T.C.
Mersin Üniversitesi
Sosyal Bilimler Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı

THE PROFILE AND THE PERCEPTION OF PROFESSIONAL

COMPETENCIES OF THE FIRST STAGE STATE

PRIMARY SCHOOL EFL TEACHERS

Selvin GÜVEN

YÜKSEK LİSANS TEZİ

Mersin, 2005

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SUMMARY

The aim of this study is to draw the profile of the EFL teachers working for the first stage of state primary schools in Mersin and to find out whether their perception of professional competencies changes or not according to variables of sex, age, taking an in-service course, taking a course about teaching English to children, professional experience, and university department.

The participants of the study are 266 teachers of English working for the first stage of state primary schools in Mersin.

The introduction part deals with the purpose and significance of the study, limitations and assumptions.

Chapter I presents the review of literature related to the competencies of the teachers and English language teacher education.

Chapter II provides the research method, the data collection instrument and the statistical analyses of the data related to the research questions.

Chapter III focuses on the findings and discussion related to the research questions.

The conclusion part gives recommendations, highlighting the important points of the research.

According to the results of the study:

The majority of the EFL teachers working for the first stage of state primary schools in Mersin are female, below the age of 33, married and they have 0-5 years' overall teaching experience. 59% of them are graduates of English Language Teaching departments. Only 1.5% of the teachers have a Master's degree. 47.4% of the teachers have taken a course about teaching English to children. Only 28.2% of the EFL teachers have

joined in-service training courses about teaching English. 26.3% of the teachers have taken the Foreign Language Proficiency Examination for State Employees.

EFL teachers' perception of competencies does not change according to sex, age and professional experience. The teachers who are the graduates of departments other than English teaching perceive themselves professionally less competent than the teachers who are graduates of the departments of English Language Teaching, Linguistics, English/ American Language and Literature. Likewise, the teachers who have not taken a course about teaching English to children perceive themselves professionally less competent than the teachers who have taken a course about teaching English to children. The teachers who have taken an in-service course perceive themselves more competent in the management of the teaching-learning process and materials development than those who have not taken one. However, teachers' perception of competence in subject-matter and planning does not change according to taking an in-service course. In this regard, it was understood that in-service teacher training programmes need to be developed according to the needs of the teachers teaching English to children, and it is necessary for the teachers to undergo an in-service training in teaching English to children.

Key Words: English Language Teaching, Professional Competencies of English Language Teachers, The Profile of English Language Teachers, Teaching English for the First Stage of State Primary Schools, Pre-service Teacher Training, In-service Teacher Training, Professional Development.

ÖZET

DEVLET OKULLARI İLKÖĞRETİM BİRİNCİ KADEMEDE ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN PROFİLİ VE YETERLİK ALGILARI

Bu çalışmanın amacı, Mersin devlet ilköğretim okulları birinci kademede çalışan İngilizce öğretmenlerinin profilini çizmek ve mesleki yeterlik algılarının, cinsiyet, yaş, hizmet içi eğitim kursu alma, çocuklara İngilizce öğretmekle ilgili kurs alma, mesleki deneyim ve üniversiteden mezun olunan bölüm değişkenlerine göre değişip değişmediğini saptamaktır.

Bu çalışmanın örneklemi, Mersin devlet ilköğretim okulları birinci kademede görev yapan 266 İngilizce öğretmeninden oluşmaktadır.

Araştırmanın giriş bölümünde, araştırmanın amacı, önemi, sınırlılıklar ve sayıltılar ele alınmaktadır.

Birinci bölümde, öğretmen yeterlilikleri ve öğretmen eğitimi kapsamında alan yazınına değinilmektedir.

İkinci bölüm, araştırmanın yöntemi, geliştirilen veri toplama aracı, ve kullanılan istatistiksel analizlere yer vermektedir.

Üçüncü bölüm, araştırma soruları çerçevesinde elde edilen bulgular ve yoruma odaklanmaktadır.

Sonuç bölümünde, tezin önemli noktalarına değinilmekte ve önerilere yer verilmektedir.

Bu çalışmanın sonuçlarına göre:

Mersin devlet ilköğretim okulları birinci kademede çalışan İngilizce öğretmenlerinin büyük bir çoğunluğu, kadındır, 33 yaşın altındadır, evlidir, 0-5 yıllık deneyime sahiptir. İngilizce öğretmenlerinin % 59'u İngiliz Dili Eğitimi bölümü

mezundur, yalnızca % 1.5'i yüksek lisans diplomasına sahiptir, % 47.4'ü çocuklara İngilizce öğretmekle ilgili kurs/ders almış, % 28.2'si İngilizce öğretimi ile ilgili hizmet içi eğitim kursuna tabi olmuştur, yalnızca % 26.3'ü Kamu Personeli Dil Sınavı'na girmiştir.

İngilizce öğretmenlerinin yeterlik algıları, yaş, cinsiyet gibi demografik özellikler ve mesleki deneyime göre değişmemektedir. İngilizce öğretmeni yetiştiren bir programdan mezun olmadığı halde İngilizce öğretmeni olarak istihdam edilen öğretmenler, İngiliz Dili Eğitimi, Dilbilim, İngiliz/Amerikan Dili ve Edebiyatı bölümlerinden mezun olan öğretmenlere göre, kendilerini daha az yeterli görmektedirler. Benzer biçimde, çocuklara İngilizce öğretmekle ilgili kurs almayan öğretmenler, kurs alan öğretmenlere göre, kendilerini daha az yeterli görmektedirler. Hizmet içi eğitim programlarına katılan öğretmenlerin öğretme-öğrenme sürecini yönetme ve malzeme geliştirmeye ilişkin yeterlik algıları, hizmetiçi eğitim kursu almayan öğretmenlere göre, daha yüksektir. Ancak, İngilizce öğretmenlerinin alan bilgisi ve planlamaya ilişkin yeterlik algıları, hizmet içi eğitimi kursu alma değişkenine göre değişmemektedir. Bu bağlamda, hizmet içi öğretmen yetiştirme programlarının, çocuklara İngilizce öğreten öğretmenlerin ihtiyaçlarına göre geliştirilmesinin ve öğretmenlerin, çocuklara İngilizce öğretmekle ilgili hizmetiçi eğitim sürecinden geçmelerinin gerekli olduğu ortaya çıkmıştır.

Anahtar Kelimeler: İngiliz Dili Öğretimi, İngilizce Öğretmenlerinin Mesleki Yeterlilikleri, İngilizce Öğretmenlerinin Profili, İlköğretim Okulları Birinci Kademede İngilizce Öğretmenliği, Hizmet Öncesi Öğretmen Eğitimi, Hizmet İçi Öğretmen Eğitimi, Mesleki Gelişim.

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ABBREVATION

ALM	Audio Lingual Method
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FLE	Foreign Language Education
FLPESE	Foreign Language Proficiency Examination for State Employees
FLES	Foreign Languages in Elementary Schools
INSET	In-service Training
LTC	Language Teacher Competence
MA	Master of Arts
MEB	Milli Eğitim Bakanlığı (Ministry of National Education)
MNE	Ministry of National Education
MS	Master of Science
OEF	Open Education Faculty
PhD	Doctor of Philosophy
SPSS	Statistical Package for Social Sciences
TPR	Total Physical Response Method
YÖK	Yüksek Öğretim Kurulu (The Institute of Higher Education)

INTRODUCTION

Background of the Study

The world has moved into the era of information and accordingly, the need for international communication has increased. As a consequence of this, teaching and learning foreign languages have become enormously important in most countries in the world. Turkey is one of those countries, which has been making attempts to assure the provision of foreign language education in state schools. Recently, there have also been attempts to extend the foreign language education to children in the first stage of state primary schools.

In the last decade of the 20th century, some changes regarding foreign language education were brought into the Turkish educational system. An eight-year unified primary education was introduced and it was decided to teach foreign languages to primary school children in the fourth and fifth grades in the academic year of 1997-1998 (Demirel, 1999). The decision was made without ensuring the supply of qualified foreign language teachers and the demand overwhelmed the supply. To be more explicit, as English courses are given to children in the fourth and fifth grades of state primary schools, there were severe English language teacher shortages.

There still have been English language teacher shortages all over the country. Therefore, the graduates of English medium universities regardless of the subject area, and the graduates of departments other than English teaching, who have received grade 'A' and 'B' in the Foreign Language Proficiency Examination for State Employees (FLPESE) are recruited by the Ministry of National Education (MNE) in order to serve as English teachers in state schools. Moreover, student English teachers of Open Education Faculty

(OEP), who have completed the first two-year of their training can teach English in state primary schools (Milli Eğitim Bakanlığı, n.d.).

In order to fulfill the vacancies, state primary schools employ people who have minimal qualifications and limited language skills. It is possible to see engineers, elementary school teachers who have certificates of six-month Basic English course, and economists teaching English. One cannot help feeling doubt that a certificate of six-month Basic English course can be a guarantee of an adequate teacher competence. Even more striking is the fact that elementary school teachers without English certificates attempt to teach English in state primary schools. This practice may lead to the assumption that the concept of teaching English to children is taken lightly in Turkey as it is thought that anyone can teach English to children, which may also indicate that significance is attached to quantity rather than quality.

As a matter of fact, schools, where children receive their education, depend upon a highly competent teaching force. Thus, it is important for a teacher of English to have training in the subject area in order to be a competent person in the profession. As Brougton et al. (1980:37) state, a professional English language teacher should have training in the field of study relevant to the language teaching process. Considering the recruitment and local employment processes of teachers of English who have no training in the academic discipline in Turkey, one may be inclined to think that professional teaching standards have been ignored, which can lead to a teaching force lacking the required competencies for dealing with the teaching practice in state schools.

The other crucial point to be made is that the EFL (English as a Foreign Language) teachers who are trained to serve as professional English teachers do not form a homogeneous group in terms of the pre-service education they have received in Turkey.

The backgrounds of some teachers are in English Language Teaching (ELT), whereas some teachers are with backgrounds in Linguistics or American/English Literature. According to Bear (1992:27), the levels of competencies and the knowledge of the language of the graduates of the different departments may vary on account of the role of education in their settings.

No matter how different educational backgrounds they have, EFL teachers who serve in state schools should have the command of a range of skills, competencies, and knowledge to meet the needs of the students. First and foremost, an EFL teacher needs to have extensive knowledge of the subject matter. That is to say, s/he should be equipped with a good command of English, have the knowledge about the language use, and the theoretical background of the field. Ideally, the English language teacher should have the linguistic knowledge as well.

Even though language mastery is an important qualification, it is not enough to be an effective English language teacher. It is essential for a teacher of English to demonstrate pedagogic competence and have a wide range of skills such as lesson planning, materials development, classroom management, instructional organization, presentation of the subject matter and assessment, which can be called on to meet the needs of the students.

The teacher who is a person within the school environment should also be knowledgeable about the philosophy, sociology and psychology of education. Moreover, s/he should have personal, social and moral qualities in order to instill the social and moral values in her instruction. Paykoç (1996:458) states that the professional teacher needs to have the qualities of an educated person, which involves being creative, productive,

exploratory, altruistic, cooperative, just, democratic, self-reliant, autonomous, integrated and flexible.

Furthermore, the teacher who acts as a role model is expected to fulfill her/his diverse roles. Richards and Lockhart (1996:99-100) state that the roles of the teacher have been expanded in most educational contexts and include being a needs analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher and professional.

A primary school language teacher has an important role to play in increasing the quality of foreign language education. Hence, s/he should understand how children learn and consider children's linguistic, cognitive and social needs. S/he should have the knowledge of the language and of language teaching. It is also important for the primary level language teacher to be imaginative with the methodology where children's needs and interests are uppermost (Cameron, 2001).

A primary school EFL teacher should display the qualities of a teacher and all the required professional skills of a language teacher. In addition, s/he should have special skills pertinent to primary class situation, as Phillips (1993:6) emphasizes, the primary school language teacher needs special skills and knowledge and has a much wider responsibility than the teachers of other levels. Hence, it is important for the primary school language teacher to be familiar with songs, chants, rhymes, games, puzzles, puppetry, drawing, colouring, model making, dramatizations, stories and so on, which are considered appropriate for primary class situation, in order to promote children's learning.

Howatt (1991:289) emphasizes that teaching English to children is not as simple as it appears at first sight. Thus, it requires a specific training (Broughton et al., 1980). In this regard, it is important to provide the English language teachers who have

moved from other levels to work with primary level students as well as the teachers who have no specific preparation about teaching English to children with in-service training (INSET) about teaching young learners.

It is essential to train and retrain teachers in order to develop their competencies. Wallace (1991:58) states that 'professional competence' can be used in two senses. In one sense it indicates that someone has specific requirements for her/his profession and proves herself/himself competent as a professional by a certificate obtained at the end of an education course. This can be taken as 'initial competence'. In the other sense 'professional competence' is the indicator of a developmental process. It suggests the goal for which the professional strives but never reaches it easily. Namely, the professional continually tries to develop his competencies. In this vein, it can be said that teachers should go beyond 'initial competence' and participate in developmental activities.

Thus, uppermost priority should be given to training and retraining teachers in order to develop their competencies and instill confidence. As Tanrıöğen (1996:567) states, a well-trained teacher has self-confidence and builds self-confidence in her/his students. Moreover, "results of research on teaching methods in all subjects generally showed that the method was less important than the teacher's competence- which in turn depended very much on the teacher's belief and confidence in what he was doing" (Cilt, 1969:30, quoted in Lennon, 1988:3). That is to say, the teacher who lacks competence and confidence in what s/he is doing cannot meet the needs of the education. Thus, as Brumfit (1991) states, it is not justifiable to expose children to teachers who themselves lack confidence in their ability to teach children languages. Whatever attempts are made to change the educational system, if the most fundamental component, the teacher, is non-functional, all the attempts

will end in educational failure. Hence, it is worth studying the competence of the teacher, the lack of which brings obstacles to the educational system.

According to Freeman and Richards (1996:1), we need to know more about language teachers in order to understand teaching well. Moreover, we need to understand more about language teachers' conception of knowledge about language teaching. On the other hand, Williams and Burden (1997:62) state that the teachers' views of themselves as persons and their perceptions influence the learning process. Then, it is important to look into teachers' perceived images of themselves.

Hence, this descriptive study will focus on drawing the profile of the English language teachers teaching for the first stage of state primary schools and try to find out whether their perception of professional competencies changes according to their demographic and background characteristics including gender, age, experience and educational practices in terms of university department, taking an INSET course and taking a course about teaching English to children.

Purpose of the Study

The purpose of this study is to draw the profile of the teachers teaching for the first stage of state primary schools in terms of their demographic characteristics, professional experience, educational background, courses taken and FLPESE, and to investigate whether their perception of professional competence, subject matter competence, competence in the management of teaching learning-process, competence in materials development and competence in planning changes or not according to variables of sex, age, taking an INSET course, taking a course about teaching English to children, experience, and university department. This study, which includes a review of literature, a

data collection instrument and data analysis, aims at finding data concerning the profile and competencies of EFL teachers that will be of great benefit for future studies.

As it was previously discussed above, it is impossible to generalize EFL teachers as a homogeneous group in terms of their educational practices in Turkey. Moreover, results of research reveal that the common feature of the English teaching profession in Turkey is the high number of women. In addition, student English teachers of OEP, who seem to be quite young and inexperienced are given opportunities to teach in state primary schools. Therefore, the present study aims at investigating whether there are differences in teachers' competencies in terms of gender, seniority and educational practices, focusing on the self-perception of the teachers. This study seeks to contribute further to the understanding of the teacher competencies in relation to their demographic and background characteristics. Therefore, the following research questions will be addressed:

Research Questions

1. What is the profile of the EFL teachers teaching for the first stage of state primary schools in Mersin?

2. Does primary school EFL teachers' perception of professional competence change according to variable(s) of

   a. sex?

   b. age?

   c. taking an in-service course?

   d. taking a course about teaching English to children?

   e. experience?

   f. university department?

3. Does primary school EFL teachers' perception of competence in subject matter change according to variable(s) of

   a. sex?

   b. age?

   c. taking an in-service course?

   d. taking a course about teaching English to children?

   e. experience?

   f. university department?

4. Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to variable(s) of

   a. sex?

   b. age?

   c. taking an in-service course?

   d. taking a course about teaching English to children?

   e. experience?

   f. university department?

5. Does primary school EFL teachers' perception of competence in materials development change according to variable(s) of

   a. sex?

   b. age?

   c. taking an in-service course?

   d. taking a course about teaching English to children?

   e. experience?

f. university department?

6. Does primary school EFL teachers' perception of competence in planning change according to variable(s) of

    a. sex?

    b. age?

    c. taking an in-service course?

    d. taking a course about teaching English to children?

    e. experience?

    f. university department?

Significance of the Study

The teacher plays a significant role in the educational system. Hence, it is crucial to investigate teachers' perceptions of professional competencies in relation to their demographic and background characteristics. The more investigations are carried out about the teachers, the better educational improvements can be made.

Furthermore, to the best knowledge of the researcher, there is no study, which has been conducted on the issue of the perception of professional competencies of the teachers teaching English to children in the 4th and the 5th grades of state primary schools in relation to their demographic and background characteristics in Turkey. Besides, research on competencies of English teachers is scarce in Turkey. It is hoped that the present study will add a new dimension to the issue of EFL teachers' professional competencies and insights gained from the study will yield suggestions for the providers of teacher training activities, administrators, researchers, and teachers.

Limitations of the Study

This study has the following limitations:

1. It only covers the EFL teachers teaching for the first stage of state primary schools in Mersin;

2. It was conducted in the academic year of 2003-2004;

3. It is limited to the items in the data collection instrument used in this study.

Assumptions

This study is based on the following assumption:

1. All the EFL teachers who participated in this study were sincere in their responses.

Definition of Terms

FLPESE (Foreign Language Proficiency Examination for State Employees): This term is used to refer to the foreign language proficiency examination, which is conducted twice a year in Turkey. All kinds of civil servants can take this examination in order to certify their language level. Civil servants who receive at least a grade 'C' or above from this examination are monthly paid.

Primary school: This term is used to refer to the type of school, which has two stages. The first stage is comprised of the first, second, third, fourth and fifth grades and English courses are given to pupils in the fourth and fifth grades at present. However, the second stage is comprised of the sixth, seventh and eighth grades and English courses are given to pupils in all these grades. 8-year unified primary education is compulsory in Turkey. The term 'primary school' is used interchangeably with elementary school in this study.

Young learners: This term is used to refer to children between 8-12 years of age.

CHAPTER I

I. REVIEW OF LITERATURE

As the aim of this study is to draw the profile of the EFL teachers teaching for the first stage of state primary schools and to find out whether their perception of professional competencies changes or not according to variables of sex, age, taking an in-service course, taking a course about teaching English to children, experience, and university department, this chapter presents a review of literature on studies and perspectives about the competencies of teachers in the world, studies and perspectives about the profiles and competencies of teachers in Turkey, subject matter knowledge, lesson planning, materials development, management of the teaching-learning process, issues about teacher education/training and development, and ELT teacher education in Turkey.

I.1. Studies and Perspectives about the Competencies of Teachers in the World

There are studies concerning the competence of teachers in relation to their educational practices, and background characteristics in the world, which are worthwhile mentioning in order to gain insights.

In a study carried out in Atlanta, Jones (1985, cited in Demirel, 1989:10) tried to find out the perception of competence of teachers working in ten secondary schools. Findings revealed that teachers who were trained and certified perceived themselves more competent than those who were not certified. Similarly, teachers who underwent training in a specific subject area perceived themselves more competent than those who had no training at all. Furthermore, the study indicated that experience affected the teachers' perception of competence adversely. Teachers who had teaching experience in high schools felt less competent as the years elapsed.

On the other hand, Dewalt (1986, cited in Demirel, 1989:10) focused on the relationship between the teacher preparation and teacher competence. He put teacher competencies into twelve categories. The study indicated that the teachers who had a teaching certificate were more competent in the categories of affective domain and individual differences, and the difference was highly significant. However, the teachers who were not certified were more competent in the categories of questioning skills and taking responsibility. In the other eight categories, there was no significant difference in the teacher competencies.
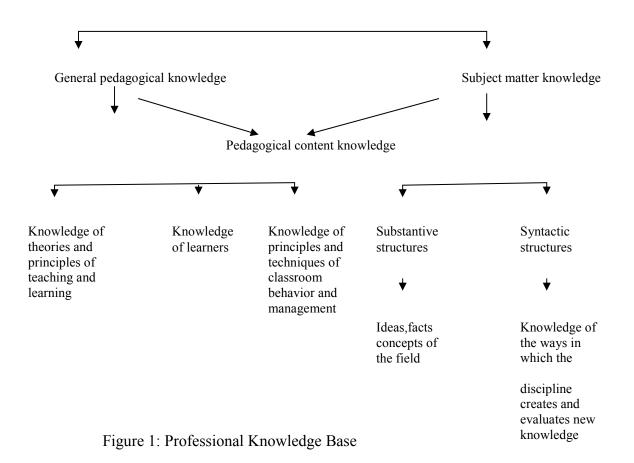
In their study conducted in Malaysia in 1988, Nazri and Barrick (1990) compared the professional knowledge competence of 141 agricultural teachers with and without pre-service teacher preparation. They used seven variables including race, age, gender, teaching experience, teaching location, teaching specialty area and in-service courses completed to identify the relationship of these variables with professional competence. Findings revealed that pre-service teacher preparation could offer a plausible explanation for the higher competence. However, teachers of different race, age, gender, experience, teaching specialty areas and in-service courses completed (except in educational sociology and classroom management) were not significantly different in professional competence.

The need to define competencies of teachers has been felt in various contexts. According to Houston and Howsam (1972:3), "'Competence' ordinarily is defined as 'adequacy for a task,' or as 'possession of required knowledge, skills, and abilities'." Then, it can be said that a competent teacher is a person who has required knowledge and skills.

Shulman (1987:8) describes categories of knowledge base of all teachers as: (1) content knowledge (2) general pedagogical knowledge (3) curriculum knowledge (4)

pedagogical content knowledge (5) knowledge of learners and their characteristics (6) knowledge of educational contexts and (7) knowledge of educational ends, purposes, values, and their philosophical and historical grounds.

Based on their research, Wilson et al. (1987:118) describe professional knowledge base and the process of the pedagogical reasoning of teaching within two theoretical frameworks. According to the first model, all kinds of teachers are required to have professional knowledge including both pedagogy and subject matter. Besides general pedagogical and subject matter knowledge, the model embodies pedagogical content knowledge, which includes developing an understanding towards teaching a particular topic as well as having the knowledge of principles and techniques. Figure 1 reveals the professional knowledge base of the teachers adapted from Wilson et al. (1987):

Figure 1: Professional Knowledge Base

The second model, which depicts the process of pedagogical reasoning, includes six components: comprehension, transformation, instruction, evaluation, reflection, and new comprehension. Comprehension is the process in which the teachers are required to understand not only ideas and content in terms of "substantive" and "syntactic" structures but also ideas in related domains.

The process of transformation involves four sub-processes: critical interpretation, representation, adaptation, and tailoring. Within the transformation process, a teacher is required to review the instructional materials in a critical way. Afterwards, a consideration of representing the subject matter and adapting the transformation to the characteristics of students as well as tailoring the materials to the specific students in a particular class is needed. In finding ways to transmit their knowledge, teachers need to consider the ability, gender and motivation of the students. Strategies for teaching a course are based on these four sub-processes.

The process of instruction refers to the performance of the teacher and involves managing, grouping, pacing, co-ordination of learning activities, explanation, questioning and discussion.

Evaluation process entails checking the students' understanding and the evaluation of the course during and after instruction. Reflection concerns the experiential learning of teachers by looking back at the teaching and learning that has taken place and reconstructing the events and achievements. New comprehension is new understanding that is developed with awareness of the purposes of the instruction and the two components-the students and the teacher- of the course. Figure 2 reveals the Model of Pedagogical Reasoning by Wilson et al. (1987:119):

Transformation:
-critical interpretation
-representation
-adaptation
-tailoring

Comprehension

Instruction

New comrehension

Evaluation

Reflection
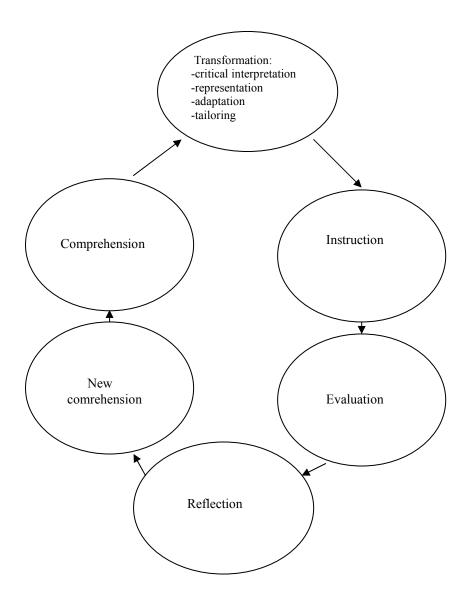
Figure 2: The Model of Pedagogical Reasoning by Wilson et al.

Apparently, it is agreed upon by the researchers that the teacher is required to be knowledgeable about pedagogy as well as the subject matter. In this vein, the teacher should build an awareness of the educational context of the teaching practice and acquire skills that are specific to teaching.

Kyriacou (1991:8-9) identifies essential teaching skills, which contribute to successful classroom practice as (1) planning and preparation (2) lesson presentation (3)

lesson management (4) classroom climate (5) discipline (6) assessing pupils' progress and (7) reflection and evaluation.

On the other hand, Richards (1998:4) states that teaching skills that are considered part of the basic competency of all teachers, regardless of subject, are selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, checking students' understanding, providing opportunities for practice of new items, monitoring students' learning, giving feedback on student learning, reviewing and re-teaching when necessary.

From the suggestions of the researchers, it can be argued that teachers should integrate their knowledge and skills in order to be professionally competent. As Pettis (2002:394) emphasizes, a powerful educator is the person who is both knowledgeable and skillful.

In order to deal with the issue more specifically, there have been attempts to define the competence of foreign language teachers. Even though people differ in their views, there seems to be much they agree upon when they identify the competencies of a foreign language teacher.

