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EFFECTIVENESS AND PROFESSIONAL COMPETENCIES OF ENGLISH LANGUAGE TEACHERS IN FIRST FIVE YEARS IN TURKEY

DOCTORAL THESIS

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Effectiveness and Professional Competencies of English Language Teachers in First Five Years in Turkey

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(Doctoral Thesis)

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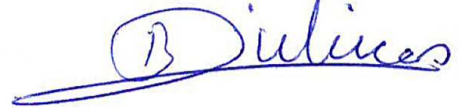
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Undertaking

I hereby declare that the Doctoral Thesis **"Effectiveness and Professional Competencies of English Language Teachers in First Five Years in Turkey"** that was written by me, has been prepared in accordance with academic and ethical rules, and all the sources and materials I have utilized have been carefully cited in the references.
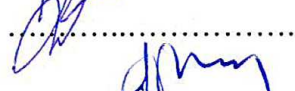
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Özet

Türkiye'deki İngilizce Öğretmenlerinin İlk Beş Yıldaki Verimlilikleri ve Meslekî Yeterlikleri

Globalleşen günümüz dünyasında İngilizce uluslararası bir dil olarak daha fazla kişi tarafında kullanıldığından dolayı bu dili öğrenmenin önemi git gide artmaktadır. Ayrıca şu da bilinen bir gerçektir ki öğrenciler verimli İngilizce öğretmenleri ile bu dili daha iyi öğrenmektedirler. Bu bağlamda, bu çalışma; 2010 ve 2014 yılları arası İngilizce Öğretmenliği Bölümü mezunlarının verimliliklerini ve mesleki yeterliklerini, verimlilik ve verimsizlik atıflarını, demografik değişkenlerin - tecrübe, okul seviyesi, öğrenci seviyesi, konferansa katılım ve cinsiyet - öğretmen yeterlikleri algısına etkisini, stajyerlik programının ve İngilizce öğretmeni yetiştirme lisans programının verimliliklerini araştırmayı amaçlamaktadır.

Bu araştırmada, karma yöntemlerden yakınsayan paralel desen benimsenmiştir. Çalışmanın nicel kısmının örneklemini; devlet okullarında çalışan son beş yıl İngilizce Öğretmenliği Bölümü mezunları oluştururken, nitel kısmın katılımcıları ise İngilizce Öğretmenliği Bölümü mezunları, öğretim üyeleri ve işverenlerdir. Veriler üç farklı yolla toplanmıştır: anket, yarı-yapılandırılmış mülakat ve doküman analizi. Öğretmen Yeterlik Anketi belirlenen şehirler olan; Ankara, İzmir, Manisa, Çanakkale ve Burdur'da, farklı okul seviyelerinde çalışan İngilizce Öğretmenliği Bölümü mezunlarına uygulanmış ve 251 genç İngilizce öğretmeni ile katılım sağlanmıştır. Yarı-yapılandırılmış anketler 11 İngilizce Öğretmenliği Bölüm mezunu, 10 öğretim üyesi ve 10 işveren katılımı ile gerçekleştirilmiştir. Nitel verilerin analizi, SPSS programı ile nicel verilerin analizi ise NVivo programı ile yapılmıştır.

Anket sonuçları; İngilizce Öğretmenliği Bölümü mezunlarının, YÖK tarafından belirlenen yeterlik alanlarının çoğunda kendilerini yeterli gördüklerini; mezunların cinsiyet

dışındaki demografik değişkenleri - tecrübeleri, okul seviyeleri, öğrenci seviyeleri ve konferansa katılım - ve yeterlik algıları arasında anlamlı herhangi bir farkın olmadığını ortaya koymakla birlikte, genel eğitim ve yöntem derslerinin, İngilizce Öğretmenliği Lisans programı bünyesinde olan hizmet içi eğitimi en fazla etkileyen unsurlar olduğunu ortaya çıkarmıştır. Yapılan mülakât sonuçları; İngilizce Öğretmenliği Bölümü mezunlarının gramer ve kelime öğretiminde kendilerini verimli, üretici beceriler öğretiminde ise verimsiz bulduklarını; öğretim üyeleri ve işverenlere göre, İngilizce Öğretmenliği Bölümü mezunlarının en önemli yetersizliklerinin İngilizce seviyeleri olduğunu; mezunların verimliliklerini genelde içsel, verimsizliklerini de çoğunlukla dışsal faktörlere atfettiklerini ve Türkiye'deki devlet okullarında uygulanan stajyerlik programının verimsiz olduğunu ortaya koymuştur. Bunula birlikte; İngilizce Öğretmenliği Lisans Programının staj zamanı, seçmeli derslerin sayısı ve dil gelişim dersleri gibi belirli konularda gözden geçirilme gerekliliği öğretim üyeleri ve işverenler tarafından ifâde edilmiştir. Söz konusu eksikliklere çözüm önerisi olarak da uygulama derslerinin yıllara yayılarak artırılması, müfredata daha fazla seçmeli derslerin eklenmesi ve programın birinci yılının daha çok öğretmen adaylarının İngilizce dil gelişimine yönelik derslerle desteklenmesinin daha faydalı olacağı öngörülmüştür.

Anahtar Kelimeler: Hizmet Öncesi Öğretmen Eğitimi, Mesleki Yeterlikler, Öğretmen Yeterlikleri, Staj Uygulaması, Stajyerlik, Verimlilik.

Abstract

Effectiveness and Professional Competencies of English Language Teachers in Their First Five Years in Turkey

In today's globalized world, significance of learning English is increasing since it is used as an international language by more and more people. It is also a well-known fact that learners learn better from effective English language teachers. In this regard, this study aimed at exploring the effectiveness and professional competencies of the ELT graduates between 2010 and 2014 years, their attribution for effectiveness and ineffectiveness, the effect of demographic variables - experience, level of school, learner level, participation in conferences and gender - on the perceptions of teacher competencies, effectiveness of the induction program and the ELT undergraduate program.

As mixed-method research, the convergent parallel design was adopted in this study. While the sampling for the quantitative strand of the study consisted of the ELT graduates in last five years working at state schools, the participants of the qualitative phase were the ELT graduates, teacher educators and employers. The data were collected through three different means: questionnaire, semi-structured interviews and document analysis. Teacher Competencies Questionnaire was administrated to the ELT graduates working at different school levels in the selected cities of Ankara, İzmir, Manisa, Çanakkale and Burdur and 251 novice English language teachers responded to the questionnaire. Semi-structured interviews were held with the participation of 11 ELT graduates, 10 teacher educators and 10 employers. SPSS for windows 20.0 was utilized for analyzing the questionnaire data and analysis of the qualitative data were carried out through NVivo 10 software.

The questionnaire results showed that the ELT graduates found themselves competent in most of the competency standards determined by HEC; except for gender, there was not any

significant difference between the demographic variables - experience, school level, learner level, participation in conferences - and perceived competency levels of ELT graduates; General Education Component and ELT Methodology component of the ELT undergraduate program were found to have the highest effect on pre-service teacher education. The interview results indicated that the ELT graduates found themselves effective in teaching grammar and vocabulary but ineffective in teaching productive skills; English proficiency was identified as the most significant weakness of the ELT graduates by the teacher educators and the employers; the ELT graduates attributed their effectiveness mostly to internal factors and their ineffectiveness to external factors; the induction program applied in Turkish state schools were found to be ineffective. Besides, it was stated by the teacher educators and the employers that the ELT undergraduate program needs some revision in certain aspects like time for practicum, number of elective courses, and language improvement courses. As for solutions to the abovementioned weaknesses, it was anticipated that increasing practicum by spreading it in consecutive years, adding more elective courses and intensifying the first year in the program with more focused language improvement courses would be more beneficial.

Key Words: Effectiveness, Induction, Practicum, Pre-service Teacher Education, Professional Competencies, Teacher Competencies.

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List of Abbreviations

ACTFL: American Council on the Teaching of Foreign Languages

APEID: Asian and the Pacific Program of Educational Innovation for Development

BA: Bachelor of Arts

CBE: Competency-Based Education

CBVT: Competency-Based Vocational Teaching

CEF: Common European Framework

CELTA: Certificate in Teaching English to Speakers of Other Languages

DELTA: Diploma in Teaching English to Speakers of Other Languages

EFL: English as a Foreign Language

ELL: English Language and Literature

ELP: English Language Portfolio

ELT: English Language Teaching

ESL: English as a Second Language

EU: European Union

HEC: Higher Education Comittee

L1: Language One

MA: Master of Arts

MEB: Milli Eğitim Bakanlığı

METU: Middle East Technical University

MM: Mixed Methods

MoE: Ministry of Education

NBTPS: The National Board for Professional Teaching Standards

NGO: Non-Governmental Organization

PhD: Philosophy of Doctorate

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

TESOL: Teaching English to Speakers of Other Languages

UK: United Kingdom

US: United States

USA: United States of America

YÖK: Higher Education Committee

Chapter I: Introduction to Research

This chapter begins with a brief summary of foreign language teacher education abroad and in Turkey. Thematic framework is inserted within this part with a specific focus on the origin, philosophical underpinnings and principles of the chosen approach to foreign language teacher education which is Competency-Based Education. The next part summarizes the aims and then limitations are introduced shortly and problem statement is discussed. The following section involves the significance of the study. The final part presents review of the literature related to the research topic.

Background of the Study

While there are many different approaches to foreign language teacher education such as Craft Model, Applied Science Model and Reflective Model (Wallace, 1991), the model which started to gain ground in the middle of the 20th century was the 'performance-based' or 'competency-based' model in teacher education. It was based on the idea that concrete and observable criteria should be determined to serve as a basis for the training of novices. A number of studies were conducted to identify the teaching behaviors that resulted in high amount of student learning. The results were then interpreted as the concrete competencies that should be acquired by teachers (Korthagen, 2004).

Competency-based teacher education is similar to one approach to teacher quality, called customer-driven quality which is client- or customer led. This approach emphasizes that each customer may have different expectations and requirements. However, when providers and customers define requirements collaboratively, performance can be improved (White, 1998). Thus, requirements based on the needs of the students as customers and the needs of the learning and teaching situation can be translated into teacher competencies to increase teacher quality and quality of education.

Karacaoğlu (2008b) draws attention to the significance of competency-based teacher education with the fact that teacher competencies need to be determined for the accreditation of teacher training programs with the ones in developed countries. Furthermore, the exchange programs in the EU countries and in-service training programs organized by the EU require standard teacher competencies. He concluded that education of teachers according to certain teaching standards and teacher competencies becomes highly important in Turkey as a country in the EU harmonization process.

On the other hand, different institutions in different countries determine their own standards for training foreign language teachers. For example, in the USA, ACTFL (2002), American Council on the Teaching of Foreign Languages, declared six broad program standards for foreign language teachers. According to the program, foreign language teacher candidates should have a high level of language proficiency and a good background of the target culture, know language acquisition theories, integrate standards in planning and instruction, know and use appropriate assessment models, and engage in professional development.

TESOL (2008, p. 1) identified eight domains of standards for ESL/EFL teachers. These standards are "planning, instructing, assessing, identity and context, language proficiency, learning, content, commitment and professionalism". While some standards are related to the immediate teaching process and context, some others solely focus on the teachers and their quality.

The growing value of teaching standards and competencies at an international level has had an impact on teacher education model in Turkey, too. Higher Education Committee (HEC) (YÖK, 1999) declared a list of teacher competencies which is applicable to teacher education programs. This list has four domains of standards and consists of national teacher competencies against which teacher trainees will be evaluated. According to these general standards, a teacher

trainee should be competent in the subject and pedagogic knowledge, planning, teaching, classroom management and communication, monitoring, assessment and reporting, and other professional requirements. In this study, therefore, effectiveness and competencies of novice English teachers will be evaluated based on the teacher competencies determined by HEC.

Thematic framework

The present study aimed at investigating the effectiveness of novice English language teachers through teacher competencies. Therefore, it is based on Competency-Based Teacher Education which is the adopted approach in higher education in Turkey. In this section, firstly, essential concepts such as 'objective' and 'competence' are defined. Then, the origin and background of Competency-Based Education together with its philosophical engagements are mentioned. Finally, this approach is explained in detail with a focus on its principles and techniques.

Operational definitions

Competence is one of the key terms to be clarified here. In addition, the word 'objective' has a close relationship with the word 'competence' in that competence is acquired and used to achieve certain objectives in education. When certain desired objectives are accomplished, learning and teaching activities reach a good standard which is an indication of improvement in quality of education. Therefore, standard is another concept that is complementary to our understanding of Competency-Based Education. Therefore, all three terms are explained in an embedded way.

Firstly, Brown (2000) emphasizes the fact that competence has been a controversial issue in first language acquisition in comparison to performance for centuries. He defined competence as one's underlying knowledge of a system, event or fact. In terms of language,

competence refers to one's underlying knowledge of the system of a language. It is clear that this definition looks more theory-based and knowledge-based.

As a dictionary meaning, competence simply means the ability to do something well. Competency is a skill that you need in a particular job for a particular task (Oxford, 2006). Upon this definition, competence should result in completion of a specific task at the desired level.

According to Burke et al. (1985, cited in Tuxworth, 1989), competencies are formulated through job analysis determining professional roles and professional responsibilities. He indicates that competency statements also clarify expected outcomes from professionals' performances and they underline the essential knowledge, skills and attitudes required for accomplishment of educational objectives. Therefore, professional effectiveness tends to be predicted through competencies but they are to be validated continually.

Competencies also provide a summary of descriptions of the fundamental skills, knowledge and behaviours for successful realization of a real-life task or activity (Richards & Rodgers, 2001). In another explanation, competency refers to the ability to perform roles and responsibilities in an occupation at the required standard (Boahin & Hofman, 2014).

Jessup (1991) argues that competence has a considerable significance if qualification standards are shaped by statements of competence. He refers the term 'competent' to the required standard to fulfil a role successfully. Being competent means having performance in a job at professional or occupational standards. Competence in a role not only involves technical requirements of jobs but also hints for fulfilment of a work role at the desired level. He furthermore points out that competence needs to be demonstrated in the workplace as valid evidence for assessment.

Bailey (2006) conceptualizes competencies as informative statements about newly-graduate teachers' qualifications and abilities. Competency statements may be used as specific standards against which teachers' performance can be judged. Furthermore, teachers can learn what is expected of them if desired behaviours are written objective terms. Thus, competencies may offer a common framework of references for teachers and supervisors. This approach to assessment in teacher education is called criterion-referencing. The performance of a teacher is assessed according to some explicitly-stated criteria (Wallace, 1991).

Origin of competency-based education

Tuxworth (1989) states that the competency-based movement has been used for two decades or more in the USA. He clarifies that its origin dates back to the 1920s and it links to industrial/business models based on specification of outcomes in behavioural objectives form. According to him, the concept of Competency-Based Education (CBE) has gained more popularity and acceptance due to the demand for greater accountability in education, more economical concerns in using resources and a new decision-making mechanism with the involvement of community.

Magnunson and Osborne (1990) believe that competency-based education becomes popular as it meets the populist and political demands for educational reforms which can be summarized in four terms: relevance, accessibility, flexibility, and accountability. Competency-Based Education (CBE) is an accountable approach maximizing existing resources and providing a more efficient management system. It is also relevant as the demands of the market are taken as the content of the subject matter. It is accessible as long as the candidates possess requisite skills or knowledge. Since CBE does not require important structural changes, it can be simply adapted to the present educational system. The implementation of CBE appears to be a radical reform which has added an advantage at the political level. Magnunson and Obsorne

maintain that the structure of CBE is based on some humanistic traditions, because the primary aim of CBE is to make people more productive and satisfied by equipping them with the most necessary skills for their jobs.

Nuemann (1979) considered CBE as the product of wartime education and training experiences. The focus of mastery learning and the use of performance tests as assessment and learning instruments were indelible marks of the experiences of two world wars on American education. He also argued that CBE was influenced by developmental psychology which was reflected in its modular-based curriculum design. Curriculums were developed by analyzing roles which were fulfilled in educational programs. According to him, there were two broadly divergent approaches to curriculum design. The first one was behaviouristic in which observable roles, skills and functions were specifically stated. The second one was more humanistic that promoted life roles more holistically incorporating elements of culture, personality, and citizenship into curriculums.

Neumann (1979) indicated that the preliminary competency-based education programs were based on the behaviouristic or functional approach. The content of such programs were determined through job analysis. Well-organized instruction sheets that included the steps to be followed in doing a job were presented to employees and administration. One function of job analysis was to reveal how best to prepare someone to do a job or fulfil a role. In Neumann's view, some other competency- based programs followed the principles of the humanistic orientation as opposition to the strict behaviouristic approach. From humanistic perspective, task-specific curriculum of behaviouristic CBE programs was evaluated as restrictive and inhibitive to individual and societal development.

Watson (1991) explained that CBE programs were widely used in vocational education especially in the USA, Canada and Australia. The reasons for preference of Competency-Based

Vocational Education (CBVE) were its cost-effectiveness, relevance, flexibility and self-satisfying features. He maintained that CBVE programs were designed with a thorough analysis of the target occupation. The skills or competencies required for particular careers were identified and these were taken as the main content of each occupational program and they were turned into student learning activities. The learning system employed in these programs was based on individualized and self-paced learning. Watson noted that this method of learning was claimed to foster habits of self-reliance and independence that were conducive to gaining employment. Moreover, self-pacing aspect fit the needs of adults having different ability levels and anxieties about learning in traditional ways.

Philosophical underpinnings

Skinner, the founder of modern behaviourism, argued that language learning should be based on the following principles (Williams & Burden, 1997, p. 9):

- Teachers should clarify the content of the course.

- Learning activities need to be carefully staged.

- Pace of individual learners should be taken into consideration.

It is clear that behaviourist theory offers to break down the learning targets into clearly defined sub-competencies for adoption of a step-by-step learning system. Classical micro-teaching and competency-based teacher education were based on abovementioned view. Roberts (1998) emphasized that teacher competencies were stated first as definitions of behavioural skills but they were extended to include aspects of knowledge and more complex pedagogic actions. According to him, CBE gained popularity in the UK and the USA because it provided objective and testable standards of training necessary for accountability in educational institutions.

Ainsworth (1977) pronounces CBE as the latest manifestation of the behaviourist movement. He criticizes assessment of students against pre-specified competencies under pre-specified conditions. Because of the focus on self-paced and individualized learning, the system is evaluated as non-normative. From this perspective, a competency is a behavioural objective describing a particular performance under certain conditions. A competency consists of sequence of behaviours organized gradually.

Richards and Rodgers (2001) also agree that CBE shares some ideas with the behaviourist philosophy as it holds the view that language forms can be deduced from language functions. This means that through analysis of workplace situations, it is easy to list the high frequency words and structures that are central to the life of the learner. Another principle of behaviourist approach which is breaking tasks down into small steps (Williams & Burden, 1997) is reflected in the design of CBE curriculums in modules. On the other hand, CBE shares some ideas with Communicative Language teaching because it prioritizes the development of functional communicational skills in learners. For this reason, language is taught in social contexts where it is used in these programs (Richards & Rodgers, 2001).

Although philosophy of competency-based education is based on behaviourism at its first stage, classical behaviourist learning and teaching techniques such as repetition, pattern drills, and memorisation have no place in competency-based education. On the contrary, CBE adopted some of the following ideologies of the humanistic approach (Williams & Burden, 1997):

- Learning should be personalized.
- It is important to optimize conditions for individualized and group learning in authentic nature.

- Subject matter should be relevant to the learner and learners should actively participate in learning like in experiential learning.

Consequently, CBE emphasizes that education and training of teachers and learners should be based on some precise observable and measurable objectives and standards. The theory of learning is individualized and student-centred. Thus, the philosophy of both behaviourism and humanism have influences on different developmental stages of Competency-Based Education.

Principles of competency-based education

Richards and Rodgers (2001) define Competency-Based Education as an educational movement that prioritizes the learning outcomes for the development of language programs. The main agenda of this approach is to specify the descriptions of the knowledge, skills, and behaviours that are aimed to be achieved by the learners at the end of a course. They clarify that CBE views language as functional and interactional and social contexts tend to be preferred for language teaching for the achievement of specific goals. Therefore, it is used as a framework for learners having specific purposes and roles. CBE is based on the notion of communicative competence and functional communication skills are promoted to be developed by learners.

Competency-Based Approach has been expressed as a systematic approach to training by Blank (1982). Results dominate each component of the program. It is believed that recently-learned knowledge should be put into practice to improve the standard of the classroom. In CBE, student outcomes are stated precisely after they have been analysed as essential skills for successful realization of the target occupation. Students learn with specific student-centred learning activities and extra materials to achieve mastery learning. Materials are prepared in a way to ensure self-paced learning. Competency-Based Education has also been labelled with the following names (Blank, 1982, p. 35):

- Competency-Based Instruction (CBI)

- Mastery Learning

- Personalized System of Instruction (PSI)

- Performance-Based Instruction

- Criterion-Referenced Instruction (CRI)

- Objective-Referenced Learning

- Individualized Instruction (II)

- Self-Paced Learning

It is clear to notice that a different feature of CBE is emphasized in each label. It provides us with a summary of the prominent principles of CBE which are mastery, self-pacing, individualization, personalization, and criterion-referencing.

The significant place of Competency-Based Approach in vocational education has been highlighted in an article written by Boahin and Hofman (2014). Here CBE is considered as an industry-focused and demand-driven form of training. Within this framework, content of CBE should be based on input from industry to increase its relevancy to the workplace requirements. The curriculum design includes the following procedural steps: (1) a thorough analysis of the present conditions of the targeted job, (2) a precise specification of the professional tasks, (3) derivation of the competencies required to perform the core tasks, and (4) formation of learning modules to have learnable units.

In competency-based teaching, there is a concern for competency of each learner rather than competition between learners. Competencies are needed for the achievement of meaningful excellence together with achievement of agreed-upon objectives. The seven essential characteristics of CBE are put forward by Foyster (1990) as follows:

- Learners need to be supported with extra detailed materials.

- Each competency should be stated clearly with certain criteria.

- Competencies should be determined sensitively for each program.

- Theory and application need to be integrated with a focus on practice.

- Programs should be designed in modules.

- Mastery learning should be fostered and consolidated with instant feedback to learners.

- Learners need to be able to progress at their own pace.

In the light of the list above, the most fundamental feature of CBE is its sensitivity on meticulous planning. Competencies, criteria for assessment, extra materials, and modules are to be determined before the program starts. Learners should learn a subject matter completely by doing practice and getting immediate feedback from their teachers. There is not necessarily a competition between learners. Therefore, they can study their lessons personally and individually according to the determined criteria and objectives.

Purpose of the Study

The main purpose of this study is to investigate how effective and competent novice English language teachers who work at primary and secondary level at state schools in their early careers in Turkey. It aims to explore in what areas they feel competent and in what areas they need support to improve themselves to become more qualified and competent English teachers; to what they attribute their effectiveness and to what they attribute their lack of knowledge and skills; what common problems they experience; whether they become more effective or less effective English language teachers as their experience increases.

As Farrell (2006) emphasizes, it is important to highlight that language teachers in their early careers will encounter a number of complications that can decrease their performance.

They should at least understand what these complications are and how they can tackle with them. Therefore, this study also aims to raise awareness of novice English language teachers about their strengths and weaknesses in order to increase their effectiveness in teaching English.

Fantili and McDougall (2009) stress that the effect of programs such as mentoring or induction on new teachers' satisfaction and their sense of efficacy need to be researched. Another aim of the study is to research the influence of the English language teacher education program on its graduates' competencies after the recent change (YÖK, 2007).

Research Questions

This study tries to find answers to the following research questions:

1. What makes an English language teacher effective and successful?
2. How effective do ELT graduates perceive themselves as English language teachers in their early career?

   a. In what standards do they perceive themselves competent?

   b. In what standards do they perceive themselves incompetent?

   c. What do they attribute their effectiveness in some areas as English language teachers?

   d. What do they attribute their ineffectiveness in some areas as English language teachers?

   e. Is there a significant difference between experience and perceived competencies?

   f. Is there a significant difference between learner levels and perceived competencies?

   g. Is there a significant difference between school levels and perceived competencies?

   h. Is there a significant difference between participation in conferences and perceived competencies?

   i. Is there a significant difference between gender and perceived competencies?

3. How competent and effective do their teacher educators find ELT graduates as English language teachers?

    a. In what standards are ELT graduates competent?

    b. What are the competencies that ELT graduates need to further develop?

4. How competent and effective do their employers find ELT graduates as English language teachers?

    a. In what standards are ELT graduates competent?

    b. What are the competencies that ELT graduates need to further develop?

5. How effective is the induction program in Turkey?

6. How effective is the ELT undergraduate program in Turkey?

    a. What is the contribution of the components of the ELT undergraduate program to ELT graduates' competencies as English language teachers?

    b. What are the strong and weak sides of the ELT undergraduate program?

    c. Does the ELT undergraduate program need a further restructuring?

Limitations of the Study

For sampling, this study involved the ELT graduates between 2010 and 2014 years who are working at state schools in the cities of Ankara, İzmir, Çanakkale, Manisa, and Burdur. Due to the fact that the new teachers are appointed to the schools in the countryside in different regions in Turkey, it was not easy to encounter them easily at schools in the centres of the chosen cities. The second limitation was related to contacting ELT graduates. It was easy to obtain their email addresses but getting responses from them at the expected level were not available and it took time. Therefore, the researcher had to visit a lot of schools in a wide range

of districts in order to collect data from the newly-graduated English language teachers one by one.

Problem Statement

The significance of learning English which is the lingua franca of today's international communication increases day by day and more and more people want to learn English effectively for various purposes all over the world. Such a demand requires qualified English teachers and as a consequence high quality on English language teacher education. According to Karacaoğlu (2008b), there is parallelism between qualification of teachers and outcomes of the curriculum. He insists that carefully designed instructional plans, qualified teachers and a good implementation are the three key factors in the achievement of educational objectives. In this regard, English teachers are expected to be proficient in the English language; they need to be equipped with necessary skills for making instructional plans, managing their classrooms, keeping record of learners' progress, and making appropriate assessments. In other words, they need to acquire the desired competencies of becoming an English language teacher during their education at university level before they start teaching in real classes.

On the other hand, as Chingos and Peterson (2011) warn, neither holding a college major nor getting an MA degree is correlated with teaching effectiveness at primary or secondary school level regardless of the university at which the degree was earned. Moreover, the leap from the university education in the position of a student teacher to real classrooms as a regular teacher can be experienced by a reality shock (Farrell, 2003; Veenman, 1984). This being so, professional development and effectiveness of English language teachers in first few years in their career becomes highly critical particularly in Turkey where there is not a system for following the careers of graduates and their orientation into profession. This situation is considered as one of the main problems to be investigated in this study.

In Rockoff and Speroni's (2011) study, it was found that teachers who receive better subjective evaluations of their teaching ability in first years of their careers also produce greater gains in future years with different students. Besides, getting knowledge about the problems that the beginning teachers encounter in initial years of teaching may provide invaluable implications for the improvement and re-designing of pre-service and in-service programs (Veenman, 1984). Thus, the feedback from the newly ELT graduates in terms of their effectiveness is another focus of this study as an evaluation of English language teacher education program with regards to its contribution to competencies of English language teachers which is reflected in the sixth research question. Although English language teacher education program was evaluated by different researchers (Güven, 2005; Köyalan, 2004; Şahin; 2006; Şallı-Copur, 2008), the influence of the program on ELT graduates has not been researched extensively after the recent change in 2006 by HEC (YÖK, 2007).

To sum up, the effectiveness and competencies of English language teachers in first few years in their early career as a neglected research area and the influence of English language teacher education program on the qualification of them as an under-researched area are the two critical problems of this study.

Significance of the Study

There is a growing significance of accountability for schools in today's world and the importance of teacher quality has been demonstrated in the research. It is likely that an educational policy that prioritizes teacher effectiveness will begin to be dominant in states and school districts (Rockoff & Speroni, 2011). The present study aims to contribute to the effectiveness of beginning English language teachers through identification of their problems and provision of some recommendations for trainees, teacher educators, and policymakers for the purpose of higher teacher quality.

According to Farrell (2006), investigations on beginning teachers can be regarded research for the benefit of the teachers rather than a purely theoretical academic study. The experiences of those teachers reported in the research studies can be utilized as feedback in updating the teacher training programs. By this way, teacher educators can redesign the content of the courses and they can test the effectiveness and comprehensiveness of the curriculum. In this regard, this study attempts to be a source of reflection for teacher educators in the ELT departments about the learning outcomes.

Scherff (2008) notes that beginning teachers may have to tackle with their problems inside the classroom on their own in their early career which can make them feel isolated. If they do not get any help from students' parents and school administration, they may not feel satisfied with their jobs at the desired level. She concludes that preliminary professional experience can be a keystone in a teacher's career path.

McDonald and Elias (1982) stated that there was not any systematic and comprehensive inquiry into the effects of teacher preparation programs. As a result of this, it is difficult to determine whether or not teachers are poorly or well-prepared for beginning to teach. Moreover, for a healthy teacher education program, it is essential to obtain systematic information and acquire objective research data through qualitative and quantitative research instruments (Er, Ülgü, & Sarı, 2012).

Sarıboğa-Alagöz (2006) calls for a large-scale research study including teacher educators', managers' and students' ideas for increasing the effectiveness of the ELT undergraduate program in Turkey after she compared the programs in the Netherlands and Turkey. Büyükduman (2006) investigated student teachers' perceptions on their teacher competencies and teaching skills in their last year. One suggestion for further research is to observe how perceived competencies of the teacher candidates evolve when they start teaching and get experience upon graduation. The present study fills this research gap and aims to shed

light on the preparedness, effectiveness and common experiences of beginning English language teachers working at different school levels and contexts in Turkey by listening to the teachers', employers' and teacher educators' voices.

Literature Review

This section starts with the background information of foreign language teacher education in Turkey and recent state of it. Then, concepts of teacher knowledge, teacher competencies and teacher effectiveness are explained in detail together with previous studies. Finally, the focus will be on the beginning teachers and effectiveness and competencies of beginning English language teachers. There will be also an explicit concern for induction programs designed for trainee teachers in the very last part of this section.

History of foreign language teaching in Turkey

Foreign language teaching has had a long historical background in Turkey. However, it was not based on any system or standard. Rather, it was achieved with individual and school-based attempts. The route of foreign language education changed depending on international and theological relations. On the other hand, foreign language teacher education started with a short training of the people having a high level of content knowledge. Later on, it was more professionalized with the opening of two separate Departments of Foreign Language Teaching in two big cities, Ankara and İstanbul. This brief historical review might provide an understanding of the roots of some fundamental problems in teacher education and foreign language teacher education in particular.

Aygün (2008) researched the history of foreign language education in Turkey in his master thesis. This investigation demonstrated that when Turks chose a settled life and converted into Islam, Farsi and Arabic were the first foreign languages they spoke. Foreign language education in the early stages of Ottoman period was promoted as an instrument to invite people to Islam. The medical school, which was inaugurated by the Emperor Mahmud

the Second in the Ottoman period, was one of the primary models of schools in foreign language education as its medium of education was French. French was widespread in the curriculum of the schools that were opened during the Tanzimat Period. Later on, Robert College, whose medium of education was English, was founded in 1840 as a sign of closing relations with the USA.

The work of Altundiş (2006) shows that people speaking a second language were utilized to meet the needs of foreign language teachers in Turkey before 1930s. When this deficient system was not adequate in the following years, it was realized that a standard policy for foreign language teacher education should be developed and put into practice. It was decided to educate foreign language teachers in 1938 with specific programs. Later on, two foreign language teaching departments were opened, one in Ankara and one in İstanbul.

Güneş (2009) identified that the English language teacher candidates having a good command of foreign language knowledge and having completed their education in linguistics were recruited as English language teachers following a short teaching certificate programme before 1940s. The approach which results in obtaining a teaching certificate was called 'Additional Model'. After 1940s, it was planned to educate foreign language teacher trainees who decided to be foreign language teachers at the very beginning of higher education in the Departments of Foreign Language Teaching. This model was called 'Holistic Model'.

As it was explained in a report published by Higher Education Committee (YÖK, 2007), from 1923 to 1981, elementary teaching schools, village training colleges, and two-year educational colleges were the fundamental institutions where primary school teachers were trained. Elementary teacher training schools continued its function of training teachers for the primary schools from the foundation of Turkish Republic to 1974. Village institutes were founded on the 17th of April 1940 to train village instructors and other craftsmen that were vital

for village life. In the same report, it was indicated that the institutions where teachers for secondary schools were educated were educational institutes with three-year programmes. These schools continued their missions under the name of 'High Teachers Training Schools' from 1978 to 1982. The origin of these teacher training schools was Middle Teacher Training School which was opened in Konya in 1926 in order to train Turkish teachers. After one year, the school was moved to Ankara and its name was changed as 'Gazi Middle Teacher Training School and Educational Institute'. In the following years, the Departments of French, English and German Language Teaching were opened one and after. Gazi Middle Teacher Training School and similar schools in other cities were renamed as 'Higher Teacher Training Schools' and then they were assigned to current and newly-established universities under the name of Faculties of Education.

From 1923 to 1981, Higher Teacher Training Schools and universities were the educational institutions where high school teachers were trained. Up until 1982, teacher training was assigned to Ministry of Education at all. However, universities have always been an important source in teacher education (YÖK, 2007). According to the law of HEC with 2547 number that was passed in 1982, pre-service teacher education was assigned to Faculties of Education totally (YÖK, 2005). However, in reality, graduates from the Departments of English Literature, American Literature, and English Linguistics were recruited as English language teachers if they had joined teaching certificate programs offered by teacher educators in Faculties of Education. According to this system, graduates of Faculties of Education were labelled as teachers with diplomas, and graduates of Faculties of Letters were labelled as teachers with certificates (Demirel, 1991).

Recent changes in English language teacher education programs

From 1930s to 1990s, the system for teacher education and particularly foreign language teacher education was to empower teachers with advanced content knowledge. The training was more theory-based rather than practice-based. Teachers and English language teachers in particular were quite knowledgeable but there were problems in education in general and in teaching English more specifically that were discussed in seminars, panels and workshops. This acknowledgement of why we cannot teach resulted in a rethinking of the system, the program and the curriculum of teacher education in Turkey.

In a reported released by YÖK (2007) about teacher education undergraduate programs, it was written that a restructuring process was started in Faculties of Education in 1997 and within this framework, revised teacher training programs were carried into practice in 1998. The move from 5 years to 8 years compulsory education and the necessities felt in the field of teacher education were the driving factors in the revision of the teacher education programs. Departments and programs were redesigned. In this process, programs related to primary education were assembled under the Department of Primary Education and Foreign Language Teaching Programs were assembled under the Department of Foreign Language Education.

Together with the program change in 1998 by HEC (YÖK, 2007), teaching formation courses were redesigned prioritizing teacher knowledge and teaching experience acquired in real school contexts in addition to theoretical knowledge. Besides, the number and credit of these courses were increased considerably in comparison to the teaching formation courses in the previous programs. Practice hours were added to most of the teaching formation courses and in this regard, two new courses, School Experience I and School Experience II were included in the program to promote learning in the school context. Moreover, courses such as Information Technologies and Materials Development, Classroom Management, Counselling

and Computer were offered in all teacher education programs and the credits of pedagogical content courses were increased.

In the study of Grossman and Sands (2008), the emphasis on teaching methods and the increasing teacher population were expressed as the strong sides of the program change in 1998 by teacher educators. On the other hand, restructuring reform did not contribute to building a good cooperation with Arts/Science Faculties and collaboration with the MoE. Besides, technology was not provided adequately for instructional purposes. Therefore, it was believed that much more needed to be done to improve teacher training programs in Turkey.

In the following years, effectiveness of teacher education programs in training highly qualified teachers became questionable which was stated in the symposiums, panels, and conferences organized by the Ministry of Education and Non-Governmental Organizations (NGOs). Solutions and alternative ideas in terms of minimizing the drawbacks of the program were put forward in the light of findings of scientific inquiries and experts' consultations. As a result, teacher education programs in Turkey were restructured in 2006 and it was carried into practice in the 2006-2007 Academic Year. The primary innovations of the new regulations are as follows (YÖK, 2007, p. 8):

- A flexible approach was adopted in compositions of programs considering features of each program. Programs were designed to have 50% field knowledge and skill courses, 30% pedagogical content knowledge courses, and 20% general knowledge courses.

- Faculties of education were authorized to select 25% of their total credits and opportunities for elective courses were increased.

- The percentage of 'General Knowledge' courses was increased.

- Within the framework of general knowledge courses, a new course called 'Community Services' was added to the program.

- The new program was designed in accordance with the ones in EU countries.

It is clear to understand that one of the driving forces behind these changes is the significance of the European Union (EU) harmonization process. In this direction, the flexibility on elective courses was increased by giving more authority to the Faculties of Education. One explicit concern in the new program is to train teachers with more general knowledge. The most essential teacher knowledge is field knowledge and then methodological knowledge. However, there is no any specific emphasis on curricular, contextual and process knowledge of teachers within the new program.

Studies on ELT programs in Turkey

After the revolutionary revision in the curriculum of ELT programs in 1998, there were some scientific attempts into the evaluation of the effectiveness of the program after 1998 and the program after 2006. Different aspects of the programs were examined to determine their strengths and weaknesses. Various stakeholders such as student teachers, in-service teachers and teacher educators were invited to critically analyse the good sides and the bad sides of the new programs in the following studies.

The English Language Teacher Education Program after the restructuring movement in 1998 was evaluated by Erozan (2005) with a specific focus on language improvement courses. Six university teachers and the students taking the language-based courses participated in the study. It was found out that the existing language improvement courses needed to be improved with some changes such as increasing the practice components, use of more authentic materials and different methods and activities. It was also emphasized that the courses should be related to one another in a more logical manner and order.

Seferoğlu (2006) centred her research on the methodological and practical courses in her evaluation of the undergraduate program. The data were collected through a nine-item open-ended survey questionnaire. 140 senior English language teacher candidates participated in the study. Micro-teaching and teaching practice in real classes were perceived to be golden opportunities by the participants for their contributions to professional skills. However, the proportion of these courses in the program was not found to be sufficient. In addition, it was expressed as a need to be able to observe different teachers teaching at different levels in different school settings.

In Coşkun-Ögeyik's (2009) study, the renewed ELT program following the recent change in 2006 was evaluated with the survey method. The instrumentation consisted of a questionnaire developed by the researcher. The sampling included 53 ELT students at a Turkish state university. The program was considered to be successful in meeting student teachers' expectations and providing them with practice opportunities.

Coşkun and Daloğlu (2010) also evaluated the ELT program using Peacock's model together with 15 key questions. The data were triangulated with questionnaires and interviews. The participants of the study were teachers and senior pre-service English language teachers. The results of the study demonstrated that teachers and student teachers had opposing views on the weaknesses of the program. While the teachers were of the opinion that the program was poor in improving student teachers' linguistic improvement, student teachers believed that the program did not increase their pedagogical knowledge.

In his program evaluation, Salihoğlu (2012) focused on effectiveness of the ELT program. Peacock's evaluation design was also used in this study. Instrumentation consisted of a questionnaire, a focus group discussion, and semi-structured interviews. 200 senior students and 21 instructors participated in this program evaluation. While the program was found to be

satisfactory in general by the pre-service teachers, the practice for teaching, needs and language proficiency of the student teachers were stated as neglected issues in the program.

In another research study, Karakaş (2012) investigated the strong and weak sides of the ELT program in Turkey. The recent curriculum was compared to the previous one and it was found to have more weaknesses than strengths. The participants agreed on the pedagogy and theory components as strengths, and out-of-datedness, lack of practice and cultural courses as weaknesses of the program. It was concluded that systematic evaluation of the program was significant for education of highly qualified English language teachers.

Hişmanoğlu (2012) researched English language teacher trainees' opinions on the program. Quantitative data was collected with a questionnaire and 72 student teachers participated in the study. The program was found to be effective in many aspects such as meeting needs of the trainees, being clear and comprehensible, increasing knowledge and readiness of the trainees for probable problems in teaching English in real classes. However, the program was perceived to be weak in developing prospective EFL teachers' higher level thinking skills at the desired level, and enhancing their involvement and interest in the lesson.

Recently, Yavuz and Zehir-Topkaya (2013) evaluated the new program focusing on educational policies in Turkey. The data collection was completed with the participation of 18 teacher educators in the ELT Departments. The results revealed that the new program lacked a clear rationale and reasoning. Moreover, stakeholders such as teachers, teacher trainers and student teachers were not consulted during the preparation stage of the program which is a clear indication of the top-down and centralized approach adopted.

Teacher knowledge for English language teachers

Teacher knowledge is an essential learning outcome of the teacher training programs. While the previous section demonstrated past experiences in foreign language teacher training

in Turkey, this part tries to answer the question of what an English language teacher should know to be effective. Although it looks a theoretical component, there is also practical side in it. All aspects of general and field-specific teacher knowledge will be clarified.

Verloop, Driel and Meijer (2001) refer teacher knowledge to the whole of knowledge and insights that underlie teachers' actions in practice. They indicate that it is a comprehensive and rich concept which is the reflection of mixture of teachers' beliefs, conscious or unconscious teachers' opinions and their intuitions. It is their view that there are two ways of teacher improvement. On the one hand, teacher knowledge is developed together with individual experiences in unique contexts with a certain group of students. On the other hand, collaborative work and solidarity among teachers who teach at the same level accelerates the spread and upgrading of teacher knowledge.

According to Ben-Peretz (2011), what enables teachers to perform their job with necessary skills is teacher knowledge. In addition to core components such as field knowledge, curricular and methodological knowledge, additional issues like globalization and multiculturalism have been considered to make contributions to teacher knowledge. She also points out that the increasing significance of social-constructivist approach to education makes societal issues essential to the potential teacher knowledge.

Olson and Craig (2001) stated that teachers used to be educated in a traditional way together with prescribed ideas in the previous teacher education models like Craft Model. Personal interests of teachers were not taken into consideration. Later on, it was observed that teacher knowledge is influenced by interpersonal, contextual, and environmental factors. Teachers' practical knowledge helps them to filter their professional experiences in daily occupational life.

Graves (2009) categorizes teacher knowledge into two: a content component and a methods / skills component. In other words, content and pedagogy are two indistinguishable

parts of teacher knowledge. Thus, teacher training programs need to equip student teachers with all components of the target language, theoretical knowledge, cultural knowledge and methodological knowledge. Taken together, the knowledge base of second language teacher education consists of following aspects:

- Understanding what teacher-learners know

- Defining the goals for teacher learning

- Knowing what to teach them and how to teach them

- Evaluating the effectiveness of the training process

The knowledge base of second language teacher education starts with analysis of learners' and teachers' present situations. Depending on their background, goals and objectives should be determined. Content knowledge and pedagogical content knowledge are accepted as significant for foreign language teachers. The final step is an overall evaluation of the whole process of teaching and learning.

In Shulman's (1986) taxanomy, content knowledge, as a broad area, was broken into three categories: subject matter content knowledge, pedagogical content knowledge and curricular knowledge. Within this taxanomy, what teachers have stored in their minds in meaningful organizations is their content knowledge. The ability of a teacher to present and formulate the subject in a comprehensible way to others is his pedagogical content knowledge. Curricular knowledge refers to the entire program for teaching particular subjects and topics at a certain level within a given period of time using appropriate instructional materials. Pedagogical content knowledge (PCK), particularly, enables a teacher teach a subject matter with appropriate instructional strategies. It is a very broad category that consists of knowledge on the subject matter, planning lessons, learners, teaching methods and techniques, and assessment (Cesur, 2012).

According to Shulman (1987), most of the characteristics of effective teachers are related to classroom management skills. Such teachers concern about not only leading learners in classes but also leading ideas in classroom discourse. Teacher knowledge is something that is not understood by others, the students. Teachers use their knowledge and skills in calibrating students' understanding, performance skills, or desired attitudes and skills into pedagogical outcomes and actions. Shulman (1987, p. 8) revised and extended his taxonomy of teacher knowledge as:

- content knowledge

- general pedagogical knowledge

- curriculum knowledge

- pedagogical content knowledge

- knowledge of learners

- knowledge of educational contexts

- knowledge of educational ends, purposes and values

Content knowledge answers to the question of what to teach and pedagogical content knowledge refers to principles of teaching. General pedagogical knowledge includes some general issues such as classroom management and using the board that are true for all teachers regardless of their subjects. Curriculum knowledge provides teachers with a general outline of table of content and they can adapt it for their own specific contexts. To do so, they need knowledge of their learners and their contexts. Lastly, teachers should have knowledge of their national political policy and aims, and cultural varieties and values.

Roberts (1998) presents six types of teacher knowledge: (1) content knowledge, (2) pedagogical knowledge, (3) general pedagogical knowledge, (4) curricular knowledge, (5) contextual knowledge, and (6) process knowledge. Clark and Walsh (2002) also note that apart

from content, pedagogical and pedagogical content knowledge, teacher's personal knowledge and knowledge of context are important elements needed for a model of an effective teacher.

While Richards (2011) puts forward disciplinary knowledge and pedagogical content knowledge as two complementary components of content knolwedge, he introduces technological pedagogical content knolwedge as an another important aspect of teacher knowledge in addition to contextual knowledge and discourse knowledge. In his understanding, disciplinary knowledge is more about forming theoretical basis for English language teachers through some of the courses like SLA, sociolinguistics, theories of langıuage and discourse analysis. Pedagogical content knowledge, on the other hand, is directly related to language teaching and include areas such as curriculum planning, classroom management and assessment. The increasing singificance of using of technology in teaching makes technological pedagogical knowledge prominent to be able to keep up with technological knowledge of learners. Richards refers the knowledge of discourse to familiarization with numerous field-specific terms such as self-efficacy, content-based learning and distance-learning. Finally, contextual knowledge involves many different issues from school goals, school mission and its physical resources to the characteristics of teachers and learners in the school.

Darling-Hammond (2000) highlights the fact that teacher knowledge is a prerequisite to effective student learning. She insists that creation of high standards for extending teacher knowledge in subject matter and pedagogy might be a sign of progress since teacher knowledge is the main source of teacher performance in the classroom. She also believes that the quality of teaching can increase as long as teacher knowledge is strengthened.

It is expected that teacher knowledge grows with experience and time. However, in a study conducted by A.S. Asl, E.S. Asl and N.S. Asl (2014), the result was just the opposite. It was found out that many experienced teachers did not have sufficient content and pedagogical content knowledge. The most interesting finding of the study was that teachers lost their

knowledge as they got more experience in their profession. This phenomenon is called stabilization stage in one's teaching practice which is followed by monotony, stagnation and disenchantment.

Teacher competencies

Certain standards are set for the improvement of programs at universities. These standards are then converted into competencies for the students to possess before graduation. While competencies are sometimes categorized as knowledge-based in some programs, they may be also put into skill-based taxonomies in some other programs. Not only teacher competency as a concept but also how it is perceived by different stakeholders in education will be stated in this part.

