunderstanding and so unhealthy data (Wellington & Szczerbinski, 2007), the interview questions were reviewed by two experts in the field and during interviews in order to eliminate these problems. Besides, during the interview, tape recording was used in order to have a more natural atmosphere where the interviewer could have eye-contact with interviewees and observe their body language (Wellington & Szczerbinski, 2007).

As each interview took about 30 minutes and transcribing the data about two hours for each, a limited number of participants was interviewed. The language used during interview was Turkish as the participants felt themselves more confident while using their mother tongue. Besides, the participants' names were kept confidential and the data were translated into English.

3.4. Data Analysis Procedures

The data collected from the questionnaires were analyzed by descriptive statistics, which examines the data from the sample, gets the gist and extracts their frequency (Wellington & Szczerbinski, 2007). Since the data from the questionnaires are raw, by means of descriptive statistics, they are organized and described to be more informative (Mackey & Gass, 2005). By using PASW 18.0 software, the means, frequencies and percentages were counted and reported for each item in Likert-scale

part. The items showed 0,96 alpha item reliability.

Responses of demographic questions were analyzed by descriptive statistics, and frequency and percentage of items were counted. Lastly, by means of ranking scale, third part of the questionnaire was analyzed by using frequency for each item.

The results of the questionnaire were used to have an idea about instructors' perceived competencies and the areas they feel least and most competent and to prepare the interview questions. After interviewing the participants, the recordings of the interviews were transcribed, and common phrases were underlined and coded for each question to make the analysis easier. The data collected from the participants were noted under five categories such as the profile of the interviewees, more/less competent areas, competencies an effective ELT teacher should have, the strengths and weaknesses of undergraduate program, and components to modify. Lastly, the number of codes and their frequencies were counted and reported. Since coding scheme should be consistent and reliable across multiple coders, which is called interrater reliability, the data were counted twice (Mackey & Gass, 2005).

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

4.0. Introduction

In this chapter, the results of the study are presented. First, the significant results of the questionnaire are noted and then the qualitative interview data were presented and analyzed.

4.1. Results of the Questionnaires

The aim of the questionnaire is to investigate to what extent FLE graduates find themselves competent in the areas specified by TESOL's and MONE's foreign language teacher competencies, in which areas they feel most and least competent, and what they suggest to improve the undergraduate ELT program.

4.1.1. Results of the Demographic Items

In order to see the characteristics of the participants, demographic items were analyzed with descriptive statistics and the results showed that the participants graduated from different universities in Turkey such as 13 of them from Hacettepe University, 43 from METU, 7 from Gazi University, one from Boğaziçi University, one from Başkent University, 4 from Anadolu University, one from Çanakkale 18 Mart University, one from Atatürk University, 2 from Dokuz Eylül University, one from Selçuk University, one from Mehmet Akif Ersoy University.

Table 4.1.

Universities Participants Graduated From

	Frequency	Percent	Valid Percent	Cumulative Percent
HACETTEPE UNIVERSITY	13	17,3	17,3	17,3
METU	43	57,3	57,3	74,7
GAZİ UNIVERSITY	7	9,3	9,3	84
BOĞAZİÇİ UNIVERSITY	1	1,3	1,3	85,3
BAŞKENT UNIVERSITY	1	1,3	1,3	86,7
ANADOLU UNIVERSITY	4	5,3	5,3	92
ÇANAKKALE 18 MART UNIVERSITY	1	1,3	1,3	93,3
ATATÜRK UNIVERSITY	1	1,3	1,3	94,7
DOKUZ EYLÜL UNIVERSITY	2	2,7	2,7	97,3
SELÇUK UNIVERSITY	1	1,3	1,3	98,7
MEHMET AKİF ERSOY UNIVERSITY	1	1,3	1,3	100
Total	75	100	100	

It was clearly stated that they are graduates of 2002 to 2012 academic year. 2 of them graduated in 2002, 10 of them in 2003, 4 of them in 2004, 9 of them in 2005, 9 of them in 2006, 7 of them in 2007, 10 of them in 2008, 10 of them in 2009, 5 of them in 2010, 8 of them in 2011, one of them in 2012.

Table 4.2.

Graduation Year of the Participants

Graduation Year	Frequency	Percent	Valid Percent	Cumulative Percent
2002	2	2,7	2,7	2,7
2003	10	13,3	13,3	16
2004	4	5,3	5,3	21,3
2005	9	12	12	33,3
2006	9	12	12	45,3
2007	7	9,3	9,3	54,7
2008	10	13,3	13,3	68
2009	10	13,3	13,3	81,3
2010	5	6,7	6,7	88
2011	8	10,7	10,7	98,7
2012	1	1,3	1,3	100
Total	75	100	100	

The participants have minimum one, maximum 10 years of experience in teaching English. One of them has 5 months experience while 8 of them have one year experience, 5 of them have 2 years of experience, 9 of them have 3 years of experience, 10 of them have 4 years of experience, 10 of them have 5 years of experience, 9 of them have 6 years of experience, 7 of them have 7 years of experience, 6 of them have 8 years of experience, 8 of them have 9 years of experience and 2 of them have 10 years of experience.

Table 4.3.

Experience of the Participants

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	1,3	1,3	1,3
1	8	10,7	10,7	12
2	5	6,7	6,7	18,7
3	9	12	12	30,7
4	10	13,3	13,3	44
5	10	13,3	13,3	57,3
6	9	12	12	69,3
7	7	9,3	9,3	78,7
8	6	8	8	86,7
9	8	10,7	10,7	97,3
10	2	2,7	2,7	100
Total	75	100	100	

The participants are working at the department of foreign languages in various universities in Turkey. Two of them are working at Gazi University, seven of them at Hacettepe University, 19 of them at TOBB Economics and Technology University, 3 of them at Kahramanmaraş Sütçü İmam Üniversitesi, 4 of them at Yaşar University, 6 of them at Yıldırım Beyazıt University, 15 of them at Atılım University, 12 of them at Middle East Technical University, 5 of them at Çankaya University, one of them at Ufuk University and one of them at Bahçeşehir University.

Table 4.4.

Work Place of the Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
GAZİ UNIVERSITY	2	2,7	2,7	2,7
HACETTEPE UNIVERSITY	7	9,3	9,3	12
TOBB ETU	19	25,3	25,3	37,3
KSÜ UNIVERSITY	3	4	4	41,3
YASAR UNIVERSITY	4	5,3	5,3	46,7
YILDIRIM BEYAZIT UNIVERSITY	6	8	8	54,7
ATILIM UNIVERSITY	15	20	20	74,7
METU	12	16	16	90,7
CANKAYA UNIVERSITY	5	6,7	6,7	97,3
UFUK UNIVERSITY	1	1,3	1,3	98,7
BAHÇEŞEHİR UNIVERSITY	1	1,3	1,3	100
Total	75	100	100	

They have graduate studies in ELT, ELIT and Educational Sciences. Six of them have their MSc degree while one of them has Phd in Management in ELT. Besides, 31 of them have their MA either in ELT or ELIT. On the other hand, 36 of them do not have any graduate degree.

Table 4.5.

Graduate Degree of the Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
MSc	6	8	8	8
MA	32	42	42	49,3
Phd	1	1,3	1,3	50,7
no	36	48	48	98,7

4.1.2. Results of the Likert Scale Items

As for the second part of the questionnaire, there are one hundred nineteen Likert scale items which clarify teacher competencies defined by TESOL and MONE under eight standards: planning, instructing, assessing, identity and context, language proficiency, learning, content, and commitment and professionalism.

A Likert type five-point scale was used and the options were ‘*incompetent, less competent, somewhat competent, competent and highly competent*’, which were represented as 1, 2, 3, 4, and 5 respectively. Items were not listed under eight standards, but actually they were in order: the first eight items were related to *planning*; items 9-17 related to *instructing*; items 18-35 to *assessing*; items 36-54 to *identity and context*; items 52-58 to *language proficiency*; items 59-91 to *learning*; items 92-101 to *content*; and items 102-119 to *commitment and professionalism*. While interpreting the frequencies and percentages, mean scores above 2.5 out of 5 was taken as positive while below 2.5 out of 5 was taken as negative.

For the items on planning, the mean scores indicated that the participants perceive themselves as highly competent in *planning materials according to students’ needs and interests* with the highest mean score of 4.45 and in *planning materials according to students’ levels* with a mean score of 4.44, which shows that 89% and 88% of participants perceive themselves competent in these items. (See Table 4.6. for means and percentages of items for planning). However, the lowest mean score was found for item 8, *organizing facilities for students’ active participation in using the target language*, with a mean score of 3.89. That indicates that 77% of the participants indicated a lower level of *competence*.

Table 4.6.

Competence in Planning

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
5	Planning materials according to students' needs and interests	75	2	5	4,5	0,68	0,89
6	Planning materials according to students' levels	75	2	5	4,4	0,64	0,89
1	Planning instruction to promote Ss learning	75	2	5	4,3	0,68	0,85
2	Planning instruction to meet learner goals	75	2	5	4,3	0,62	0,85
3	Modifying plans to assure learner engagement	75	2	5	4,2	0,78	0,85
4	Modifying plans to assure learner achievement	75	1	5	4,2	0,72	0,83

Table 4.6. (continued)

7	Planning materials according to students' learning styles	74	2	5	4	0,87	0,80
15	Providing an effective teaching and learning environment both in and out of class with the help of extracurricular activities	75	1	5	3,9	0,96	0,79
8	Organizing facilities for students' active participation in using the target language	75	2	5	3,9	0,82	0,78

For items on instructing, that the mean scores indicated that the participants perceive themselves as highly competent in *providing clear examples* with the highest mean score of 4.59 and in *providing correct examples* with a mean score of 4.53, which shows that 91% and 90% of participants perceive themselves *highly competent* in these items. (See Table 4.7. for means and percentages of items for instructing). However, the lowest mean score was found for item 15, *providing an effective teaching and learning environment both in and out of class with the help of extracurricular*, with a mean score of 3.93. That indicates that 78% of the participants indicated a lower level of *competence*.

Table 4.7.

Competence in Instructing

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
13	Providing clear examples	75	3	5	4,6	0,57	0,92
14	Providing correct examples	75	2	5	4,5	0,64	0,91
10	Promoting respectful classroom interactions	75	3	5	4,2	0,66	0,83
12	Using technological devices effectively in language teaching	75	1	5	4,2	0,92	0,83
16	Using various materials according to students' needs and interests	75	1	5	4,2	0,82	0,83
17	Choosing materials critically	75	2	5	4,2	0,70	0,83
9	Providing supportive environments that engage all learners in purposeful learning	75	2	5	4,1	0,77	0,82
11	Making students practice the target language by various activities	75	2	5	4,1	0,87	0,82
15	Providing an effective teaching and learning environment both in and out of class with the help of extracurricular activities	75	1	5	3,9	0,96	0,79

For items on assessing, the mean scores indicated that the participants perceive themselves as highly competent in *recognizing the importance of assessment and*

evaluation of learning and performance of students and giving assignments by which students practise the target language with the highest mean score of 4.28, which shows that 85% of participants perceive themselves *highly competent* in these items. (See Table 4.8. for means and percentages of items for assessing). However, among the lowest mean scores were items 23 and 28, *preparing different evaluation and assessment tools according to English program and individual differences and using assessment tools by evaluating their feasibility, reliability and validity* with mean scores of 3.57 and 3.6. That indicates that 71 and 72% of the participants indicated a lower level of *competence*. Lastly, the lowest mean score was found for item 31, *evaluating students' language development in a more detailed way via statistical data*, with a mean score of 3.15, showing that 63% of the participants noted a lower level of competence.

Table 4.8.

Competence in Assessing

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
26	Understanding the importance of evaluation and assessment of four skills	75	2	5	4,3	0,68	0,86
18	Recognizing the importance of assessment and evaluation of learning and performance of students	75	2	5	4,3	0,69	0,86
35	Giving assignments by which students practise the target language	75	2	5	4,3	0,78	0,86
29	Interpreting the test results of students' language development and giving constructive feedback	75	2	5	4,2	0,78	0,83
20	Planning instruction "on the spot" and for the future according to test results	75	2	5	4	0,80	0,79
25	Testing students systematically during the learning process to have language development	75	1	5	4	0,95	0,79
22	Determining the aims of evaluation and assessment for English language teaching	75	2	5	4	0,75	0,79
34	Having remedial courses in order to cover students' weaknesses according to test results	75	1	5	4	0,93	0,79
19	Promoting the intellectual and linguistic development of students according to test results	75	2	5	3,9	0,74	0,79
30	Recording the students language development and commenting on how they can succeed in language learning	75	1	5	3,9	0,99	0,79

Table 4.8. (continued)

27	Evaluating four skills with appropriate testing techniques	75	1	5	3,9	0,84	0,78
33	Rescheduling the teaching and learning program in accordance with testing results	75	1	5	3,8	0,96	0,77
24	Testing students both in the beginning and at the end of the learning process to take some precautions	75	1	5	3,8	0,98	0,75
32	Determining which teaching strategies/techniques are better in accordance with test results	75	1	5	3,7	1,03	0,74
28	Using assessment tools by evaluating their feasibility, reliability and validity	75	1	5	3,6	0,96	0,72
23	Preparing different evaluation and assessment tools according to English program and individual differences	75	1	5	3,6	1,06	0,71
31	Evaluating students' language development in a more detailed way via statistical data	75	1	5	3,2	1,12	0,63
21	Involving learners in determining what will be assessed	75	1	44	4,1	4,78	0,09

For items on identity and context, the mean scores indicated that the participants perceive themselves as highly competent in *knowing the expectations of students about learning* with the highest mean score of 4.47, which shows that 89% of participants perceive themselves *highly competent* in item 37. (See Table 4.9. for means and percentages of items for identity and context). Also, items 38 and 54, *recognizing the importance how context (society/culture/heritage) contributes to identity formation and therefore influences learning*, and *being a role model for students and society*, were found to be high in competence with the mean scores of 4.43 and 4.24. However, among the lowest mean scores were items 46, 47 and 51, *cooperating with families to improve students' language learning*, *informing families about the importance they have on their children's learning* and *organizing meetings where teachers, students and families can come together*, with mean scores of 2.83, 2.85 and 2.64. That indicates that 56, 57 and 52% of the participants showed that they perceive themselves *somewhat competent* in these items.

Table 4.9.