Jeffries (1996:3-4) outlines the competencies that are stated by National Foreign Language Standards, which challenge the foreign language teacher to exploit five goals: communication, cultures, connection, comparisons and communities.

The goal of communication suggests that the foreign language teacher should have the skill in both using the target language in a meaningful social context and encouraging the students to communicate purposefully by setting language use in an interesting context.

The goal of cultures underlines the need for making good use of the process of learning to communicate in order to change the way students think about culture. Hence, the teacher must have a good knowledge of other cultures to develop an understanding of other cultures in his/her students.

Connection refers to the fact that the foreign language teacher must have the reasoning skills to make connections in imparting the patterns of language, communication, and cultural differences to students.

The goal of comparisons reinforces the fact that the foreign language teacher is required to know how to carry out interdisciplinary research studies and to support his/her students with his/her research projects.

Given the goal of communities, the foreign language teacher is required to direct his/her students to communicate in and out of classes so that the students can use the foreign language for personal enrichment and enjoyment.

From what is stated above, it can be said that a foreign language teacher is expected to have language competence to understand broader social and cultural contexts and to be an educational researcher.

Based on the Guidelines for the Preparation and Certification of Teachers of Bilingual Bicultural Education (1974), Saville-Troike (1976:138-142) asserts that the needed competencies for a language teacher are language proficiency, knowledge of linguistics, culture, and curriculum and instruction. According to Saville-Troike (1976), a language teacher must demonstrate proficiency in language in order to control a standard variety of English in her instruction. She puts further that knowledge of students' language establishes rapport and maximizes efficiency in pedagogy by enabling the teacher to

diagnose the linguistic and communication problems of students. Thus, knowledge of students' language besides the target language is considered ideal.

Saville- Troike (1976:140) goes on to emphasize that knowledge of linguistics is essential for a language teacher as s/he cannot organize the curriculum, plan lessons, evaluate textbooks and teach effectively without detailed knowledge of English and the nature of language and language learning. Drawing attention to teacher's knowledge of culture, she states that a language teacher must interpret cross-cultural issues as being a language teacher requires being a teacher of culture.

Saville-Troike (1976:141) goes on to argue that a teacher of language should integrate the curriculum content and language instruction regardless of the level of students. She asserts that the expected competencies for a language teacher are knowledge of content and methodology, classroom management, lesson planning and organization, utilization of media aids and learning resources, assessment of student achievement and effectiveness of materials and teaching approaches.

Thomas (1987:36-38) points to linguistic and pedagogic aspects of language teaching competence. In his view, 'language competence' is pre-requisite for a foreign language teacher. In explaining language and pedagogic competencies, he makes various divisions. From Thomas' explanation, it is understood that a language teacher must be aware of formal and conceptual well-formedness of the language. Moreover, s/he must know functional, stylistic and informational components of the language. Components about 'language competence' are skill oriented in that they represent listening, speaking, reading and writing. That is to say, a language teacher should master all these basic language skills. Aside from language competence, the language teacher is required to have the pedagogic competence, which consists of four components: management, teaching,

preparation and assessment. The following figure depicts the linguistic and pedagogic aspects of Language Teacher Competence (LTC) advocated by Thomas (1987:38):

LTC

Language Competence   Pedagogic

Competence

system/grammar   context/discourse

formal   conceptual functional   stylistic   informational

phonological   syntactic   lexical

management   teaching preparation   assessment
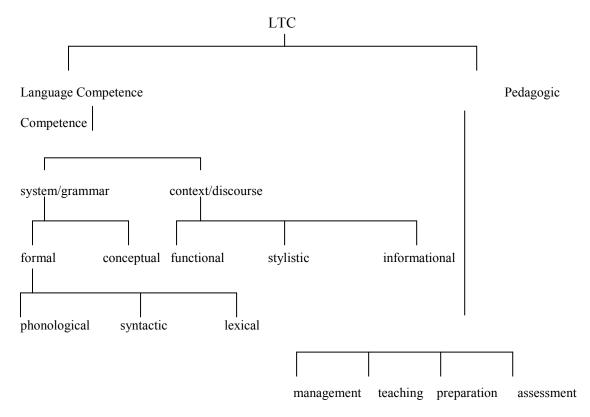
Figure 3: Language Teacher Competence

Obviously, the common view shared by the researchers is that a foreign language teacher should have the language competence, pedagogic competence and the cultural competence. However, when it comes to the competencies of an elementary school foreign language teacher, the acquisition of additional skills that are specific to teaching young learners is stressed.

Brumfit (1991) stresses the idea that primary school teacher should have the competence that is specific to teaching young learners. He points to the fact that teachers need competence in primary teaching methodology in addition to language competence. According to Brumfit, the teacher should take the role of story, dance, role-play, puppet activity and model making into consideration and the center of teaching should be on

topical rather than formal organization. That is to say, the teacher should be knowledgeable about the child-centered activities.

Curtain and Pesola (1988: 273- 274), based on the summary of a conference in Raleigh, North Carolina in 1987 by Myriam Met, assert that an effective elementary school foreign language teacher should be prepared to (1) understand and like children (2) be skilled in the management of the elementary school classroom in that she creates an affective and physical environment in which learning happens and she understands and applies the research on school and teacher effectiveness (3) know the elementary school curriculum and moves towards instruction from a holistic, content-based perspective and selects activities that are appropriate to the developmental needs of the child (4) teach second language reading and writing to learners who are still developing literacy skills in order to enable the foreign language program to build on these skills (5) understand the rules of communicative language teaching and draw from a repertoire of strategies to implement these rules (6) use the target language fluently with cultural appropriateness and (7) draw on an excellent understanding of the target culture as it relates to children, including children's literature.

Based on the list of 'FLES (Foreign Languages in Elementary Schools) Teacher competencies' (1990) developed by the National FLES Commission of the American Association of Teachers of French and a list of competencies developed in conjunction with the North Carolina Teacher Preparation Project (1992), Lipton (1996:39- 40) identifies the major competencies needed by FLES teachers as:

1. superior level (or above) of proficiency in all foreign language skills
2. high level of knowledge about the culture(s) of the target language, including contemporary happenings

3. high level of proficiency in English language skills in order to communicate with parents and other professionals

4. understanding of the American system of elementary school education e.g. policies and practices at the local level, including record keeping, grading, and discipline

5. high level of knowledge of the content of the elementary school curriculum

6. familiarity with second language acquisition by children and techniques for teaching foreign language to children, based on research and applied linguistics

7. awareness of the developmental learning stages of children

8. knowledge of class management techniques

9. familiarity with children's learning styles

10. knowledge of a variety of classroom techniques such as group work, paired activities, and personalization of instruction

11. knowledge of "successful over the years" methods and new (perhaps unresearched) trends in FLES* methodology, such as cooperative learning, TPR, interdisciplinary activities, (content-based and content-enriched activities), Immersion techniques, etc.

12. awareness of techniques for teaching aspects of the target culture to children, and the various stages of cultural acquisitions and understandings

13. ability to develop curriculum materials, as well as a scope and sequence for each grade level of FL instruction

14. high level of ability to plan and teach effective lessons, and to reflect upon the success of each lesson

15. high level of ability to use a variety of materials in the instructional program to appeal to children with different learning styles

16. knowledge of age-appropriate target language children's literature, and the ability to use these materials in the classroom

17. ability to handle students new to the program, as well as the ability to reach **all** students

18. knowledge of different aspects of technology and its application to FLES*

19. understanding the role of administrators in the instructional program and how to relate to them, particularly in reference to teaching loads, scheduling, allocation of space for teaching, participation in school activities

20. understanding the role of parents and how to relate to them

21. understanding the role of colleagues in the instructional program and how to relate to them

22. knowledge of how to publicize the FLES* program to a wide school community

23. ability to assess student progress through a variety of ways, including portfolio assessment

24. awareness of three different program models of FLES* and the differences in teaching in each of them

Lipton (1996) addresses to three different program models of FLES*; sequential FLES, a model devoted to the systematic development of language skills and

culture through themes and content areas, FLEX, a model with an introduction to one or more foreign languages, and Immersion, a model which concerns the use of the foreign language throughout the school day, aiming at good fluency.

Lipton's (1996) list comprises culture-specific elements of American society. Yet, it can still be taken to shed light on elementary school teacher competencies. In view of what has been put forth in the list, it can be argued that being an elementary school foreign language teacher requires competence in both general and specific areas of language teaching. That is to say, the foreign language teacher teaching for the elementary level is assumed to carry a special burden of responsibility.

An elementary school foreign language teacher is expected to demonstrate a range of abilities in her instruction. As Curtain and Pesola (1988: 274) point out, "An elementary school foreign language teacher needs to have the qualities of both an excellent foreign language teacher and an excellent elementary school teacher."

It is clear that researchers look at the competencies of elementary school foreign language teachers from other perspectives. They address to competence in specific language teaching methodology when teaching languages to children.

I.2. Studies and Perspectives about the Profiles and Competencies of Teachers in Turkey

In this part, views and studies about the profiles of the teachers, studies and perspectives about teacher competencies in Turkey, drawing a comparison between the identified competencies of teachers in the world and in Turkey are presented.

The profile of the teachers may shed light on the questions concerning the main characteristics of the teachers. Gök and Okçabol (1999) state that there is scant attention to who the teachers are and what characteristics they have in Turkey and they draw attention

to the need for drawing the profile of the teachers. They further suggest drawing the profile of the teachers at intervals of 5-10 years. It is worth mentioning several studies carried out so as to draw the profile of the teachers.

In order to draw the profile of the teachers, Gök and Okçabol (1999) carried out a detailed study in 205 schools in 19 cities in Turkey. Their study covered 2301 teachers and administrators and it identified general characteristics of teachers, views of teachers about educational issues and their suggestions about educational issues. The major findings of their study, corresponding with the present study, indicated that the number of male teachers was larger than the female teachers. The number of the teachers who were 40 or over 40 years old was the largest. The number of teachers who graduated from private high schools and Anatolian high schools was very small. The majority of the teachers were married. Females worked as Turkish, Turkish Literature or foreign language teachers or maintained counseling and guidance service in schools. Male teachers and the teachers who maintained counseling and guidance service in schools perceived themselves more competent in their fields.

Köktürk's (1997) research study concerns the profile, motivation and job satisfaction of English teachers teaching for the second stage of state and private primary schools in Istanbul. He constructed the profile of the teachers within a framework including individual characteristics of the teachers, knowledge about the family, educational characteristics, professional experience and the sources of income. The results of the study indicated that most of the English teachers are female, which is shown as the common feature of the profession. The teachers in private schools were younger than the teachers in state schools. The number of married teachers was smaller in private schools and accordingly, there were more divorced teachers in private schools. All the teachers

working in state schools graduated from state high schools. Most of the teachers graduated from Education Faculties. Only a small number of teachers had a master's degree. About half of the teachers had a professional training course for more than two weeks.

Similarly, Çermik (2001) conducted a research study to obtain information about the profile, motivation and job satisfaction of the physics teachers working in state and private schools in Istanbul. He gave the frequency distribution of different variables including sex, age, marital status, the number of children, family members, brothers and sisters, the education of parents, the occupational status of teachers' mothers, professional experience, educational administration, having another job, the number of schools that teachers have worked, teachers' other sources of income, the possession of a house or an automobile, the type of high school, post-graduate studies, INSET, and the number of the teachers in the family. His study revealed that the number of male teachers was larger than the female teachers. The number of teachers who were 40 or over 40 years of age was the largest. The majority of the teachers were married. Most teachers had 5-9 years of teaching experience. A great number of teachers did not have MS (Master of Science) degrees and those who possessed MS degrees worked in private schools. The rate of teachers who had an INSET course was found to be higher in private schools.

Özdemir's (1998) study aimed at drawing the profile of the English language teachers at İçel Anadolu Lisesi in Mersin with a different perspective. The study concerned teachers' responsibilities, performances, and views on professional development and on school administration. The findings of the study revealed that teachers were aware of their performance on the whole. However, they were uncertain in evaluating their performance and skills in learning styles and strategies and some of the teachers had no idea on error analysis. The results of the study confirmed that teachers needed regular teacher training

and development activities and wanted to work in a working environment managed by more efficient administration.

Piyade's (2000) study was partially designed to collect background information about the state primary school English teachers in Ankara in order to detect their problems. The information obtained was about the teachers' departments of graduation, overall years of experience, experience at primary school, FLPESE, INSET courses, teaching experience in a school other than primary school, and countries visited. The results of the study revealed that only half of the teachers graduated from the departments of ELT/FLE (Foreign Language Education). Most of the teachers teaching EFL in public primary schools had less than ten years of teaching experience. Only one third of the teachers had taken FLPESE and most of these teachers had only received an average grade. Only about one third of the teachers had attended INSET courses, some of which were not related to ELT. Most of the teachers who had experience in state primary schools, private schools and Anatolian high schools were teachers with less than ten years of experience. One third of the teachers had been abroad. However, none of them had teaching experience abroad.

Studies conducted about teacher competence in Turkey are also noteworthy as they throw light to the issue of education, illuminate people's understanding about teachers and yield suggestions for the teacher training programmes.

Ertürk (1970, cited in Demirel, 1989:9) conducted a study based on the competence and incompetence and acceptable and undesirable behaviours of teachers in 1960s and 1970s. From the results of the study, it was understood that teachers had undesirable behaviours rather than acceptable behaviours in 1970s. Thus, it was confirmed that teacher preparation programmes ought to be reformulated.

Kavak (1986, cited in Açıkgöz, 1996: 163-164), who also aimed to seek teacher competence, conducted his study in Education Faculties. The study covered the competencies of teachers in the subject matter, measurement and evaluation, research, methods and approaches and human relations. Not only were the teachers wanted to evaluate themselves but also the students were asked to evaluate their teachers. The study demonstrated that teachers perceived themselves as very competent. However, students' answers did not accord with their teachers'. The students perceived their teachers as less competent and different views were noted.

In their research project, Çakır et al. (2000) tried to find out whether perception of professional competence of the prospective teachers who received training in professional knowledge at Mersin University changed or not according to the variable of sex as part of their study. Findings revealed that female prospective teachers perceived themselves more competent than male prospective teachers.

In a study conducted by Demirel (1989), the views of the Turkish teachers of English and English language teachers of other nationalities on ideal and actual subject matter, professional and cultural competencies were compared. The study aimed to find out whether there was a significant difference in the competencies of Turkish teachers of English and English language teachers of other nationalities and it concluded that there was no significant difference in the competencies of Turkish teachers of English and of English language teachers from various countries.

In Turkey, traditionally, teacher competencies are divided into three categories: (1) competence in subject matter (2) professional (pedagogic) competence (3) cultural competence (Demirel, 1989; Alkan, 2000; Öztürk, 2002). It may be noted that under broader definitions, somehow people agree upon the competencies of teachers in Turkey

and in the world. Yet, there are still different views about competencies of teachers among people in Turkey.

The Institute of Higher Education (YÖK) defines the acquisition of core competencies of prospective teachers, who attend Faculties of Education as the mastery of subject matter knowledge, the management of teaching-learning process, providing guidance and personal and professional qualities including teacher development (Cited in Demirel, 2000:293-295). Figure 4 portrays the competencies suggested by the Institute of Higher Education:

The mastery of subject matter	The management of teaching-learning process	Providing guidance	Personal and professional qualities

Planning	Using appropriate methodology	Communication	Classroom management and communication with pupils	Assessment and record-keeping
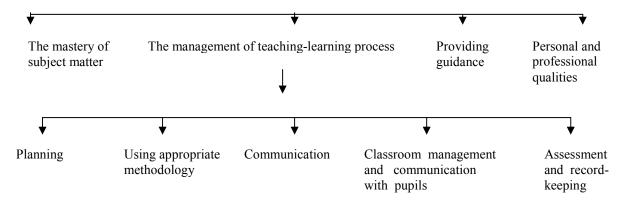
Figure 4: Competencies Suggested by the Institute of Higher Education

On the other hand, the MNE (2002) outlines competencies as: (1) core competencies (competencies about teaching), (1.1) knowledge of students (1.2) planning the instruction (1.3) materials development (1.4) instructional skills (1.5) management (1.6) evaluation and measurement (1.7) providing guidance (1.8) developing basic skills (1.9) serving students with special needs (1.10) educating adults (1.11) doing activities outside the class (1.12) self-development (1.13) improving the school (1.14) developing community relations in and around the school, (2) general knowledge and skills, and (3) skills and knowledge about the subject area (Milli Eğitim Bakanlığı, 2002).

The competencies that are defined by MNE concern the general areas of teaching. The competencies are not categorized according to academic discipline, specialization or the level of teaching. The definition of competencies in specific areas seems to be a matter of urgency.

On the basis of the views of the students at Gazi Education Faculty, Küçükahmet (2003:16-20) puts the characteristics of an ideal democratic teacher into five categories:

1. Individual characteristics of a democratic teacher
   a. Physical characteristics
   b. Intellectual characteristics
   c. Social characteristics
   d. Other personal characteristics

2. Professional and academic competencies of a democratic teacher
   a. Competence in the subject matter
   b. Competence in general instruction
   c. Coming to an understanding that students differ
   d. Classroom management-discipline
   e. Use of materials
   f. Use of time
   g. Assessing the students

3. Cultural competence/general knowledge of a democratic teacher
   a. Conception
   b. Acknowledgement of students' ideas and showing understanding towards their opinions

4. Professional attitude and behaviour of a democratic teacher

    a. The attitude towards self-development

    b. Relationship with the students

    c. Relationship with the community

5. Professional preparation of a democratic teacher

Apparently, Küçükahmet does not reduce the idea of good teaching only to a list of technical skills. She also focuses on ethical manners, personal, interpersonal and communication skills of a teacher.

On the other hand, Sünbül (2003:257-258) states that teachers should go through the process of teacher development to achieve competence in addition to their initial training. He categorizes competencies as (1) personal competence (2) competence in subject-matter and (3) instructional competence. In Sünbül's view, a teacher needs both technical and social competencies in order to be effective. Technical competence involves establishing the learning objectives, reviewing the developmental levels of students, organizing the work to be done, motivating the students, creating a positive atmosphere, arousing the students' interests and assessing the learning outcomes. On the other hand, social competence comprises defining the common objectives both in the classroom and school, sending and receiving the educational information in the teaching-learning process, showing leadership where necessary, being a problem-solver and developing good relationships with the school staff, students and parents.

From Sünbül's definition, it can be interpreted that a teacher should have not only technical and social competence, but s/he should also engage in professional development activities to keep up with the latest innovations.

Based on the Development of the National Education Project, Ünal and Ada (1999:35-37) hold the traditional view that teachers must possess competence in the subject matter, professional competence and cultural competence. However, competencies in the teaching and learning process are defined as planning, instruction, classroom management, communication and evaluation and measurement. They define other professional competencies as managing, being a leader, being a guide, being an instructor, being a researcher, being an enterpriser, having social skills and collaboration. According to Ünal and Ada (1999), since the teaching profession has different behavioral dimensions, it is possible to classify professional competencies in different ways.

In a way which proves Ünal and Ada's statement, Demirel (2000:207-209) makes a different classification stating that every teacher should possess professional knowledge and he lists professional qualities in seven groups: (1) planning (2) using appropriate techniques and methodology (3) communicating efficiently (4) classroom management (5) using time effectively (6) evaluation and measurement and (7) providing guidance.

On the other hand, according to Alkan (2000), professional competencies can be put in six categories: (1) general knowledge (local-national-international) (2) academic discipline (3) educational sciences (4) educational technology and its implementation (5) professional career structure (6) unification of the five items.

Though teacher competence attracts a multitude of definitions and it is categorized under different headings, people somehow have an agreement on the acquisition of essential skills in Turkey and in the world. Researchers clearly acknowledge that teachers should display skills in planning, classroom management, instruction and assessment. Moreover, it is universally accepted that a teacher should have subject matter

competence, professional competence and cultural competence and develop an awareness of the educational context of the teaching practice. Similar perspectives are adopted about the competencies of foreign language teachers.

According to Demirel (1989:7), teachers are trained to gain subject matter, professional and cultural knowledge in Turkey. Thus, a language teacher should display competence in subject matter, pedagogic competence and cultural competence.

Sebüktekin (1981:50) claims that a language teacher should know the language and language teaching methods well in addition to having personal qualities. According to Sebüktekin (1987, cited in Durusoy and Durukafa, 1996:213), in order to be an able individual in the profession, a language teacher should receive a foreign language education where personal qualities such as tolerance, patience, love and self-confidence are associated with a perfect command of the foreign language and a good balance of theory and practice.

Sharing the same view with the other researchers in the world, Haznedar (2003: 124) draws attention to the fact that a primary school language teacher should have great responsibilities for choosing appropriate methodology where children's interests are paramount.

As the researcher deals with four domains in her study, subject matter knowledge, lesson planning, materials development and management of the teaching-learning process will be presented subsequently.

I.3. Subject-Matter Knowledge

Subject-matter knowledge of the teacher is the focal point in instruction. For a language teacher, in our case for an English teacher, the basic requirement of teaching is language. An English teacher is assumed to be a competent language user. Garvie (1990:

25) describes a competent language user as someone who performs well with the skills of listening, speaking, reading and writing. He stresses that a competent language user must know about language, have an awareness of both the grammar and the parameters that link with the grammar.

Richards (1998:7) points out that one needs to reach a high level of proficiency in a language in order to be able to teach effectively in it. Thus, both fluency and accuracy in written and spoken English are essential for an English teacher, as Ward (1992:58) states, "…. English teachers have to speak, read and write English fluently and accurately." That is to say, teachers of English are expected to have a good command of both written and spoken English as well as comprehension.

Language is not separable from linguistics as "at the heart of language are its semantic, lexicogrammmatical and phonological systems; or what we call in everyday parlance the meanings, the wordings and the sounds" (Halliday, 1982:12). Hence, language teachers should be familiar with the structure and main features of language.

It is essential that a language teacher know linguistics (Riddle, 1982; Halliday, 1982; Sinclair, 1982). It is not possible for a language teacher to teach a language without linguistic knowledge (Corder, 1973:276). Then, the knowledge of syntax, phonology, morphology and semantics, in Tyler and Lardiere's (1996: 270) terms "mainstream" linguistics is necessary in order to be an effective language teacher.

Richards (1998:8) presents a list that constitutes appropriate subject matter for a language teacher, which also includes "phonetics and phonology" and "English syntax". Songün (2000:164-170) points out that the knowledge of semantics is crucial as meaning is the key to communication. On the other hand, Harsh (1982:7) stresses the importance of

morphology by stating that morphology is helpful as it concerns the relationship between sound and meaning in English.

Saville-Troike (1976:140) points out that a language teacher should know the nature of language, the significance of language variation and change, the social function and the pedagogical significance of the language, first and second language acquisition processes, the structure of language in terms of phonology, grammar and semantics and procedures for contrasting English and other languages to predict and diagnose learning problems.

Demircan (1988:144) states that the knowledge of the mother tongue is important for a language teacher. Garvie (1990:59), on the other hand, draws attention to being a bilingual teacher by saying: "Ideally, […] the tutor of the bilingual learner needs herself to be bilingual, preferably in the languages of the learner. This would ensure an understanding of the extent of the difficulties and perhaps some expertise in how to overcome them." It can be argued that the knowledge of the learners' language can be appreciated as an advantage for a language teacher in that s/he can discover problems of the learners and make comparisons between the two languages.

Apart from sharing the common view that an English teacher should have the knowledge of written and spoken language use, Shulman (1987:9) asserts that the teacher of English should possess the knowledge of English and American prose and poetry as well as comprehension and grammar.

Cameron (2003) draws our attention to the pronunciation skills and the knowledge of vocabulary. She holds the view that teaching children English is more demanding at primary level. Thus, the primary school teacher should be active and attentive to keep the students on task and "this requires a high level of fluency and a wide

knowledge of vocabulary. Furthermore, since children reproduce the accent of their teachers with deadly accuracy, pronunciation skills are also vitally important at the early stages." (Cameron, 2003:111).

Similarly, Broughton et al. (1980:58) argue for good pronunciation skills of a teacher of English. They assert that imitation represents the very essence of the pronunciation learning. For this reason, teachers should have good pronunciation skills and generate accurate language.

It is evident that foreign language teachers should have a high level of language proficiency in speaking, listening, reading and writing. Furthermore, they should be able to use the language for professional and social purposes. They should also demonstrate a good knowledge of language and language learning theories.

I.4. Lesson Planning

Teachers should be skillful at planning lessons in order to perform their duties competently, as Richards (1998:103) points out, "The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned." Therefore, teachers should plan lessons well and take some required elements into consideration when planning their lessons.

Nunan and Lamb (1996:45) point to the fact that considering crucial factors is a prerequisite for planning. They point to three crucial factors: (1) knowledge of the students and their needs, (2) a set of goals and objectives, (3) a personal view of the nature of language and learning.

In a similar way, Jensen (2001:404) emphasizes that a teacher should take some points into consideration when s/he makes plans, putting it: "When creating a lesson, a teacher must consider the background of the students, the objectives of the lesson, the

skills to be taught, the activities, the materials and texts, the time constraints, and the connections to previous and future lessons." She goes on to say that a teacher should note any homework or assignments as well as management of time and additionally, at the final stage of the plan both teachers and students should evaluate the learning outcomes.

Almost similar points are made by Kyriacou (1991), who states that a lesson plan should involve the educational objectives, a selection of activities in regard to order and timing, and content and materials. She also reinforces the idea that teachers should prepare all the necessary objects and materials, make a decision about how they will watch and assess the progress of the learners and evaluate whether the intended learning has occurred.

Pang's (1992:17; cited in Richards, 1998:104) framework for lesson plans includes similar points: (1) setting objectives (2) setting the knowledge structure, concepts and the subject matter (3) determining the approaches and methods (4) planning key questions (5) planning the introduction and summary (6) methods for arousing interest (7) considering the timing for the different parts (8) considering appropriate audio-visual aids and their sources (9) constructing a blackboard plan (10) writing worksheets and/or handouts (11) designing the homework or follow-up activities (12) objectives check, linkages and ways to explain (13) methods for evaluating learning outcomes and (14) making a list of things to bring or to prepare.