Thaine (2004) puts forward that expectations of customers raise issues of accountability and quality assurance in a work environment which requires high levels of professional competence. He defends that this is also valid for language teachers who are supposed to guarantee certain concrete learning outcomes through some measurements to please learners, employers, and quality assurance agencies. In this sense, a teacher's performance is evaluated by professional competencies that are based on achievement of abovementioned expectations.

Bailey (2006) defines teacher competencies as statements that inform novice teachers about what to do and what they are able to do. In the case of evaluation of novice teachers, use of competency statements is suggestible but it may be difficult to observe some competencies like awareness of the need for professional growth. Competencies, in other words, are accepted and agreed open specified standards that help teacher educators and mentors evaluate teachers' work. No matter who set the standards for teachers, Ministry of Education or Higher Education Committee, they need to be acknowledged by teachers as helpful and appropriate.

Katz and Snow (2009) explained competencies as standards that set out clear expectations for all the stakeholders in education. Standards set criteria for program excellence,

promotion and career advancement for teachers and administrators. At the same time, they function as assessment criteria to evaluate prospective teachers as they prepare for teaching career by teacher educators. A number of words were proposed by Katz and Snow to label standards such as attainment targets, band-scales, benchmarks, essential skills and knowledge.

Demirel (1989) emphasizes the need to examine teacher competencies from three different dimensions: subject matter competency, professional knowledge competency, and cultural knowledge competency. Subject matter competency refers to the ability or skills of displaying behaviors appropriate to the subject specific areas. Professional knowledge competency necessitates having knowledge of what it means to be a teacher and putting this knowledge into practice with behaviours. Lastly, cultural knowledge competency requires foreign language teachers to develop an intercultural understanding by knowing components of their own culture and the culture of the target language they are teaching.

In Leshem and Bar-Hama's (2008) view, when teacher educators and experienced teachers observe a lesson, they might tend to make an impressionistic evaluation of the trainee's performance. When an assessment form is used depending on benchmarks, the two results differ considerably. They clarify that both pre-service and in-service teachers should know what is expected from them for effective teaching and teacher competencies function as the written forms of guidelines that help teachers to identify their strengths and weaknesses.

In the study conducted by Balcıoğlu and Kocaman (2013), the quality of the teacher training programs in public and private universities was examined. 306 English language instructors from 25 different universities participated in the study. One important finding was that the English language instructors defined the concept of being competent as a teacher's ability to adjust himself or herself to new contexts and peculiarities as well. Thus, contextual knowledge has been considered as the dominant factor to determine whether a teacher is competent or incompetent.

How teachers perceived importance of competencies was investigated by Pantic and Wubbels (2010). The concern was to invite teachers and teacher educators to discuss what makes a teacher competent. Four components were identified: values and child rearing, understanding of the education system and contribution to its development, subject knowledge, and pedagogy, curriculum, self-evaluation and professional development.

Foreign language teacher competencies abroad

While there were some individual and localized academic studies on identification of subject-specific competencies for the teachers of English language, some educational institutions in different countries determined more general standards for training foreign language teachers.   For example, ACTFL (2002), American Council on the Teaching of Foreign Languages, declared a list of program standards for the training of foreign language teachers who will be recruited to teach English in the USA. According to the program, foreign language teacher candidates should have a high level of language proficiency and a good background of the target culture, be knowledgeable about the linguistics features of the target language system, and language acquisition theories, integrate standards in planning and instruction, take the learner diversity into consideration, select and develop appropriate materials, transfer knowledge of other disciplines into foreign language teaching, know and use appropriate assessment models, compare and contrast the target language with other languages, differentiate varieties of the target language identifying the key differences and engage in professional development.

TESOL International Association (2008), on the other hand, identified eight domains of standards for ESL/EFL teachers. These standards are "planning, instructing, assessing, identity and context, language proficiency, learning, content, commitment and professionalism". Within this framework, lesson planning should promote student learning; teachers are responsible for

engaging all learners in a supportive environment; constructive feedback should be provided to learners; contextual knowledge shapes learning; teachers should be proficient in social, business and academic English; the system of adult education for languages is different; language learning can occur when it is used for real purposes; foreign language teachers should be committed to continue their professional development.

The tenth regional consultation meeting on Asia and the Pacific Program of Educational Innovation for Development (APEID, 1992) aimed to identify competencies required for teachers in the context of recent curricular reforms. It was a large-scale convention which was attended by educationalists from 19 different countries. New teacher competencies developed at the end of the meeting are the following:

- to educate all by accommodating learner diversity
- to relate the curriculum to the individual and society
- to arouse positive student attitude
- to develop process skills such as thinking, evaluating, observing, and classifying
- to meet the needs of the whole individual
- to maximize the full potential of each child by diagnosing the needs of each learner
- to foster learner-centered learning and teaching
- to foster mastery learning by using reinforcement and eliminating procrastination
- to apply holistic/performance evaluation
- to cope with and manage change

Some competencies promote intensified effort on learners such as positive student attitudes and significance of learner needs. Some competencies are related to theory of learning such as mastery learning, holistic evaluation and learner-centered learning. Some others refer

to general educational guidelines like self-actualization of each learner, educational revisions, and learner diversifications.

The National Board for Professional Teaching Standards (NBTPS, 2012) developed some standards for teaching success in its 1989 publication. According to this scheme, teachers' commitment to students and their learning, content knowledge and pedagogical content knowledge, managing and monitoring student learning, teachers' reflection on their own practice, and collaborative work with other professional colleagues were accepted as five core propositions to serve as the foundation for teachers to become accomplished professionals. More specifically, competent teachers are effective in boosting students' self-esteem and motivation; they have a rich repertoire of instructional resources and can employ various methods for assessing student growth; they usually have a consistent system of reflection on their own practice and they can work creatively with parents and colleagues.

Niemi and Nevgi (2014) investigated whether or not research studies promote professional competencies and support pre-service teachers' growth. Electronic questionnaires were used for data collection. The participants of the study were 555 student teachers. It was found out that an authentic experience of the research process provided student teachers with an understanding of the relationship between theoretical knowledge and practice. Moreover, positive experience in research studies together with active learning in the studies increased professional competencies of the student teachers. It was concluded that research studies and active learning reinforce one another and facilitate professional competencies.

Foreign language teacher competencies in Turkey

In Turkey, Ministry of Education (MoE) and Higher Education Committee (HEC) are two main institutions responsible for educational policies and activities. While MoE rules the mainstream education, HEC is in charge of the management of universities. MoE has some

expectations from the English language teachers as employees. On the other hand, HEC has some expectations from the English language teachers as graduates. Therefore, MoE and HEC have identified different but overlapping competencies some of which are generic and some others are specific.

Ministry of Education (MEB, 2006) in Turkey determined six generic competencies for all subject teachers. The purposes of these competencies are to contribute to realization of educational objectives, to provide a comparative analysis of teacher quality, to reach commonalities in societal expectations for the status and quality of teaching profession, and to increase accountability of teacher roles for the purpose of guarantee of quality education for parents and society. The areas of competencies are: (a) professional and personal values, (b) getting familiar with learners, (c) instructional facilities, (d) keeping careful progress of learners, (e) interdependency among school, parents and environment, and (f) curricular and content knowledge. Some of the general teacher roles are lesson planning, material development, planning extra-curricular activities, time management and behavior management. To have a good standard in teaching, teachers need to value students and take their needs into consideration.

Subject specific competencies for English language teachers decided by MoE (MEB, 2009) are:

1. planning and organizing English teaching processes

2. improving language skills

3. monitoring and evaluating language progress

4. having cooperation with school, family and society

5. professional development of English teachers

In the light of the required competencies mentioned above, English language teachers should take on the role of organizers of educational activities in and out of the classroom.

Besides, they need to be facilitators of skills-based performances of the learners. During this whole process, progress of learners need to be followed carefully. English language teachers should be able to negotiate family and society on school-related issues. Finally, they are required to be competent in renewing and upgrading themselves in professional knowledge and skills.

According to the framework above standardized by MoE (MEB, 2009), the competency for planning and organization indicates that English language teachers should develop planning skills, organize appropriate teaching environments, develop materials, use effective methods and techniques, and use technological resources. Within the second competency area, English language teachers need to help students develop effective learning strategies; enable learners to speak English properly; and develop students' language skills. To monitor and evaluate language progress, English language teachers should be able to determine the aims of assessment and evaluation for learning English; use instruments and methods of assessment and evaluation in teaching English; interpret assessment results and provide feedback; and put assessment results into their practice. English teachers have also roles for cooperating with community to make the school a cultural and learning center. They need to pursue their personal and professional development in teaching English. Besides, they are expected to benefit from scientific research methods and techniques in their professional development and apply their own research findings to their classroom practices.

Higher Education Committee (HEC) published a report called, 'Standards and Accreditation in Teacher Education in Turkey' (YÖK, 1999). This report provides teacher education programs with an applicable list of teacher competencies. This list of teacher competencies includes four broad areas: competence in language and subject area, competence in planning, teaching and classroom management, competence in monitoring, assessment and following the students' progress, and complementary professional competencies. Competence

in language and subject area consists of subject-matter knowledge and field knowledge; planning, teaching process, classroom management, and interaction are related to planning and process of teaching; competence in monitoring and assessment refers to giving timely and effective feedback, having a record of exams and projects, and using national scoring criteria; being open to professional criticism and suggestions, self-evaluation and ongoing effort for increasing teacher knowledge, and participation in in-service training and other extra-curricular activities all contribute to complementary professional competence.

Karacaoğlu's (2008b) study underlined the vitality of teacher competencies in Turkey's European Union harmonization process. Within this period, teacher training programs need to be accredited with the ones in developed countries which can be achieved through determination of teacher competencies and qualified competent teacher educators. Besides, opportunities for the exchange programs in the EU countries and in-service training programs organized by the EU require a well-designed framework for teacher competencies in Turkey. In this regard, HEC (YÖK, 2010) released an academic study called, 'Turkey's Higher Education Competencies Framework'. According to the list of competencies for teacher education and educational sciences, teachers need to be competent in working independently and taking responsibility, learning independently and consistently, interacting with society, and updating and expanding subject-specific knowledge.

Studies on English language teachers' competencies

Once certain standards have been set both by MoE and HEC for English language teachers, the research on teacher competencies gained popularity in Turkish context. Particularly English language teachers who have different demographic, contextual, and educational backgrounds were researched to find out how far they are competent and to investigate whether such variables as working at primary, secondary or tertiary level make a difference in perceived competency levels. The following studies are presented in a topical

order to shed light on what has been researched so far on the competencies of pre-service and in-service English language teachers.

Cesur (2012) researched the competencies of pre-service English language teachers with a specific focus on their pedagogical content knowledge. The quantitative data were gathered through a questionnaire from 127 prospective teachers in the ELT Department at Çanakkale Onsekiz Mart University and the qualitative data were obtained using interviews and classroom observations. It was found out that the prospective teachers agreed that they have the required competencies in general and they know a lot about the methods and approaches in ELT. It was also found out that participants do not feel competent about the use of wide variety of assessment strategies.

Çetinavcı and Yavuz (2010) evaluated the subject matter knowledge of pre-service English language teachers. A questionnaire was administrated to collect data. 36 student teachers in different classes in the ELT department participated in the study. It was found out that the proficiency levels of the participants in English decreased during their teacher education program. They attributed this negative case to the curriculum and teaching practices. It is clear that neither teacher education programs nor teaching experience in real classes may help pre-service or in-service teachers to increase their teacher knowledge.

The research study conducted by Kani (2011) was again on pre-service English language teachers but on their perceptions about teacher competencies identified by Common European Framework and European Language Portfolio. The purpose of the study was to explore the current and desired competencies of the participants and whether competencies differ according to grade level, language level and the graduate high school. The participants of the study were the 1st, the 2nd, the 3rd and the 4th grader students at the ELT Department at Çanakkale Onsekiz Mart University, with a total number of 154. According to the results of the study, the trainees perceived themselves as competent in the required teacher competencies; the fourth grade

trainees were found to be more competent than the first and the second grades; a significant relationship was found between the competency levels of the trainees and their language proficiency.

Kömür (2010) investigated teaching skills and competencies of pre-service English language teachers with a specific focus on the course of practicum. A mixed-method research design was adopted in this study. The participants were 39 senior prospective English language teachers. The results revealed that student teachers were not competent in teaching grammar, language skills, and classroom management during the practicum. It was also observed that they could not put their competencies into performance in teaching listening and speaking. It was concluded that teaching skills can be improved in time and with experience.

Karacaoğlu (2008a) investigated teacher competencies on a general sense in relation to adaptation process to European Union. In addition to the data that were obtained through literature review and Delphi technique, a teacher questionnaire, a teacher trainee questionnaire, an observation scheme and an interview form were used to collect data. 137 competencies were determined with Delphie technique under four main parts: 'Professional Knowledge Competencies', Subject Knowledge Competencies', 'Self-Development Competencies', and 'Competencies related to National and International Values'.

Another study focusing on teacher competencies was carried out by Şahin (2006) who evaluated foreign language teachers in public schools from the perspectives of education and field knowledge. The data were collected through questionnaires and interviews. The findings revealed that foreign language teachers were competent in learning and teaching theories, linguistics of the foreign language they teach, assessment, motivation and management of learners.

In the study conducted by Güven (2005), professional competencies of primary school EFL teachers were evaluated. 266 English language teachers who work in primary state schools

in Mersin took part in the study. The research aimed at determining profiles of the teachers of young learners in primary schools and finding out whether variables such as gender, age, experience, and taking a course about teaching to English to young learners make a difference in perceptions of professional competencies of the participants. The results showed that EFL teachers' perception of competencies did not change according to gender, age and professional experience. It was also found that the teachers who had taken an in-service course perceived themselves more competent in organization of teaching and learning process.

In a similar study, Özdemir (2007) investigated primary school EFL teachers' perceptions of competence in terms of their use of methods, techniques and instructional technology. Survey method was used and the data were collected from 95 teachers in 76 different primary schools. The results revealed that the teachers were competent in the usage of methods and techniques, whereas they did not perceive themselves competent enough in the usage of instructional technology. One of the implications of the study is that teachers need guiding and education to develop their foreign language teaching skills.

Odabaş-Korkmaz (2013) also aimed to determine how competent primary school English language teachers perceive themselves on subject area competencies. Relational scale model was used in this study. The participants were 195 English language teachers at state and private schools. The findings revealed that English language teachers had quite high perceptions on subject area competencies. It was also found out that experience and participation in in-service programs did not make a significant difference in any of the areas of competencies.

Köyalan (2004) worked with English language instructors to identify their teaching efficacies and abilities to manage disruptive behaviours in classroom. It was a descriptive study and the participants were English language instructors from Middle East Technical University, Dokuz Eylül University, and Ege University with a total number of 221. It was found that the

instructors were at middle level in teaching competencies, and at high level in coping with problems in classroom management.

Ekşi and Capa-Aydın (2012) set up a scientific inquiry into the needs of English language instructors for their professional development. A questionnaire was administrated to 92 instructors working at a state university. The participants were found to be competent enough in new theories and practices of ELT, and in using technology in the classroom. New trends such as critical thinking, multiple intelligences and Nero Linguistic Programming (NLP) were areas of interest for teachers for their professional development.

Abalı (2013) explored effectiveness of English language teachers. The aim was to identify professional development needs of the teachers. An online questionnaire was developed for data collection. 50 English language teachers from primary schools participated in this study. According to the results of the study, English language teachers need to develop themselves in speaking skills, classroom management, using games and songs, organizing warm-up activities, and pronunciation.

Cantekin (2009) researched competencies of English language teachers in public high schools using the survey method. Stratified sampling was applied and 163 English language teachers participated. The teachers perceived themselves to be highly competent in their profession. However, they stated that lack of time, heavy workload, and insufficient subject matter knowledge are the obstacles for putting their competencies into practice. It was also found out that gender, department of graduation, experience and participation in certificate programs did not make change in the perception of professional competencies.

Tanç (2008) compared in-field and out-of-field English language teachers in terms of their profiles and competencies. The data were collected through a questionnaire prepared by the researcher. A total number of 240 in-field and out-of-field English language teachers

responded to the questionnaire. No significant difference between these two groups of teachers was found related to their sufficiency and profiles.

In the study conducted by Tandıroğlu (2008), teacher competencies required for the Common European Framework (CEF) and the English Language Portfolio (ELP) were researched. How teachers perceive their acquired and desired competencies in accordance with CEF and ELP was the main research question to be answered. The results revealed the participants found themselves competent in the required teacher competencies, whereas they would like to be highly competent in these competencies.

Perceptions of instructors on their acquired competencies according to Teachers of English to Speakers of Other Languages (TESOL) and Ministry of Education standards were investigated in a master thesis carried out by Canbolat (2013). The researcher also aimed to analyse the strengths and weaknesses of the ELT undergraduate program. Instrumentation was achieved through questionnaire and interviews. According to the results of the study, the instructors perceived themselves competent in learning, language proficiency, planning, instructing, and content, whereas assessment, identity and context, commitment and professionalism were determined as their professional needs areas. The methodology, general education and language were found to be the effective components of the ELT undergraduate program

Hişmanoğlu (2013) evaluated the current English language teacher education program to determine whether or not it raises pre-service English teachers' awareness of Common European Framework of Reference for Languages (CEFR). The participants of the study were 72 student teachers and a questionnaire was administrated for data collection. It was found out that the participants had a high level of CEFR awareness. More specifically, the majority of the prospective EFL teachers perceived themselves competent in choosing and designing different

listening activities; developing various speaking activities; producing a wide range of reading activities; and choosing and evaluating meaningful writing activities.

Democratic values and self-efficacy perceptions of English language teachers were explored by Zehir-Topkaya and Yavuz (2011) in Turkish context. The survey method was used in this study. The participants were 294 pre-service English language teachers. Results indicate that their perceived level of democratic values and self-efficacy beliefs were high. There was also a correlation between democratic values and self-efficacy perceptions.

Doğan (2009) dealt with professional efficacy and problems of English language teachers working in primary and secondary schools in his master thesis. A scanning model was adopted and the data were collected by the mediator of the inquiry. 201 English language teachers participated in this study. Findings of the study revealed that the teachers had a low level of competency in reaching the most problematic students, and agreed on the insufficiency of course books and the curriculum in teaching English effectively. However, the participants reported a high level of professional efficacy in keeping students' concentration high even in the most difficult subjects, motivating lower-level students, making English lessons enjoyable, and using different and efficient assessment strategies.

Self-efficacy beliefs of pre-service English language teachers about their English and teaching skills were the areas of interest in another research study undertaken by Büyükduman (2006). Pre-service teachers were found to have positive self-efficacy beliefs in generic teaching skills, whereas they did not find themselves competent enough in teaching listening and speaking skills. Not any significant difference was found between the pre-service English language teachers at prestigious universities such as METU and Hacettepe and those at other universities. Finally, there was a logical overlap between the averages of pre-service teachers'

self-efficacy beliefs related to English skills and averages of their scores in university entrance exams.

While in many abovementioned studies both pre-service and in-service teachers perceived themselves quite competent in professional skills, teacher portfolio application caused some decreases in English language teachers' perceptions of competencies in a study conducted by Çelik (2011). The research design was the pre-test and post-test one group pre-experimental design. The data were collected through questionnaires and interviews. The participants were 60 English language teachers working at a private primary school. It is concluded that teachers usually have positive self-efficacy beliefs about themselves as teachers that were reported in abovementioned studies, but teacher portfolio process can make them more critical, reflective and self-evaluative. Therefore, teacher portfolio triggers teachers for a reconsideration of perceived competencies and provides them with a more realistic evaluation of their professional skills and practices.

Teacher effectiveness

What is expected from an ideal teacher in today's world is a difficult question to answer. There are obviously other factors such as profile of students, profile of parents, administrators' attitudes, and physical conditions. But what makes an English language teacher effective in terms of his or her own characteristics and performance? Teacher effectiveness will be explained in definitional terms in this part.

Goodwin (1999) draws attention to the fact that there is not much consensus on what contributes to effective teaching although it has been demonstrated in the literature that effective teachers achieve greater student learning. While some authorities promote deep subject matter knowledge, others emphasize the ability to employ research-based instructional techniques to enhance teaching quality and teacher effectiveness. One of the strategies suggested by Goodwin to increase teaching quality is to improve the teacher talent pool. To do so, it must be ensured

that only capable and well-educated individuals become teachers. Another way of keeping teaching quality high is to test prospective teachers after graduation and create program to mentor new teachers instead of an induction based on trial and error.

Bailey (2006) attempted to discover generic characteristics of effective teachers and realized that research in general education focused on teachers whose students learn more than other teachers' students. Her review of literature revealed that what makes a teacher effective is his clarity, use of various methods and materials, his enthusiasm, task-oriented approach to teaching and indirect teaching style. It is important to note that a successful teacher in one school may not be that much successful in another school. Therefore, contextual factors are believed to have influences on teacher performance.

Eide, Goldhaber and Brewer (2004) define teacher quality as the ability of a teacher to promote student learning and achievement. Successful student learning depends on high qualifications of teachers. However, the changes in the occupational choices of the brightest college graduates posed some difficulties for maintaining teacher quality in US public schools. They argue that improvement of teacher quality depends on development of a set of standards and competencies for new and experienced teachers to meet and master.

According to Elizabeth, May and Chee (2008), being creative, encouraging active student participation, making relevant assignments, promoting critical and creative thinking, providing feedback, and monitoring student progress are some of the characteristics of successful and effective teachers. Perseverance in ongoing professional development through reflection on practice, learning from individual experiences and experiences of other people enable a teacher to proceed in teaching skills, competencies and effectiveness.

Çubukçu (2010) undertook a research study with student teachers on their perceptions of teacher competence and their attributions for success and failure. Data were collected through student journals. The sample consisted of 90 pre-service English language teachers in the ELT

department at a Turkish state university. The results of the study showed that having clear objectives, meeting needs of all levels of pupils, and teacher enthusiasm are the prior requirements for successful and effective instruction. In addition, making lesson plans, designing interesting activities, and motivation of students through the use of reinforcement were considered to contribute to teacher effectiveness positively.

Faltis, Arias and Ramirez-Marin (2010) researched relevant competencies for secondary teachers of English learners using a mixed method design. It was found out that to promote teacher quality, English language teachers need to understand language acquisition process of children; they should be able to coordinate English proficiency levels; and they should also promote group work and use multiple assessments.

Chingos and Peterson (2011) put forward that there may not be correlation between holding a BA degree or MA degree and teaching effectiveness. Most teachers usually increase their effectiveness with a few years of teaching experience, but they get some evidence that teachers may become less effective as they get more experience. They also believe that teacher knowledge may deteriorate when teachers feel secure and confident in the following years of teaching. On the other hand, it also looks more pragmatic to recruit an effective teacher rather than training a teacher to make him or her effective. Another strategy for teacher development recommended by Chingos and Peterson is that teachers having more years of experience and holding higher degrees through diploma programs (MA or PhD) or certificate programs (e.g. CELTA or DELTA) could be paid more than moderately-qualified teachers as long as their effectiveness is reflected in student performance excluding student characteristics and school fixed effects.

According to Kyriakides, Demetriou, and Charalambous (2007), innovations of the twenty-first century brought additional roles and responsibilities for teachers. Teachers are expected to develop curriculum, conduct action or classroom-based research, and facilitate staff

development. This professional reality sweeps away the traditional understanding of teacher effectiveness with an exclusive focus on individual teachers' teaching performance in the classroom. Instead, seven different models were proposed by Kyriakides, Demetriou, and Charalambous in the teacher effectiveness research as follows: (1) goals and tasks model with an emphasis on testable teacher performance through specific outcomes or benchmarks; (2) resource utilization model with a focus on maximum exploitation of allocated resources and support; (3) working process model in which effectiveness depends on high quality teaching performance; (4) the school constituencies satisfaction model with an explicit priority of client (e.g. students, parents) satisfaction; (5) the accountability model which requires teachers to be responsible to the public for the maintenance of quality of the educational system; (6) the absence of problems model in which teacher effectiveness depends on nonexistence of problems, troubles, and misbehaviors; and (7) the continuous learning model which relates teacher effectiveness to teachers' abilities to adapt themselves to external and internal changes.

Studies on effective English language teachers

The profiles of an effective English language are varied according to students, colleagues, parents, and administrators. Numerous surveys, interviews, classroom observations and case analysis have been undertaken in the literature so far to specify the general and context-free characteristics of successful and efficient English language teachers. However, the following studies yielded not only similar and overlapping results but also differing and opposing conclusions depending on participants, their backgrounds and expectations.

One of the pioneering works on teacher effectiveness was accomplished by Lowman (1996) who researched characteristics of exemplary teachers. He asked participants to describe outstanding teachers from their pasts and some of the responses were 'enthusiastic', 'caring', 'motivating' and 'knowledgeable'. The ability to arouse intellectual excitement in students and build positive relationships with students was believed to make a teacher exemplary. More

specifically, if teachers can call their students by their names and have interactions with their students before, during, and after class, then they can achieve effective teaching. The conclusion of the study is that learners of exemplary teachers retain high levels of learning and they have the ability to influence student motivation by being positive and supportive of students' effort.

Wichadee (2010) conducted a study to define the effective English language teachers. There were two groups of participants: 400 undergraduate students and 53 full-time teachers. The data were collected through a five-point rating scale questionnaire. The findings showed that preparedness, effective communication skills and a decent personality are the key characteristics of effective English language teachers according to Bangkok University students. The teachers agreed that English proficiency has a key role for teacher success and other categories-pedagogical knowledge, organization and communication skills, and socio-affective skills- are also significant for effectiveness of English language teachers.

Feldman (1986) reviewed the extent research on the connection between teachers' personality and teachers' effectiveness. After examining personality traits of teachers perceived by students, first three personality traits-positive self-regard, energy, and enthusiasm, and positive regard for others were found to be positively associated with perceived teacher effectiveness. Some other positive associations between personality and effectiveness such as ascendance, reflectiveness, flexibility, sociability, responsibility, and brightness were identified.

Similarly, Bell (n.d.) undertook a research study on distinctive characters and manners of effective foreign language teachers. The participants were 457 postsecondary foreign language teachers. The findings revealed that the effective foreign language teacher is expected to show personal involvement in the target language (TL) and culture; use the TL competently; frequently use authentic materials and realia; have familiarity with theories of SLA; reduce learner anxiety; use small groups to increase learners' involvement; use the target language as

the classroom language; satisfy students by taking their needs and interests into consideration and adapting learning activities accordingly.

Park and Lee (2006) investigated how effective English language teachers are characterized by Korean high school teachers and students using a questionnaire. The participants of the study were 169 teachers and 339 students in high schools. They ended up with different but noteworthy perceptions from teachers and students in terms of the characteristics of effective English language teachers. While teachers attached greatest importance to English proficiency, students regarded pedagogical knowledge as the most essential competency of an English language teacher.

Elizabeth, May, and Chee (2008) attempted to identify personal traits of effective teachers. The data were collected from teachers having different backgrounds like school type, teaching experience, and administrative positions. Teaching skills and interaction with students were taken into consideration as primary concerns for effectiveness of teachers. Within their schema, effective teachers are supposed to be creative, make students participate actively, make necessary assignments, use timely questions, encourage critical thinking, and use wait time to elicit responses from learners. Besides, they need to provide students with useful feedback, monitor programs and students' performance.

Köksal (2006) compared personalities of native and non-native English language teachers in his master thesis. It was an inquiry into perceptions of Turkish students on both groups of teachers' competencies in pedagogy, motivation, and communication. The participants of the study were 216 private high school students. Questionnaires were administrated and it was found out that while native English teachers were characterized as informal and confident, non-native English teachers were found to be more sensitive to learner needs, to foster encouragement and motivation of students more easily, and to be more patient and understanding toward students' mistakes.

Ortaköylüoğlu (2004) investigated perceived teacher competency levels of pre-service English language teachers. The study aimed to reveal how competent the senior students felt and knowledgeable who were about to graduate and how effective the pedagogical content courses were offered in the ELT and Certificate Programs. The data were collected through two methods: a two-part questionnaire and interviews. According to the findings, student teachers in the Department of English Language and Literature (ELL) perceived themselves to be more competent in language and culture, whereas student teachers in the Department of English Language Teaching found themselves more competent in teaching, using different assessment techniques and classroom management than the ELL students. It was also indicated that the methodology courses in both programs seemed to be adequate in equipping pre-service English language teachers with necessary teaching skills despite the insufficiencies in the content and the number of these courses.

Hativa, Barak, and Simhi (2001) explored effective teaching strategies of exemplary university teachers. The qualitative method was adopted to study teacher thinking and knowledge. There were four exemplary teachers as the participants. Qualitative instruments, interviews and classroom observations were utilized for data collection. According to the exemplary teachers being interviewed, making a lesson interesting and clear, and creating a positive classroom climate are the key factors for teacher success. It is also significant to note that although effective teaching requires high organization, clear and interesting lessons, and a positive classroom atmosphere, even best teachers may not perform at the top level in all these categories.

In Lee's (2010) study, what makes EFL teachers distinctive from other teachers was investigated. A questionnaire was administered to 163 college level EFL students. Motivation and fairness were found to be the two fundamental characteristics of effective EFL teachers. In the same study, EFL teachers were described as positive, cheerful, eager and enthusiastic, and

passionate. In addition, it was agreed that English language teachers tend to have interaction with students in class more than teachers of other subjects.

The study conducted by Borg (2006) also focused on the characteristic differences between foreign language teachers and teachers of other subjects. An interpretive mode of inquiry was preferred because of the exploratory nature of the study. There were five different groups of participants in a range of contexts: teachers enrolled in a TESOL course, language teacher conference delegates, subject specialists, Hungarian prospective English language teachers and Slovene undergraduates in English. The findings of the study suggested that methodological diversity, dynamic nature of content of language, and intense communication between teacher and learners make foreign language teachers distinctive. Besides, these teachers were found to be more creative, flexible and enthusiastic than other subject teachers.

Arıkan's (2010) research study yielded important results on perceptions of effectiveness of English language teachers in Turkish context. A mixed method design was implemented together with a survey and interviews. 50 pre-service English language teachers participated in his study. Firstly, mentors in the practicing schools were not found to be effective by the majority of prospective teachers. Besides, in-service teachers attributed their ineffectiveness to inadequate in-service training programs and lack of a revised curriculum. Effective lesson planning, using various materials, giving clear instructions, and providing a positive classroom environment that is conducive to learning were determined as the key factors for teacher effectiveness.

In their study, Elizabeth, May, and Chee (2008) aimed to define teacher success in the context of Hong Kong. Interview technique was used to collect data and 15 teachers participated in the study. Caring for students, being interested in the subject taught, having a good sense of humor, being enthusiastic, patient, respectful, and responsible were identified as the most important personal qualities of teachers. Professional qualities such as classroom management

and subject matter knowledge could be considered as personal qualities. In addition to personal and professional factors, personal context (influence of former teachers and family support), school context (principal's support, colleagues collaboration, and students' positive feedback), and context beyond school were stated as critical factors in determining teacher success. One conclusion is that not only the quality of teacher training courses but also the attributes of the teachers themselves have impact on teacher effectiveness. Pre-professional life experiences also affect teachers' personal attributes.

Korkmaz and Yavuz (2011) investigated ELT student teachers' understanding of effectiveness of English language teachers adopting a mixed method design. The participants were 100 senior pre-service English language teachers at a state university. The data were gathered through a five-point Likert-type questionnaire. At the end of data analysis procedure, several factors such as creating a positive learning environment, being fair, valuing diversity, self-esteem and autonomy, being sensitive to individual differences, and understanding the feelings of learners were emphasized as significant for an EFL teacher's success. Curricular and content knowledge were also perceived to make contributions to effectiveness of EFL teachers.

Similarly, in the study conducted by Minor et al. (2010), the aim was to investigate how pre-service teachers perceive characteristics of effective teachers. The participants were 134 pre-service teachers. The data were collected through two different surveys. The results revealed that an effective teacher is expected to promote learner-autonomy; be authoritative, professional and competent; have professional ethic, enthusiasm about teaching, and advanced knowledge about subject.

Arıkan, Taşer, and Saraç-Süzer (2008) researched perceptions of Turkish preparatory school students about effective English language teachers. To do so, a questionnaire with three sections with a total number of 30 statements was used. 100 foreign language learners in the

preparatory schools participated in this study. Results show that being friendly, young, enthusiastic, creative, and humorous make an English language teacher effective in the eyes of students. In addition to these personal traits, English language teachers are expected to be fluent in English, have correct pronunciation, teach grammar effectively using real life situations, and plan educational games for their students.

Profile of an effective EFL teacher was explored by Çelik, Arıkan, and Caner (2013) with the participation of 998 university students at different classes. A quantitative research design was chosen. At the end of the study, teacher effectiveness was attributed to being fair, being love and being experienced by the students. Teachers' competencies in pedagogical knowledge, content knowledge and teaching skills were also correlated with teacher success.

Beginning English language teachers

This study involved the English language teachers in first five years in their career as participants. In the literature, they are sometimes called novice teachers and in some sources, they are labelled as beginning teachers. No matter what they are called, they are new in teaching English and they share some similar characteristics which will be dealt with critically in this part.

Veenman (1984) defines beginning teachers as teachers who work full-time after getting a degree stating that they are fully qualified to teach. He makes clear that first three years in teaching can be considered critical for a teacher's career since the leap from being a student teacher to a real teacher poses some difficulties. Beginning teachers face all realities of teaching profession within a school context in a really short time. Sabar (2004) calls novice teachers 'strangers' because they easily used to follow settled norms of behaviours in their previous school environment and they try to adapt to a working environment where there are new norms and rules and different social relationships. As a result, they can feel lonely and they are in need of socialization. They need to adapt themselves to school community through integration.

Moreover, the first year experience has a great impact on professional development, future career plans, feelings and attitudes of beginning teachers (Andrews & Martin, 2003; Hebert & Worthy, 2000).

Pillen, Den Brok, and Beijard (2013) based professional identities of novices on job-related tensions. There are six profiles as follows:

- concerned teachers

- troubled teachers

- teachers struggling with significant others

- fairly tense teachers

- teachers with responsibility-related tensions

- unworried teachers

Pillen, Den Brok and Beijard (2013) explain that concerned teachers want to fulfil a good job considering their students' needs and they want to give actual support to their students. Teachers with responsibility-related tensions deal with their changing status from being a student teacher to becoming a regular teacher. Troubled-teachers may lack self-confidence about how to perform their jobs. Unworried teachers do not experience any tension-reated problems since they might not plan a long career in teaching. It is true that beginning teachers experience different sorts of tensions and mentors in schools should support them in utilizing these tensions for effective professional development.

Kumazawa (2013) notes that beginning teachers may not be fully prepared for a full-time position even if they are graduates of best schools since first years of teaching can be the most stressful years of professional lives. She suggested that these teachers need to start their careers in schools that have collegial culture. Moreover, they can be assigned to schools where there are no extreme disciplinary problems and school principals design their school

environments as places for novices to adapt to school culture easily. Bloom and Davis (1997) believe that new teachers need also curriculum guidance and support through systematic orientation. In their view, expectations in terms of classroom performance, participation in staff and extra-curricular duties are to be explained to new teachers.

According to Grossman and Thompson (2008), finding appropriate resources and materials is one of the challenges that new teachers have. They also tend to follow the main materials they have at hand. Because creating quality materials to use with their students is a daunting task for novices in addition to their other responsibilities. They spend a long period of time for selecting or designing materials for their classes. Grossman and Thompson concluded that curriculum materials are important in helping new teachers develop practice and they need to be given opportunities to analyse and critique curriculum materials.

Two common tendencies in the characters of novice teachers were detected as deteriorating factors for their problems by Frederick and Patricia (1947): their invariant characteristics and their sequence. Beginning teachers usually have the hesitancy about how to control the class. Most of them mention it as the major problem of beginning to teach. In addition, they experience the difficulty of using the class time effectively. They feel nervous about how to fill the time. When they do not have an appropriate contingency plan and run out of material, they stop teaching and lose control of the class.

Veenman (1984) reviewed perceived problems of beginning teachers in their first years of teaching. The most frequently mentioned problems are the following:

- classroom management
- rapport with students
- meeting learner needs
- assessment of students' performance

- communication with parents

- giving instructions

- lack of curricular materials

- dealing with problems of individual students

Most of the problems above are not related to lack of teacher content knowledge or pedagogical content knowledge but knowledge of learners and knowledge of educational contexts. Moreover, one problem may trigger the birth of another problem in the list above. For example, if a teacher cannot build rapport with students, he or she cannot meet learner needs and deal with problems of individual students. As a result of this, he or she might have difficulties in managing the whole class. Novice teachers usually do not have a good stockpile of extra-curricular materials at the very beginning of their careers and it takes time for them to build up their own repertoire. Instructions need to be carefully designed and planned in lesson plans to avoid ambiguities and chaos in classroom organization since novice teachers may not do it intuitively. Thus, problems of beginning English language teachers are varied depending on their personalities, background education and school contexts.

Competencies and effectiveness of beginning English language teachers

Although the research studies on the competencies of pre-service English language teachers are ample, investigation into their effectiveness and competencies in real life after graduation as full-time teachers in critical initial years of their career is limited to a few inquiries especially in Turkish context. For example, Şallı-Çopur (2008) researched effectiveness of novice English language teachers. The data were collected through two questionnaires and interviews. She involved only the ELT graduates of Middle East Technical University between 2002-2006 years as participants. The overall scores showed that METU ELT graduates indicated a slightly high competence in general; they view themselves highly competent in

presenting knowledge of language in a clear manner, having advanced knowledge of English, establishing rapport with learners, and knowing and using different techniques and methods of evaluating students' progress.

Sarı (2013) compared the experienced and novice English language teachers to identify similar and differing techniques in classroom management. The participants of the study were 100 English language teachers at different primary and high schools in Turkey. The researcher used a questionnaire for data collection. The findings of the study revealed that experienced teachers were strict about following rules and structures while novice teachers were more flexible. Experienced teachers were not tolerant of misbehaviors of students and they tended to follow their lesson plans to a great extent. However, novice teachers let students behave more freely in the classroom.

Worthy (2005) traced a novice teacher's progress in his early years of teaching in a longitudinal study. The novice teacher, Mark, first focused on his personal survival in the class and then could concentrate on students' personal and academic needs. After a couple of years of experience with his increasingly reflective and critical stance toward his preparation, he became an innovative and highly effective teacher. An important implication was that much of what Mark learned was while teaching in the classroom. Learning 'in school' while working with students is a recommendation by many educators for both in-service and pre-service teachers.

Although many researchers reported case studies of novice teachers' failures, the study by Hebert and Worthy (2001) told us a successful story of a beginning teacher in his very early career. For the effectiveness of the first year teacher studied, there were several factors related to pre-service teacher education, school context, and the active roles of the teacher in the school social context. The study revealed that to increase effectiveness and competencies of novice teachers, their expectations and personalities should match with workplace realities; they need

to apply appropriate strategies to manage student behavior; and they should learn the social and political norms of the school culture.

Joiner and Edwards (2008) underlined the essential role of socialization in the effectiveness of teachers. They asserted that particularly novice teachers fulfill their roles in isolation without support of their colleagues in the field. Administrators need to attend to the socialization needs of these professionals for their effectiveness and retention.

Induction programs for beginning English language teachers

A standard program for orientation of beginning teachers into their new responsibilities, working sites, colleagues and new life with additional statues is organized in many parts of the world in different formats and periods of time. This program is called 'induction' in the literature as it suggests the start of one's career in a job. Farrel (2003) underlies the fact that beginning teachers need to be supported as they progress to get experience in different phases of professional development which has been stated in many research studies. It is logical for teacher educators to provide on-site support and assistance to novices to decrease the rate of attrition during the first 3 years of teaching. It is evident that if beginning teachers learn from guided practice rather than through trial-error efforts, they can be effective teachers in their early career. Similarly, Lambson (2010) recommends that the guided practice should be provided by experienced teachers who help novices with reflection on their practices and how to respond to students. For a more effective collaborative work, novice teachers need to have a good relationship with experienced teachers who share their practices with newcomers wholeheartedly.

Induction year programs help novice teachers to join the teaching community, to get to know the school climate and to promote their professional development (Löfström & Eisenschmidt, 2009). Induction programs also aim to help new teachers to get information and survival skills about specific school contexts and cultures. A good stockpile of resources, highly

qualified mentors, research-based learning and allocating sufficient time for new-teacher support make an induction program effective (Allen & Palaich, 2000). In Lindgren's (n.d.) research study, it was expressed by the novice teachers that the opportunities to analyse different situations with experienced colleagues and the talks with the mentors made it possible to solve their problems.

In a study conducted by Löfström and Eisenschmidt (2009), it was found out that the induction year program in Estonia focuses on mainly creating professional development opportunities for novice teachers. In 2004, the program was started as a complementary part of teacher education. It is the first step to eliminate the difficulties new teachers face. Within the organization of the induction year program, the roles are allocated among the following people: (1) headmasters who are responsible for providing a supporting environment for novices' professional development; (2) mentors cooperating with novices; (3) novice teachers themselves; and (4) the officers at the university induction year centre who organize mentor training programs and seminars to support novice teachers.

The work of Senom and Othman (2013) shows that in Malaysia, there is not a concern for an induction year program for novice teachers and that's why, their transition from university life as a student to school life as a teachers becomes troublesome. Moreover, they have the same responsibility like other experienced teachers.

According to the regulation published by MoE (MEB, 1995), induction program for teacher candidates consists of three complementary phases in Turkey: fundamental training, preparatory training and practicing training. It aims to empower teacher trainees with necessary knowledge and skills and enable them to fulfil their roles as expected without causing any waste of time and resources. The fundamental training consists of 50 hours instruction and covers topics such as Turkish Constitution, Atatürk's Principles, the Law of State Officers, and so on.

The preparatory training consists of 110 instruction hours and it aims to provide their adaptation to the profession and give them background information about their roles and responsibilities. The practising training consists of 220 hours instruction and it lasts maximum five months. The purpose of this training is to give the trainees opportunities to put the theoretical knowledge they gain in the previous stages into practice and to make them get experience in this way.

The induction year program in Turkey is applied to teacher trainees who work in state schools. Demirel (1991) underlines the fact that instructors who work at schools of foreign languages at universities are not exposed to such a program in their first year of teaching. According to the abovementioned program, teacher trainees are expected to be educated alongside veteran teachers and learn how to behave like a teacher and adapt to teaching profession. However, Demirel draes attention to the fact that this is not the case in reality. Due to the shortage of foreign language teachers, they start teaching as a full-time teacher and take on extra-curricular responsibilities like other experienced teachers.

MoE (MEB, 2015) has made a new regulation about the induction year which promotes performance-based evaluation of the trainee teachers. According to the law with 1739 number, performance evaluation will be done three times, one at the beginning of appointment, and two in the following stages. The trainee teachers will be evaluated by examiners from the MoE, mentors and school principals. Trainees have to get an average of 50 from the three performance tests. Otherwise, they will be disqualified and dismissed. If they are successful, they will sit for a written and/or an oral exam. They will be successful as long as they get at least 60 in written or oral exam. If they cannot get the required minimum score, they will be appointed to another school for a second chance for the exam procedure. In the case of failure in the new school, they will be dismissed.

Chapter II: Methodology

Creswell (2003) states that there are obviously three approaches to research: quantitative, qualitative and mixed methods. The quantitative researcher fundamentally uses experiments and surveys, and collects data on pre-determined instruments and deals with statistical data. Post-positivist epistemology prioritizes development of knowledge in a more analytical manner like in cause and effect relationship. In contrast, the qualitative research promotes making inquiry based on constructivist perspectives or participatory perspectives. Some of the qualitative strategies explained by Creswell are narratives, phenomenologies, ethnographies or case studies. Lastly, a mixed methods approach is based on pragmatic grounds in which the researcher collects both numerical and text data either simultaneously or sequentially to best understand research problems.

The method to be used in this study is mixed-method research with combination of both quantitative and qualitative approaches (Onwuegbuzie & Johnson, 2006). Mixed-method research is defined as research in which data are collected and analyzed, the findings are integrated and inferences are drawn using both qualitative and quantitative methods in a single study (Teddlie & Tashakkori, 2006). Cresswell (2003) explains mixed methods approach by emphasizing the pragmatic stance of the researcher as he or she gathers data either spontenously or consecutively to explore research problems in a better way. Besides, pragmatism is considered as the philosophical underpinning of the mixed-method research. The focus of the research is on the findings, the significance of the research problem, and the use of multi-methods for the research problems rather than relying on a single method. Therefore, it is pluralist, practice-based and tends to use 'what it works' (Cresswell & Clark, 2011).

Cresswell and Clark (2011) indicate that mixed-method has risen as the third research method due to some factors developed in the process of research since 1990s. They argue that the complexity of the research problems necessitates going beyond collecting data only through

numbers in quantitative sense or only through words in qualitative sense. Combination of these two types of data eases the analysis of problems properly. Researchers include numbers and statements of participants in the context of the research and express participants' words in numbers, tendencies and statistical results. On the other hand, quantitative researchers realized that qualitative data can play an important role in quantitative research. Similarly, qualitative researchers realized that presenting perceptions of a limited number of participants do not necessarily enable them to generalize findings to more people. Calls for extending the scope of research data resulted in collecting both qualitative and quantitative data.

Jonhson and Onwuegbuzie (2004) note that due to the fact that inter-disciplinary, complex and dynamic research is increasing in the world, it might be necessary for many researchers to complement one method with another. Epistemological and methodological pluralism make researchers aware of all methodological possibilities. They insist that taking a mixed position can provide the best chance of answering specific research questions. Furthermore, understanding multiple methods used by other scholars might increase communication, collaboration among researchers and result in high quality research.

Metz (2000) believes that neither ethnography nor any other qualitative methodology is the most effective methodology for all questions in spite of its great significance. The increasing complexity of the social world, particularly the sector of education, makes it impossible to be researched and analyzed by any single methodology. It is time for the assumptions and procedures of varied methodologies to be clarified. In order to identify both the strengths and weaknesses of each approach, educational researchers need to explicitly answer their questions through the most appropriate theories, methodologies, and methods.

Onwuegbuzie and Leech (2005) identified the opportunity of being flexible in investigative techniques as one of the advantages of mixed methods approach for researchers.

No matter what philosophical orientation they have, there is more likelihood of collaboration among researchers. Using both data collection techniques, researchers can use qualitative research to elaborate the quantitative portion of research studies and vice versa.

According to Onwuegbuzie and Leech (2005), it is extremely limiting to rely on only one type of data. In other words, mono-method approach (either qualitative or quantitative) is not sufficient in capturing the trends and details of the situation. When qualitative and quantitative methods are used together in a single study, they complement one another (Cresswell, Fetters, & Ivankova, 2004). Jick (1979) promotes mixed-method with its function of 'triangulation' which provides researchers with cross validation when two or more distinct methods are congruent and reveal comparable data.