Competence in Identity and Context

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
37	Knowing the expectations of students about learning	75	2	5	4,47	0,62	0,89
38	Recognizing the importance how context (society/culture/heritage) contributes to identity formation and therefore influences learning	75	2	5	4,43	0,72	0,89
40	Being aware of the social, physical and psychological causes of comprehension and communication problems	75	2	5	4,28	0,73	0,86
54	Being a role model for students and society	75	2	5	4,24	0,75	0,85
36	Understanding the importance of learners identity: their communities, heritages and goals	75	2	5	4,21	0,91	0,84
39	Using knowledge of identity and settings in planning, instructing, and assessing	75	2	5	4,16	0,84	0,83
44	Cooperating with colleagues and specialists to determine the level, learning capacity and style of students who have special needs and who need special education	75	1	5	3,75	0,97	0,75
41	Planning teaching and learning process according to students who have special needs and who need special education	75	1	5	3,65	1,03	0,73
42	Conducting the lesson according to students who have special needs and who need special education	75	1	5	3,57	1,03	0,71
43	Adapting activities, techniques and strategies according to students who have special needs and who need special education	75	1	5	3,57	1,09	0,71
45	Following and recording language improvement of students who have special needs and who need special education	75	1	5	3,47	1,07	0,69
49	Informing students and their families about the importance of learning a foreign language	75	1	5	3,40	1,31	0,68
50	Making students attend national events and ceremonies	75	1	5	3,16	1,26	0,63
53	Taking care of the needs of the socio-economic status of the neighborhood of the school	75	1	5	3,09	1,19	0,62

Table 4.9. (continued)

52	Working with colleagues for organizing national events and ceremonies	75	1	5	2,97	1,26	0,59
48	Organizing extracurricular activities where students can show their performance to their families	75	1	5	2,88	1,36	0,58
47	Informing families about the importance they have on their children's learning	75	1	5	2,85	1,27	0,57
46	Cooperating with families to improve students language learning	75	1	5	2,83	1,21	0,57
51	Organizing meetings where teachers, students and families can come together	75	1	5	2,64	1,35	0,53

For items on language proficiency, the mean scores indicated that the participants perceive themselves as highly competent in *being proficient in speaking, listening, reading and writing functionally* with the highest mean score of 4.47, which shows that 89% of participants perceive themselves *highly competent* in item 56. (See Table 4.10. for means and percentages of items for language proficiency). However, the lowest mean score was found for item 58, *being equivalent to a native speaker with some higher education*, with a mean score of 3.88. That indicates that 77% of the participants indicated a lower competence.

Table 4.10.

Competence in Language Proficiency

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
56	Being proficient in speaking, listening, reading and writing functionally	75	2	5	4,5	0,6	0,89
58	setting an example for students in language use	75	2	5	4,5	0,7	0,89
55	demonstrating proficiency in social, business/workplace and academic English	75	2	5	4,4	0,7	0,87
57	being equivalent to a native speaker with some higher education	75	1	5	3,9	0,9	0,78

For items on learning, the mean scores indicated that the participants perceive themselves as highly competent in *making students be aware of the importance of listening skills and using available reading materials* with the highest mean scores of

4.55 and 4.57, which shows that 91% of participants perceive themselves *highly competent* in items 68 and 80. (See Table 4.11. for means and percentages of items for learning). Also, items 59, 69, 83 and 86, *knowing how adult learners acquire a new language in and out of classroom settings, using appropriate listening activities and tasks for students' levels and needs, providing reading comprehension, evaluation and inference activities, and giving opportunities to students to reflect themselves in a written way*, were found to be high in competence with the mean scores of 4.49, 4.48, 4.49 and 4.39 respectively. However, among the lowest mean scores were items 71, 77 and 90, *practicing intonation, stress and pronunciation during listening sessions, making students pay attention to stress and intonation, and giving various tasks according to students' interests and needs in pre-writing part*, with mean scores of 3.75, 3.79 and 3.99. That indicates that 75, 75.8 and 79% of the participants showed that they perceive themselves *somewhat competent* in these items.

Table 4.11.

Competence in Learning

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
80	Using available reading materials	75	2	5	4,56	0,58	0,91
68	Making students be aware of the importance of listening skills	75	4	5	4,55	0,50	0,91
59	Knowing how adult learners acquire a new language in and out of classroom settings	75	3	5	4,49	0,62	0,90
83	Providing reading comprehension, evaluation and inference activities	75	3	5	4,49	0,58	0,90
69	Using appropriate listening activities and tasks for students' levels and needs	75	3	5	4,48	0,53	0,90
79	Improving students' reading skills	75	3	5	4,45	0,60	0,89
82	Providing various reading passages according to students' needs and interests	75	3	5	4,44	0,62	0,89
60	Using this knowledge to support adult language learning	75	3	5	4,41	0,57	0,88
67	Improving students' listening skills	75	3	5	4,4	0,59	0,88
70	Using different listening materials such as songs, dialogues, tales, etc.	75	2	5	4,39	0,75	0,88
86	Giving opportunities to students to reflect themselves in a written way	75	2	5	4,39	0,80	0,88
61	Using different techniques and strategies for students' language competencies	75	3	5	4,37	0,61	0,87

Table 4.11. (continued)

75	Providing activities where students have verbal communication	75	3	5	4,35	0,67	0,87
73	Giving opportunities to students to reflect themselves verbally	75	3	5	4,32	0,70	0,86
74	Defining students interests for speaking activities	75	3	5	4,31	0,75	0,86
89	Providing different examples of writing	75	1	5	4,29	0,84	0,86
84	Organizing facilities that students participate and improve reading comprehension and evaluation skills	75	1	5	4,27	0,78	0,85
66	Making students use the language with appropriate tasks and activities	75	2	5	4,25	0,66	0,85
87	Providing related activities where students can apply word knowledge, phonology, grammar and spelling rules	75	2	5	4,25	0,84	0,85
85	Improving students' writing skills	75	1	5	4,24	0,87	0,85
64	Guiding students to use different language learning strategies	75	3	5	4,2	0,70	0,84
78	Using different techniques and strategies according to students' levels in speaking	75	2	5	4,2	0,81	0,84
65	Providing opportunities where students use the language fluently and correctly	75	2	5	4,19	0,71	0,84
72	Improving students' speaking skills	75	2	5	4,19	0,78	0,84
88	Using visual and audio materials in pre-writing part	75	2	5	4,13	0,94	0,83
62	Helping students find their own learning styles	75	2	5	4,11	0,78	0,82
91	Making students reflect themselves in different writing styles	75	1	5	4,08	0,88	0,82
76	Guiding students to use body language as well	75	1	5	4,07	0,98	0,81
81	Reading as a model considering punctuation, stress and intonation	75	2	5	4,03	1,00	0,81
63	Helping students evaluate their own learning styles	75	2	5	4,01	0,83	0,80
90	Giving various tasks according to students' interests and needs in pre-writing part	75	1	5	3,99	0,95	0,80
77	Making students pay attention to stress and intonation	75	1	5	3,79	0,95	0,76
71	Practicing intonation, stress and pronunciation during listening sessions	75	1	5	3,75	1,00	0,75

For items on content, the mean scores indicated that the participants perceive themselves as highly competent in *understanding that language learning should be based on genuine communicative purposes and understanding that the content should create learners' needs to listen, to talk about, to read and write*, with the highest mean scores of 4.52 and 4.55, which shows that 90-91% of participants perceive themselves *highly competent* in items 92 and 93. However, the lowest mean scores were found for items 97 and 100, *guiding students to present their writings both in and out of school*

and to publish them and preparing materials with teachers from other fields to make language use more common, with mean scores of 3.13 and 3.47. That indicates that 62 and 69% of the participants indicated a lower competence. (See Table 4.12. for means and percentages of items for content).

Table 4.12.

Competence in Content

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
93	Understanding that the content should create learners' needs to listen, to talk about, to read and write	75	3	5	4,55	0,60	0,91
92	Understanding that language learning should be based on genuine communicative purposes	75	3	5	4,52	0,58	0,90
95	Using various materials such as written, visual, auditory, and kinesthetic	75	3	5	4,39	0,70	0,88
94	Teaching the language with the subject or content areas students want/need to learn about	75	3	5	4,25	0,70	0,85
96	Using authentic materials	75	1	5	4,11	0,88	0,82
99	Providing various speaking tasks where they can need in daily life	75	1	5	4,11	0,94	0,82
98	Preparing authentic listening materials related to students' social and daily lives	75	2	5	3,84	0,84	0,77
101	Providing extracurricular activities	75	2	5	3,84	0,96	0,77
100	Preparing materials with teachers from other fields to make language use more common	75	1	5	3,47	1,36	0,69
97	Guiding students to present their writings both in and out of school and to publish them	75	1	5	3,13	1,13	0,63

For items on commitment and professionalism, the mean scores indicated that the participants perceive themselves as highly competent in *preparing and sharing materials with colleagues, defining teaching competencies that an ELT teacher should have and making self-evaluation for my own competencies objectively* with the highest mean scores of 4.45, 4.41 and 4.53, which shows that 89, 88 and 90% of participants perceive themselves *highly competent* in items 109, 110 and 111 respectively. (See Table 4.13. for means and percentages of items for commitment and professionalism). However, among the lowest mean scores were items 113 and 115, *following the*

articles and papers on ELT and having academic studies in ELT, with mean scores of 3.72 and 3.73 respectively. That indicates that 74% of the participants showed that they perceive themselves *somewhat competent* in these items.

Table 4.13.

Competence in Commitment and Professionalism

Item No	Items of the Questionnaire	N	Min	Max	M	SD	%
111	Making self-evaluation for my own competencies objectively	75	3	5	4,53	0,528	0,90
109	Preparing and sharing materials with colleagues	75	3	5	4,45	0,576	0,89
110	Defining teaching competencies that an ELT teacher should have	75	3	5	4,41	0,639	0,88
118	Sharing the results of my experiences in the class with colleagues	75	2	5	4,29	0,802	0,85
108	Following advances in technology to use in language teaching	75	1	5	4,27	0,875	0,85
105	Cooperating with colleagues in preparing reading activities and sharing techniques	74	2	5	4,24	0,737	0,84
116	Being aware of research methods and techniques for academic studies	75	2	5	4,2	0,87	0,84
104	Cooperating with colleagues in improving students' writing skills	75	2	5	4,09	0,857	0,81
107	Cooperating with colleagues in preparing speaking activities and sharing techniques	75	1	5	4,03	0,9	0,80
102	Knowing the relationship of second language teaching and learning to the community of English teachers, the broader teaching community, and communities at large	75	2	5	3,99	0,908	0,79
119	Designing evaluation and assessment tools with the help of colleagues	75	2	5	3,99	0,908	0,79
103	Using these understandings to inform and change myself and these communities	75	2	5	3,97	0,885	0,79
117	Reflecting the results of researches on teaching and learning process in/out of class	75	2	5	3,95	0,928	0,79
112	Getting peer evaluation and defining my strengths and weaknesses	75	1	5	3,91	0,932	0,78
114	Attending ELT seminars, workshops and conferences either as a participant or a speaker	75	1	5	3,91	1,068	0,78
106	Sharing responsibility with colleagues for preparing listening materials	75	1	5	3,88	0,929	0,77
115	Having academic studies in ELT	75	1	13	3,73	1,687	0,74
113	Following the articles and papers on ELT	75	1	5	3,72	1,021	0,74

In order to summarize the results of the Likert-type items, mean scores and percentages are presented below in Table 4.14. The overall mean scores of 119 items were found to be 4, showing that the participants perceive themselves highly competent under eight standards. To illustrate, the mean score of items related to planning was 4.21, instructing was 4.20, language proficiency was 4.29, learning was 4.25, content was 4.02, commitment and professionalism was 4.08 while those of assessing and identity and context, 3.9 and 3.55 respectively, showed slightly low competency among other competencies.

Table 4.14.

Instructors' Perceived Competencies in TESOL Standards

	N	Min	Max	M	SD	%
Planning	75	2,63	5	4,215	0,53	0,84
Instructing	75	2,78	5	4,206	0,50	0,84
Assessing	75	2,61	5	3,908	0,60	0,63
Identity and Context	75	1,89	5	3,559	0,68	0,71
Language Proficiency	75	1,75	5	4,293	0,63	0,86
Learning	75	2,82	5	4,255	0,47	0,85
Content	75	2,7	5	4,02	0,59	0,80
Commitment and Professionalism	75	2,78	5	4,087	0,50	0,82

4.1.3. Results of the Ranking Scale Items

As for the third part of the questionnaire, there were two rating scale items, one of which was related to TESOL standards and the second was related to the components of undergraduate ELT program. For the first rating scale item from one to eight, which investigates how competent the participants find themselves under eight competencies, it was found that 27.9% of them perceive themselves most competent in learning while 32.4% of them least in assessing, which indicates that most of them feel most competent in learning while least in assessing (See Table 4.15. TESOL Standards Participants Feel Most and Least Competent).

Table 4.15.

TESOL Standards Participants Feel Most and Least Competent

TESOL Standards	Most competent					Least Competent		
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)
Planning	23,5	9	16,2	18	9%	10,3	1,5	13,2
Instructing	11,8	17,6	17,6	25	14,7	10,3	2,9	0
Assessing	2,9	4,4	1,5	10,3	16,2	11,8	20,6	32,4
Identity & Context	1,5	2,9	8,8	8,8	19,1	17,6	27,9	13,2
Language Proficiency	22,1	30,9	17,6	13,2	7,4	2,9	0	5,9
Learning	27,9	17,6	16,2	13,2	7,4	7,4	8,8	1,5
Content	0	17,6	8,8	8,8	13,2	25	17,6	8,8
Commitment & Professionalism	10,3	0	13,2	5,9	13,2	14,7	20,6	22,1

For the second rating scale item from one to five, which investigates which components of the ELT undergraduate program the participants find most/least effective, it was found that 53.8% of them place the methodology component as the most effective while 38.5% of them place the literature component and 40% of them the linguistics component as the least effective one. Besides, 9.2% of them placed linguistics component for the first place as 3.1% of them the literature component, 27.7% of them the language component and 6.2% of them the general education component. On the other hand, 4.6% of them placed methodology as the least effective component while 9.2% of them the language component, 7.7% of them the general education component (See Table 4.16. Components Of the ELT Undergraduate Program Participants Find Most and Least Effective).

Table 4.16.