What makes an efficient teacher seems to be closely related to the instructional planning. Prior to their instruction, teachers should construct a framework for carrying out their future actions. Accordingly, they should evaluate the outcomes of learning and effectiveness of their teaching as a post-instructional strategy. Namely, teachers should demonstrate a high level of ability to plan lessons.

It is important for a teacher to make yearly, term, unit and daily plans; however, it is of the utmost importance that teachers make daily lesson plan (Moore, 1989; Farell, 2002) as "it describes the teaching behaviour that will result in student learning" (Farell, 2002:30).

In order to make effective daily, unit, term and yearly plans teachers need to be familiar with the course-book analysis. As Byrd (2001:422) points out, "Once a textbook has been selected, teachers need to analyze the resources in the textbook to create a plan for daily lessons and for the whole course that helps them both implement and supplement what is already given in the most efficient and effective way."

Similarly, Rivers (1981:484) states that the teacher is required to know the course-book well so as to cover the parts of the book and compensate for any deficiencies. That is to say, teachers need appropriate expertise in course-book analysis to make plans and to carry out the plans.

Planning is value-laden. Based on the research, Purgason (1991:420) states that the advantages of planning are numerous. A plan can help the teacher to make decisions about content, sequencing and timing. It can function as a reminder and provides security for the teacher when s/he faces the students. As a written account, it can be utilized for testing and needs assessment. It can be helpful when a substitute takes over the class.

Planning can bring additional benefits for both the teacher and the system. Therefore, a teacher should be able to make plans containing required elements stated above and execute the plans skillfully.

I.5. Materials Development

Materials play a crucial role in primary school teaching as Curtain and Pesola (1988) note:

Because children require hands-on learning experiences with concrete objects, the elementary school foreign language classroom must have a wide variety of objects and materials available, ….Such materials offer a richness and texture not available even in the most carefully designed textbook. This need for a wide range of materials is one of the most marked differences between teaching elementary or middle school/junior high school children and older students (Curtain and Pesola, 1988:199).

It can be argued that the need to supply the class with materials, which is seen as a notable difference in primary teaching, puts a much larger responsibility on the primary school teacher to develop and use appropriate materials. Celce-Murcia (1989:312) draws attention to the wealth of materials a teacher can develop on condition that the school where the teacher works does not provide technical materials. Materials could be photocopied exercises, worksheets, flashcards, sentence strips, poems, models, puppets and so on. However, a teacher should consider the instructional objectives and the language learning of children when developing and using the materials. As Nunan (1995:209) emphasizes, matching the materials with the goals of the programme and ideas of language learning is important.

Curtain and Pesola (1988:232) analyze the impact of the materials in terms of language acquisition, putting it: "The elementary school foreign language teacher works with the whole child in the whole classroom learning environment. Every aspect of the classroom and all of the materials and realia have potential for contributing to the language experiences from which language acquisition develops." They further state that the supply of a wide range of materials can facilitate the development of activities and preparation of materials relevant to the communication needs of the pupils. That is to say, selected or developed materials support the language learning of children to a large extent. Hence, the teacher should provide the supportive environment in order to enhance language learning in a meaningful way.

Likewise, Scott and Ytreberg (1990:108) draw attention to the impact of the materials in the context of teaching young learners, putting it: "Since the physical world is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom." They state that puppets, class mascot, paper dolls, card board boxes, picture cards, card games, board games, word/sentence cards, reading cards, transparencies, calendar and clock can be made by either the teacher or the pupils.

According to Brewster (1991:173), "One of the qualities a teacher needs is creativity." Indeed, a teacher needs to be creative and encourage the students to be creative. Hence, the involvement of pupils for creative activities in the primary class is a crucial point. Khan (1991:144) reports that there are major advances in educational psychology focusing on the need for pupil involvement to achieve success in meaningful learning. Therefore, getting young learners involved in making materials is stressed by Curtain and Pesola (1988); Scott and Ytreberg (1990); Phillips (1993); Moon (2000); and Brewster et al. (2002).

Phillips (1993:114) suggests that the teachers should use what the children make for language activities such as 'making a weather clock', 'making puppets', and 'making masks for drama'. In Phillips' view, creative activities arouse children's interests and inspire their imagination. Then, it can be said that a skilled teacher ensures that children are involved in developing materials.

On the other hand, Bailey and Celce-Murcia (1989:318) mention the research by Moskowitz (1976) and Politzer (1970), the finding of which has shown that good language teachers use a variety of activities in language classrooms. Moreover, they report

the research by Politzer (1970), which has revealed that good language teachers are not "book bound" (Bailey and Celce-Murcia, 1989:320).

From these research findings, it can be said that a language teacher should not have an absolute dependence on a textbook. Yet, s/he should create her/his own activities and materials to arouse students' interests and surmount difficulties. As Cunningsworth (1984:32) points out, "The teacher should be encouraged to move away from dependence on the material which he is using, towards a more creative and independent relationship in which imagination and an understanding of students' difficulties and interests come into prominence."

Tomlinson (2001:67) is another researcher who argues against the over-use of the course-book. He states that course-books may not be ideal for a particular teaching situation. Therefore, an effective teacher should be able to evaluate, adapt and produce materials. Likewise, Moon (2000:86) claims that teachers have important roles in selecting and adapting published materials or creating activities specifically tailored for their learners in order to assist language learning.

Similarly, Via (1985:15) draws attention to the fact that teacher-produced materials cater for the learners, putting it: "Teacher-developed or-adapted materials are often the best, for they reflect the needs and levels of the students who will use them."

It is clear that teachers are expected to develop their own materials in order to satisfy the diverse needs of the learners. Materials, which appeal to the learners, can be better produced by the teachers who know the students, their interests and needs than the writers of the course-books.

Course-books may not meet the needs of the learners or they may seem uninteresting. In that case, teachers can supplement the course book with a variety of

materials. Producing worksheets can be one of the ways for teachers, as Doff (1988:254) proposes, "It is most useful if teachers can build up a set of worksheets, so that they can be used regularly as an alternative or addition to the textbook." According to Brewster et al. (2002:159), "Self-produced worksheets can be a great help to the teacher for organizing oral activities in pairs and small groups, and also for simple reading and writing tasks." They further suggest involving pupils in creating their own worksheets.

On the other hand, Celce-Murcia (1989) recommends teachers' developing visual aids: "Every ESL teacher should be actively developing his or her own picture file" (Celce-Murcia, 1989:312). "It is always a good idea for the ESL teacher to develop sets of flashcards to review points covered in previous lessons." (Celce-Murcia, 1989:313)

It is important for the teachers to collect and keep a record of materials in order to use for various purposes. As Finocchiaro (1988:5) mentions, it is the characteristics of a superior teacher to use the same piece of material for multiple purposes.

On the other hand, Harmer (2001:151) suggests considering objectives, goals, content and activities of the materials as well as trying them out before the lesson, evaluating the appropriacy of the materials during the lesson and classifying and keeping a record of evaluated materials after the lesson. Thus, the professional duty of the teacher seems to be to collect and keep a record of materials in order to use for various purposes.

It seems that the teacher of young learners should be a materials developer in order to stimulate language use and meet the needs of the learners. As it is seen as a marked difference in primary teaching, every teacher should be able to produce his/her own materials to respond to the needs of the learners.

I.6. Management of the Teaching-Learning Process

Besides planning and materials development, the teacher is expected to master other professional competencies in the teaching-learning process. First of all, the teacher is required to have some background knowledge about the learners as current thinking focuses on a learning-centered approach (Nunan and Lamb, 1996; Cameron, 2001) to meet the needs of the learners and provide support for learning.

Discussing the change in the role of the teacher Champeau de Lopez (1989:3) states that there has been an emphasis on the learner as the focus of learning in the recent education movement. Thus, the teacher needs to have access to three types of information about the learners:

1. Psychological factors 2. Personal needs 3. Social factors

As teaching young learners is totally different from teaching adults (Klein, 1993:14), the fundamental duty of the primary school teachers is to know certain features of the young learners. Brewster et al. (2002:27-28) state that young learners have different characteristics from older learners in that they:

a. have a lot of physical energy and often need to be physically active

b. have a wide range of emotional needs

c. are emotionally excitable

d. are developing conceptually and are at an early stage of their schooling

e. are still developing literacy in their first language

f. learn more slowly and forget things quickly

g. tend to be self-oriented and preoccupied with their own world

h. get bored easily

i. are excellent mimics

j. can concentrate for a surprisingly long time if they are interested

k. can be easily distracted but also very enthusiastic

The teacher should be well-informed about the developmental, conceptual, emotional and educational characteristics of the learners and should be aware of the differences in learners' skills, abilities and maturity levels that they bring to the classroom atmosphere. Brown (2000:112) states that there are cognitive variations in learning a second language: variations in learning styles and in learning strategies used by learners to combat problems in different contexts. This fact necessitates the teacher to focus on the learning styles and strategies. The more the teachers know about the learning strategies and the styles of the learners, the more effectively they can deliver their instructions. For this reason, the teachers should be knowledgeable about the learning strategies used by the learners, as Açıkgöz (1996:72) acknowledges, it is essential that the teachers know the learning strategies.

Williams and Burden (1997:73) draw attention to the need for training learners towards learning strategies and giving them the idea of learning to learn. On the other hand, Nunan (1995:170) suggests identifying strategy preferences of learners by administering surveys and questionnaires. Likewise, Oxford (2001) recommends that teachers use learning strategy instruments to understand styles and strategies. She goes on to say that teachers cannot offer the needed instructional variety without adequate knowledge of styles and strategies.

Oxford (2001:359) points out that "Language learning styles and strategies are among the main factors that help determine how-and how well-our students learn a second or foreign language." Further, she draws attention to maintain the harmony between the students' style and strategy preferences and the instructional methodology and materials. In

her view, variations in styles and strategies require using a variety of instructional methodologies to meet the needs of the learners.

Apart from the knowledge of learning styles and strategies, it seems that a good knowledge of teaching methods is essential for an EFL teacher in order to be efficient.

According to Brewster et al. (2002:43-47), popular methods and approaches for young learners are TPR (Total Physical Response), Communicative Approach, Theme/Activity-based approach, story-based methodology and ALM (Audio-Lingual Method). However, it is the teacher who should use the relevant techniques and materials to fulfill the intended objectives with a consideration of how children learn.

Based on the principles of first language acquisition, TPR focuses on comprehensible input and physical movements in accordance with input. Brewster et al. (2002:44) state that "TPR is very popular with young learners because it develops listening skills, introduces new language in a very visual, contextualized way, involves activity and movement and does not at first put pressure on young learners to speak." In a similar vein, Klein (1993:14-17) argues that TPR is appropriate for young learners in that it can be used to make language learning an easier process as it enhances memory, creates fun and provides various activities through physical movements. On the other hand, Richards and Rodgers (1986:91) emphasize that the primary objective of TPR is teaching oral skills at the beginning level.

Input from the language environment plays an important role in language acquisition (Littlewood, 1998:59). According to Brown (2000:107), "Many successful communicative, interactive classrooms utilize TPR activities to provide both auditory input and physical activity." The performance of physical activities facilitates the cognitive processing of language (Peker, 1997:16).

Apparently, the activities based on TPR provide a wealth of possibilities not only for giving children a sense of enjoyment but also for providing skills and comprehensible input suggested as necessary for language acquisition.

It is noteworthy that TPR concerns the language acquisition. Similarly, the communicative approach is viewed in terms of the second language acquisition and proposed by some researchers as it facilitates the acquisition process.

Interactionist theories of L2 acquisition emphasize input and internal learning processing, claiming that learning takes place as a result of a complex interaction between the learner's internal mechanisms and linguistic environment (Ellis, 1997:44). "The communicative approach is based on innatist and interactionist theories of language learning and emphasizes the communication of meaning both between teacher and students and among the students themselves in group or pair work" (Lightbown and Spada, 1999: 95). That is to say, the communicative approach places great emphasis on meaningful learning and interaction, which is suitable in the context of teaching young learners.

Brewster et al. (2002:44-45) note that the communicative approach, referred to as activity-based, mainly involves problem solving activities such as classifying, matching and identifying, interactive activities such as holding interviews and making surveys and creative activities such as making masks and cards. They go on to argue that all these activities help to acquire communicative competence and appeal to children's enthusiasm.

Based on the information about children's learning in general and their language learning in particular, Hudelson (1994:256-258) suggests using communicative approach when teaching English to children. She considers four principles in the light of foreign language teaching. First, she argues that children need to be active and engaged in meaningful tasks, drawing on Piaget's (1955) view that children learn by doing. Second,

she states that children need interaction with both the teacher and the group members, viewing Vygotsky's (1962) idea that children learn in social context. The third principle suggests that both first and second language acquisition occur through learners' testing out hypotheses about the language to create a construction of rules, which implies the experiment with the new language and views mistakes as inevitable consequences of language learning. The fourth principle points to the fact that acquisition occurs through social interaction in authentic communication settings.

On the other hand, Williams (1991:206-209) makes a distinction between meaningful and purposeful activities and states that communicative approach with a set of techniques such as information-gap exercises and activities requires the use of meaningful language. However, such activities don't convey purpose to a child. Hence, the content/activity based approach in which the purpose is learning other than language such as 'finding out information', 'participating in activities' for enjoyment by means of stories, songs, drama and so on should be taken into consideration. As children's language and skills develop by means of various activities, she suggests using topics. She also asserts that the teacher using the activity/theme-based approach is required to judge the suitability of activities by taking seven criteria: (1) interest (2) challenge (3) purpose (4) language use (5) language input (6) conceptual appropriateness and (7) promotion of learning. Finally, she argues that when these seven criteria are present, teaching and learning occur purposefully.

Theme-based approach, which necessitates selecting a theme and creating activities on the selected theme, is also called activity-based, topic or content-based approach. Despite the use of different names, it has been offered in primary education by Cameron (2001); Garvie (1991); Holderness (1991); Moon (2000); Scott and Ytreberg

(1990); Vale with Feunteun (1995); and Halliwell (1992). Halliwell (1992) goes beyond suggesting linking foreign languages to other lessons at primary classrooms.

Holderness (1991:19) states that topic-centered learning provides a context in which learning becomes more meaningful and genuine. According to Holderness (1991: 19-32), forces such as play, creativity and curiosity stimulate children into activity. As children are good imitators and curious in nature, they want to discover and learn continuously, so activity-based learning is appropriate for children as it creates enjoyment and liveliness. Holderness suggests that teachers should decide on a topic, identify skills and create activities including cognitive skills such as describing, identifying, matching, comparing and solving problems. As well as content and activities, the teacher needs to consider the professional skills such as preparing the children, providing language support, strategies for managing the classroom and feedback and assessment.

Garvie (1991:122) discusses the merit of theme: "It carries the learners along by its interest and appropriacy and it is a vehicle offering options to match the issues with which we are concerned. It also integrates so many components in the learning/teaching scene."

Scott and Ytreberg (1990:84) state that topic-based teaching is useful and practical. Hence, it can be used by the teachers either all of the time or some of the time. They further state that the advantages of topic-based approach are relating lessons to the experience and interests of children, teaching language in a context, bringing learners' needs into play, arranging teaching materials in a desired way, including all skills as well as using guided and free activities.

All the researchers seem to present a positive view of the theme-based approach. It may be argued that English teaching is viewed in a framework of activities,

with a concentration on children's interests and background knowledge, and meaningful learning via theme-based approach. Moreover, activities can be integrated into the implementation of the primary school curriculum. However, the teacher who prepares all the activities has great responsibilities and only a competent teacher can shoulder these responsibilities.

Story-based approach is also considered appropriate in teaching children. According to Garvie (1990:30), "Story can be seen as a version of the thematic approach to education." He states that story as a vehicle enables not only language development but also many other personal and educative factors including the affective development and an understanding of universal and intercultural matters (Garvie, 1990:62). On the other hand, Ellis and Brewster (1991:1-2) point out that stories develop positive attitudes towards learning due to their nature of catering fantasy, fun, a shared social experience and exposure to language in terms of all language learning skills.

Likewise, Haznedar (2003:126) argues for the significance of story-based approach. She states that stories play an important role in the context of teaching young learners as they provide learning experiences that help children to develop the knowledge of vocabulary and literacy skills. Further, she suggests using familiar stories such as Cinderella, Snow White and Seven Dwarfs.

The other method that is proposed in primary classes is ALM. Brewster et al. (2002:44) point out that ALM is useful as it encourages children to memorize the "chunks of language". Similarly, Curtain and Pesola (1988:134) state that the strategies of ALM such as teacher repetition, backward build up and modeling can be useful to build oral skills when teaching young learners.

It is clear that the strategies of ALM can be used to develop oral skills. It is widely acknowledged that children see and hear the language being used. Thus, children can be helped to recognize how utterances are structured through the strategies of modeling and repetition.

Surely, there is no right method to follow slavishly for teachers. As Peker (1997:19) points out, "There is no one best method: it is in our hands to take elements from each method and use in our own context and to our own benefit." Hence, the teacher creates her own eclectic method. Similarly, Champeau de Lopez (1989:3) states that since the learners have different characteristics, the recent tendency is towards eclecticism and it is more appropriate to select materials and techniques from a variety of sources. However, this fact places responsibility for the teacher to have a good knowledge of methodology. If the teacher knows a variety of techniques and approaches, s/he can select the most relevant ones for developmental needs of the learners. Thus, it is important for the teacher to have a good knowledge of methodology to be an efficient professional.

Apart from having the knowledge of methodology, an efficient teacher needs to know how to teach language skills appropriately. Garvie (1990) emphasizes the idea of training skills:

> Language, thought and experience are inextricably linked. All the pundits tell us so. It must therefore be important for the development of language in the young child that teachers should be able to offer the kind of experience within the school situation which will stimulate thought and feeling as well as train the skills of listening, speaking, reading and writing (Garvie, 1990: 30).

Curtain and Pesola (1988:125) state that "These skills must be regarded as an integrated whole in the elementary school foreign language classroom." Nonetheless, priority is given to listening and speaking, as Phillips (1993:63) suggests, "In general, it is best to introduce English through listening and speaking first, then reading, and writing

last." As listening is the first acquired skill, the importance of teaching listening by using a wide range of activities is stressed by Curtain and Pesola (1988), Scott and Ytreberg (1990), Cameron (2001), and Brewster et al. (2002).

Children tend to use formulaic language (Cameron, 2001; Brewster et al., 2002). Thus, teachers should use patterns that children find familiar to foster the development of oral skills (Cameron, 2001). On the other hand, Peck (2001:139-147) states that the teachers need to use child-centered and authentic activities to develop oral skills in the classroom of young learners. She suggests using songs, poems and chants as children love rhythmic and repetitive language. She also states that drama, stories, gesture, movement and TPR storytelling can be used to develop oral proficiency as these sources and activities are parallel to developmental levels and interests of children.

Likewise, Phillips (1993:7) states that "The kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve colouring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value."

Barker (1985:24-26) points out that children's literature encompassing fables, myths, fairy tales, stories, plays, poetry, riddles, rhymes may be a perfect vehicle for oral language development. She also emphasizes the suitability of children's literature for the psychological nature of children.

It may be indicated that the teacher of young learners should have specialized skills and sound knowledge to teach young learners oral skills. Teaching reading, writing and other sub-skills calls for specialization as well.

According to Cameron (2001:130), a good start to acquire reading skills is word recognition. Thus, she suggests teachers' using flash card method in order to encourage

rapid whole word recognition (Cameron, 2001:148). Similarly, Scott and Ytreberg (1990: 50) state that 'Look and Say' approach, which necessitates using flash cards is a good way to teach words.

Byrne (1980:36) suggests using writing activities such as word games, crossword puzzles, short dialogues and sentence sequencing. On the other hand, Phillips (1993:63) draws attention to encouraging children to copy the words and sentences for writing activities.

Instead of direct instruction, teaching grammar in a meaningful context is more appropriate in the classroom of young learners. Hence, teacher's classroom talk plays a crucial role in providing wonderful opportunities to build the grammar (Cameron, 2001; Brewster at al., 2002). The view of teaching structures in meaningful contexts is also held by Phillips (1993:74), who claims that developing an understanding of the structure of language in meaningful contexts is a valuable tool for children to have. Thus, teachers can help children use this powerful tool with which they can create meaning.

According to Cameron (2001:82- 96), grammar and vocabulary are connected. She states that vocabulary is an important aspect in teaching young learners. However, she makes a distinction between teaching function and content words, suggesting that teachers should teach function words, which carry grammatical meanings through different discourse contexts rather than give explicit meanings. Nevertheless, content words should be taught in a carefully planned way and it is possible to give the explanations of their meanings.

Citing from Nation (1990:51), Cameron (2001:85) gives a list of techniques for teachers of young learners to explain the meaning of new words: **By demonstration or pictures** (1) using an object (2) using a cut-out figure (3) using gesture (4) performing an

action (5) photographs (6) drawings or diagrams on the board (7) pictures from books **By verbal explanation** (8) analytical definition (9) putting the new word in a defining context (10) translating into another language.

Phillips (1993:74) draws attention to teaching both vocabulary and grammar in meaningful contexts and giving the children opportunities to use the language in class. She says that teachers should repeat the same structures in different meaningful contexts, using a variety of vocabulary in order to teach structures to young children.

In a similar vein, Daloğlu (2003:133) states that grammar and vocabulary teaching cannot be separated. She suggests teaching words through repetitive use in the meaningful contexts.

It is clear that the teacher should help to develop children's language skills by providing opportunities and activities that are suitable to their developmental and conceptual levels as well as their interests in order to promote learning English. Hence, diversity in activities is essential in order to conduct effective lessons.

Conducting effective lessons requires managerial skills. Thus, a teacher is also required to have classroom management skills in order to supply successful classroom management tasks. Louisell and Descamps (1992:191) point out that the tasks of classroom management comprise creating, providing and managing the socio-emotional environment, the teaching learning environment and the physical environment of the classroom in order for learning takes place effectively. They further state that when teachers design the physical environment of the classroom, the major goal should be to prevent undesirable student behaviours and to foster student learning (Louisell and Descamps, 1992:224).

In a similar vein, Ur (1996:264) points out that "The teachers who are most successful in maintaining discipline in class are not those who are good at dealing with

problems, but those who know how to prevent their arising in the first place." In order to prevent deviant student behaviours and problems, Ur points to three strategies: (1) careful planning (2) giving clear instructions and (3) keeping in touch with what is going on in every corner of the classroom.

Williams and Burden (1997:71), similarly, draw attention to the importance of giving clear instructions, stating that "In presenting learners with any learning task, teachers should convey to them precisely what they want them to do by providing a clear set of instructions."

On the other hand, Prodromou (1991:4-7) states that using time efficiently is crucial in classroom management and he goes on to say that the teacher's managerial style plays an important role in motivating the students. He points to six characteristics of classroom management: (1) using space effectively (2) eye contact (3) using the voice effectively (4) using students' names (5) using blackboard effectively and (6) checking and crosschecking.

Kyriacou (1991:50-57) makes almost similar points. She states that a teacher should know the essential management techniques to set up a mental set such as using a clear voice, eye contact and scanning, and checking whether the pupils are ready in order to have smooth transitions between activities. She further states that teachers should organize the learning activities to maintain learners' involvement and give appropriate feedback.

In order to provide an effective learning environment, it is important for teachers to use rewards that generate the necessary motivation in students. Harmer (2001: 317) points out that students need "rewards such as success on small, staged lesson tests, or

taking part in activities designed to recycle knowledge and demonstrate acquisition" to stay motivated. Thus, it is the duty of the teacher to use rewards to keep the students motivated.

Another researcher drawing attention to using rewards to maintain interest in the classroom atmosphere is Brown (2002:12) who says, "One of the tasks of the teacher is to create opportunities for those moment-by-moment rewards that can keep classrooms interesting, if not exciting." That is to say, teachers should use the procedures to sustain the students' interests. It is necessary for the teachers to use incentives to keep the students motivated.

Blum (1984:3-6, cited in Nunan and Lamb, 1996:117) identifies twelve characteristics of effective teaching, which also concern classroom management:

1. Instruction is guided by a preplanned curriculum

2. There are high expectations for student learning

3. Students are carefully oriented to lessons

4. Instruction is clear and focused

5. Learner progress is monitored closely

6. When students don't understand, they are re-taught

7. Class time is used for learning

8. There are smooth, efficient classroom routines

9. Instructional groups formed in the classroom fit instructional needs

10. Standards for classroom behavior are high

11. Personal interactions between teachers and students are positive

12. Incentives and rewards for students are used to promote excellence

Nunan and Lamb (1996:117) state that the numbers 3, 4, 7 and 8 concern time management and the rest relate to the management of learning in general.

Obviously, it is necessary for a teacher to maintain a classroom atmosphere conductive to learning, organize the learning time, engage learners in instruction, communicate high expectations for learners, use incentives to promote instruction and maintain a relationship with learners that promote effective communication.

The teacher is also assumed to judge the work and performance of the students in assessing the students' learning. "Because assessment practices are so inter-linked with teaching and learning, the skilful use of assessment practices which complement and facilitate the hallmarks of effective teaching […] is essential" (Kyriacou, 1991:109).

Kyriacou (1991:107-113) states that teachers are required to determine the main purpose and purposes of the assessment and the type of assessment they want to use. She goes on to say that assessment can be used for various purposes: (1) to provide the teacher with feedback about pupils' progress (2) to provide pupils with educative feedback (3) to motivate pupils (4) to provide a record of progress (5) to provide a statement of current attainment (6) to assess pupils' readiness for future learning.

Moon (2000:148-162) associates the assessment with the feedback. However, she points out that it is essential to assess young learners without shaking their self-confidence. She also stresses that ongoing assessment needs to be given priority in primary classrooms and the teachers' assessment should involve continuous sampling of children's work. Likewise, Cameron (2001:220) points out that a skillful teacher assesses the pupils' learning continuously. In a similar way, Heaton (1990:121-122) emphasizes that continuous assessment should be integrated to teaching and student learning, and the reason for continuous assessment should be to encourage learning and motivate students.

Clearly, the common view held by the researchers is to assess the children continuously. In this regard, teachers can apply principles and techniques to assess all language skills, choosing possible options.

There are a number of ways of obtaining information for assessment. Even though the most common way of obtaining information is through tests, there are other options such as portfolio and self-assessment (Ur, 1996:245).