Christensen, Johnson, and Turner (2014, p. 423) summarizes the strengths of the mixed method research as follows:

- providing multi ways of data collection

- decreasing alternative explanations of findings

- helping various validity sources in a single study

- clarifying different dimension of the phenomena

- presenting deeper, more complicated and comprehensive explanations

- providing emic and etic perspectives

- compensating one weak side of a method by systematically including another method

- presenting more persuasive results

- including quantitative data together with rich, detailed subjective data in a single study

Rossman and Wilson (1985) mentioned three important functions of mixed-method namely as corroboration, elaboration, and initiation. Corroboration refers to collection of data through more than one method to look for convergence in the findings. Clarifying one type of data with the support of the other is called elaboration that provides richness and detail. Initiation searches for provocative rather than confirmatory explanation if there is no convergence in findings.

Greene, Caracelli and Graham (1989), on the other hand, proposed five purposes for mixed-method evaluation designs: triangulation (seeking convergence from the different methods), complementarity (seeking elaboration of the findings from the first method with the findings from the second method), development (better understanding the research problem utilizing two different methods), initiation (the discovery of new perspectives), and expansion (extending the breadth of inquiry).

Research Design

There are four main mixed methods designs identified by Creswell (2011): the convergent parallel design, the explanatory sequential design, the exploratory sequential design, and the embedded design. In the convergent parallel design, the researcher uses the quantitative and qualitative methods at the same time but keeps the analysis independent and harmonizes results during the overall interpretation. The explanatory sequential design consists of two distinct interactive phases. It starts with the collection and analysis of prioritized quantitative data and follows with the subsequent collection and analysis of qualitative data. On the other hand, the research in the exploratory design begins with the collection and analysis of prioritized qualitative data and progress with a quantitative phase to generalize the initial findings. The embedded design includes collection and analysis of both quantitative and qualitative data within a traditional quantitative and qualitative design.

In the selection of a mixed methods design, Creswell (2011) makes clear that some fundamental decisions are to be made about the organization of quantitative and qualitative phases in the following topics: (1) interaction, (2) priority, (3) time sequence, and (4) converging process. During an independent interaction, the researcher distinguishes the qualitative and the quantitative research questions, collects and analyses the data separately. During an interactive interaction, the researcher mixes the two methods at different points in the research process before the final interpretation. In terms of the priority of the strands, there might be equal priority, either a quantitative priority or a qualitative priority. Timing refers to the sequence of using quantitative and qualitative results in a single study. There is a single phase in concurrent timing when both the quantitative and the qualitative strands are implemented together. In sequential timing, the researcher either collects, analyses the quantitative data first or vice versa. In a multiphase combination, timing can occur sequentially and/or concurrently in a mixed method research design. Finally, mixing refers to combination and integration of the quantitative and the qualitative strands of the study. Mixing can occur at the time of interpretation, analysis, data collection or at the beginning of research design.

Implementation sequence and focus of paradigms were shown in Table 1. In the Mixed Method Design Matrix, "quan" stands for quantitative and "qual" stands for qualitative; capital letters denote high priority or weight and lower case letters denote lower priority or weight; "+" indicates that qualitative and quantitative strands are carried out concurrently; "→" indicates that qualitative and quantitative strands are carried out sequentially (cited in Christensen, Johnson & Turner, 2014, p. 426).

Table 1

Mixed Methods Design Matrix

		IMPLEMENTATION SEQUENCE	
		Concurrent	Sequential
FOCUS OF PARADIGM	**Equal Status**	QUAL + QUAN	QUANT → QUAL
			QUAL → QUANT
	Dominant Status	QUAL + quant	QUAL → quant
			qual → QUANT
		QUANT + qual	QUANT → qual
			QUANT → QUAL

As a mixed-method research, the convergent parallel design was adopted in this research study. The convergent parallel design consists of two concurrent phases: qualitative and quantitative strands. In this design, the researcher collected the quantitative and qualitative data at the same time keeping them separate from one another. As a result, there was an independent interaction between the qualitative and the quantitative strands. The questionnaire data were exposed to statistical analysis and the interview data were exposed to content analysis. The researcher mixed the two strands to have an overall interpretation in the discussion part. The qualitative and the quantitative method were given equal importance which refers to equal priority on both strands. The rationale for this approach was to best understand the research problem by collecting different but complementary data on the research problem. This design was used in order to compare and corroborate quantitative statistical results with qualitative findings for the purpose of triangulation (Cresswell, 2011; Rossman & Wilson, 1985).

The researcher firstly designed the qualitative and the quantitative strands concurrently but separately (See Figure 1). By doing so, he stated quantitative research questions and determined the quantitative approach, and qualitative research questions and the qualitative approach. Secondly, he obtained written permissions from the responsible people and the

related institutions, and determined both the quantitative and the qualitative sampling procedures. Data collection was carried out through close-ended data with instruments for the quantitative strand and open-ended data with protocols for the qualitative strand. While the questionnaire data were exposed to statistical calculations, the interview data were analyzed with the procedures of theme development and coding. Then, the results from the two sets of data were compared, contrasted and synthesized in a discussion or table. Finally, the researcher summarized the findings and discussed to what extent the qualitative and the quantitative data results converge, diverge or relate to one another (Cresswell, 2011, p. 79).
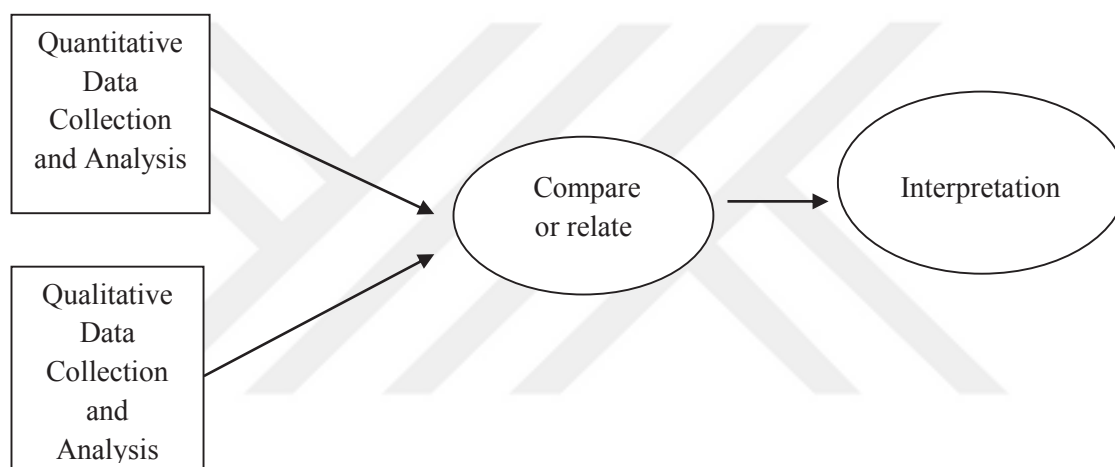
Figure 1. The procedure of the Convergent Parallel Design (adapted from Creswell, 2011).

Participants

The current study involved a concurrent design and used multilevel samples for the qualitative and quantitative components (Onwuegbuzie & Collins, 2007). In the quantitative component, ELT graduates between 2010 and 2014 years were surveyed to determine their perceived teacher competencies and evaluation of the components of the ELT teacher education program. In the qualitative component, interviews were conducted with ELT graduates, teacher educators, and employers in administrative positions at state schools either as school principals or department heads to elicit their perceptions on teacher competencies of the beginning English

language teachers in last five years, effectiveness of the ELT teacher education program and the induction program in Turkey. As Teddlie and Yu (2007) explain, there are normally multiple samples in a Mixed Method (MM) study, and these samples change in size from a small number of cases to a large number of units depending on the research strand and question. While addressing a quantitative phase of a study, the researcher might choose procedures that focus on generating representative samples. On the other hand, the MM researcher tends to choose sampling techniques that "provide information rich cases when dealing with a qualitative phase of a study" (Teddlie & Yu, 2007, p. 85).

Multi samples for the present mixed method research study were determined using different sampling strategies. First of all, the researcher determined the characteristics of the population as the English language teachers who graduated from only the ELT Departments between 2010 and 2014 years in Turkey. Later on, the population was limited to the ELT graduates working at state schools. As a result, the sampling was done purposefully (Christensen, Johnson & Turner, 2014). Due to the fact that it is impossible to involve all ELT graduates in various parts of Turkey in a single study, a convenience sampling, in which settings, groups and participants are chosen depending on their availability and willingness for participation (Collins, Onwuegbuzie, & Jiao, 2006), was utilized as the suitable sampling method for narrowing down the population to a manageable group and selecting available research sites. In this regard, state schools in the cities of Ankara, İzmir, Manisa, Çanakkale and Burdur where the ELT graduates between 2010 and 2014 years were working were decided to be the research sites.

The sampling for the interviews was done purposively. More specifically, criterion sampling, which refers to picking all cases that meet some criterion (Patton, 1990), was used to select the ELT Graduates, their employers and teachers educators for their involvement in the

study. The ELT Graduates who graduated from the ELT departments in last five years and were working at state schools were involved in the interviews. The criterion for selection of the employers was to work with English language teachers who had working experience between one and five years at a state school. Finally, teacher educators holding at least PhD degree and working in an ELT Department were invited to take part in this study.

ELT graduates

The main study was conducted at Turkish state schools in the cities of Ankara, İzmir, Manisa, Çanakkale and Burdur. The sampling for the quantitative strand of this study consisted of English language teachers who graduated from the ELT Departments between 2010 and 2014 years. 251 ELT graduates responded to the questionnaire. The number of females is quite higher than that of males.

The participants all graduated from ELT Departments at Turkish universities between 2010 and 2014 years. Year of graduation was distributed normally to a great extent among the participants for an appropriate representation of the targeted population. As it is clear from Table 2, the participants did not accumulate in one year of graduation as a dominant group.

Table 2

Demographic Information of the Participants

	Variable	Frequency	Percentage
Gender			
	Male	73	29.1
	Female	178	70.9
Year of Graduation			
	2010	63	25.1
	2011	38	15.1
	2012	44	17.5
	2013	42	16.7
	2014	64	25.5
School Levels			
	Primary	47	18.7
	Middle	104	41.4
	High School	100	39.8
Learner Levels			
	A1	93	37.1
	A2	91	36.3
	B1	40	15.9
	B2	25	10
	C1	2	0.8

As for school level of the participants, English language teachers usually work at primary, middle, and high schools. Although they can teach at pre-school level, they are not employed at those schools as regular teachers. While 41.4 % of the participants were working at middle schools and 39.8 % of them were working at high schools, only 18.7 % of them were working at primary schools at the time of the study.

The novice English language teachers who participated in the quantitative strand of this study were working at five different English proficiency levels from A1 to C1. A great majority of them were teaching at either A1 or A2 level at the time of the study. It is important to note that school level does not necessarily match with proficiency level of learners.

ELT graduates were also involved in data collection procedure for the qualitative strand of this study. A small number of cases (N=11) were selected based on criterion sampling strategy after their consents were taken. One of the concerns was to balance on demographic variables of the interviewees such as year of graduation, gender, and level of school. The interview group consisted of one male and one female graduate from each year of graduation and they graduated from 7 different universities in different regions of Turkey, which contributes to an adequate representation of the population. The details about the demographic information of the second interview group are given in Table 3.

Table 3

Profiles of the ELT Graduates Interviewed

Interviewee	Gender	Year of Graduation	Level of School	Graduate School
Graduate 1	Female	2010	Middle	Anadolu University
Graduate 2	Female	2010	Primary	Çukurova University
Graduate 3	Male	2010	Middle	Marmara University
Graduate 4	Female	2011	High School	Balıkesir University
Graduate 5	Male	2011	High School	Gazi University
Graduate 6	Female	2012	Middle	Gazi University
Graduate 7	Male	2012	Middle	Çukurova University
Graduate 8	Female	2013	Primary	Pamukkale University
Graduate 9	Male	2013	High School	Anadolu University
Graduate 10	Female	2014	Middle	Gazi University
Graduate 11	Male	2014	Primary	Hacettepe University

Teacher educators

The second group of participants were teacher educators (N=10) training prospective English language teachers in the Department of English Language Teaching at private and state universities. Criterion sampling strategy was adopted to select the participants for this interview group. First, teacher educators at five different universities were contacted via mail to get their consents and then arrange appointments. The interview group was formed paying attention to

balance on demographic variables of the participants such as their gender and academic titles for an adequate representation of the population. Having conducted research studies on teacher education was another factor taken into consideration for sampling teacher educators. The details about the demographic information of the second interview group are given in Table 4.

Table 4

Profiles of the Teacher Educators Interviewed

Interviewee	Gender	Title	Experience	Working Place
Teacher Educator 1	Female	Professor	25 years	Çukurova University
Teacher Educator 2	Male	Professor	34 years	Gazi University
Teacher Educator 3	Female	Professor	31 years	Ufuk University
Teacher Educator 4	Male	Professor	30 years	Hacettepe University
Teacher Educator 5	Female	Assoc. Dr.	15 years	Çukurova University
Teacher Educator 6	Male	Assoc. Dr.	20 years	Çukurova University
Teacher Educator 7	Female	Assoc. Dr.	12 years	Uludağ University
Teacher Educator 8	Male	Assoc. Dr.	30 years	Gazi University
Teacher Educator 9	Female	Assist. Prof. Dr.	24 years	Çukurova University
Teacher Educator 10	Male	Assist. Prof. Dr.	20 years	Hacettepe University

Employers

The last group of multi samples consisted of employers (N=10) working at state schools. The term 'employer' refers to a group of stakeholders who have a decisive role in selecting, hiring, evaluating, inspecting, and/or designating English language teachers in their institutions (Şallı-Çopur, 2008). As emphasized by Harris and Sass (2014), principals can distinguish differences between veteran teachers and early-career teachers. Therefore, both school principals and department heads were involved in semi-structured interviews to elicit their perceptions on competencies and effectiveness of the novice English language teachers working in their schools. The participants were working at different school levels in different regions and their selection was based on criterion sampling strategy. It was ensured that the employers who were to take part in this study were familiar with a representative sample of ELT graduates

in last five years to be able to comment on their teaching performance. Thus, this interview group consisted of five department heads and five school principals working at different state schools where novice English teachers were working at the time of the study.

The informants were reached through personal contacts obtained during the school visits for quantitative data collection. The participants had different periods of experiences in their administrative positions. The variation of the group was also based on their subjects and school levels. The details about the demographic information of the third interview group are given in Table 5.

Table 5

Profiles of the Employers Interviewed

Interviewee	Position	Experience in Position	School Level	Major
Employer 1	Department Head	14.5 years	High School	English
Employer 2	School Principal	10 years	Middle	Turkish
Employer 3	Department Head	8 years	Primary	English
Employer 4	School Principal	20 years	High School	Physics
Employer 5	Department Head	3 years	Middle	English
Employer 6	School Principal	2 months	Primary	Class Teacher
Employer 7	Department Head	12 years	High School	English
Employer 8	School Principal	9 years	Primary	Class Teacher
Employer 9	Department Head	1 year	Middle	English
Employer 10	School Principal	10 years	High School	History

Instruments

Adopting a mixed methodology, both quantitative and qualitative data collection instruments were employed in this study. The data were collected through semi-structured personal interviews, documents and questionnaires. More detailed information was provided about the development stage in instrumentation below.

Teacher competencies questionnaire for ELT graduates

The quantitative data was collected through a questionnaire, which is characterized as a data collection tool which provides participants with a number of questions or statements they need to respond, either by giving answers or choosing from among pre-prepared answers (Brown, 2001, as cited in Dörnyei, 2007). The questionnaire was administrated to the ELT graduates as the participants of the quantitative phase. Due to the fact the present study is a large scale study aiming to reach participants in different research sites, using questionnaire was the suitable data collection technique as it is a time-saving way of collecting data from a high number of people covering large geographical areas. Another advantage of using a questionnaire is that the participants do not have to be present in the research site because they can be mailed or otherwise delivered without the need to arrange individual or group appointments (Lynch, 1996). More importantly, self-completion questionnaires eliminate the personal influence of the researcher and it is convenient for participants having a structured format (Walliman, 2006).

The questionnaire (APPENDIX A) was adapted from Şallı-Çopur's (2008) doctoral dissertation in which she investigated the ELT graduates of METU in their initial years of service with a case study. Permission and consent from the owner of the questionnaire were obtained for its use in the present study via email. The questionnaire was based on the teacher competencies determined by HEC (YÖK, 1999).

The questionnaire has two parts: the first part with 50 items in a Likert scale format for self-evaluation of ELT graduates' competencies and the second part with 5 items for evaluation of components of the ELT teacher education program. The first part consisted of three sections: (1) competence in language and subject area knowledge, (2) competence in language planning, teaching and classroom management, and (3) competence in monitoring, assessment and professional development. During the adaptation process, the content of the items in three main

competency areas were not changed since the teacher competencies determined by HEC are still used as reference for teacher evaluation in Turkey. Following the factor analysis conducted by Şallı-Çopur (2008), section A was divided into four subcategories which are *knowledge, use and presentation of English language* (Items-1-7), *developing learners' language skills* (Items 8-12), *theoretical knowledge of language and language teaching* (Items 13-14), and *teaching according to student profile* (Items 15-17); Section B was organized around the following four themes: *lesson planning* (Items 1-5), *motivating students* (Items 6-8, 14, 16-19), *using support facilities* (Items 9-10) and *execution of a planned lesson* (Items 11-13 and 15); the factor analysis of section C presented three subsections that are *assessment* (Items 1-3, and 5), *monitoring the students* (Items 4, 6-8), and *professional development* (Items 9-14).

Teacher Competencies Questionnaire for ELT Graduates was administrated to get responses to the research questions below:

- How effective do ELT graduates perceive themselves as English language teachers in their early career?

- In what standards do ELT graduates perceive themselves competent?

- In what standards do ELT graduates perceive themselves incompetent?

- Is there a significant difference between experience and perceived competencies?

- Is there a significant difference between learner levels and perceived competencies?

- Is there a significant difference between school levels and perceived competencies?

- Is there a significant difference between participation in conferences and perceived competencies?

- Is there a significant difference between gender and perceived competencies?

- What is the contribution of the components of the ELT undegraduate program to ELT graduates' competencies as English language teachers?

Adaptation of the questionnaire

Teacher Competencies Questionnaire for ELT Graduates was pre-piloted by the researcher with a focus on its face validity and content. Before it was administered to the participants for the piloting stage, it was checked by an expert in English Language Teaching and a native speaker of the target language.

The questionnaire was piloted with a group of 60 participants drawn from the targeted population who did not take part in the main study. It was updated and revised due to the feedback from the piloting stage. The questionnaire was posted to the participants via emails and a snowball sampling was adopted for the piloting stage. The participants were from various backgrounds working at state or private schools at different school levels from primary to tertiary and they were teaching English at different learner levels from A1 to C2.The collected data were analysed via SPSS 20 version. The results proved the high reliability of the questionnaire since its Cronbach's Alpha was .94.

An additional part (adapted from Bell, 2005) was included in the questionnaire to get more specific feedback from the participants about its face and content validity. Among the participants of the piloting stage, two students found the questionnaire a bit long and the average duration to complete the questionnaire was 18 minutes. Five participants objected to answering the open-ended questions, and only one third of the responses to these questions were appropriate. Therefore, those questions were removed from the questionnaire. Some unknown words were identified such as 'tertiary' and 'elicit' and they were replaced with more basic words. The labels for proficiency levels in Demographic Information Part were redesigned according to Common European Framework from A1 to C2. Six participants indicated that some questions were unclear or ambiguous. Moreover, some participants and one cross-checker realized that there were a number of double questions and they were restated as single questions.

Consequently, the wordy outlook of the items was eradicated; the loaded and ambiguous words were eliminated, the clarity of the questions was increased; time for completion of the questionnaire was decreased (Dörnyei, 2007). Some of the questionnaire items were restructured as follows:

- The question item (Part I-A4) 'Understanding and using the English appropriate to the situation and level' was replaced with '…*using the English appropriate to the level of the students*'.

- The question item (Part I-A6) 'Presenting knowledge of language in a clear, simple and stimulating manner' was replaced with '…*presenting knowledge of language in a clear manner*'.

- The question item (Part I-A15) 'Selecting and using suitable approaches, procedures and techniques appropriate to the foreign language point' was replaced with '…*using suitable approaches, procedures and techniques appropriate to the foreign language point*'.

- The question item (Part I-B4) 'Preparing coherent lesson plans to achieve course objectives' was replaced with '…*preparing coherent lesson plans to achieve course objectives*'.

- The question item (Part I-B5) 'Establishing good connections with previous and following topics' was restated as '…*establishing good connections with previous topics*'.

- The question item (Part I-B6) 'Preparing and using a variety of teaching-learning activities related to the aims of the lessons and students' needs' was restated as '…*using a variety of teaching-learning activities related to students' needs*'.

- The question item (Part I-B7) 'Selecting and using appropriate and available sources related to the aims of the lesson and students' needs' was restated as '…*using appropriate sources related to the aims of the lesson*'.

- The question item (Part I-B8) 'Selecting and using examples related to the topic to real life' was restated as '…*using examples relating to the topic to real life*'.

- The question item (Part I-B11) 'Adjusting instructions and explanations to students' needs, age and level' was restated as '…*adjusting instructions to students' level*'.

- The question item (Part I-B12) 'Asking students timely and effective questions' was rewritten as '…*asking students timely questions*'.

- The question item (Part I-B16) 'Using voice effectively and varying it to attract to students' attention during the lesson' was rewritten as '…*using voice effectively to attract students' attention during the lesson*'.

- The question item (Part I-B18) 'Selecting and using individual, small group and whole class teaching methods appropriate to the class' was rewritten as '…*using individual, small group and whole class teaching methods appropriate to the class*'.

- The question item (Part I-C7) 'Diagnosing students' failure and difficulties' was rewritten as '…*diagnosing students' difficulties*'.

- The question item (Part I-C8) 'Giving necessary and useful feedback to students' was rewritten as '…*giving useful feedback to students*'.

- The question item (Part I-C9) 'Working cooperatively with professional colleagues and/or parents in forwarding observation and evaluation results' was restated as '…*working cooperatively with professional colleagues*'.

- The question item (Part I-C10) 'Fulfilling the legal, social and administrative responsibilities at school' was restated as '…*fulfilling the legal responsibilities at school*'.

- The question item (Part I-C11) 'Carrying out responsibilities for the spiritual, moral, social and cultural development of the students' was restated as '…*carrying out responsibilities for the moral development of the students*'.

- The question item (Part I-C12) 'Contributing to school activities such as meetings, in-service teacher training and materials preparation sessions' was rewritten as '…*contributing to school activities such as materials preparation sessions*'.

Semi-structured interviews

Interviews are categorized into three: structured interviews, unstructured interviews, and semi-structured interviews (Dörnyei, 2007). Because of their flexibility, interviews are a useful method of getting information and opinions from experts during the early stages of a research project (Walliman, 2006). The present study used the semi-structured interview technique with the ELT graduates, employers and teacher educators because the interviewee is free to elaborate on the issues raised in an exploratory manner while there is a set of pre-prepared guiding questions that help the interviewer to organize the interview systematically (Dörneyi, 2007). Because teacher effectiveness and teacher competencies are highly subjective and complex issues that require evaluation from multiple perspectives, it seems necessary to involve different stakeholders in education to elicit their own insights and to encourage them to bring alternative explanations on the research problem. According to Harris and Sass (2014), if the goal is to predict future value-added, early-career teachers can be better evaluated for retention and tenure decisions through subjective measures This creates the rationale for holding semi-structured interviews in which the participants have the opportunity to share their own observations, experiences and reflections related to the research topic within a general framework. The semi-structured interview questions were prepared by the researcher after reviewing the relevant literature (Arıkan, 2010; Arıkan, Taşer & Saraç-Süzer, 2008; Cesur, 2012; Fantili & McDougall, 2009; Farrell, 2003; McDonald & Elias, 1982; Şallı-Çopur, 2008).

Before conducting the interviews, the questions were read through by two experts holding at least PhD degree in ELT and one of whom was also a native speaker of English language. Interviews were semi-structured together with 12 to 14 leading open-ended questions which were organized around four topics: introduction, effectiveness, induction and program evaluation. The interviews progressed in this topical order. The semi-structured interviews were conducted to find answers to the following research questions:

- What makes an English language teacher effective and successful?

- In what standards do ELT graduates perceive themselves competent?

- In what standards do ELT graduates perceive themselves incompetent?

- What do ELT graduates attribute their effectiveness in some areas as English language teachers?

- What do ELT graduates attribute their ineffectiveness in some areas as English language teachers?

- How competent do their employers find ELT graduates as English language teachers?

- How competent do their teacher educators find ELT graduates as English language teachers?

- How effective is the induction program in Turkey?

- What are the strong and weak sides of the ELT undergraduate program?

- Does the ELT undergraduate program need a further restructuring?

Development of the semi-structured interview questions

The initial form of the semi-structered interviews consisted of limited number of questions which were not organized around any headings. The focus of the interviews were on two themes: effectiveness of the ELT graduates and evaluation of the ELT teacher education program. Due to the significance of induction programs on novice teachers revealed in the

literature, some questions about 'induction year' were added to the interview scheme. Later on, all the interview questions were reviewed and reorganized in a topical order in the light of experts and colleagues' suggestions. The questions that were ambiguous, confusing or irrelevant to the experts were eliminated by the researcher. Finally, the researcher had 14 questions for the ELT graduates (APPENDIX B), 13 questions for the teacher educators (APPENDIX C), and 12 questions for the employers (APPENDIX D) to use in the interviews for the main study.

In the first part of the interview, the researcher asked the participants some general introductory questions such as their experience and graduate schools. The second part included questions about teacher effectiveness and teacher competencies in general and effectiveness and competencies of the ELT graduates between 2010 and 2014 years. The ELT graduates were also asked for attribution of their effectiveness and ineffectiveness in teaching English in their early career. In the third part, the interviewees were asked to define an ideal induction program and its properties. Besides, they evaluated the induction program for trainee teachers implemented at Turkish state schools, its strengths and weaknesses. The final stage of the interview consisted of questions about evaluation of the ELT undergraduate program.

Document analysis

Document analysis was conducted to examine general teacher education competencies, foreign language teacher education program, its history, stated goals and the recent changes, to use them for definition of the key terms, to underscore the philosophy of foreign language teacher education program and to compare it with the similar programs in other countries. The document analysis was realized by following the websites of the Higher Education Committee and Ministry of Education (http://www.yok.gov.tr and http://www.meb.gov.tr).

Data Collection Procedure

Data collection proceeded in two concurrent phases (questionnaires and interviews, See Figure 2) from January 2015 to June 2015. While the first phase consisted of quantitative data collection through a questionnaire, the second phase was based on qualitative data collection through semi-structured interviews. First, semi-structured interviews with the teacher educators in the ELT Departments at Turkish universities were conducted. After obtaining written permission to collect data from the targeted population working at schools of Ministry of Education, administration of the questionnaire was started and continued throughout the data collection procedure in order to reach a sufficient number of people for sampling. As the quantitative data collection process was proceeding and the researcher met the ELT graduates and their employers during school visits, some of them were consented and a schedule for semi-structured interviews was prepared depending on their availability and convenience.
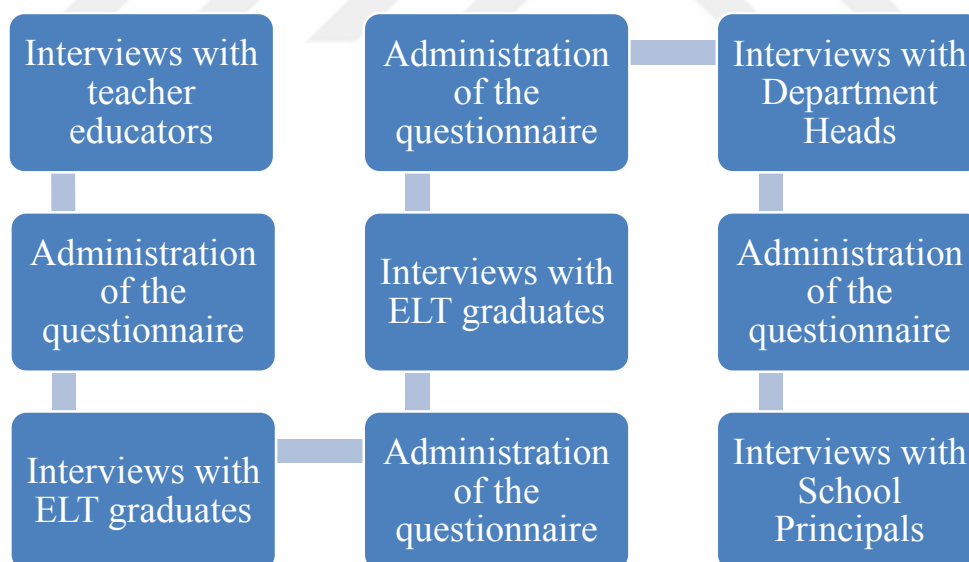
Figure 2. Steps of data collection procedure.

Collection of quantitative data

Teacher Competencies Questionnaire for ELT Graduates was used for collection of the quantitative data. As Creswell and Clark (2011) state, researchers have to get permission from participants, the institutions, and institutional review boards which are established to protect rights of individuals, evaluate risks and detect probable harms for people. Therefore, the Directory of Education, Research and Development was applied to get written permission for data collection at state schools in January 2015 and official permission was obtained in February 2015 (APPENDIX H). Quantitative data collection was started in March 2015 three weeks after the beginning of the semester through school visits in the cities of Ankara, İzmir, Manisa, Çanakkale, and Burdur and finished in May 2015 three weeks before the end of the semester. Because the Instructions for Research Application and Permission published by MoE (MEB, 2007) require that data collection instruments need to be administrated at schools at least three weeks before the end of the fall and the spring semester in order not to interrupt teaching and learning facilities.

The questionnaire was applied to ELT graduates between 2010 and 2014 years working only at state schools at different school levels. There are basically two methods of administrating questionnaires: personally and by post. There are some advantages of personal delivery such as helping respondents to overcome difficulties with the questions and ensuring a high response rate (Walliman, 2006). Therefore, the questionnaire was usually delivered to the participants personally visiting their schools despite some problems in time and geographical location. A total number of 194 state schools located in 17 districts, 6 towns and 28 villages were visited by the researcher for administrating the questionnaire and 251 ELT graduates responded.

It was ensured that participation was totally voluntary and the information collected from them would be kept confidential and the results would be used only for the research

purposes. Only two teachers did not want to respond to the questionnaire. Administration of the questionnaire took about three months from March 2015 to May 2015.

For administration of the questionnaire, it was necessary to specify the schools where ELT graduates between 2010 and 2014 years were working. Appointment lists of English language teachers in last five years were obtained from the archive on the website of the Ministry of Education. The districts and the schools where English language teachers were appointed most were determined. With the written permission taken from the Ministry of Education, the administrators were first visited at schools to be informed about the purpose of visit and to learn availability of the targeted English language teachers. The questionnaire was conducted during the break times and free hours of the participants without blocking the flow of education.

Collection of qualitative data

Semi-structured interviews were conducted with three groups of participants who are ELT graduates, teacher educators and employers. First, consents of the participants were taken and they were given information about the significance of the study. Then, appointments were made at an appropriate time and place for the interviewees. They were also asked for their permission for audio-recording the interviews in a way that did not disturb them. The interviews were audio-recorded to retain a full, un-interpreted record of what was said, and to check exactly what was said easily (Walliman, 2006). It was also ensured that the recording device was not problematic so as not to disturb the participants during the interview (Merriam, 2009). All the interviews were done in Turkish language to prevent misunderstanding and to ease elicitation of perceptions of the interviewees.

Before conducting the interviews, the questions were cross-checked by two experts holding at least PhD degree in ELT in order to detect unclear and ambiguous questions. All the

interviews were conducted by the researcher and they were audio-recorded, transcribed and organized according to groups of participants.

In the light of the effective interview techniques presented in Merriam (2009), the semi-structured interviews with all three groups of participants were mainly composed of open-ended questions in order to elicit more information and different perspectives on the research topic. There were some ideal position questions since they help the researcher to identify the positive and negative sides of a program. Although yes-no questions are not generally recommended for interviews, such questions were also used for exploration of further underlying explanations. All interviews were framed around 12 to 14 open-ended questions which were organized under four sub-headings: introduction, effectiveness, induction, and program evaluation. The interviews progressed in this topical order.

Dörnyei (2007) suggests providing a comfortable and non-threatening atmosphere so that the interviewee can feel comfortable to express him or herself. He also underlines the fact that some small talk might be necessary to build rapport with the interviewees. After that, the interviewer is supposed to explain the reason for the interview and reassure the interviewee on the issue of confidentiality. Therefore, the interview and the recording started after reminding the respondent of the purpose of the interview and summarizing briefly what would happen to the interview data. The interview sessions took about 30-35 minutes on average and were conducted in a period of six months from January 2015 to June 2015.

Data Analysis

The second significant stage of the main study was to organize and analyse the data. The quantitative data were first exposed to descriptive analysis to find mean scores, standard deviations and frequency values. Independent samples t-tests were applied to explore whether there are differences between participants and their different demographic variables. The

qualitative data were first exposed to descriptive analysis to obtain primary patterns according to the pre-determined thematic units. Then, it was analysed through content analysis to identify the emerging patterns in the interviews. Finally, interview data were imported to NVivo 10 software for the coding stage as the final step of qualitative analysis.

Analysis of quantitative data

All statistical analyses were carried out using the Statistical Program for Social Sciences (SPSS) for Windows version 20.0. First of all, the data were checked for kurtosis, skewness and normality. It was confirmed that the data were distributed normally. 255 novice English language teachers responded to the questionnaire but 4 of them were eliminated because of the missing data in a whole section.

The data from 251 participants were subjected to descriptive analysis to get mean scores of the ELT graduates in teacher competencies. In this regard, the highest and the lowest mean values and the frequencies of the responses given to the items of the questionnaire were analyzed. Another purpose of descriptive analysis was to reveal the perceptions of the participants on the effect of the components of ELT teacher education program on their competencies and effectiveness. The second statistical analysis was carried out through independent samples t-tests to determine if there were any significant differences between perceived competency levels of the ELT graduates and their experiences, level of their learners, level of their schools, participation in conferences and gender.

Analysis of qualitative data

The qualitative interview data were audio-recorded and organized. All the interviews were transcribed and checked for spelling. The first step of the qualitative analysis was to prepare the data as recommended by Merriam (2009). On top of the transcribed data, such information as when, where and with whom the interview was held were noted. Interview

questions were written in bold and responses in italics to enable the audience to read easily. In the light of coding strategies presented in Merriam (2009), categories were created first. The procedure started with reading interview transcriptions, preliminary field notes and first documents collected in the study. While reading documents, the researcher wrote notes, comments, observations, and questions. Thus, descriptive analysis was conducted by identifying and categorizing the preliminary patterns in the data in accordance with the thematic units followed in the interview sessions.

The transcriptions were read iteratively by the researcher to prepare it for the coding stage. Code was defined by Saldana (2009) as a verbal expression that briefly and summarizes and represents a significant amount of written or visual data. Miles and Huberman (2014) described codes as labels and tags that are used for determining meaningful units to descriptive and interpretative data collected in a study. According to them, codes are added to the phrases in different lengths. These phrases are words that are connected or not connected in a context, clauses, sentences or whole paragraphs. Coding also helps the researcher to organize piles of data and provides a first step in conceptualization (Walliman, 2006).

After the reading stage, initial coding was practised by taking notes and highlighting key words and sentences. It gives the researcher an opportunity to get familiar with the content and nuances of the data and take ownership of them (Saldana, 2009). The content analysis progressed in order of certain steps (See Figure 3).

Organizing
the findings → Preparing
the data

Second
coding

Organizing
the data

First coding

Identifying
categories

Developing
themes ← Initial
coding
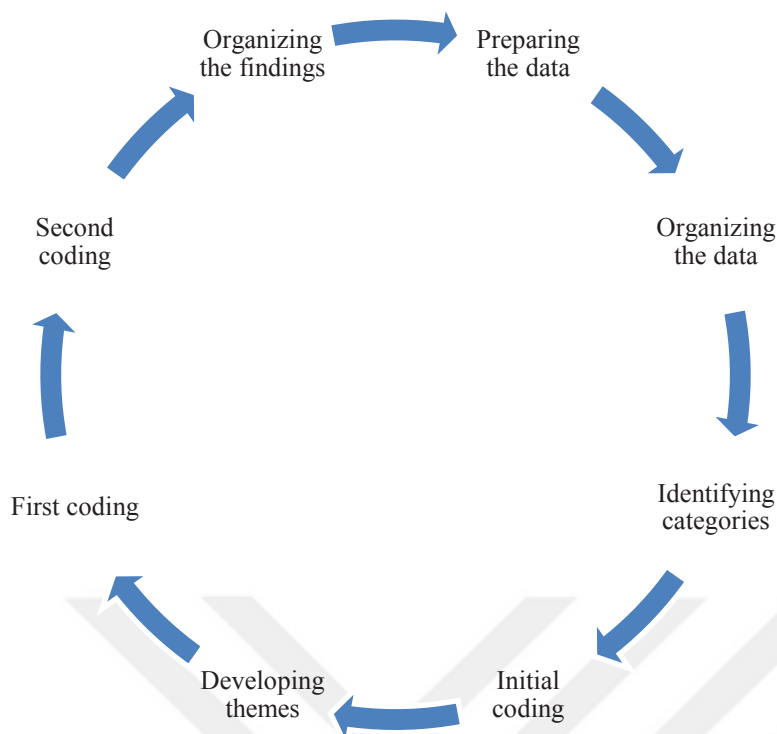
Figure 3. Steps of coding qualitative data.

Then, the data from the three groups of participants were imported into NVivo 10 Software program as three different projects for qualitative analysis. The data were organized in tree nodes to have meaningful correlations between different parts of the data. As Saldana (2009) emphasizes, the software program efficiently stores and organizes the data, and enables the researcher to apply more than one code to the same passage, code a smaller text within a larger coded text and bring similarly coded passages under one larger code. Another advantage of this program identified by Saldana is that it quickly collects and displays key words and phrases and similarly-coded data for examination.

Since the content of the interview questions and its organization were developed via literature, the themes were created both in a theory-driven and a data-driven approach. Namey et al. (2007) explain these approaches priotizing the differing relation between the data and the codes. In a data-driven analysis, the researcher extracts themes and prepares the coding structure

by carefully reading the data and looking for keywords. The theory-driven approach makes the researcher categorize the data according to the pre-determined categories and codes.

Following the transcriptions of the interviews were loaded into the section of sources, codes were created using the nodes property of the software. The data were organized into a coding structure using the tree nodes options (See Figure 3). All the data were coded under either an existing code or a new code by highlighting the related sentences or paragraphs and dragging them into the codes. As Miles and Huberman (2014) note, in all approaches to coding, codes tend to change and develop as field experience goes on. Some codes do not work, and some others stay inactive. Not any data matches with these codes. This problem requires omitting those codes or updating their content. Similarly in the present study, as the data were reanalysed and recoded, the coding scheme evolved and developed through deleting some codes, adding new ones and extending further categories under certain codes.

Figure 4. Nodes (Tree Nodes) section in NVivo 10.

Tree nodes were put into bar charts together with number of coding references in accordance with the related research questions to increase readability and organization of the

data and to summarize the findings. The data were coded twice by the researcher for intra-rater reliability. The second coding was realized one month after the first coding, and the differences were checked and removed. More accurate words and phrases were discovered for the original codes and infrequent codes were examined for their utility in the overall coding scheme (Lewins and Silver, 2007, as cited in Saldana, 2009).

Trustworthiness of the study

Merriam (2009) states that all research studies include concerns of producing valid and reliable information within the framework of ethical principles. Validity and reliability are two important concerns related to formation of thematic framework, data collection, data analysis and discussion of a research study regardless of its research method. Validity and reliability issues were established for both qualitative and quantitative phases as convergent parallel design was adopted in this research study (Creswell, 2003).

An instrument in a quantitative study is accepted as valid "if it measures what is supposed to measure" (Dörnyei, 2007, p. 51). The questionnaire, which was constructed by Şallı-Çopur (2008) in the light of teacher competencies declared by Higher Education Committee (YÖK, 1999), was validated consulting the experts' opinions in the pre-piloting stage. Reliability, on the other hand, is related to whether a data collection tool produces similar results if it is replicated in another context (Dörnyei, 2007). One of the two general approaches to provide estimates of reliability offered by Bachman (2004, as cited in Dörnyei, 2007) is a statistical calculation known as Cronbach Alpha which is based on the variances of two or more scores and serves as an 'internal consistency coefficient'. Therefore, the researcher piloted the questionnaire to analyze the internal consistency of the items in all three parts. The questionnaire was found to have a high degree of internal consistency as its Cronbach Alpha value was found to be .94.

It is widely believed that qualitative researchers need to demonstrate that their studies are credible (Creswell & Miller, 2010). Guba and Lincoln (1982) declared trustworthiness criteria as an alternative quality check list for naturalistic inquiry. Within this new framework, credibility refers to internal validity; transferability replaces external validity; dependability corresponds to reliability; and confirmability equals to objectivity. There are a number of procedures which are offered to ensure trustworthiness of a qualitative research projects: triangulation, prolonged engagement, persistent observation, peer debriefing, member checks, thick description, use of overlap methods, and the dependability audit (Cresswell & Miller, 2000; Guba & Lincoln, 1982). Some of these validation techniques which were utilized to increase the trustworthiness of the present study were discussed in detail below.

Triangulation

Triangulation is a typical way of strengthening validation in a research study by collecting and reconciling data from several resources and/or from different data-gathering techniques (Lynch, 1996). There are four types of triangulation: data triangulation in which different sources of data contribute to an investigation, methods triangulation that involves use of multiple methods to collect data, theory triangulation in which various theories are brought together, and researcher triangulation when there is a scientific investigation carried out by more than one researcher (Denzin, 1978, as cited in Nunan & Bailey, 2009).

In this research study, the data were triangulated with participation of the ELT graduates, teacher educators and employers as different sources contributing to investigation of the research topic from various perspectives. Since the research design of the present study is convergent parallel design as mixed method research, the data were collected through different intruments namely as questionnaire, interviews and documents to ensure methods triangulation.

This enabled the researcher to best understand the research problem and validate the questionnaire results with the interview findings.

Member check

Member checks involve checking the collected data and interpretations continually with members of various groups from which data are collected (Guba & Lincoln, 1982). With member checking, participants contribute to the validity process confirming the credibility of the information and narrative account (Cresswell & Miller, 2000). Due to its significance stated in the research literature, the results of the qualitative data analysis were posted back to all members of the semi-structured interviews (ELT graduates, teacher educators and employers) and they were requested to check the data for any misunderstanding, misspelling, and mismatches between the sentences and the related codes expressed clearly. By this way, the participants as members of the interviews were invited to contribute to the study by reviewing and revising the qualitative data which were transcribed, analyzed and coded subjectively by the researcher.

Peer debriefing

Peer debriefing requires the researcher to discuss the findings and the conclusions of a study by a disinterested peer thoroughly (Lynch, 1996). As Guba and Lincoln (1982) suggest, peer debriefing enables the researcher to test the truthfulness of his or her insights, receive advice about significant methodological steps and identify possible biases that might affect the inquiry negatively. In this study, the qualitative data were analyzed extensively in two different ways by three different researchers who are all PhD students in ELT. First, the interview transcriptions were sent to three reviewers to be coded one more time from the beginning; the coding schemes created by the researcher and the reviewers were matched and the differences were eliminated. Following this step, the revised codes, their labels, categories and their

significance were discussed by one of the reviewer extensively and further improvements were made to finalize the analysis of the qualitative data.

Thick description

One of the strategies to increase transferability of a qualitative study is thick description. It refers to not only description of settings and participants, but also detailed description of findings supported with suitable evidence presented in quotations from interviews, field notes and documents (Merriam, 2009). All methodological steps of this study from participants to data collection and analysis procedures were presented in detail supported with visual graphics, figures and charts. Moreover, the findings of the statistical and text data were organized separately in response to different research questions and particularly the results of the qualitative data were presented both in summarizing visual charts and direct quotations from the participants to strengthen the clarity of the description.

Chapter III: Findings

The findings of both quantitative and qualitative data were presented in this section. First, statistical analysis and findings of the Teacher Competency Questionnaire for ELT Graduates were reported part by part. Second, the findings of the interview data were demonstrated separately for each interview group. Finally, comparative analysis of the interview data across different participants and comparative analysis of the questionnaire results and the interview findings were provided at the end of this chapter.

Findings of the Questionnaires

To investigate to what extent ELT graduates find themselves competent in the competency areas determined by Higher Education Comittee, a questionnaire was used with 50 items in Likert scale in three sections: (1) competence in language and subject area knowledge, (2) competence in planning, teaching and classroom management, and (3) competence in monitoring, assessment and professional development.

The likert scale consisted of four points in the following order: "incompetent", "somewhat competent", "competent", and "highly competent", which were uploaded into SPSS program as 1, 2, 3 and 4 respectively for statistical analysis. While scores 1 and 2 were accepted as negative perception, scores 3 and 4 were accepted as positive perception.

RQ2: How effective do ELT graduates perceive themselves as English language teachers in their early career?

The general mean score of the questionnaire was found to be 3.17, which showed that the graduates perceived themselves slightly highly competent in general. The mean score for Section A was 3.11, 3.23 for Section B, and 3.18 for Section C which showed that the graduates found themselves most competent in language planning, teaching and classroom management and least competent in language and subject area knowledge. The findings according to

subcategories of sections in the questionnaire might provide a more detailed explanation about teaching standards that the graduates feel competent at and teaching skills that they need improvement. The mean scores for the subcategories of Section A were 3.30 *for knowledge, use and presentation of English language*, 2.83 *for developing learners' language skills*, 3.15 for *theoretical knowledge of language and language teaching*, and 3.11 for *teaching according to student profile*. It is clear that the graduates need to improve themselves in teaching language skills more than other competency areas. In Section B, the mean score for *lesson planning* was 3.30, 3.28 for *motivating students*, 2.71 for *using support facilities*, and 3.32 for *execution of a planned lesson*. While the graduates perceive themselves quite competent in lesson planning, motivating students and leading a planned lesson, it seems that they experience some problems in making use of technology and other facilities. The mean scores for the themes of Section C were 3.12 for *assessment*, 3.14 for *monitoring students*, and 3.24 for *professional development* which indicates that the participants perceive themselves quite competent in monitoring, assessment and professional development at all.

RQ 2.a: In what standards do ELT graduates perceive themselves competent?

RQ 2.b: In what standards do they perceive themselves incompetent?

According to the results of the first section of the Likert scale items, which focuses on competence in language and subject area knowledge, the graduates perceived themselves most competent in using the English appropriate to the level of the students ($M = 3.39$, $SD = 0.63$) and teaching grammar with the integration of form, function and meaning ($M = 3.39$, $SD = 0.64$). Newly ELT graduates also believed that they are slightly highly competent in developing learners' vocabulary ($M = 3.33$, $SD = 0.65$), being an adequate model for the English language for students ($M = 3.30$, $SD = 0.69$), and presenting knowledge of language in a clear manner ($M = 3.29$, $SD = 0.63$).