Components of the ELT Undergraduate Program Participants Find Most and Least Effective

Components of the Undergraduate ELT Program	Most effective			Least effective	
	1	2	3	4	5
Linguistics Component	9,20%	15%	12,30%	23%	40%
Literature Component	3,10%	7,70%	12,30%	39%	38,50%
Methodology Component	53,80%	16,90%	21,50%	3,10%	4,60%
Language Component	27,70%	30,80%	20,00%	12,30%	9,20%
General Education Component	6,20%	29,20%	35,40%	21,50%	7,70%

Therefore, the results of the questionnaire show that teachers are more competent in learning, language proficiency, planning, instructing, content, commitment and professionalism than assessing and identity and context. When their perceptions are asked related to their competency level in the ranking scale item, the results have a correlation with those of Likert-type items, illustrating that they perceive themselves most competent in learning and least in assessing. Accordingly, they think the methodology, general education and language proficiency components of the program effective while the literature and linguistics components least effective.

4.2. Results of the Interview

Interviews aim to investigate the rationale behind the questionnaire results, results of the most/least competent areas and the most/least effective components of the undergraduate ELT program. In addition, they give insight into the views of teachers regarding what is an effective program and allows them to make suggestions.

The data collected by the interviews were basically put into five categories such as Areas English language teachers feel most and least competent, Competencies of an effective English language teacher, Contribution of the undergraduate ELT program to professional development, Most and least effective components of the undergraduate ELT program and Suggestions for an effective undergraduate ELT program.

The participants were English language instructors from several universities in Ankara, Eskişehir and İzmir such as 11 from TOBB ETU, 5 from Gazi University, 2 from Çankaya University, 2 from Atılım University, 2 from Yıldırım Beyazıt University, 7 from METU, 4 from Anadolu University and one from Dokuz Eylül University. The profile of the interviewees is shown in the chart below.

Table 4.17.

Profile of Interviewees

Interviewee	Age	Graduate Program	Work Place	Experience at current work place	Experience in Total
Interviewee 1	25	ELT (ongoing)	TOBB ETU	2 years	3 years
Interviewee 2	26	ELT (ongoing)	TOBB ETU	1,5 years	4,5 years
Interviewee 3	26	Curriculum and Instruction	TOBB ETU	4,5 years	4,5 years
Interviewee 4	27	ELT (thesis)	TOBB ETU	1,5 years	3 years
Interviewee 5	27	ELT (ongoing)	TOBB ETU	4,5 years	4,5 years
Interviewee 6	26	-	TOBB ETU	4,5 years	4,5 years
Interviewee 7	23	-	GAZİ	0,5 year	1,5 years
Interviewee 8	28	ELT Management (Phd)	TOBB ETU	4 years	6 years
Interviewee 9	26	MBA	TOBB ETU	1,5 years	4,5 years
Interviewee 10	23	ELIT (ongoing)	TOBB ETU	1,5 years	1,5 years
Interviewee 11	25	ELT (ongoing)	GAZİ	2 years	2 years
Interviewee 12	26	ELT (thesis)	GAZİ	4 years	4,5 years
Interviewee 13	22	ELT (ongoing)	TOBB ETU	0,5 year	0,5 year
Interviewee 14	23	ELT (ongoing)	TOBB ETU	1,5 years	1,5 years
Interviewee 15	28	ELT (ongoing)	ANADOLU	2 years	7 years
Interviewee 16	28	Curriculum and Instruction	DOKUZ EYLÜL	2 years	7 years
Interviewee 17	27	ELT (thesis)	ÇANKAYA	2,5 years	3,5 years
Interviewee 18	24	-	GAZİ	1,5 years	2 years
Interviewee 19	29	TESOL	ÇANKAYA	1,5 years	7 years
Interviewee 20	30	ELT	ANADOLU	4 years	7 years
Interviewee 21	29	-	ATILIM	4 years	8 years
Interviewee 22	24	ELT (ongoing)	GAZİ	0,5 year	2,5 years
Interviewee 23	27	ELT (ongoing)	METU	0,5 year	4,5 years
Interviewee 24	29	ELT	ATILIM	5 years	7 years
Interviewee 25	23	ELT (ongoing)	YILDIRIM	1,5 years	1,5 years
Interviewee 26	23	-	BEYAZIT	0,5 year	1,5 years
Interviewee 27	25	-	ANADOLU	1 year	1 year
Interviewee 28	30	ELT	ANADOLU	3 years	7 years
Interviewee 29	25	ELT (ongoing)	METU	3 years	3,5 years
Interviewee 30	27	ELIT	METU	2,5 years	4,5 years
Interviewee 31	29	ELT (ongoing)	METU	1,5 years	8,5 years
Interviewee 32	30	Educational Sciences	METU	1,5 years	9 years
Interviewee 33	32	ELT	YILDIRIM	1 year	9 years
Interviewee 34	27	ELT (ongoing)	BEYAZIT	3 years	6 years

4.2.1. Areas English Language Teachers Feel Most and Least Competent

4.2.1.1. Reasons of Finding Learning as the Most Competent Area while Assessing as the Least Competent According to the Questionnaire Results

The first question of the interview, “Why do English language teachers find themselves most competent in learning while least competent in assessing?” aims to explore the reasons of feeling competent/less competent in aforementioned areas indicated in the questionnaire. The analysis of the interviews indicated that teachers perceive learning as the most competent area because in ELT undergraduate program, a lot of methods, techniques and strategies are taught and teachers focus mainly on these issues.

The courses we take at the university are mostly methodology courses which dwell on teaching skills and language. We are provided with many examples of how to teach and how not to teach. As B.A. students in ELT, we studied hard, memorized lots of things, and took courses referring to the theoretical aspect of ‘how to teach’. We also learnt how to put the theories into practice with the help of school experiences courses. Therefore, we may feel efficient in that area (P23).

The interviewees noted that they can not only learn how to teach in an ELT undergraduate program but also while teaching, they even acquire it unconsciously by trying new things to understand what works in the class.

Both the experiences of teaching and courses taken during an undergraduate program and experience we get while teaching make us use methodology and receive feedback on it. So, we can find an answer to the question of how we can teach better and which methods and techniques work better. Thus, we find ourselves competent in this area. We can get instant feedback on it

by seeing whether the students understand the topic or not. So I can see what I need to do and to improve myself (Participant 6).

The interviewees pointed out that getting feedback immediately and forming their own way of teaching are other reasons why they feel more confident in learning as they can get the chance to evaluate themselves while applying what they learned in the ELT undergraduate program. They can get instant feedback on this competency when students understand the topic or not, and so they can understand what they need to do and improve themselves.

We have the chance to apply methods and techniques in classes. By getting feedback from our students and colleagues, we know what works, what is good for which student group and in time we experience them more and have an idea for all of them (P8).

On the other hand, the interviewees explained the reasons behind feeling least competent in assessing. To begin with, for assessing, the interviewees put forward that assessment needs expertise and many variables need to be taken into consideration. They find assessment complicated and that one should receive training on it. However, in the ELT undergraduate program, they have just one course to take and instructors do not focus on assessment in undergraduate program.

In FLE departments we have several courses on “how to teach”, but there are not enough sessions on “how to assess”. This situation causes some difficulties for us. As we are not educated enough on the assessment and we do not know how to evaluate our students, we ignore assessing process (P33).

The interviewees also indicated that in the undergraduate program, courses on testing are both inadequate and impractical since they do not include any real life experience, but at least they believe that it can be more practical.

Instructors may not feel competent in assessment because of experience they did not get. My first years of teaching, I had difficulty assessing students' performance and I asked help from experienced teachers. In order to cope with this incompetency, there should be more practical issues in undergraduate programs. Even if being in a real classroom environment is a different experience, at least there could be some discussions on real issues related to the classroom. For example, we can learn how to evaluate a piece of writing or speaking so that we can have an idea about evaluation and this will make our teaching experience easier (P1).

The interviewees indicated that in order to evaluate what has been taught, assessment is necessary, but objective assessment may be difficult to achieve. So they need more expertise in this area; otherwise, they cannot feel confident in assessing.

Assessment is kind of a subjective issue; it is difficult to teach properly or explicitly, but you have to evaluate and decide, but some people find it difficult. It requires social abilities rather than methodological things, the teachers should be involved, but they are often afraid of taking responsibility (P12).

Additionally, some of the interviewees think that teachers are limited by exams and do not do much for assessing in other ways. They just have some portfolio tasks and by them they cannot assess specific points because there are tasks that can be done by each student no matter how proficient s/he is in the target language. So, they add that teachers have to use exams to evaluate their proficiency and this traditional way may disturb those who were also evaluated the same way long years ago.

There is a tendency in the Turkish educational system to assume that the concept of assessment is synonymous with "multiple-choice" tests. Students are accustomed to only being measured with numerical scores they gain on

examinations like school exams and public tests such as LYS, YGS, KPDS, etc., and unfortunately teachers are no exception. Thus, excluding peer- and self-assessment, more open-ended and subjective assessment types requiring creativity on the student's part still seem to be less practical and time-consuming (P20).

The interviewees noted that instructors do not need to prepare tests because there are testing offices which are responsible for assessment, and so instructors who are not part of that office feel they are incompetent. They do not prepare tests, quizzes, or exams since testing offices do everything in order to have standardization and practicality.

As for assessment and evaluation, in undergraduate programs, I believe there is not enough focus on them since in many institutions; there are units which are responsible for assessing student performance and evaluating the program accordingly. Thus, teachers do not need to feel the need to develop their abilities in assessment and evaluation (P34).

The interviewees concluded that assessment is done according to policy and aims of the institution, and accordingly materials are prepared and so teachers are not asked about their opinions on tests even if they find materials dissatisfying and tests respectively. Also, they noted that while the books are not teaching properly, it is unfair to assess students according to their expectations:

I think the assessment and evaluation of learning outcomes requires training. Assessment and evaluation principles and theories are not very integrated into the curriculum if the teachers are not the ones who design their own courses. Furthermore, in terms of assessment and evaluation, it is more like a school policy and decisions are taken by the principals, management or experts in this field (P19).

4.2.1.2. Areas ELT Teachers Feel Most Competent and Areas They Would Like to Improve

The second and third questions of the interview, “In which area do you find yourself most/least competent considering the eight standards of TESOL?” and “In which area would you like to improve yourself?” aim to investigate the correlation between questionnaire results and interviewees’ opinions. The analysis of the interviews indicated that the teachers perceive themselves most competent in learning (30%) and planning (21.7%) as the questionnaire results have shown respectively with 27% and 23.5%.

On the other hand, the data of the interviews indicate that teachers feel least competent in identity and context (34%) while the questionnaire results indicated 13.2%. Besides, the results of the questionnaire indicate that they feel less competent in assessing with 32.4% while interview results show that teachers feel less competent in commitment and professionalism (21%), not in assessing (1%) in contrast with the questionnaire results (32.4%) since they do not feel much the necessity of improving themselves in assessing as there are testing units which deal with assessment and evaluation. That is the reason they care more about commitment and professionalism as they are conducting lessons and would like to improve their teaching while they do not feel the necessity of assessing since there are other units who deal with that field (See Table 4.18. Most and Least Competent Areas Teachers Feel).

Table 4.18.

Most and Least Competent Areas Teachers Feel

	Most Competent	Least Competent
Learning	0,3	0
Planning	0,22	0,08
Instructing	0,17	0,11
Language Proficiency	0,11	0,16
Commitment & Professionalism	0,11	0,21
Assessing	0,04	0,08
Content	0,04	0,03
Identity & Context	0	0,34

Learning

To begin with, the interviewees noted that they feel most competent in learning because they take courses on learning during their undergraduate studies and also improve with training they receive. They also indicated that they frequently practice what they have learned in class and get instant feedback. Thus, they can improve themselves and follow trends in ELT, which they can apply to their lesson plans.

I feel most competent in learning because I can adapt myself to class needs and try to reach all students. Feedback that I get shows me that I am successful in this. I am interested in applying different methods and strategies appealing to students' interests and needs and I feel the necessity of improving myself in this respect because I love my job (P10).

The interviewees stated that as they gain experience, they can better understand the importance of knowing how to teach, and are able to apply new methods and techniques as well as adjust their lessons according to students' levels and interests. As a result, they feel confident both in and out of the classroom because they are able to utilize this knowledge to enrich their students' language proficiency and address their needs.

Depending on the six-year experience I have, I can say that I have spontaneously learned how to teach students with a wide variety of needs and interests. It just comes naturally thanks to the circumstances/situations teachers face while teaching real students with real needs in a real classroom atmosphere rather than thanks to the undergraduate education in which they just focus on what is ideal, which is almost always hard to get. While creating the best combination of methodologies, which can work in most situations, I believe I have got the opportunity to become more proficient in teaching, instruction, planning lessons, improving my language skills, and creating content and context to teach most effectively (P34).

Planning

The interviewees responded that they feel competent in planning as they have lots of experience in this area. They indicated that they received feedback on their lesson plans and understand the pros and cons of their lessons, and added that they always prepare plans before entering the classroom, which helps them improve them consistently. Even if unexpected things happen, they can immediately apply their contingency plans, and are able to deal with and be flexible in these situations.

I feel most competent in planning since I have had a lot of experience in teaching after working with various groups and levels, and I can prepare a lesson step by step. I think it is easier to plan a lesson compared to other tasks like preparing materials. On the other hand, sometimes the lessons do not flow in the way I have planned due to students' performances or some unexpected issues. In such cases, I can immediately adapt and adjust what I have been teaching in the class. That's to say, I can be flexible while teaching considering learners' needs (P6).

Both experienced and inexperienced teachers feel that they are competent in planning because of how often they are required to make lesson plans. Having so much planning experience makes teachers feel more confident in class since they consider possible problems they may face beforehand and have contingency plans in place.

Perhaps for I am not an experienced teacher, I feel more competent in planning. When I prepare for the course, I feel more confident. I plan everything beforehand and work on possible problems. Thus, I feel relaxed and confident in the class. In my undergraduate study, our instructors gave a lot of importance to planning and I learned how to prepare a lesson plan. While planning, I choose my topics carefully and use authentic materials because purposeful learning is quite important (P7).