Rea-Dickins and Rixon (1999:99) draw attention to using alternative assessment for young learners. They state that it is important for teachers to move towards the existing range of assessment methods for Young Learners such as going beyond 'pencil and paper' test and to look into alternative approaches such as portfolio assessment.

Drawing attention to the assessment of all skills, Cameron (2001:228) states that "Assessment requires the focused use of skills that are also essential to teaching: finely tuned observation and systematic, detailed record-keeping." Similarly, Doff (1988:258) points out that the importance should be given to test language skills in addition to the knowledge of the language.

The points made by the researchers illustrate that the growing trend is towards assessing all skills and using alternative assessment techniques. Therefore, the teachers should be able to integrate all language skills when assessing the pupils in primary schools.

Cameron (2001:227) sums up the assessment procedure in the form of questions, which must be answered by the teachers in order to determine the appropriacy of the assessment. Table 1 shows the assessment procedure in the form of questions:

Table 1: The Assessment Procedure by Cameron

Purposes and objectives of assessment

Which aspect(s) of language learning do I want to assess?

How does this relate to the learning experience of the children?

What do I want to use the assessment outcomes for?

Who else will use the outcomes? And for what purposes?

Methods of assessment

How will information be gathered to assess the aspect(s) of language?

How will the information that is collected be interpreted?

How will pupils be involved in gathering the information?

Quality management in assessment

How can I make sure the assessment is valid?

How can I make sure the assessment is reliable?

How can I make sure the assessment is fair?

Feedback

Who will I share the assessment outcomes with?

How will I communicate the outcomes of assessment?

Uses of assessment

How will the outcomes of assessment inform future teaching, planning and learning opportunities?

Impact of the assessment

 What washback effects from assessment to teaching may occur?

 What will the impact be on pupils' motivation?

Indeed, the teachers should consider purposes and objectives, methods, quality management, feedback, uses and impact of the assessment on students' motivation.

Teachers have responsibilities for determining what to measure, developing and implementing the measurement instruments, evaluating and reporting the results (Turgut, 1992:5-6).

In brief, not only should primary school teachers possess competence in general areas of teaching but they should also possess competence in the specific areas of teaching to manage the teaching-learning process in the classrooms of young learners. Teachers should concentrate in special ways on helping children to acquire English purposefully, regarding the child growth and development. In this regard, it is essential for the teacher to have the knowledge of learners, knowledge of methods and techniques, instructional, managerial and assessment skills to manage the teaching-learning process.

I.7. Issues about Teacher Education/Training and Development

The accelerating rate of change in language teaching forces the teacher to be equipped with professional knowledge and competence in teaching. Thus, the demand for teacher education increases in view of the fact that the education the teachers receive influences their competencies as well as their attitudes and roles. Freeman (1989:28) states that language teacher education is concerned with both learning and teaching. Therefore, learning as well as teaching is important for a teacher.

The teacher, a fundamental component in the educational system, should expand her knowledge and skills continuously to meet the needs of the students and to be an efficient professional, as Smith (1999:246) emphasizes, "…. teachers' continued learning is fundamental to the health of the profession and thereby to the quality of education experienced by children in schools."

Evidently, the quality of the teacher education increases the quality of the pupil education. Hence, the power of educational practices of a teacher in influencing schooling attaches a considerable significance to the issue of 'teacher education'. Freeman (1989:37) states that the term 'education' can be taken as "the superordinate", whereas 'teacher training' and 'teacher development' are used to describe processes in the context of teacher education. In literature, different perspectives have been adopted to define training.

Training is defined by Widdowson (1990:62) as a preparation process to achieve "a range of outcomes which are specified in advance. This involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited." He further asserts that the direction in training is to find solutions to the problems, which are predictable. However, such expertise is not reflective in nature.

According to Allwright (1998:141), training refers to "activities that are mainly concerned with technical competence and that are offered on the provider's terms." It seems that Allwright draws attention to the idea of technical competence that is gained from training. However, he stresses the transitive nature of training as "the provider" provides the training activities.

Freeman (1989) views training as a strategy, which is used in educating teachers. However, this educating strategy is predictable as it depends on the interaction of the trainer and trainee in a limited period of time. In Freeman's terms, training is based on mastery of discrete skills that can be united to "a whole form of teaching competence" (Freeman, 1989:39-40). Although training forges teachers' competencies and skills, it has shortcomings due to "the fragmented view" it takes (Freeman, 1989:40).

Lange (1983:374) reinforces the idea that training has shortcomings by stating "'Training' suggests a misleading completeness in the readying of teachers. If we consider teaching an art, or even partially so, it is conceptually difficult to view 'training' someone to function in that art."

It is evident that training has short-term implications and considering that teaching is a continuous process, one can feel the need of education that goes beyond training, as Pennington (1990:134) points out, "If teacher preparation aims to perpetuate […] language teaching as a profession, then training in the narrowest sense will not be adequate, and some broader educational goals must be recognized."

The continuous process in teaching brings into focus another term 'professional development' or as it is put by some researchers and educators 'teacher development', which is "a process of continual intellectual, experiential, and attitudinal growth of teachers" (Lange, 1990:250). Likewise, Bolitho (1998:144) views teacher development as a process going on throughout the career of the teacher and building in openness and awareness either out of or in the context of a course. Giving Hassel's (1999) definition Kent (2004:427) states that professional development is "the process of improving staff skills and competencies needed to produce outstanding educational results for students." Harmer (2001:344), citing from Underhill (1992:76), states that development can be going away from 'unconscious incompetence' to 'unconscious competence'. Thus, the teachers are required to gain awareness of their incompetence to make sure that they have made progress.

Some educators and researchers make a distinction between 'teacher education' or 'teacher training' on the one hand and 'teacher development' on the other hand, while some argue that the desired goal is to link both training and development.

Wallace (1991:3) puts the distinction directly: "The distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself." Exploring the context of teacher education historically, Wallace (1991:6) mentions three models of professional training: (1) the craft model (2) the applied science model (3) the reflective model.

In the craft model, the trainee who studies with an experienced expert learns by imitating the trainer's techniques and by following his instructions and recommendations to gain professional competence. Teaching is viewed as a practical skill (Wallace, 1991).

In the applied science model, the trainee is conveyed the results and findings of scientific knowledge and experimentation by experts to develop competence. However, there is one-way transmission of the established knowledge base and teaching is viewed as receiving a generalizable theory (Wallace, 1991).

In the reflective model, professional knowledge is made up of 'received knowledge' and 'experiential knowledge'. Within these two kinds of knowledge, the trainee practices and reflects the action to develop professional competence. Teachers have the chance of formulazing hypotheses and investigating them in the institutional contexts (Wallace, 1991).

The craft and applied science models of Wallace represent 'teacher training' and the reflective model accords with 'teacher development' (Ur, 1998:9-10). Based on articles by Bolitho (1986), Edge (1986), Freeman (1990), McGrath (1986), Tangalos (1991), Underhill (1987), Ur (1998:10-11) gives a contrasting list of training and development. Table 2 shows the contrasting list of training and development by Ur:

Table 2: The Contrasting List of Training and Development by Ur

TRAINING	DEVELOPMENT
1. Imposed from 'above'	Initiated by self
2. Pre-determined course structure	Structure determined through process
3. Not based on personal experience	Based on personal experience
4. Externally determined syllabus	Syllabus determined by participants
5. External evaluation	Self-evaluation
6. Input from 'experts'	Input from participants
7. Unthinking acceptance of information	Personal construction of knowledge
8. Cognitive, cerebral	Cognitive and affective, 'whole person'
9. Isolated	Collaborative
10. Stresses professional skills	Stresses personal development
11. Disempowers individual teacher	Empowers individual teacher

According to Ur (1998:11), the first six items accord with the 'reflective' versus 'applied science/craft' models. Items seven to ten are about the 'person-centered' approach, which incorporates teacher's potential as a 'whole person' through interaction with colleagues. Item eleven-teacher empowerment- emphasizes that the teacher is an autonomous professional and responsible for professional learning and practice.

Similarly, Woodward (1991:147) draws a number of contrasts between training and development. Woodward's interpretation shows that training is characterized as being compulsory, competency based, short term, one-off, temporary, external, skill or technique

and knowledge based, top down, product or certificate weighted and the completion of it enables the teacher to enter the profession. Development, in contrast, is seen as voluntary, holistic, ongoing, internal, awareness-based with emphasis on personal growth and attitude development, non-compulsory, bottom-up, process-weighted and the participation means that teachers can stay interested in their jobs. From Woodward's analysis, it can be interpreted that 'teacher training' gives the connotation of providing future teacher's needs before they start their careers and 'teacher development' refers to learning that goes on during teacher's professional career.

It can be argued that training and development should be complementary. No matter how different functions they have, training and development have a common goal of bringing about change in teachers' capacities, as Freeman (1989:41) points out, "Training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why." In order for teachers to bring about change through mastering skills, developing competencies, increasing awareness, and achieving growth, the combination of training and development should be highlighted, as Ur (1998:9) notes, "It is now time to progress beyond, accepting that neither accounts satisfactorily for professional learning on its own." Therefore, the idea of teacher training and re-training as well as teacher's self-learning can be stressed once more.

Training activities can be categorized into two groups: pre-service training and in-service training. Generally, 'training' as a strategy is viewed in the pre-service contexts and 'development' is viewed in the in-service contexts (Freeman, 2001:76).

Dubin and Wong (1990:282) state that pre-service training provides the teachers' background knowledge through various disciplines. Yet, Widdowson (1990:64) holds the view that pre-service training introduces the prospective teachers to professional

activities related to the craft of classroom management and the use of teaching routines to organize classroom activities. In a similar vein, Freeman (2001:73) states that pre- service training provides "the teacher-learners" with knowledge of theories about learning and language as well as pedagogy. Obviously, what might be achieved from pre-service training is the knowledge of interrelated disciplines about teaching and pedagogic skills.

Roberts (1998), quoting from Bolam (1986:18), gives the definition of in-service training (INSET) as:

> Education and training activities engaged in by… teachers and principles, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children… and learners of all other ages… more effectively (Roberts, 1998:221).

In a similar way, O'Donoghue (1998:197) informs us that "The role of INSET courses is to expand teachers' knowledge base, in depth as well as breadth, examine and perhaps challenge their routines and make them aware of any inconsistencies about their teaching."

According to Roberts (1998), in-service training can bring training or development needs of teachers into focus. The gap between the teacher's current level of skill or knowledge and the level required by the teacher's role in the system helps to specify the objectives, and training is defined by the specified objectives. Development as a notion, on the other hand, is characterized by divergent objectives and takes individual differences and learning needs of the teachers into consideration. "It can be associated with the notion of a teacher as professional/independent problem-solver, who takes responsibility for personal and professional development." (Roberts, 1998:222)

It is expected that in-service courses facilitate the progress of the teachers towards gaining insights in their construction of teaching experience, as Leitch and Day (2001) remark:

> Within the various categories of in-service courses for teachers and other professionals, it is generally accepted that an inherent progression exists, characterised by increasingly exacting demands and expectations on participants. This progression relates not only to the understanding and analysis of propositional knowledge: it also challenges participants' capacity to reflect upon, apply and evaluate new meanings and understandings for the betterment of practice (Leitch and Day, 2001:240).

Indeed, it is important that teachers gain invaluable experience from in-service courses in order to update and assess their skills necessary for teaching. To sustain growth, in-service courses should be organized after pre-service courses.

Cameron (2001:200) stresses the need for both initial and in-service training, saying: "To be confident in using the foreign language, teachers need initial and in-service training that broadens their range of language skills and keeps them up-to-date and fluent." However, it can be indicated that teachers should go beyond the limits of organized pre-service or in-service training. As Roe (1992:3) states, "Teachers need to grow in their profession as rose-trees grow in the garden."

In view of what has been put forth so far, it can be said that professional learning whether through training or development should be the basic principle for teachers. Teachers should have broad visions to master their teaching, investigate, and collaborate to bring about change in their capacities.

I.8. English Language Teacher Education in Turkey

ELT teacher training initiated at Gazi Educational Institute in the year 1944. A three-year ELT programme was offered at Gazi in Ankara and Çapa, Buca in İzmir and

Uludağ in Bursa until 1978 and a four-year programme was offered until 1982. "After the Higher Education Law of 1981, all the ELT departments in educational institutions were converted into departments of Foreign Language Education in the new Faculties of Education" (Demirel, 1992:35). Surely, there were other foreign language departments, the graduates of which became English teachers.

Prior to the reorganization of Turkish higher education in 1982, there were four-year degree programmes in English language and literature at universities, apart from three-year degree programs in English language teaching at teacher training colleges. Although the departments of English language and literature did not have the objectives of training teachers, they offered elective courses in linguistics, methodology, and any practice teaching besides literature which was dominant and the graduates of these departments were considered more prestigious due to their high level of proficiency in English than were the graduates of teacher training colleges (Bear, 1992:25).

Today, traditionally, teachers of English are found to be graduates of Departments of Foreign Language Education, Departments of English or American Literature or Departments of Linguistics (Bear, 1992:25). Obviously, teacher training is not homogeneous on account of the different sources the teachers come from. As Bear (1992) points out, there is a basic difference between the departments, which are established to train teachers of English and those, which are established to provide education based on English and American culture and literature or linguistics.

Bear (1992:27) further argues that differences in the curricula of these departments do not ensure consistency, "The absence of any two identical curricula reflects not only differences of opinion, but the varying professional competencies of staff members and differing levels of language proficiency among students enrolled in such

programs." It seems that the lack of uniformity in content and purpose in the pre-service training curricula may lead to heterogeneity in terms of English language teachers' competencies.

Besides the differences in the curricula of different departments, there seem to have been differences in the implementation of the ELT curriculum in Faculties of Education in Turkey, prior to the year 1998. Ekmekçi (1992:73) draws attention to the modifications made in the implementation of ELT curriculum with regard to the expertise of the educators. Changes made in the curriculum of ELT regarding the expertise of the teaching staff might also imply the difference in the professional preparation of ELT teachers. Perhaps the more pertinent question is whether the ELT teachers might show the same level of professional competence and demonstrate the same kinds and areas of knowledge, undergoing training within the modified curriculum.

Clearly, one of the issues which needed to be determined was standardizing the programs of faculties of Education. In the academic year of 1998-99, the faculties of Education were restructured and their programs were standardized (Yüksek Öğretim Kurulu, 1998).

The late nineties were a period of great change in the Turkish educational system. The period of compulsory primary education was extended to 8 years in the academic year of 1997-1998 and the program of teaching foreign languages in the 4th and 5th grades of state primary schools was put into effect then (Demirel, 1999:27). The faculties of Education were restructured so as to improve the teacher training system. Some changes were made in the curriculum of the Education Faculties. In accordance with the aim of 8-year compulsory primary education, courses about teaching English to children

and educational technology were offered. Additionally, teaching materials were prepared for the purpose of using in the methodology courses (Akyel, 2003:97).

The application of 8-year compulsory primary education with the courses of English for 4th and 5th grades has increased the demand for teachers of English and led to the current acute shortage of English teachers (Türker, 2002). The institutions of higher education offering ELT degrees cannot meet the needs of the current educational system. Even though all graduates of ELT departments prefer teaching career, the need is not expected to be met within 20 years. Thus, MNE has decided to initiate an open education project for the ELT education and training (Köse et al., 2002).

ELT education programme, which was launched in the 2000-2001 academic year, is a joint project between Anadolu University and MNE. Anadolu University has the responsibility for developing, providing and distributing the teaching materials and training the teachers teaching in the program, whereas MNE has the responsibility for finding teaching premises and providing the staff. In most cities English language teachers are assigned by MNE, however, English language instructors are recruited in some cities where teachers are not sufficient. The tutors teaching in the ELT education programme are required to have at least 5 years of teaching experience. The curriculum of the program is in accordance with the teacher training programs of conventional Education Faculties. During the first and second years, students enrolled to the programme receive face-to-face education and take courses designed to improve English language skills. However, there are also general distance courses taken from OEF (Open Education Faculty). Students attend teaching practicum under the supervision of their tutors as well. During the third and fourth years, students are required to take distance courses, which aim to develop

professional skills and subject matter knowledge. The advantage of the programme is that teachers can be trained at a low cost and in a short time (Köse et al., 2002).

According to the open education project for the ELT education and training, student English teachers can be staffed and paid by hour at schools after completing the first two years' face-to-face training successfully provided that there is a shortage of English teachers at schools (Milli Eğitim Bakanlığı, n.d.).

Obviously, MNE tries to find temporary solutions and implements a controversial teacher recruitment policy, which should be brought back into question. On the one hand, the Institute of Higher Education enacted the law and prescribed a 4-year degree requirement for all kinds of teachers on 23.05.1989 (Milli Eğitim Bakanlığı, 1992:13). On the other hand, student English teachers of OEP who have not completed their field related courses yet are given opportunities to teach at schools.

On 12.07.2004, MNE decided that the graduates of English medium universities and the graduates of teaching departments other than English teaching who receive grade 'B' and 'A' from FLPESE could be appointed as English teachers on condition that they are certified (Milli Eğitim Bakanlığı, 2004). It is clear that MNE tries to alleviate the need of English teachers without giving importance to quality and the recruitment of English teachers becomes a dramatic issue.

Moreover, it seems that the policy MNE carries out has not changed for years. When the current status of English teacher certification is investigated, it can easily be seen that Turkey is in reality, just where it was thirty years ago. As Demircan (1988:102-106) points out, prior to the year 1982, even teachers who were trained only one or two months, any teachers who passed the proficiency exam, those who completed a summer course at an institute of Education, people who stayed abroad or people who received a teaching

certificate by attending the course of the Ministry of Education, graduates of private high schools or English medium universities, American 'peace volunteers', foreigners and primary school teachers were recruited at schools to meet the shortage of English teachers resulted from the influx of students into English. Apparently, the teacher shortage caused by the influx of students resulted in temporary certification and some teachers acquired their certificates in one or two months in the past. Now, it seems that history repeats itself as MNE recruits certified teachers with a good command of English regardless of the subject area. In this way, teachers of English are drawn into service for the only reason that they have a good command of English.

The teacher recruitment policy of MNE and the differences in pre-service programmes necessitate the in-service training, which provides the teachers with opportunities to develop their knowledge, skills and awareness. Even though the teachers receive degrees or achieve certification, updating is needed and there are advantages to taking in-service courses. As Koç (1992:48) acknowledges, in-service training creates an atmosphere in which teachers can share opinions and their teaching experience. With professional guidance, teachers can find solutions to their problems and improve their skills in both applying recent approaches and teaching strategies, and evaluating the efficiency of their teaching and performance.

Demircan (1988:107-108) elaborates on the in-service courses given to language teachers in Turkey. He states that in-service training courses are usually offered to foreign language teachers in summer months for 4-6 weeks. These courses are offered by MNE. However, from time to time the Ministry of Education works in collaboration with American and English committees so as to organize in-service courses. In-service

courses are given to offer suggestions about new books, new developments and innovations and to prevent the deterioration in teachers' language.

It is clear that the provision of in-service training cannot be underestimated. However, Koç (1992), Demirel (1992) and Doğuelli (1992) share a common point of view that in-service training programmes offered in Turkey are hardly sufficient both in terms of frequency and duration. For instance, Doğuelli (1992) argues the point as follows:

> Training needs to be cyclical; topics must be linked and cross-referenced. Regular updating is important. Initial training followed by one seminar every 10 or 20 years can scarcely be seen to be sufficient for a lifetime of practice especially at a time when the state of the art is awash with innovation and investigation into all kinds of known as well as unknown areas. Every self-respecting practitioner wants to know what is happening in their field; they need, furthermore, to see if and how changes can be adapted to their own classroom; they need, therefore, time, space and professional guidance, which only an intensive in-service seminar can provide. They also need to try out and evaluate methods, and then to come back together with their colleagues for further discussion and development. Unfortunately, this has not been possible so far in Turkey (Doğuelli, 1992:103).

Akyel (2003:98) emphasizes that the application of 8-year compulsory primary education necessitates providing teachers who are on the job with in-service training courses about teaching English to children. She then goes on to say that in-service courses offered in the form of lectures in crowded groups are not sufficient and appropriate for application in real classroom situations. Accordingly, it is necessary to give teachers opportunities to collaborate with their colleagues, trainers and the university staff.

Drawing attention to the importance of in-service courses for teachers of English, Sezer (1987:188) points out that Faculties of Education have important roles to play in dealing with the issue of in-service courses. Indeed, in-service courses are necessary and universities have responsibilities for collaborating with the providers of in-service courses. However, formulating objectives of the in-service courses through needs analysis is important.

In an attempt to touch upon the point, Sarıçoban (2000:268) remarks that "The in-service training in Turkey has been applied without doing the necessary researches in language teaching field, determining the qualifications the educators should have, and choosing the applicants on objective measurements." Further, he suggests identifying goals and purposes through needs analysis. In a similar fashion, Koç (1992:47) draws attention to the idea of needs analysis. He states that in-service training programs won't bring real benefits for teachers unless their content and quality are determined by needs analysis.

It is obvious that pre-service training programmes are thought to be inconsistent and in-service training programmes have been found ineffective due to little substantive research based content, insufficient frequency and short-duration. Moreover, the issues pertinent to English teacher certification and training seem to reflect a chaotic variety.

Thus, teachers have great responsibilities for pursuing various activities to promote their learning and share their ideas with their colleagues, moving beyond the limits of organized pre-service and in-service training activities. Unfortunately, teachers show decreased attention to the ongoing development in Turkey. As Akyel (2000) discusses, except informally holding dialogues with their colleagues about their teaching practices, teachers do not have a tendency to observe other teachers' teaching in Turkey. Furthermore, it is not common for teachers to regard research as part of their professional practice. However, it is important to get across the idea that teacher research is a professional activity. In this regard, school administrators have responsibility for supporting observation and research skills that allow teachers to explore teaching and develop reflective attitudes as part of staff development. Engaging in development activities and achieving recognition may encourage teachers to participate actively. As a result, teachers become more aware of their potential as part of professional development

and gain autonomy for professional learning (Akyel, 2000:71). It can be stated that the ground for self-empowerment of teachers should be prepared and the staff-development should be actualized in the state primary schools. Moreover, teachers should be encouraged to carry out research.

Teachers should share their thoughts for professional development through participating in conferences, symposiums and workshops, writing journals and diaries, taking part in action research projects, observing themselves with audio or video cameras, letting their colleagues observe themselves during the teaching practice, collecting data from actual classroom setting and sharing the outcomes with their colleagues, and following and subscribing to journals, periodicals and other publications (Köksal and Yıldırım, 2000:153).

As teacher education has a continuous nature, it is inescapable for teachers to continue to learn and broaden their outlooks in order to be competent.

CHAPTER II

II. METHODOLOGY

This chapter describes developing the data collection instrument regarding the initial form of the data collection instrument, data collection procedures, the statistical analysis of the initial form of the data collection instrument, and the final form of the data collection instrument, the participants, and the analysis of the data related to the research questions.

The aim of this study is to draw the profile of the teachers teaching for the first stage of state primary schools and to find out whether their perception of professional competencies changes or not according to variables of sex, age, taking an INSET course, taking a course about teaching English to children, experience, and university department. Thus, descriptive research was chosen. Descriptive method is used to collect data with regard to the current status of the subjects in the study (Ekmekçi, 1991: 43). Hence, this study aims at collecting data regarding the EFL teachers who are teaching for the first stage of state primary schools during the academic year of 2003-2004.

Gay (1987:190) states that a descriptive study necessitates the development of an appropriate instrument to get the desired information. Thus, the data collection instrument was developed by the researcher in order to gather the relevant information and to find answers to the research questions.

II.1. Developing the Data Collection Instrument

This part deals with the initial form of the data collection instrument, data collection procedures, the statistical analysis of the initial form of the data collection instrument and the final form of the data collection instrument.

II.1.1. The Initial Form of the Data Collection Instrument

The items of the initial form of the data collection instrument (Appendix I) were written after the related literature was reviewed and similar instruments were investigated (i.e., Çakır, Erkuş and Kılınç: 2000). The instrument was submitted to three experts on Measurement and Evaluation, Educational Sciences, and Linguistics at Mersin University for their opinion and feedback on items and format prior to the administration. The initial form of the data collection instrument, which was made of two parts, contained 121 items.

The items in the instrument sought state primary school EFL teachers' background characteristics concerning demographic information, professional experience, educational background, courses taken, and FLPESE and their perception of professional competencies within the domains of subject matter knowledge, knowledge of students, lesson planning, materials development, classroom management, teaching skills in terms of methodology and language skills, assessment, and teacher development.

In the first part of the instrument, there were 15 items. The first three items were related to the demographic information regarding sex, age, and marital status. Items 4 and 5 were related to overall teaching experience and experience at primary school. Item 6 sought information on the graduation of high school. Item 7 was related to the graduation of university and item 8 sought information on the department of graduation. Item 9 sought to find out whether teachers had post-graduate studies or not. Item 10 sought to find out whether the post-graduate study was MA (Master of Arts)/MS or PhD (Doctor of Philosophy) or the teachers were still working on MA/MS or PhD. Item 11 questioned whether teachers have taken a course about teaching English to children or not. Item 12 sought to find out whether teachers have taken FLPESE and item 13 was related to the

grade of FLPESE. Item 14 sought to find out whether teachers have taken INSET courses about teaching English and item 15 was related to the content of the INSET course(s).

The second part of the instrument, a likert-type scale, contained 106 items related to the issue of teaching competencies within the domains of subject matter knowledge, knowledge of students, lesson planning, materials development, classroom management, teaching skills in terms of methodology and language skills, assessment, and teacher development. The likert-type scale ranging from 'totally inappropriate for me (0) to very appropriate for me (4)' was organized with directions requesting the teachers to respond to each item considering the degree of appropriateness. The statements were positive including expressions such as 'I can', 'I have no difficulty', 'I know', 'It is not difficult for me'. Namely, the teachers were wanted to self-evaluate their professional competencies.