Table 6

Competence in Language and Subject Area

SECTION A-Items	N	Minimum	Maximum	Mean	SD
1. Having advanced knowledge of English	251	2	4	3.26	0.59
2. Using English communicatively	251	1	4	3.17	0.67
3. Being an adequate model for the English language for students	251	1	4	3.30	0.68
4. Using the English appropriate to the level of the students	251	2	4	3.39	0.63
5. Teaching grammar with the integration of form, function and meaning	251	2	4	3.39	0.64
6. Presenting knowledge of language in a clear manner	251	2	4	3.29	0.63
7. Developing learners' vocabulary knowledge	251	1	4	3.33	0.65
8. Developing learners' reading skills in English	251	1	4	3.09	0.73
9. Developing learners' listening skills in English	251	1	4	2.70	0.81
10. Developing learners' writing skills in English	251	1	4	2.72	0.81
11. Developing learners' speaking skills in English	251	1	4	2.73	0.78
12. Integrating macro skills	251	1	4	2.90	0.70
13. Having knowledge of general linguistic theory	251	1	4	3.08	0.73
14. Having knowledge of foreign language teaching theories	251	1	4	3.23	0.77
15. Using suitable approaches, procedures and techniques	251	1	4	3.03	0.69
16. Employing a range of teaching strategies appropriate to learner age	251	1	4	3.22	0.67
17. Employing a range of teaching strategies appropriate to learner level	251	1	4	3.08	0.66

The statistical analysis also revealed some areas that the ELT graduates need improvement. For example, they perceived themselves least competent in developing learners' listening skills in English ($M = 2.70$, $SD = 0.81$). They also believed that they are not competent

enough in developing learners' writing skills in English (M = 2.72, SD = 0.81), developing learners' speaking skills in English (M = 2.72, SD = 0.78), and integrating macro skills (M = 2.90, SD = 0.70).

The participants evaluated themselves as competent or nearly highly competent in many items in the second section, which tests competence in planning, teaching and classroom management. They found themselves most competent in responding to students' questions (M = 3.51, SD = 0.54). They also perceived themselves quite competent in responding to students' feedback (M = 3.46, SD = 0.62), knowing the foreign language teaching curriculum (M = 3.44, SD = 0.62), and using voice effectively to attract students' attention (M = 3.44, SD = 0.66). On the other hand, the lowest score for this section was item 9, *using teaching learning facilities effectively* with a mean score of 2.45 (SD = 0.91). Besides, the participants showed lack of full competence in making use of information technology (M = 2.97, SD = 0.91), and using individual, small group and whole class teaching methods (M = 2.98, SD = 0.77).

Table 7

Competence in Planning, Teaching and Classroom Management

SECTION B-Items	N	Minimum	Maximum	Mean	SD
1. Knowing the foreign language teaching curriculum	251	1	4	3.44	0.62
2. Making appropriate plans concerning students' needs	251	1	4	3.29	0.65
3. Expressing objectives the students will achieve clearly	251	2	4	3.24	0.63
4. Preparing coherent lessons plans to achieve course objectives	251	1	4	3.18	0.68
5. Establishing good connections with previous topics	251	2	4	3.35	0.69
6. Using a variety of teaching-learning activities related to students' needs	251	1	4	3.19	0.64
7. Using appropriate sources related to the aims of the lesson	251	1	4	3.18	0.68
8. Using examples relating to the topic to real life	251	1	4	3.35	0.73
9. Using teaching learning facilities effectively (language lab, library)	251	1	4	2.45	0.91
10. Making use of information technology	251	1	4	2.97	0.91
11. Adjusting instructions to students' level	251	2	4	3.23	0.60
12. Asking students timely questions	251	2	4	3.28	0.59
13. Responding to students' questions	251	1	4	3.50	0.56
14. Developing students' interest in the lesson	251	1	4	3.28	0.73
15. Using class time effectively	251	1	4	3.26	0.69
16. Using voice effectively to attract students' attention	251	1	4	3.44	0.66
17. Responding to students' feedback	251	2	4	3.46	0.62
18. Using individual, small group and whole class teaching methods	251	1	4	2.98	0.77
19. Establishing rapport with learners	251	1	4	3.37	0.71

In the last section of Likert-scale items, which evaluates competence in monitoring, assessment and professional development, the participants perceived themselves most competent in being open to professional development ($M = 3.42$, $SD = 0.63$). They also showed

a high degree of competence in carrying out responsibilities for moral development of the students ($M = 3.37$, $SD = 0.67$), giving useful feedback to students ($M = 3.36$, $SD = 0.60$), and reflecting on performance for self-development ($M = 3.34$, $SD = 0.69$). According to these results, the graduates did not perceive themselves competent enough in keeping careful records of students' progress ($M = 2.86$, $SD = 0.79$), and working cooperatively with professional colleagues ($M = 2.94$, $SD = 0.91$).

Table 8

Competence in Monitoring, Assessment and Professional Development

Section C-Items	N	Minimum	Maximum	Mean	SD
1. Knowing a variety of assessment methods	251	1	4	3.02	0.71
2. Using assessment methods relevant to the subject effectively	251	1	4	3.05	0.61
3. Planning assessment in parallel with course objectives	251	1	4	3.18	0.66
4. Monitoring student learning in different classroom activities	251	1	4	3.20	0.66
5. Evaluating students' progress in relation to the aims of the lesson	251	2	4	3.23	0.62
6. Keeping careful records of students' progress	251	1	4	2.86	0.79
7. Diagnosing students' difficulties	251	1	4	3.13	0.68
8. Giving useful feedback to students	251	2	4	3.36	0.60
9. Working cooperatively with professional colleagues	251	1	4	2.94	0.91
10. Fulfilling the legal responsibilities at school	251	1	4	3.29	0.70
11. Carrying out responsibilities for the moral development of the students	251	1	4	3.37	0.67
12. Contributing to school activities	251	1	4	3.11	0.78
13. Being open to consistent professional development	251	1	4	3.41	0.64
14. Reflecting on your performance for self-development	251	1	4	3.34	0.69

RQ 6.a: What is the contribution of the components of the ELT undergraduate program to ELT graduates' competencies as English language teachers?

With the second part of the questionnaire, the aim was to investigate to what extent each ELT program component is effective on acquisition and performance of all teacher competencies evaluated in three previous sections in Part-I. According to the participants, General Education component has the highest impact on teacher competencies (M = 3.30, SD = 0.74), and the second highest score was found for ELT Methodology component (M = 3.27, SD = 0.72). Literature component was found to have the least effect (M = 2.61, SD = 0.94) on competencies and effectiveness of the ELT graduates.

Table 9

Evaluation of the ELT Program Components

Part II-Items	N	Minimum	Maximum	Mean	SD
1. Language Component	251	1	4	3.25	0.66
2. Linguistic Component	251	1	4	3.06	0.77
3. Literature Component	251	1	4	2.61	0.94
4. ELT Methodology Component	251	1	4	3.27	0.72
5. General Education Component	251	1	4	3.30	0.74

RQ 2.e.: Is there a significant difference between experience and perceived competencies?

In order to examine differences in perceived competency levels between ELT graduates at different experience levels, an independent samples *t*-test was conducted. Graduates were categorized into two groups as the teachers with one year of experience and those with five years of experience. The results of this test indicated that there was not a significant difference in competency levels between the two groups, $t(70.84)=0.99$, $p=.338$.

Table 10

Independent Samples T-test Results for Experience of Participants

Groups	N	Mean	SD	t	df	p
One Year Experience	94	3.22	0.32	.995	129	.338
Five Years Experience	37	3.16	0.29			

RQ 2.f: Is there a significant difference between learner levels and perceived competencies?

To investigate whether learner levels affect perceived competencies of the graduates, an independent samples *t*-test was conducted. The respondents were put into two groups as the graduates teaching at A1 level and the graduates teaching at B1 level. The *t*-test results in Table 11 revealed that there was not a significant difference in perceived competencies between the novice English language teachers teaching at A1 level and those teaching at B1 level, $t(67.92)=0.72, p=.456$.

Table 11

Indepdendent Samples T-test Results for Level of Learners

Groups	N	Mean	SD	t	df	p
A1 Level	93	3.16	0.35	.72	131	.456
B1 Level	40	3.11	0.39			

RQ 2.g: Is there a significant difference between school levels and perceived competencies?

It was investigated whether or not level of school affects the perceived competency levels of the ELT graduates. Novice English language teachers working at primary schools and

the ones working at high schools were compared as the two groups of participants. Not any significant difference was found between the graduates working at primary schools and those working at high schools in terms of their perceived competency levels, $t(96.38)=1.96$, $p=0.058$.

Table 12

Independent Samples T-test Results for Level of Schools

Groups	N	Mean	SD	t	df	p
Primary School	47	3.24	0.33	1.964	145	.058
High School	100	3.12	0.35			

RQ 2.h: Is there a significant difference between participation in conferences and perceived competencies?

The impact of participation in ELT conferences on perceived competency levels of the participants was analysed through an independent samples t-test. The ELT graduates having attended any ELT conference, seminar or symposium and those who have not been to any such organization were put into two groups for a comparative analysis. T-test results indicated that participation in ELT conferences does not make a significant difference in perception of teacher competencies, $t(153.29)=1.14$, $p=0.264$.

Table 13

Independent Samples T-test Results for Participation in Conferences

Groups	N	Mean	SD	t	df	p
Conference Participants	158	3.20	0.35	1.142	231	.264
Conference Non-participants	75	3.14	0.33			

RQ 2.i: Is there a significant difference between gender and perceived competency levels?

Lastly, another independent samples t-test was conducted to identify whether being male or female makes a significant difference in perception of teacher competencies. The results revealed that the difference between questionnaire results of males and females was signicant, $t(123)=-2.14$, $p=0.026$. It is clear that female ELT graduates have higher self-efficacy beliefs than male graduates in teacher competencies.

Table 14

Independent Samples T-test Results for Gender

Groups	N	Mean	SD	t	df	p
Males	73	3.10	0.36	2.237	249	.026
Females	178	3.21	0.33			

Findings of the Interviews

Semi-structured interviews were conducted with teacher educators, ELT graduates and employers. Results of the interviews were presented in visual bar charts in response to the related research questions. While interview findings were reported separately for each interview group, comparative analysis of the interview results across different participants were also provided at the end of this section.

Interviews with teacher educators

RQ 1: What makes an English language teacher effective and successful?

After the initial introduction part, the interviews with teacher educators progressed with the questions about teacher effectiveness. The results revealed some general qualities of effective English language teachers. According to the interviewed teacher educators, English

language teachers are expected to be competent in teacher knowledge and teaching skills, efficient in dialogue with students, persistent in professional development and have supplementary characteristics. More specifically, methodology, content knowledge and love for the job were considered as three most significant qualities of effective English language teachers. In addition, building rapport with students, using materials and focus on speaking skills were stated as the fundamental requirements for success in ELT.

It is clear from Figure 5 that characteristics such as tolerance, friendliness, trustworthiness and self-confidence might help English language teachers be effective. Finally, ELT graduates are expected to collaborate with their colleagues, be enthusiastic, and reflect on their teaching performance for continuous professional development.
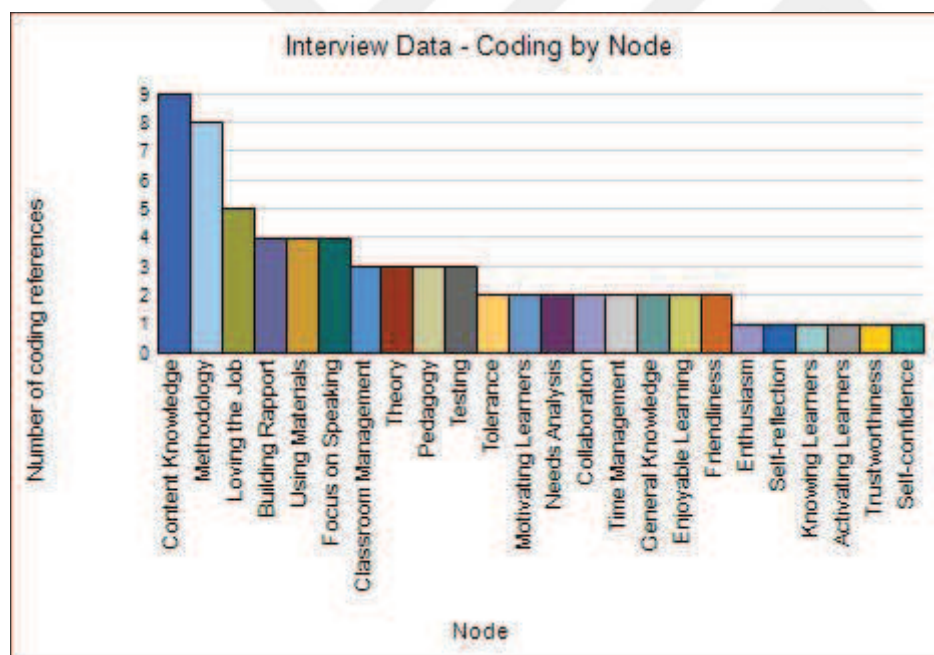

Figure 5. Effective teacher qualities identified in the teacher educator interviews.

One of the participants mentioned teacher effectiveness comprehensively and analysed the issue from both theoretical and practical perspectives. Content knowledge, knowledge of ELT Methodology, knowledge of pedagogy, effective dialogue with learners, teaching skills

and enthusiasm were emphasized as distinctive characteristics of effective English language teachers.

It is a huge question and it involves a lot of things. As we all know, a teacher should have different types of knowledge. These are: subject matter knowledge referring to English, different aspects of English language; knowledge about the teaching profession such as classroom management, strategies, language teaching methods, use of materials, adaptation of materials, preparation of tests, assessment and general cultural knowledge. A teacher should have all these kinds of knowledge. But this is not enough, of course. They should be able to use them effectively; they should be able to put their knowledge into practice by taking into consideration of student needs, their level, their gender, their background knowledge and so on. What is important is to empathize with students. In addition to teacher knowledge, there are some other effects: loving the job you are doing, loving the students, loving the subject matter that you are teaching, and having a good knowledge about the education system and student needs (Teacher Educator 9).

Another participant defined effective English language teachers in the eyes of students, parents and colleagues separately putting forward that all these stakeholders have different expectations from the teachers. While students find knowledgeable and humorous English language teachers effective, responsible and cooperative teachers are regarded as effective by their colleagues. According to parents, an English language teacher is effective as long as his or her learners speak in the target language.

From the students' perspective, ideal teacher is the one who knows his or her subject very well as the expert of the field. He or she should know a lot of things about his or her subject. The second important factor is using humour in the class. Students, especially young learners, need to have fun while learning. We also need fun as adults.

If he or she is an effective teacher, he should know how to integrate fun into his lessons. They should know how to create intrinsic motivation. From parents' perspective, they want their children to communicate in English, the target language. Their first and major criteria is speaking. If their children do speak English, then they know the language. If they cannot speak, it means that their teacher is not competent. They want immediate production in the target language. From colleagues' perspective, an effective teacher should be cooperative, support testing and assessment system, fulfil administrative duties, and share and take responsibility (Teacher Educator 5).

RQ 3.a: In what standards do teacher educators find ELT graduates competent?

According to teacher educators, the ELT graduates are competent in teacher knowledge, particularly theoretical and pedagogical content knowledge. It was also stated that they are effective in using technology and teaching English to young learners. Some of the teacher educators indicated that the ELT graduates are good at grammar and vocabulary knowledge in the target language. Figure 6 summarizes the teacher educators' perceptions on the strengths of ELT graduates.
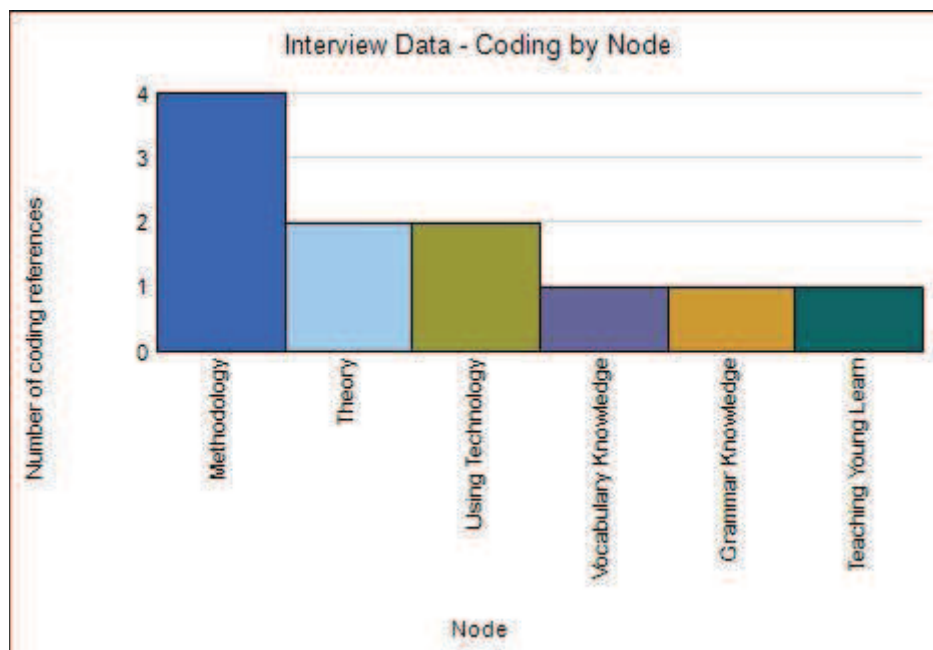
Figure 6. Strengths of ELT graduates identified by teacher educators.

One interview respondent promoted the practice side of the ELT undergraduate program and ensured that their graduates are fully qualified with professional competencies.

> The program in our department is practice-based. So, student teachers are always active on the stage to be equipped with presentation skills and teaching skills from the 1st grade to the 4th grade. How do they benefit from this application? When they practice in front of real students, they do not experience any problem in terms of teaching (Teacher Educator 8).

One other interviewee indicated that positive changes in the curriculum of ELT undergraduate program was reflected on the ELT graduates as competencies.

> When we observe the pre-service English language teachers in the practicum, we realize that they use technology in the class. Another improvement is that they are more aware of young learners. They can now differentiate between adults and young learners easily

because they have taken related courses about young learners. This is a beneficial side of the program. (Teacher Educator 5).

RQ 3.b: What are the competencies that ELT graduates need to further develop?

Teacher educators were also asked the weaknesses of their graduates in terms of teacher knowledge and teaching performance. As most of the participants agreed on, the area ELT graduates need most improvement is English proficiency. It was also expressed that they have difficulties in putting theory into practice in real classrooms. Moreover, the graduates were not found to be competent in classroom management and teaching English according to learner level.
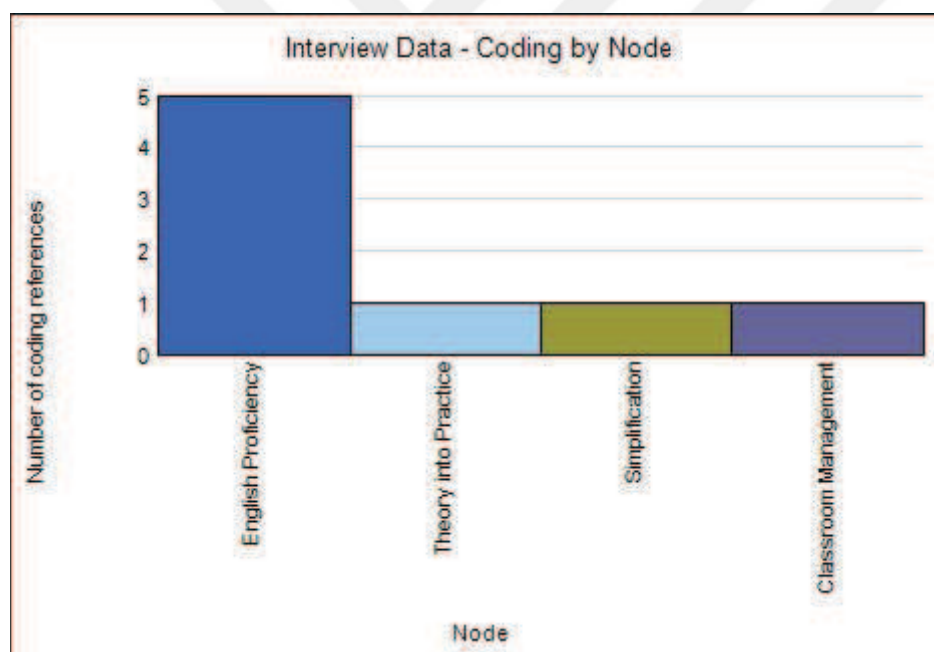
Figure 7. Weaknesses of ELT graduates identified by teacher educators.

An experienced teacher educator, who is the Head of ELT Department at one of the prestigious state universities, summarized the general situation of pre-service English language teacher education in Turkey.

As far as I observe, there are two big stages in pre-service teacher education: learning English and learning how to teach English. There are mistakes in the first stage. We can call the second stage 'method' but the number one issue is not related to methodology at all. Nobody questions this. Do we really teach English to pre-service English language teachers in Turkey during their university education? Are their field competencies at required level? This is a question mark. We cannot generalize but majority of our student teachers become teachers of a subject that they do not master since they cannot acquire field competency at neither high school nor university (Teacher Educator 2).

English proficiency was discussed as the most vital weakness of the ELT graduates in recent years by five participants. What aspects of content knowledge are problematic and why this problem is happening were explained by one of the teacher educators thoroughly.

When I compare the students between 2010 and 2014 and the students before, all the lecturers mostly complain that the quality of the students we are receiving is unfortunately getting worse and worse in terms of language proficiency. Of course, there are a few good students but the number is decreasing. They either have problems in English, in speaking it fluently and pronouncing words correctly or forming grammatically correct sentences. So, majority of our students have problems in using the target language. They probably have good grammatical knowledge and their vocabulary is not too bad. This is a very hard question because we receive so many students every year and there are always exceptions, good and bad examples. I can confidently say that the quality has been decreasing over years in parallel with their proficiency level and teaching competence (Teacher Educator 9).

RQ 5: How effective is the induction program in Turkey?

The second theme of the interviews was induction period of beginning English language teachers. All teacher educators interviewed stated that the induction program applied in Turkish state schools is absolutely ineffective. They also expressed various reasons for this failure. It was clearly stated that the main focus in the induction program is on official procedures and trainees feel usually alone during this process. According to teacher educators, the program is not successful because trainees cannot get help from their seniors, they directly start teaching in real classes, and they have incompetent mentors. There are also some other issues such as lack of clarity on performance criteria, lack of collaboration between schools and universities, unenthusiastic mentors and busy teachers that decrease the effectiveness of the induction program. Figure 8 below presents deficiencies in the induction program observed by the teacher educators.
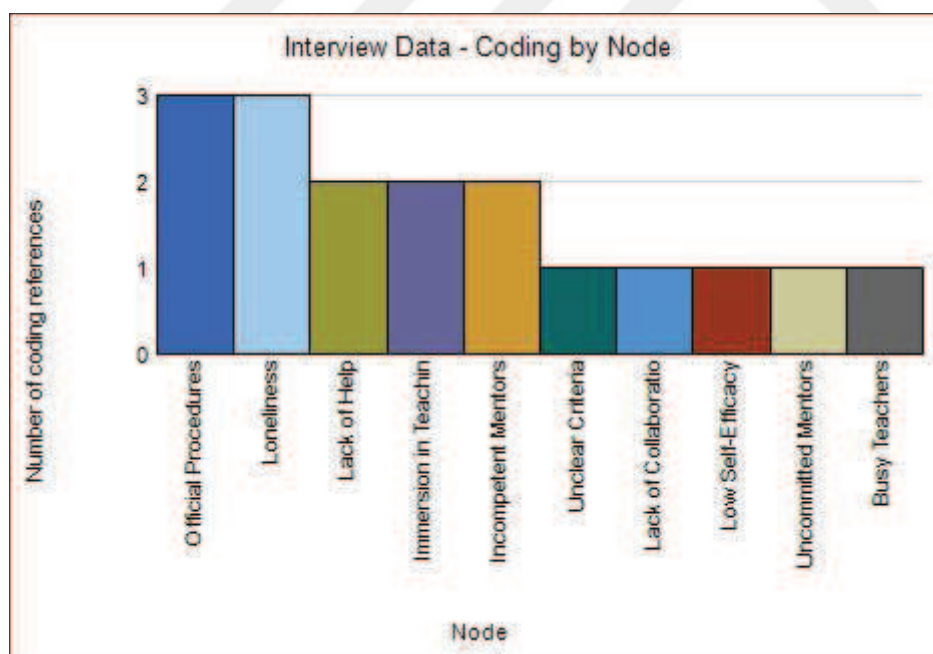
Figure 8. Deficiencies in the induction program detected by teacher educators.

For example, one teacher educator with an experience of 24 years claimed that there is an induction program in formality but in reality that program does not work and achieve its purpose.

> I would like to ask a question but it is not a real question, just criticism. Is there an induction period in Turkey? We don't have an induction program in Turkey. Because what happens is they graduate, and they are just placed into a classroom as they are real teachers. They are on their own and completely very lonely. It is a very lonely process. They do not get any help from the university, the school, or inspectors (Teacher Educator 9).

Impact of the negative situation in induction period on ELT graduates and problems they experience were mentioned by one of the interviewee as follows:

> It is done for the sake of doing it. It is related to the policy, not professional development. Newly graduates feel alone in their institutions. From the first moment, they have to teach which is wrong. They need more orientation as they do not have self-esteem. They may not feel competent because they do not have any support from others. From humanistic perspective, they do not feel OK. Because their anxiety level is very high and unfortunately their self-efficacy beliefs decrease (Teacher Educator 5).

According to most of the teacher educators, the most critical issue for improvement of the induction program is to assign competent English language teachers as mentors and organize a mentor development program. It was also believed that universities should carry on supporting their graduates especially in the first year of their teaching. Collaboration between schools and universities was stated as another important issue that needs to be resolved and improved. Finally, it was suggested by some of the participants that trainees should be provided with some fundamental facilities like orientation, observation and graduate seminars.
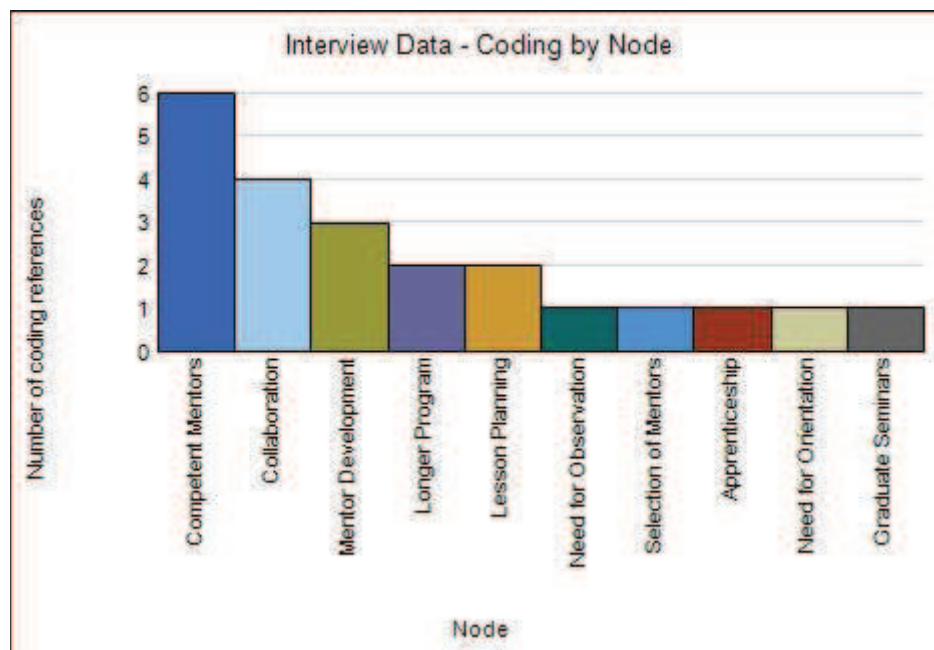
Figure 9. Teacher educators' suggestions for the induction program.

An interview respondent proposed an apprenticeship model for the induction program. She emphasized the need for keeping mentees active through observation and practice under the control of experienced mentors.

> If there was a mentoring system like in abroad in an apprenticeship model in which mentees work with real experienced teachers who really follow innovations and apply them in their classes successfully, then induction program could be successful. However, it does not mean that mentees will be passive at all. They should observe and practice at the same time. They might experience various difficulties or easiness in teaching English by doing practice at more than one school and learner level (Teacher Educator 3).

One other interviewee indicated that collaboration with universities, duration of induction and subjects of the mentor teachers are some of the critical issues to be resolved for improvement of the induction program in Turkey.

There is not any collaboration with universities on this issue. Such an orientation period can be extended to two years. In practicum, mentees practice teaching for ten minutes or one hour but in a very controlled environment. Therefore, this induction year is very critical. They need to observe English teacher mentors since other subject teachers have different priorities. Really experienced mentors should be assigned. Moreover, it is necessary to expose mentors to a mentor development program at BA level since not every teacher can take this responsibility. Mentees also need scaffolding as they get into a totally new environment. Their progress should be followed carefully in a portfolio system (Teacher Educator 7).

RQ 6.b: What are the strong and weak sides of the ELT undergraduate program?

As implementers, teacher educators were asked to make a critical analysis of the current ELT undergraduate program. Different aspects such as curriculum, academic staff and learning outcomes were discussed. First of all, the program was found to be most successful in theory and equipping learners with necessary theoretical background knowledge. It was also stated that the program is good at providing student teachers with methodological knowledge and practice. New courses such as Community Service and Technology Course, increase in professional courses and decrease in literature courses were considered as positive curricular changes by some of the interviewed teacher educators.
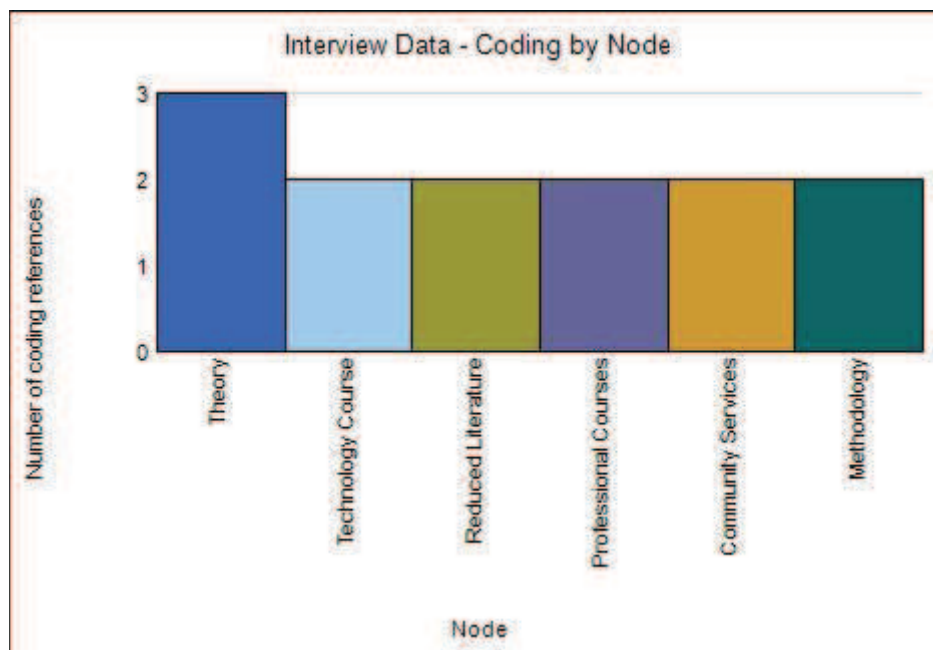
Figure 10. Teacher educators' perceptions on the strengths of the ELT program.

One of the participants compared the current program with the previous one with a focus on curricular changes.

As for strengths of the program, 'Teaching English to Young Learners' was extended to two semesters; 'Teaching Language Skills' was added; 'Approaches to English Language Teaching' is taught in two terms as two complementary and sequential courses. So, the number of field-specific pedagogical content courses was increased in the curriculum. In the previous program, there were too many literature courses like 'Drama' and 'Poetry'. Now it is more economical and I think 'English Literature' in two semesters is adequate (Teacher Educator 7).

Cultural courses and new trend topics in ELT like Multiple Intelligences were highlighted as strong sides of the program by another participant.

One of the strengths of the program is that 'Teaching English to Young Learners' was included. The program involves some courses which are necessary for student teachers

to acquire cultural and professional knowledge. In the current program, there are lessons in which new trend topics are taught. For example, Multiple-Intelligences, learning styles, and student identities are very important concepts for teachers to be aware of (Teacher Educator 6).

On the other hand, following one standard program, limited time for practicum, lack of elective courses and failure in English language improvement of student teachers were the most frequently stated weaknesses of the program. Two teacher educators think that it was wrong to remove 'School Experience I' from the program since student teachers used to be introduced to school systems and real school contexts earlier in that course. Integration of 'Advanced Reading Skills' and 'Advanced Writing Skills' was another curricular mistake according to two other teacher educators because they find it difficult to improve two different language skills within limited time of a single course.
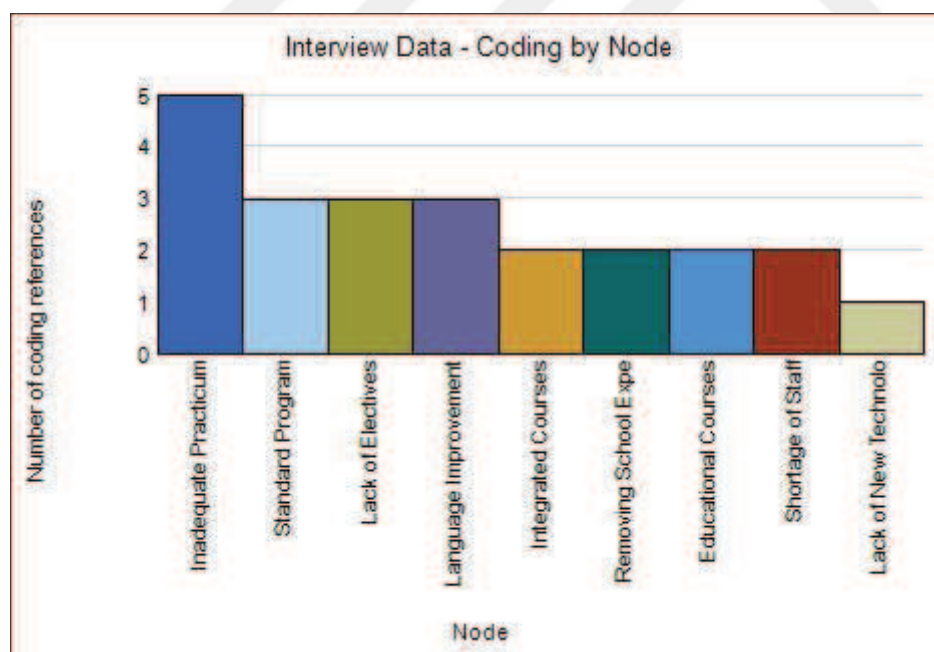
Figure 11. Teacher educators' perceptions on the weaknesses of the ELT program.

A more experienced participant of this interview group criticized the program because of the limited opportunities for teaching practice.

We educate teachers and most of them work as practitioners after graduation. The weakest side of the current program is that practice hours are insufficient and school practice is offered only in the final year. It is impossible to conceptualize what it means to be a teacher through doing practice in only one semester. I think school visits and practicum need to be organized for certain periods of time after the 2nd year. We teach theoretical knowledge but most of it remains as memorized knowledge. Unfortunately, we do not provide our teacher candidates with adequate chance to put that knowledge into practice (Teacher Educator 4).

Another teacher educator complained about standardization of the program and lack of departmental autonomy.

The problem we are having is we are following one standard program throughout Turkey. However, the profile of students is different in each region. For example, the profile of students at Boğaziçi University is different from the profile of students at Çukurova University, but we are supposed to follow the same program. I think we need to be given some room for manoeuvring; we need to add some elective courses to the program. I don't know the names of all supplementary courses now, but we need to be able to do that and select some elective courses for specific needs of students in our own department (Teacher Educator 1).

RQ 6.c: Does the ELT undergraduate program need a further restructuring?

After critical analysis of the program, it was investigated whether the program needs a further revision or not. Eight teacher educators stated that it is time for the program to be restructured because of the weaknesses mentioned above. The second follow-up question was how to do it and in what aspects. It was believed by most of the participants that student teachers should be introduced to practicum earlier and they should practice teaching for a longer period

of time at different school levels. Besides, it was discussed that a new program can be successful together with qualified teacher educators. Another frequently mentioned topic for curricular change is the need for more elective courses and increased opportunities for student teachers to study abroad through exchange programs. Figure 12 below presents all recommendations made by the teacher educators for restructuring of the ELT undergraduate program.
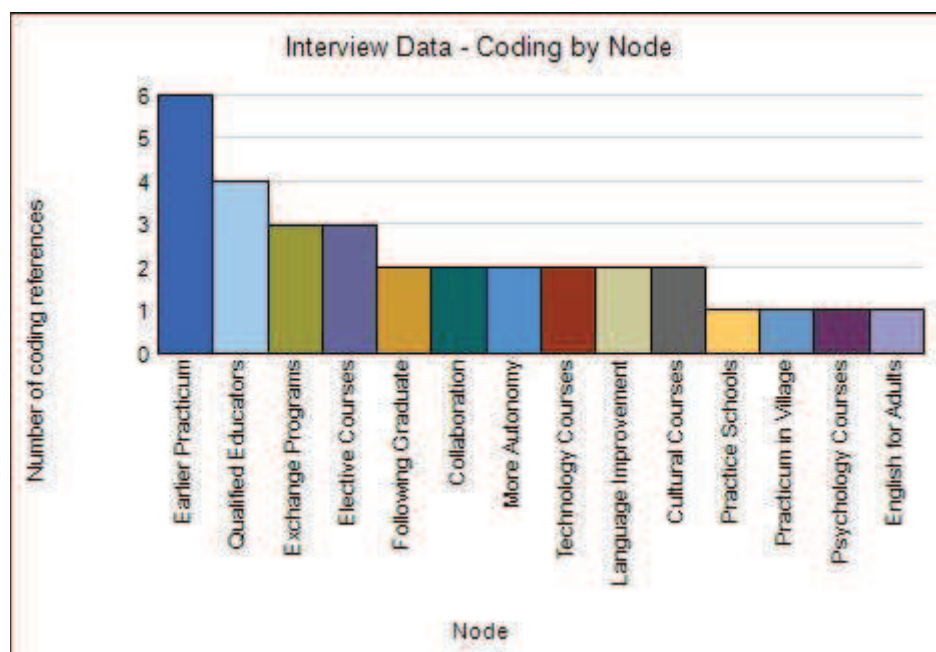
Figure 12. Teacher educators' suggestions for the ELT program.

One respondent emphasized the importance of sending student teachers abroad and increasing quality of teacher educators. She believed that being in an English speaking country for a certain prediod of time increases self-confidence and competence of pre-service English language teachers in using the target language. She also underlined the impact of modelling behaviours of teacher educators on student teachers.

They should study abroad at least for one semester to master the target language. This is absolutely essential for improving English language proficiencies of student teachers. No matter how much they read and write in the target language here in Turkish context, it works to some extent. If they can go abroad for at least one semester and practise

English, this increases their self-confidence. On the other hand, the program is made by other stakeholders but the thing is the transfer of knowledge from academic staff to students. A teacher educator's approach is more important than the course itself. As far as I have experienced, being a role model is highly important in teacher education. I think a university teacher's behaviours inside the classroom play a key role in training pre-service teachers in the Faculty of Education. You should practice what you preach. For example, our exams should overlap with what we teach. As teacher educators, we need to prepare different materials for our own courses without depending on a course book as a single source (Teacher Educator 7).

Quality of teacher educators was considered to be significant by another interviewee for better education of English language teachers.

We should not disregard the fact that teacher educators should be expert of their fields in pre-service education and they are supposed to be highly-qualified. Student teachers can graduate as competent English language teachers as long as they are trained by experienced and dedicated educators. If academic staff in ELT departments consists of a limited number of personnel and uncommitted people, quality of pre-service teacher education decreases (Teacher Educator 8).

A teacher educator, the Head of Department at one of the established universities in Turkey, mentioned the need for more time for practicum in a new program. Besides, he called attention to developing English proficiency of student teachers in the first year focusing on language improvement courses in the program.

I think we need to have more room for micro teaching and school experience. I believe that the grading system in Turkish education is very unfortunate. The level of incoming students is very different. The system required them to do some grammar and reading,

but still we do have problems related to English proficiency level of student teachers. In the first year, we try to eliminate this problem. We have some speaking courses and writing courses. In prep classes, we try to focus on that but it is not usually enough. They come in the first year; they are good at receptive skills but they are not good at productive skills in English language. We need to have the screening system revised. There are attempts like including some writing or speaking sections in the foreign language university entrance exam which is a good step (Teacher Educator 1).

Similarly, one other teacher educator also underlined the significance of having more time for school practice in a probable new program.

First of all, we need more practice-based courses. This is one of the most difficult issues for me. For example, I have been teaching 'Teaching Language Skills' for years and I think we teach theories very well. But micro teaching and presentations do not serve the purpose of this course at all because the audience does not consist of real learners. I want them to do such practice in a real school context after the 3rd year. I wish we had practice schools near here and we could take our students and make them put theories into practice there (Teacher Educator 3).

Another participant suggested that practice side of the ELT undergraduate program should be prioritized together with revised systematic coordination between schools and universities. She also put emphasis on the importance of eradicating the misperception of the university supervisors in the minds of school mentors.

Students should be introduced to real classroom contexts earlier in the program. If possible, it should be done in three consecutive years. The first year is too early, but starting from the second year, our students should be able to go to schools for teaching practice. The responsibilities given to the student teachers should be increased

systematically every year. There should be a close cooperation between the schools, the university and the Ministry of Education. The mentoring system and the teaching practice should be definitely restructured. When I go to schools to observe my senior students, their mentors at the practicum schools see this like a burden. They do not want to take this responsibility. It feels as if this is a battle between the university and the novice teachers. They empathize too much and take it personally and emotionally. For example, even if the student teacher does not attend the practicum regularly, they sign it in the attendance sheet. They think that we are going there to criticize them fiercely and give them negative feedback. They do not realize that our purpose and mission is to reflect on mentees' teaching performance and help them to improve their teaching skills. They try to protect, or overprotect their student teachers, and they bond relationships. So, they should think more professionally and see this as an opportunity to help future teachers develop themselves. There should be a close cooperation and they should be made aware of the importance of this period (Teacher Educator 9).

Interviews with ELT graduates

RQ 1: What makes an English language teacher effective and successful?

The first topic discussed in interviews with ELT graduates was characteristics and qualities of effective English language teachers. According to the participants, effective English language teachers need to be competent in teacher knowledge and teaching skills, efficient in dialogue with learners, persistent in professional development and have supplementary characteristics. Self-improvement was the most popular answer among the ELT graduates as a basic quality of effective English language teachers. It was also emphasized by six different participants that a good English language teacher should be proficient in English language, use various materials and build rapport with learners. According to four interviewed ELT graduates, focus on speaking skills, teaching according to learner level, making lesson plans and making

learning enjoyable are some of the prominent teacher standards. Figure 13 below presents all qualities of effective English language teachers identified in the ELT graduate interviews.
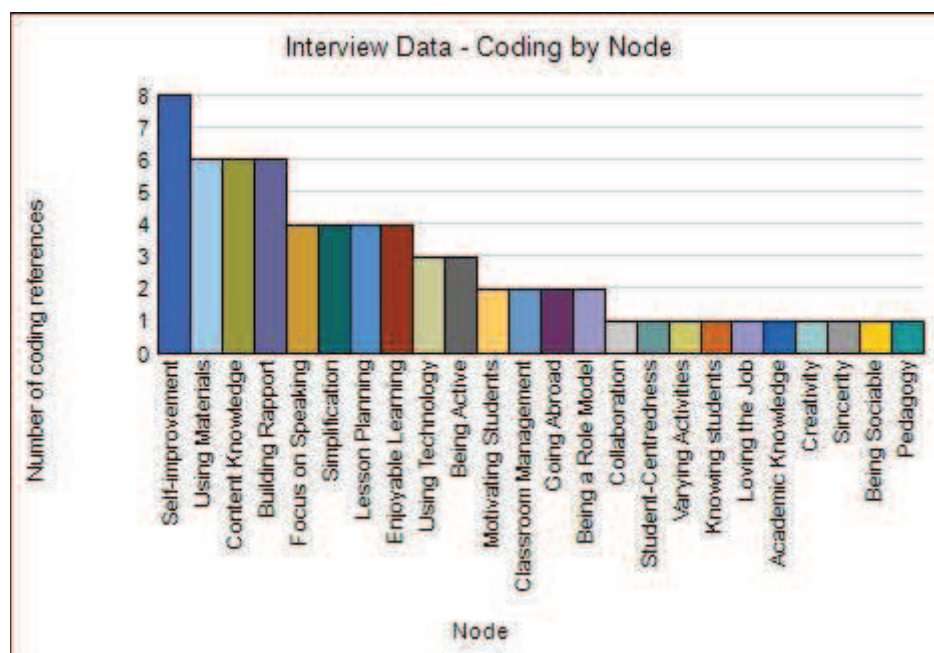
Figure 13. Effective teacher qualities identified in the graduate interviews.

One of the participants mainly focused on professional skills such as testing, using materials, planning various activities and integrating fun into lessons while defining teacher effectiveness.

> First, language proficiency of English teachers is very important because students always test it. Second, teaching experience and classroom management skills are essential. The third point is the objectivity of the teacher in testing and assessment. Lesson preparation and selection of materials need to be carefully carried out. Because choosing materials according to learner level is both difficult and critical. Another key quality of an effective English language teacher is simplification which refers to teaching according to learner level. He or she should be able to create variation in classroom activities. Apart from that, the teacher needs to make learning enjoyable since students always have such an expectation (Graduate 9).

Another graduate put emphasis on self-improvement, lesson planning and activation of students in the class through using educational technologies as important teaching standards.

If a teacher is an English language teacher, he or she has to be expert of that language. They should be open to new ideas and follow innovations because they need to improve themselves. Using educational technology inside the classroom is very important and beneficial for students as it makes teaching interesting and attractive. Therefore, I think technology is necessary like other sources and materials. Teachers should be well-prepared, teach according to a plan and make students more active in class (Graduate 6).

Such personal characteristics as being sociable and sincere and good communication with students were highlighted as essential qualities of an effective English teacher by a more experienced participant of this interview group.