They stated that planning makes lessons more effective since there are some issues that should be taken into consideration prior to teaching such as class size, age and level of the students, as well as student needs and interests. On the other hand, they may not totally consider all these issues while conducting the lesson due to the lack of time:

I feel most competent in planning because I am good at organizing points by keeping my students' needs and levels in mind. I feel the importance of being planned while teaching to promote student learning. I am planned in all parts of my life as a principle. However, due to the workload I have, the number of the students in classes and our students' ages, it is not easy for me to make a change in each and every student's life as generally my main focus has to be just teaching because of the program I am expected to follow (P34).

Instructing

The interviewees indicated that they feel competent in instructing because they are aware of the fact that learners' psychology is highly significant in order to create an environment conducive to teaching and learning. They added that it is essential for students to be aware and conscious of their objectives and purposes. Creating a peaceful environment helps both teachers and students learn and create in a productive and effective way.

I can easily create a learning-friendly environment for my learners and I usually try to do my best to create a purposeful and meaningful learning atmosphere by encouraging learners to share their own life experiences in the classroom so that they can take part in the activities eagerly (P21).

Nonetheless, even if the interviewees admit that preparing creative activities and providing meaningful tasks are crucial to attract students' attention and support an

effective learning environment, some of them noted that with loaded programs, it could be challenging to consider the needs and interests of students for every task and activity.

With such a loaded program in our schools, I mostly neglect the need to give students a purpose to complete a specific task in class, as a result of which they feel unmotivated and lost (P30).

Language Proficiency

The interviewees indicated that they feel they are competent in language proficiency; however, they also consider it necessary to improve themselves in this respect as this is one of the most important skills that a teacher should have. They are aware of the fact that a language teacher should be competent in language proficiency in order to teach it in an effective way.

I would like to improve my language proficiency because I have EAP courses and they require a high level of language proficiency. I try to follow English publications (P26).

The interviewees commented that language proficiency can be improved over time by means of experience. However, in order to achieve this, they must be aware of their strengths and weaknesses and be determined to improve their knowledge of required components such as grammar, vocabulary, pronunciation and speaking skills.

I know that I have weaknesses on language proficiency. For a long time, I conduct lessons in elementary level and this worsens my language proficiency. So, I think I should improve myself professionally (P7).

Commitment and Professionalism

The interviewees indicated that they feel themselves less competent in commitment and professionalism. They noted that they would like to get more training on teaching, and self and peer evaluation. They also felt that it is always useful to learn from other people's experiences as well as your own, and that it is better to learn new teaching techniques for professional improvement.

I would like to improve myself in terms of commitment and professionalism because I did not get in-service training and I need it in order to assess my teaching or activities that I use in class. I know that nobody is perfect, we should always improve ourselves. Participating in training activities and being evaluated by peers will help me to see my weaknesses and overcome them. So, I can be proficient in my job (P25).

Both novice and experienced teachers need to improve themselves in terms of commitment and professionalism. Novice teachers are inexperienced and do not know how to cope with problematic students or become more professional, while experienced teachers find it necessary to continue updating their knowledge and following new trends. Thus, novice teachers feel most competent in commitment because they have recently learned quite a lot of theoretical knowledge and are ready to put into practice. However, they are not as competent in professionalism because they are not aware of all the variables that can be encountered during teaching. Therefore, they may not feel confident in professionalism, not because they are not capable of teaching, but because they may not be aware of the norms of teaching in an institution. On the other hand, for experienced teachers, it is very different as they are competent in professionalism but may not be competent in commitment. That's because they are well aware of the standards of being a professional, but they might have lost their sense of commitment over time.

Since I am a new graduate, I don't feel confident in commitment and professionalism. I believe that I have years to come in order to feel

myself sufficient. For instance, I am quite emotional with students as I myself was a student a few months ago, but, at the same time, I know that I should be more professional and stop caring for them that much. This is something that will come with experience, I guess. I have to improve myself to be more professional; otherwise, students are taking advantage of my good nature. But again, this will come naturally as the years pass by (P13).

Lastly, there are some interviewees who believe that feeling the necessity of being more competent in commitment and professionalism is not related to experience but characteristics of a teacher who always would like to improve himself/herself.

However, the most important thing to emphasize on is feeling "amateur". If you are an amateur, or feel as if you were an amateur, you do what you should do because you love to do it. Being professional, on the other hand, may mean doing what you should do because you are interested in earning money (P15).

Assessing

Compared to aforementioned competencies, the interviewees noted that teachers feel less competent in assessing since it is a field that requires expertise and experience. In addition, testing units are responsible for preparing assessment tools in their institutions so that they are not knowledgeable about assessment tools as well.

We may not feel competent in assessment because of our experience. During the first years of my teaching, I had difficulty in assessing students' performance and I asked for help from experienced teachers. Also, we have a testing office that prepares our exams, so we cannot practice assessment techniques and prepare different assessment tools (P1).

Considering the number of courses taken on assessment in the undergraduate ELT

program, the interviewees criticized that these courses are not enough to prepare them in terms of assessment because the number of courses is inadequate and they are based on theoretical issues. They noted that there should be more courses and practice respectively.

In FLE departments, we have several courses on “how to teach”, but there are not enough sessions on “how to assess”. This causes some difficulties for us. As we are not educated enough on the assessment and do not know how to evaluate our students, we ignore the assessing process (P33).

Content

The interviewees do not feel competent in content. In fact, they may not get the chance to choose their own materials since there are curriculum units and strict schedules that restrict them from being flexible to decide on what content they use while conducting lessons.

As language teachers in Turkey, we are so restricted and we do not have so much flexibility in composing our own schedule or content. We may not be able to choose materials and have no chance to use authentic sources which help us to get students’ attention and interest. If we had these opportunities, the teaching process would be much more enjoyable and fruitful for me and my students (P33).

Identity and Context

For identity and context, the interviewees noted that they do not get any education in university and do not use this area in class. They added that in university, they prepare microteachings for ideal classes in which students do not have any problems. However, they do not know how to deal with a student coming from a problematic area.

We have difficulty in conducting lessons according to students' different backgrounds. Even if all of the students are Turkish, the culture and society they live in is different. We do not take these issues into consideration (P9).

In theory, we were educated for an ideal classroom atmosphere so in real-life classrooms teachers do not feel secure and safe when they face an unexpected situation, so it becomes difficult for them to deal with such unexpected occasions (P24).

The interviewees are aware of the fact that they should improve themselves in this respect since creating a peaceful and supportive class environment depends on how much they take their students' background and goals into consideration. They know the necessity of being knowledgeable about this issue.

If I were to choose one of the above that needs improving, I would pick identity because it is one of the most challenging points to achieve. This is because every student has a character and cultural background of his/her own, and this may cause some of the students to feel offended by some of the cultural content. That is why in order to be able to teach the appropriate cultural content when teaching English, teachers need to understand the personalities of the students. I do not feel confident enough in any area because students' profile changes day by day. In order to keep up with this change, it is important not to feel self-assured about any area of learning-teaching (P4).

There are some interviewees who think that this competency area can be improved via personal enthusiasm and research, but people may not feel confident in this issue because there is no course related with identity and context. Moreover, some of them put forward that taking society, culture and identity into consideration might be challenging if the society they are part of is totally different from the target one.

We are not aware of the culture and society of the target language, but we are responsible for having close ties with our culture and the target culture so that we can achieve a respectful learning environment. I also think that we are not educated enough in guidance and student psychology. It may be hard to address to all of my students, especially in large classes, and some students may resist assistance due to a wide range of reasons. Lastly, it may be difficult to empathize with students, no matter how much I try if s/he comes from a completely different background. There could be more courses on these issues (P5).

The interviewees also pointed out that there could be managers and students who have different aims at the end of teaching and learning processes and some teachers are not informed enough to integrate that culture. As a result, they suggested that first of all, a teacher should have knowledge on cultures of both native and target languages in order to integrate them in their courses:

I think I should be more competent in identity and context as I have difficulty in this issue. We teach English as a foreign language and we do not have few native speakers and this is valid for our students as well. Thus, we have difficulty with integrating the society and culture of the target language in teaching. We as teachers do not have knowledge about culture of the target language, so we cannot focus on culture while teaching. Moreover, there are some students who are biased and not willing to learn a foreign language while there are some willing to learn new cultures and languages, so we should recognize these individual differences (P1).

Furthermore, the interviewees noted that a language teacher should have the opportunity to live the target culture and then combine it with their own culture, so that they can reach out their students and help them understand the target culture. Otherwise, it will be difficult for a teacher to integrate the topic into the students'

culture and background, so the target language becomes too unfamiliar to the students. It can be integrated by adjusting the activities and classroom conversations to the culture of the students and the topic that is taught:

The teachers are also Turkish, and they may be facing the same problems as the students do if they have not lived in another culture before. While students are to learn a new culture and compare it to their own; the teacher has to teach them about that culture. This may lead to discomfort, since most of the teachers do not interact with native speakers or they do not have any experience in native speaking cultures. This creates a lack of knowledge in defining the teacher, learner identity in Turkish and English context (P12).

Some of the interviewees criticized books that they use while teaching and said that they can consider society and culture as far as books allow, since they have their curriculum unit and cannot use any other material except for the ones they have to. They indicated that if they had a flexible curriculum, they would include society and culture as well in their teaching:

One of the general problems in ELT classes in Turkey is being dependent on a course book. If the course book followed by the school did not include such elements, teachers generally do not do anything special in this aspect. In theory, the significance of teaching considering learners' background and their needs in the classroom is often highlighted. However, in practice, teachers are usually in a rush in order to catch up with the schedule planned beforehand. Therefore, it is really hard for a teacher to take their students' needs into consideration while teaching (P24).

Additionally, the interviewees pointed out that education systems do not care about students' background and needs. They added that they sometimes generalize students' characteristics and are not aware of their unique features, and evaluating them as an individual by ignoring their background and identity. They also indicated that they do not have a multicultural environment where they should consider students as a whole

being during their undergraduate program:

We do not come across different nationalities or cultures in the schools we have our practicum, so we just focus on our culture and nationality. I think teachers may have problems with building a relationship with students because they do not know how to respond to specific problems. For example, I usually avoid asking students personal questions because I do not know how to respond if an unexpected situation occurs (P25).

Lastly, some of the interviewees added that teachers may believe that language learning should not be varied according to some specific contexts or societies and they are in favor of standard language teaching classrooms. Cultural issues and identity problems are generally overlooked. This may be due to the fact that issues of culture and identity have political undertones which curriculum designers and teacher trainers avoid discussing in Turkey.

4.2.2. Competencies of an Effective English Language Teacher

The fourth question of the interview, “How should an effective English language teacher be?” aims to show the expectations about characteristics and educational background of an ELT teacher. For teachers, an effective ELT teacher is, first of all, one who is qualified enough in using the language as well as culture of the target language. So, they suggested that, ELT students should practice the language in the sessions as much as possible and use the target language often. Also, they added that every English teacher should have the chance to live abroad for a while to get experience in target country. Or at least, even if each of them cannot be given an opportunity to be abroad, they can be directed to attend projects where native like environments are provided:

Good English teachers are the ones who can use the language not only grammatically but also as it is used in every day lives. That’s why English

teachers must be given courses about how English language is actually used in real life instead of filling them up with lessons on grammar (P13).

The interviewees put emphasis on education and training of teachers and support the view that effective teachers are the ones who have knowledge about language teaching theories to understand the logic behind some applications; however, they should practice more. Additionally, they indicated that ELT undergraduates should be taught about real classroom environments such as how to act in a classroom where there are more than thirty students. Teaching is not as perfect and easy as it is written in methodology books:

I think practice is the key word here. Something might sound perfect in theory but this doesn't necessarily mean that it will work in practice. So, I believe teachers of English should be given a lot of opportunity to practice in a real class environment (P30).

The interviewees emphasized that an ideal teacher should be equipped with necessary knowledge and skills to be able to teach effectively. In order to be an effective teacher, she/he should always be willing to improve herself/himself by getting training, attending seminars and workshops, and getting feedback on her/his teaching. Thus, she/he will be able to keep up with trends in ELT and satisfy her/his students' needs.

She/he should be a lifelong learner, who constantly follows what is going on in her field of study and pays attention to professional development. In addition to the education she/he has got in undergraduate program together with a lot of real teaching practices, she/he should get pre and in-service training to feel safe when s/he starts teaching in a new institution. Also, she/he should have research skills and keep up with the technology and be able to take its benefits to class.

Additionally, some of them noted that an efficient English Language teacher should be aware of the learner profiles and the changing learning-teaching styles. But they should also be knowledgeable not only in English language teaching but also psychological aspects playing a role in teaching as well as being flexible and open to change. Further, they put forward that an effective teacher should create an effective teaching and learning environment.

An effective teacher should be competent in classroom management and create an effective teaching and learning environment by knowing their students' needs and interests. Especially, instructors at universities should be able to cope with students who have fossilized misbehaviors. Also, they should be able to use technology in class and follow trends to catch up with their students' pace (P8).

Some of the interviewees pointed out that teachers should give the sense that the target language is necessary both in and out of the classroom by giving tasks in order to direct their students to use the language in their daily lives as well.

I think we should be competent social responsibility and toleration and have some projects on issues both in native country and the target one so that we can pass the importance of communication and this excitement on to our students (P5).

The interviewees noted that an effective ELT teacher should get training on teaching not only in undergraduate program but also throughout her/his professional life so that she/he can always assess her/his teaching and improve herself/himself all the time. Also, before starting the career, they should have a more practical environment to apply what they have learned in undergraduate program.

An effective teacher should be aware of new trends on her field and assess her teaching in time and try to improve it by getting feedback on her

performance. For example, an activity may work well in one class and not in another. So the teacher should find the reason and eliminate the bad result next time (P6).

Lastly, there are some interviewees who believe that being an effective teacher does not just mean being proficient in the field but characteristics of a person are quite crucial at this point. They should be really active with the university environment, like attending to volunteer social work.

I think it requires more than just education. It has to be in the nature of a person. I believe personal qualities make better teachers than the number of qualifications. If a person's character were suitable to become a teacher, any kind of education involving child development and a little bit methodology would do it (P12).

4.2.3. Most/Least Effective Components of the ELT Undergraduate Program

4.2.3.1. Reasons of Finding Methodology as the Most Effective Component while Literature and Linguistics the Least According to Questionnaire Results

The fifth question of the interview, "Why do English language teachers think the methodology component of the ELT undergraduate program as the most effective one while the linguistics and literature as the least effective?" aims to investigate the reasons of finding aforementioned components as the most and least effective in the ELT undergraduate program.