II.1.2. The Data Collection Procedures

Before the administration of the instrument, an official permission was received from the regional department of the Ministry of National Education. A list of state primary schools in Mersin was obtained from the statistical office of the regional department of the Ministry of National Education. The list included 84 state primary schools in the city center and 62 state primary schools in villages taking place within the boundaries of the city. That is to say, there were 146 state primary schools. As a large number of teachers were needed for the accurate data, it was intended to visit all the state primary schools in the list. However, a total of 140 schools were visited due to the considerable distances and limited time.

The instrument was given to 286 EFL teachers working for the first stage of state primary schools in Mersin. In some schools visited there were no teachers to teach

English. On the other hand, it was possible to see teachers teaching in more than one school. Besides, some teachers refused to answer the instrument. The teachers who accepted to answer the instrument were requested to respond in their own time and a mutually agreed date was set for the collection of the instrument. Some teachers had the common sense to return the instrument to the researcher on the date agreed. However, only a small number of teachers kept their promises and returned the instrument on the mutually agreed date. As a result, the researcher had to visit the schools several times and she spent approximately four months trying to administer the instrument. Finally, a total of 266 instruments were collected. Each instrument was numbered and filed carefully.

II.1.3. Statistical Analysis of the Initial Form of the Data Collection Instrument

After the administration of the initial form of the data collection instrument to 266 teachers teaching for the first stage of the state primary schools, the data gathered were conveyed to the computer. SPSS (Statistical Package for Social Sciences) Windows 11.0 was used to carry out the factor analysis in order to determine the dimensional structure of the scale. The purpose of the factor analysis was to find an appropriate number of factors. In the first analysis, 18 factors were identified. However, items with low total test correlations and factor loadings were extracted. Items were retained when they had rotating factor loading on the factor of .35 or more. Criterion is usually .32 or larger for the correct interpretation (Tabachnick and Fidell, 1996:677). Finally, factor analysis revealed 4 factors (eigenvalues: 14.785, 3.472, 1.554, 1.375). When the following Figure of Scree Plot produced by SPSS is examined, four important components with eigenvalues > 1.0 can be seen.
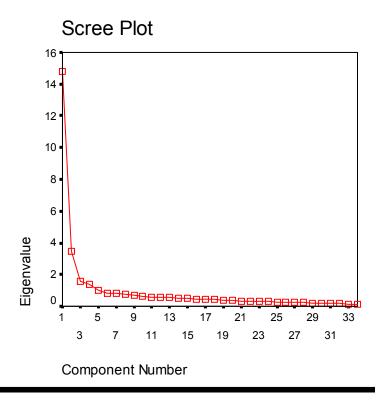
Figure 5: Scree Plot

15 items loaded on Factor 1. Items 5, 6, 8, 7, 9, 10, 16, 14, 3, 15, 13, 1, 17, 4, and 2 were under Factor 1, which was named 'Teachers' Perception of Competence in Subject Matter'. 11 items loaded on Factor 2. Items 85, 87, 86, 60, 77, 51, 72, 74, 95, 89, and 25 were under Factor 2, which was named 'Teachers' Perception of Competence in the Management of Teaching-learning Process'. 4 items loaded on Factor 3. Items 43, 41, 44, and 40 were under Factor 3, which was named 'Teachers' Perception of Competence in Materials Development'. 4 items loaded on Factor 4. Items 34, 38, 36 and 37 were under Factor 4, which was named 'Teachers' Perception of Competence in Planning'. That is to say, each factor was named, taking the content of the items into consideration.

Accordingly, the full-scale was named 'Teachers' Perception of Professional Competence'. The four subscales were respectively named 'Teachers' Perception of Competence in Subject Matter', 'Teachers' Perception of Competence in the Management

of Teaching-learning Process', 'Teachers' Perception of Competence in Materials Development' and 'Teachers' Perception of Competence in Planning'. The results of the reliability and validity analysis of the full- scale and sub-scales can be seen in Table 3.

Table 3: The Reliability and Validity Analysis of the Full-scale and the Four Sub-scales

Item No.	Item Total Test Cor.	Factor Loadings			
		1	2	3	4
K5	.7396	.805			
K6	.6932	.802			
K8	.7010	.792			
K7	.6889	.783			
K9	.7435	.766			
K10	.7152	.754			
K16	.7609	.748			
K14	.6996	.744			
K3	.7480	.744			
K15	.7500	.734			
K13	.7100	.734			
K1	.6318	.732			
K17	.7294	.723			
K4	.6198	.695			
K2	.6563	.675			
K85	.4630		.739		
K87	.5570		.732		
K86	.5923		.697		
K60	.5262		.642		
K77	.5229		.626		
K51	.7049		.575		
K72	.5804		.568		
K74	.4040		.529		
K95	.4895		.521		
K89	.5816		.508		
K25	.5629		.412		
K43	.5534			.777	
K41	.5692			.740	
K44	.5965			.732	
K40	.6824			.595	
K34	.4852				.590
K38	.6779				.568
K36	.6359				.540
K37	.5623				.469
Eigenvalues		14.785	3.472	1.554	1.375
Explained Variance		43.486	10.213	4.569	4.044
Reliability of the full-scale (Cronbach's alpha)	.9591				
Reliability of the four subscales (Cronbach's alpha)		0.96	0.89	0.85	0.83

As can be seen in Table 3, eigen values are 14.785, 3.472, 1.554, 1.375, which account together for 62.312% variance. Cronbach's α (reliability coefficients) are 0.96 for the full-scale, 0.96 for the first subscale, 0.89 for the second subscale, 0.85 for the third subscale, 0.83 for the fourth subscale. The fact that factor loadings and item total test correlations are high enough provides evidence for the validity of the scale. Moreover, the results, which show that the reliability coefficients of the full scale and the four subscales are high, can be taken as solid evidence for the reliability of the scale of measurement 'Teachers' Perception of Professional Competence'. Therefore, it was decided to perform the further statistical data analysis regarding the research questions about teacher competencies, depending upon the ultimate 34-item scale 'Teachers' Perception of Professional Competence', which consists of 4 subscales.

II.1.4. The Final Form of the Data Collection Instrument

The final form of the data collection instrument contains 49 items altogether (Appendix II). Part I contains 15 items relating to EFL teachers' demographic characteristics, professional experience, educational background, courses taken and FLPESE. Part II, the scale of measurement 'Teachers' Perception of Professional Competence', which consists of four subscales, contains 34 items, which are retained after the factor analysis, from the responses of 266 EFL teachers working for the first stage of state primary schools in Mersin. The first subscale 'Teachers' Perception of Competence in Subject-matter' contains the first 15 items. The second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process' contains items 16-26. The third subscale 'Teachers' Perception of Competence in Materials Development' contains items 27-30. The fourth subscale 'Teachers' Perception of Competence in Planning' contains items 31-34. Validation of the instrument provides support for its use.

II.2. The Participants

The participants of this study were 266 EFL teachers working for the first stage of state primary schools in both villages taking place within the city boundary and the city center of Mersin. In order to conduct a meaningful study, a large number of teachers were needed, so it was decided to extend the study to villages taking place within the boundary of the center of Mersin. 78 (29.3%) of the participants were male and 188 (70.7%) of the participants were female.

Besides the EFL teachers who were assigned by MNE, there were teachers who were employed temporarily to fill the vacancies in state primary schools. The number of teachers who taught English for the 4th and 5th grades differed in each school visited by the researcher. In some schools, there was only one teacher, however, in some schools there were several teachers.

II.3. The Analysis of the Data Related to the Research Questions

The data gathered from the first part of the instrument were analyzed using the SPSS Windows 11.0. In order to draw the profile of the teachers, the data were entered into the SPSS Windows 11.0. The demographic characteristics, professional experience, educational background, courses and FLPESE were expressed using frequencies and percentages.

In determining whether teachers' perception of professional competencies changes or not according to variables of sex, age, INSET course, course about teaching English to children, experience, and university department, the ultimate 34-item scale 'Teachers' Perception of Professional Competence', which consists of four subscales, was taken into account. SPSS Windows 11.0 was used for computing descriptive statistics, carrying out the t-test, the one-way analysis of variance and the Scheffe test, which is

inferential statistics. The t-test is applied to determine if there is a significant difference between two means and the one-way analysis of variance is used to determine if there is a significant difference between two or more means at a selected probability level (Ekmekçi, 1991:123). The Scheffe test can be used to compare the means of groups (Gay, 1987: 411).

Hence, in order to determine if a significant difference existed between the mean scores of two groups on a single variable, a t-test was employed and to determine if a significant difference existed between the mean scores of more than three groups, the one-way analysis of variance was conducted. When the result of the one-way analysis of variance revealed a significant difference, the Scheffe test was used to understand which groups differed from which other groups. The selected level of significance was .05.

CHAPTER III

III. FINDINGS AND DISCUSSION

The purpose of this study is to draw the profile of the EFL teachers teaching for the 4th and 5th grades in state primary schools in Mersin and to find out whether their perception of professional competence, perception of competence in subject matter, perception of competence in the management of teaching-learning process, perception of competence in materials development and perception of competence in planning change or not according to variables of sex, age, taking an in-service course, taking a course about teaching English to children, experience, and university department.

This chapter presents the findings and discussion related to the six research questions.

III.1. Findings and Discussion Related to the First Research Question

(1) What is the profile of the EFL teachers teaching for the first stage of state primary schools in Mersin?

In order to gather demographic information regarding sex, age and marital status, frequencies and percentages are computed and the results are given in Table 4.

Table 4: The Percentage and Frequency Distribution of the Demographic Characteristics of the English Teachers

DEMOGRAPHIC CHARACTERISTICS		FREQUENCY	PERCENTAGE
SEX	MALE	78	29.3%
	FEMALE	188	70.7%
AGE	21-26	81	30.5%
	27-32	90	33.8%
	33-38	39	14.7%
	39-44	32	12%
	45+	24	9%
MARITAL STATUS	MARRIED	171	64.3%
	SINGLE	95	35.7%

Table 4 presents the demographic characteristics of the English teachers teaching for the first stage of the state primary schools in Mersin. As seen in Table 4, 78 of 266 teachers (29.3%) are male and 188 of 266 teachers (70.7%) are female. It can be said that there are more female English teachers than male English teachers. As illustrated in Table 4, 81 of 266 teachers (30.5%) are 21-26 years of age. 90 of 266 teachers (33.5%) are 27-32 years of age. 39 of 266 teachers (14.7%) are 33-38 years of age. 32 of 266 teachers (12%) are 39-44 years of age. 24 of 266 teachers (9%) are 45+ years of age. It can be stated that the number of teachers who are 27-32 years of age is the largest. The teachers who are below the age of 33 are large in number (64.3%). As table 4 indicates 171 of 266 teachers (64.3%) are married and 95 of 266 teachers (35.7 %) are single. It is obvious that over half of the teachers are married.

In order to obtain information about the professional experience of the teachers, frequencies and percentages are computed and the results are placed in Table 5.

Table 5: The Percentage and Frequency Distribution of the Professional Experience of the English Teachers

PROFESSIONAL EXPERIENCE		FREQUENCY	PERCENTAGE
OVERALL EXPERIENCE IN TEACHING	0-5	141	53%
	6-10	54	20.3%
	11-15	32	12%
	16-20	19	7.1%
	21 +	20	7.5%
EXPERIENCE IN TEACHING AT PRIMARY SCHOOL	0-5	185	69.5%
	6-10	50	18.8%
	11-15	21	7.9%
	16-20	6	2.3%
	21 +	4	1.5%

As seen in Table 5, 141 of 266 teachers (53%) have 0-5 years' overall teaching experience. 54 of 266 teachers (20.3%) have 6-10 years' overall teaching experience. 32 of the teachers (12%) have 11-15 years' overall teaching experience. 19 of 266 teachers (7.1 %) have 16-20 years' overall teaching experience. 20 of the teachers (7.5%) have 21 or more than 21 years' of overall teaching experience. 73.3% of the teachers have less than 11 years' of overall teaching experience.

As Table 5 illustrates, 185 of 266 teachers (69.5%) have 0-5 years' experience of teaching at primary school. 50 of 266 teachers (18.8%) have 6-10 years' experience of teaching at primary school. 21 of 266 teachers (7.9%) have 11-15 years' experience of teaching at primary school. 6 of the teachers (2.3%) have 16-20 years' experience of teaching at primary school. Only 4 of the teachers (1.5%) have 21 or more than 21 years' experience of teaching at primary school. It is obvious that the great majority of the teachers (88.3%) have less than 11 years' experience of teaching at primary school.

In order to obtain information about the educational background of the teachers, frequencies and percentages are computed and the results are given in Table 6.

Table 6: The Percentage and Frequency Distribution of the Teachers' Educational Background

EDUCATIONAL BACKGROUND		FREQUENCY	PERCENTAGE
HIGH SCHOOL	STATE HIGH SCHOOL	133	50%
	ANATOLIAN HIGH SCHOOL	21	7.9%
	TEACHER TRAINING HIGH SCHOOL	20	7.5%
	PRIVATE HIGH SCHOOL	52	19.5%
	VOCATIONAL/ TECHNICAL HIGH SCHOOL	31	11.7%
	IMAM-HATIP HIGH SCHOOL	3	1.1%
	OPEN HIGH SCHOOL	1	0.4%
	NOT STATED	5	1.9%
UNIVERSITY DEPARTMENT	DEPARTMENT OF ELT	157	59%
	DEPARTMENT OF LANGUAGE AND LITERATURE+ LINGUISTICS	43	16.2%
	DEPARTMENTS OTHER THAN ENGLISH LANGUAGE TEACHING	60	22.6%
	DEPARTMENT OF ELT IN OEF OF ANADOLU UNIVERSITY	6	2.3%
FURTHER (POST-GRADUATE) STUDIES	YES	11	4.1%
	NO	255	95.9%
	MA/MS DEGREE	4	1.5%
	MA/MS STUDIES	7	2.6%

As shown in Table 6, 133 of 266 teachers (50%) are state high school graduates. 21 of the teachers (7.9%) are Anatolian high school graduates. 20 of the teachers (7.5%) are teacher training high school graduates. 52 of the teachers (19.5%) are private high school graduates. 31 of the teachers (11.7%) are vocational/technical high school graduates. 3 of the teachers (1.1%) are Imam-Hatip high school graduates. One of the

teachers (0.4%) is an open high school graduate. 5 of the teachers (1.9%) have not stated the type of the high school. It is obvious that half of the teachers are state high school graduates. Moreover, the number of the teachers who are Anatolian high school or private high school graduates is not high.

As Table 6 presents, 157 of 266 teachers (59%) are graduates of the department of English Language Teaching. 43 of the teachers (16.2%) are graduates of the departments of English/American Language and Literature, and Linguistics. 60 of the teachers (22.6%) are graduates of the departments other than English Teaching. Namely, they are 'out of field'. 6 of 266 teachers (2.3%) are student teachers attending English Language Teaching Department of OEF of Anadolu Open University. The universities that the teachers graduated from-with the departments- can be seen in appendix III.

As shown in Table 6, only 11 of 266 teachers (4.1%) have post-graduate studies. Four of the teachers possess Master's Degree and seven of them are working on one. None of the teachers have PhD degrees. The majority of the teachers (95.9%) do not have post-graduate studies, which implies that they should be encouraged to have post-graduate studies.

In order to gather information about teachers' courses: Course about teaching English to children and the INSET course, frequencies and percentages are computed and the results are given in Table 7.

Table 7:The Percentage and Frequency Distribution of the Teachers' Courses

COURSES		FREQUENCY	PERCENTAGE
COURSE ABOUT TEACHING ENGLISH TO CHILDREN	YES	126	47.4%
	NO	140	52.6%
INSET COURSE	YES	75	28.2%
	NO	191	71.8%

As Table 7 presents, less than half of the teachers (47.4%) have taken a course about teaching English to children. 52.6% of the teachers have not taken a course about teaching English to children. Yet, they still teach English to children. 75 of 266 teachers (28.2%) have taken INSET courses. 191 of the teachers (71.8%) have not taken an INSET course. The interpretation of the data leads us to state that the teachers who have taken INSET courses are small in number. The content of the in-service course(s) that the teachers have taken can be seen in Table 8.

Table 8: The Content of the In-service Courses That the Teachers Have Taken

THE CONTENT OF THE IN-SERVICE COURSES	NUMBER OF TEACHERS
Language Teaching Methods and Techniques	34
Teaching a Foreign Language/ Teaching English to Children in Primary School	19
Basic English Course for Teachers of Other Backgrounds	6
Games and Activities to Provide Motivation in Class	5
Teaching Language Skills and Subskills	5
Measurement and Evaluation	3
Teaching Strategies	2
Innovations in Language	2
Multiple Intelligence in Language Teaching	2
Reflective Teaching	1
Using Visual Aids Efficiently	1
Educational Psychology	1
Pedagogy	1
Not stated	4

As seen in Table 8, 34 teachers have taken an in-service course about teaching methods and techniques. 19 teachers state that the content is about teaching a foreign language in general or at primary school. 6 of the teachers who are graduates of departments other than English teaching state that they have taken a basic English course. 5 teachers state that the content of the in-service course is about teaching language skills

and subskills. 5 teachers state that the content is about games and activities to provide motivation in class. 3 teachers state that the content of the INSET course is about testing. 2 of the teachers state that the content of the INSET is about teaching strategies. Only two of the teachers state that the content of the course is about innovations in language. 2 of the teachers have attended an INSET course, which is about multiple intelligence in language teaching. 4 teachers have not stated what the content of the in-service course is about. Some teachers have attended more than one in-service course. The details can be seen in appendix IV.

In order to obtain information about FLPESE, frequencies and percentages are used and the results are shown in Table 9.

Table 9: The Percentage and Frequency Distribution of FLPESE

		FREQUENCY	PERCENTAGE
	YES	70	26.3%
	A	9	3.4%
	B	30	11.3%
FLPESE	C	19	7.1%
	D	5	1.9%
	E	5	1.9%
	GRADE NOT STATED	2	0.8%
	NO	196	73.7%

Table 9 shows that 70 of 266 teachers (26.3%) have taken the Foreign Language Proficiency Examination for State Employees (FLPESE). 9 of the teachers (3.4 %) state that they have received a grade 'A'. 30 of the teachers (11.3%) state that they have received a grade 'B'. 19 of the teachers (7.1%) state that they have received a grade C'. 5 of the teachers (1.9%) state that they have received a grade 'D'. 5 of the teachers (1.9%) state that they have received a grade 'E'. 2 of the teachers (0.8%) have not stated the grade they have received. 3.8% of the teachers have not received an average grade. 196 of 266

teachers (73.7%) have not taken FLPESE, which shows one's level of language proficiency and which is considered important for a teacher of English even though there has been considerable debate about this examination in academic circles.

III.2. Findings and Discussion Related to the Second Research Question

In order to answer the second research question, data from the full-scale of 'Teachers' Perception of Professional Competence' are used. Teachers' scores obtained from the full scale may range between 0 and 136.

(2-a) Does primary school EFL teachers' perception of professional competence change according to sex?

In order to answer this part of the second research question, a t-test is applied and the results are given in Table 10.

Table 10: The Result of the t-test According to Sex Depending upon the Full-scale 'Teachers' Perception of Professional Competence'

Sex	N	$\overline{X}$	S	T	P
Male	78	91.9	23.34	1.529	0.13
Female	188	96.6	22.9		

As Table 10 illustrates, the mean score of the male teachers obtained from the full-scale is 91.9. However, the mean score of the female teachers obtained from the full-scale is 96.6. The result of the t-test indicates that there is no significant difference between the mean scores of the male and female teachers obtained from the full-scale 'Teachers' Perception of Professional Competence'. Thus, it can be interpreted that teachers' perception of professional competence does not change according to sex.

(2-b) Does primary school EFL teachers' perception of professional competence change according to age?

In order to answer this part of the second research question, the one-way analysis of variance is used and the results are shown in Table 11.

Table 11: The Result of the One-way Analysis of Variance According to Age Depending upon the Full-scale 'Teachers' Perception of Professional Competence'

Variance source	Sum of Square	Df	Mean Square	F	P
Between groups	1441.87	4	360.468		
Within groups	139972.3	261	536.292	0.67	0.61
Total	141414.1	265			

The mean score of the teachers obtained from the full-scale 'Teachers' Perception of Professional Competence' is found to be 95.73, in the age group of 21-26, 93.81, in the age group of 27-32, 93.38, in the age group of 33-38, 101.06, in the age group of 39-44, and 94.33, in the age group of 45+. According to these results, the teachers who are 39-44 years of age have the highest mean score of all. However, as shown in Table 11, there is not any significant difference between the mean scores of the teachers received from the full-scale 'Teachers' Perception of Professional Competence' according to age. Being young, middle-aged or old does not make an important difference in the perception of professional competence of the primary school EFL teachers. Hence, it can be stated that EFL teachers' perception of professional competence does not change according to age.

(2-c) Does primary school EFL teachers' perception of professional competence change according to taking an in-service course?

In an attempt to answer this part of the second research question, a t-test is applied and the results are presented in Table 12.

Table 12: The Result of the t-test According to Taking an INSET Course Depending upon the Full-Scale 'Teachers' Perception of Professional Competence'

INSET	N	$\overline{X}$	S	t	P
Yes	75	99.27	23.93	1.784	0.07
No	191	93.68	22.63		

As can be seen in Table 12, it is found that the mean score of the teachers who have taken an in-service course is 99.27. On the other hand, the mean score of the teachers who have not taken an in-service course is found to be 93.68. The result of the t-test indicates that there is no significant difference between the mean scores of the teachers who have taken an in-service course and of those who have not taken one depending upon the full-scale 'Teachers' Perception of Professional Competence'. Then, it can be said that teachers' perception of professional competence does not change according to taking an in-service course. However, when we look at Table 8, which shows the content of the in-service courses that the teachers have taken, we can comment that the teachers are hardly provided with the training in the domain of the subject matter knowledge. Training is mostly given in the pedagogical skills. Considering that the full-scale 'Teachers' Perception of Professional Competence' is comprised of items related to both pedagogic and subject-matter knowledge, we may state that the result is hardly surprising. The inference that can be drawn from the data is that teachers may develop competence in a given field of study relevant to teaching English.

(2-d) Does primary school EFL teachers' perception of professional competence change according to taking a course about teaching English to children?

To answer this part of the second research question, a t-test is employed and the results are placed in Table 13.

Table 13: The Result of the t-test According to Taking a Course About Teaching English to Children Depending upon the Full-scale 'Teachers' Perception of Professional Competence'

COURSE	N	$\overline{X}$	S	t	p
Yes	126	102.69	18.98	5.224	0.00
No	140	88.56	24.46		

p<0.05

As Table 13 illustrates, the mean score of the teachers who have taken a course about teaching English to children is 102.69 and the mean score of the teachers who have not taken a course about teaching English to children is 88.56. The t-test result indicates that there is a significant difference between the mean scores of the teachers who have taken a course about teaching English to children and of those who have not taken one depending upon the full-scale 'Teachers' Perception of Professional Competence'. Therefore, it can be stated that teachers' perception of professional competence changes according to taking a course about teaching English to children. That is to say, the teachers who have taken a course about teaching English to children perceive themselves more professionally competent than the teachers who have not taken one. It would appear from this result that the teachers who have taken a course on teaching English to children feel that they have a mastery of the skills, and knowledge required to teach English to children. The result has implications for providing the primary level EFL teachers with courses about teaching children English and this raises the issue of priorities within in-service training.

(2-e) Does primary school EFL teachers' perception of professional competence change according to experience?

To answer this part of the second research question, the one-way analysis of variance is used and the results are placed in Table 14.

Table 14: The Result of the One-way Analysis of Variance According to Experience Depending upon the Full-scale 'Teachers' Perception of Professional Competence'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	1246.38	4	311.595		
Within groups	140167.7	261	537.041	0.58	0.68
Total	141414.1	265			

It is found out that the mean score of the teachers who have 0-5 years' teaching experience is 94.92. The mean score of the teachers who have 6-10 years' teaching experience is 94.02. The mean score of the teachers who have 11-15 years' teaching experience is 94.44. The mean score of the teachers who have 16-20 years' teaching experience is 102.95. The mean score of the teachers who have 21 or more than 21 years' teaching experience is 94.90. Obviously, the teachers having 16-20 years' overall teaching experience have the highest mean score of all. However, as can be seen in Table 14, there is no significant difference between the teachers' mean scores obtained from the full-scale 'Teachers' Perception of Professional Competence' according to experience. As no significant differences are found in the mean scores of inexperienced, minimally experienced, quite experienced and very experienced teachers, it can be stated that experience does not make a significant difference in teachers' perception of professional competence. Namely, teachers' perception of professional competence does not change according to experience.

This finding may stimulate us to discuss that teaching English to children in the fourth and fifth grades is a new concept in Turkey as it was put into effect in the academic

year of 1997-1998. Hence, primary level EFL teachers do not have much experience of teaching English to children even though there is a change in the level of overall experience of these EFL teachers. As Table 5 indicates, the great majority of the teachers (88.3%) have 10 years or less than 10 years' of teaching experience at primary school. Berliner (1987:60) points out that "Experience that is reflected upon is a very good teacher." Therefore, primary school EFL teachers may need more experience to reinterpret the recent innovations concerning teaching English to children within a period of time and reflect it upon their teaching.

(2-f) Does primary school EFL teachers' perception of professional competence change according to university department?

In order to answer this part of the second research question, the one-way analysis of variance is used and the results are placed in Table 15.

Table 15: The Result of the One-way Analysis of Variance According to University Department Depending upon the Full-scale 'Teachers' Perception of Professional Competence'

Variance source	Sum of Square	Df	Mean Square	F	p	Scheffe Test Results
Between groups	46956.88	3	15652.29	43.415	0.00	Group1-Group3 Group2-Group3
Within groups	94457.24	262	360.52			
Total	141414.1	265				

p<0.05

The mean score of the teachers who are graduates of English Language Teaching (Group 1) is found to be 103.61. The mean score of the teachers who are graduates of English/American Language and Literature, and Linguistics (Group 2) is found to be 99.49. The mean score of the teachers who are graduates of departments other

than English teaching (Group 3) is found to be 71.15. The mean score of the student teachers attending the department of English Language Teaching of OEF of Anadolu University (Group 4) is found to be 87.33. Taking these findings into account, it can be said that the teachers who are graduates of English Language Teaching have the highest mean score of all. As shown in Table 15, there is a significant difference between the teachers' mean scores obtained from the full-scale 'Teachers' Perception of Professional Competence' according to university department. Therefore, it can be stated that teachers' perception of professional competence changes according to university department.