First of all, English language teachers are supposed to be sociable in order to teach effectively and successfully since they teach a foreign language which requires interaction with others. They also need to have a sincere relationship with students because they get bored when the teacher creates a cold and formal atmosphere in the class. They should use some methods to make learning enjoyable. For example, I usually play the game of taboo with my students. To do that, I have to be sincere since it does not work when I behave strictly. A successful English language teacher is supposed to be enthusiastic in addition to sociality. When they finish first five years in their career at schools of Ministry of Education, it is a cliché but they convert from idealism to realism. They ought to overcome this problem themselves and should not be adapted to the system. Novice English language teachers need to sustain their enthusiasm so as not to have burnout syndrome (Graduate 5).

RQ 2.a: In what standards do ELT graduates perceive themselves effective?

ELT graduates interviewed were asked if they found themselves competent or not as English language teachers. More specifically, their effectiveness in initial years of teaching, and their strengths and weaknesses in teaching performance were investigated. It was found out that most of the ELT graduates perceived themselves competent in teaching grammar and vocabulary. In addition, some of them defined themselves talented in teaching reading, writing or speaking skills. Figure 14 below shows all strengths of the interviewed ELT graduates in teaching English in their early career.
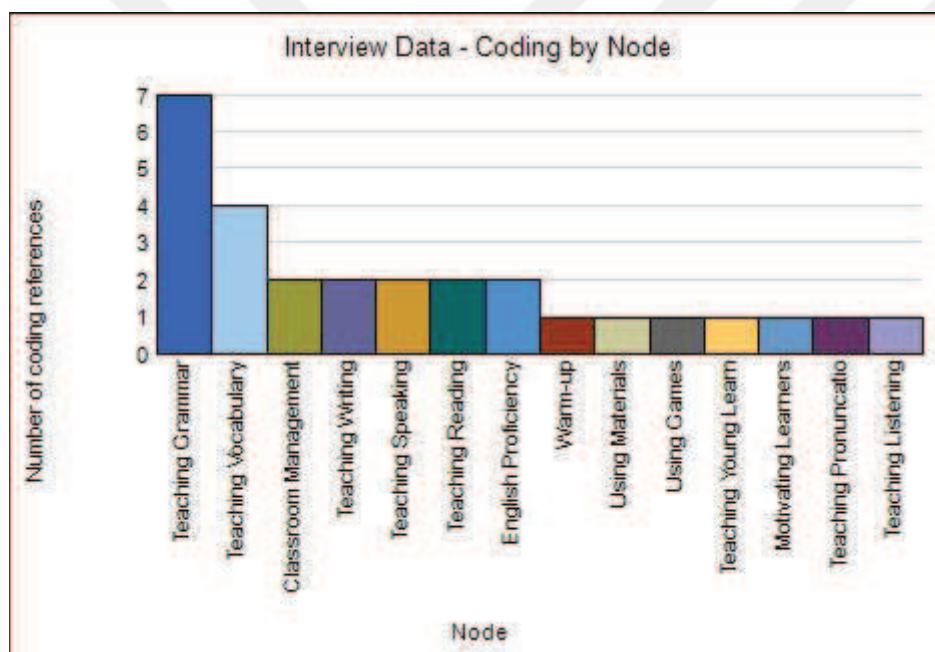
Figure 14. ELT graduates' perceptions of their competencies.

A more experienced participant of this group proved her effectiveness and success particularly in teaching grammar and vocabulary with exam results of her students in the high school entrance exam.

For example, I find myself effective in teaching grammar and vocabulary. When I checked the high school entrance exam results of my students last year and the previous

years, I realized that their success in English was at a satisfactory level, whereas most of the learners usually get low scores in English in that exam in Turkey. Because I think I teach grammar very well. I also believe that I teach vocabulary in an enjoyable way by applying some creative activities in the class rather than making students write words repeatedly (Graduate 2).

Another beginning English language teacher categorized his strengths in teaching English according to age of his students and level of schools he is working at.

While I am good at teaching vocabulary and pronunciation at the primary school. I am more successful in teaching grammar at the middle school. Because motivated students are really learning since I go into details while teaching grammar rules. But at the primary level, we focus on pronunciation since it is easy to teach it as muscle development of young learners has not been completed yet (Graduate 11).

RQ 2.b: In what standards do ELT graduates perceive themselves ineffective?

ELT graduates were also asked to make a critical evaluation of their teaching performance specifying their weak points in teacher competencies. A great majority of the participants stated that they need to improve themselves most in teaching listening and speaking skills. Some interviewed teachers expressed that they had difficulties in varying classroom activities, dealing with technical difficulties and teaching writing skills.
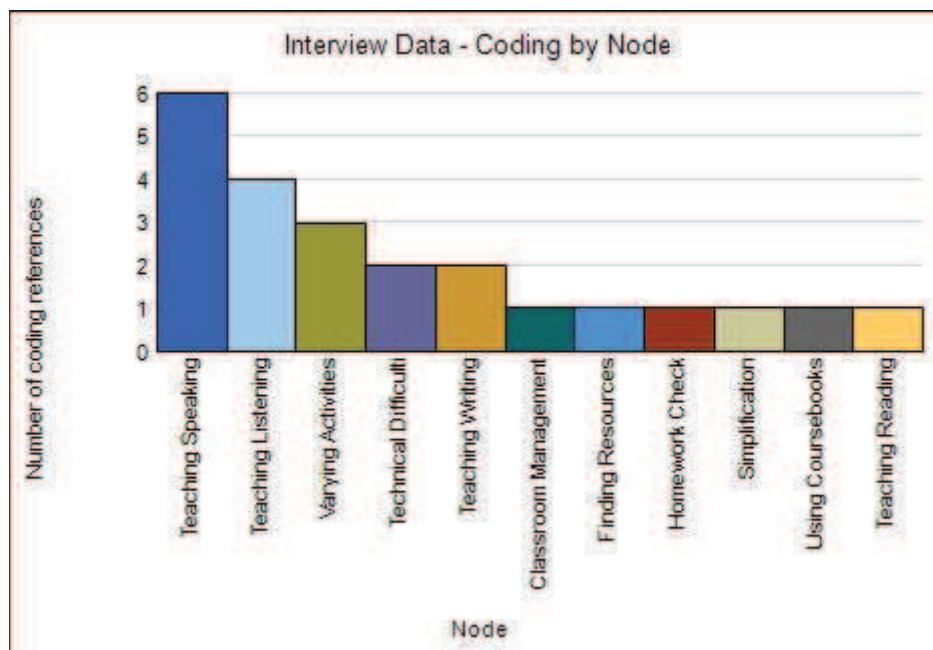
Figure 15. ELT graduates' perceptions of their weaknesses.

To illustrate, one graduate teaching at a middle school associated his lack of effectiveness in teaching speaking skills with the system and environmental factors.

I find myself ineffective in speaking, teaching speaking skills. Our system leads us to teach this way, especially in the classes of the 8th graders. The school where I am working now is situated in an environment at a low economic level. This affects everything a lot. My students cannot afford to obtain the necessary resources. Most of them cannot do extensive reading or listening at home because they cannot buy readers. A publishing company offered us three supplementary books but my students could not afford. We have to use only the course book because of the local conditions (Graduate 7).

Another beginning teacher from a primary school located in a village reported diverse problems in her first year of teaching.

I have difficulties in classroom management in some classes. As I know that other teachers have problems with the same groups, I try to make my lessons more attractive. On the other hand, I cannot reach resources easily and I am not very competent in using course books. In addition, I am not good at creating variation in classroom activities (Graduate 8).

RQ 2.c: What do ELT graduates attribute their effectiveness in some areas as English language teachers?

Attributions of ELT graduates for their effectiveness was investigated in the qualitative part of this study. The findings revealed that the interviewees associated their effectiveness with more than one reason or source. The participants attributed their success mostly to quality of education, particularly quality of their university education and then their individual studies. Some of them also attached significance to their role model teachers at high school and university.
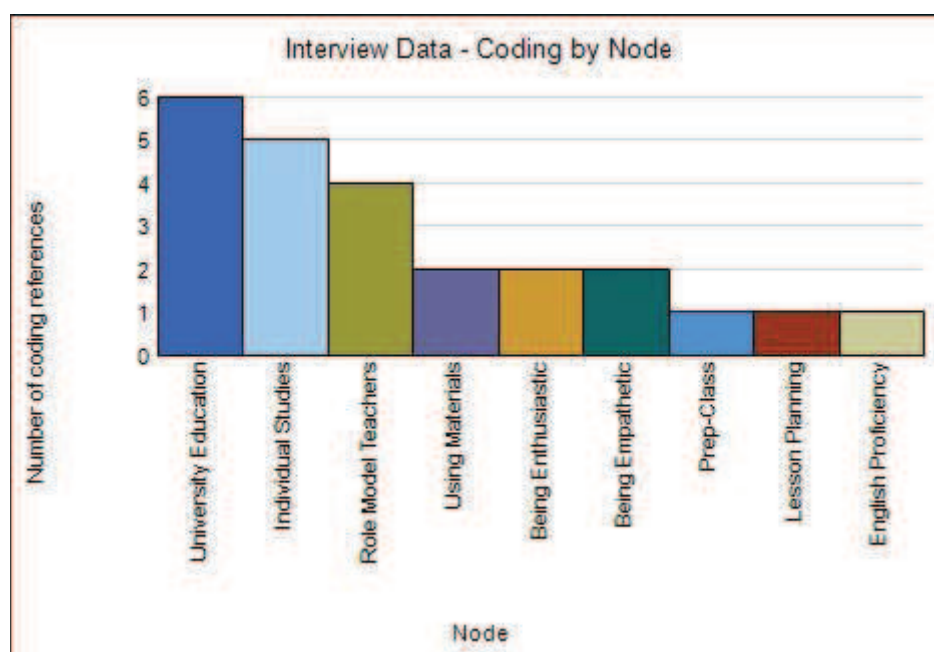
Figure 16. Attribution of effectiveness.

One of the beginning teachers of the participant group pointed the benefits of her university education. She also believes that some personal qualities like enthusiasm and teacher motivation contribute to her success in teaching English.

My university education was very influential as it really improved me, changed my view of teaching and made me love this job. Apart from that, I am very enthusiastic and other colleagues also confirm my willingness. I want to preserve this until the end of my career. I really want my students to like English and use it in everyday life to communicative with other people instead of seeing it just as a course. I find myself effective as an English language teacher because I am very focused and motivated (Graduate 10).

Another novice English language teacher attributed her positively increasing performance to various contributing factors. Briefly, native speakers at her university education, a role model teacher at her high school and her own social environment were stated as the main advantages in her professional development before and after graduation.

In fact, there is a bit of everything. Most of our teacher educators at Başkent University were native speakers and therefore we were directly exposed to English. They required us to speak English outside the classroom too. In addition, I am really interested in foreign TV serials and films. I used to watch them at high school and I still watch a lot. On the other hand, I was affected by one of my high school teachers who played various roles while teaching English to us. He had a great impact on me as a teacher. Besides, I have a lot of friends who are English language teachers. Some of them are working as instructors at universities and others are teachers at state schools, in private institutions and courses. When I speak to them, they share their experiences and I learn a lot from them (Graduate 4).

RQ 2.d: What do ELT graduates attribute their ineffectiveness in some areas as English language teachers?

After searching for the sources of effectiveness, attribution of ineffectiveness and incompetence among the ELT graduates was explored. The analysis of the interview data revealed that the participants mainly attributed their failure to differing personal and systematic reasons. The most frequently mentioned attribute for ineffectiveness of novice English language teachers is lack of experience. In addition, they expressed difficulties in adaptation to level of learners and teaching according to low level of learners. Figure 17 covers all attributes for ineffectiveness identified in the ELT graduate interviews.
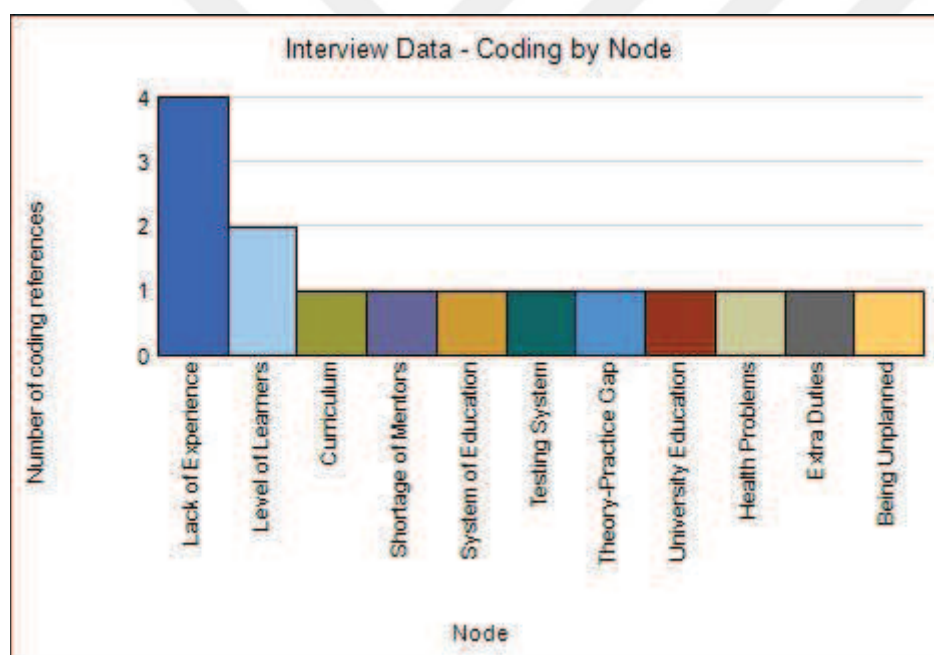
Figure 17. Attribution of ineffectiveness.

One interviewee teaching at a primary school in a village attributed his ineffectiveness to being inexperienced and being unplanned.

I attribute my ineffectiveness to the fact that I am just inexperienced. Actually, I have not been able to be an organized person since the beginning of the school. I am not good

at making plans at all. In terms of homework check, I give homework and check it but I do it myself in a comfortable way rather than setting rules and keeping a portfolio for each student. Therefore, I cannot cover all the subjects in the syllabus as I do not follow a plan or a system regularly (Graduate 11).

Another female English language teacher in her first year of teaching admitted that she has difficulty in adaptation to the low level of learners.

Of course, I do have some lacks; maybe I need to present reading texts in a different way and examine each word from a different perspective but students' background is very low at this school. While preparing for the high school entrance exam, some students from the 8th graders asked me the meaning of 'good'. Level of learners in English language is really low which makes me get stuck. If I get stronger responses to my questions, I will be able to use better methods. Since they are false beginners in English, I use the translation method in teaching reading skills (Graduate 10).

RQ 5: How effective is the induction program in Turkey?

The second main research topic in the interviews with ELT graduates was the induction program. While the program was found to be effective only by three teachers, seven of them stated that the program was not effective due to various reasons which were reflected as tensions in Figure 18. The most serious tension that seven novice teachers experienced was lack of English teacher mentors in the induction year. It was indicated that they encounter problems in learning school procedures, making lessons plans, classroom management and time management. In addition, some of the participants admitted that they did not get help from other teachers, they felt lonely and they had the fear of failure in their first year of teaching.
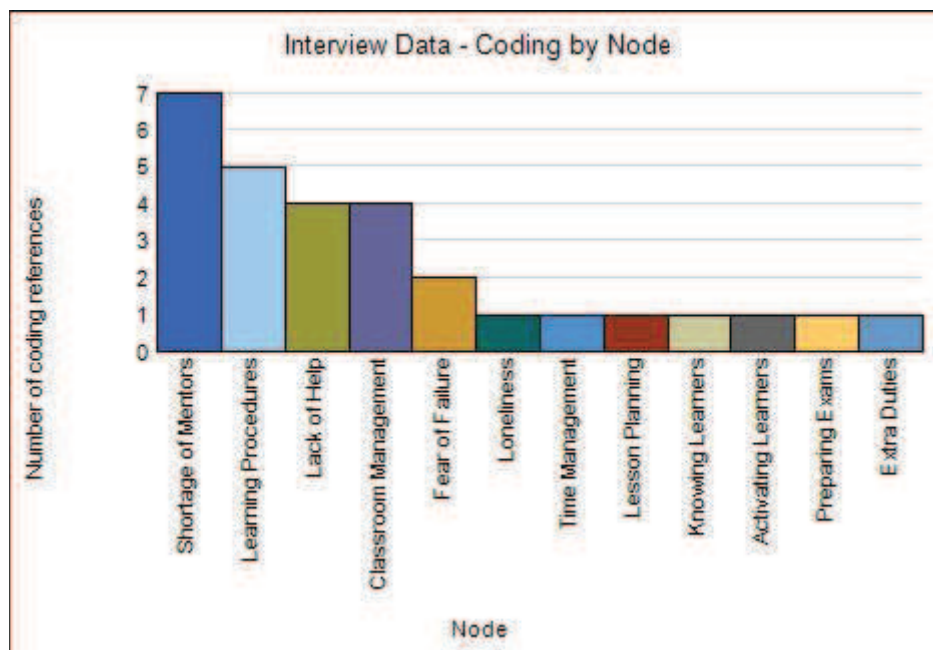
Figure 18. Tensions of ELT graduates in the induction year.

One of the ELT graduates clearly expressed her disappointment with the induction program standards. She put the blame on the responsible people - administrators, colleagues and mentors.

My induction year was not effective at all. As I mentioned, I was the first person appointed to that school as an English language teacher. So, there were no other English language teachers who could guide me and support me in my first year of teaching. Furthermore, I could not get assistance or orientation from my colleagues as much as I needed. Since the school administrator did not have any expectation from me, I tried to do something with my own effort for two years. I had difficulties in simple school routines like writing lesson plans. Someone should have told me what to write and how to write in the class register (Graduate 1).

Similarly, another participant with an experience of 3 years stated that his tensions were mostly related to school procedures in his induction year.

As I specifically noted, we had great difficulties in learning regulations. Because we did not know the system and we did not any have chance of learning it. Therefore, the induction period was not very effective for me. As we were directly immersed in teaching, it was difficult to get to know the students. We were in a real school context for the first time. We had micro teaching at university but we taught our own friends there. Although they pretended to be students, it was not a real school atmosphere. While we could keep our friends silent in micro teaching, classroom management in real classes was a lot more difficult for us (Graduate 7).

According to most of the ELT graduates, the best way of improving induction program is to assign competent English teachers as mentors. Instead of direct immersion in teaching, they think they need to start teaching with mentors and attend in-service trainings. Some of the participants also specified the need for some other facilities like designing a website and publishing a periodical for the mentees, creating more frequent observation opportunities, having a well-organized orientation and providing more managerial support.
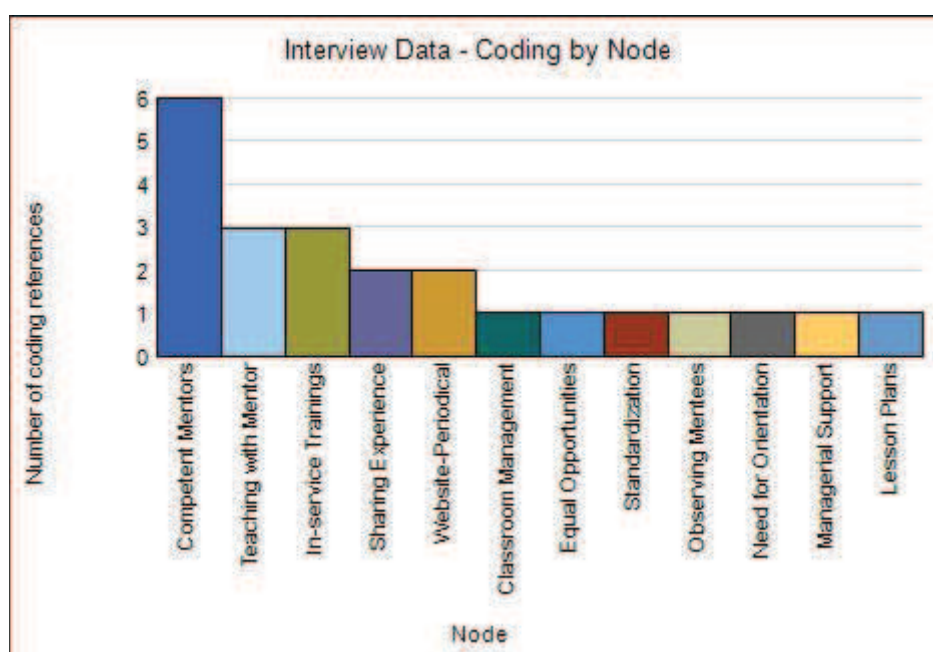
Figure 19. ELT graduates' suggestions for the induction program.

One of the beginning English language teachers had researched the education system of Germany and suggested transferring its induction standards to Turkish context.

I worked on the education system of Germany in the course of Comparative Education. In that system, an English teacher mentor is assigned to a mentee who attends all his or her classes. So, induction at university continues at schools of Ministry of Education. This is more beneficial but I doubt this is available in our country. Such a solution comes to my mind. If I had an English teacher colleague and observed his or her classroom practices and behaviours, the induction program would be more effective for me because I realized that teaching is a matter of experience. If I worked as an assistance of an experienced English language teacher, that would be more effective for my professional development in the induction year (Graduate 10).

Another interviewee in his first year of teaching opposed to immersing beginning English language teachers directly in teaching. He also specified the need for a period of orientation time for mentees when they can observe the experienced teachers and learn from them.

I think what is done today is incorrect. That mentees are directly immersed in teaching alone in classes is a big mistake. They need to start teaching with mentors and benefit from their experiences. They should have opportunities for observation. There can be a mentoring system consisting of one observation session and one teaching session in a consecutive way for the beginning English language teachers under the control of the mentors. I think presence of an experienced English language teacher is a must. I believe that is our most critical lack (Graduate 9).

RQ 6.b: What are the strong and weak sides of the ELT undergraduate program?

ELT graduates evaluated the ELT teacher education program with a focus on its strengths and weaknesses. Their comments are based on three main aspects which are acquisition of knowledge, curriculum and academic staff. It was found out that the graduates were satisfied with the theoretical knowledge they acquired during their university education. It was also stated that the program was really successful in equipping the pre-service English language teachers with teaching language skills. According to some of the participants, the program was beneficial due to the fact that they learned a lot in methodology both at theoretical and practical level, particularly in teaching English to young learners.
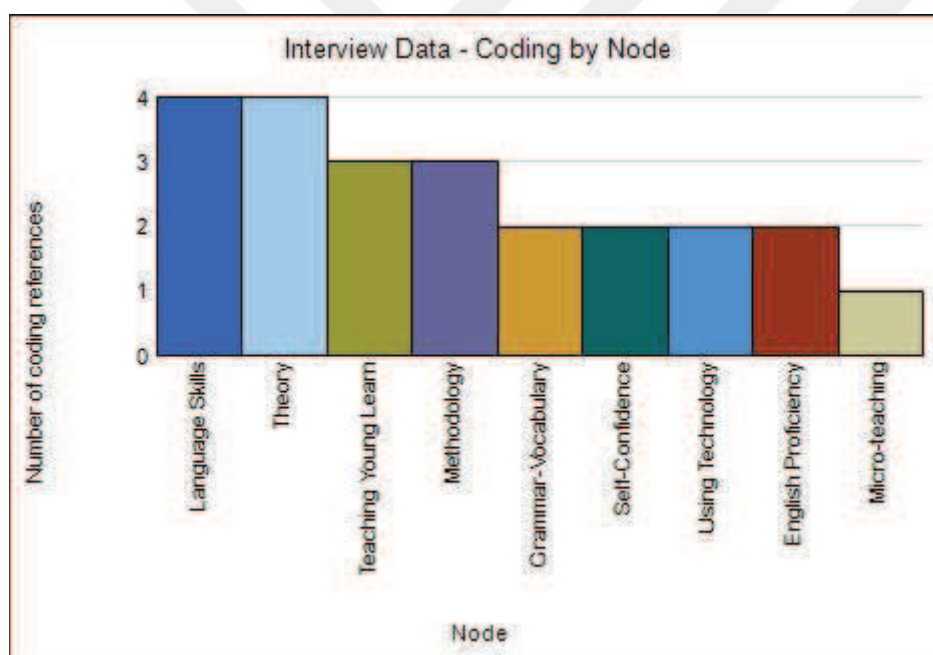
Figure 20. ELT graduates' perceptions on the strengths of the ELT program.

One of the beginning English language teachers expressed an overall satisfaction with the ELT undergraduate program. She also mentioned beneficial course contents and role model university teachers in her university education.

I am quite happy as a graduate of Gazi University. If I were given a second chance, I would study at the same university. I took courses from very qualified teachers and we had a great atmosphere in the department. I used to prepare my materials enjoyably while making presentations and observe my peers since my school provided me with that teaching-learning context. We made presentations in the course of 'Teaching English to Young Learners'; we never focused on methods theoretically and did not work in pen and paper style. For example, I made a song presentation and a game presentation in Teaching English to Young Leaners in two different terms. I took a lot of practice-based courses. Similarly, Vocabulary Teaching and Grammar Teaching were two separate courses in the program. In Teaching Language Skills, we were taught how to teach reading, writing, listening and speaking separately with a focus on teaching techniques (Graduate 10).

Another beginning teacher put emphasis on the course of 'Teaching English to Young Learners' and theoretical courses as the strong sides of the program.

I think I learned a lot especially in the course of Teaching English to Young Learners. One of the advantages of the program is that such a course was included. That the teacher taught the course effectively was another contribution. More specifically, we thought on what activities we could plan while working with young learners. For example, when we teach a song at a school in a village, we might not have materials or technological devices. To survive as a novice English language teacher in such a case, we were taught to sing ourselves and carry on listening activities even in the worst situation. As for theoretical knowledge, I realized that I learn a foreign language in a particular order in the course of Language Acquisition. I believe that the program improved me completely in terms of theoretical knowledge (Graduate 2).

On the other hand, the most vital weakness of the program identified by seven ELT graduates was the gap between what they were thought at university and what they encountered in real classrooms. It was also underlined by the graduates that they do not have enough practice time to get to know school and classroom realities in the practicum course during their university education. Too much focus on theory, fruitless educational courses, lack of literature courses and lack of focus on speaking skills were some other issues stated as weaknesses of the program by the ELT graduates.
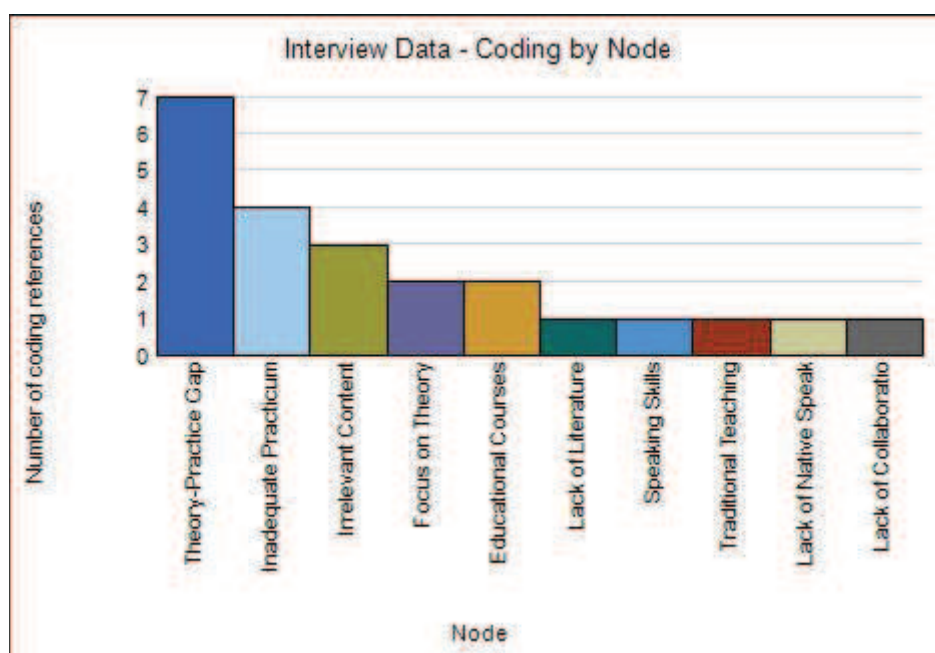
Figure 21. ELT graduates' perceptions on the weaknesses of the ELT program.

One interview respondent indicated that the program does not match school realities and it is not applicable in real situations.

You cannot apply the program to the real context. You cannot teach speaking skills which is the real problem. We do not have the necessary conditions at our schools. For example, we have learned Web 2.0 tools but we cannot practice any of them in real school life which is a real weakness for us. It is necessary to incorporate such technology into an English lesson but we cannot use it because of the environmental and contextual

constraints. Then, I concluded that course was a waste of time in the university program since I have not been able to use that knowledge for three years (Graduate 7).

Similarly, another interviewee mentioned the gap between theory and practice as the main weakness of the program.

The program prepared us for a utopic world which is a weakness. For example, we were taught that we should never use Language 1 (L1) in English lessons. Our teacher educators do not know the system of Ministry of Education very well. Some program components were not beneficial or relevant which were done just for the sake of doing it or as a contribution to research studies of our university teachers (Graduate 2).

One other participant claimed that the program has a theory-focused curriculum and it is weak in practice narrating an experience in his practicum.

In my opinion, it is unnecessary for a teacher to be trained with a theory-focused program for four years. The important thing is how to teach English. I mean, the secret of this profession is in teaching. There is not any problem in learning English. I think compulsory courses such as Language Acquisition and Testing and Assessment can be taught in two years. In the following years, individual practice opportunities can be created for teachers. For example, our university supervisor inspected us and evaluated our performance just once in the practicum. He explained our weaknesses and gave us some recommendations. We were observed and got certain feedback. But it was done just once during the whole practicum. It is clear that the current ELT undergraduate program is really ineffective in practice. If we work in our field at different school and learner levels rather than work theoretically during the university education, the program becomes more successful. I think the practicum needs to be based on master-apprenticeship model and carried out for one year. (Graduate 3).

Interviews with employers

RQ 1: What makes an English language teacher effective and successful?

Like in graduate and teacher educator interviews, employers were asked to define effective English language teachers. General qualities of effective English language teacher identified by the participants are competency in teacher knowledge, competency in teaching skills, efficiency in dialogue with learners, persistency in professional development and having supplementary characteristics. Employers emphasized the importance of teaching skills such as using materials, self-improvement and lesson planning as basic requirements of teacher effectiveness in ELT. Besides, most of the participants believed that effective teachers are the ones who are proficient in English, love their jobs and incorporate technology into their lessons. Some employers also suggested that English language teachers should build rapport with learners, teach according to learner level, have good pedagogical knowledge and dedicate themselves to their profession.
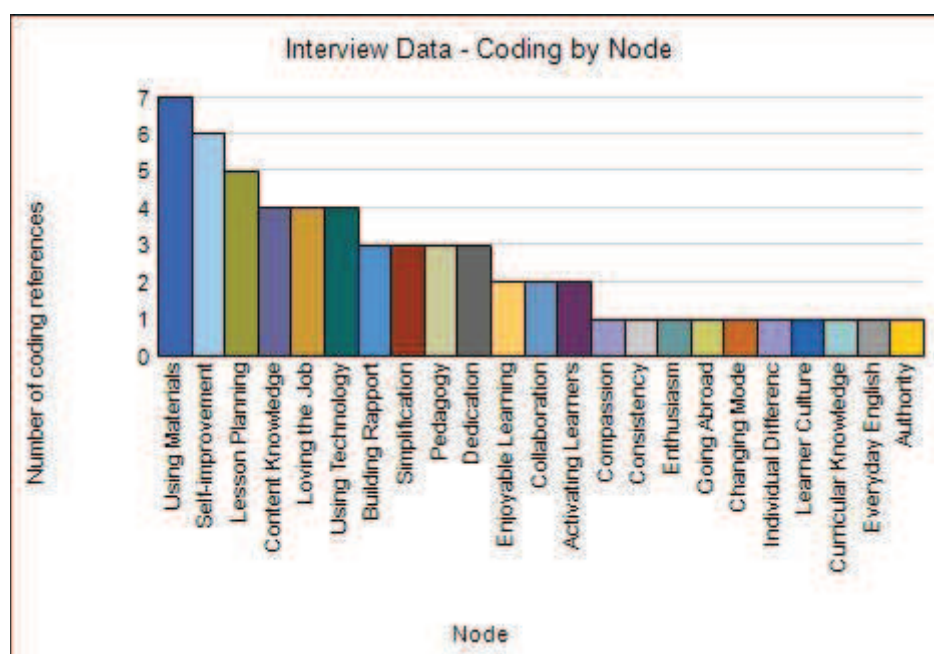
Figure 22. Effective teacher qualities identified in the employer interviews.

To illustrate, one interviewed school principal identified some general characteristics of teaching profession and specific qualities of effective English language teachers.

First of all, excitement, ambition and passion are fundamental characteristics of effective teachers. Apart from that, English language teachers need to make lesson plans and come to school as prepared. English is a course which requires preparation supported with communication tools and materials. An English language teacher should take learner level into consideration and teach accordingly, integrate fun into his or her classes, and make his or her lessons as much interactive as possible (Employer 2).

According to one department head interviewed, there are three main qualities of effective English language teachers: language proficiency, self-improvement and material development.

First, English language teachers need to preserve their excitement and enthusiasm about their jobs. Because some people have burnout problem in time. In that case, teachers become monotonous in class and start to repeat themselves in teaching practices which decreases their effectiveness. Secondly, English proficiency of the English language teachers is very important. They always need to improve themselves in this respect. A successful English language teacher is the one who loves his job and who is open to new resources. Besides, the English language teacher should know how to adapt. If they take materials directly to the class without any adaptation, they fail even at the same school. Because proficiency levels of students and their motivation levels are all different. Therefore, they should have a flexible style of teaching and adapt themselves to different contexts. In terms of professional development, if an English language teacher does not practice listening in the target language for 20 minutes every day, his speech cannot be fluent since his mother tongue is not English (Employer 7).

RQ 4.a: In what standards do employers find ELT graduates competent?

Employers were asked to evaluate novice English language teachers working at their schools in terms of competency and effectiveness. In general, they expressed satisfaction with their beginning English language teachers for their sincerity and effort. More specifically, ELT graduates were found to be most competent in teacher knowledge by the interviewed school principals and department heads. They were also perceived to be talented in using technology, using materials in their lessons and planning their lessons by some of the employers.
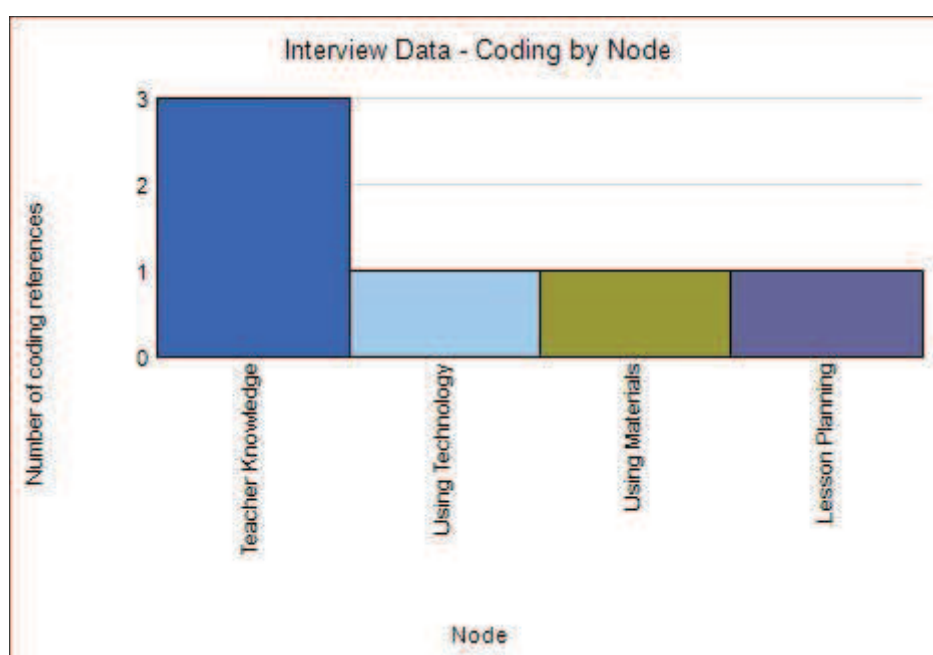
Figure 23. Strengths of ELT graduates identified by employers.

An administrator with an experience of 20 years put forward that it is not right to question subject teachers with their knowledge. He also claimed that every teacher is competent in this sense holding a BA degree in his or her field.

> I never test knowledge of any subject teacher because they have a lot more knowledge than students at a high school. As a school principal, I never check it when I observe classes. I am a Physics teacher, so I never know whether an English language teacher

presents his subject appropriately or not. I just pay attention to his or her general professional skills. In my observation, I realized that our novice English language teachers are competent in communication with students, lesson planning and teacher knowledge. It is certain that they will get better in time (Employer 4).

One other employer, the department head at a middle school, expressed his overall satisfaction with the performance of the novice English language teacher in his school.

She has a really good dialogue not only with colleagues in the English department but also other subject teachers at school. I also realized that she carries her own personal computer to school every day. Most probably she does listening and speaking activities with her students. She brings her own computer and speakers to use technology in the class. Recently, she told me that she would teach a new song to her students. She tried to show her talent in this area. I can describe her as a teacher who tries to direct all her energy to her classes (Employer 9).

RQ 4.b: What are the competencies that ELT graduates need to further develop?

Employers were consulted to identify weaknesses, problems and lacks in teaching performance of the beginning English language teachers in their institutions. Classroom management was one of the most frequently stated area in which the novice English language teachers need improvement. According to most of the employers, the novice English language teachers are not competent enough in material development and communication with students and administrators. It was also expressed that some of the ELT graduates experience difficulties in testing and evaluation, teaching according to learner level, flexible teaching and catching learners' attention.
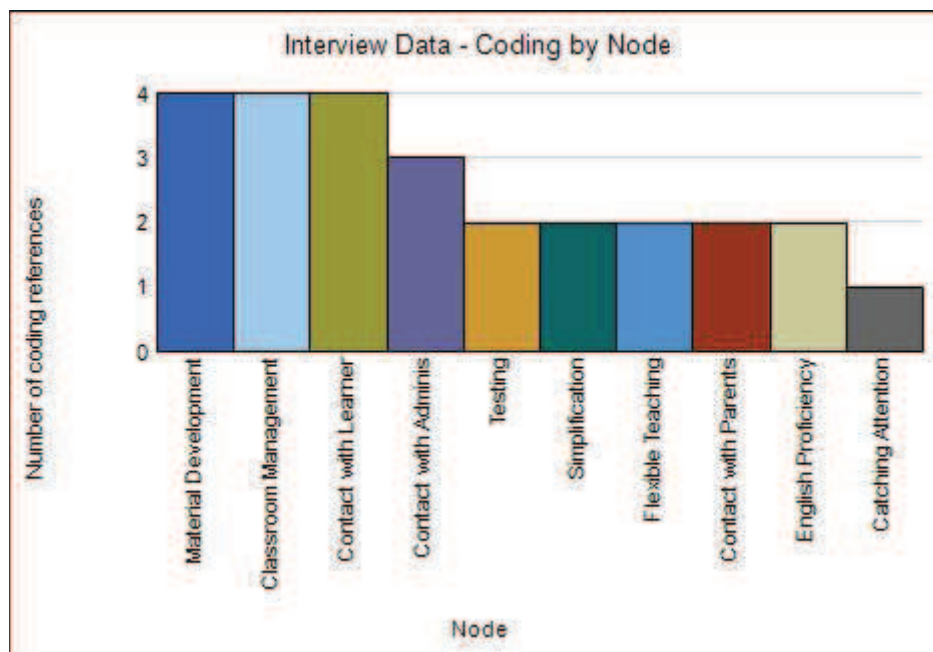
Figure 24. Weaknesses of ELT graduates identified by employers.

One interview respondent, the school principal in a primary section in a village, stated that there are problems with the mentees about general pedagogical issues and teaching-learning procedures rather than teacher knowledge and theories.

The mentee English language teacher in our school is passive and cannot be authoritative in classes. I realized that she cannot catch students' attention. I do not think that this is related to students at all. She does not deal with students individually and get any feedback from them. As a school, we are not very successful in English in the high school entrance exam. I do not have much expectation but we are just trying to train her. We are doing our best by observing her in the class and giving necessary warnings. As far as I observe, she just writes the topics on the board and teaches English traditionally without using visual materials or doing any other activities in the class (Employer 6).

Another employer, the Department Head in one of the prestigious state schools, asserted that technological dependence is one of the fundamental weaknesses of the new graduates.

They cannot use teacher voice effectively and their classroom management skills will develop in time. My previous mentees used to prepare materials, and bring visuals or realias to the class. Since new graduates realized that there are smart boards here, they started teaching by only using new technologies without preparing their own materials. I told them that there may not be technological opportunities like smart boards and internet access in classrooms in their following schools. Therefore, they need to use their creativity and develop their own materials (Employer 1).

RQ 5: How effective is the induction program in Turkey?

Employers were invited to make a critical analysis of the induction program applied at state schools in Turkey. All employers agreed on the ineffectiveness of the program expressing various reasons. One of the fundamental weaknesses of the induction program identified by three employers is that it mainly focuses on official procedures. Moreover, the program was considered to be ineffective by some of the participants because there are not clear performance criteria for mentees; mentees cannot get necessary help from mentors; they directly get immersed in teaching with a heavy workload. Figure 25 below shows all reasons of failure in the induction program identified by the employers.
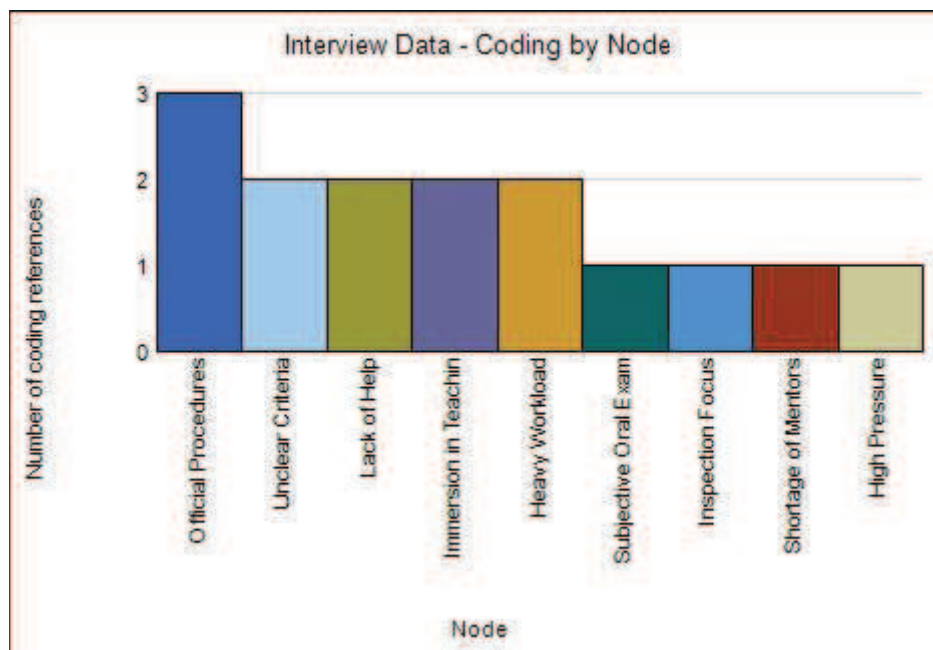
Figure 25. Deficiencies in the induction program detected by employers.

One interviewee, an experienced school principal working at a high school, criticized the induction program because of its main focus on regulations and school routines rather than orientation of beginning teachers under the supervision of mentors.

An induction program is organized for adaptation of new teachers to the system. However, it is restricted to the procedural issues like regulations and school routines. For example, they learn school rules and regulations in use; they get experience in exchanging correspondence, conducting a lesson and some other duties such as writing annual plans, daily plans and organizing social clubs. As a matter of fact, a mentor English teacher should be assigned to train the beginning English language teachers as the main component of the induction program in addition to the abovementioned activities (Employer 10).

Another school principal complained about the new performance criteria set for mentees because of its subjectivity. He also indicated that the previous induction program was much better than the new one.

I do not believe that the current induction program is effective and beneficial. Recently, the system has changed in which mentees will either pass or fail depending on the performance scores they get from inspectors, school principals and mentors. They have to sit for an oral exam but I do not know what they aim for with this application. It is really inappropriate to determine whether a teacher is competent or not through such a subjective oral exam. In the past, mentees did not use to teach. Rather, they used to observe their mentors, practice teaching from time to time and be on duties. We used to train beginning teachers in this way. But this system has been changed and now they are just thrown into the pool and asked to learn to swim (Employer 4).

Solutions to the abovementioned problems and ways of organizing a better induction program for beginning English language teachers were also investigated in the employer interviews. It was suggested by most of the participants that the induction program can be developed through setting a monthly control system which includes more scaffolding and systematic administrative support. It was also stated that new aims should be set for mentees; they should be able to work with competent mentors and observe experienced teachers on a regular basis. Making the program university-based or school-based, preparing an induction handbook for mentees and organizing mentor development programs were some other recommendations of the employers for the betterment of the induction program.
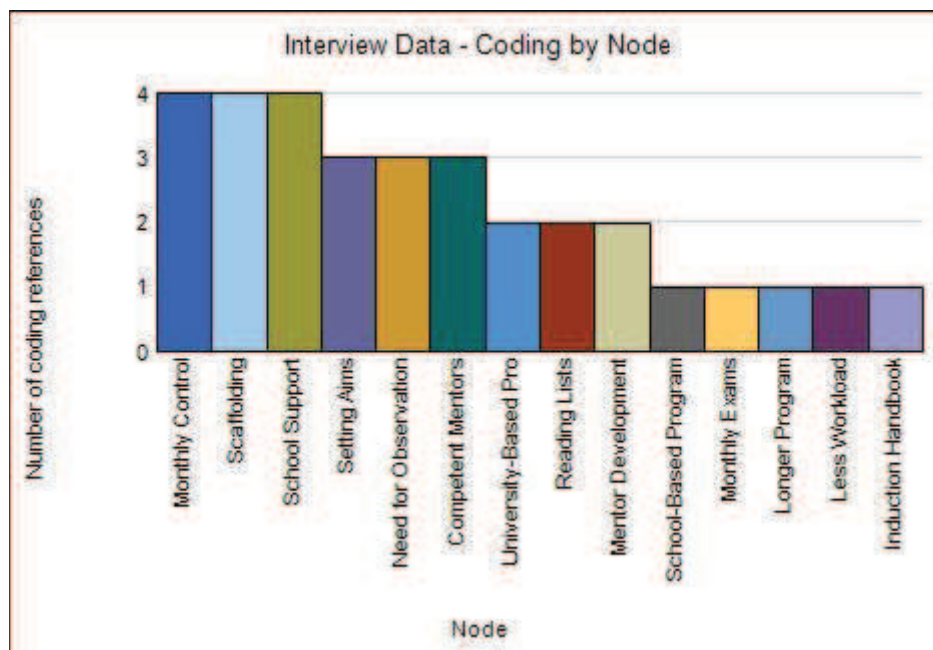
Figure 26. Employers' suggestions for the induction program.