The analysis of interviews show that teachers find the methodology component as the most effective one since it is the most important course since they can use what they have learned directly in a class, and so they find it beneficial and practical to learn. They add that courses on methodology are based on practicality so that they use them and observe whether it works or not and reflect on their own teaching:

Since we were the students at the Department of Foreign Language Education, it was necessary for us to learn how to teach English. Hence, most of us might give importance to ELT courses (P24).

The interviewees indicated that in undergraduate programs, the most emphasized component is methodology since it is seen as a necessity for a teacher to learn how and when to teach, and see the results and evaluate their lessons instantly. Without understanding methodology, no matter how much one knows, she/he cannot help students to learn.

We believe that having an idea about different methodologies can help us teach effectively, so we pay more attention to methodology courses and the courses related to teaching in general such as classroom management, and development and learning (P34).

On the other hand, the interviewees explained the reasons of finding the linguistics and literature components to be as the least effective and said that they may have difficulty in integrating those components into teaching because they did not get any education on how to relate linguistics and literature to their lessons and their instructors in undergraduate programs focused on other components as well. One of the reasons is that in undergraduate programs, other components like methodology is more emphasized and taken into consideration while teaching:

The university professors generally adopt methodology. The instructors who graduate from an ELT program learn about their area mostly from their professors, and professors in Turkey care most about methods and least about the role of literature or linguistics in education. This is because at universities in Turkey, literature and linguistics are not presented as something that can be used in language education but only as a separate subject area, even in ELT curricula. Only at MA level can one see the use of

literature in ELT or applied linguistics as a course being taught (P4).

The interviewees also noted that some teachers might find linguistics or literature unnecessary to use in ELT since they feel that teaching English is not related to literature or linguistics. They generally get those courses as a must course and this just helps them improve their knowledge on language in theory. They believe that those components are areas of interests and so people may not be enthusiastic about learning and applying them in class.

Literature and linguistics indirectly affect teachers' way of teaching, so we focus more on methodology in our classes, which is the basic element of our education, but for linguistics and literature, we do not find them practical and easy to use since we are not informed of using literature in class for language teaching, when we think of literature, they only think of long, boring texts with old English or remember linguistics as a very theatrical course, but actually, without literature and linguistics, we would not have any materials to present the language in a context and understand the structure of the language fully (P12).

However, some of the interviewees disagree with this idea and put forward that ELT students are not aware of the purpose of these courses and the instructors do not pay extra attention to inform their students about them and helping them realize the rationale behind those courses, so they believe that methodology courses are sufficient enough to be able to teach effectively because its rationale is clear while that of literature or linguistics is not clearly defined.

The use of literature and linguistics in language classes is not preferred by teachers and the education they had regarding these components in university seems meaningless. However, these lessons expand the teachers' knowledge and they should be in the syllabus. On the other hand, if necessary connections are built with language teaching aspect, they may

become more meaningful for teacher trainees (P15).

The interviewees noted that these courses will help teachers be more proficient in language and culture of the target language, and they added that they could use a piece of literature, for example, when teaching inversion. Or, they can explain any grammar point by using an anecdote. On the other hand, loving literature or knowing the importance of linguistics is very important for ELT applicants; otherwise, teachers will not be willing to use these components.

I believe literature and linguistics sessions were as beneficial as methodology courses because they improved our vocabulary, reading, writing and organization skills. Teaching does not mean “subject-verb-object” formula. Literature courses gave us the perspective of general culture and critical thinking skills. While planning writing, reading and speaking lessons, we can use literature as an effective source. Also, with linguistics, we can have the command of the language (P33).

All the interviewees suggested that literature and linguistics should be integrated into the undergraduate program so that they will not be too theoretical but practical. They added that there could be more assignments and projects on how to apply the practices in teaching. Thus, they can use them and see their effect on their profession.

In my opinion, it is mostly related to one’s interest in literature and linguistics. Surely, they are related fields to ELT, but this relationship is not that direct. So, a teacher needs to make use of these fields in class to say that they are effective enough (P30).

The interviewees also pointed out that the reason why the teachers do not find literature and linguistics ineffective may be because of the lack of literature texts in the course books, and focusing just on grammar and vocabulary in educational system. They do not dwell on literature materials while teaching English, or focus on

syntax or pronunciation as much as they do on grammar and vocabulary.

In my opinion, it is mostly related to one's interest in literature and linguistics. Surely, they are related fields to ELT, but this relationship is not that direct. In order to feel these components effective, a teacher needs to make use of them in class (P30).

The interviewees believed that these components should be an area of specialization not part of the teacher education because there is no need to go into so much depth and they lack the purpose within the faculty of the education program.

In my mind, all of them are needed, but if we compare them in terms of their applicability, the linguistic component and the literature component are the less efficient ones. Having detailed knowledge in syntax and morphology doesn't mean that you can teach it well. In language classrooms, literature or linguistics is not something teachers can often integrate into their lessons, especially in Turkey (P15).

4.2.3.2. The Most and Least Effective Component of the ELT Undergraduate Program

The sixth question of the interview, "Which component of the ELT undergraduate program do you find most/least effective considering five components of the program?" aims to investigate the correlation between questionnaire results and interviewees' opinions. The analysis of the interviews indicated that 53% of the teachers find methodology as the most effective component of the program, while 39% of them find linguistics and 45% of them for literature as the least effective ones, the same as the questionnaire results have shown respectively with 40% and 38.5%. Besides, interview data show that 53% of the interviewees agree that methodology is the most important component and the others with 18.5% for the language component

and 18.5% for the general education component, 1% for linguistics and literature (See Table 19. Most/Least Effective Component of ELT Undergraduate Program).

Table 4.19.

Most/Least Effective Component of ELT Undergraduate Program

	Most Competent	Least Competent
Methodology Component	0,53	0
Language Component	0,19	0,03
General Education Component	0,19	0,12
Linguistics Component	0,06	0,39
Literature Component	0,03	0,45

The Methodology Component

The interviewees put forward that they find the methodology component of the program as the most effective one since they believe that in reality they can apply them directly and see the benefits of taking those courses in undergraduate program. Also, they noted that techniques and methods learned in this course can be improved in practice, and practicum helps them to be prepared for profession as they get instant feedback on them.

In my opinion, methodology is the most effective component of all as it is highly important for teacher candidates to learn how to teach the language and convey the knowledge. Also, it is effective because this is actually what we do everyday for at least 4 hours. We teach real materials to real students (P24).

On the other hand, there are some interviewees who thought that the methodology component is only a supplementary component that adapts the teachers to the psychological conditions of the learners. It's like making the teacher aware of the necessary and unnecessary parts of a language to be taught, and of what a learner goes through during teaching-learning experiences.

The Language Component

The interviewees found the language component and the general education component as the second most effective component of ELT undergraduate program. For the language component, they noted that language proficiency is a prerequisite for a language teacher and she/he should be competent in using the target language. They believe in “language as a means of communication”. Therefore, the most important for them as teachers is the language component because they are aware that a child does not learn a language from a teacher but their mother and/or father. In order to teach it, first a teacher should know it very well.

The language component is effective because advanced grammar courses I took helped me feel safe in the classroom when teaching. As I seem knowledgeable in my field of study, my students’ confidence in me has always been high. The continuous presentations I was expected to make while I was an undergraduate student showed me the importance of being a good speaker to affect learners (P34).

In contrast, there are some interviewees who stated that instructors conducting the language component courses cannot clearly define the objectives of the courses as they are confused whether they should teach the language to students for improving their language proficiency, or to educate them as language teachers. They noted that when this discrimination is clear, it might be more effective to get those courses.

The language component was not effective as it should be since those courses are not related to teaching English, but more related to FLE students’ language proficiency (P19).

The General Education Component

For the general education component, the interviewees indicated that while methodology helps them in class, the general education component helps them in all

aspects of teaching and learning process such as how to behave and to understand students, and how to handle problems. For them, every learner has his/her own personality and they need to be aware of distinctive characteristics of learners. They also believe that no matter how much a teacher knows about methodology, she cannot teach effectively if she cannot manage the class.

The general education component is the most important one because it sets the student profile, learning and teaching objectives, techniques and strategies, which consists the fundamental information for the first step to teaching (P11).

Besides, the interviewees noted that since they get educated both practically and theoretically by expert teachers, they could analyze effective case studies and be guided about how and when to teach. However, they also added that they do not find the general education component as effective as it should be in order to prepare student teachers to a real class atmosphere, for in theory it may work, but in class, the fact can be totally different from what they have learned from books. At that time a teacher should find a way to solve the problem s/he has encountered.

It looks like the general education component is a bit ignored since teacher candidates are not prepared well enough to cope with classroom management problems (e.g. crowded and mixed-ability classrooms, bullying, etc). In addition, a “technology component” should take place in programs as technology has begun to shape how we teach in our post-method era (P20).

The Literature Component

The interviewees believed that the least effective components of ELT undergraduate program are literature and linguistics. For literature, the interviewees stated that they do not use this component in their teaching since they are not taught how to integrate

it into ELT. They added that literature is far from practicality, and in language classrooms, it is not what teachers can often integrate into their lessons, especially in Turkey. Besides, they saw literature as an area of interests and if someone does not like it, courses on literature will not appeal to them.

Even if I am having my MA degree in ELIT, I think the least effective course was literature because we were not taught how to use it ELT. Perhaps, I would think in a different way if we had got some courses showing us practical things to use literature in class (P10).

The Linguistics Component

For linguistics, the interviewees put forward that it is too theoretical and they cannot pass that knowledge to their students. They added that it is important for teachers to know, but may not necessarily be vital for those learning. It's for teacher because they need to be able to know what they teach and why. However, learners do not need to go in depth this area.

The linguistics component is the least important component for a teacher since s/he does not need to use the knowledge obtained from this component in a language classroom except for Linguistics classes. We were passive participants in the class (P24).

The interviewees also stated that they do not know how to use it in the ELT, so there should be more case studies in order to integrate it in the classroom environment. Also, they believed that ELT students are not aware of the rationale behind linguistics courses and the way to use them in teaching. Besides, they stated that if a student teacher is not interested in it and willing to pursue his/her career in linguistics as a field, s/he may not find it useful to learn and apply in class.

In terms of their applicability, the linguistic component is less effective

component. Having so detailed knowledge in terms of syntax and morphology does not mean that it can be taught and applied in the classroom well (P15).

Therefore, even if the interviewees found the methodology, the language and the general education components much more effective than the literature and linguistics components, there are a few interviewees who believed in the necessity of those courses as they believed that in literary texts, language is somewhat authentic and usually involves literary uses such as metaphors and inverted structures. Thus, literature gives an understanding of the culture, language and background of the language they teach, and the materials to teach it. With regards to the linguistics component, some of the interviewees who believed in the necessity of it indicated that it is very useful to understand the nature of the language to teach so that one can analyze the language mistakes and explain the reasons to the students.

4.2.4. Contribution of the ELT Undergraduate Program to Professional Development

The seventh question of the interview, “Do you think your ELT undergraduate contributed to your professional development?” aims to analyze the views of the teachers about the effectiveness of the ELT undergraduate program. The data of the interviews showed that the ELT undergraduate program certainly contributed to their professional development especially in the areas they feel competent. They believed that considering standards of Turkish education, they got the effective education on teaching and learned many things at university and as a base for their teaching philosophy in the future. However, they also noted that their experiences in the undergraduate program was rather theoretical and needed more applicable content.

The areas for which I feel confident, I am sure that my university education played a huge role while for the areas which are challenging, I don't think university education has any role to play in because those areas are

improved with experience and it may not be possible to go through such experiences while doing major (P4).

The interviewees admitted that the undergraduate program and guidance of their instructors played an important role in their teaching. They also noted that each course contributed to them in a different way. For example, literature enabled language proficiency and critical thinking while methodology equipped them with different techniques and strategies to make them practice those things in practice teaching. However, they also criticized the components of undergraduate program as well.

The university education did not help me so much to develop these areas. I believe I gained most of the skills through experience and in-service training programs, I believe. The courses we took at university were mostly theoretical and they did not align with real classroom teaching. Although I have good knowledge of theory in the field, I would like to have had more practical knowledge and implementation of these knowledge in the classroom (P23).

Some of the interviewees criticized some components of the program and told that for methodology like planning, undergraduate program plays a special role since they study on it a lot; however, for assessment courses which were inadequate and did not improve their assessing skills as they did not get the chance to use them. They just got a general idea about assessing but not much other than preparing tests, using statistics, evaluating learning process.

There are some interviewees who indicated that they were affected negatively by the language component as they were exposed to language in a simplistic way. Thus, they could not keep their language proficiency that they got for university entrance exam during their undergraduate program. However, in time with experience, they improved their language proficiency by teaching and giving lectures.

I think it contributed to me a lot in terms of planning and instructing because we had a lot of assignments and got feedback. However, we forgot what we had learned when preparing for YDS since we did not get a chance to use those vocabulary items and structure knowledge. If there had been an opportunity to use that knowledge, we would have been more competent in language proficiency. For example, there could have been more exercises on language proficiency especially on pronunciation and listening (P25).

There is also some criticism for other courses like literature or linguistics since the participants believed in the fact that they gain the benefit of practical courses like methodology or general education which helps them apply what they learn in practice but not literature or linguistics.

Methodology courses enabled us to stimulate teaching. Culture is conveyed by literature and I think it was effective but not enough because we conducted lessons based on old literary pieces. However, culture changes and new literary texts would be more effective in those courses (P8).

The interviewees also stated that they have always been taught the ideal classroom environment in which each and every student learns what is being taught in undergraduate programs. So, most prospective teachers believe that they know which methods work best under what circumstances thanks to the education they have received. However, they noted that being an effective teacher just comes naturally due to the circumstances teachers face and experiences they have had while teaching real students with real needs and interests in real classroom atmosphere rather than thanks to the undergraduate education in which they just focus on what is ideal, which is almost always hard to get.

My undergraduate and graduate classes taught me a great deal of language teaching techniques and materials. But in commitment & professionalism, I find them quite insufficient. Being a Professional comes in time. I don't

believe that you can learn it in any level of education (P13).

4.2.5. Suggestions for an Effective ELT Undergraduate Program

The eighth question of the interview, “What can be done in undergraduate program in order to overcome the weaknesses of an English language teacher?” aims to strengthen the weak points of the ELT undergraduate program and help student teachers become more competent in their profession. The analysis of the interviews put forward that there should be more practice in undergraduate program such as: how to teach vocabulary, how to evaluate a paper, which activities to use for what and how to cope with misbehavior. Thus, they believed in the necessity of having more practicum and not only at the fourth class but before as well.