The scheffe test, which is used to find out which groups have differences, reveals that there are differences between groups 1-3 and 2-3. Thus, it can be said that the teachers who are graduates of English Language Teaching and the teachers who are graduates of English/American Language and Literature, and Linguistics perceive themselves more professionally competent than the teachers who are graduates of departments other than English teaching. That is to say, 60 teachers who are 'out of field' perceive themselves professionally less competent than both the graduates of ELT (157) and the graduates of departments of English/American Literature, and Linguistics (43). This emerges as an important theme and implies that the context in which teachers are trained is crucially important. In this regard, we can comment favorably that the impact of pre-service education programmes in ELT and FLE is great on the competence of the EFL teachers.

III.3. Findings and Discussion Related to the Third Research Question

To answer the third research question, data gathered from the first sub-scale 'Teachers' Perception of Competence in Subject-matter' are used. Teachers' scores received from the first sub-scale may range between 0 and 60.

(3-a) Does primary school EFL teachers' perception of competence in subject matter change according to sex?

In an attempt to answer this part of the third research question, a t-test is performed and the results are shown in Table 16.

Table 16: The Result of the t-test According to Sex Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

Sex	N	$\overline{X}$	S	t	p
Male	78	38.73	13.49	0.90	0.37
Female	188	40.34	13.22		

As Table 16 illustrates, the mean score of the male teachers is 38.73. However, the mean score of the female teachers is 40.34. The t-test result shows that there is no significant difference between the mean scores of the male and female teachers received from the first subscale 'Teachers' Perception of Competence in Subject-matter'. Therefore, it can be said that EFL teachers' perception of competence in subject-matter does not change according to sex. Namely, the variable of sex does not make a significant difference in teachers' perception of subject-matter competence.

(3-b) Does primary school EFL teachers' perception of competence in subject-matter change according to age?

In order to answer this part of the third research question, the one-way analysis of variance is used and the results are presented in Table 17.

Table 17: The Result of the One-way Analysis of Variance According to Age Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	451.60	4	112.90		
Within groups	46436.80	261	177. 91	0.63	0.64
Total	46888.40	265			

The mean score of the teachers received from the first subscale is found to be 41.36, in the age group of 21-26, 39.68, in the age group of 27-32, 37.46, in the age group of 33-38, 40.44, in the age group of 39-44, 38.71, in the age group of 45+. It is obvious that the teachers who are in the age group of 39-44 have the highest mean score of all. However, as Table 17 presents, there is no significant difference between EFL teachers' mean scores according to age. Therefore, it can be stated that teachers' perception of competence in subject-matter does not change according to the variable of age. In other words, being young, middle-aged or old does not make an important difference in teachers' perception of competence in subject matter. When Table 10, Table 11, Table 16 and Table 17 are examined, there seem to be some enlightening similarities to consider the implication that demographic factors such as gender and age are not influential in determining the competence of the teachers.

(3-c) Does primary school EFL teachers' perception of competence in subject matter change according to taking an in-service course?

To answer this part of the third research question, a t-test is employed and the results are given in Table 18.

Table 18: The Result of the t-test According to Taking an INSET Course Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

INSET	N	$\overline{X}$	S	t	p
Yes	75	40.83	13.59	0.74	0.46
No	191	39.49	13.20		

As shown in Table 18, the mean score of the teachers who have taken an in-service course is 40.83 and the mean score of the teachers who have not taken one is 39.49. The t-test result indicates that there is not a significant difference between the mean scores of the teachers who have taken an in-service course and of those who have not taken one. Thus, it can be stated that teachers' perception of subject matter competence does not change according to taking an in-service course. However, when Table 8, which gives the content of the INSET courses, is examined thoroughly, it is easily understood that INSET courses that the teachers have taken are mostly on the improvement of pedagogic knowledge rather than subject matter knowledge. INSET courses that are about language, language acquisition theories and linguistics are scarce. Only 2 of the teachers state explicitly that the content of the INSET course is about innovations in language. Moreover, it is a known fact that Basic English courses are given to the teachers whose backgrounds are in other subjects, which are not related to English teaching directly. Then, it is no wonder that teachers' perception of competence in subject matter does not change according to taking an INSET course. The result of the t-test in Table 18 shows similarity with the result of the t-test in Table 12, which prompts us to suggest that decision makers should deal with the matter of providing INSET courses concerning subject matter knowledge.

(3-d) Does primary school EFL teachers' perception of competence in subject matter change according to taking a course about teaching English to children?

In order to answer this part of the third research question, a t-test is employed and the results are placed in Table 19.

Table 19: The Result of the t-test According to Taking a Course About Teaching English to Children Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

COURSE	N	$\overline{X}$	S	t	p
Yes	126	44.58	9.99	5.808	0.00
No	140	35.63	14.47		

$p<0.05$

As illustrated in Table 19, the mean score of the teachers who have taken a course about teaching English to children is 44.58 and the mean score of the teachers who have not taken one is 35.63. The result of the t-test shows that there is a significant difference between the mean scores of the teachers who have taken a course about teaching English to children and of those who have not taken one. Therefore, it can be stated that teachers' perception of competence in subject matter changes according to taking a course about teaching English to children. The teachers who have taken a course about teaching English to children perceive themselves more competent in subject matter than the teachers who have not taken a course about teaching English to children. That is to say, the variable of taking a course about teaching English to children makes a significant difference in teachers' perception of subject-matter competence. The confidence that the teachers have acquired in their training experience might have influenced this outcome.

(3-e) Does primary school EFL teachers' perception of competence in subject matter change according to experience?

In order to answer this part of the third research question, the one-way analysis of variance is used and the results are given in Table 20.

Table 20: The Result of the One-way Analysis of Variance According to Experience Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	466.008	4	116.502		
Within groups	46422.4	261	177.864	0.65	0.62
Total	46888.4	265			

It is found out that the mean score of the teachers who have 0-5 years' teaching experience is 40.90. The mean score of the teachers who have 6-10 years' teaching experience is 38.02. The mean score of the teachers having 11-15 years' teaching experience is 38.28. The mean score of the teachers who have 16-20 years' teaching experience is 41.16. The mean score of the teachers who have 21 or more than 21 years' teaching experience is 38.90. The teachers who have 16-20 years' teaching experience have the highest mean score of all. However, as can be seen in Table 20, there is no significant difference between the teachers' mean scores received from the first subscale 'Teachers' Perception of Competence in Subject-matter' according to experience. Therefore, it can be stated that teachers' perception of competence in subject matter does not change according to experience. There is a point of similarity between the results in Table 20 and Table 14, which indicates that there is no significant difference in novice and veteran teachers' perception of competence. Even though experience is necessary, it may not be sufficient for expertise (Berliner, 1987:60). That is to say, the mastery of the subject matter knowledge might not be related to how many years one has been teaching.

Accordingly, the teachers may need to make a commitment to developing their subject matter knowledge regardless of the level of their experience.

(3-f) Does primary school EFL teachers' perception of competence in subject matter change according to university department?

To answer this part of the third research question, the one-way analysis of variance is used and the results are given in Table 21.

Table 21: The Result of the One-way Analysis of Variance According to University Department Depending upon the First Sub-scale 'Teachers' Perception of Competence in Subject-matter'

Variance source	Sum of Square	Df	Mean Square	F	p	Scheffe Test Results
Between groups	18189.25	3	6063.08			Group1-Group3 Group2-Group3 Group4-Group3
Within groups	28699.14	262	109.54	55.351	0.00	
Total	46888.40	265				

p<0.05

It is found out that the mean score of the teachers who are graduates of English Language Teaching (Group 1) is 44.60. The mean score of the teachers who are graduates of English/American Language and Literature, and Linguistics (Group 2) is 43.95. The mean score of the teachers who are graduates of departments other than English teaching (Group 3) is 24.62. The mean score of the student teachers attending the department of English Language Teaching of OEF of Anadolu University (Group 4) is 39.33. It is clear that the teachers who are graduates of English Language Teaching have the highest mean score of all. As shown in Table 21, there is a significant difference between the teachers' mean scores obtained from the first subscale 'Teachers' Perception of Competence in Subject-matter' according to university department. Therefore, it can be stated that

teachers' perception of competence in subject matter changes according to university department. In order to determine which groups have differences, the scheffe test is used. The scheffe test result shows that differences are between groups 1-3, 2-3 and 4-3. Thus, it can be stated that the teachers who are graduates of English Language Teaching and English/American Language and Literature, and Linguistics and even 6 student teachers attending Open University perceive themselves more competent in subject matter than the teachers who are graduates of departments other than English teaching. In other words, teachers who are 'out of field' perceive themselves less competent in subject matter than all the other groups.

The group of the teachers who are graduates of departments other than English teaching is also comprised of the teachers who are graduates of English medium universities and they are drawn into service because they are considered to have a good command of English. However, it would be unreasonable to think that English language teachers only need to have a good command of English. As Richards (1998:8-9) points out, English language teachers' subject matter knowledge also constitutes the knowledge of phonetics and phonology, syntax, and second language acquisition and subject matter knowledge constitutes knowledge that would not be shared with teachers of other subjects and with "nonteachers". Hence, results reveal that the teachers with other backgrounds do not perceive themselves as competent in subject matter as the teachers who are graduates of ELT and English/American Literature, and Linguistics and the student teachers of OEF. This issue could be paid due attention by the decision makers.

III.4. Findings and Discussion Related to the Fourth Research Question

In order to answer the fourth research question, data gathered from the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning

Process' are used. Teachers' scores obtained from the second subscale may range between 0 and 44.

(4-a) Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to sex?

In an attempt to answer this part of the fourth research question, a t-test is employed and the results are given in Table 22.

Table 22: The Result of the t-test According to Sex Depending upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'

Sex	N	$\overline{X}$	S	t	p
Male	78	30.72	7.40	1.89	0.06
Female	188	32.53	6.97		

As Table 22 illustrates, the mean score of the male teachers is 30.72. However, the mean score of the female teachers is 32.53. The t-test result shows that there is no significant difference between the mean scores of the male and female teachers received from the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'. Therefore, it can be stated that teachers' perception of competence in the management of teaching-learning process does not change according to sex. Moreover, it is evident that findings in Table 10, Table 16 and Table 22 are similar in that they show that gender does not play an important role in teachers' perception of competence, within the limitations of our **study.**

(4-b) Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to age?

To answer this part of the fourth research question, the one-way analysis of variance is used and the results are shown in Table 23.

Table 23: The Result of the One-way Analysis of Variance According to Age Depending

upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of

Teaching-learning Process'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	373.57	4	93.39		
Within groups	3114.43	261	50.25	1.86	0.12
Total	13488.00	265			

The mean score of the teachers obtained from the second subscale is found to

be 31.22, in the age group of 21-26, 31.53, in the age group of 27-32, 32.62, in the age

group of 33-38, 34.97, in the age group of 39-44, 31.42, in the age group of 45+. It is

obvious that the teachers who are in the age group of 39-44 have the highest mean score.

However, as Table 23 presents, there is no significant difference between the mean scores

of the teachers according to age. Thus, it can be interpreted that teachers' perception of

competence in the management of teaching-learning process does not change according to

age.

(4-c) Does primary school EFL teachers' perception of competence in the

management of teaching-learning process change according to taking an in-service course?

In order to answer this part of the fourth research question, a t-test is employed

and the results are given in Table 24.

Table 24: The Result of the t-test According to Taking an INSET Course Depending upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'

INSET	N	$\overline{X}$	S	t	p
Yes	75	33.76	6.88	2.55	0.01
No	191	31.31	7.13		

p<0.05

As can be seen in Table 24, the mean score of the teachers who have taken an INSET course is 33.76. The mean score of the teachers who have not taken an INSET course is 31.31. The t-test result indicates that there is a significant difference between the mean scores of the teachers who have taken an in-service course and of those who have not taken one depending upon the second subscale. Thus, it can be interpreted that teachers' perception of competence in the management of teaching-learning process changes according to taking an in-service course. That is to say, the teachers who have taken an in-service course perceive themselves more competent in the management of teaching-learning process than the teachers who have not taken an in-service course. Namely, taking an in-service course makes a significant difference in teachers' perception of competence in the management of teaching-learning process. Furthermore, we can comment that the contents of the INSET courses shown in Table 8 are in accordance with the items in the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process' in that they cover the methods and techniques, teaching strategies and teaching language skills and sub-skills and assessment. Then, it can be inferred that in-service training programmes designed according to the needs of the teachers and the demands of the profession may have a useful function in creating change in the competencies of the teachers.

(4-d) Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to taking a course about teaching English to children?

In order to answer this part of the fourth research question, a t-test is used and the results are given in Table 25.

Table 25: The Result of the t-test According to Taking a Course About Teaching English to Children Depending upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'

COURSE	N	$\overline{X}$	S	t	p
Yes	126	33.31	6.76	2.90	0.00
No	140	30.81	7.27		

$p<0.05$

As shown in Table 25, the mean score of the teachers who have taken a course about teaching English to children is 33.31. On the other hand, the mean score of the teachers who have not taken one is 30.81. According to the t-test result, there is a significant difference between the mean scores of the teachers who have taken a course about teaching English to children and of those who have not taken one depending upon the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'. Therefore, it can be stated that teachers' perception of competence in the management of teaching-learning process changes according to taking a course about teaching English to children. That is to say, the teachers who have taken a course about teaching English to children perceive themselves more competent in the management of teaching-learning process than those who have not taken one. In this regard, it is possible to say that the teachers who have taken courses on teaching children English may have

drawn upon different knowledge bases from the courses and they may have become acquainted with pedagogic knowledge and skills.

(4-e) Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to experience?

In an attempt to answer this part of the fourth research question, the one-way analysis of variance is applied and the results are given in Table 26.

Table 26: The Result of the One-way Analysis of Variance According to Experience Depending upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	367.93	4	91.98		
Within groups	13120.07	261	50.27	1.83	0.12
Total	13488.00	265			

Depending upon the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process', it is found that the mean score of the teachers who have 0-5 years' teaching experience is 31.19. The mean score of the teachers who have 6-10 years' teaching experience is 32.37. The mean score of the teachers who have 11-15 years' teaching experience is 33.16. The mean score of the teachers who have 16-20 years' teaching experience is 35.42. The mean score of the teachers who have 21 or more than 21 years' teaching experience is 31.60. In the light of these findings, it is clear that the teachers who have 16-20 years' teaching experience have the highest mean score of all. However, as Table 26 presents, there is no significant difference between the mean scores of the teachers obtained from the second subscale according to experience. Hence, it

can be stated that teachers' perception of competence in the management of teaching-learning process does not change according to experience.

We may attempt to argue that EFL teachers' previous experience may clash with the aspects of teaching primary level English, which is a recent phenomenon in the first stage of state primary schools in Turkey. The teachers may not be acquainted with learning strategies of children, theme-based approach and child-centered activities. This may, also, have implications for INSET.

(4-f) Does primary school EFL teachers' perception of competence in the management of teaching-learning process change according to university department?

To answer this part of the fourth research question, the one-way analysis **of** variance is used and the results are given in Table 27.

Table 27: The Result of the One-way Analysis of Variance According to University Department Depending upon the Second Sub-scale 'Teachers' Perception of Competence in the Management of Teaching-learning Process'

Variance source	Sum of Square	Df	Mean Square	F	p	Scheffe Test Results
Between groups	1908.41	3	636.14	14.39	0.00	Group1-Group3 Group2-Group3
Within groups	11579.59	262	44.20			
Total	13488.00	265				

p<0.05

Depending upon the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process', it is found out that the mean score of the teachers who are graduates of English Language Teaching (Group 1) is 33.84. The mean score of the teachers who are graduates of English/American Language and Literature, and Linguistics (Group 2) is 32.28. The mean score of the teachers who are graduates of

departments other than English teaching (Group 3) is 27.42. The mean score of the student teachers attending the department of English Language Teaching of OEF of Anadolu University (Group 4) is 27.67. It is obvious that the teachers who are graduates of English Language teaching have the highest mean score of all. As Table 27 indicates, there is a significant difference between the mean scores of the teachers obtained from the second subscale 'Teachers' Perception of Competence in the Management of Teaching-learning Process' according to university department. Thus, it can be stated that teachers' perception of competence in the management of teaching-learning process changes according to university department.

The scheffe test, which is used to find out which groups have differences, shows that there are differences between groups 1-3 and 2-3. That is to say, the graduates of both English Language Teaching and English/American Language and Literature, and Linguistics perceive themselves more competent in the management of teaching-learning process than the teachers who are graduates of departments other than English teaching. Moreover, findings reveal no important differences between the graduates of English Language Teaching and the graduates of English Language and Literature, and Linguistics, which is a matter of interest in Turkey.

III.5. Findings and Discussion Related to the Fifth Research Question

To answer the fifth research question, data from the third subscale 'Teachers' Perception of Competence in Materials Development' are used. Teachers' scores received from the third subscale may range between 0 and 16.

(5-a) Does primary school EFL teachers' perception of competence in materials development change according to sex?

In order to answer this part of the fifth research question, a t-test is applied and the results are given in Table 28.

Table 28: The Result of the t-test According to Sex Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

Sex	N	$\overline{X}$	S	t	p
Male	78	10.41	3.77	1.20	0.23
Female	188	11.04	3.98		

As can be seen in Table 28, the mean score of the male teachers is 10.41 and the mean score of the female teachers is 11.04. The t-test result reveals that there is no significant difference between the mean scores of the male and female teachers obtained from the third subscale. Therefore, it can be said that teachers' perception of competence in materials development does not change according to sex. In other words, the variable of sex does not make a significant difference in teachers' perception of competence in materials development.

(5-b) Does primary school EFL teachers' perception of competence in materials development change according to age?

In order to answer this part of the fifth research question, the one-way analysis of variance is used and the results are given in Table 29.

Table 29: The Result of the One-way Analysis of Variance According to Age Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	118.71	4	29.68	1.96	0.10
Within groups	3955.87	261	15.16		
Total	4074.57	265			

The mean score of the teachers obtained from the third subscale is found to be 10.84, in the age group of 21-26, 10.17, in the age group of 27-32, 10.85, in the age group of 33-38, 12.19, in the age group of 39-44, 11.75, in the age group of 45+. As indicated in Table 29, there is no significant difference between the mean scores of the teachers received from the third subscale according to age. Therefore, it can be stated that teachers' perception of competence in materials development does not change according to age. That is to say, the variable of age does not make a significant difference in teachers' perception of competence in materials development.

(5-c) Does primary school EFL teachers' perception of competence in materials development change according to taking an in-service course?

To answer this part of the fifth research question, a t-test is employed and the results are given in Table 30.

Table 30: The Result of the t-test According to Taking an INSET Course Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

INSET	N	$\overline{X}$	S	t	p
Yes	75	11.76	3.96	2.37	0.02
No	191	10.50	3.85		

p<0.05

As Table 30 presents, the mean score of the teachers who have taken an in-service course is 11.76. The mean score of the teachers who have not taken an in-service course is 10.50. The t-test result indicates that there is a significant difference between the mean scores of the teachers who have taken an in-service course and of those who have not taken one. Therefore, it can be said that teachers' perception of competence in materials development changes according to taking an in-service course. That is to say, the teachers who have taken an in-service course perceive themselves more competent in materials

development than the teachers who have not taken one. As Table 8 shows, the participants of this study state that they have taken in-service courses on using materials effectively. Furthermore, Table 8 indicates that the majority of the participants have taken in-service courses on teaching methods and techniques. Methods require the instructional use of materials and they emphasize the role of instructional materials (Richards and Rodgers, 1986:25). Thus, it can be deduced that the teachers may have acquired competence in materials development during their experience of in-service training. We may find enlightining similarities in Table 30 and Table 24, which enables us to comment that **in-service courses based on the needs of the teachers and demands of the job have profound impact on the professional competence of the teachers.**

(5-d) Does primary school EFL teachers' perception of competence in materials development change according to taking a course about teaching English to children?

In an attempt to answer this part of the fifth research question, a t-test is employed and the results are shown in Table 31.

Table 31: The Result of the t-test According to Taking a Course About Teaching English to Children Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

COURSE	N	$\overline{X}$	S	t	p
Yes	126	11.79	3.49	3.78	0.00
No	140	10.01	4.10		

p<0.05

As Table 31 presents, the mean score of the teachers who have taken a course about teaching English to children is 11.79. On the other hand, the mean score of the teachers who have not taken one is 10.01. The t-test result reveals that there is a significant difference between the mean scores of the teachers who have taken a course about teaching

English to children and of those who have not taken one. Therefore, it can be stated that teachers' perception of competence in materials development changes according to the variable of taking a course about teaching English to children. That is to say, the teachers who have taken a course about teaching English to children perceive themselves more competent in materials development than the teachers who have not taken one.

Materials development is of the central importance in the context of teaching young learners. Therefore, the teachers are given courses on the use of materials and materials development during the periods of their courses on teaching English to children in ELT departments, which in turn may help them to develop their competence and enhance their knowledge. It is highly probable that the same goals are pursued in training the teachers on the job. This positive outcome might have been resulted from a wide range of repertoire of knowledge gained during the periods of courses.

(5-e) Does primary school EFL teachers' perception of competence in materials development change according to experience?

In order to answer this part of the fifth research question, the one-way analysis of variance is used and the results are given in Table 32.

Table 32: The Result of the One-way Analysis of Variance According to Experience Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	97.11	4	24.28		
Within groups	3977.46	261	15.24	1.59	0.18
Total	4074.57	265			

Depending upon the third subscale, it is found out that the mean score of the teachers who have 0-5 years' teaching experience is 10.52. The mean score of the teachers who have 6-10 years' teaching experience is 10.83. The mean score of the teachers who have 11-15 years' teaching experience is 10.66. The mean score of the teachers who have 16-20 years' teaching experience is 12.58. The mean score of the teachers who have 21 or more than 21 years' teaching experience is 11.95. It is clear that the teachers who have 16-20 years' teaching experience have the highest mean score of all. However, as illustrated in Table 32, there is no significant difference between the mean scores of the teachers received from the third subscale 'Teachers' Perception of Competence in Materials Development' according to experience. Therefore, it can be said that teachers' perception of competence in materials development does not change according to experience.

(5-f) Does primary school EFL teachers' perception of competence in materials development change according to university department?

In order to answer this part of the fifth research question, the one-way analysis of variance is used and the results are shown in Table 33.

Table 33: The Result of the One-way Analysis of Variance According to University Department Depending upon the Third Sub-scale 'Teachers' Perception of Competence in Materials Development'

Variance source	Sum of Square	Df	Mean Square	F	p	Scheffe Test Results
Between groups	693.74	3	231.25	17.92	0.00	Group1-Group3 Group2-Group3
Within groups	3380.83	262	12.90			
Total	4074.57	265				

p<0.05

Depending upon the third subscale, it is found out that the mean score of the teachers who are graduates of English Language Teaching (Group 1) is 11.96. The mean score of the teachers who are graduates of English/American Language and Literature, and Linguistics (Group 2) is 10.91. The mean score of the teachers who are graduates of departments other than English teaching (Group 3) is 7.97. The mean score of the student teachers attending the department of English Language Teaching of OEF of Anadolu University (Group 4) is 10.50. These findings show that the teachers who are graduates of English Language Teaching have the highest mean score of all. As Table 33 presents, there is a significant difference between the mean scores of the teachers received from the third subscale according to university department. Therefore, it can be said that teachers' perception of competence in materials development changes according to university department. The scheffe test, which is used to understand which groups differ from which other groups, indicates that differences are between groups 1-3 and 2-3. That is to say, the graduates of both English Language Teaching and English/American Language and Literature, and Linguistics perceive themselves more competent in materials development than the graduates of departments other than English teaching. Namely, teachers who are 'out of field' perceive themselves less competent in materials development. There seem to be similarities in the findings in Table 15, Table 21, Table 27 and Table 33, which shows the interplay between professional preparation in the related field and competence. The result of the data enables us to comment that EFL teachers' competence is closely related to their professional preparation in ELT/FLE.

III.6. Findings and Discussion Related to the Sixth Research Question

In order to answer the sixth research question, data from the fourth subscale

'Teachers' Perception of Competence in Planning' are used. Teachers' scores received from the fourth subscale may range between 0 and 16.

(6-a) Does primary school EFL teachers' perception of competence in planning change according to sex?

To answer this part of the sixth research question, a t-test is employed and the results are given in Table 34.

Table 34: The Result of the t-test According to Sex Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

Sex	N	$\overline{X}$	S	t	p
Male	78	12.04	2.59	1.81	0.07
Female	188	12.73	2.92		

As can be seen in Table 34, the mean score of the male teachers is 12.04. On the other hand, the mean score of the female teachers is 12.73. The t-test result indicates that there is no significant difference between the mean scores of the male and female teachers obtained from the fourth subscale 'Teachers' Perception of Competence in Planning'. Therefore, it can be stated that teachers' perception of competence in planning does not change according to sex. Findings shown in Table 10, Table 16, Table 22, Table 28 and Table 34 lead us to comment that gender is not a crucial factor to make important differences in teachers' perception of competencies.

(6-b) Does primary school EFL teachers' perception of competence in planning change according to age?

To answer this part of the sixth research question, the one-way analysis of variance is used and the results are given in Table 35.

Table 35: The Result of the One-way Analysis of Variance According to Age Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	33.31	4	8.33		
Within groups	2109.01	261	8.08	1.03	0.39
Total	2142.32	265			

The mean score of the teachers obtained from the fourth subscale is found to be 12.31, in the age group of 21-26, 12.43, in the age group of 27-32, 12.46, in the age group of 33-38, 13.47, in the age group of 39-44, 12.46, in the age group of 45+. These results show that the teachers who are in the age group of 39-44 have the highest mean score of all. As shown in Table 35, there is not a significant difference between the mean scores of the teachers obtained from the fourth subscale 'Teachers' Perception of Competence in Planning' according to age. Thus, it can be stated that teachers' perception of competence in planning does not change according to age. That is to say, the age variable does not make a significant difference in teachers' perception of competence in planning. In the light of the findings shown in Table 11, Table 17, Table 23, Table 29 and Table 35, we can interpret that age, as a variable, does not make important differences in teachers' perception of competencies, within the limitations of our study.