One of the respondents recommended that the induction program can be improved by setting some basic standards like assignment of competent mentors and keeping careful progress of mentees.

First of all, a department head or an administrator should be assigned to each beginning English language teacher. They should keep working under responsibility of the same person in this process. Weekly goals need to be set for them to achieve and their progress should be followed carefully in portfolios. They should make lesson plans and the significance of lesson preparation has to be instilled to them. Mentees should not be directly immersed in teaching because they need to observe other experienced teachers. If they can start teaching with mentors, they do not make critical mistakes in classroom management at first step. We need a system for following the progress of beginning teachers. Within a standard schedule, they can be observed once or twice a week and their performance can be reported and graded. (Employer 5).

Another employer working as a school principal suggested providing more administrative support for mentees, scheduling more observation sessions and assigning experienced English language teachers as the mentors of beginning English language teachers.

In fact, mentors need to support beginning teachers. School administration should also take responsibility for their orientation but this does not happen in many other schools. Instead of evaluation in the middle and at the end of a semester, I think beginning teachers need to be observed once a month and their progress should be reported monthly. In addition, in-service trainings should be organized for development of the mentor teachers. On the other hand, it is important to note that a class teacher cannot be the mentor of a subject teacher and a subject teacher cannot be the mentor of a class teacher. Therefore, English language teachers should be mentors of beginning English language teachers (Employer 6).

RQ 6.b: What are the strong and weak sides of the ELT undergraduate program?

Last but not least, employers were invited to make a critical analysis of the ELT undegraduate program. Although school principals do not have much information about the ELT curriculum to be able to make a detailed analysis, it was believed that they can provide an overall evaluation taking into consideration of strengths and weaknesses of their novice English language teachers as products of this program. Three of the participants agreed that the program is successful in equipping student teachers with academic knowledge, especially theoretical and methodological knowledge. It was also indicated by one of the employers that ELT graduates are introduced to new educational technologies within the current program which is regarded as a contribution to their teacher competencies.
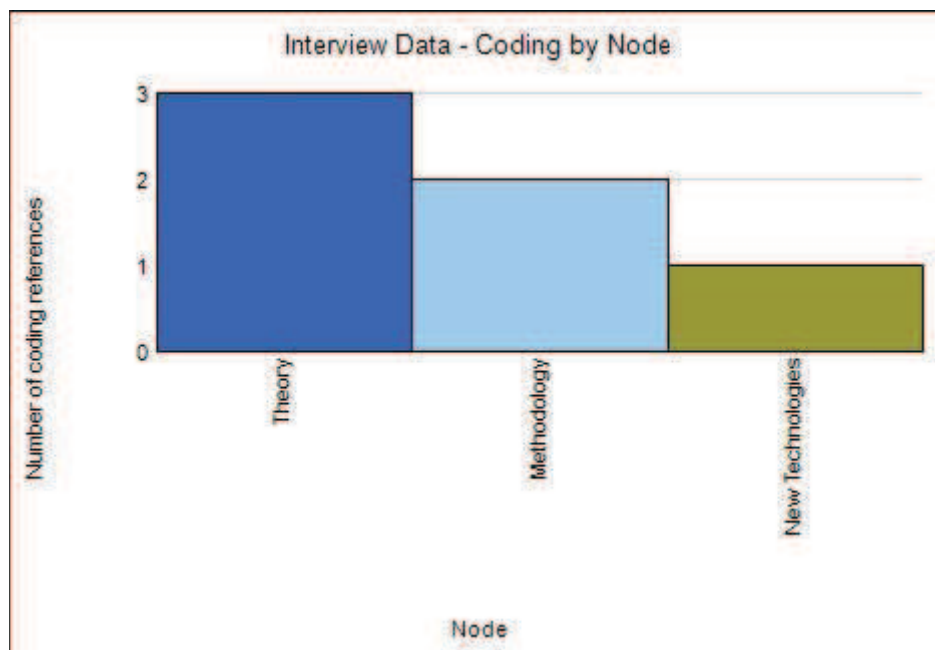
Figure 27. Employers' perceptions on the strengths of the ELT program.

One department head with an experience of 12 years in the administrative position expressed an overall positive impression on the ELT undergraduate program.

I did MA in spite of my old age. It seemed to me as if universities were isolated from the community before I got into their contexts years after my graduation. I realized that they are integrated into social and political life. I do not know whether each university is the same or not but there is good improvement and they are working on useful topics. In particular, the ELT program is good at providing student teachers with the necessary theoretical background and university teachers know really effective theories (Employer 7).

The most essential weakness of the program that was agreed upon by most of the participants is inadequacy of the practicum course. It was believed that student teachers cannot practise teaching in real classrooms appropriately to put theory into practice. Secondly, it was indicated by some of the employers that the gap between theory and practice poses difficulties to novice English language teachers in their initial years of teaching since the program is theory-

focused. Moreover, it was stated by three employers that pre-service English language teachers cannot improve their English proficiency levels throughout this program due to the limited number of language improvement courses.
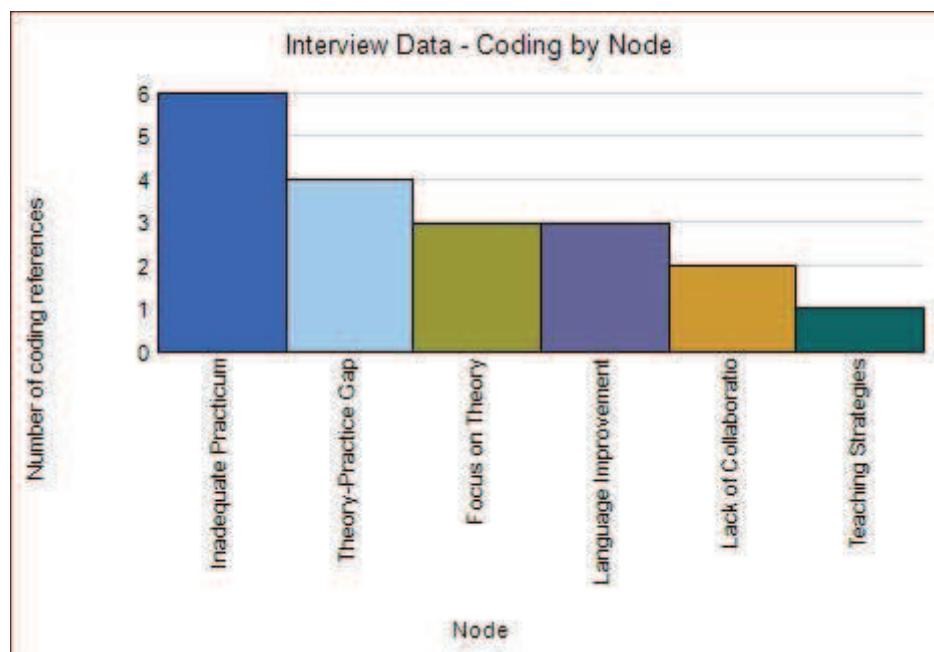
Figure 28. Employers' perceptions on the weaknesses of the ELT program.

One of the participants indicated that the program is weak in practice in general. She also emphasized that practicum organized at a carefully selected school and at a single level within a limited time does not prepare student teachers for the difficulties of first year teaching after graduation.

It is certain that ELT students do not practise teaching as much as they need. They might be good at theories but they miss out a lot of opportunities in practice. The practicum course can be organized for a longer period of time and it should not be limited to only one school but different schools at different levels. University supervisors usually select their mentors and send their student teachers to certain schools. If practicum is organized at a single school, especially an elite one, student teachers do not become aware of the realities in our educational system and encounter unanticipated problems very late when

they start teaching as regular teachers. Therefore, they need to be introduced to real and various school contexts as early as possible (Employer 9).

Another participant working as a school principal called attention to the importance of the differences between the university program and the real school life.

When I compare ELT department to other departments, I realize that there are similar applications. Practices, school experiences and practicum are a bit superficial. Teaching practice seemed to be so abstract that we could not perceive it in our practicum time. The real school life is very different. Education given at universities is a bit paper-based and theoretical. University teachers are not integrated into mainstream education; they do not observe real students, classes and schools. They need to conduct more field studies and share something there (Employer 2).

RQ 6.c: Does the ELT undergraduate program need a further restructuring?

Finally, employers were asked how the current ELT undergraduate program should be restructured to train more qualified English language teachers. While most of the ideas were related to systematic and curricular revisions, the employers made some suggestions for student teachers and teacher educators as well. Firstly, seven of the participants underlined that practicum needs to be organized for longer period of time in real classes at different levels. Another significant issue stated by some employers was that student teachers should be able to either study abroad or have native speakers in their departments for practising English. It was also noted by two of the employers that teacher educators are supposed to have more field studies in state schools where most of their graduates work. Opening practice schools for faculties of education, requiring full English instruction, branching in ELT departments and introducing interdisciplinary studies were some other innovative ideas for restructuring the ELT undergraduate program expressed by the employers.
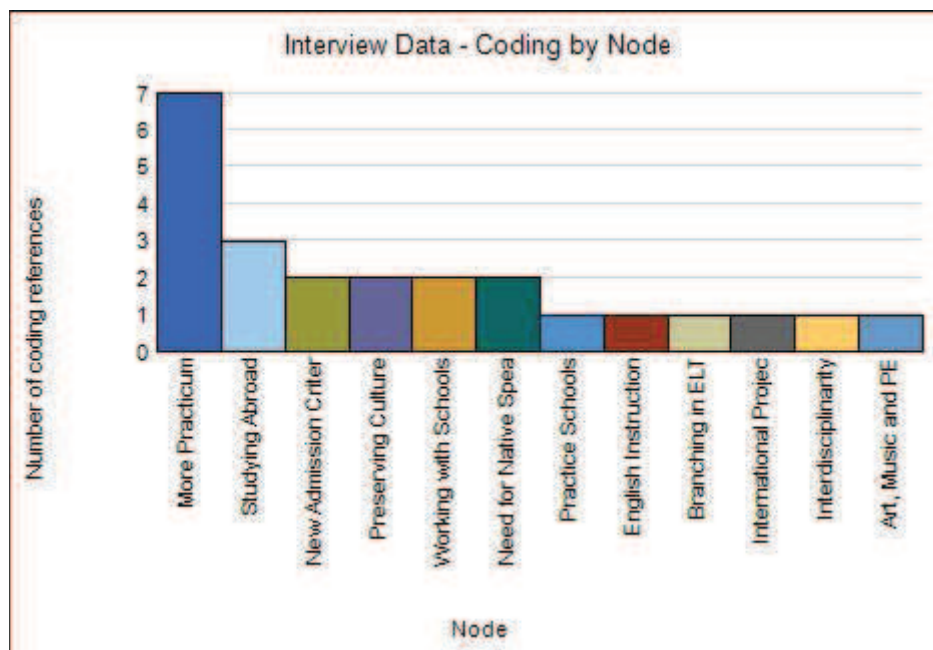
Figure 29. Employers' suggestions for the ELT program.

A department head at a high school emphasized the need for extension of the course of practicum. She also underlined the importance of participation of student teachers in national and international projects and certificate programs.

> The course of practicum can be extended to the third year in the program since it is not enough for student teachers to practice teaching within a limited time only in the final year. Elite schools are usually selected for practicum to make this process easy. If schools in rural areas at different levels are chosen, student teachers can experience various school contexts and diversified learner groups. Apart from that, it is highly beneficial for pre-service English language teachers to participate in national or international projects and competitions. Applications for such organizations can be put into practice in the 2nd year in the program. Furthermore, participation in a project or studying abroad for a certain period of time can be made a pre-requisite to graduation (Employer 1).

Similarly, full time internship for practicum was suggested as a necessary curricular change by an administrator from a primary school.

Student teachers go to schools for teaching practice in the course of practicum and most probably they just listen and leave. How often do they teach? They teach only once or twice or when the university supervisor visits them. They should be able to teach for one whole semester or at least once a month on a regular basis. For example, they can practice teaching one whole day every week. Apart from that, I think courses of Art, Music and Physical Education should be integrated into ELT curriculum since very useful interdisciplinary activities can be organized with those courses (Employer 6).

According to two of the department heads interviewed, the ELT undergraduate program can be restructured to provide prospective English language teachers with more opportunities to practise the target language through increasing the number of exchange programs and the number of native speakers among the academic staff in the ELT Departments.

First grade in the university education is fundamental for student teachers. I wish they could be sent abroad within exchange programs. If it is not possible, they should be able to take courses from native teachers in the ELT Departments. This increases their self-confidence in using the target language. Most of the English language teachers in Turkey have never been to England. Moreover, some of them hesitate to talk to foreign people in English language. I do not believe that our universities are weak in terms of methodology. We know methods but there is not enough practice. Therefore, the programs needs to be restructured for its practical side (Employer 7).

In my opinion, pre-service English language teachers should be sent abroad in the 1st and 2nd grade for free or with low cost under the control of universities. For example, I have been to the USA twice and the streets, roads and the system there remained in my

mind clearly. I can teach utilizing my experiences rather than relying solely on course books. ELT departments need to employ native speakers. There should be more focus on practice opportunities in pre-service English language teacher education. More importance should be attached to pedagogy explicating what it means to be an English language teacher and principles of teaching English in Turkey (Employer 3).

Comparative analysis of the interview results

Analysis of the interviews with teacher educators, ELT graduates and employers yielded both complementary and contradictory results. These were presented in four main themes: qualities of effective English language teachers, strengths and weaknesses of ELT graduates, evaluation of the induction program and evaluation of the ELT undergraduate program. The significance of each research topic changes according to the different perspectives and roles of the participants, teacher educators as trainers, employers as administrators and ELT graduates as practitioners.

Qualities of effective English language teachers

First of all, all interview groups agree that competency in teacher knowledge, competency in teaching skills, efficiency in dialogue with learners, persistency in professional development and having supplementary characteristics are general standards of effective English language teachers. However, the perceieved significance of each competency area is different in each participant group. While teacher educators attached most importance to teacher knowledge, ELT graduates and employers put the highest emphasis on teaching skills. More specifically, all three groups of participants indicated that content knowledge, using materials and effective dialogue with learners are essential qualities of effective English language teachers. Content knowledge was the most popular answer among the teacher educators, whereas ELT graduates and employers mentioned self-improvement as the most prominent

factor for teacher effectiveness. Besides, ELT graduates and teacher educators agreed that English language teachers need to be good at classroom management and focus on speaking skills. In addition, employers and ELT graduates underlined the importance of lesson planning and teaching according to learner level as two basic standards for English language teachers.

Strengths and weaknesses of ELT graduates

ELT graduates perceived themselves most competent in teaching grammar and vocabulary, whereas they were considered to be effective in methodology by teacher educators and in general teacher knowledge by employers. While the teacher educators identified English proficiency as the most important weaknesses of the ELT graduates, the employers pointed out that the graduates are not competent enough in using and developing materials, classroom management and contact with learners and administrators. However, the ELT graduates stated that they need to improve themselves in teaching speaking skills, listening skills and varying the classroom activities. It is easy to notice that perceived strengths and weaknesses of the ELT graduates in teacher competencies changes across three groups of participants depending on different perspectives and expectations.

Evaluation of the induction program

Nearly all participants in three interview groups mentioned the need for the induction program to be revised as there is an agreement on its effectiveness. What ELT graduates, teacher educators and employers put forward as reasons of failure in induction overlap in three main points: making trainees busy with official procedures, depriving novice teachers from orientation and making them feel lonely, and shortage of competent mentors. As for recommendations, ELT graduates and teachers educators think that the induction program can be improved best if competent mentors who are English language teachers are assigned for the mentoring process. In addition, employers suggested setting a monthly control system and

providing more scaffolding and school support for mentees to increase effectiveness of the induction program.

Evaluation of the ELT undergraduate program

The ELT undergraduate program was considered to be effective in providing student teachers with theoretical and methodological knowledge by both teacher educators and employers. Similarly, ELT graduates underlined that the program is successful in theory and methodology, particularly in courses such as Teaching Language Skills and Teaching English to Young Learners. In terms of the weaknesses, neither group thinks that the program provides pre-service Englsh language teachers with opportunities to practice teaching adequately. Besides, both teacher educators and employers indicated that the program does not enable student teachers to improve their English proficiency as much as needed. Not only ELT graduates but also employers called attention to the gap between theory and practice. As for recommendations for structuring the ELT undergraduate program, all the participants specified the need for lengthening the practicum time and introducing school realities early in the program. Finally, both teacher educators and employers suggested that student teachers should be given opportunities to study abroad through exchange programs.

Comparative Analysis of the Questionnaire and Interview Results

Different questions were addressed to the participants in interviews and questionnaires. Because evaluation of the induction program and the ELT undergraduate program were two of the main qualitative research topics to be investigated through open-ended questions in interviews and there were some other quantitative research problems required statistical analysis such as the differences between perceived competencies of the ELT graduates and their experience, level of their learners, level of their schools, participation in conferences and their gender. Effectiveness and professional competencies of the ELT graduates were investigated

both in questionnaires and interviews as the main research problem. Statistical analysis of the questionnaires and qualitative analysis of the interviews showed that ELT graduates are competent in some areas of expertise and they also need improvement in some other standards. Although perceived competency levels of the ELT graduates differed according to the groups of participants in some standards, there were certain areas of expertise in which perceptions on strengths and weaknesses of the ELT graduates overlapped and triangulated.

Strengths of ELT graduates

The comparative analysis of the questionnaire and interview results yielded three complementary results in terms of the strengths of the beginning English language teachers. First, the ELT graduates stated both in questionnaires and interviews that they are competent in teaching grammar, teaching vocabulary and English proficiency. Secondly, they were found to be competent in terms of methodological knowledge by the teacher educators and the employers in the interviews. Similarly, the questionnaire results revealed that the ELT graduates perceived themselves quite competent in methodology, in employing a range of teaching strategies and techniques appropriate to learner age and level. Finally, the teacher educators and the employers interviewed indicated that the novice English language teachers in their schools are good at teacher knowledge and theoretical knowledge which was also overlapped with the questionnaire results since the ELT graduates perceived themselves as competent in having knowledge of foreign language teaching theories and general linguistic theories.

Weaknesses of ELT graduates

There are similarities and differences in perceptions of areas of expertise in which ELT graduates are incompetent and need improvement. It is important to highlight that ELT graduates both in questionnaires and interviews admitted that they are not really effective in teaching speaking skills, listening skills, writing skills and making use of information technology in language laboratories and libraries as they cannot deal with technical difficulties.

Apart from that, the interviewed employers and the participants of the questionnaire agreed that the ELT graduates have difficulties in having contact with learners, administrators and working cooperatively with professional colleagues. On the other hand, the most remarkable contradiction between the questionnaire and the interview results is on English proficiency of the ELT graduates. While the ELT graduates indicated in the questionnaire that they have advanced knowledge of English, the teacher educator and employer interviews revealed that English proficiency is one of the most significant weaknesses of the ELT graduates.

Chapter IV: Discussion, Conclusion and Implications

The present study aimed at exploring effectiveness and professional competencies of English language teachers in first five years in Turkey. The findings were discussed in comparison to the previous research findings with a focus on similarities and differences. Reflection of the findings of this study and its contributions to the related literature were examined within the thematic framework. The discussion and conclusion part was organized in the light of the main research questions and presented in five themes: qualities of effective English language teachers, strengths and weaknesses of ELT graduates, attribution of effectiveness and ineffectiveness, evaluation of the induction program, and evaluation of the ELT undergraduate program. This chapter ended with implications that were put into meaningful categories for addressing different stakeholders and institutions such as the ELT graduates, the teacher educators and HEC, the Ministry of Education and further researchers.

Qualities of Effective English Language Teachers

It is well-known that students learn more from more effective teachers. However, there is less agreement about what contributes to effective teaching. While some scholars associate teacher effectiveness with deep subject matter knowledge, others also define it as the ability to employ research-based instructional techniques (Goodwin, 1999). Therefore, the present research started with searching for a clarified understanding of what it means to be an effective English teacher before investigating effectiveness and professional competencies of the ELT graduates between 2010 and 2014 years. For this purpose, ELT graduates, teacher educators and employers were invited to make a definition of effective and successful English language teachers in the semi-structured interviews and findings of this study contributed to the literature in Turkish context in terms of conceptualization of effective English language teachers.

The analysis of the qualitative data revealed five general standards for English language teachers which are teacher knowledge, teaching skills, dialogue with learners, professional

development and supplementary characteristics. This finding is consistent with prior research studies in different aspects. For example, ELT graduates in the study of Çelik and Korkmaz (2011) described effective teachers as knowing how to teach efficiently (competency in teaching skills), how to motivate students (efficiency in dialogue with learners), how to use various methods (competency in teacher knowledge), and how to develop oneself as a teacher (professional development). Pantic and Wubbels (2010) also identified subject knowledge and professional development as distinct areas of teacher expertise.

The present interview results demonstrated that English proficiency, self-improvement and building rapport with learners were among the highest attributions for teacher effectiveness in ELT. This is similar to a prior research conducted by Arıkan et al. (2008) in which Turkish preparatory school students described effective teachers as those having a good command of English, being open to innovations, and being friendly towards students. Similarly, a teacher's personal interest in his/her students, a teacher's subject matter expertise and the ability to express oneself in a language students can understand were identified as teacher characteristics that influence effectiveness of student learning and achievement in a study by Rotgans and Schmidt (2011).

The significance order of competency areas identified in the present study changed according to the interview groups. While teacher educators attached most importance to teacher knowledge, ELT graduates and employers put the highest emphasis on teaching skills. Similarly, in Park and Lee's (2006) study, the teachers regarded English proficiency as the most important competency area for English language teachers, whereas the students indicated that pedagogical knowledge has the highest impact on effectiveness of English language teachers.

All three interview group participants specified the need for content knowledge, use of materials and effective dialogue with learners for teacher effectiveness in ELT. This is

consistent with the finding of a study by Bell (2005), wherein the effective foreign language teacher is expected to use the target language competently, use authentic materials and realia, use small groups for involvement of learners and decreasing learner stress, and be familiar with theories of Second Language Acquisition (SLA). It has also been demonstrated in Wichadee's (2010) study that having good English proficiency, the ability to communicate with students, and plan clear and appropriate learning goals are very important for the job in the teachers' opinions. Borg (2006) explored the distinctive characteristics of foreign language teachers and language teachers were perceived to be unique in the range of materials, methods and activities, and especially in close interaction with learners.

In exploring exemplary university teachers' perceptions of effective teaching strategies, Hativa et al. (2001) identified three dimensions: importance of clarity, providing motivation for learning and creating a desirable classroom atmosphere that is conducive to learning. In another study conducted by Arıkan (2010), it was reported by both prospective and in-service teachers that teacher effectiveness required efficiency in lesson planning and instruction, use of different materials and building a non-threatening learning atmosphere. These earlier research findings overlap with results of the present study in which it was indicated that lesson planning and preparation, teaching according to learner level, motivating learners and classroom management are important professional skills for an English language teacher.

The interviewed teacher educators and the employers put emphasis on personal characteristics of English language teachers like loving the job and showing enthusiasm, and classroom practices such as focus on speaking skills in lessons, making learning enjoyable and activating learners in the class. It was clearly underlined that English language teachers need to work enthusiastically, teach English communicatively in a student-centred classroom atmosphere and integrate fun into their lessons. This is justified in the study of Elizabeth et al. (2008) in which some of the personal qualities of successful English language teachers found

in the context of Hong Kong were caring for students, interest in the subject taught, a sense of humour, and enthusiasm. This is also similar to the results obtained by Lee (2010) that unique features of the English language teachers were found to be their positive attitudes and enthusiasm, and their encouragement for more student involvement and speaking activities in the class

The results of this research seem to be incompatible with that of Lowman (1996) who explored the characteristics of exemplary teachers. In his study, exemplary teachers were defined as those who can promote high level of learning in their students and create positive memories of learning. Although it was indirectly stated in the present research study that an effective English language teacher should focus on speaking, make learning enjoyable and motivate learners to make them successful, there was not a clear indication of focus on learning outcomes and learning retention. The inconsistency between findings of this research and abovementioned study can be attributed to the fact that the present study mainly investigated qualities of effective English language teachers with a clear focus on teacher roles and responsibilities. Besides, most of the teacher standards identified in the current study such as building rapport, being proficient in English language, using materials, and having methodological knowledge are fundamental requirements for ensuring high level of learning in students. More importantly, all dimensions of teacher effectiveness discussed by the participants in the present study might be considered to be essential as they naturally and directly contribute to student learning as the most significant educational objective. On the other hand, it has been demonstrated by Bailey (2006) that although language teachers can be evaluated based on their students' achievement, there is a need to document that learning to set the criterion against which teachers are assessed. Moreover, to determine to what extent students have learned in a certain course, it is necessary to apply pre-test and post-test to identify the difference.

Unlike the findings in this study, Turkish EFL learners in a study conducted by Çelik and Arıkan (2013) attached highest importance to personal qualities of teachers such as being fair, showing enthusiasm, being friendly, being loving, being creative and being experienced. It appears that effectiveness of an English language teacher highly depends on his or her personal contact with learners and supplementary characteristics in the eyes of learners. This is important since learner beliefs affect behaviour which can result in false cognition. While it is plausible to believe that fairness, enthusiasm, friendliness and creativity are valuable qualities of a teacher, learner belief in accepting these characteristics as utmost important is a false conception that lacks factual support and can be changed by rational explanation (Dörnyei, 2005).

Bearing all these sources in mind, it can be concluded that English language teachers have to be proficient in all aspects of English language which goes under the category of content knowledge and have methodological knowledge which is also called pedagogical content knowledge. In other words, they need to know what to teach and how to teach. As Shulman (1986, 1987) underlined, demonstrating knowledge of the subject matter is a prerequisite to teaching. It is a vital role for teachers to serve as the primary source of student understanding of subject matter. Another important quality of English language teachers might be self-improvement and continuing professional development. It needs to be emphasized that teachers need to be open to innovations and carry on improving themselves either individually by reading books, listening to English sources and speaking to native speakers or socially attending in-service trainings, conferences and seminars. Previous studies also pointed the association between teacher effectiveness and continuous professional development. For instance, Chong and Cheah (2009) emphasized the need for teachers to be continuous learners to maintain their professional effectiveness due to the fact that there is usually a rapid change in content of the curriculum, methods and materials for teaching. The study by Güven (2005) revealed that the

teachers who have attended in-service training and courses about teaching English to young learners perceived themselves more competent in the management of teaching-learning process. English language teachers are also expected to love their jobs in order to work enthusiastically. As for classroom practices, lesson planning, using materials and incorporating technology can contribute to teacher and learner success in an English class. In this vein, teachers should make preparations mentally and physically adapting materials and arranging necessary tools and equipment for variation in activities, activation of learners and addressing visual, kinaesthetic and auditory learners with a focus on individual differences. Given the fact that language classes require interaction and communication which is the main purpose of learning a foreign language, English language teachers may need to have good communication skills to organize and motivate learners. Therefore, building rapport with learners can be regarded as a very important professional skill of English language teachers. Last but not least, all the three interview groups in the present study highlighted the significance of teaching speaking skills in English classes. This indicates that English language teachers should organize pair work, group work, games or information-gap activities in which learners are busy with communication with their peers in English. This finding also imply that English classes need to be more student-centred. As Faltis et al. (2010) defends, conducting group study is a desired class standard for all teachers of English language to promote high quality learning.

Strengths and Weaknesses of ELT Graduates

This study mainly explored effectiveness and professional competencies of ELT graduates between 2010 and 2014 years working at Turkish state schools. Therefore, their strengths and weaknesses were investigated both in questionnaires administrated to the ELT graduates themselves and semi-structured interviews conducted with the ELT graduates, teacher educators and employers. Both quantitative and qualitative data were collected through three different sources which provided the researcher with in-depth analysis of the research

topic with a comparative analysis of the interview and the questionnaire results across different participants.

The questionnaire results revealed that the ELT graduates perceived themselves slightly highly competent in general. They showed a higher level of competence in language planning, teaching and classroom management, whereas they demonstrated slightly a lower level of competency in language and subject area. These results are largely consistent with earlier research findings. For instance, in a study undertaken by Şallı-Çopur (2008), the ELT graduates from METU indicated a slightly high competence in general, and lower competence in the area of language and subject knowledge in comparison to the other two competence areas. It was also demonstrated in the study of Büyükduman (2006) that pre-service English language teachers had high efficacy beliefs in teaching strategies and general teaching skills. Similarly, in a recent study on competencies of prospective English teachers by Cesur (2012), the participants agreed that they have the required competencies in general. Pre-service and in-service English language teachers working at different school levels were found to have high self-efficacy beliefs for their professional competencies in many other studies (Cantekin, 2009; Odabaş-Kararmaz, 2013; Tandıroğlu, 2008).

The above-mentioned findings thus imply that the ELT graduates have high self-efficacy beliefs in the required teacher competencies. In this respect, as newly graduates having fresh theoretical knowledge and professional enthusiasm, they expressed that they are competent English language teachers. There is also formal and institutional support for their belief since their BA degrees mean that they are eligible and competent to teach English in all school levels. As Barduhn and Johnson (2009) indicated, the Bachelors is the highest required qualification in order to teach in the world. In addition, to be employed as regular English language teachers at state schools in Turkey, the graduates have to pass a high stake exam called Public Personnel Selection Examination which indicates that they have necessary professional

knowledge and skills to start their teaching career. Despite perception of high level of teacher competencies revealed in the questionnaire, the ELT graduates in the interviews admitted that they cannot become effective in their initial years of teaching English. They expressed difficulties in adapting themselves to the level of learners, the school contexts, absence of necessary materials and the negative environmental factors such as low economic status of learners. In other words, they cannot overcome those unanticipated problems which causes decrease in their effectiveness as novice English language teachers. Based on these results, it is reasonable to believe that teacher competence does not automatically bring teacher effectiveness. Like Brown (2000) defends, competence referring to one's underlying knowledge of a system or fact is different from performance which means realization of competence.

Independent t-test results revealed that demographic variables, which are professional experience, learner levels, school levels, and participation in conferences does not make any difference in perceived competency levels of the ELT graduates. In this respect, having a few more years in teaching experience does not increase or decrease self-efficacy beliefs for their teacher competencies. In a similar way, there is not a significant difference between the novice English teachers teaching at A1 level in a primary school and those teaching at B1 level at a high school. However, the difference between females and males was found to be significant in perceieved teacher competencies. A number of factors related Turkish educational context might be influential on these results. First of all, working experience of the novice English language teachers who graduated in different years from 2010 to 2014 is likely to close one another since a limited number of newly graduates can be employed to work in state schools. Thus, they might not start to get experience once they have finished their schools. Secondly, as the descriptive analysis of the demographic variables demonstrated, 73 % of the ELT graduates who responded to the questionnaire were teaching at A1 and A2 level regardless of their school

levels. This implies that most of the English language teachers in Turkish context cannot teach at a wide range of proficiency levels. Thirdly, English language teachers working as a regular teacher at a primary school can teach also at another middle school or high school in the same region because of the shortage of personnel. Consequently, demographic variables of the sampling group could not be distributed adequately because of the environmental and situational constraints. In this regard, branching in ELT like elementary school English language teaching or high school English language teaching does not seem to be applicable in the current situation. Although these contextual constraints might be advantageous for English language teachers to get working experience at different school levels, it also brings extra work and responsibilities particularly for the novice English language teachers such as lesson preparation and homework check for various classes and groups of learners. If they can work at a certain learner level or at least at a particular school level, an opportunity can be created for doing workshops with the same group of teachers. As a result, this may increase professional solidarity and cooperation among the English language teachers, which refers to collaborative teacher development in the literature. According to this approach, teaching can be a fundamentally collegial profession because of its strength in increasing professional development and professional dignity, and overcoming professional isolation (Johnston, 2009).

According to the questionnaire results, two of the highest perceived competency areas were teaching grammar and developing learners' vocabulary knowledge among the ELT graduates, which was also supported by the findings of the graduate interviews. This overlaps with the findings of Cesur's (2012) study, wherein prospective English language teachers found themselves successful in using appropriate methods and techniques while teaching grammar and improving students' vocabulary knowledge. The novice English language teachers in the present study perceived themselves highly competent in responding to students' questions and students' feedback, knowing the curriculum, being open to professional development and moral

development of learners. They also demonstrated a higher level of competence in having foreign language teaching theories and employing a range of teaching strategies appropriate to learner age. The interviews with teacher educators and employers complement these questionnaire results in that the ELT graduates were found to be quite competent in terms of both theoretical and methodological knowledge. Thus, it was agreed that the novice English language teachers have a high level of competence in theoretical and pedagogical knowledge. The results show similarities with those of Cesur's (2012) in that prospective English language teachers perceived themselves competent in the knowledge of methods and techniques to be used in their actual teaching.

As for the weaknesses, the ELT graduates both in the questionnaire and the interviews admitted that they are not very competent in teaching listening skills, speaking skills and writing skills. This matches with Şallı-Çopur's (2008) findings that the ELT graduates of METU demonstrated a lower competence in teaching the productive skills of language which are speaking and writing. The questionnaire results of this study also revealed that the ELT graduates are not very successful in using teaching-learning facilities like library and laboratory and making use of information technology since they explained in the graduate interviews that they cannot deal with technical difficulties and deficiencies. Similar to these results, Ekşi and Capa-Aydın's (2013) study demonstrated that instructors of English did not find themselves competent in using technology in the classroom. In another study conducted by Özdemir (2007), the English language teachers perceived themselves quite incompetent in using computer-assisted teaching applications in the classroom. The problem in incorporating technology into the classroom may not stem from the lack of teacher knowledge in using new technologies but lack of technological feasibility and necessary materials at schools which poses technical difficulties for the teachers to cope with. Research data from Yıldızhan (1992) may be relevant to this discussion as objectives of the Ministry of Education were found to be

in conflict with a number educational realities such as the capacity of tools and equipment of schools, lesson hours, English proficiency and methodological knowledge of the teachers and class populations. It can be concluded that the novice English language teachers' knowledge of new educational technologies does not match with the technological feasibility of the state schools, particularly the schools in the countryside where most of them start their career as mentees. This negative environmental constraint might be also influential in lowering beginning English language teachers' effectiveness in teaching speaking, listening skills and writing skills since new educational technologies like Web 2.00 tools provide teachers with more variation in planning, a better classroom organization and increased learner motivation.

While the ELT graduates showed a higher level of competence in becoming an adequate model for the English language for students in the questionnaire, the interviews with teacher educators revealed that the competency area in which the ELT graduates need most improvement is English proficiency. Besides, some of the department heads called attention to the importance of developing English proficiency level of novice English language teachers. The inconsistency between the ELT graduates and the teacher educators in perception of English language proficiency might be attributed to the fact that subject-matter knowledge is one of the most significant area of competency in which the ELT graduates might not want to project lower self-efficacy. In a recent study, Ghasemboland and Hashim (2013) found a significant correlation between the teachers' perceived self-efficacy and self-reported English proficiency. Subject matter knowledge, which is regarded as a prerequisite to teaching by Shulman (1986), was also discussed as an important quality of effective English language teachers in the previous section. Due to its significance, the teacher educators might have raised English proficiency as a problematic issue to be resolved. It was mentioned earlier that the teacher educators complained about the decreasing quality of pre-service English language teachers in recent years in terms of their English proficiency and regretted not being able to

overcome this problem completely during the university education because of the curricular constraints. Earlier research findings support the worries of teacher educators on this issue. For example, in the study of Çetinavcı and Yavuz (2010), the pre-service English language teachers complained about their decreasing English proficiency level throughout their teaching training. Similarly, in another study conducted by Cantekin (2009), it was found out that one of the most important drawbacks that prevents English language teachers from using their competencies properly is insufficient knowledge of their subject matter. In parallel to aforementioned findings, the most professional development need of pre-service and in-service English language teachers was identified as speaking skills and listening skills in the English language in the studies of Büyükduman (2006) and Abalı (2013). Furthermore, the results of the investigation by Asl et al. (2014) indicated that the more experienced English language teachers get, the less knowledgeable they become in content and pedagogical content knowledge.

The abovementioned findings imply that English proficiency level of neither novice English language teachers nor the experienced ones are at the desired level. This may result from that fact that continuous professional development has not been established and standardized personally and institutionally at Turkish state schools which is also supported with prior research. For example, the study conducted by Yıldızhan (1992) revealed that a great majority of English language teachers have not been exposed to any in-service training or sent abroad for training. Another important finding of that study was that the teachers do not spend time for reading in English. Similarly, the study of Doğan (2009) shed light on this issue as it was found out that English language teachers do not regularly follow recent academic improvements and innovations. The statistical data from Şahin's (2006) study might be important in revealing current situation in professional development of English language teachers. It was found that only 27 % of English language teachers had a subscription of an ELT journal and 15 % of them regularly followed English language teaching sources. This

finding can also be explained from the standpoint of Asl et al. (2014) who described this situation as the 'destabilization stage' in which teachers gradually feel secure in their methodological and subject matter knowledge after they start their teaching career.

There will be a final overall interpretation of strengths and weaknesses of the ELT graduates depending on various international teacher standards. Within the framework of ACTFL (2002), the participants are competent in knowing language acquisition theories, integrating standards in planning and instruction, knowing and using appropriate assessment models, and engaging in professional development, whereas they show lack of competence in language proficiency. According to TESOL (2008) standards, while ELT graduates are perceived to be competent in planning, instruction, assessing, learning, commitment and professionalism, they need improvement in language proficiency and content. In reference to the teacher competencies determined by APEID (1992), the participants of the present study have more weaknesses than strengths. While the graduates are competent only in one competency area, in arousing positive student attitude, they demonstrate lack of competence in accommodating learner diversity, relating the curriculum to the individual and society, meeting the needs of the whole individual, maximizing the full potential of each child by diagnosing the needs of each learner, fostering learner-centred learning and teaching, and coping with and managing with change. When teaching success standards developed by NBTPS (2012) are taken as criteria, the participants are competent in their commitment to students and their learning, content and pedagogical content knowledge, and managing and monitoring student learning. However, they do not show full competence in their reflection on their own practice and collaborative work with other professional colleagues. In sum, the ELT graduates working as novice English language teachers at Turish state schools have high self-efficacy beliefs in the following international standards: content and pedagogical content knowledge, theoretical knowledge, planning, instruction, assessment, professional development, motivation, and

monitoring student learning. The areas that they need improvement are language proficiency, individualised instruction, needs analysis, adapting the curriculum, dealing with individual differences, cooperating with society, fostering learner-centredness, and adapting themselves to the changing school context and environment.

Attribution of Effectiveness and Ineffectiveness

Attributions are defined by Peacock (2009) as reasons or beliefs people express for their success or failure in EFL. Weiner (1985) proposed three causal dimensions: locus, stability, and controllability. In other words, attributions can be either external or internal, stable or unstable, and controllable or uncontrollable. Peacock (2009) underlined the importance of teacher attributions because they are likely to affect teacher behaviour. Since it was indicated in the literature that students' attributions are critical for academic achievement, it is plausible to acknowledge that the teachers' attributions shape teacher practices and reveal teacher expectancies (Ghonsooly, Ghanizadeh, Ghazanfari & Ghabanchi, 2015). One of the purposes of this study was to raise awareness of the ELT graduates for their attributions for effectiveness and ineffectiveness in teaching English as it has been documented in the literature that teachers do not have much information about the amount of controllability and causality they have on classroom settings and learning facilities. Furthermore, it might be beneficial for teachers to shift their causal attributions to controllable teacher's factors such as classroom management and instructional strategy (Giavrimis & Papanis, 2009).

The present findings showed that the ELT graduates attributed their effectiveness in teaching English mostly to internal, controllable and stable factors such as individual studies, using materials, English proficiency, being enthusiastic and being empathetic. This is consistent with the findings of a study by Ghonsooly et al. (2015), wherein they researched EFL teachers' of success and failure and found out that teachers tend to ascribe perceived success more to their effort and teaching competency. Aforementioned finding is also in line with an empirical

study conducted by Peacock (2009) in which teachers attributed student success to effort such as reading a lot, focusing on English, paying attention, working hard in class and revising for tests.

On the other hand, analysis of the data also revealed that most of the attributions of ELT graduates for their ineffectiveness and incompetence in some areas of expertise were external factors like level of learners, curriculum, system of education and shortage of mentors. However, some of the attributions were internal, but controllable and unstable such as lack of experience, health problems and being unplanned. These findings are consistent with prior earlier empirical research studies showing that negative outcomes are usually attributed to external and unstable factors (Brown & Rogers, 1991; Williams & Burden, 1997). The results show also similarities with those of Manassero, Buades, Torrens, and Ramis (2006). In their study, the participants attributed stressors to external factors like insufficient time to prepare classes, excessive number of students in per class, low status of the job, lack of motivation among students, and excessive paper work. Similarly, in a study conducted by Ho (2004), teachers held students most responsible for their negative disciplinary actions and themselves as least responsible. In another study by McCormick (1997), teachers generally attributed their occupational stress to external factors, mainly the Government and the employing educational authority.

The fact that the ELT graduates attributed their effectiveness to mostly internal factors and ineffectiveness to mostly external factors can be explained by Miller and Ross's (1975) term, 'self-serving bias' in causal attribution. In this regard, self-serving attributions stem from the need to maintain and defend a positive self-image. Because success possibly stimulates a positive psychophysiological state that individuals seek to maintain. Failure, on the other hand, presumably causes a negative psychophysiological state that individuals are supposed to reduce. Therefore, people associate their success with high ability as it implies their competence and

efficiency; conversely, they tend to externalize reasons of failure to escape decreasing self-efficacy beliefs (Brown & Rogers, 1991).

Evaluation of the Induction Program

As Andrews and Ellice (2003) noted, local authorities need to organize programs to support beginning teachers because the first year experience is highly influential in beginning teachers' professional development, attitudes, feelings, styles of teaching, expectations and decisions to remain in teaching. It has been suggested by educators and scholars that induction and mentoring programs can be organized in which experienced teachers provide support and guidance to beginning teachers. Taking into consideration of the recent changes in the induction program for teachers in Turkey, this study explored the perspectives of the novice English language teachers, employers and teacher educators on issues related to the challenges and supports in place to assist them in their transition from pre-service to in-service with a focus on mentorship. This study also added a Turkish context to the current body of research.

The present findings showed that nearly all participants agreed that the induction program applied in Turkish state schools is ineffective and they also emphasized the need for a revision. This finding is directly consistent with prior research highlighting that many current preparation and support models do not prepare teachers adequately through the difficult novice years. It is believed that more can be done to assist novice teachers to increase teacher satisfaction and decrease teacher attrition (Worthy, 2005). Despite the fact that transition from the teacher education institution to life in a real classroom is an intricate one, this issue has not been dealt with adequately at state schools in Turkey since beginning teachers have the same responsibilities as other teachers, which is similar to the situation in Malaysia revealed in a recent study by Senom and Othman (2014).

It was reported in the current research that beginning English teachers experienced a number of tensions such as loneliness, lack of help, shortage of mentors, heavy workload, classroom management and extra duties during the induction year. One of the most frequently stated induction-specific problem was what Roberts (1998) call 'isolation' which means teachers are contained in a school for a considerable amount of time but are separated from one another. These results are largely consistent with earlier findings. For example, Scherff's study (2008) revealed that novice teachers remembered their first years in the classroom as unsupportive and lonely with feelings of isolation and being overwhelmed. Similarly, Sabar (2004) noted that novice teachers started with heavy loads together with difficult students and unwanted classes. Other studies involving beginning teachers indicated that classroom discipline was the most serious problem area of the novices (Hebert & Worthy, 2001; McDonald & Elias, 1982; Veenman, 1984).

The results of this research seem to be incompatible with that of Löfström and Eisenschmidt (2009) in whose study the novice teachers were facilitated by the mentors for their acceptance into teacher community. The mentors met them in a welcoming way and talked about the novices positively in discussions with other teachers. The mentees were provided with information about school rules, regulations and practices. However, in the present study, the ELT graduates reported their experiences of how much they had difficulties in learning regulations and school routines since they could not get any support from their colleagues and the school administration. Unlike the findings in this study, the most positive experience of the teachers in Lindgren's (n.d.) study was to be given opportunities to analyse different situations with an experienced colleague and to solve problems through talks with the mentor. On the other hand, most negative experiences beginning teachers shared in the present study stemmed from absence of mentor teachers and direct immersion in teaching.

These findings can also be explained from the standpoint of Veenman (1984) who defined the transition from pre-service teaching to first year in-service teaching as dramatic and traumatic which is also called "reality shock". In this vein, failure in induction program can be attributed to some factors related to this sensitive period novice teachers go through. There might be different causes of reality shock which can be put into two general categories: personal and situational causes. As the name suggests, personal causes refer to such inappropriate individual factors as reluctant choice for the teaching profession, improper attitudes and lack of supplementary personality characteristics. Situational causes can be ineffective professional training and problematic school context such as authoritarian, bureaucratic and hierarchical relationships, strict organizational structures, shortage of staff, lack of materials and supplies, the absence of clear educational objectives, loneliness at school, presence of dominant parents, and the multiplicity of tasks. Thus, the reality shock the ELT graduates experienced in the current study can be attributed to more situational factors than personal ones.

Tensions of the beginning English language teachers in the induction period can plausibly be interpreted from an epistemological view. According to McDonald and Elicia (1947), the transition into teaching is important in the life of the teacher in two ways. First, teachers move into the adult world and the occupational world in which their personal identities may be threatened, their development of a sense of trust and their acceptance into the teaching community may be significantly affected. Secondly, this period is a critical stage as it is a base for future professional development. If teachers acquire a sense of confidence and efficacy, they can continue to expand professionally.

These results contribute to our understanding of what needs to be done to improve the induction program and provide beginning English language teachers with better and more effective transition from pre-service education to in-service teaching. According to Allen and Palaich (2000), good induction programs can be organized by skilled and well-trained mentor

teachers offering necessary resources, classroom-based research and enough time for new-teacher support. Instead of 'sink or swim' approach which is often the nature of new teachers' induction to the profession, they should be mentored through lengthy induction programs (Goodwin, 1999). It was also emphasized by Lambson (2000) that both prospective and novice teachers should be able to work with veteran teachers observing them in their work and in their ways of reflecting on and responding to students. In other words, novice teachers need a close cooperation with other colleagues who willingly share their experiences with newcomers. Similarly, it was suggested in the current research that selection of mentors should be done carefully; more importantly, competent mentors need to be assigned and they should be exposed to mentor development programs; mentees should start teaching alongside mentor teachers to benefit from their experiences. This verifies the key role of mentors in the induction programs discussed in the literature. For instance, Holloway (2001) asserted that success of a new teacher depends on the mentor's knowledge of how to support mentees and provide them with guidance. In this sense, it is reasonable to believe that prospective mentors need to be involved in professional development activities to learn about the mentoring process and what is expected of them before taking on the role of a mentor. In other words, it is essential to provide mentors with adequate support to acquire the additional knowledge, skills, and attitudes needed for the role (Coşkun, 2013; Malderez, 2009).