First of all, although many new teachers graduate with new methods and approaches to teaching a language, they cannot apply all of what they learned at schools because for one thing when they go to primary or secondary schools for practice, they only observe teachers who do not apply anything new and who follow only the traditional methods. Besides, these students cannot “practice” enough but have to “observe” mostly. In order to overcome such problems, courses that emphasize applicable teaching with real students should be used. What I mean is that there should be classes with students who need to learn English and student-teachers have to teach and learn but not only observe and learn. We as teachers support the idea that “learning by doing is the best way to learn something” but we do not do the same when we are students (P4).

The interviewees added that there should be a chance given to student teachers to choose the school they would like to attend practicum and define age and level of the students since they need to decide on which school they will work: state or private. So, by seeing the real atmosphere of work place, they will be more determined and focused on their aim. They also indicated that instead of informing ELT students

about the components and aspects of ideal classroom environments, providing them with the real problems they can face in real classroom with real students and asking them to overcome such problems can work better. To achieve that goal, from the first year on, they can be sent to different schools to observe and teach students of different levels since learning to teach is only possible when you really teach. It comes naturally and unconsciously thorough years of experience while you are attempting hard to teach real students.

I think student teachers need more practice and they should be given the chance to choose the age and level of the students they would like to work with in practicum. Working with different age and levels makes them be more confident and competent in teaching because they can have observations on each issue. Otherwise, when they start to teach, they can come across with unfamiliar ones that they didn't meet during practicum and may have difficulty handling these issues (P5).

Some of the interviewees noted that there should be a standard for the aims of the courses conducted by the instructors of the undergraduate program, because even if the courses should be taken are determined beforehand, the content depends on the instructor. So the lack of verification might cause unequal educational opportunities among student teachers.

I think that the content of the courses are designed by teachers at their university and each teacher can conduct that course in a different way. So there is no harmony among student teachers, and in each class they can get different education. There should ne a common aim for each course and the content should be determined by all teachers (P5).

Additionally, some of the interviewees put forward that there should be some elective courses in different fields such as sociology, psychology, psychology, linguistics, and literature where they can build on their knowledge of ELT and so student teachers

who are interested in these subjects can integrate the issues they learn from these courses into their teaching.

I would say that there would be more interdisciplinary courses from sociology psychology or philosophy departments because teaching is a combination of these disciplines. Without knowledge of them, teachers generally cannot be successful (P16).

The interviewees commented that focus should be on practice not theory, but the fact may be completely different since courses can be too theoretical which hinders fruitful and memorable learning. Instead of giving so much theoretical knowledge, theories should be put into practices and current applications should be taught. Also, teacher trainees should be informed about what other foreign language teachers do to teach that language. In addition, the interviewees indicated that teachers who offer these courses should also update themselves on current techniques, and learn about new trends in the field because their feedback is the most important part of micro-teaching practices. So, they stated that instructors should stop asking students to prepare a lesson based on suggestopedia, audiolingualism, and other such community language learning as they are already outdated. Spending time on these approaches is a waste of time as student teachers do not use them in real classroom environment any more.

There should be more practice. Time spent for theory should be shortened and added to practice. To illustrate, linguistics should be supported with case studies and practical issues so that we can understand how to apply it in teaching. Or in some other courses, we can have our presentation in front of real target groups. For example, in a young learners course, instead of conducting lessons to our peers there can be a real classroom environment, so that it will be more realistic (P6).

The interviewees pointed out that there should be more feedback for each course. To illustrate, methodology course prepares them for teaching, but when mentors give

feedback as well as case studies to make us more knowledgeable and aware of teaching, it will have a larger and more reasonable impact. Thus, when teachers get more examples and feedback, they can be more ready for their profession.

Our instructors at our ELT program should note the strengths and weaknesses of the students they educate, so they should get feedback from graduates. Also, there should be more practice rather than theory (P22).

The interviewees concluded that a teacher should be equipped with a necessary command of English since in order to teach in an effective way, a teacher should first of all has to be proficient in the target language. So, there should be grammar repetition and also other skills in order not to forget what they know, which will help improve their language proficiency. Furthermore, an English teacher should be able to communicate fluently in another foreign language, so foreign language courses should start from the first grade and go on till mastery.

The only change that could be applied in ELT programs is to include more applied classes. We have many so called English teachers in our country that are not able to form a simple English sentence. For this reason, theory-based classes must be kept to a minimum, and applied classes must be increased. Moreover, student teachers who cannot perform well in all skills such as listening, speaking, reading, and writing, should not be allowed to graduate. It would be better if they were to take a proficiency exam before they become real teachers (P13).

There are some interviewees who suggested that student teachers should attend some projects that enable them to go abroad and experience the target culture and language. Besides, 3rd and 4th grade students can be directed to go abroad and live in that country's culture and improve language proficiency by means of student exchange programs, and this should be a part of undergraduate program. In undergraduate program, there should be must be courses on culture and identity.

Student teachers can be guided for projects and conferences. These kinds of facilities help them admire and appreciate their work and help them be motivated for more. They can also present a paper they prepared for a project abroad and get the chance to be abroad for a while. This will certainly change the perspective for them (P26).

The interviewees also noted that the methodology component of the program can be improved by integrating it with general education ones and especially in presentations, they should not only be assessed by a teaching criteria but also by the general education component. Since in real classes, they do not have ideal students, during the undergraduate program, they should be prepared for this. Thus, the methodology and general education components should be given much more importance, so that graduates can teach the language much more effectively and with far more confidence.

Particularly in general education courses, rather than memorizing theories, teacher trainees should be encouraged to offer solutions to educational problems. They should be given problematic cases and these cases should be discussed at length. As mentioned above, teacher trainees should also get ready for exploiting technology in their classes (P20).

Lastly, the interviewees stated that there should be less linguistics and more language components and these should be elective and practical. For example, in literature courses, after giving the background knowledge, there can be more modern texts for them to analyze. In addition to analyzing literary texts, they should know how to use them in our profession. It is valid for linguistics as well. Theories should be integrated with practical issues.

CHAPTER V

DISCUSSIONS AND CONCLUSION

5.0. Introduction

This chapter presents the discussion of the results and implications of the study. The first section provides the significant results of the questionnaire and the interview as well as the comparative discussion of findings. The second section points out suggestions for further research.

5.1. Discussion of Results

The present study aims to investigate the research questions presented in Sections 1.2. and 3.1. The results obtained from two instruments are compared and contrasted, and they are discussed under the research questions. These questions are analyzed in accordance with the eight standards of TESOL and five components of the ELT undergraduate program.

5.1.1. Competencies of English Language Teachers

Competencies should be used by teachers so as to reflect on their teaching, by inspectors to evaluate teachers and by teacher educators to equip student teachers with those competencies (Korkmaz & Yavuz, 2011). The findings of the study show that even though the participants perceive themselves competent in most areas, they feel most competent in learning while feeling least competent in assessing. While they show a higher competence in language proficiency, planning, instructing and content, they show a lower competence in identity and context, and commitment and professionalism.

Similar to Cullen's findings (1994), the data collected from both of the instruments indicate that the participants perceive themselves most competent in learning since it is the most significant competency focused in ELT undergraduate programs. As ELT student teachers, they receive education on how to teach the target language. Also, the study shows that the participants can improve their teaching skills in time with experience by trying new techniques and strategies and getting instant feedback from their students, so they can understand what works best and form their own way of teaching via observation and reflection.

Padmadevi (2008) defines planning as a competency which is more related to standard competencies. Accordingly, the participants feel competent in planning as it is an indispensable part of teacher education programs. Mastered in planning lessons, they can get feedback and know how to improve their lessons better in order to cope with the weak points. By planning, they may feel more confident in class no matter how experienced they are. With this respect, they need planning to consider possible problems they may face in terms of class size, level and age of students as well as interests and needs of them.

The participants of the study may feel the necessity for improving themselves in language proficiency even though they are competent because, as Thomas (1987) states, the essential role of teachers is to pass on language competence to students. In light with this, the participants perceive language proficiency as the milestone of language teaching, for they think that in order to teach a foreign language, a language teacher should be master of that language. In addition, the communicative aspect of a language is of great importance and as the participants are not native speakers of the language, they think that language competency is top priority in attaining automaticity and being a model for students. Thus, it might be fruitful to give them a chance to go abroad and live within the culture of the target language and use it where it is already spoken.

The participants feel competent in instructing as well because they can create a

purposeful and supportive learning environment by both enriching students' language proficiency and satisfying their needs. Similar to Tandiroğlu's findings (2008), the participants think that designing lessons open to creativity and fun while supporting students to use language without the fear of making errors enables them to have a learner-friendly environment and leads to learner autonomy. They can encourage learners to share their own experiences in the classroom, to be aware of objectives and to be conscious about their purposes, so giving them a task which encourages them to use the target language both in and out of the classroom is highly effective to let them realize language learning as a necessity. On the other hand, the participants admit that with loaded programs in schools, they may sometimes neglect the needs and interests of students, as a result of which students may feel unmotivated. Nonetheless, they know that being aware of the learner profiles and psychological aspects represents a factor of crucial importance in teaching.

The participants of the study feel somewhat competent in content as their focus may not be that area because there are curriculum units which provide all materials they need and since they may have a strict schedule, they may not be able to search for authentic texts and use them in class. Being aware of the fact that attracting students' attention depends on the content of a lesson in order to have a fruitful learning environment, the participants suggest that when there are some elective courses on different fields like sociology, psychology, linguistics, and literature teachers can get during undergraduate programs, they can integrate the knowledge obtained from such courses with their lesson plans to attract students' attention.

On the other hand, the participants feel less competent in assessing and need to improve themselves in this respect as indicated by the research findings of Şallı-Çopur (2008). The participants may think that assessment is so complicated that it needs expertise, hence they should get training on it even if they could not take more than one course in the undergraduate program. So, it may not be practical to acquire this skill to assess students' learning objectively. Besides, the participants accept that they are not aware of different assessment techniques like the one in portfolio.

However, even if they feel least competent in assessing, they may not feel that they should improve themselves in that area for they have testing units in their institutions dealing with assessment and so they do not need to be expert in assessing.

Nonetheless, the participants of the study feel the necessity of improving themselves in identity and context as well as commitment and professionalism because they find these areas more necessary and practical to improve for their professional life. For identity and context, they admit that they may not consider students' backgrounds and culture as they are not taught how to conduct their lesson by integrating these issues in their teaching in the ELT undergraduate program, and add that they do not have time to consider each and every student in a course or program which is scheduled by books and/or curriculum units of the institutions. Some of the participants might be reluctant to learn about identity and context since the aim of the student, institution and society may contradict with one another; however, as Demirel noted (1989, 1990), for cultural competence, making students become aware of the target culture and compare it with their own are required. By taking into consideration ethnic, racial, gender, language and religious differences, diversity in curriculum can be experienced (Hoban, 2005). Without considering this standard, the participants are conscious of the fact that they cannot create an effective teaching and learning environment. In order to reflect the target culture and integrate in with the native one, they should experience the target language and culture in countries where it is spoken and then they can help their students understand and respect each culture they encounter with.

For commitment and professionalism, the participants admit that they need more training on teaching as well as self and peer evaluation for professional development. Both novice and experienced teachers would like to be more competent in this area since novice teachers are idealistic and may think that they need to improve themselves as they cannot consider all the variables encountered in teaching as Walker stated (1992) while experienced teachers are realistic and may think that they should update their knowledge on the field (Gelen & Özer, 2008). The findings of the

study indicate that participants should improve themselves all the time and renew their knowledge no matter how experienced they are, which is parallel to Richards' findings (2008). Thus, the participants think that they should reflect on their teaching and always be willing to improve themselves by means of training, seminars, conferences and graduate programs as noted by Wallace (1999).

5.1.2. The Effect of the ELT Undergraduate Program Components

Both the results of the questionnaire and data collected from the interview indicate that the participants find methodology, general education and language proficiency components effective while the literature and linguistics components least effective on preparing teachers to the profession.

The participants put forward that they find the methodology component as the most effective one since they can apply what they learn in courses of methodology directly in real classes, and see the benefits of those courses in the ELT undergraduate program. By means of this component, the participants could learn how to teach according to their students' needs. Also, they believe that techniques and methods that they have learned in these courses may be practiced with time and they get instant feedback on them. They emphasize that practicum is the essential part of the program, which prepares them for the profession.

However, the participants are aware that along with theory, they need practice in real classrooms where there are more than thirty students whose needs and interests are unique. As Thomas (1987) states, pedagogic competence should include four components such as management, teaching, preparation and assessment. The study reveals that assessment is the weakest component of pedagogic competence as there are not adequate courses of assessment, which does not help the participants improve their assessing skills such as preparing tests, using statistics, and evaluating learning process. As they do not use them in the undergraduate program, they just get a general idea about assessing but could not excel in that field.

The participants find the language component and the general education component as the second most effective component of the ELT program. For the language component, they believe that an effective English language teacher should have a high level of language proficiency. However, as the research results of Büyükyavuz (1999) and Kızılaslan (2011) indicate, the participants of this study criticize the ELT undergraduate program and note that it may not improve their language competency as it is generally focused on grammar, causing them to feel incompetent in listening, speaking and writing skills. As the results of Woo's study (2001) illustrates, the participants state that the more experienced they become, the more competent they get in language competency.

In line with Can's findings (2005), the participants of this study commend that the aims of the courses are not clearly defined by instructors: whether they learn it to improve their language proficiency or to learn more about the language as student teachers. It is indicated that the language component does not have much help to improve their language proficiency that they had for university entrance exam. Hence, as Cullen (1994) put forwards, there is a need to answer the question of how to incorporate a language improvement component into a teacher training program.

For the general education component, the participants report that this component helps them a lot in all aspects of language teaching as they can apply the traditional apprenticeship approach of Wallace (1999), and work with mentors so as to get the skills necessary for the job by observing, questioning and practicing. By means of this approach, they may create an effective learning environment, manage classes, and know how to treat students. They state that without the general education component, they may not teach in an effective way even if they are aware of methodology or proficient in language. They suggest that courses on general education should be more practical by not only focusing on ideal classes but problematic ones.