(6-c) Does primary school EFL teachers' perception of competence in planning change according to taking an in-service course?

In order to answer this part of the sixth research question, a t-test is applied and the results are given in Table 36.

Table 36: The Result of the t-test According to Taking an INSET Course Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

INSET	N	$\overline{X}$	S	t	p
Yes	75	12.92	3.05	1.42	0.16
No	191	12.37	2.75		

As presented in Table 36, the mean score of the teachers who have taken an in-service course is 12.92 and the mean score of the teachers who have not taken an in-service course is 12.37. The t-test result indicates that there is no significant difference between the mean scores of the teachers who have taken an in-service course and of those who have not taken one depending upon the fourth subscale 'Teachers' Perception of Competence in Planning'. Hence, it can be said that teachers' perception of competence in planning does not change according to taking an in-service course. When we examine the content of INSET courses the participants of the study have taken in Table 8, we can easily see **that** the teachers have not stated explicitly that they have taken in-service courses about planning. Thus, it would be unreasonable to expect a difference in the knowledge base of the teachers.

(6-d) Does primary school EFL teachers' perception of competence in planning change according to taking a course about teaching English to children?

In order to answer this part of the sixth research question, a t-test is employed and the results are given in Table 37.

Table 37: The Result of the t-test According to Taking a Course About Teaching English to Children Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

COURSE	N	$\overline{X}$	S	t	p
Yes	126	13.00	2.85	2.61	0.01
No	140	12.10	2.78		

$p<0.05$

As can be seen in Table 37, the mean score of the teachers who have taken a course about teaching English to children is 13.00 and the mean score of the teachers who have not taken one is 12.10. The t-test result reveals that there is a significant difference between the mean scores of the teachers who have taken a course about teaching English to children and of those who have not taken one depending upon the fourth subscale 'Teachers' Perception of Competence in Planning'. Thus, it can be stated that teachers' perception of competence in planning changes according to taking a course about teaching English to children. Namely, the teachers who have taken a course about teaching English to children perceive themselves more competent in planning than the teachers who have not taken one. The result of the t-test in Table 37 shares similarities with the results of t-tests in Table 13, Table 19, Table 25 and Table 31 and this enables us to comment favorably that the variable of taking a course about teaching English to children makes a significant difference in teachers' perception of competencies. Teachers may have acquired the essential skills and knowledge pertinent to teaching English to children in their courses.

(6-e) Does primary school EFL teachers' perception of competence in planning change according to experience?

To answer this part of the sixth research question, the one-way analysis of variance is used and the results are given in Table 38.

Table 38: The Result of the One-way Analysis of Variance According to Experience Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

Variance source	Sum of Square	Df	Mean Square	F	p
Between groups	42.34	4	10.59		
Within groups	2099.97	261	8.05	1.32	0.26
Total	2142.32	265			

Depending upon the fourth subscale, it is found out that the mean score of the teachers who have 0-5 years' teaching experience is 12.31. The mean score of the teachers who have 6-10 years' teaching experience is 12.80. The mean score of the teachers who have 11-15 years' teaching experience is 12.34. The mean score of the teachers who have 16-20 years' teaching experience is 13.79. The mean score of the teachers who have 21 or more than 21 years' teaching experience is 12.45. These findings show that the teachers who have 16-20 years' teaching experience have the highest mean score. However, as illustrated in Table 38, there is no significant difference between the mean scores of the teachers obtained from the fourth subscale 'Teachers' Perception of Competence in Planning' according to experience. Therefore, it can be said that teachers' perception of competence in planning does not change according to experience. When we compare the result of the one-way analysis of variance in Table 38 with the results in Table 14, Table 20, Table 26 and Table 32, we can comment that experience does not make a significant difference in the perception of teachers' competencies, within the limitations of our study.

(6-f) Does primary school EFL teachers' perception of competence in planning change according to university department?

In order to answer this part of the sixth research question, the one-way analysis of variance is used and the results are shown in Table 39.

Table 39: The Result of the One-way Analysis of Variance According to University Department Depending upon the Fourth Sub-scale 'Teachers' Perception of Competence in Planning'

Variance source	Sum of Square	Df	Mean Square	F	p	Scheffe Test Results
Between groups	230.59	3	76.86			Group1-Group3 Group1-Group4
Within groups	1911.73	262	7.30	10.54	0.00	
Total	2142.32	265				

p<0.05

Depending upon the fourth subscale, it is found out that the mean score of the teachers who are graduates of English Language Teaching (Group 1) is 13.20. The mean score of the teachers who are graduates of English/American Language and Literature, and Linguistics (Group 2) is 12.35. The mean score of the teachers who are graduates of departments other than English teaching (Group 3) is 11.15. The mean score of the student teachers attending the department of English Language Teaching of OEF of Anadolu University (Group 4) is 9.83. These findings show that the teachers who are graduates of English Language Teaching have the highest mean score. As shown in Table 39, there is a significant difference between the mean scores of the teachers received from the fourth subscale 'Teachers' Perception of Competence in Planning' according to university department. Therefore, it can be stated that teachers' perception of competence in planning changes according to university department.

In order to determine which groups have differences in perception of competence in planning, the scheffe test is used and the differences are found between groups 1-3 and 1-4. According to the scheffe test results, the teachers who are graduates of English Language Teaching perceive themselves more competent in planning than the

teachers who are graduates of departments other than English teaching and the student teachers attending Open University. That is to say, the teachers who are 'out of field' and the student teachers of OEF perceive themselves less competent in planning than the teachers who are graduates of ELT. This result leads us to comment that it is necessary for EFL teachers to complete a four-year field related education programme in order to be an effective and competent teacher. The outcome of the data concerning the student English teachers of OEF might be due to the lack of sufficient training and experience. Therefore, supporting student English teachers of OEP to develop competence in planning may be conceived as a useful strategy in the contexts in which they are trained and employed.

In order to highlight some points discussed previously, we can state that demographic factors are not influential in teachers' perception of competencies. Similarly, experience does not change teachers' perception of competencies. However, this may result from teachers' previous experience of working with students of other levels. Primary level EFL teachers might need time to be attuned to the latest developments in teaching English to children in the first stage of state primary schools regardless of the amount of their experience.

This research shows that the variable of taking a course about teaching English to children makes a significant difference in teachers' perception of competencies. Teachers might have become acquainted with pedagogical skills and knowledge that are specific to the subject during the period of the courses. Findings highlight that the teachers who have taken a course about teaching English to children feel themselves to have capabilities of teaching children English.

The research indicates that there is a significant difference in the perception of self-competence of the teachers who have gone through an in-service training based on the

demands of the job, which might imply that teachers develop competence in a given field of study.

Meaningful differences between competence and university departments imply that the impact of pre-service education in ELT/FLE is great on the competence of EFL teachers. Moreover, the inadequacy of training may result in perceived decline in the confidence of the teachers. Hence, professional training in teaching English as a Foreign Language is necessary.

CONCLUSION

Foreign language education has been incorporated into the programs of the fourth and fifth grade state primary schools in Turkey during the past decade. As a consequence of this, the demand for EFL teachers has increased. Teachers with different educational backgrounds have been drawn into service to meet the demand. However, the competence of these EFL teachers has become an untouched point.

Thus, the main concern of the present study was to draw the profile of the EFL teachers teaching for the first stage of the state primary schools in Mersin and to investigate whether their perception of professional competencies changes or not according to variables of sex, age, taking an in-service course, taking a course about teaching English to children, experience, and university department in order to touch upon some points. The study was conducted with 266 teachers in Mersin in the academic year of 2003-2004. Data were collected through a 121-item instrument. After performing factor analysis, the final form of the 49-item instrument, which was made up of two parts, was taken into account so as to find answers to the research questions.

The findings related to the first research question 'What is the profile of the EFL teachers teaching for the first stage of state primary schools in Mersin?' reveal that female teachers of English are higher in number as 188 (70.7%) of the teachers are female and 78 (29.3%) of the teachers are male. 171 (64.3%) of the teachers are below the age of 33. Teachers who are 45+ (9%) are very small in number. It appears, then, that the population of EFL teachers is young. 171 (64.3%) of the teachers are married. 195 (73.3 %) of the teachers have less than 11 years' of overall teaching experience and very experienced teachers are small in number (7.5%). 185 (69.5%) of the teachers have 0-5 years experience of teaching at primary school. That the teachers with 0-5 years experience

are high in number may result from the recent extension of EFL teaching to 4th and 5th grades. The great majority of the teachers (88.3%) have 10 years or less than 10 years' experience of teaching at primary school.

The investigation about the educational background of the teachers reveals that half of the teachers are state high school graduates. Only 21 (7.9%) of the teachers are Anatolian high school graduates and 52 (19.5%) of the teachers are private high school graduates. Over half of the teachers (59%) are graduates of English Language Teaching, whereas 43 (16.2%) of the teachers are graduates of either English/American Language and Literature or Linguistics. 60 (22.6%) of the teachers have backgrounds in other fields, yet they still teach English in state primary schools. Only 6 (2.3%) of the teachers are student teachers of OEF. Only 4 (1.5%) of the teachers hold MA/MS degrees, which is very striking. Less than half of the teachers (47.4%) have taken a course about teaching English to children either in pre-service or in-service training. Only 75 (28.2%) of the teachers have taken INSET courses. It can, then, be argued that the number of the teachers who have received training on the job is very small. Only 70 (26.3%) of the teachers have taken FLPESE. 9 of them (3.4%) state that they have received a grade 'A'. 10 of the teachers (3.8%) have not received an average grade. 196 (73.7%) of the teachers have not attempted to take FLPESE.

Findings related to the second research question 'Does teachers' perception of professional competence change according to variables of sex, age, in-service course, course about teaching English to children, experience and university department?' show that teachers' perception of professional competence does not change according to variables of sex, age, taking an INSET course and experience, however, their perception of professional competence changes according to variables of taking a course about teaching

English to children and university department. The teachers who have taken a course about teaching English to children perceive themselves more competent than the teachers who have not taken one. Moreover, the teachers who are graduates of ELT and English/American Language and Literature, and Linguistics perceive themselves more professionally competent than the teachers who are graduates of the departments other than English teaching.

Results related to the third research question 'Does teachers' perception of competence in subject-matter change according to variables of sex, age, in-service course, course about teaching English to children, experience and university department?' reveal that teachers' perception of competence in subject-matter does not change according to sex, age, taking an in-service course and experience. However, their perception of competence in subject matter changes according to variables of taking a course about teaching English to children and university department. In this regard, the teachers who have taken a course about teaching English to children perceive themselves more competent in subject matter than the teachers who have not taken one. Furthermore, the teachers who are graduates of ELT, English/American Language and Literature, and Linguistics and student English teachers of OEF perceive themselves more competent in subject matter than the teachers who are graduates of departments other than English teaching. This result may lead us to draw the conclusion that field-related education has potential in changing teachers' perception of self-competence.

Findings related to the fourth research question 'Does teachers' perception of competence in the management of teaching-learning process change according to variables of sex, age, in-service course, course about teaching English to children, experience and university department?' show that teachers' perception of competence in the management

of teaching-learning process does not change according to sex, age and experience. However, their perception of competence changes according to variables of taking an in-service course, taking a course about teaching English to children and university department. It can, then, be said that the teachers who have taken INSET courses and courses about teaching English to children perceive themselves more competent in the management of teaching-learning process. Moreover, the teachers who are graduates of ELT and English/American Language and Literature, and Linguistics perceive themselves more competent in the management of teaching-learning process than the teachers who are graduates of the departments other than English teaching. In the light of these findings, it can be stated that there are no significant differences between the graduates of Faculties of Education and Faculties of Letters in terms of professional competencies, which is a matter of interest in Turkey.

Results related to the fifth research question 'Does teachers' perception of competence in materials development change according to variables of sex, age, in-service course, course about teaching English to children, experience and university department?' indicate that teachers' perception of competence in materials development does not change according to sex, age, and experience. However, their perception of competence in materials development changes according to taking an INSET course, course about teaching English to children and university department. The teachers who have taken in-service courses and courses about teaching English to children perceive themselves more competent in materials development than the teachers who have not taken courses. Besides, the teachers who are graduates of ELT and English/American Language and Literature, and Linguistics perceive themselves more competent in materials development than the teachers who are graduates of the departments other than English teaching.

Findings related to the sixth research question 'Does teachers' perception of competence in planning change according to variables of sex, age, taking an in-service course, taking a course about teaching English to children, experience and university department?' show that teachers' perception of competence in planning does not change according to sex, age, taking an in-service course and experience. However, their perception of competence in planning changes according to taking a course about teaching English to children and university department. In this vein, the teachers who have taken a course about teaching English to children perceive themselves more competent in planning than the teachers who have not taken one. Furthermore, the teachers who are graduates of ELT perceive themselves more competent in planning than the teachers who are 'out of field' and the student teachers of OEF.

The findings of the present study are consistent with the findings of previous research by Nazri and Barrick (1990) in that teachers of different age, gender and teaching experience are not significantly different in their professional competence, however, they are different in terms of the pre-service education.

Pedagogical Implications and Recommendations

Based on the results of the study, it can be recommended that EFL teachers should be encouraged to have post-graduate studies to enhance their professional development.

As the teachers with other backgrounds feel themselves professionally less competent than the graduates of ELT and American/English Language and Literature, and Linguistics, it can be recommended that the Ministry of National Education should review the EFL teacher recruitment policy. The outcome of the research implies the interplay between professional preparation in the related field and teacher competence. Hence, it is

necessary for English language teachers to complete a four-year English language education programme, prior to being admitted to the English teaching profession. If untrained teachers are employed due to uncontrollable factors, these teachers should be provided with training in the domains of both language and pedagogy.

The results demonstrated that the teachers who have taken a course about teaching English to children perceive themselves more competent in all domains of teaching covered in the current study than the teachers who have not taken one. This study, then, suggests providing courses about teaching English to children, especially to the teachers who have not taken one in their life-time.

Findings also revealed that teachers' perception of competence in the management of teaching-learning process and materials development changes according to taking an in-service course, but their perception of competence in subject matter and planning does not change according to taking an in-service course. In the light of the findings presented in Table 8, it can be interpreted that there is not a wide enough range in INSET courses that the participants of the study have taken. At this point, it can be deduced that in-service courses relevant to teachers' needs and the demands of the job have potential in changing teachers' perception of self-competence. Thus, the conclusion that can be drawn from the findings is that in-service training courses should include components relevant to teachers' needs and the demands of the job, as Murdoch (1990:15) states, training should include useful components. Teachers who make a difference in the lives of students should be trained and re-trained in the skills and knowledge to bring about successful change in their capacities to teach English confidently. As Prodromou (1991:3) points out, attending professional activities is a way of increasing one's confidence as a teacher. Hence, it is necessary to provide in-service courses and development activities for

the teachers and encourage them to join the professional activities to raise their confidence. Development activities and in-service training programmes might be designed in a manner that can meet the needs of the teachers. The starting point, then, might be doing needs analysis. The Ministry of National Education could conduct a survey of state primary school EFL teachers' needs for in-service training courses and the teachers' views on the influence of the participation of in-service courses might be taken. For example, teachers may keep diaries in which they write their comments, discoveries and ideas during the participation of in-service training programmes. In this way, an inquiry in in-service approaches could be initiated.

One possible pedagogical implication of the findings of the study may be that student English teachers of OEF, who are employed due to severe English language teacher shortages, can be encouraged to employ collaborative strategies in their educational settings. Student English teachers of OEF may engage in professional discussions with senior teachers and observe their teaching in order to develop their competence. This also attaches high priority to professional discussions among teachers to identify problems and draw upon different knowledge bases.

This one study cannot be considered as a representative of EFL teachers' competencies. Therefore, the results of the study should be interpreted in the light of its limitations.

Implications for Further Research

Researchers may want to replicate this study and the same instrument could be administered in order for the standardization of the instrument. An extensive profile of English language teachers in Turkey can be drawn, which would be a major contribution to the field of education.

Further research could be conducted in order to take different variables into account to understand whether teachers' perception of professional competence changes or not according to these variables. Further studies might involve larger number of participants in order to be able to generalize the results. Researchers may observe the EFL teachers to investigate how competent they are in the domains of subject matter knowledge and pedagogy to see if there are possible contradictions between perceptions and the teachers' actual teaching behaviour. Further research could be carried out to investigate the professional competence of the EFL teachers who are graduates of departments other than English teaching. Student English teachers who are attending OEF could be the subjects of further studies.

A subsequent study might investigate the impact of the in-service courses on instructional practices of the first stage state primary school EFL teachers in Turkey. Researchers might want to investigate how the participation in in-service programmes influences the EFL teachers' professional development. Although Yumru (2000) conducted a study on professional development of university level EFL teachers and Yaman (2004) conducted a study on professional development of both private and state school EFL teachers, researchers could investigate how the participation in in-service programmes influences the professional development of the first stage state primary school EFL teachers in Turkey. A study on the needs of the primary level EFL teachers could be conducted so that insights gained can give suggestions for the providers of INSET courses in Turkey. Researchers might want to examine if the EFL teachers who are graduates of conventional Education Faculties and the EFL teachers who are graduates of Open Education Faculty differ from each other in terms of their teaching skills.

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APPENDICES

APPENDIX I: The Initial Form of the Data Collection Instrument

The aim of this research study, which consists of two parts, is to construct a profile of the teachers of the fourth and fifth classes in public primary schools and find out their perception of competence. The questionnaire is strictly confidential and you needn't give your names. However, your answers will be a guide in carrying out research studies in the field. Thank you for your time, sincerity and collaboration.

PART I

Please read each question carefully and answer as required. For the questions which have alternatives, put X in the parentheses if they are appropriate for you, but for the questions which require written answers, please give clear answers.

1. Sex:

Male ( )   Female ( )

2. Age:

21-26 ( ) 27-32 ( ) 33-38 ( ) 39-44 ( ) 45+ ( )

3. Marital Status:

 Married ( ) Single ( )

4. How long have you been teaching?

0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+ ( )

5. How long have you been teaching at primary school?

0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+ ( )

6. Which high school did you finish? (Please answer in Turkish)

………………………………………………………………..

7. Which university did you graduate from? (Please answer in Turkish)

..……………………………………………………………

8. Which department did you have a degree from? (Please answer in Turkish)

..……………………………………………………………

9. Do you have any further studies?

Yes ( ) No ( )

10. If yes, which one?

I have an MA/MS diploma ( ) I go on with MA/MS studies ( )

I have a PhD diploma ( ) I go on with PhD studies ( )

11. Have you ever taken courses / lessons about 'Teaching Children English' ?

Yes ( ) No ( )

12. Have you ever taken Foreign Language Proficiency Examination for State Employees (KPDS)?

Yes ( ) No ( )

13. If yes, what grade did you get?

A ( ) B ( ) C ( ) D ( ) E ( )

14. Have you ever taken in-service courses about 'Teaching English'?

Yes ( ) No ( )

15. If yes, what was it/ were they about?

………………………………………………………….

PART II
Please, read the following statements carefully and after deciding the degree of appropriateness for you, put X in the box. Please, consider the learners aged 9-12.
Example: **0 1 2 3 4**

☐☒☐☐☐

Totally inappropriate for me   **Very appropriate for me**
                0   1   2   3   4

	Degrees				
	0	1	2	3	4
1. It is not difficult for me to understand conferences, radio and television talks in English					
2. I have no difficulty in speaking English accurately especially in my language classes					
3. I can speak English quite fluently when communicating					
4. I have no difficulty in pronouncing the English words correctly					
5. I know the phonology of English					
6. I know the morphology of English					
7. I have a vast knowledge of English grammar					
8. I have a good knowledge of English syntax					
9. I have a deep knowledge of English semantics					
10. I have no difficulty in understanding the written materials about English Language Teaching					
11. I know various teaching methods and their principles (e.g. Audio Lingual Method, Total Physical Response)					
12. I have a deep knowledge of children's literature					
13. I have a wide knowledge of vocabulary					
14. I can read and understand popular novels and story books in English with no use or only little use of a dictionary					
15. I know the language acquisition theories					
16. I have no difficulty in comparing and contrasting Turkish and English languages					
17. I have a good command of written English					

	0	1	2	3	4
18. I know certain classroom techniques which are appropriate for teaching children (e.g. role-plays, story telling)					
19. I know the psychological factors of my students encompassing schemata, cognitive style and affective factors					
20. I know the personal needs and characteristics of my students					
21. I know the social characteristics of my students					
22. I know how my students think and learn					
23. I know how my students go through language acquisition processes					
24. I know the advantages and disadvantages my students have in learning English					
25. I know the learning strategies of my students					
26. I have no difficulty in planning the presentation, practice and production parts of my lessons					
27. I know how to plan my courses (e.g. yearly plan, unit plan, daily lesson plan)					
28. It is not hard for me to consider the second language acquisition theories, characteristics of learners and language pedagogy when planning my lessons					
29. I can easily specify the objectives of the lesson					
30. It is not difficult for me to set the knowledge structure, concepts and subject matter when making a plan					
31. I can easily determine appropriate approaches, methods and techniques in my plans					
32. I have no difficulty in considering key questions related to the lesson / subject when planning					
33. I can find ways and materials that arouse learners' interests when planning my lessons					
34. Planning the timing for the different parts of the lesson is not difficult for me					
35. I can consider appropriate audio-visual aids and their sources for my lessons when planning					
36. It is not difficult for me to design the homework or follow-up activities when planning					
37. I am capable of evaluating the lesson to check whether the intended learning has taken place					
38. I know how to analyse the coursebook					
39. I can adapt the coursebook to the needs of the children					
40. When the coursebook seems inappropriate, I can develop written materials such as worksheets and handouts					

	0	1	2	3	4
41. I have no difficulty in making materials such as puppets, class mascots, cards, transparencies in order to support communicative activities					
42. It is not hard for me to prepare audio-visual materials to enhance children's learning					
43. I can easily involve pupils in creating materials in order to make learning more meaningful (e.g. children's making clocks, paper animals, puppets)					
44. It is not hard for me to keep a record of materials which I have collected, adapted or developed for various purposes					
45. I have no difficulty in using Total Physical Response to provide both auditory input and physical activity where necessary					
46. It is not difficult for me to use strategies such as repetition, modeling, backward buildup to assist the direct teaching of oral skills where necessary					
47. I can use problem-solving, interactive and creative activities when teaching children					
48. It is not hard for me to use a task-based methodology as a means of creating purposeful contexts with a variety of activities					
49. I have no difficulty in connecting new things with what children know in my instruction					
50. It is not difficult for me to use a learner-centered approach					
51. It is not difficult for me to use a theme-based approach where necessary					
52. Using story-based methodology with children is not difficult for me					
53. Involving 'listen and do activities', 'listening for information activities', 'listen and repeat activities' is not difficult for me					
54. I can present language skills in three stages as - pre, while and post- (e.g. pre-listening, while-listening and post- listening activities)					
55. I can use patterns that children find familiar in my classroom instruction					
56. I can develop a repertoire of controlled and creative activities in order to provide a balance (e.g. repetition, dramatization, reading aloud)					
57. I can easily find solutions to the problems of the students when they make mistakes in English					
58. Creating opportunities for interaction among pupils is not difficult for me (e.g. pair-group work)					
59. I can use gesture and mimicry when teaching children					
60. I can easily choose child-centered and authentic activities					
61. I can use non-linguistic activities to improve children's learning (e.g. games, drawings)					
62. It is not difficult for me to use chants, songs, poems, drama and stories in my instruction to build children's oral skills					
63. It is not hard for me to create interaction between the teacher and the pupils					

	0	1	2	3	4
64. I have no difficulty in using authentic books with illustrations in my classes (e.g. Snow White and the Seven Dwarfs)					
65. I can teach reading by using 'Look and Say' method (e.g. with flashcards)					
66. I can encourage the children to copy the texts they find interesting					
67. It is not difficult for me to organize writing activities such as word games, crossword puzzles, dialogues and sentence sequences					
68. It is not difficult for me to teach prefabricated phrases or chunks of language to accelerate communication in early stages					
69. I can use the language of classroom management as a meaningful context to teach grammar					
70. It is not hard for me to teach grammar without giving explicit rules					
71. Using form-focused techniques in meaningful and interesting contexts is not difficult for me					
72. I can teach function words which carry grammatical meaning through repeated use in contexts (e.g. articles, prepositions)					
73. It is not difficult for me to explain the vocabulary by demonstrations or pictures					
74. I can arrange the physical environment of the classroom to support the learning activities and prevent undesirable student behaviours					
75. I can post class rules and expectations					
76. It is not difficult for me to keep students on tasks and cover materials extensively					
77. I can give clear and focused instructions					
78. I can involve all the students in the lesson					
79. It is not difficult for me to have the right amount of teacher talk					
80. I can easily use techniques to set up a mental set such as using a clear voice, eye contact, scanning and checking whether the pupils are ready					
81. I can use the blackboard efficiently					
82. I can give positive feedback to develop a sense of self-esteem in children					
83. Developing effective teacher-pupil relations is not difficult for me					
84. I have no difficulty in providing fairness in class					
85. I can use incentives and rewards for the students to promote excellence					
86. I can easily determine purposes and objectives of the assessment					

	0	1	2	3	4
87. It is not hard for me to identify the methods of the assessment					
88. I can check the reliability, validity and fairness of the assessment (e.g. exam questions)					
89. I can detect the impact of the assessment on pupil's motivation					
90. Considering the level of learning objectives consisting of knowledge, comprehension, application, analysis, synthesis and evaluation is not difficult for me					
91. I can use alternative test techniques such as portfolios and observation					
92. I have no difficulty in using criterion-referenced evaluation in most cases					
93. I can encourage the students to evaluate themselves					
94. I can close the gap by giving corrective and evaluative feedback when students make mistakes					
95. I can integrate all language skills when assessing the students					
96. I subscribe to English Language Teaching magazines and journals					
97. I attend conferences and join professional organisations and in-service courses					
98. I hold regular meetings to discuss common problems and successes with colleagues					
99. I invite fellow teachers/ teacher trainers and guest speakers to contribute lectures and workshops					
100. I publish English Language Teaching newsletters on local and national scales					
101. I read teachers' handbooks					
102. I ask colleagues and students for feedback					
103. I write journals to reflect daily classroom events					
104. I share techniques, methods and innovations with colleagues					
105. I carry out research on phenomena in my classes (e.g. investigating what is					
106. I do self-appraisal					

APPENDIX II: The Final Form of the Data Collection Instrument

The aim of this research study, which consists of two parts, is to construct a profile of the teachers of the fourth and fifth classes in public primary schools and find out their perception of competence. The questionnaire is strictly confidential and you needn't give your names. However, your answers will be a guide in carrying out research studies in the field. Thank you for your time, sincerity and collaboration.

PART I

Please read each question carefully and answer as required. For the questions which have alternatives, put X in the parentheses if they are appropriate for you, but for the questions which require written answers, please give clear answers.

1. Sex:

Male ( )   Female ( )

2. Age:

21-26 ( ) 27-32 ( ) 33-38 ( ) 39-44 ( ) 45+ ( )

3. Marital Status:

 Married ( ) Single ( )

4. How long have you been teaching?

0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+ ( )

5. How long have you been teaching at primary school?

0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+ ( )

6. Which high school did you finish? (Please answer in Turkish)

…………………………………………………………………..

7. Which university did you graduate from? (Please answer in Turkish)

..…………………………………………………………………

8. Which department did you have a degree from? (Please answer in Turkish)

..…………………………………………………………

9. Do you have any further studies?

Yes（) No（)

10. If yes, which one?

I have an MA/MS diploma（) I go on with MA/MS studies（)

I have a PhD diploma（) I go on with PhD studies（)

11. Have you ever taken courses / lessons about 'Teaching Children English' ?

Yes（) No（)

12. Have you ever taken Foreign Language Proficiency Examination for State Employees

(KPDS)?

Yes（) No（)

13. If yes, what grade did you get?

A（) B（) C（) D（) E（)

14. Have you ever taken in-service courses about 'Teaching English'?

Yes（) No（)

15. If yes, what was it/ were they about?

……………………………………………………….

PART II

Please, read the following statements carefully and after deciding the degree of appropriateness for you, put X in the box. Please, consider the learners aged 9-12.

Example: 0 1 2 3 4

☐☒☐☐☐

Totally inappropriate for me   Very appropriate for me

0   1   2   3   4

	Degrees				
	0	1	2	3	4
1. I know the phonology of English					
2. I know the morphology of English					
3. I have a good knowledge of English syntax					
4. I have a vast knowledge of English grammar					
5. I have a deep knowledge of English semantics					
6. I have no difficulty in understanding the written materials about English Language Teaching					
7. I have no difficulty in comparing and contrasting Turkish and English languages					
8. I can read and understand popular novels and story books in English with no use or only little use of a dictionary					
9. I can speak English quite fluently when communicating					
10. I know the language acquisition theories					
11. I have a wide knowledge of vocabulary					
12. It is not difficult for me to understand conferences, radio and television talks in English					
13. I have a good command of written English					
14. I have no difficulty in pronouncing the English words correctly					
15. I have no difficulty in speaking English accurately especially in my language classes					
16. I can use incentives and rewards for the students to promote excellence					
17. It is not hard for me to identify the methods of the assessment					
18. I can easily determine purposes and objectives of the assessment					
19. I can easily choose child-centered and authentic activities					
20. I can give clear and focused instructions					
21. It is not difficult for me to use a theme-based approach where necessary					
22. I can teach function words which carry grammatical meaning through repeated use in contexts (e.g. articles, prepositions)					
23. I can arrange the physical environment of the classroom to support the learning activities and prevent undesirable student behaviours					
24. I can integrate all language skills when assessing the students					
25. I can detect the impact of the assessment on pupil's motivation					
26. I know the learning strategies of my students					
27. I can easily involve pupils in creating materials in order to make learning more meaningful (e.g. children's making clocks, paper animals, puppets)					

	0	1	2	3	4
28. I have no difficulty in making materials such as puppets, class mascots, cards, transparencies in order to support communicative activities					
29. It is not hard for me to keep a record of materials which I have collected, adapted or developed for various purposes					
30. When the coursebook seems inappropriate, I can develop written materials such as worksheets and handouts					
31. Planning the timing for the different parts of the lesson is not difficult for me					
32. I know how to analyse the coursebook					
33. It is not difficult for me to design the homework or follow-up activities when planning					
34. I am capable of evaluating the lesson to check whether the intended learning has taken place					

APPENDIX III: The Universities and Departments That the Teachers Graduated From

Teacher	UNIVERSITY	DEPARTMENT
T1	Başkent Üniversitesi	Amerikan Kültürü ve Edebiyatı
T2	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T3	Çukurova Üniversitesi	İngilizce Öğretmenliği
T4	Çukurova Üniversitesi	İngilizce Öğretmenliği
T5	Hacettepe Üniversitesi	İngiliz Dil Bilimi
T6	Atatürk Üniversitesi	İngilizce Öğretmenliği
T7	Dokuz Eylül Üniversitesi	İngilizce Öğretmenliği
T8	Dokuz Eylül Üniversitesi	İngilizce Öğretmenliği
T9	Uludağ Üniversitesi	İngilizce Öğretmenliği
T10	İstanbul Atatürk Eğitim Enstitüsü	İngilizce Öğretmenliği
T11	Çukurova Üniversitesi	İngilizce Öğretmenliği
T12	Doğu Akdeniz Üniversitesi	İngilizce Öğretmenliği
T13	Selçuk Üniversitesi	İngilizce Öğretmenliği
T14	ODTÜ	Maden Mühendisliği
T15	Bursa Yabancı Diller Yüksekokulu	İngilizce Öğretmenliği
T16	Marmara Üniversitesi	İngilizce Öğretmenliği
T17	Uludağ Üniversitesi	İngilizce Öğretmenliği
T18	ODTÜ	Makina Mühendisliği
T19	Çukurova Üniversitesi	İngilizce Öğretmenliği
T20	Selçuk Üniversitesi	İngilizce Öğretmenliği
T21	Ankara Üniversitesi	Amerikan Kültürü ve Edebiyatı
T22	Dicle Üniversitesi	İngilizce Öğretmenliği
T23	Dicle Üniversitesi	İngilizce Öğretmenliği
T24	Gaziantep Üniversitesi	Fizik Mühendisliği
T25	AÖF	İngilizce Öğretmenliği 3. Sınıf Öğrencisi
T26	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T27	Çukurova Üniversitesi	Fizik Bölümü
T28	Mersin Üniversitesi	İngiliz Dili ve Edebiyatı
T29	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T30	Çukurova Üniversitesi	İngilizce Öğretmenliği
T31	Dicle Üniversitesi	İngilizce Öğretmenliği
T32	Dumlupınar Üniversitesi	İngiliz Dili ve Edebiyatı
T33	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T34	Dicle Üniversitesi	İngilizce Öğretmenliği
T35	ODTÜ/Dicle Üniversitesi	Kimya/ İngilizce Öğretmenliği
T36	Dicle Üniversitesi	İngilizce Öğretmenliği
T37	Hacettepe Üniversitesi	Amerikan Dili ve Edebiyatı
T38	ODTÜ	Beden Eğitimi ve Spor

T39	ODTÜ	Kamu Yönetimi
T40	Mersin Üniversitesi	Beden Eğitimi ve Spor
T41	Dicle Üniversitesi	İngilizce Öğretmenliği
T42	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T43	Dicle Üniversitesi	İngilizce Öğretmenliği
T44	Atatürk Üniversitesi	İngilizce Öğretmenliği
T45	Çukurova Üniversitesi	İngilizce Öğretmenliği
T46	Çukurova Üniversitesi	İngilizce Öğretmenliği
T47	Atatürk Üniversitesi	İngilizce Öğretmenliğ
T48	Uludağ Üniversitesi	İngilizce Öğretmenliği
T49	Çukurova Üniversitesi	İngilizce Öğretmenliği
T50	Çukurova Üniversitesi	İngilizce Öğretmenliği
T51	19 Mayıs Üniversitesi	İngilizce Öğretmenliği
T52	ODTÜ	Gıda Mühendisliği
T53	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T54	Dicle Üniversitesi	İngilizce Öğretmenliği
T55	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T56	Çukurova Üniversitesi	İngilizce Öğretmenliği
T57	Gazi Üniversitesi	İngilizce Öğretmenliği
T58	Gazi Üniversitesi	İşletme-Muhasebe Öğretmenliği
T59	Mersin Üniversitesi	İngiliz Dili ve Edebiyatı
T60	Selçuk Üniversitesi	Sınıf Öğretmenliği
T61	Diyarbakır Yabancı Diller Yüksekokulu	İngilizce Öğretmenliği
T62	Selçuk Üniversitesi	İngilizce Öğretmenliği
T63	Tarsus yabancı Diller Yüksekokulu	İngilizce Öğretmenliği
T64	İstanbul Üniversitesi	İngiliz Dili ve Edebiyatı
T65	Diyarbakır Eğitim Enstitüsü	İngilizce Öğretmenliği
T66	Çukurova Üniversitesi	İngilizce Öğretmenliği
T67	Gazi Üniversitesi	İngilizce Öğretmenliği
T68	Selçuk Üniversitesi	İngilizce Öğretmenliği
T69	Çukurova Üniversitesi	İngilizce Öğretmenliği
T70	Atatürk Üniversitesi	İngilizce Öğretmenliği
T71	Çukurova Üniversitesi	İngilizce Öğretmenliği
T72	Dicle Üniversitesi	İngilizce Öğretmenliği
T73	Gazi Eğitim Enstitüsü	İngilizce Öğretmenliği
T74	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T75	Gaziantep Üniversitesi	Gıda Mühendisliği
T76	Selçuk Eğitim Enstitüsü	İngilizce Öğretmenliği
T77	Gazi Üniversitesi	İngilizce Öğretmenliği
T78	Gazi Üniversitesi	Türkçe Eğitim
T79	Gazi Üniversitesi	Biyoloji Eğitim
T80	Çukurova Üniversitesi	İngilizce Öğretmenliği
T81	AÖF	İngilizce Öğretmenliği 3.Sınıf Öğrencisi

T82	Gazi Üniversitesi	İngilizce Öğretmenliği
T83	AÖF	İngilizce Öğretmenliği 3.Sınıf Öğrencisi
T84	Harran Üniversitesi	Tarih
T85	Atatürk Üniversitesi	Matematik Öğretmenliği
T86	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T87	Uludağ Üniversitesi	İktisat
T88	Ankara Üniversitesi	Ziraat
T89	Dicle Üniversitesi	Sınıf Öğretmenliği
T90	Çukurova Üniversitesi	Almanca Öğretmenliği
T91	Hacettepe Üniversitesi	Biyoloji
T92	Trakya Üniversitesi	Sınıf Öğretmenliği
T93	Hacettepe Üniversitesi	Amerikan Kültürü ve Edebiyatı
T94	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T95	Gazi Üniversitesi	İngilizce Öğretmenliği
T96	Mersin Üniversitesi	İngiliz Dilbilimi
T97	Erciyes Üniversitesi	İngiliz Dili ve Edebiyatı
T98	Mersin Üniversitesi	Biyoloji
T99	Niğde Üniversitesi	Sınıf Öğretmenliği
T100	Atatürk Üniversitesi	Sınıf Öğretmenliği
T101	Bakü Devlet Yabancı Diller Üniversitesi	İngilizce Öğretmenliği
T102	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T103	Dicle Üniversitesi	İngilizce Öğretmenliği
T104	Niğde Üniversitesi	İşletme
T105	Çukurova Üniversitesi	İngilizce Öğretmenliği
T106	Ege Üniversitesi	Gıda Mühendisliği
T107	Gazi Üniversitesi	Fizik Öğretmenliği
T108	AÖF	İngilizce Öğretmenliği 3.Sınıf Öğrencisi
T109	Atatürk Üniversitesi	İngiliz Dili ve Edebiyatı
T110	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T111	Atatürk Üniversitesi	İlahiyat
T112	Çankaya Üniversitesi	İşletme
T113	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T114	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T115	Selçuk Üniversitesi	İngiliz Dili ve Edebiyatı
T116	Atatürk Üniversitesi	Fizik Öğretmenliği
T117	Uludağ Üniversitesi	Sınıf Öğretmenliği
T118	Dicle Üniversitesi	İngilizce Öğretmenliği
T119	Çukurova Üniversitesi	İngilizce Öğretmenliği
T120	Doğu Akdeniz Üniversitesi	İngiliz Dili ve Edebiyatı
T121	Gazi Üniversitesi	Sınıf Öğretmenliği
T122	Çanakkale 18 Mart Üniversitesi	Sınıf Öğretmenliği
T123	Ankara Üniversitesi	Türk Dili ve Edebiyatı
T124	Çukurova Üniversitesi	İngilizce Öğretmenliği

T125	Gazi Üniversitesi	İngilizce Öğretmenliği
T126	ODTÜ	İngilizce Öğretmenliği
T127	Selçuk Üniversitesi	İngilizce Öğretmenliği
T128	Anadolu Üniversitesi	İngilizce Öğretmenliği
T129	Atatürk Üniversitesi	İngilizce Öğretmenliği
T130	Ankara Üniversitesi	Amerikan Kültürü ve Edebiyatı
T131	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T132	Diyarbakır Eğitim Enstitüsü	İngilizce Öğretmenliği
T133	19 Mayıs Üniversitesi	İngilizce Öğretmenliği
T134	Çukurova Üniversitesi	İngilizce Öğretmenliği
T135	Dicle Üniversitesi	İngilizce Öğretmenliği
T136	Çukurova Üniversitesi	İngilizce Öğretmenliği
T137	Çukurova Üniversitesi	İşletme (İngilizce)
T138	Dicle Üniversitesi	İngilizce Öğretmenliği
T139	ODTÜ	Kimya
T140	19 Mayıs Üniversitesi	İngilizce Öğretmenliği
T141	Çukurova Üniversitesi	İngilizce Öğretmenliği
T142	ODTÜ	Biyoloji
T143	ODTÜ	İngilizce Öğretmenliği
T144	Anadolu Üniversitesi	İngilizce Öğretmenliği
T145	Selçuk Üniversitesi	İngilizce Öğretmenliği
T146	Hacettepe Üniversitesi	İngiliz Dili ve Edebiyatı
T147	Anadolu Üniversitesi	İngilizce Öğretmenliği
T148	Çukurova Üniversitesi	İngilizce Öğretmenliği
T149	Anadolu Üniversitesi	İngilizce Öğretmenliği
T150	Çağ Üniversitesi	İngilizce Öğretmenliği
T151	Çukurova Üniversitesi	İngilizce Öğretmenliği
T152	Dicle Üniversitesi	İngilizce Öğretmenliği
T153	Gazi Eğitim Enstitüsü	İngilizce Öğretmenliği
T154	Anadolu Üniversitesi	İngilizce Öğretmenliği
T155	Gazi Üniversitesi	İngilizce Öğretmenliği
T156	Atatürk Üniversitesi	İngiliz Dili ve Edebiyatı
T157	Boğaziçi Üniversitesi	İngilizce Öğretmenliği
T158	Hacettepe Üniversitesi	Amerikan Kültürü ve Edebiyatı
T159	AÖF	İngilizce Öğretmenliği 3. Sınıf Öğrencisi
T160	Atatürk Üniversitesi	İngilizce Öğretmenliği
T161	Gazi Üniversitesi	İngilizce Öğretmenliği
T162	AÖF	İngilizce Öğretmenliği 3.Sınıf Öğrencisi
T163	Kazak Devlet Dünya Dilleri Üniversitesi	Ortaöğretim İngilizce Öğretmenliği
T164	Ankara Üniversitesi	Amerikan Kültürü ve Edebiyatı
T165	Muğla Üniversitesi	İktisat
T166	Marmara Üniversitesi	İngilizce Öğretmenliği
T167	Çukurova Üniversitesi	İngilizce Öğretmenliği

T168	ODTÜ	Felsefe
T169	Selçuk Üniversitesi	İngilizce Öğretmenliği
T170	Çağ Üniversitesi	İngilizce Öğretmenliği
T171	Anadolu Üniversitesi	İngilizce Öğretmenliği
T172	ODTÜ Gaziantep Üniversitesi	Gıda Mühendisliği
T173	Çukurova Üniversitesi	İktisat (İngilizce)
T174	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T175	9 Eylül Üniversitesi	Türkçe
T176	K.Maraş Sütçü İmam Üniversitesi	Kimya
T177	Gaziantep Üniversitesi	Ziraat-Gıda Bölümü
T178	Gazi Üniversitesi	İngilizce Öğretmenliği
T179	ODTÜ	Biyoloji
T180	Niğde Üniversitesi	Sınıf Öğretmenliği
T181	Çukurova Üniversitesi	Sınıf Öğretmenliği
T182	Çukurova Üniversitesi	Sınıf Öğretmenliği
T183	Çukurova Üniversitesi	İngilizce Öğretmenliği
T184	Dicle Üniversitesi	İngilizce Öğretmenliği
T185	Atatürk Üniversitesi	İngilizce Öğretmenliği
T186	Gazi Üniversitesi	İngilizce Öğretmenliği
T187	Dicle Üniversitesi	İngilizce Öğretmenliği
T188	Çukurova Üniversitesi YDYO	İngilizce Öğretmenliği
T189	Doğu Akdeniz Üniversitesi	İngilizce Öğretmenliği
T190	Dicle Üniversitesi	Beden Eğitimi
T191	Gaziantep Üniversitesi	Fizik Mühendisliği
T192	Gazi Eğitim Enstitüsü	İngilizce Öğretmenliği
T193	Yabancı Diller Yüksekokulu	İngilizce Öğretmenliği
T194	Uludağ Üniversitesi	İngilizce Öğretmenliği
T195	Dicle Üniversitesi	İngilizce Öğretmenliği
T196	Anadolu Üniversitesi	İktisat
T197	Gazi Üniversitesi	İngilizce Öğretmenliği
T198	Anadolu Üniversitesi/İzzet Baysal Üni.	Otelcilik/ İşletme
T199	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T200	İstanbul Üniversitesi	İngilizce Öğretmenliği
T201	Çukurova Üniversitesi	İngilizce Öğretmenliği
T202	Dicle Üniversitesi	İngilizce Öğretmenliği
T203	19 Mayıs Üniversitesi	İngilizce Öğretmenliği
T204	Selçuk Üniversitesi	İngilizce Öğretmenliği
T205	Selçuk Üniversitesi	İngilizce Öğretmenliği
T206	Selçuk Eğitim Enstitüsü	İngilizce Öğretmenliği
T207	Çukurova Üniversitesi	İngilizce Öğretmenliği
T208	Mersin Üniversitesi	İngiliz Dili ve Edebiyatı
T209	ODTÜ	Fizik
T210	Dicle Üniversitesi	İngilizce Öğretmenliği

T211	Dicle Üniversitesi	İngilizce Öğretmenliği
T212	Diyarbakır Eğitim Enstitüsü	İngilizce Öğretmenliği
T213	Afyon Kocatepe Üniversitesi	Türk Dili ve Edebiyatı
T214	Diyarbakır YDYO	İngilizce Öğretmenliği
T215	Gazi Üniversitesi	İngilizce Öğretmenliği
T216	İstanbul Üniversitesi	İngilizce Öğretmenliği
T217	Ankara Üniversitesi	İngiliz Dili ve Edebiyatı
T218	Mersin Üniversitesi	İngiliz Dili ve Edebiyatı
T219	Dicle Üniversitesi	İngilizce Öğretmenliği
T220	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T221	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T222	Çukurova Üniversitesi	İngilizce Öğretmenliği
T223	Mersin Üniversitesi	İngiliz Dili ve Kültürü
T224	Uludağ Üniversitesi	İngilizce Öğretmenliği
T225	Çukurova Üniversitesi	İngilizce Öğretmenliği
T226	Çukurova Üniversitesi	İngilizce Öğretmenliği
T227	Gazi Üniversitesi	İngilizce Öğretmenliği
T228	Gazi Üniversitesi	İngilizce Öğretmenliği
T229	Selçuk Üniversitesi	İngilizce Öğretmenliği
T230	Trakya Üniversitesi	Sınıf Öğretmenliği
T231	Gazi Üniversitesi	İngilizce Öğretmenliği
T232	Dicle Üniversitesi	İngilizce Öğretmenliği
T233	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T234	Mustafa Kemal Üniversitesi	Kimya
T235	Hacettepe Üniversitesi	İngilizce Öğretmenliği
T236	Mersin Üniversitesi	İngiliz Dil Bilimi
T237	Mersin Üniversitesi	Beden Eğitimi ve Spor
T238	Çukurova Üniversitesi	İngilizce Öğretmenliği
T239	Atılım Üniversitesi	İngiliz Dili ve Edebiyatı
T240	Dicle Üniversitesi	İngilizce Öğretmenliği
T241	ODTÜ	İngilizce Öğretmenliği
T242	Tarsus Yabancı Diller Yüksekokulu	İngilizce Öğretmenliği
T243	Yüzüncü Yıl Üniversitesi	İngiliz Dili ve Edebiyatı
T244	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T245	Ankara Üniversitesi	İngiliz Dili ve Edebiyatı
T246	Diyarbakır YDYO	İngilizce Öğretmenliği
T247	Selçuk Üniversitesi	İngilizce Öğretmenliği
T248	Çukurova Üniversitesi	İngilizce Öğretmenliği
T249	9 Eylül Üniversitesi	İngilizce Öğretmenliği
T250	19 Mayıs Üniversitesi	İngilizce Öğretmenliği
T251	Marmara Üniversitesi	Elektrik ve Haberleşme Öğ. (İngilizce)
T252	Çukurova Üniversitesi	İngilizce Öğretmenliği
T253	Hacettepe Üniversitesi	İngiliz Dilbilimi

T254	Atatürk Üniversitesi	İngilizce Öğretmenliği
T255	Hacettepe Üniversitesi	Türk Dili ve Edebiyatı
T256	Ege Üniversitesi	İngiliz Dili ve Edebiyatı
T257	Selçuk Üniversitesi	İngilizce Öğretmenliği
T258	ODTÜ	Sosyoloji
T259	Mersin Üniversitesi	İngiliz Dili ve Edebiyatı
T260	Atatürk Üniversitesi YDYO	İngilizce Öğretmenliği
T261	Anadolu Üniversitesi	İngilizce Öğretmenliği
T262	YDYO	İngilizce Öğretmenliği
T263	Çukurova Üniversitesi	İngilizce Öğretmenliği
T264	Hacettepe Üniversitesi	İngiliz Dil Bilimi
T265	Selçuk Üniversitesi	İngilizce Öğretmenliği
T266	Hacettepe Üniversitesi	İngiliz Dili ve Edebiyatı

APPENDIX IV: The Content of the INSET Courses that the Teachers Have Taken

Teacher	YES	IN-SERVICE COURSE(S)
T2	Yes	Methods of English Teaching/How to Improve Children's Learning
T8	Yes	Teaching English Techniques
T9	Yes	How to Teach English
T16	Yes	Teaching English (Reading-Composition-Speaking in Class)
T17	Yes	Teaching Strategies
T20	Yes	NLP/Developing Games in English/Teaching Methods in Primary School
T21	Yes	Teaching Methods
T22	Yes	Teaching English Methods
T23	Yes	Teaching English
T27	Yes	8-month Basic English Course
T29	Yes	Teaching English in Primary School
T31	Yes	Teaching Methods
T35	Yes	Speaking,Writing,Reading Comprehension,Grammar Teaching &Testing
T37	Yes	Teaching English
T39	Yes	Methods of Teaching
T40	Yes	Basic English Course
T45	Yes	Teaching English
T49	Yes	Teaching Methods
T50	Yes	Techniques/Measurement and Evaluation/ Innovations in Language
T51	Yes	Not Stated
T53	Yes	Teaching Methods
T56	Yes	Teaching Methods and Techniques
T62	Yes	Teaching a Foreign Language
T66	Yes	Teaching a Foreign Language (Primary)
T67	Yes	Methodology
T73	Yes	Teaching English for Children
T76	Yes	Techniques/ Measurement and Evaluation/ Innovations in Language
T93	Yes	Pedagogy
T95	Yes	Teaching English
T96	Yes	Techniques About Teaching English
T100	Yes	6-month Basic English Course
T111	Yes	7-month Basic English Course
T115	Yes	Methods of English
T118	Yes	Teaching English
T125	Yes	Methods of Teaching English
T126	Yes	Methods and Techniques
T132	Yes	Not Stated
T133	Yes	Methodology (Teaching Methods)
T136	Yes	Strategies of Teaching English
T157	Yes	Educational Psychology
T164	Yes	Teaching Methods
T174	Yes	Methodology

APPENDIX IV: The Content of the INSET Courses that the Teachers Have Taken

T178	Yes	Methodology
T183	Yes	Teaching English
T191	Yes	Teaching Methods and their Principals
T198	Yes	Grammar
T200	Yes	Multiple Intelligence in Language Teaching
T201	Yes	Communicative Teaching
T203	Yes	Teaching English
T208	Yes	Reflective Teaching-A Developing Programme
T210	Yes	English Teaching Methods
T213	Yes	Basic English Course
T215	Yes	Teaching New Methods and Techniques/ Multiple Intelligence
T217	Yes	Motivation in Class
T219	Yes	Methods of Teaching English
T222	Yes	English Language Teaching Methods
T223	Yes	Using Visual Aids Efficiently in the Lesson
T224	Yes	Teaching Vocabulary
T225	Yes	Teaching Techniques
T226	Yes	Teaching English for the 4th and 5th Grades
T227	Yes	Teaching English
T230	Yes	Basic English Course
T235	Yes	Teaching English to Young Learners and Adults/ Methods
T238	Yes	English Teaching Methods
T241	Yes	How To Develop Skills/ Games and Activities in Class
T242	Yes	Teaching English
T246	Yes	Teaching English
T247	Yes	Teaching Methods
T248	Yes	Teaching English With Games
T253	Yes	Not Stated
T255	Yes	Grammar
T261	Yes	Games in Teaching English
T262	Yes	Not Stated
T264	Yes	Methods
T265	Yes	Methods