Parallel to Bloom and Davis's (1998) suggested steps to be taken in supporting new members of teaching staff, the present results showed that beginning English language teachers need more time for scaffolding and observation; they also need orientation and in-service trainings for their professional development during the induction period. It appears that orientation and scaffolding are two complementary stages for inducing beginning teachers into the teaching profession and the teaching community. First, orientation refers to welcoming, guidance and support to novice teachers about the contextual realities, school routines and

procedures which help them to be accepted into the teaching community. Second, scaffolding means one-to-one professional care of mentees by mentors in a close cooperation with a clear focus on demonstrating what it means to be an English language teacher in a specific school context. As also acknowledged by Pillen et al. (2013), novice teachers should be able to share their job-related worries with mentors in consultation or reflection sessions.

The interviewed employers in this study called attention to the importance of keeping careful progress of mentees by setting a monthly control system together with reading lists, weekly aims and monthly exams. The interviewed teacher educators, on the other hand, put emphasis on strengthening the collaboration between novice teachers, mentors and university supervisors. These findings thus imply that most of the deficiencies in the induction program in Turkey stem from lack of responsibilities among the stakeholders. Therefore, as it has been demonstrated in Löfström and Eisenschmidt's (2009) study wherein novice teachers were provided with professional support, four people should be responsible for the induction program: (1) headmasters, who should provide a supportive environment for new teachers' professional development; (2) mentors, who are responsible for giving necessary support to mentees for their improvement and adaptation to the school context through observation, orientation and working closely with them; (3) novice teachers whose responsibility is to maintain professional development through hard work and full awareness of all duties; (4) university induction centres where professional progress of graduates are followed and mentor training programs for veteran teachers and seminars for novice teachers are organized.

Evaluation of the ELT Undergraduate Program

This study is an investigation into effectiveness and professional competencies of novice English language teachers who are graduates of the ELT undergraduate program. According to Farrell (2006), the results of studies about first-year teachers can produce valuable and useful data for restructuring the teacher training curriculum. Due to its significant effect, the ELT

undergraduate program was evaluated in three aspects: contribution of course components of the program on effectiveness and competencies of graduates, strengths and weaknesses of the program, and the restructuring process.

The questionnaire results revealed that the General Education Component of the program was believed to have the highest impact on competencies and effectiveness of the ELT graduates. The two other significant components of the program were found to be ELT Methodology and Language Component. The lowest mean score for the rating scale was for the Literature Component. This is largely consistent with the finding of a study by Şallı-Copur (2008), wherein the ELT Methodology and the General Education courses were perceived to be most important in different areas by the METU EFL graduates, whereas the Literature and the Linguistic component were found to have the least effect on their professional development. Similarly, in Canbolat's (2013) research study, the methodology, general education and language components of the ELT undergraduate program were considered to be effective, whereas literature and linguistic courses were perceived to be ineffective in their training for the profession. It is reasonable to believe that the ELT graduates attach high importance to their pre-service education since the interview results also revealed that they consider their university education as one of the main attributes for their competencies in teaching English in their early career. It is clear that General Education courses, ELT Methodology and Language courses are highly effective in acquiring the required teacher competencies. These results also overlap with the qualitative interview results of the present study as English proficiency was stated as one of the most important quality of an effective English language teacher which can be developed through language courses. Similarly, a number of issues such as classroom management, effective dialogue with learners and motivating learners were identified as basic skills of a competent English language teacher that are all relevant to General Education. Finally, use of materials, making learning enjoyable and focus on speaking skills were emphasized as

necessary classroom practices to be effective in English language teaching which require the knowledge of ELT Methodology. Thus, content knowledge, pedagogical knowledge and pedagogical content knowledge seem to be more influential in pre-service English language teacher education than linguistic and literature knowledge.

The ELT undergraduate program was found to be successful in theory, methodology and new technologies by all three groups of interview participants. These results are largely consistent with earlier findings. For example, in Karakaş's (2012) study, pedagogical and theory components were perceived as strengths of the ELT undergraduate program. Similarly, the program was believed to provide student teachers with theoretical background in ELT which is accepted as the most common strength of the program by Coşkun and Daloğlu (2010). More specifically, the interviewed teacher educators expressed their satisfaction with introduction of new courses like 'Community Services' and 'Technology Course', increase in professional courses and decrease in literature courses. They clearly stated that it is more economical to have English Literature courses in two terms and it is an advantage to include 'Teaching English to Young Learners', 'Teaching Language Skills', and 'Approaches to English Language Teaching' in two semesters. In an another study by Yavuz and Zehir-Topkaya (2013), extension of some courses like 'Approaches and Methods in ELT' and addition of new courses like 'Public Speaking and Presentation' and 'Public Service' were accepted as positive changes in the new program.

Parallel to Karakaş's (2012) findings, the present study demonstrated that the program has more weaknesses than its strengths. The most frequently stated weakness is the inadequacy of the practicum course. It was believed that practicum offered in the final year does not serve its purpose since student teachers cannot internalize what it means to be an English language teacher through six hours of teaching practice. This finding is directly consistent with prior research highlighting the significance of practice time in pre-service teacher education. For

instance, the study of Coşkun and Daloğlu (2010) revealed that the program lacks practice opportunities. Similarly, pre-service English language teachers in a recent study by H. Çepik and E. Çepik (2015) concluded that practising only one or two times is not beneficial for their academic growth. Most criticism about the program was intensified on the practical aspects by teacher trainees in the study of Karakaş (2012). The scarcity of practice opportunities in the current ELT undergraduate program was also justified in the studies conducted by Seferoğlu (2007) and Salihoğlu (2012).

The ELT graduates and the employers emphasized that there is a gap between theory at university and practice at schools. The graduates stated that theoretical knowledge they acquire during their university education does not sometimes match with what they encounter in real classrooms. Some of the principles of teaching and learning may not be applicable due to contextual and environmental constraints which put them in a kind of what Veenman (1984) call 'reality shock'. They feel that problems in real classrooms are more difficult to handle than the artificial ones in micro teaching and those in the guided practice in practicum. This also matches with Seferoğlu's (2007) finding that the gap between the theoretical knowledge studied and practices in real classroom contexts is to be closed. This finding can be attributed to the fact that most of the ELT graduates are appointed to the schools in the countryside where environmental constraints are high and English level of learners is low. Opportunities are far from the ones presented to them at their practicum schools which might cause decrease in their self-esteem. They seem to experience the problem of adapting their fresh theoretical knowledge to the local context to survive as a beginning English language teacher. This finding can also be explained from the standpoint of Veenman (1984) who indicated that the transition from guided teaching practice to the real one is a sensitive period. As mentioned earlier, the causes of reality shock might be personal or situational factors. It is clear that most of the problems of

the interviewed ELT graduates in this study are situational factors such as shortage of staff, lack of materials and loneliness at school.

The interviewed teacher educators and the employers criticized the program because of its weak focus on language improvement of the pre-service English language teachers. Particularly the university teachers pointed that the quality of incoming students to the ELT Departments is getting worse and worse in terms of their English proficiency. Moreover, they cannot improve themselves in the target language either at prep class or in the first year of their university education because of the shortage of language improvement courses in the program. As stated before, some of the curricular changes in the new program were perceived as negative by teacher educators such as convergence of 'Advanced Writing Skills' and 'Advanced Reading Skills'. This is in parallel with the finding in Salihoğlu (2012) who found that proficiency level of the trainees decreased because of the shortage of proficiency courses in the ELT undergraduate program.

It is a well-known fact that the single largest factor in education quality is the quality of teachers. In other words, effective teacher means effective students, better skills and better employment. The current education system in Turkey does not support teachers or increase teacher quality at the desired level to produce better students (Güven, 2008). Similarly, Grossman and Sands (2008) believed that the restructuring reform of teacher education in Turkey is incomplete. Our results supplement earlier research findings showing that the ELT undergraduate program was not found to produce fully competent English language teachers since most of the interviewed teacher educators in the current study specified the need for the program to be further revised and restructured. Due to the significance of teacher quality expressed above, the present study aimed to explore ways of training better English language teachers within a new program.

Pre-service English language teachers were believed to be better educated and qualified through doing more teaching practice at different school levels and at various school contexts from village schools in the countryside to elite schools in big cities on regular basis for four years throughout the program. It was clarified that the first year in the program is too early for practicum but with addition of the course of School Experience, it can be utilized for introduction of the real school culture and provision of the chance to observe experienced mentors like in the previous program. This finding thus imply that the most salient component of a new pre-service English language teacher education program should be practicum. Increasing practice opportunities has consistently been found to be the greatest need for improving the current ELT undergraduate program in a restructuring movement in many other studies (Coşkun, 2013; Coşkun and Daloğlu, 2010; Salihoğlu, 2012; Sarıboğa-Alagöz, 2006; Seferoğlu, 2007).

Like Grossman and Sands (2008) defend, forming effective partnerships with schools is one of the critical factors in effective change within a new program. The findings of the present study also revealed that all stakeholders need to put emphasis on the collaboration between schools and universities for a professional organization in the mentoring process of pre-service English language teachers during the practicum course. It was noted that not only university supervisors but also school mentors should think more professionally and use this responsibility as an opportunity to help future teachers develop themselves. In addition to the stressed need for more time for practicum and for collaboration between schools and universities, it was also underlined that university teachers need to spend more time at schools not only for supporting their student teachers at practicum but also for research purposes. By this way, they can learn the system of Ministry of Education well and have close relationship with school mentors to help one another to educate trainee teachers. Thus, theory can feed practice and practice can

feed back theory through a desired level of communication between university teachers and school teachers.

While developing the ELT undergraduate program, it was suggested by Sarıboğa-Alagöz (2006) that faculties of education need to have a more centralized structure. It was indicated that not only Higher Education Committee (HEC) but also the Head of ELT Departments and academic staff should be involved in this decision-making process. Similarly, Yavuz and Zehir-Topkaya (2013) criticized the adopted top-down approach and centralization of the program by HEC. The interview results of the present study are in line with aforementioned findings in that following one standard program in all ELT Departments was identified as one of the basic weaknesses of the program. It was indicated that there is need for more departmental autonomy for including more elective courses within the program.

It was previously emphasized that the ELT undergraduate program is weak in providing pre-service English language teachers with opportunities to improve English proficiency due to the fact that some of the language improvement courses were integrated in the recent program change. Salihoğlu (2013) also identified that student teachers' language proficiency development is a neglected issue in the program. As a contribution to the program, it was suggested by both teacher educators and employers that the number of language improvement courses and opportunities for exchange programs should be increased. It was underlined that pre-service English language teachers really need to study abroad at least for one semester to practise English and get to know other cultures.

The final issue raised by the participants of the present study for improvement of the ELT undergraduate program is professional development of teacher educators. It was indicated that English language teachers can be better educated with qualified teacher educators. In this respect, there needs to be more personal and systematic investment on professional

development of academic staff to increase the quality of pre-service teacher education. This finding can be interpreted in the light of Wright's (2009) contention that trainer development is a vital dimension of language teacher education since teacher educators have a central role in presenting and explicating ideas about pedagogy. It is underlined by teacher educators themselves that they need to both articulate and model their working principles. In addition to psychological and emotional demands, trainer development requires a high level of self-awareness and the capacity to make tacit pedagogic knowledge available.

Implications

The present study has implications in terms of increasing the quality of English language teacher education in Turkey. It has three dimensions: the ELT undergraduate program, the Ministry of Education, and ELT graduates. The final part consists of suggestions for further researchers based on the limitations of the current study.

Implications for the teacher educators and HEC

First of all, incompetence of student teachers in English proficiency increases priority of language improvement courses in the program. A number of steps can be taken to have high quality in this component such as having the screening system revised, making the prep class education obligatory for ELT students and intensifying the first year in the program with language improvement courses. In addition, the communicative competence of the pre-service English language teachers can be improved in two ways: employment of native speakers in the ELT Departments and sending student teachers abroad through exchange programs. In this respect, studying abroad for one semester might be a prerequisite to graduation for ELT students as long as equal opportunities are created.

Another significant aspect of the ELT undergraduate program is the practicum course since time for practice is indicated as inadequate. To introduce student teachers school realities

earlier and provide them with opportunities to put theoretical knowledge into practice and adapt themselves to the contextual factors, practicum should be intensified with earlier school visits and full time internship. There should be a requirement for teaching practice at all three school levels: primary, middle and high school. The repertoire of practice schools needs to be enriched in terms of quality of students and physical and environmental conditions of schools. Thus, a student teacher should be able to practice teaching both at a prestigious school in the city centre and at a village school for equal length of time contributing to their awareness of diverse professional contexts and realities in Turkish state schools.

Finally, as an important dimension of the program, quality of teacher educators is a fundamental issue to be taken into consideration. Teacher educators should be good role models for pre-service English language teachers not only inside but also outside the class. They need to reflect the requirements of effective teaching in their own lessons using appropriate methods and approaches. As a matter of fact, they need to be qualified practitioners in addition to being knowledgeable theoreticians. Since most of the ELT graduates work at state schools after graduation, they also need to know the system of Ministry of Education. This knowledge might be effective in teaching theory in the light of school and contextual realities. Therefore, new certifications such as CELTA or DELTA and working experience in state or private schools for a certain period of time can be added to the requirements of being a teacher educator in the Department of English Language Teaching. In addition, collaboration between universities and schools should be improved promoting school-based research and more school visits in practicum by university teachers.

Implications for the Ministry of Education

It is a well-known fact that MoE has a key role in inducing beginning teachers into teaching profession. Due to the deficiencies in the induction program identified by all stakeholders, there are a number of recommendations for the betterment of this sensitive period.

First of all, beginning teachers should be given less workload to have more time for their professional development under the supervision of mentors in their initial years of teaching. More importantly, each beginning English language teacher should be able to work with a competent English teacher mentor during the induction period. Therefore, MoE has to plan and implement mentor development programs for introduction of new roles and responsibilities to the mentor candidates. There can also be some incentives like extra payment for the mentor teachers to increase their motivation and professionalization in mentoring. Last but not least, allocation of roles among school principals, mentors and novice teachers should be clarified and standardized.

As a second issue, MoE should give special importance to improvement of the physical and technological conditions of all state schools. Not only the novices but also the experienced teachers working at different school levels in various locations from villages to the city centres may have to tackle with technological difficulties and over-crowded classes. The aim is not perfect modernisation of the schools but minimization of the particular tensions of the beginning teachers and decreasing effectiveness of the experienced English language teachers stemming from the lack of materials, lack of space and weak technological feasibility.

For professional development and specialisation, English language teachers can be branched as primary English language teachers, high school English language teachers and English language instructors. In this regard, some teachers can be expert in teaching English to young learners, some in teaching English to teenagers and others in teaching English to adults. By this way, professional development of novice teachers can be recorded more systematically and easily at different school levels and learner levels. For example, primary English language teachers can meet at a regular basis when they can discuss student success and failure, teacher success and failure, reasons for ineffectiveness and suggestions for improvement in teaching English to young learners in their regional contexts based on their experiences. Similarly, high

school English language teachers may need to come together to reflect on their teaching peformances, common problems inside and outside the classroom, and revise their syllabus and methods in the light of contextual realities. To give institutional support to this branching movement, MoE can be sensitive by taking into consideration of school level as an issue of specialisation in rotation of English language teachers.

Finally, workshop system in MoE schools needs to be revised in terms of its content, frequency and instruction. Rather than focusing on regulations and formalities, more concrete experiences inside and outside the classroom directly related to student learning and teaching facilities should be prioritized in these meetings. Besides, sharing materials and ideas for increasing teacher effectiveness needs to be emphasized. As a contribution to the orientation of the novice teachers into teaching profession, MoE can publish a Handbook for Induction in which general school routines and specific learned experiences of previous novice teachers are written as anecdotes.

Implications for the ELT graduates

This study has several implications for ELT graduates in terms of their teacher effectiveness and professional competencies. First of all, it should be realized that the university program cannot prepare student teachers for all school contexts. Rather, they need to adapt theoretical and methodological knowledge to the needs and local conditions of their schools. It should not be forgotten that transition from being a pre-service teacher to an in-service teacher position naturally poses some difficulties for every teacher regardless of their graduate schools. In addition to the contextual and environmental constraints in putting theory into practice particularly in initial years of teaching, the adaptation to a totally new environment and responsibilities of working life makes this process truly sensitive for every beginning teacher. As stated previously for general qualities of effective English language teachers, it needs to be re-emphasized that problems in first year of teaching can be overcome through some personal

qualities like enthusiasm, love for the job and effective communication with students, colleagues and school administration and personal effort such as lesson planning and material development.

The second important issue for ELT graduates is continuous professional development after graduation. First of all, it should be noted that English proficiency is the most fundamental knowledge-based dimension of this process. Given the fact that they will teach in an EFL context and most of the learners are at A1 or A2 level in Turkish state schools, they need to put ongoing effort to improve their knowledge in the target language. They should be user of English in their everyday life either at academic level or practical level. Although the ELT undergraduate program is accepted as effective in providing theoretical and methodological knowledge, novice English language teachers should update themselves with the recent developments in ELT through widely-known methods like conferences, seminars, workshops and in-service trainings. It is important to underline that professional development has a cost since it requires personal involvement and dedication. However, it is worth meeting well-known authors, inspirational academicians and more experienced colleagues and getting up-to-date theoretical and practical knowledge.

Implications for future researchers

This study was carried out with the participation of the novice English language teachers working only at state schools. In a further study, the beginning English language teachers in private institutions can be investigated to explore the impact of the contextual and institutional atmosphere on their self-efficacy beliefs. Such a study can also reveal tensions of working in a non-governmental institution and characteristics of the beginning English language teachers in private schools.

As a large scale study, the current research explored the perceived competencies of beginning English language teachers adopting the convergent parallel design as a mixed method and employing a questionnaire and interviews as data collection instruments. On the other hand, a further longitudinal case study with class observation and journal writing might yield important findings in understanding the cognitive, psychological, emotional and social development of beginning English language teachers in their initial years of teaching which can contribute to revising institutional roles of MoE and HEC in this process.

The present study sampled the graduates of the ELT undergraduate program after the recent change in 2006. In this regard, ELT graduates between 2010 and 2014 years were involved both in quantitative and qualitative data collection. Although, not any significant difference was found between the teachers with one year of experience and those with five years of experience in the perceived level of teacher competencies, it seems that tensions of the novice teachers are intensified in the first year of teaching. Therefore, investigation of the trainee English language teachers in a further study might have valuable results in understanding the immediate effect of the ELT undergraduate program on the graduates and revealing all details of the induction process in Turkish state schools.

Finally, record of professional development of the graduates need to be kept carefully by the ELT Departments to increase accountability and quality in pre-service teacher education. For this purpose, more research studies on ELT graduates need to be carried out. A systematic approach can be adopted in creating a body of research on this significant topic through classification in research sampling such as graduates in their first year of teaching, graduates working as instructors and graduates working at primary school level.

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Appendices

Appendix A: Teacher Competencies Questionnaire for ELT Graduates

Dear ELT Graduate,

The following questionnaire has been prepared to investigate effectiveness of ELT graduates between 2010 and 2014 years in Turkey through English language teacher competencies by eliciting their perceptions. The aim of the study is to improve quality of English language teachers by increasing awareness of their own capabilities and lacks and to encourage them to pursue professional development in their early career. Participation in this questionnaire is totally voluntary. It is ensured that the information that will be collected from you will be kept confidential and the results of the questionnaire will be used only for research purposes. If you have any further questions, please contact me via recbil2000@yahoo.com.

Recep BİLİCAN
Aksaray University

Part I: Likert Scale Items

After reading each item carefully, please put an (X) in the box that shows your rate of agreement.

A. Competence in Language & Subject Area	Incompetent	Somewhat Competent	Competent	Highly Competent
As a teacher how competent are you in …?				
1. ...having advanced knowledge of English				
2. ...using English communicatively				
3. …being an adequate model for the English language for students				
4. ...using the English appropriate to the level of the students				
5. …teaching grammar with the integration of form, function and meaning				
6. ...presenting knowledge of language in a clear manner				
7. ...developing learners' vocabulary knowledge				
8. ...developing learners' reading skills in English (i.e.: skimming)				
9. …developing learners' listening skills in English (i.e.: note taking)				
10. …developing learners' writing skills in English (i.e.: drafting)				
11. ...developing learners' speaking skills in English (i.e.: intonation)				
12. …integrating macro skills (Reading, Listening, Writing and Speaking)				
13. …having knowledge of general linguistic theory (i.e.: description of languages)				
14. ...having knowledge of foreign language teaching theories such as approaches and methods				
15. ...using suitable approaches, procedures and techniques appropriate to the foreign language point				
16. …employing a range of teaching strategies appropriate to learner age (young learners, teenagers, adults)				
17. …employing a range of teaching strategies appropriate to learner level and proficiency level (A1 to C2)				

B. Competence in Planning, Teaching and Classroom Management	Incompetent	Somewhat Competent	Competent	Highly Competent
As a teacher how competent are you in …?				
1. ...knowing the foreign language teaching curriculum of the school you teach				
2. ...making appropriate plans concerning students' needs				
3. ...expressing objectives the students will achieve clearly				
4. ...preparing coherent lesson plans to achieve course objectives				
5. …establishing good connections with previous topics				
6. ...using a variety of teaching-learning activities related to students' needs				
7. ...using appropriate sources related to the aims of the lesson				
8. ...using examples relating to the topic to real life				
9. ...using teaching learning facilities effectively (i.e.: language lab, library)				
10. …making use of information technology (i.e.: audio-visuals, electronic devices and computers)				
11. ...adjusting instructions to students' level				
12. ...asking students timely questions				
13. ...responding to students' questions				
14. …developing students' interest in the lesson (i.e.: motivating students towards the course)				
15. ...using class time effectively				
16. …using voice effectively to attract students' attention during the lesson				
17. …responding to students' feedback (i.e.: students' opinion about an activity)				
18. ...using individual, small group and whole class teaching methods appropriate to the class				
19. ...establishing rapport with learners (i.e.: building positive relationships)				

C. Competence in Monitoring, Assessment and Professional Development	Incompetent	Somewhat Competent	Competent	Highly Competent
As a teacher how competent are you in …?				
1. …knowing a variety of assessment methods				
2. ...using assessment methods relevant to the subject effectively				
3. …planning assessment in parallel with course objectives				
4. …monitoring student learning in different classroom activities				
5. ...evaluating students' progress in relation to the aims of the lesson consistently				
6. ...keeping careful records of students' progress				
7. ...diagnosing students' difficulties				
8. …giving useful feedback to students				
9. …working cooperatively with professional colleagues				
10. …fulfilling the legal responsibilities at school				
11. …carrying out responsibilities for the moral development of the students				
12. ...contributing to school activities such as materials preparation sessions				
13. ...being open to consistent professional development				
14. …reflecting on your performance for self-development				

PART II: Evaluation of the Components of English Language Teacher Education Program
After reading each item carefully, please put an (X) in the box that shows your rate of agreement.

PART II: *To what extent were the following ELT program components successful in enabling you to gain English Language Teacher Competencies mentioned in the previous questionnaire?*	Very Little	Little	Much	Very Much
1. Language Component (i.e.: English Grammar, Advanced Reading Skills, Advanced Writing skills)				
2. Linguistic Component (i.e.: Linguistics, Language Acquisition)				
3. Literature Component (i.e.: Introduction to Literature, Teaching Short Stories)				
4. ELT Methodology Component (i.e.: School Experience, ELT Methodology, Materials Adaptation and Evaluation)				
5. General Education Component (i.e.: Classroom Management, Guidance)				

PART III: Demographic Information

1. What is your gender?
   a. Male   b. Female
2. Which university did you graduate from?
   _____University
3. When did you graduate from an ELT undergraduate program?
   a. 2010   b. 2011   c. 2012   d. 2013   e. 2014
4. How long have you been teaching English?
   a. 1 year   b. 2 years   c. 3 years   d. 4 years   e. 5 years
5. Which proficiency level are you teaching at now?
   a. A1   b. A2   c. B1   d. B2   e. C1   f. C2
6. What level of school are you teaching at now?
   a. Pre-school   b. Primary (grades 1-4)   c. Middle (5-8)   d. High School (9-12)
7. Have you done MA degree in ELT?
   a. Yes   b. No   c. Continue
8. Have you attended any of the following certificate programs?
   a. CELTA   b. DELTA   c. TESOL   d. Other   e. None
9. Have you attended any ELT conference either as a presenter or as audience?
   a. Yes, as a presenter   b. Yes, as audience   c. Yes, both   d. Not yet

Thank you for your participation.

Appendix B: Semi-Structured Interview Questions for the ELT Graduates

Introduction

1. Which university did you graduate from?
2. How long have you been working in this institution?
3. Have you worked in any other school before?

Effectiveness
1. What makes an English language teacher effective?
2. What are the characteristics of a successful English language teacher?
3. Do you find yourself a competent English language teacher? Why/Why not?
4. Do you find yourself an effective English language teacher?
   a. In what areas do you find yourself more effective?
   b. In what areas do you find yourself less effective?
5. What do you attribute your effectiveness and ineffectiveness?
6. What factors have influences on your teaching effectiveness?
   a. What makes contributions to your effectiveness in your school?
   b. What prevents you from being an effective teacher in your school?
7. What do you think are the ways of improving your effectiveness and quality as an English language teacher after graduation?

Induction
1. What makes an induction program effective?
2. How effective is/was your induction year?
   a. What sort of tensions do/did you have in your induction year?
   b. How much assistance do/did you get from your administrators and colleagues?

Program Evaluation
1. What do you think is the effect of training at university level on your competencies and effectiveness?
2. What are the strong and weak sides of the ELT undergraduate program?

Appendix C: Semi-Structured Interview Questions for the Teacher Educators

Introduction
1. How long have you been a teacher educator?
2. How long have you been working in this institution?

Effectiveness
1. What makes an English language teacher effective?
2. What are the characteristics of a successful English language teacher?
3. How competent do you think the ELT graduates between 2010 and 2014 years are?
4. How effective do you think the ELT graduates between 2010 and 2014 years are?
5. What do novice English language teachers need to do to increase their effectiveness and to progress in professional development after graduation?

Induction
1. What makes an induction program effective?
2. Do you believe that induction programs in Turkey are really effective? Why / Why not?

Program Evaluation
1. What do you think is the effect of the ELT undergraduate program on competencies and effectiveness of novice English language teachers?
2. What do you think are the strong and weak sides of the current ELT undergraduate program in comparison to the previous one?
3. Do you think the ELT undergraduate program needs a further restructuring? Why?
4. How do you think English language teachers should be educated for better qualification?

Appendix D: Semi-Structured Interview Questions for the Employers

Introduction
1. How long have you been working as an administrator in this institution?
2. What is your major?

Effectiveness
1. What makes an English language teacher effective?
2. What are the characteristics of a successful English language teacher?
3. How competent do you think the ELT graduates between 2010 and 2014 years are?
4. How effective do you think the ELT graduates between 2010 and 2014 years are?
5. What do novice English language teachers need to do to increase their effectiveness and to progress in professional development after graduation?

Induction
1. What makes an induction program effective?
2. Do you believe that induction programs in Turkey are really effective? Why / Why not?

Program Evaluation
1. What do you think is the effect of the ELT undergraduate program on competencies and effectiveness of novice English language teachers?
2. What do you think are the strong and weak sides of the current ELT undergraduate program in comparison to the previous one?
3. How do you think English language teachers should be educated for better qualification?

Appendix E: A Sample Interview with an ELT Graduate

Hangi üniversite mezunusunuz?

Hacettepe.

Bu okulda kaç yıldır çalışıyorsunuz?

İlk yılım.

Başka okullarda çalıştınız mı?

Yok.

Hangi seviyede derse giriyorsunuz?

Ortaokul ama ilkokullara da derse giriyorum.

Sizce bir İngilizce öğretmenini verimli kılan şeyler nelerdir?

Birincisi iyi bir akademik bilgi, öğrencinin seviyesine inebilen ikincisi sağlam materyaller, üçüncüsü de öğrenci profili. Bunlar üç sacayağı gibi birbirini etkileyen 3 temel faktör diye düşünüyorum.

Peki, sınıf içinde öğretmenin öğretme performansı anlamında verimli olabilmesi adına ne yapması gerekir?

İlk önce öğretmenin iyi bir pedagoji eğitimi almış olması lazım. Çünkü muhatap daha çok küçük yaştaki çocuklar olduğu için onların o halinden anlamalı, dili onlara nasıl sevdireceğini bilmeli. Öğretmenin bütün öğrencilerle de ilgilenmeye çalışması gerekir. En azından öğrencilere yakın davranıp onlara kendini sevdirirse, öğretmen için önemli bir faktör, öğretmenini seven öğrenci dersi de sevecektir.

Başarılı bir İngilizce öğretmeninin karakteristik özellikleri sizce nelerdir?

En başta yeniliğe açık olmalıdır, çünkü dil durağan bir şey değil sürekli değişiyor, öğretmen de bunu takip etmeli. Daha sonra öğrencilerle arası iyi olmalı ve dil açısından, dili öğrenme açısından onlara örnek bir rol model olabilmeli. Ayrıca ders içerisinde yeterli ilgiyi, öğrencinin ihtiyaç duyduğu materyalleri sağlayabilmelidir.

Siz kendinizi bir İngilizce öğretmeni olarak yeterli görüyor musunuz? Nedenleri nelerdir?

Akademik olarak kendimi yeterli görüyorum. Üniversitede öğrendiğim bilgilerin şuan çok azını kullanabiliyorum, ama pedagojik olarak, öğretmenlik pratiği olarak daha öğrenmem gereken çok şey olduğunun farkındayım. Çünkü daha ilk yılım olmasından dolayı bir çok detayı atlayabiliyorum ya da bazen öğrencilerle empati kuramayabiliyorum. Bildiğiniz gibi üniversitede ne kadar staj yapmış olsak da staj yaptığım okul sosyal bilimler lisesiydi ve yetenekli öğrenciler vardı. Böyle küçük yerler biraz daha tecrübe gerektiriyor.

Siz kendinizi bir İngilizce öğretmeni olarak verimli buluyor musunuz?

Kendini tam olarak verimli bulmuyorum. Çünkü öğreniyorum; aklımdaki bilgiyi öğrencilere tam olarak nasıl aktaracağımı bilmiyorum; hepsini aktaramıyorum, % 50-60 verimlilikle aktarıyorum. Çok bilgim

var, anlatmak istediğim çok şey var ama sınıfın kontrolünün sağlanması, onların sorularını cevaplandırmak derken ancak bazı şeyler halloluyor.

Hangi alanlarda kendinizi daha çok verimli hissediyorsunuz?

İlkokulda daha çok kelime ve telaffuz öğretiminde daha iyiyim, ortaokulda ise daha çok gramer öğretiminde çok daha başarılıyım. Çünkü ilgili öğrenciler gerçekten öğreniyor. Ayrıca grameri anlatırken kuralların temeline kadar inmeye çalışıyorum.

İlkokullarda ise daha çok telaffuz ağırlıklı gidiyoruz. Sizin de bildiğiniz gibi kas gelişimlerini daha tamamlamadıkları için onların öğretilmesi daha kolay oluyor. Bir şey doğru öğrenilirse sonuna kadar doğru gider. Planlama konusunda henüz tam yetenekli sayılmam. Açık söyleyeyim, bazı derslere plansız girdiğim oluyor. Bazen derslerde kitabı takip ediyorum, bazen de plan yapıp kitabı biraz değiştirerek öğretiyorum. Şuan daha çok kitaptaki talimatlara göre hareket ediyorum.

Bu planlama dışında kendinizi daha az verimli gördüğünüz şeyler nelerdir?

Ödev takibi konusunda henüz yetersizim. Ödev takibini tam olarak yapamıyorum çünkü derste yapınca bütün bir ders ödev takibine gidiyor. Onu daha çok boş zamanlara almam gerekiyor ama o zamanlara başka işlerle doldurduğum için ödev takip konusunda sıkıntı yaşıyorum.

Verimliliğinizi neye atfediyorsunuz?

Birincisi o yaştaki çocukların nasıl hissettiklerini anlayabiliyorum, onlarla bir şekilde empati kurabiliyorum. Sonra, onların anlayacağı şekilde anlatmaya çalışıyorum. Çünkü ilkokuldayken İngilizcem çok kötüydü ve hep zayıf alırdım ama neden aldığımı biliyordum. Önceleri dersi niye anlayamadığımı ve daha sonraları nasıl anlamaya başladığımı biliyorum. O yüzden öğrenci ilişkilerimde, kelimelerin ve kuralların öğretiminde ona göre öğretebiliyorum. Mesela rastgele kuralları anlatmıyorum, özellikle orta seviye sınıflarda keşfettirmeye çalışıyorum. Bütün kurallı cümleleri tahtaya yazıyorum, önemli noktaları kırmızı ayrı bir kalemle yazıyorum ve öğrenciye sorarak keşfetmesine çalışıyorum. Çok etkili oluyor. Mesela öğrenciye direkt anlatınca ninni gibi geliyor, o şekilde dikkati çok çabuk dağılıyor ama öğrencinin ilgisini çekip soru sorunca daha etkili oluyor.

Verimsizliğinizi neye bağlıyorsunuz?

Açıkçası, henüz acemi olmama bağlıyorum. Bir de okulun başından beri çok düzenli bir öğretmen olamadım. Önceden plan yapmakta o kadar iyi birisi değilim. Ödev takibi konusunda da ödev veriyorum ve kontrol ediyorum ama bunu bir çizelge tutarak, belli bir kurallar çerçevesine uyarak değil kendime göre, rahat bir şekilde yapıyorum. Bu nedenle, belli bir plan ve düzen oturtamadığım için bazı konular eksik kalıyor.

Hangi faktörler sizin öğretim verimliliğiniz etkiliyor?

Çevresel faktörlerden başlarsak, malum materyaller, dinleme ve ses sistemi görsel materyaller en başta gelen etkenlerden. Ondan sonra ön yargı geliyor. Hangi sınıfa girerseniz girin ben bu İngilizceyi neden öğrenmek zorundayım sorusuna maruz kalıyorsunuz. Bir şekilde anlatmaya çalışıyoruz ama öğrenmek istemeyen öğrenci çok. Siz bu öğrencilere öğretmeye çalışacaksınız ve bu bir engel. Üçüncü olarak da eğitim sistemimizdeki yaklaşımlardaki eksiklikler. Bayağı çaba var, çalışma var, inşallah iyi olur ama bunlar da bir şekilde etkiliyor. Çünkü İngilizce çok farklı görülüyor, öğrenciler matematik dersini kendileri istiyor, Türkçe dersini kendileri kabul ediyor ama İngilizceyi kabullendirmek zor oluyor, özellikle köy okullarında. Gelişmiş ilçelerde öğrenciler İngilizceye neden ihtiyacı olduklarını

algılayabiliyorlar ama köy yerinde İngilizce öğrenmeyi ihtiyaç hissetmiyorlar ve dersin gereksinimini öğrencilere kabul ettirmek zor oluyor.

Okulunuzda verimliğinize katkı sunan şeyler nelerdir?

Okulumda müdürüm bizleri destekliyor ve iyi bir ortam var. Aileler çocuklarını iyi yetiştirmişler ve iyi aileler. Çocuklarla bir sorun olduğunda ailelerle konuştuğunuzda belli bir süre sonra o sorunlar çözülebiliyor. Bu benim işimi çok kolaylaştırıyor. Öğrenciler artık kendi istekleri ile beni motive etmeye başlıyorlar. Ama bu okulu örnek alırsak, aileler ilgili değiller ve aileler ilgili olmazsa ne kadar çabalasak da öğrenci gitmiyor. Aile katkısı benim işimi kolaylaştırmak açısından en büyük etken. Daha sonra Milli Eğitimin sağladığı kolaylıklar, ders kitapları vesaire.

Okulunuzda verimli bir öğretmen olmanıza engel olan şeyler nelerdir?

İngilizceyi öğrenmek istemeyen öğrenciler. En çok engelleyen, karşıma çıkan sorun o. Ne kadar anlatmaya çalışsam da öğrenci bir şekilde dersi bölüyor, dersin akışını bozmaya çalışıyor. Ben onla ilgilenirken, o an kopuyor atmosferimiz. En çok engelleyen o. Geri kalan kısımda ya da eğitim sistemi olarak pek engelleyen bir şey yok. Bazen kitaplar yetersiz kalabiliyor ve biz kendimiz ekliyoruz bir şekilde bilgilerimizle. Örneğin dinleme metinlerini varsayarsak öğrencinin anlayamayacağı şekilde çok hızlı telaffuz ediliyor. Bu yüzden ben öğrencilerin anlayabileceği şekilde yavaş ve vurgulayarak kendim okuyorum.

Sizce bir İngilizce öğretmeni mezuniyetten sonra kendi kalitesini ve verimliliğini geliştirmek adına neler yapmalı?

Birincisi kendinden daha tecrübeli öğretmenlerle tecrübe paylaşımı yapmalı. İkincisi süreli yayınları takip etmeli, özellikle eğitim konusunda. Çünkü İngilizce öğretimi konusunda yaklaşık 12-13 tane yaklaşım var. Belki bunun yenisi ortaya çıkacak, belki bunlar birleştirilip yeni bir şey ortaya çıkacak. Bunları takip etmesi gerekiyor. Çünkü kültür değişiyor ve kültür değişince öğrencinin bakış açısı da değişiyor. Buna göre de yeni yaklaşımlar ortaya çıkıyor. Öğretmen hala eski sisteme devam edebilir, ama yeni sistemin de uygulanacağı çok güzel fırsatlar oluyor. Eğer bunu takip ederse ve okursa, işini daha ileriye götürebilir.

Kendisini geliştirmeye yönelik merak etmesi gerekir. İnsan merak etmezse öğrenemez ve benim için de bugüne kadar hep böyle oldu. Matematiğim çok kötü olmasına rağmen fen bilgisinde çok iyiydim çünkü çok meraklıydım. Ya da İngilizcem çok kötüydü ama öğretmenimi sevdiğim için dersi merak ediyordum. Mesela yurt dışındaki insanlarla arkadaşlık etmeye başlayınca kendimi daha fazla zorlamaya başladım öğrenmek için. Merak etmesi gerekir öğretmenin. Ben akademik kariyer yapayım, gelirimi yükselteyim diye amaçlar katmaz bir şey. Kendi içinden gelmesi gerekiyor, dış etkenler değil de iç etkenler daha etkili.

Bir stajyerlik programı nasıl verimli olur?

En başta stajyere rehberli edecek yetkin bir rehber İngilizce öğretmeni olmalı kendi alanında ve kendi okulunda. Birçok okulda rehber öğretmen olmayınca öğretmen bunu deneme yanılma yolu ile bulmaya çalışıyor. Bu da çok zaman kaybettiriyor. Stajyerlik programı biraz da adaya stres yaşatıyor, hala adayız, hala tam olarak yetkin değiliz, acaba yapabiliyor muyum yapamıyor muyum, bazı şeyler nasıl olacak diye. Özellikle ben ilk sınavımı yaptığımda çok şüphe duydum. Çok mu kolay oldu çok mu zor oldu, anlattığım yerlere ağırlık veremedim mi gibi çok sorular sordum kendime. Zamanla insan öğreniyor. Ama dediğim gibi etkin yetkin bir rehber öğretmenin olması hem zamandan hem de emekten tasarruf ettirir.

Bir sistem olarak düşündüğünüz zaman stajyerlik programının daha verimli olması için neler olmalı?

Aslında standardize edilmiş bir program olması gerekir. Üniversitede görüyoruz her hoca kendine göre bir program hazırlıyor. Bazıları baştan savma yapıyor, bazıları ise çok titiz detaylı hazırlıyor. Bunun standart hale getirilmesi gerek. Milli Eğitim tarafından öğretmenin atması gereken adımlar belirlenebilir. Çünkü eğitimde kaliteyi artırmak için herkese eşit şekilde fırsatlar sunmak gerekiyor. Ben şanslıydım çünkü danışman öğretmenimiz üniversitedeyken çok kaliteliydi, okuldaki rehber öğretmen de çok kaliteliydi. Üniversitedeki staj programından çok şey öğrendim. Ama nasıl öğrendim, iyi koşullar altında. Kötü koşullar altında neler yapmam gerektiğini öğrenemedim mesela. Diğer bir değişle madalyonun diğer yönünü göremedim.

Mezuniyetten sonraki stajyerlik sizce nasıl planlanmalı?

Milli Eğitim öğretmenlere rehberlik olması açısından stajyer öğretmenlere kendi alanında karşılaşabileceği sorunlarla ilgili ve gerçekçi şeyleri kapsayan bir yayın yapabilir. Kitaplarda yazıldığı gibi şu sorun çıkarsa görmezden gel gibi şeyler değil de daha önce yaşanmış ve nasıl çözüldüyse örnek olay gibi, durum analizi gibi tecrübelerin paylaşıldığı bir yayın olabilir. Burada da öğretmen böyle bir sorunla karşılaşmış ve böyle bir çözüm bulmuş. İsim verilmesine gerek yok. Olay olarak verilse biz de öğreniriz ve tecrübe ediniriz. Madem rehber öğretmenimiz yok en azından o yayınlar bize rehberlik edebilir.

Şu an stajyerlik yılınız devam ediyor. Ne kadar verimli geçiyor?

Açıkçası tam olarak verimli değil. Az verimli ama okula göre ve öğrenci profiline göre değişiyor. Bazı sınıflarda çok verimli geçiyorken bazı sınıflarda ders öğrencileri susturmakla geçiyor. Kontrol sağlayamıyorum, bir frekans var ama onu yakalayamıyorum. Onu yakaladığım an bütün öğrencilerin ne düşündüklerini hissediyormuş gibi oluyor. Onu yakalayamayınca karşıda sürekli susturulması gereken gürültü yapan bir kalabalık varmış gibi geliyor.

Ne türlü gerginlikler yaşıyorsunuz?

*En başta sürekli dersi dinlemek istemeyen öğrencileri ikna edemiyorum. Çünkü başka şeyler konuşmak istiyorlar. Bir de şu hatayı yaptım ve ilk derste öğrencileri çok fazla serbest bıraktım. Açıkçası kontrol kuralları sağlayamadım. O sınıfta yetkin bir öğretmen imajı belki veremedim. Bu yüzden hala o sınıfla sorun yaşıyorum. Ama belli bir amacı olan sınıflarda bir süre sonra kabulleniyorlar. Şu an çok iyi gidiyoruz. Küçük yaş grubu da çok iyi. Ama dediğim gibi ilk baştan belli bir **vizyon** oturtamadığım için sorun yaşadığım sınıflar var.*

Başka problemler oluyor mu?

Okul dışında iyi olduğum öğrencilerle derste sorun yaşıyorum. Ama ders konusunda hala belli bir kural oturtamadığım için benim istediklerimle onların istekleri çakışıyor.

İdarecilerinizden ve meslektaşlarınızdan ne kadar yardım alıyorsunuz?

İdarecilerden idari anlamda çok fazla destek alıyorum. Mesela bir şey istersem ya da teknik bir destek istersem çok rahat çözüm alabiliyorum. İngilizce zümrelerinde de sınavlar konusunda konuşuyoruz ya da ders anlatım konusunda paylaşımlar yapıyoruz ama sadece bir günle sınırlı olduğu için ve bir gün bu okulda görevli olduğum için çok da etkin olmuyor.

Mesela 'Dyned' toplantıları oldu, onlarla konuştuk, ilçe çapında zümre toplantıları oldu, sorunları konuştuk ama her konuştuğumuz sorunu da açıkçası çözemiyoruz; çünkü çözülmesi için sorunun köküne gidilmesi gerekiyor, büyük değişiklikler olması gerekiyor. Sonuçta insani bir şey, sorup öğreniyoruz ama profesyonel bir uygulama yok.

Üniversitede aldığınız eğitimin şu an bir İngilizce öğretmeni olarak sizin yeterliliklerinize ve verimliliğinize etkisi nedir?

Kesinlikle çok fazla olumlu etkisi var. Şunu söylemem gerekir ki lisede sahip olduğum bilgilerle ortaokul, lisede çok rahat ders verebilirim ama iş sadece bilgi ile orada bitmiyor, mesele bunu nasıl aktarabilmek ve sorunlarla nasıl başa çıkabilmek. Biz daha çok bunu öğrendik. Sahip olduğum bilgiyi artırmak ve bu bilgiyi sorgulamak konusunda çok şey öğrendim. Çok zorlandım, isyan edeceğim durumlar oldu ama o durumları aştığım zaman kendimi daha bir üst seviyede hissettim, bana bir seviye atlattı diyebilirim. Mesela öğretmenler belli bir durumla karşı karşıya bırakıyorlardı, kendiniz yapacaksınız, nasıl yapacağınızı bilmiyorsunuz ama zorladıkça bir şekilde öğreniyorsunuz. Şimdi anladım ki bu zorlamalar size karşılaşacağınız sorunlarla nasıl başa çıkacağınızı öğretiyor. Farklı sorunlar olsa da yöntem aynıydı ve bir şekilde öğreniyorduk. Üniversite bana akademik olarak bunu öğretti yoksa okullarda kullanılan müfredat öğretmenler için çok zorlayıcı değil ama lisedeki bilmiyorum, ben ortaokullar için konuşuyorum. Üniversitede daha çok akademik bilginin yanında 'survival skills' dediğimiz becerileri edindik.

Bu programın sizce güçlü yanları ve zayıf yanları nelerdir?

Güçlü yanları şuydu, gerçekten öğrenciyi araştırmaya itiyordu, çok fazla yeni şeylerle karşılaşabiliyorsunuz, özellikle genç araştırmacı öğretmenlerimiz bize daha çok destek oldular. Çok yeni teknolojiler öğrendik, kendi kendimize yeni ürünler ortaya koyduk, Web 2.00 tools gibi eğitim teknolojilerini öğrendik. Onun dışında alan sınavı bile hazırladık, kendi sınavımızı kendimiz hazırladık. Kendimizi sorgulama yeteneğimiz epey gelişti. Bu şekilde sorular hazırlamamız bana KPSS de çok yardımcı oldu; çünkü soruda ne sorulacağını, ne yakalayacağını, nasıl şaşırtabileceğini biliyorduk. Bu bana akademik anlamda da İngilizce öğrenme konusunda çok katkı sağladı ve kelime hazinesi olarak çok zenginleştim; çünkü çok makaleler okuduk, araştırmalar yaptık, kendimiz makale yazdık, makalede kullanılan dili öğrendik ve teknik dili öğrendik.

Zayıf yönleri ise, üniversitede bazı hocalar bazı konularda eski yöntemler ile devam ediyordu. İşte soruları ver çözsün, çalışılacak sayfaları ver bunu ezberleyip gelsin gibi uygulamalar hala geçerli. Ama bazı hocalar sınav yapmıyordu, bize bir ürün hazırlatıp bütün notunuz bu üründen veriyordu. Bize en çok katkısı olan şeyler bunlar oldu, ama geleneksel olarak ezberle geç uygulamaları programın zayıflıkları.

Eklemek istediğiniz bir şeyler var mı?

Teşekkür ederim! Ben de bundan sonraki stajyer arkadaşlarım için katkı sağlayabilirsem mutlu olurum; çünkü bizim yaşadığımız sorunları yaşamak vakit kaybından başka bir şey değil. Diğer bir değişle bir sorunu çözemeyip onu ikinci kez yaşıyorsak bu daha büyük bir sorundur. Bir kere hata yapmak sorun değil, sorun bir hatayı iki kere yapmak.

Appendix F: A Sample Interview with a Teacher Educator

Ne zamandan beri öğretmen yetiştiriyorsunuz?

2003 yılından beri, o zaman 12 yıl oldu.

Bu kurumda ne kadar süredir çalışıyorsunuz?

Beş aydır.

Bir İngilizce öğretmenini verimli kılan şeyler sizce nelerdir?

Verimli bir dil öğretmeni olması için çeşitli boyutlar var diye düşünüyorum. Bunlardan bir tanesi öğretmen boyutudur, İngilizceyi öğretebilme yani etkili öğretebilme, bir yabancı dil nasıl öğretilir, nasıl öğrenilir, bir öğrenci bunu nasıl öğrenir onu bilmesi gerekir ve bilmesinin ötesinde yapabilmesi derslerini, aktivitelerini ve materyallerini, kısacası her şeyi ona göre hazırlaması gerekir. Özellikle yabancı dilin matematik veya herhangi başka bir branş gibi olmadığını bilerek, bir iletişim aracı olduğunun farkında olarak, ona göre hazırlanıp aktiviteleri yapması gerektiğini düşünüyorum. Yabancı dilin ne olduğunu ve öğrenmenin nasıl gerçekleştiğini bilip pratik bir şekilde uygulayabilmesi bir öğretmeni ekili kılar diye düşünüyorum.

Başarılı bir İngilizce öğretmeninin karakteristik özellikleri sizce nelerdir?

Benim 12 yıldan beri gözlemlediğim öğretmen adaylarını düşündüğüm zaman ki onları normal öğretmenlerden daha çok görüyoruz ve başarılı İngilizce öğretmenleri çok az sayıda, bana göre onları başarılı kılan şey bir bütün olmak, yani öğretmen ile öğrenci ile materyal ile birlikte bir bütün oluşturmak. Mesela bir konu anlattığı zaman, örneğin bir resim gördüğü zaman sadece kitablarınızı çıkarın, 8. sayfaya bir bakın, şu resme bak değil de gerçekten ders içerisinde bir iletişim ve bir etkileşim kurabilecek öğretmenler başarılı oluyor. Öğretmen hem öğrenci ile iyi iletişim, iletişimsel etkileşim kurabilmeli, hem materyali ile bir iletişim kurabilmeli, hem de öğrettiği dile hakim olmalı.   Kendini ifade edebilen, materyali ile birlikte konu ile bütünleşebilen bir öğretmen daha başarılı olur.

2010-2014 yılları arasında mezun olan İngilizce öğretmenleri sizce ne kadar yeterliler?

1998 de gelen program ile 2006 da yenilenen program önemli ama metot derslerinin fazla olması, 'Çocuklara Yabancı Dil' dersinin bir dönemden iki döneme çıkması bence çok faydalı oldu; çünkü İngilizce öğretimi ders olarak artık ilk kademede ikinci sınıfa inmiş. O yüzden çok etkili oldu diye düşünüyorum. Dil becerilerinin öğretimi ile ilgili eski programda sadece 'Özel Öğretim Yöntemleri' dersi vardı. Şu an o ders ile beraber bir de 'Dil Becerileri Öğretimi' dersi var sanımım. Dolayısıyla bu yeni programla öğretmen adaylarının dilin nasıl öğretildiğini daha çok hakim olduklarını düşünüyorum. Tabi ki üniversite bittikten sonra mezunlarımızı çok fazla göremiyoruz. Maalesef bunun dışında olan etkenler de var. Mesela bu öğretmenleri eskisi kadar etkili kılmayan programın dışında faktörler var. Örneğin, 1997 programını gören öğrenciler en son 2009 mezunu olan öğrenciler ve İngilizce hazırlık sınıfını daha küçük yaşta okudular. Benzer şekilde 1999 girişli olanlar belki ortaokulda hazırlık gördüler, ondan sonra liseden önce hazırlık görmüşler. Yani onların İngilizce diline hakimiyetleri daha fazla, eski mezunlarda o daha etkili. Şimdi yeni mezunlar da bu dersleri görüyorlar ama tabi dil hakimiyetleri çok düştü. Bence bu çok etkiliyor. Belki çok güzel materyal hazırlayabiliyorlar, bunu görüyorum, ama dil hakimiyeti biraz zayıf olunca bir paradoks oluşturuyor. Aynı zamanda programın

dışında olan şeylerden bir tanesi 2010 yılından sonra çok büyük kontenjanlar gelmeye başladı. Bu da bizim verebileceğimiz eğitimin niteliğini düşürdü. Ama bu programın dışında olan şeyler. Mesela program çok güzel, çocuklara yabancı dil öğretimi için çok güzel materyal hazırlayabilecek öğretmenlerimiz var. Kısacası bu programın daha etkili olduğunu düşünüyorum.

2010-2014 İngilizce Öğretmenliği mezunları sizce mesleklerinde ne kadar verimliler?

Staj derslerini düşünürsem içlerinde verimli olabilecek olanlar da var olmayacak olanlar da var. Etkili olabilecek olan öğretmenlerin sayısı az buçuk aynı ama olamayacakların sayısı kontenjanla bağlantılı olarak çoğaldı. O potansiyele sahip olanlar var fakat 4 yılın sonunda mesleğe atıldıktan sonra hemen olmuyor tabi ki. Verimli olabileceklerini düşünüyorum, çok olumsuz bir kanaatim yok.

Bir İngilizce öğretmeni verimliliğini artırmak için ve mesleki gelişiminde ilerlemek için sizce neler yapmalı?

Alandaki gelişmeleri takip etmek için seminerlere ve konferanslara katılabilirler. Tabi bu atandığı yere göre de değişir. Yani büyük şehirlerde veya bu şehirlere yakın olurlarsa konferansları, yayınları takip edebilirler. Çok akademik olmayıp daha fazla pratiğe yönelik yayınlar da var, onlara da bakabilirler. Herkesin tabi ki yüksek lisans yapacak hali yok, o çok uç bir şey ama o da var. Akademik yönü kuvvetli olanlar da lisansüstü eğitimlerine devam edebilirler. Bu biraz da öğretmen kimliği ile alakalı bir şey. Yani ben bir öğretmensem bunun benim hayatımın bir parçası olması, bir yaşam biçimi olması gerekiyor. Hele dil öğretmenliği her zaman 9-5 mesai yaptığın bir şey değil de hayat tarzı olabilecek bir şey diye düşünüyorum.

Mesela Güneydoğu bölgesinde mahrumiyetler içerisinde öğretmenlik yapan bir İngilizce öğretmeni için neler tavsiye edersiniz?

Aslında dediğimiz şey öğretmenliğin sürekli geliştirilme meselesi. Biz 4 yıl burada çok standart bir eğitim veriyoruz ama tabi ki atandığı zaman bölgesel farklılıklar hatta aynı şehirde bile mahalleler arası çevresel, ekonomik ve kültürel farklılıklar oryaya çıkıyor. Bir öğretmen aslında biraz esnek olmalı, tamam ben bunları öğrendim ama bu durumda ne yapmam gerekir diye düşünmeli. Yani başarılı bir öğretmen bulunduğu şartlar ne kadar kötü olsa bile en iyiyi çıkarabilmeli, şartlara kendini adapte edip öğrencilere ne kadar faydalı olabileceğini düşünmeli. Tabi bu YİBO gibi yerlerde öğrencilerin öz bakım ihtiyaçlarına kadar ince ayrıntılar düşünülmesi gerekebilir. Aslında bu bir avantaja dönüştürülebilir, öğrencilerin 24 saatini bile İngilizce planlayabilir, yani çok basit şeyler kullanılabilir. Bu bir bakış açısı, bir tehdit olarak zayıf nokta olarak değil, tam aksine fırsat olarak değerlendirilebilir. Hatta bazı yerlerde öğrenciler Türkçe bile bilmiyor ve bu İngilizceyi ortak dil olarak konuşabileceğimiz uygun bir durumdur.

Stajyerlik programını verimli kılan sizce şeyler nelerdir?

Benim bu konuda, mezun olduktan sonraki stajyerlik yılı ile ilgili çok aşırı bilgim yok. Öyle bir süreç olduğunu duyuyoruz ama tam içerik nedir, bilmiyoruz. Sanırım sıkıntı o. Biz burada öğretmenlik uygulamasının nasıl olduğunu biliyoruz; çünkü kriterleri belli.

Belli ki bu konuda üniversite ile çok bağlantı kurulmuyor. Öncelikle, öyle bir oryantasyon yılı iki yıl bile olabilir; çünkü, çok çeşitli farklılıklar var, mezun olup hemen atananlar var, 2-3 yıl uğraşıp bekleyip ondan sonra atananlar var ama en az 1 yıl öyle bir programın olmasını çok önemsiyorum. Aday öğretmenler stajda 10 dakika veya 1 saatlik bir ders uygulaması yapmış olabilir ama çok kontrollü bir ortamda; çünkü genellikle gönderdiğimiz okulları sıkıntılar yaşanmasın diye kontrol ediyoruz, gerçek hayatı bir dereceye kadar yansıtıyor ama yine de çok kontrollü güvenli bir ortam var. Atandıkları zaman

her yere atanabilirler. Bunun için stajyerlik yılının çok önemli olduğunu düşünüyorum. Nasıl yapılabilir? Resmi işler var, müfredat var, mevzuat var ve bunların bilinmesi gerekir. Ders gözlemi olmalı ve bunu takip edecek bir de mentor görevlendirilmeli. Bence en etkili unsur rehber öğretmenin alandan olmasıdır. Mesela Fen Bilgisi farklı, ayrı alan hassasiyetleri var. Mutlaka tecrübeli öğretmenlerle çalışılmalı, hatta bu öğretmenlerin bir şekilde bir eğitimden geçmesi gerektiğini düşünüyorum. Lisans düzeyinde rehber öğretmen eğitimi lazım; çünkü atandıktan sonra herkes bu işi yapmayabilir ve bunun için bir teşvik de olması gerekir. Rehber öğretmennin alandan biri olması lazım ve tecrübesinin olması lazım. Aday öğretmen yepyeni bir okul ortamında bulunacak, ona alışana kadar bir 'scaffolding' gerektiğini düşünüyorum. İyi takip edilmeleri gerekiyor. Bu amaçla, katıldıkları seminerler veya konferansları takip niteliğinde bir dosya oluşturulabilir. Bu süreç sonunda bir ürün olabilir. Bazı şeyler duydum ama ne kadar gerçek olduğunu bilmiyorum. Aday öğretmen başarısız olursa meslekten atılmaya kadar gidebiliyormuş. Bence öyle bir şey varsa, o öğretmeni çok iyi desteklemek lazım, yani başarılı olabilmesi için her şeyin yapılması lazım. Gerçekten o aday öğretmenin gelişmesi için, iyi olması için her şeyin yapılması gerektiğini düşünüyorum. Bunun suiistimal edilebilecek bir konu olduğunu düşünüyorum.

Türkiye'deki bu stajyerlik yılının verimli olduğunu düşünüyor musunuz?

Çok zannetmiyorum; çünkü her adımda sıkıntılar var. Bu süreç tamamen MEB'in kontrolünde, üniversite ile hiçbir etkileşim yok, hiçbir katkımız olmuyor. Ondan dolayı verimli değil, tam oturduğunu zannetmiyorum. Kriterlerin çok iyi açıklandığını düşünmüyorum. Öğretmenlerimiz bir okula göreve gittiklerinde sadece İngilizce değil, Beden Eğitime dersine, her türlü derse girebiliyor. Branşı olmayan öğretmenler İngilizce dersine giriyor, yani çok şeyin oturması lazım.

Sizce üniversiteler mezunlarını takip etmeli mi?

Hizmet içi eğitim olarak bence formatör öğretmenlerle bu süreç devam ettirilmelidir. Formatör öğretmen çok önemli bir unsur. Bizim üniversite hocaları olarak oradaki ilin, ilçenin, mahalledeki okulun durumunu bilmemiz mümkün değil. Bildiğimiz bazı şeyler var ama çok kuramsal ve standart kalıyor. Bunun için formatör öğretmenlerin görevi çok önemli. Mezun ettiğimiz öğretmenler ile mezuniyet sonrası ilgilenen akademisyenlerimiz de var. Bir işbirliğinin olabileceğini düşünüyorum, katkısı olabilir, tamamıyla üniversitenin kontrolünde değil de birlikte yürütülebileceğini düşünüyorum. Bunun için akademisyenlerden faydalanılabilir ama yine de formatör öğretmenlerin çok önemli olduğunu düşünüyorum. O standartlar çok önemli, her yerde uygulanması lazım ve tarafsız nesnel bir şekilde uygulanması lazım.

Bu programın son beş yıldaki mezunların verimliliklerine ve yeterliliklerine etkisi nedir? Sizce bu program ile iyi öğretmenler, verimli öğretmenler yetişiyor mu?

Yani yetişebilir, bence yetişebiliyor, tek faktör değil; çünkü eğer öğretmen başarılı değilse, bunun sebebi okuduğu programdan olmayabilir, çok farklı faktörler var. Bence etkili öğretmen yetiştiriliyor. Bu program, önceki programa göre daha etkili ve daha odaklı. Mesela bizim öğretmenin neye ihtiyacı var, çocuklara yabancı dil öğretimi becerilerine ve bu becerilerin kazanımı bu programın odak noktalarından.

Bu programın öncekine kıyasla güçlü ve zayıf yanları nelerdir?

Özellikle 'Çocuklara Yabancı Dil Öğretimi' dersinin iki döneme çıkarılması, 'Dil Becerileri Öğretimi' dersinin olması, 'Dil Öğretimine Yaklaşımlar' dersinin iki dönemde verilmesi, kısacası mesleki derslerin artması bu programın güçlü taraflarından. Eski programda edebiyat dersleri çok fazla idi, drama vardı,

şiir vardı, vesaire. Şimdi bu dersler daha ekonomik oldu. İki dönem Dil ve Edebiyat dersleri bence uygundur. Önceki programda birinci sınıfta 'Okul Deneyimi2 diye bir ders vardı. Bu dersin birinci sınıfta olması iyiydi; çünkü öğretmen adaylarının alana birazcık daha erken girmesi gerektiğini düşünüyorum, tabi ideal bir program varsa. Stajın daha çok olması, okula gitmenin daha erken ve daha çok olması gerektiğini düşünüyorum. Tabi bunun bir de pratik yönü var, zaten staj uygulamaları zor oluyor; çünkü onunla birlikte bence rehber öğretmen eğitimi lazım. MEB'deki öğretmenlere bir bilinç kazandırmak gerekir. Niye böyle? Çünkü birçok öğretmen biz öyle yapmadık ki, ne gerek var diyebiliyor. Bir öğretmenin bir gerçek bir okul ortamında öğretmenlik uygulaması adına belli tecrübeler kazanabilmesi pratik yönden çok daha faydalı. Derslerde mikro öğretim yapıyoruz ama tam anlamıyla amacına ulaşmayabiliyor, bir yere kadar faydalı olabiliyor. Programın zayıf yanı pratik derslerin az ve sadece son sınıfta olması. Şimdiki öğrenciler kuvvetli bir hazırlık programında gelmiyorlar. Daha önceden ortaokulda veya lisede hazırlık görüp geliyorlardı. Daha sonra lise ve ortaokul hazırlık sınıfları kaldırıldı. Bu yüzden dil becerilerinin birazcık zayıf olduğunu düşünüyorum. İngilizce ana dil olmadığı için, yeterlilik eskisi kadar çok yüksek değil. Bu programda birinci sınıfta tabi ki İngilizce dilinin gelişimi adına dersler var 'İleri Okuma' ve 'İleri Yazma' derslerinin birleştirilmesi bazı sıkıntılar doğurmuş. Dinleme ve konuşma becerileri ayrıldı ama okuma yazma tek ders haline geldi ve bu uygulamada sıkıntılar doğuruyor. Dersi veren öğretmenler yazma becerilerini öğretememekten yakınıyorlar. Zira yeni gelen öğrenciler hep test öğrencisi olduğu için yazamıyorlar. Dinleme ve konuşma birlikte yürütülebilir; çünkü dinlemeden konuşma olmuyor, bunlar birbirlerine çok yapışık olan şeyler. Eski program daha iyiydi ve ikinci sınıfta İleri Okuma ve İleri Yazma dersleri vardı. Bu bir avantajdı; çünkü öğrencilerimiz test kültüründen geliyor. Program birazcık da o ana bilim dalının kültürüne bağlı.

Programın tekrar yeniden yapılandırılmaya ihtiyacı var mı?

Çok büyük bir şekilde gerektiğini düşünmüyorum, devrim niteliğinde bir şeye gerek yok. 1998 de bence çok önemli bir adım atıldı ve bunun üzerine bazı eksiklikler tamamlandı. Sorunsuz değil ama ufak tefek değişiklikler yapılabilir. Mesela Özel Öğretim Yöntemleri dersi ikinci sınıfta başlıyor ama ikinci sınıf öğrencileri tam oturmuş değil ve bu ders üçüncü sınıfta olursa daha verimli olur. İkinci sınıf bir geçiş dönemi gibi ve birinci sınıf hazırlık sınıfı gibi lisenin devamı niteliğinde, konuşma becerileri gramer şu bu. Staj birazcık daha fazla olsaydı diye düşünüyorum. Devrim niteliğinde çok büyük değişikliklere gerek yok. Bu tarafa bakıyorum bizim bir programımız var, çok mükemmel değil ama diğer tarafta da çok fazla formasyon programı var. Tüm eksikliklerine rağmen bence yine de bu şekilde öğretmen yetiştirmek o bakımından daha iyi. Bizim öğrencilerin dil yeterlilikleri çok süper değil, kendilerini çok güvenli hissetmiyorlar. Mesela çok konuşulan konulardan biri İngiliz Dili ve Edebiyatı Bölümü öğrencileri biz İngilizceyi daha iyi biliyoruz, biz sizden daha iyiyiz diyorlar. Bizim öğrencilerimiz ezilip biraz özgüven kaybı yaşıyor ama yine de aslında bu konunun lisede halledilmiş olması lazım.

Sizce İngilizce öğretmenleri daha iyi bir nitelik ve donanım için üniversitede nasıl eğitilmeliler?

Ben bunu düşünürken aklıma başka bir şey geldi önceki soru ile ilgili bence yabancı dil söz konusu olunca mutlaka en az bir dönem yurt dışında bulunulması gerektiğini düşünüyorum. Mutlaka bu çok önemli bir şey bu öğrencilerin öğretmen adaylarının dil yeterliliklerini oluşturmak için burada çok okuyup yazıp çok da olmuyor bir yere kadar oluyor. En az bir dönem bir yere gidebilirse kendi dilini geliştirişe kendine öz güveni gelir. Öyle olursa bence çok süper olur. Mutlaka böyle bir programın içinde bulunması gerektiğini düşünüyorum. Bazı yerlerde bu program var mesela ODTÜ de ve Eskişehir de var bunu standart hale getirip herkesi göndermeli tabi ki çok fazla da üniversitelere kontenjan almamak lazım ve aldığın kişileri iyice nitelikli yetiştirmek lazım.

Program orada yazılıyor ve hangi derslerin olacağı belirleniyor. Bence önemli olan şey öğretim üyeleri ve elemanlarının öğrencilere dersi aktarmasıdır. Üniversite hocalarının derse yaklaşımı, öğrencilere rol model olmaları alınan dersten çok daha önemli. Öğretmen yetiştirmede rol model olmanın çok önemli olduğunu gördüm. Bunun için özellikle Eğitim Fakültesinde görev yapan bir öğretim elemanı kendi rol modelini sınıf içerisinde oluşturmalı ve kendi davranışlarının öğrenciler üzerinde etkisi rol olduğunu bilmeli. Bir Edebiyat öğretmeni veya bir Fizik ders anlatsın, çok önemli değil. Bu biraz çıraklık gibidir. Mesela hepimiz, öğretmen olan herkes, kendinde daha önceki bir öğretmenden bir şey buluyor, değil mi? Bu öğretmenlerin üzerimizde kem olumlu hem de olumsuz izleri vardır. Öğretim elemanları olarak ders derme ve kuramsal bilgiyi aktarma gibi temel yükümlülüklerimiz var ama aynı zamanda davranışlarımızla, yaklaşımımızla öğrencilere örnek olmamız gerektiğini düşünüyorum.

Bir dönemlik bir program oluşturuyoruz ve bu programın mantığını anlatmak, niye böyle yapıyoruz, niye böyle gidiyor gibi değerlendirme yapmak durumundayız. İngilizce bir deyim var, 'You should practice what you preach'. Aslında yaptığımız sınavların öğrettiklerimizle örtüşmesi lazım. Farklı materyaller hazırlamamız gerekmekte, kuru kuru gidip dersi kitaptan anlatmak idealden uzaklaşmak anlamına gelir. Bizim öğrencilerden pratik olarak bazı şeyler beklediğimiz gibi, öğretim elemanı olarak derslerimizi uygulamalı olarak yapmamız gerekiyor. İşte o zaman öğrenciler bizden ve dersten bir şeyler kapabilirler. Portfolio assessment yaparsak öğrenciler de bunun farkına varıp kendileri mezun olduktan sonra ileride kendi sınıflarında uygulayabilirler. Sanırım bizim dersi anlatma prensiplerini bizzat uygulamamız lazım. Mesela ufak bir mesele tahta silme ama benim çok taktığım bir şey. Öğretmenliğin bir disiplini var. Bir fizikçi gibi olmaz, o karalar gider. Sen dersten sonra tahtayı silmen lazım, ondan sonraki meslektaş için boş bırakman lazım. O tarz küçük davranışlar bence önemli. Dersi anlatıyoruz, işte Jeremy Harmer şöyle diyor, böyle diyor ama kendi dersimizde bu söylenen öğretileri sınıfta kendi davranışlarımızda yansıtmamız gerekiyor. Bu öğretmen davranışlarını daha ön plana çıkarıyor. Mesela teknoloji kullanımında, powerpoint mesela en basit olanı veya başka bir uygulama olabilir, öğretmen kullandığı zaman öğretmen adayları bu uygulamayı modelleyebiliyor. Bunlar programın dışında öğretmen elemanlarının kendi davranışlarıyla programa sunabilecekleri çok önemli katkılar. Bir söz daha var, "Bir öğretmen söylediklerinde değil de yaptıklarında hatırlanır". İki yıl sonra yaklaşımları hatırlanmayabilir ama bir öğretmenin nasıl yaklaştığını, ne yaptığını, öğrenci ile nasıl iletişim kurduğunu aday öğretmenler mezuniyetten sonra rahatlıkla hatırlarlar.

Eklemek istediğiniz düşünceleriniz var mı?

Öğretmen yetiştirmek çok karmaşık bir şey ve program da bunun bir boyutudur. Programa gelen öğretmen adayları da ayrı bir boyut, nasıl seçilip nasıl yerleştirildikleri birbirine bağlı konular. Bir ana bilim dalının bir defa kültürü çok etkileyici bir faktör. Program için yapacak bir şeyimiz yok ama gerçekten çok kötü bir program olduğunu düşünmüyorum. Tabi öğretmenler olarak bizim nasıl yansıttığımız önemli. Belki eski öğrenciler gibi öğrenciler gelmiyor diye yakınıyoruz ama sonunda bir şeyler yapılıyor.

Appendix G: A Sample Interview with an Employer (A School Principal)

Kaç yıldır idarecisiniz?

10 yıl.

Meslekte kaçıncı yılınız?

Meslekte 17. yıl bitiyor.

Branşınız nedir?

Türkçe.

Sizce bir İngilizce öğretmenini verimli kılan şeyler nelerdir?

Öncelikle kendi gayreti, heyecanı, ondan sonra mesleğe yönelik ilgisi ve sevgisi olmalı. Bir kere başta bunların olması gerekir. Bunun haricinde planlı çalışması, okuluna ve derse hazır gelmesi bir öğretmeni verimli kılar. Özellikle İngilizce zaman zaman iletişim araçları ve materyal desteği ile hazırlık gerektiren bir ders. Bu yönün aktif kullanılırsa daha faydalı olacağına inanıyorum. Ders hazır gelindiğinde, öğrencilerin de İngilizceye karşı ilgilerinin artacağını düşünüyorum 8. Sınıfların dışındaki sınıflarda öğrencilerin İngilizceye yönelik ilgilerini ve İngilizce öğretmenlerine karşı tutumlarının daha olumlu olduğunu görüyorum. Mesela şimdi ilkokullar çıktı, ilkokullar da ilgili. Öğretmen bu anlamda hazır olmalı, yeterli olmalı, çocukların seviyesine inebilmeli, İngilizceyi sevdirebilecek etkinlikler düzenlemeli, çocukların hoşuna gidecek, dersi daha aktif hale getirebilecek bir takım hazırlıklar içinde olmalı diye düşünüyorum.

Başarılı bir İngilizce öğretmeninin karakteristik özellikleri sizce nelerdir?

Öğrencilerden gelen olumlu tepkiler ve öğrencilerin öğretmene olan ilgileri bir İngilizce öğretmenin başarılı olduğuna dair ipuçlarıdır. Öğretmen iyi bir izlenim bıraktıysa, çocuklar teneffüste bile öğretmenleri ile İngilizce konuşmaya çalışır, selamlaşmaya çalışır. Onun haricinde sınıfa girdiğimizde öğretmenin panolarda paylaştığı etkinlikler ve kullandığı materyaller öğretmenle ilgili ilk etapta bizim bakış açımızı etkileyen şeyler. Belki artık cep telefonunu bile diyaloglarda kullanan öğretmenleri zaman zaman görebiliyoruz. Her sınıfta artık projeksiyon var. İletişim araçlarını kullanan, interneti kullanan İngilizce öğretmenleri bizim dikkatimizi daha çok çekiyor.

Okulunuzdaki yeni mezun İngilizce öğretmenlerini yeterli buluyor musunuz?

Buradakiler genç öğretmenler, daha mesleğe yeni başlamış olanlar. Çalıştığım öğretmenler bölge itibariyle genelde genç ve stajyerler. Yeterlilik anlamında ben kendilerini yeterli buluyorum, üniversiteden hazır ve donanımlı olarak geliyorlar. Mesela iki İngilizce öğretmenimiz de genç olmaları hasebi ile daha heyecanlılar. Ben olumlu buluyorum ve İngilizce öğretmenlerini her noktada yeterli görüyorum.

Ben şunu da paylaşayım, bir İngilizce öğretmenim vardı, ODTÜ mezunuydu, Fizik Bölümü mezunuydu ama İngilizce öğretmeni olarak atanmıştı. O zaman ben köyde çalışıyordum ve bu öğretmen köyde çalışmasını köy için bir lütuf olarak görüyordu. Onun için çok da gerek yoktu; çünkü bu paraya çalışılmazdı. Ama potansiyeline baktığımız zaman çok kapasiteli, üniversite sınavında belki de derece yapmıştı ama öğrencilere aktardıkları yetersizdi. O yüzden bir öğretmenin çok donanımlı olması yetmiyor. Önemli olan öğretmenin dersi iyi aktarabilmesi ve dersi sınıfta iyi pazarlayabilmesidir.

Okulunuzdaki yeni mezun İngilizce öğretmenlerini verimli buluyor musunuz?

Çok net ve kesin çizgilerle bir şey diyemeyeceğim ama olumsuz çok bir şey görmedim ben.

Bu öğretmenlerin daha çok verimli olduğu alanlar ve daha az verimli oldukları alanlar nelerdir?

Bir kere bizim öğretmenlerimiz daha yeni başladılar, %100 tecrübe çok önemli. Özellikle iletişim noktalarında zamanla bir şeyler oturacak diye düşünüyorum. Öğrencilerle iletişimi ve derse hâkimiyeti gelişecek huşular arasında. Mesela, ilkokulda İngilizce derslerine giren arkadaşımız daha yeni 2-3 ay önce mesleğe başladı, otorite kurmada zorlandığını gözlemliyorum. Bu zamanla kazanılacak bir yetenek. Sınıfın kendi sınıf öğretmeni derse girdiği zaman sınıftan herhangi bir ses gelmiyor ama o öğretmenimiz girdiği zaman öğrencilerin hepsi ayakta oluyorlar. Bu öğretmenimizin u tip otorite kurma konusunda zorluk çektiğini gözlemliyorum. Ders anlatımı ile ilgili zamanla geliştireceği noktalar olacak. Mesela daha önce atanan ve ortaokullarda İngilizce derslerine giren öğretmenimin günbegün kendisini geliştirdiğini gözlemliyorum; çünkü o da denemeler yapıyor, bazen denemelerin neticesini olumlu görüyor, olumsuz olduğunda da kendini yenilemek durumunda kalıyor. Yeni olmaları hasebi ile ben de eksikliklerini görüyorum. Ama bunları gayretleri, samimiyetleri ve sonra mesleğe olan bağlılıkları ile aşacaklarını düşünüyorum.

Yeni mezun İngilizce öğretmenlerinin sınıflarını gözlemliyor musunuz?

İki ya da üç defa oldu mu bilmiyorum. Ben derse gireceğim zamanları söyledim. Bu nedenle çok objektif bir değerlendirme oldu diyemem; çünkü ben dersi gözlemlediğimde çok daha aktif ders işlediler. Gözlem derslerinde öğretmenlerimiz materyaller getirmişlerdi. Mesela birinde kuklalar vardı ve kuklaları konuşturuyorlardı. Bu anlamda güzeldi.

Bir İngilizce öğretmeni mezuniyetten sonra verimliliğini arttırmak ve kendi mesleki gelişimini sürdürmek için sizce neler yapmalı?

Yeni gelişmeleri takip etmeli diyeceğim ama artık iletişim çağında artık herkes bunları yapıyor. Öğrencilerin üzerinde farkındalık oluşturabilecek bir öğretmen modeli çizmeye gayret göstermeli. Bununlar beraber ders anlatımlarıyla ilgili bazı tutumlar geliştirebilmeliler, sürekli arayış içinde olmalılar, kendilerini yenilemeliler, kendi zümreleri ile iyi iletişim içerisinde olmalılar, birbirlerini olumlu anlamda desteklemeliler; çünkü bu okulda iki kişi olmaları artı bir özellik, belki aynı ders gruplarına girseler rekabeti de %100 arttırırlar. En önemlisi de öğrenciye İngilizceyi sevdirebilecek, öğrenciyi etkileyebilecek çalışmalar içinde olmalılar. Özellikle İngilizce çocuklara farklı gelen bir derstir. Dolayısıyla dersi sevdirebilmenin ve daha farklı ders anlatabilmenin yolu olmalı diye düşünüyorum. Maalesef meslekte sadece İngilizce dersine giren öğretmenler için değil tüm diğer branş öğretmenleri için de geçerli olan şey mesleki çok kısa süre içinde tükeniyor sevgili hocam. Maalesef stajyerlik kalktığı zaman artık her şey oldu deniliyor, ondan sonra meslekte rutinleşme başlıyor, işin maddi yönünü biraz daha fazla düşünülüyor, dersin boş günleri hesaplanıyor, ek ders meseleleri biraz daha fazla önemsemeye başlıyor. Bunlar genel sıkıntılar, sadece İngilizceye ait sıkıntılar değil. Verimliliği artırmak için öğretmen evde çalışmalı, en önemlisi de o heyecanını yitirmemeli, vicdani sorumluluğu olan bir mesleği yaptığımızı hiçbir zaman unutmamalı. Aman müdür ne der, aman birileri ne der gibi düşüncelerden ziyade bizim işimiz bu, olması gerekenler nelerdir, neler yapmalıyım gibi sorular sormalı kendine. Belirli aralıklarla ben neredeyim diye kendini sorgulamalı. Şunu da belirtmem gerekir ki bizim de bir dünya görüşümüz var, öğretmenlerin de bize yansıttıkları düşünceleri var. Maalesef, okullarda hiçbir ideolojik saplantıya girmeden, kendi ön yargılarını hiç hesaba katmadan, bunların hiçbirini önemsemeden, içten çalışan, samimi olan, o heyecanını yitirmeyen öğretmenler çok az ve bu insanları fark etmek çok kolay. Biz de bunu hissediyoruz, öğretmenlerin rengine bakmadan,

düşünsel ya da fikirsel rengine bakmadan çok rahat o samimiyetini gördüğümüz zaman bizim de çok hoşumuza gidiyor ve okulumuz adına, çocuklarımız adına mutlu oluyoruz.

Sizce stajyerlik süreci nasıl verimli hale getirilebilir?

Bunda sanırım okul idaresine daha büyük bir yük düşüyor. Ben ki her hafta 1-2 saat gelin idarede birlikte çalışalım, fikirlerimizi paylaşalım desem, emin olun bu uygulama stajyer öğretmenlerimizin hiç hoşuna gitmeyecek. Biz yapsak, diğer okulda böyle bir şey yok hocam, siz niye böyle farklı şeyler çıkarıyorsunuz diyecekler. Kurallar konulmadan bir şeyler yapmak bazen antipatik de olabiliyor. O yüzden genelde çok ihtiyaç duyulduğunda bir şeyleri anlatmak yoluna gidiyoruz. Okullarda seminer zamanı, konu paylaşımları ve yapılması gereken sunumlar öğretmenlerin pek hoşuna gitmiyor. Okul bitmiş, bu vakitten sonra sunum da olmaz deniliyor.

Problem sizce sistemde mi öğretmenlerde mi?

Öğretmenlerin bakış açısında bir problem var, bu tür uygulamalar çok hoşlarına gitmiyor, o anlamda ihtiyaç hissetmiyorlar. Ben idareci olarak o ortamda bulunduğum zaman biraz zoraki de olsa seminerleri dinliyorlar ama sürekli orada bulunamadığımdan dolayı heyecan kayboluyor diye düşünüyorum.

Stajyerlerle ilgili daha fazla neler yapılabilir? Stajyer öğretmen okul idaresi ve danışman öğretmeni ile daha fazla zaman geçirmeli. Stajyer öğretmenin daha fazla öğrenmeye ihtiyacı var. Bu yüzden kendini geliştirmeye açık olmalı, sormalı ve sorgulamalı diye düşünüyorum. Stajyer öğretmenim bana gelse ve bir şey sorsa, ben saatlerce anlatırım ve kesinlikle hocam sen de çok soruyorsun diye düşünmem. Zaten artık internet, iletişim çağındayız ve cep telefonlarına bile yönetmeliği indirebiliyoruz, kendini bu konuda zamanla geliştirebilir. Stajyerlerimiz mesleki anlamda biraz daha heyecanlı olsalar belki diğer öğretmenlerimize de gerek materyal kullanımıyla, gerek ders anlatım yöntemleriyle ışık tutarlar. Yeni mezun olduklarından dolayı belki farklı şeyleri ve farklı paylaşımları olacaktır.

Stajyerlerle ilgili bugünkü olanı da ben çok sağlıklı bulmuyorum. Sınavdan ziyade performans kriterleri benimsense, biz de aday öğretmenleri sınıflandırsak, ayda bir veya iki ayda bir kontrol etsek, kendilerine önerilerde bulunsak daha faydalı olabilir, ama bunu bir mecburiyet olarak önümüze koysalar daha iyi olur. Öğretmen adayına sınavı geçemezsen şeklinde değil öneriler şeklinde yaklaşımlar daha fazla geliştirmeyi netice verebilir. Aylık denetimlerin içine kitap takibi de konabilir. Kontrol anlamında okunulanların paylaşılması bence daha mantıklı olabilir. Şu mülakattan en az şu puanı alırsan şu sınava katılma hakkın var ve mülakata katılamazsan şöyle olur gibi sınav odaklı uygulamalardan bence vazgeçilmeli; çünkü KPSS sınavını kazanıp atanmak da kolay değil. Bu sınavı kazanmış öğretmenin önüne tekrar sınav koymak, sınavdan şu puanı alman gerekiyor demek bence yanlış. Üstelik Türkiye'de eğitim fakültelerinden mezun olup, KPSS sınavını geçerek çok zor şartlar altında atanmış bir öğretmene hala bu tür sınav baskısı uygulamak bana biraz yanlış gibi geliyor. Bunun yerine performans kriterleri konulmalı, danışman öğretmenin takip edeceği şekilde aylık takip sistemi bence daha mantıklı olabilir.

Okulunuzda uygulanan stajyerlik programından memnun musunuz?

Bizim danışman öğretmenlerimiz var ama çoğu sadece prosedürü yerine getiriyor, çok da sağlıklı olmuyor. Performans kriterlerinin çok sağlıklı olduğunu düşünmüyorum. Daha az önce öğretmen adayları ile ilgili değerlendirme sonuçlarını gönderdik. Çarşamba günü müfettiş bey denetim için gelecek. Çarşamba günü öğretmeni nasıl teftiş edecek? Öğrenci gelmez ki. Hangi sınıfa gireceksin, nasıl gözlemleyeceksin? Her şeyin uygulaması olmalı ki onun üzerine geliştirilebilsin. Bugün böyle bir yöntem deniyorlar, ama bunun ne kadar süreceğini bilemem. Önceki sistem nasıldı? O da çok faydalı

değildi. Bence öğretmen bir sene boyunca kendini yetiştirsin, acemiliğini atsın, onu gözlemledikten sonra da gerisine çok gerek yok.

Stajyer İngilizce öğretmenleri ilk yıllarında ne tür zorluklar, problemler yaşıyorlar?

Bizim okulda olanlar için, sınıflardaki zorlukları genel zorluklar. Bizim stajyer öğretmenler adına söylüyorum bu okulda daha rahat bir ortamda kariyerlerine başladılar; çünkü sınıflarda onları zorlayacak, yoracak çok fazla öğrenci yoktu ve öğretmenlerin ve idarenin onlara karşı yaklaşımları olumluydu. O yüzden bizim öğretmenlerimiz biraz daha şanslılar. Mesela ilk geldiklerinde ev problemi yaşadılar, yardımcı olduk ve bulundu. Şimdi stajyerlerimiz yine ev değiştirme telaşında, ikisi de aynı eve çıkma gayreti içindeler, okula daha yakın bir yerden ev bulmak istiyorlar. Çalışma hayatının içerisine girmek apayrı bir şey, sevgili hocam, öğrencilikten bir düzenin içine girmek, sabah kalkmak, sorumluluklarının olması, onlara alışmak da onlar açısından kesinlikle zordur. Ben kendi adıma bunu önemserim ve özellikle mesleğe yeni başlamış bir öğretmene olumlu yaklaşırım, onun heyecanını ve bakış açısını yıkmamaya çalışırım. Bu okula gelirken kendilerini mutlu hissetmelerini isterim ve ben kendi adıma destek olduğumu düşünüyorum. Hoşuna gitsin okul, beni görünce çekinmesin, biz de yardımcı olalım. Yüzde yüz zorluklar yaşıyorlar, özel hayatları işin içine girebiliyor, çalışma hayatının zorlukları en başta zor geliyor. Mesela örnek vereyim, ben üniversitedeyken yazları fırsat buldukça soğuk demirde çalışırdım, demirciydik yani. Oysa demir vücutla ve bedeni yapılan zor bir iştir. Çok zor bir iş olduğunu düşünürdüm. Öğretmenliğe başladım zaman akşam eve geldiğimde kendimi bitik hissederdim. Bu birilerine komik gelebilir ama özellikle ilk zamanlarda kendimi çok yorgun hissediyordum. Ben diğer işi zor sanıyordum, ama bu taraf daha farklıymış. Bunu bizden biri anlar, dışardan birine anlatsan akşama kadar okulda oturuyorsun, bu işte ne zorluk var diyebilir.

Üniversitedeki programın yeni yetişen İngilizce öğretmenlerinin yeterliliklerine ve verimliliklerine sizce etkisi nedir?

Mukayese yaptığımızda diğer eğitim fakültelerinin bölümleri ile benzerlikler var. Uygulamalar, stajlar ve gözlemler biraz soyut kalmıyor mu? Ben kendi hayatımdan örnek vereyim, staja giderdik, öğretmenlik bize çok soyut gelirdi, algılayamıyorduk. Okula geldiğimizde yaşanılan hayat çok daha farklıdır. Bütün branşları düşündüğüm zaman şimdilik çok fazla sıkıntı gözlemlemiyorum, gelen İngilizce öğretmenlerinde de bu anlamda bir eksiklik görmüyorum. Öğretmenlik herhalde mesleğin ve hayatın içine girince öğrenilecek bir şey, ve ilk üç yıldan sonra her şey yerli yerine oturacaktır. Ben programın çok fazla eksikliği olduğunu düşünmüyorum. Belki biraz daha bazı şeyler soyut geçiliyor, ama bu herkes için geçerli, sadece İngilizce branşına ait değil. Peki, okullara gitme, yani staj uygulaması arttırılsa bir şeyler değişir mi? Olabilir.

İngilizce öğretmenleri daha iyi bir nitelik için sizce nasıl bir eğitime tabi tutulmaları gerekir?

Siz de duymuşsunuzdur bir veya iki sene önce Doğuda bir ildi, bir misafir gelmiş, İngilizce öğretmenlerini çağırmışlar, hiçbiri çeviri yapamamış, Kaymakam veryansın etmiş, biraz da öğretmenleri küçümsemiş. Siz duydunuz mu bilmiyorum? Bu olay gazetelere ve internete düştü, iyi hatırlıyorum. Okullarda neler yapılabilir bilmiyorum. Okullarda verilen eğitimin biraz kağıt üzerinde, teorik kaldığını düşünüyorum. Bu teorilerin uygulanabilir alanlarını da tam bilmiyorum. Üniversite hocaları da dahil olmak üzere biraz daha böyle tepeden bakıyorlar, çok hayatın içinde, okulların içinde, sınıflarda değiller. Sahanın içinde olup oradan bir şeyler paylaşmalılar. Belki biraz akademik dil, pedagojik dil süslü gibi geliyor ama iş bununla bitmiyor. O yüzden biraz daha sahanın içerisinde olmalılar. Ben kendi zamanımdan da hatırlıyorum, hayatın içinde olan üniversite hocaları da vardı, onların anlattıkları bize çok daha farklı gelirdi.

Eklemek istediğiniz şeyler var mı?

Bütün mesele kişinin mesleğe olan sevgi, işine olan bağlılığı ve mesleğine olan bakış açısı. Kişi ne yaparsa yapsın, hangi üniversiteden mezun olursa olsun hiçbir şekilde verimli olamayabilir. Üstelik öğrenciye bir şeyler vermek aktarabilmek için de profesör olmana gerek yok. Biraz anlatmayı becerebildiğin zaman, biraz pazarlamayı becerebildiğin zaman öğretmen olarak aslında çok şeyleri değiştirebilirsin. Elbette hayatın zorlukları, kurallar, haklar, belirli bir zaman içerisinde insanları durağanlaştırıyor, o samimiyet ve o idealin önüne geçiyor. Okullarda en çok gözlemlediğim şey ki bu İngilizce öğretmenleri için de geçerli, öğretmen iyi olunca ve biraz da gayretli olunca hemen yaftalanıyor, başımıza iş mi çıkarıyorsun, dur durduğun yerde, icat çıkarma gibi reaksiyonlarla karşılaşıyor. Belli bir zaman sonra öğretmen odalarında konuşulan olumsuzluklar, uygulamalardaki eksiklikler ve yanlışlıklar herkese yansıyor. Ondan sonra ister istemez ben yapıyorum diğeri yapmıyor ama o da ben de aynı parayı alıyorum gibi kıyaslamalar yapılıyor. Maalesef o idealizm bitiyor, ama bitmemeli, insanın polisi kendisi olmalı, vicdanı olmalı. O vicdan varsa çok şey değişiyor, öğretmenlere de imreniyorsunuz, çok hoşunuza gidiyor ve mutlu oluyorsunuz. Onların olumsuzlukları hiç gözünüze batmıyor. Mesela bir öğretmen rapor aldığı zaman sorguluyorsunuz ama o aldığı zaman, o rapor alıyorsa mutlaka bir işi vardır, sebebi vardır diye düşünüyorsunuz; çünkü ona güveniyorsunuz. Bizim meslek biraz vicdanla yapılacak bir meslek, diğer meslekler gibi değil. Hem öğrenciyi sevmelisin, hem velileri önemsemelisin. Veli geldiği zaman kendini burada, okulda iyi hissetmeli. Bu ilgi ve alakayı gördüğü zaman okula çok daha rahat gelir ve çocuğuna daha çok ilgi göstermesi gerektiğini hisseder. Ben öğretmenlere veli gelip çocuğunun durumunu sorduğunda iyi ya da kötü gibi kısa ve keskin ifadelerle cevap vermemeleri gerektiğini tavsiye ediyorum. İyinin veya kötünün ölçüsü nedir? Veli geldiği zaman çocuğunun iyi taraflarını da söylemeli, olumsuzluklarını da söylemeli, sana inanmalı ve güvenmeli. Belki köylüdür, senin gibi değildir, belki kendini iyi ifade edemiyor olabilir. Bu nedenle kendini iyi hissetmeli, öğretmen velilerin gönlünü kazanmalı. Bizim mesleğimiz sevgi mesleği, ama günümüzün kuralları da maddeci maalesef. İnşallah iyi olur.

Appendix H: Written Permission Obtained from the Ministry of Education

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605/978241   28/01/2015
Konu: Anket uygulama izni   .

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Öğrenci İşleri Daire Başkanlığına)

İlgi: 23/01/2015 tarih ve 93130991-044-107 sayılı yazınız

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora öğrencisi olan Recep BİLİCAN'ın "Türkiye'deki İngilizce Öğretmenlerinin İlk Beş Yıldaki Verimlilikleri ve Mesleki Yeterlilikleri " konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

Bir örneği Bakanlığımızda muhafaza edilen ve uygulama esnasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının, fakültelerin İngiliz Dili ve Eğitimi bölümünden mezun olup; Ankara, İzmir, Çanakkale , Manisa ve Burdur illerinde görev yapan öğretmenlere gönüllülük esas olmak kaydıyla ve eğitim öğretim faaliyetlerini aksatmadan uygulanmasına izin verilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Mustafa Hakan BÜCÜK
Bakan a.
Daire Başkanı

Ek: Veri toplama aracı (dört sayfa)

Güvenli Elektronik İmzalı
Aslı ile Aynıdır
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