On the other hand, the participants do not think the literature and linguistics

components of the ELT undergraduate program are as effective as aforementioned components since they may see these courses theoretical and not applicable. Nevertheless, parallel to what Cullen (1994) notes, the participants realize that the literature component increases teachers' knowledge and mastery in texts and helps them to improve language proficiency while as Johnson (2009) put forwards the linguistics component leads them to combine subject matter knowledge with the way of teaching L2 in teaching as long as these courses teach them how to integrate the components in ELT.

5.1.3. Suggestions for an Effective ELT Undergraduate Program

Noted by Hoban (2005), teacher education programs should be based on a coherent conceptual framework through which teacher trainees can build their own knowledge about teaching by engaging the framework in the process and understand the nature and complexity of teaching influenced by interconnected factors. the results of the study point out that there should be more practice in the ELT undergraduate program in order to apply what teachers have learned especially in methodology and general education courses in order to achieve an effective program, eliminate the weaknesses of the program and help student teachers become more competent in their profession. Getting more courses on practicum and school experience starting from the freshman year till they graduate could be helpful for teachers to feel more confident. As Erozan (2005) illustrates, there should be more practice, more authenticity, and various methods and activities in those courses as well as coherence among them.

In addition to that, the participants suggest that choosing the school and class they would like to get practice during practicum may enable them to prepare themselves better for their profession since they cannot decide where and with whom they like to work without trying to teach different age and level of the students as well as at different schools: state or private so that they could contribute to the individual development of students, the management of learning processes in the classroom, the development of the entire school and connections with the local community and the

wider world (Snoek & Zogla, 2009).

By choosing the school where they get their practicum, the participants will have the chance to be more competent in identity and context in which they feel less competent compared to other standards of TESOL competencies. Having some elective courses related to identity and context in the ELT undergraduate program and encountering different cases to get experience could help teachers be competent in this area and deal with students coming from different cultures and backgrounds.

The participants can improve themselves in terms of instructing by applying what they have learned in general education courses in micro teachings and practicum, and see how to cope with possible problems they may encounter in classes. Thus, they could improve themselves in instructing by having adequate practice and getting feedback from their mentors and instructors as stated in the research study of Coskun and Daloğlu (2010).

The research findings of Woo (2001) are parallel to the findings of this study and state that education programs could be more effective when focusing more on testing, materials development and practice-oriented teaching methods. Because the participants of the study are less competent in assessing, they need more courses of this field, and they are in need of practicing this knowledge by preparing different assessment tools and applying them in practicum so that they can get more experienced and knowledgeable in this competency before graduation.

Additionally, the participants feel less competent in content compared to learning, instructing, planning, and language proficiency. One of the reasons is that they cannot utilize the literature and linguistics components of the ELT undergraduate program as they are not taught how to integrate them in ELT. Perceiving these courses as ineffective, the participants suggest that the methodology and content of these courses should be revised. By taking some elective courses on different fields such as sociology and psychology, they believe that they can use these courses in ELT and

attract students' attention by means of different texts.

Even though the participants are competent in language proficiency, they do not find courses of the language component effective enough to improve their language proficiency. In order to make them feel more confident in language proficiency, there should be given courses providing language input and focusing on their weaknesses such as grammar and spoken English. Another way of improving language proficiency would be with the help of using English outside the classroom. In order to achieve this, student teachers should be encouraged to participate in projects or apply for student exchange programs by which they can get the chance to be abroad and improve their language proficiency. Or at least, there can be some exchange students coming from countries where the target language is mother tongue, with whom they can practice the target language in the ELT undergraduate program.

Not feeling competent in commitment and professionalism especially in the first years of the profession, the participants note that there are not adequate methodology courses in which they can reflect their own teaching by means of feedback they could get from peer and self evaluation. So, by providing self and peer evaluation and enough practice to reflect on their own teachings, they can observe more classes in the undergraduate program so that they may feel more confident in this area.

5.2. Implications of Further Research

This present study has some implications for further research on the ELT undergraduate program as it provides a valuable analysis of teachers' perceived competencies along with strengths and weaknesses of the program. However, since the study only focuses on English instructors at universities' preparatory schools, it cannot be generalized for all English language teachers, but it is good to have graduates of ELT from different universities so that one can get a view about the competencies of language teachers and effectiveness of the ELT undergraduate program in Turkey.

Since the participants are working at different universities, their perception on competencies may be shaped by the institution they work for. Also, since the experience year of the participants is up to ten years, their perception of competencies or memory for the undergraduate program may change in later time.

Lastly, the study can be applied to a larger sample across the country in order to see how competent English language teachers in Turkey feel, and thus determine the strengths and weakness of the ELT undergraduate programs for further development.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Dear colleagues,

The following questionnaire has been designed to investigate English teachers' competencies and to what extent the BA ELT program helped you to gain these competencies. Also, it aims to find out the strengths and weaknesses of the BA ELT program and in accordance with the results of the questionnaire, this study will contribute to improvement areas where needed in the BA ELT program. Thus, it is crucial that you reflect your opinions sincerely. Your identity will be kept confidential, and the data collected from the questionnaire will be only used for research purposes.

It will take half an hour to complete the questionnaire. Thank you for your participation.

Nilay Canbolat TORAMAN

PART 1: Demographic Questions

- 1) Which university did you graduate from? _____
- 2) Department you graduated from? _____
- 3) Graduation year: _____
- 4) How long have you been teaching English? _____ years.
- 5) In which institutions(s) have you taught? Please, include dates in years.
 - a) In _____ / _____
 - b) In _____ / _____
 - c) In _____ / _____
- 6) Have you completed a graduate program? If yes, indicate the name of the program, please.
MSc _____
MA _____
PHD _____
No _____

PART 2: Likert Scale Items

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

1 incompetent 2 little competent 3 somewhat competent 4 competent 5 highly competent

How competent do you feel when...

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
1	1	2	3	4	5	planning instruction to promote students' learning
2	1	2	3	4	5	planning instruction to meet learner goals
3	1	2	3	4	5	modifying plans to assure learner engagement
4	1	2	3	4	5	modifying plans to assure learner achievement
5	1	2	3	4	5	planning materials according to students' needs and interests
6	1	2	3	4	5	planning materials according to students' levels
7	1	2	3	4	5	planning materials according to students' learning styles
8	1	2	3	4	5	organizing facilities for students' active participation in using the target language
9	1	2	3	4	5	providing supportive environments that engage all learners in purposeful learning
10	1	2	3	4	5	promoting respectful classroom interactions
11	1	2	3	4	5	making students practice the target language by various activities
12	1	2	3	4	5	using technological devices effectively in language teaching
13	1	2	3	4	5	providing clear examples
14	1	2	3	4	5	providing correct examples
15	1	2	3	4	5	providing an effective teaching and learning environment both in and out of class with the help of extracurricular activities
16	1	2	3	4	5	using various materials according to students' needs and interests
17	1	2	3	4	5	choosing materials critically
18	1	2	3	4	5	recognizing the importance of assessment and evaluation of learning and performance of students
19	1	2	3	4	5	promoting the intellectual and linguistic development of students according to test results

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
20	1	2	3	4	5	planning instruction “on the spot” and for the future according to test results
21	1	2	3	4	5	involving learners in determining what will be assessed
22	1	2	3	4	5	determining the aims of evaluation and assessment for English language teaching
23	1	2	3	4	5	preparing different evaluation and assessment tools according to English program and individual differences
24	1	2	3	4	5	testing students both in the beginning and at the end of the learning process to take some precautions
25	1	2	3	4	5	testing students systematically during the learning process to have language development
26	1	2	3	4	5	understanding the importance of evaluation and assessment of four skills
27	1	2	3	4	5	evaluating four skills with appropriate testing techniques
28	1	2	3	4	5	using assessment tools by evaluating their feasibility, reliability and validity
29	1	2	3	4	5	interpreting the test results of students' language development and giving constructive feedback
30	1	2	3	4	5	recording the students language development and commenting on how they can succeed in language learning
31	1	2	3	4	5	evaluating students' language development in a more detailed way via statistical data
32	1	2	3	4	5	determining which teaching strategies/techniques are better in accordance with test results
33	1	2	3	4	5	rescheduling the teaching and learning program in accordance with testing results
34	1	2	3	4	5	having remedial courses in order to cover students' weaknesses according to test results
35	1	2	3	4	5	giving assignments by which students practise the target language
36	1	2	3	4	5	understanding the importance of learners identity: their communities, heritages and goals
37			3	4	5	knowing the expectations of students about learning

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
38	1	2	3	4	5	recognizing the importance how context (society/culture/heritage) contributes to identity formation and therefore influences learning
39	1	2	3	4	5	using knowledge of identity and settings in planning, instructing, and assessing
40	1	2	3	4	5	being aware of the social, physical and psychological causes of comprehension and communication problems
41	1	2	3	4	5	planning teaching and learning process according to students who have special needs and who need special education
42	1	2	3	4	5	conducting the lesson according to students who have special needs and who need special education
43	1	2	3	4	5	adapting activities, techniques and strategies according to students who have special needs and who need special education
44	1	2	3	4	5	cooperating with colleagues and specialists to determine the level, learning capacity and style of students who have special needs and who need special education
45	1	2	3	4	5	following and recording language improvement of students who have special needs and who need special education
46	1	2	3	4	5	cooperating with families to improve students language learning
47	1	2	3	4	5	informing families about the importance they have on their children's learning
48	1	2	3	4	5	organizing extracurricular activities where students can show their performance to their families
49	1	2	3	4	5	informing students and their families about the importance of learning a foreign language
50	1	2	3	4	5	making students attend national events and ceremonies
51	1	2	3	4	5	organizing meetings where teachers, students and families can come together
52	1	2	3	4	5	working with colleagues for organizing national events and ceremonies
53	1	2	3	4	5	taking care of the needs of the socio-economic status of the neighborhood of the school
54	1	2	3	4	5	being a role model for students and society

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
55	1	2	3	4	5	demonstrating proficiency in social, business/workplace and academic English
56	1	2	3	4	5	being proficient in speaking, listening, reading and writing functionally
57			3	4	5	being equivalent to a native speaker with some higher education
58	1	2	3	4	5	setting an example for students in language use
59	1	2	3	4	5	knowing how adult learners acquire a new language in and out of classroom settings
60	1	2	3	4	5	using this knowledge to support adult language learning
61	1	2	3	4	5	using different techniques and strategies for students' language competencies
62	1	2	3	4	5	helping students find their own learning styles
63	1	2	3	4	5	helping students evaluate their own learning styles
64	1	2	3	4	5	guiding students to use different language learning strategies
65	1	2	3	4	5	providing opportunities where students use the language fluently and correctly
66	1	2	3	4	5	making students use the language with appropriate tasks and activities
67	1	2	3	4	5	improving students' listening skills
68	1	2	3	4	5	making students be aware of the importance of listening skills
69	1	2	3	4	5	using appropriate listening activities and tasks for students' levels and needs
70	1	2	3	4	5	using different listening materials such as songs, dialogues, tales, etc.
71	1	2	3	4	5	practicing intonation, stress and pronunciation during listening sessions
72	1	2	3	4	5	improving students' speaking skills
73	1	2	3	4	5	giving opportunities to students to reflect themselves verbally
74	1	2	3	4	5	defining students interests for speaking activities
75	1	2	3	4	5	providing activities where students have verbal communication
76	1	2	3	4	5	guiding students to use body language as well
77	1	2	3	4	5	making students pay attention to stress and intonation

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
78	1	2	3	4	5	using different techniques and strategies according to students' levels in speaking
79	1	2	3	4	5	improving students' reading skills
80	1	2	3	4	5	using available reading materials
81	1	2	3	4	5	reading as a model considering punctuation, stress and intonation
82	1	2	3	4	5	providing various reading passages according to students' needs and interests
83	1	2	3	4	5	providing reading comprehension, evaluation and inference activities
84	1	2	3	4	5	organizing facilities that students participate and improve reading comprehension and evaluation skills
85	1	2	3	4	5	improving students' writing skills
86	1	2	3	4	5	giving opportunities to students to reflect themselves in a written way
87	1	2	3	4	5	providing related activities where students can apply word knowledge, phonology, grammar and spelling rules
88	1	2	3	4	5	using visual and audio materials in pre-writing part
89	1	2	3	4	5	providing different examples of writing
90	1	2	3	4	5	giving various tasks according to students' interests and needs in pre-writing part
91	1	2	3	4	5	making students reflect themselves in different writing styles
92	1	2	3	4	5	understanding that language learning should be based on genuine communicative purposes
93	1	2	3	4	5	understanding that the content should create learners' needs to listen, to talk about, to read and write
94	1	2	3	4	5	teaching the language with the subject or content areas students want/need to learn about
95	1	2	3	4	5	using various materials such as written, visual, auditory, and kinesthetic
96	1	2	3	4	5	using authentic materials
97	1	2	3	4	5	guiding students to present their writings both in and out of school and to publish them
98	1	2	3	4	5	preparing authentic listening materials related to students' social and daily lives

	Incompetent	Little competent	Somewhat competent	Competent	Highly competent	
99	1	2	3	4	5	providing various speaking tasks where they can need in daily life
100	1	2	3	4	5	preparing materials with teachers from other fields to make language use more common
101	1	2	3	4	5	providing extracurricular activities
102	1	2	3	4	5	knowing the relationship of second language teaching and learning to the community of English teachers, the broader teaching community, and communities at large
103	1	2	3	4	5	using these understandings to inform and change myself and these communities
104	1	2	3	4	5	cooperating with colleagues in improving students' writing skills
105	1	2	3	4	5	cooperating with colleagues in preparing reading activities and sharing techniques
106	1	2	3	4	5	sharing responsibility with colleagues for preparing listening materials
107	1	2	3	4	5	cooperating with colleagues in preparing speaking activities and sharing techniques
108	1	2	3	4	5	following advances in technology to use in language teaching
109	1	2	3	4	5	preparing and sharing materials with colleagues
110	1	2	3	4	5	defining teaching competencies that an ELT teacher should have
111	1	2	3	4	5	making self-evaluation for my own competencies objectively
112	1	2	3	4	5	getting peer evaluation and defining my strenghts and weaknesses
113	1	2	3	4	5	following the articles and papers on ELT
114	1	2	3	4	5	attending ELT seminars, workshops and conferences either as a participant or a speaker
115	1	2	3	4	5	having academic studies in ELT
116	1	2	3	4	5	being aware of research methods and techniques for academic studies
117	1	2	3	4	5	reflecting the results of researches on teaching and learning process in/out of class
118	1	2	3	4	5	sharing the results of my experiences in the class with colleagues
119	1	2	3	4	5	designing evaluation and assessment tools with the help of colleagues

PART 3: Open-ended questions

Answer the following questions considering your teaching experience, please.

- 1) Rate the following components below you feel most/least competent in language teaching. *(the most competent=1; the least competent=8).*

Planning	
Instructing (supportive environment/purposeful learning)	
Assessing (assessment & evaluation)	
Identity&Context (community/heritage/goals of Ss)	
Language Proficiency	
Students Learning (how to teach)	
Content (authenticity/topic)	
Commitment&Professionalism (training/self-evaluation/peer evaluation)	

- 2) Rate the following components of your BA program from the most effective to the least in preparing you to gain competencies in teaching. *(the most effective=1; the least effective=5)*

Linguistics Component (i.e. phonology, syntax, morphology)	
Literature Component (i.e. English literature, drama)	
Methodology Component (i.e. Introduction to ELT, school experience)	
Language Component (i.e. advanced grammar, reading skills, spoken English)	
General Education Component (i.e. development & learning, classroom management)	

Thank you for filling in the questionnaire and sharing your valuable views😊

APPENDIX B

Interview Questions

Hello,

I am Nilay Canbolat Toraman. I am having my MA in ELT at METU and writing my thesis on to what extent ELT instructors feel themselves competent in profession under TESOL and MONE Competencies and what can be done to improve ELT undergraduate program. By means of your contribution to this study, I will be able to get reliable and valid data. I want to emphasis that your personal information will be kept confidential and except for this study, the data you provided will not be used for anything else. The interview will last about half an hour. With your permission, I am asking my questions.

- Name, Surname:
- Age
- Do you have any graduate degree?
- How much English language teaching experience do you have? How many years have you been working in your present work place?
 - 1) 75 of instructors are asked in which area they feel most/least competent below and they told that they feel most competent in learning while least in assessing. What can be the reasons?
 - Planning
 - Instructing
 - Assessing
 - Identity & Context
 - Language Proficiency
 - Learning
 - Content
 - Commitment & Professionalism
 - 2) Considering aforementioned areas, in which do you feel most/least competent? Why?
 - 3) In which area would you like to improve yourself? Why?
 - 4) How should an effective English language teacher be equipped?
 - 5) 75 of instructors are asked which components of ELT undergraduate program below they feel most/least effective in preparing them to the profession and they told that they feel methodology as the most effective one while literature and linguistics as the least effective ones. What can be the reasons?

6) In which components does your BA program contribute your profession? How?

- Linguistics Component
- Literature Component
- Methodology Component
- Language Component
- General Education Component

7) Considering aforementioned areas, which one do you feel most/least effective? Why?

8) In which area would you like to improve yourself? Why?

9) Do you think that your undergraduate program had an effect on the areas that you feel most/least competent?

10) If you had a chance, which component(s) would you modify/adapt in your BA program? How?

APPENDIX C

DESCRIPTIVE STATISTICS of LIKERT TYPE ITEMS

		N	Minimum	Maximum	Mean	Std. Deviation	Percentage
1	planing instruction to promote Ss learning	75	2	5	4,25	0,68	0,85
2	planning instruction to meet learner goals	75	2	5	4,25	0,617	0,85
3	modifying plans to assure learner engagement	75	2	5	4,23	0,781	0,846
4	modifying plans to assure learner achievement	75	1	5	4,17	0,724	0,834
5	planning materials according to students' needs and interests	75	2	5	4,45	0,684	0,89
6	planning materials according to students' levels	75	2	5	4,44	0,642	0,888
7	planning materials according to students' learning styles	74	2	5	4,01	0,868	0,802
8	organizing facilities for students' active participation in using the target language	75	2	5	3,89	0,815	0,778
9	providing supportive environments that engage all learners in purposeful learning	75	2	5	4,08	0,767	0,816
10	promoting respectful classroom interactions	75	3	5	4,16	0,658	0,832
11	making students practice the target language by various activities	75	2	5	4,08	0,866	0,816
12	using technological devices effectively in language teaching	75	1	5	4,16	0,916	0,832
13	providing clear examples	75	3	5	4,59	0,572	0,918
14	providing correct examples	75	2	5	4,53	0,644	0,906

15	providing an effective teaching and learning environment both in and out of class with the help of extracurricular activities	75	1	5	3,93	0,963	0,786
16	using various materials according to students' needs and interests	75	1	5	4,16	0,823	0,832
17	choosing materials critically	75	2	5	4,16	0,698	0,832
18	recognizing the importance of assessment and evaluation of learning and performance of students	75	2	5	4,28	0,689	0,856
19	promoting the intellectual and linguistic development of students according to test results	75	2	5	3,93	0,741	0,786
20	planning instruction "on the spot" and for the future according to test results	75	2	5	3,96	0,796	0,792
21	involving learners in determining what will be assessed	75	1	44	4,13	4,78	0,09386364
22	determining the aims of evaluation and assessment for English language teaching	75	2	5	3,95	0,751	0,79
23	preparing different evaluation and assessment tools according to English program and individual differences	75	1	5	3,57	1,055	0,714
24	testing students both in the beginning and at the end of the learning process to take some precautions	75	1	5	3,76	0,984	0,752

25	testing students systematically during the learning process to have language development	75	1	5	3,96	0,951	0,792
26	understanding the importance of evaluation and assessment of four skills	75	2	5	4,31	0,677	0,862
27	evaluating four skills with appropriate testing techniques	75	1	5	3,88	0,838	0,776
28	using assessment tools by evaluating their feasibility, reliability and validity	75	1	5	3,6	0,959	0,72
29	interpreting the test results of students' language development and giving constructive feedback	75	2	5	4,17	0,778	0,834
30	recording the students language development and commenting on how they can succeed in language learning	75	1	5	3,93	0,991	0,786
31	evaluating students' language development in a more detailed way via statistical data	75	1	5	3,15	1,123	0,63
32	determining which teaching strategies/techniques are better in accordance with test results	75	1	5	3,69	1,026	0,738
33	rescheduling the teaching and learning program in accordance with testing results	75	1	5	3,84	0,959	0,768
34	having remedial courses in order to cover students' weaknesses according to test results	75	1	5	3,95	0,928	0,79
35	giving assignments by which students practise the target language	75	2	5	4,28	0,781	0,856

36	understanding the importance of learners identity: their communities, heritages and goals	75	2	5	4,21	0,905	0,842
37	knowing the expectations of students about learning	75	2	5	4,47	0,622	0,894
38	recognizing the importance how context (society/culture/heritage) contributes to identity formation and therefore influences learning	75	2	5	4,43	0,72	0,886
39	using knowledge of identity and settings in planning, instructing, and assessing	75	2	5	4,16	0,839	0,832
40	being aware of the social, physical and psychological causes of comprehension and communication problems	75	2	5	4,28	0,727	0,856
41	planning teaching and learning process according to students who have special needs and who need special education	75	1	5	3,65	1,033	0,73
42	conducting the lesson according to students who have special needs and who need special education	75	1	5	3,57	1,029	0,714
43	adapting activities, techniques and strategies according to students who have special needs and who need special education	75	1	5	3,57	1,093	0,714

44	cooperating with colleagues and specialists to determine the level, learning capacity and style of students who have special needs and who need special education	75	1	5	3,75	0,974	0,75
45	following and recording language improvement of students who have special needs and who need special education	75	1	5	3,47	1,07	0,694
46	cooperating with families to improve students language learning	75	1	5	2,83	1,212	0,566
47	informing families about the importance they have on their children's learning	75	1	5	2,85	1,27	0,57
48	organizing extracurricular activities where students can show their performance to their families	75	1	5	2,88	1,355	0,576
49	informing students and their families about the importance of learning a foreign language	75	1	5	3,4	1,305	0,68
50	making students attend national events and ceremonies	75	1	5	3,16	1,263	0,632
51	organizing meetings where teachers, students and families can come together	75	1	5	2,64	1,352	0,528
52	working with colleagues for organizing national events and ceremonies	75	1	5	2,97	1,262	0,594
53	taking care of the needs of the socio-economic status of the neighborhood of the school	75	1	5	3,09	1,187	0,618

54	being a role model for students and society	75	2	5	4,24	0,75	0,848
55	demonstrating proficiency in social, business/workplace and academic English	75	2	5	4,37	0,731	0,874
56	being proficient in speaking, listening, reading and writing functionally	75	2	5	4,47	0,622	0,894
57	being equivalent to a native speaker with some higher education	75	1	5	3,88	0,885	0,776
58	setting an example for students in language use	75	2	5	4,45	0,722	0,89
59	knowing how adult learners acquire a new language in and out of classroom settings	75	3	5	4,49	0,623	0,898
60	using this knowledge to support adult language learning	75	3	5	4,41	0,572	0,882
61	using different techniques and strategies for students' language competencies	75	3	5	4,37	0,61	0,874
62	helping students find their own learning styles	75	2	5	4,11	0,781	0,822
63	helping students evaluate their own learning styles	75	2	5	4,01	0,83	0,802
64	guiding students to use different language learning strategies	75	3	5	4,2	0,697	0,84
65	providing opportunities where students use the language fluently and correctly	75	2	5	4,19	0,711	0,838
66	making students use the language with appropriate tasks and activities	75	2	5	4,25	0,66	0,85
67	improving students' listening skills	75	3	5	4,4	0,593	0,88
68	making students be aware of the importance of listening skills	75	4	5	4,55	0,501	0,91

69	using appropriate listening activities and tasks for students' levels and needs	75	3	5	4,48	0,529	0,896
70	using different listening materials such as songs, dialogues, tales, etc.	75	2	5	4,39	0,751	0,878
71	practicing intonation, stress and pronunciation during listening sessions	75	1	5	3,75	1,001	0,75
72	improving students' speaking skills	75	2	5	4,19	0,783	0,838
73	giving opportunities to students to reflect themselves verbally	75	3	5	4,32	0,701	0,864
74	defining students interests for speaking activities	75	3	5	4,31	0,753	0,862
75	providing activities where students have verbal communication	75	3	5	4,35	0,668	0,87
76	guiding students to use body language as well	75	1	5	4,07	0,977	0,814
77	making students pay attention to stress and intonation	75	1	5	3,79	0,949	0,758
78	using different techniques and strategies according to students' levels in speaking	75	2	5	4,2	0,805	0,84
79	improving students' reading skills	75	3	5	4,45	0,599	0,89
80	using available reading materials	75	2	5	4,56	0,575	0,912
81	reading as a model considering punctuation, stress and intonation	75	2	5	4,03	1	0,806
82	providing various reading passages according to students' needs and interests	75	3	5	4,44	0,62	0,888
83	providing reading comprehension, evaluation and inference activities	75	3	5	4,49	0,578	0,898

84	organizing facilities that students participate and improve reading comprehension and evaluation skills	75	1	5	4,27	0,777	0,854
85	improving students' writing skills	75	1	5	4,24	0,867	0,848
86	giving opportunities to students to reflect themselves in a written way	75	2	5	4,39	0,804	0,878
87	providing related activities where students can apply word knowledge, phonology, grammar and spelling rules	75	2	5	4,25	0,84	0,85
88	using visual and audio materials in pre-writing part	75	2	5	4,13	0,935	0,826
89	providing different examples of writing	75	1	5	4,29	0,835	0,858
90	giving various tasks according to students' interests and needs in pre-writing part	75	1	5	3,99	0,951	0,798
91	making students reflect themselves in different writing styles	75	1	5	4,08	0,882	0,816
92	understanding that language learning should be based on genuine communicative purposes	75	3	5	4,52	0,578	0,904
93	understanding that the content should create learners' needs to listen, to talk about, to read and write	75	3	5	4,55	0,599	0,91
94	teaching the language with the subject or content areas students want/need to learn about	75	3	5	4,25	0,699	0,85
95	using various materials such as written, visual, auditory, and kinesthetic	75	3	5	4,39	0,695	0,878

96	using authentic materials	75	1	5	4,11	0,879	0,822
97	guiding students to present their writings both in and out of school and to publish them	75	1	5	3,13	1,131	0,626
98	preparing authentic listening materials related to students' social and daily lives	75	2	5	3,84	0,839	0,768
99	providing various speaking tasks where they can need in daily life	75	1	5	4,11	0,938	0,822
100	preparing materials with teachers from other fields to make language use more common	75	1	5	3,47	1,359	0,694
101	providing extracurricular activities	75	2	5	3,84	0,959	0,768
102	knowing the relationship of second language teaching and learning to the community of English teachers, the broader teaching community, and communities at large	75	2	5	3,99	0,908	0,798
103	using these understandings to inform and change myself and these communities	75	2	5	3,97	0,885	0,794
104	cooperating with colleagues in improving students' writing skills	75	2	5	4,09	0,857	0,818
105	cooperating with colleagues in preparing reading activities and sharing techniques	74	2	5	4,24	0,737	0,848
106	sharing responsibility with colleagues for preparing listening materials	75	1	5	3,88	0,929	0,776

107	cooperating with colleagues in preparing speaking activities and sharing techniques	75	1	5	4,03	0,9	0,806
108	following advances in technology to use in language teaching	75	1	5	4,27	0,875	0,854
109	preparing and sharing materials with colleagues	75	3	5	4,45	0,576	0,89
110	defining teaching competencies that an ELT teacher should have	75	3	5	4,41	0,639	0,882
111	Making self-evaluation for my own competencies objectively	75	3	5	4,53	0,528	0,906
112	getting peer evaluation and defining my strenghts and weaknesses	75	1	5	3,91	0,932	0,782
113	following the articles and papers on ELT	75	1	5	3,72	1,021	0,744
114	attending ELT seminars, workshops and conferences either as a participant or a speaker	75	1	5	3,91	1,068	0,782
115	having academic studies in ELT	75	1	13	3,73	1,687	0,28692308
116	being aware of research methods and techniques for academic studies	75	2	5	4,2	0,87	0,84
117	reflecting the results of researches on teaching and learning process in/out of class	75	2	5	3,95	0,928	0,79
118	sharing the results of my experiences in the class with colleagues	75	2	5	4,29	0,802	0,858
119	designing evaluation and assessment tools with the help of colleagues	75	2	5	3,99	0,908	0,798

APPENDIX D

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı :
Adı :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: