

**ABANT IZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE
PROSPECTIVE TEACHERS' CONCEPTS OF BEING AN
EFFECTIVE LANGUAGE TEACHER**

ŞULE GÖKSEL

BOLU, 2017

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M.SC. THESIS

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
ÖZET	x
ABSTRACT.....	xii
CHAPTER I.....	1
1. Introduction	1
1.1. Overview of the Chapter	1
1.2. Background of the Study.....	1
1.3. Statement of the Problem	4
1.4. Research Questions	5
1.5. Significance of the Study	5
1.6. Limitations of the Study	7
1.7. Definition of the Terms	7
CHAPTER II.....	9
2. Literature Review	9
2.1. Overview of the Chapter	9
2.2. Theories of Professional Learning	9
2.3. The Knowledge Base of Teacher Education	11
2.3.1. Content knowledge in teacher education.....	13
2.3.2. Pedagogical knowledge in teacher education.....	13
2.3.3. Pedagogical content knowledge in teacher education	14
2.4. Professional Identity Development of PTs	15
2.5. The Role of Beliefs in Teacher Education	19
2.6. Current Practices in EFL Teacher Education.....	20
2.7. Reflective Practice in Teacher Education	23
2.8. The Distinctive Characteristics of Foreign Language Teachers	25
2.9. EFL Teacher Education in Turkey	26
2.10. Related Research on Reflective Professional Learning of Teachers	28
2.10.1. Research on profiles of effective language teachers	28

2.10.2. Research on concept maps in teacher education programs	31
2.10.3. Research on conceptual change in teacher education.....	34
CHAPTER III	37
3. Methodology.....	37
3.1 Overview of the Chapter	37
3.2. The Research Design.....	37
3.3. Prospective EFL Teachers.....	38
3.4. Context of the Study.....	39
3.5. Data Sources.....	39
3.5.1. Concept maps	39
3.5.2. The focus group interview	43
3.6. Data Collection Procedures.....	43
3.7. Data Analysis Procedures	44
3.7.1. The analysis of the quantitative data	45
3.7.2. The analysis of the qualitative data	45
3.8. Trustworthiness of the study:	46
3.8.1. Researcher role	46
3.8.2. Triangulation	46
3.8.3. Peer debriefing.....	47
3.8.4. Inter rating & Inter coding.....	47
CHAPTER IV	49
4. Findings of the Study.....	49
4.1. Overview of the chapter	49
4.2. Findings of the concept maps.....	49
4.2.1. Findings on professional knowledge and development of EFL teachers	49
4.2.2. Findings on personality traits of EFL teachers.....	52
4.2.3. Findings on social context and student background.....	55
4.2.4. Findings on EFL teacher's roles.....	56
4.2.5. Findings on instructional process	57
4.2.6. Findings on classroom management	59
4.2.7. Instructional materials and resources	60
4.2.8. Findings on lesson and unit plan	61
4.2.9. Findings on evaluation and feedback	62
4.2.10. Findings on attitudes towards profession	63

4.3. Findings of the Interviews.....	64
4.3.1. Findings of professional development and knowledge of EFL teachers.....	64
4.3.2. Findings of personality traits of EFL teachers	65
4.3.3. Findings of social context and students’ background.....	66
4.3.4. Findings of instructional process.....	68
4.3.5. Findings of classroom management	69
4.3.6. Findings of instructional material and resources.....	70
4.3.7. Findings of lesson plan and unit plan	70
4.3.8. Findings of attitudes towards profession.....	71
CHAPTER V	72
5. Discussion.....	72
5.1. Overview of the Chapter	72
5.2. Discussion of the Findings	72
5.2.1. Discussion on professional knowledge and development of EFL teachers ..	72
5.2.2. Discussion on the personality traits of EFL teachers	78
5.2.3. Discussion on social context and students’ background	82
5.2.4. Discussion of EFL teacher’s roles	84
5.2.5. Discussion on instructional process.....	85
5.2.6. Discussion of classroom management.....	87
5.2.7. Discussion on instructional materials and resources	88
5.2.8. Discussion on the lesson and unit plans	89
5.2.9. Discussion on evaluation and feedback.....	90
5.2.10. Discussion on attitudes towards profession.....	91
CHAPTER VI.....	92
6. Conclusion	92
6.1. Overview of the Chapter	92
6.2. Summary of the Findings	93
6.3. Limitations and Directions for the Further Research.....	94
6.4. Implications of the Study	95
REFERENCES	98
APPENDICES	115
APPENDIX – A. English Language Teaching Undergraduate Program	115
APPENDIX – B. Demographics.....	116
APPENDIX – C. Focus-group interview questions.....	117

APPENDIX – D. Presentation on how to construct a concept map	118
APPENDIX – E. Concept map samples	122
APPENDIX – F. Framework for the concept maps.....	126
APPENDIX – G. Framework for the interviews	129
AUTOBIOGRAPHY	131



LIST OF TABLES

Table 4.1. Results of concept maps on professional knowledge and development	50
Table 4.2. Results of concept maps on personality traits of EFL teachers	53
Table 4.3. Results of concept maps on social context and students' background	55
Table 4.4. Results of concept maps on EFL teacher's roles	56
Table 4.5. Results of concept maps on instructional process.....	58
Table 4.6. Results of concept maps on classroom management	59
Table 4.7. Results of concept maps on instructional materials and resources	60
Table 4.8. Results of concept maps on lesson and unit plans	61
Table 4.9. Results of concept maps on evaluation and feedback.....	62
Table 4.10. Results of concept maps on attitudes towards teaching profession	63

LIST OF FIGURES

Figure 2.1. Definition of knowledge base.....12



LIST OF ABBREVIATIONS

CoHE	: Council of Higher Education
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FLE	: Foreign Language Education
MoNE	: Ministry of National Education
PT(s)	: Prospective Teacher(s)
PPSE	: Public Personnel Selection Examination



ÖZET

İNGİLİZCE ÖĞRTEMENİ ADAYLARININ ETKİLİ İNGİLİZCE ÖĞRETMENİ OLMAYA YÖNELİK KAVRAMLAŞTIRMALARININ KEŞİFSEL BİR DURUM ÇALIŞMASI İLE İNCELENMESİ

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Bu çalışmanın amacı İngiliz Dili Eğitimi bölümünde eğitimlerine devam etmekte olan İngilizce öğretmenliği adaylarının etkili İngilizce öğretmeni ve ilgili kavramlarının incelenmesidir. Ayrıca bu çalışma ile İngiliz Dili Eğitimi programının İngilizce öğretmeni adaylarının etkili öğretmenlikle ilgili kavramlarının gelişmesinde oynadığı rolün incelenmesi amaçlanmıştır.

Çalışma, Abant İzzet Baysal Üniversitesin 'de öğrenim görmekte olan 170 İngilizce öğretmen adayı ile gerçekleştirilmiştir. Öğretmen adaylarından etkili öğretmenlikle ilgili kavram haritaları çizimleri istenmiştir. Kavram haritalarına ek olarak, gönüllü olarak katılmak isteyen öğretmen adaylarıyla grup odaklı görüşme ile röportajlar yapılmıştır. Daha sonra, ortaya çıkan kavram haritaları ve röportajlar içerik analizi yapılarak incelenmiştir. Ek olarak, elde edilen veriler kullanılmakta olan öğretmen yetiştirme programının öğretmen adayları üzerindeki rolünü incelemek amacıyla sınıf bazında karşılaştırılmıştır.

Kavram haritaları yoluyla elde edilen bulgulara göre; katılımcılar tarafından etkili İngilizce öğretmeni profilini tasvir etmek amacıyla belirlenen on kategori arasında, İngilizce öğretmenliği adaylarının en çok üzerinde durduğu konu İngilizce

öğretmenlerinin profesyonel gelişim ve bilgisi olmuştur. Bu kategoride en çok değinilen konu İngilizce'yi etkili şekilde konuşabilmek için gerekli olan yeterlilikler olmuştur. Bu sonuç ayrıca öğretmen adayları tarafından röportajlar sırasında verilen örneklerle desteklenmiştir. Kavram haritaları üzerinde öğretmen adaylarının önem verdiği ikinci başlık ise İngilizce öğretmenlerinin sahip olması gereken kişilik özellikleri olmuştur. En önem verilen kişilik özellikleri ise sabırlı, yardımsever ve eğlenceli olmak olarak belirlenmiştir. Diğer yandan İngilizce öğretmenin öğrencileriyle kurduğu iletişimin önemi röportajlar sırasında vurgulanmıştır. Sınıflar arası yapılan karşılaştırmalarda değinilen konuların hem sıklığı hem de içeriği değişmiştir. Bu durum, öğretmen adaylarının mesleki öğrenme sürecinde etkili İngilizce öğretmeni ve ilgili kavramlarının gelişimleri incelenirken, içinde buldukları eğitim öğretim döneminin gerekliliklerini ve önceliklerini yerine getirmeye özen ve önem gösterdiklerini göstermektedir.

ABSTRACT**A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE PROSPECTIVE
TEACHERS' CONCEPTUALIZATION OF BEING AN EFFECTIVE
LANGUAGE TEACHER**

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The objective of this study is to investigate prospective teachers' concepts on the features of an effective (English) foreign language teacher. Additionally, the study attempts to explore the role of the of the EFL teacher education program on EFL prospective teachers' views about being an effective EFL teacher.

The study was carried out with 170 prospective EFL teachers at Abant İzzet Baysal University in Turkey. At the first stage of the study, the data were gathered through concept maps from all the participants. Then, focus group interviews were conducted with 20 prospective teachers selected randomly from all participants. The data from concept maps and focus group interviews were analyzed through content analysis. Additionally, the data coming from the PTs of different grades were analyzed separately in order to examine the role of the ELT program on PTs.

The results gathered through concept maps revealed that the professional development and the knowledge of EFL teachers were considered to be the most important in ten categories defined to depict the profile of an effective EFL teacher. Under the category, the most important subtheme was having the necessary language skills in order to be able to use the English language accurately and fluently. This result was also supported by the details given by the participants during the interviews. The following outstanding category referred on the concept maps was the personality traits of effective EFL teachers which are being patient, helpful and funny. Moreover, it was

emphasized that having good relationships with students is important in order to become an effective EFL teacher during the interviews. When the differences between the different classes are taken into account, the frequency and the content of the definitions of PTs have displayed differences which indicate that during the process of professional learning, PTs gained new insights about defining effective EFL teacher in accordance with the priorities and the needs of their educational grades.



CHAPTER I

1. Introduction

1.1. Overview of the Chapter

This chapter will present the background of the study, statement of the problem, research questions, and significance of the study, the definition of the terms and limitations of the study. The aim of this chapter is to ascertain the rationale of the present study.

1.2. Background of the Study

Learning English as a foreign language (hereafter; EFL) has always kept its importance as a result of the developments in the world (Jenkins, 2012). However, the needs of the people who learn English have shown so many varieties that just one method or approach is never enough to catch up with the demands of the people. Hence, Harmer (2001) states that the last few years have brought many developments to the area of English language teaching (hereafter; ELT). With the developments in ELT, teachers are no more seen as lecturers, but they are seen as facilitators, guides or prompters, which are all new to the traditional language education system. Thus, as Day (1999) highlights, EFL teachers should always follow ways to develop themselves in the area of ELT which lead them to lifelong learning and also help their students become lifelong learners. Therefore, one can claim that every English teacher should be aware of the fact that they are to be well equipped so as to catch up with the trends in the area of ELT such as adapting themselves to their new roles as facilitators of knowledge rather than transmitters of the knowledge.

The first step of training well equipped EFL teachers is the teacher education programs at the universities. The importance given to the ELT faculties in Turkey indicates that there is a great emphasis placed on learning English in the Turkish society just as the other communities in the world (Kanat, 2014). As Borg (2006a) suggests, as the number of departments has increased, there is an emerged need upon developing the new methods and approaches for contributing to the success of the teacher education programs. One of the best ways to train well-educated EFL teachers is by making contributions to PTs while they develop their beliefs and knowledge about how to teach. It may be suggested that in order to contribute to the developments of PTs, it is necessary to understand the processes they go through while developing their beliefs about teaching. In the related literature worldwide, a variety of studies (e.g. Peacock, 2001; Sendan & Roberts, 1998; Pennington & Urmston, 1998; Sheridan, 2016) aimed at evaluating the PTs regarding how their knowledge and beliefs about how to teach are shaped as a result of attending a teacher education program.

Some of the studies mentioned above revealed negative results about the development of the PTs. First, Peacock (2001) found that the beliefs of the PTs did not change in a positive way due to teacher education program at the university. Moreover; some of the beliefs held by the participants were erroneous beliefs about language learning. He emphasized the importance of repairing these beliefs because they can affect their practices in language teaching in a dangerous way when they start their professions. Moreover, Pennington and Urmston (1998) revealed that final year students are less pessimistic and enthusiastic about teaching English. Hence, the education at the departments is not sufficient enough to prepare students as idealistic English teachers.

Some of the results are also more positive about the situation of the ELT faculties. The results of the study done by Sendan and Roberts (1998) demonstrated that even if the knowledge level that a PT has did not change, the way the knowledge is organized in the mind changed over the period of the university education. Furthermore, a more recent study in the area of tracking the changes of PTs' pedagogical beliefs was conducted by Sheridan (2016). The study proved that the ideas of PTs changed significantly thanks to teacher education program at the university. Moreover, the researcher asserts that teacher

education has such a great impact on shaping PTs' ideas that it should be organized in an effective way.

Moreover, in the local context, some studies (e.g., Özmen, 2006; Yıldız, 2007) were conducted with an aim to analyze the effect of the ELT programs on the knowledge levels of EFL PTs. Yıldız (2007) conducted a study on the PTs at ELT Department of Trakya University which aimed at determining the field related vocabulary knowledge levels of the participants. As the results suggested, most EFL PTs couldn't obtain enough field related vocabulary before they graduated from their universities. Thus, the study claimed that the education of the ELT faculty should be revised in order to provide PTs with the field related vocabulary. Moreover, Özmen's (2006) study which was conducted at Gazi University ELT Department evaluated the critical thinking skills of the EFL PTs. In the lights of the findings, it was clear that although PTs developed thanks to the education at their departments, most of them lacked the ability in displaying inference, interpretation, analysis and evaluation skills that are important for becoming an effective teacher. The study conducted by Özmen (2006) supported the idea that the teacher education programs need amendments in terms of providing the PTs with the necessary critical thinking skills.

All the studies mentioned above show the importance of conducting research on PTs' development of concepts of professional learning. Even if it is an undesirable situation, some of the teaching programs may have some weaknesses about preparing PTs to become effective teachers. One of the best ways to diagnose the weaknesses of the teacher education programs is by evaluating the PTs' preconceptions about the profession to examine their professional learning process who continue their programs. The current study also aims at evaluating the effectiveness of the program by analyzing the knowledge structures of PTs about effective EFL teacher.

1.3. Statement of the Problem

According to Beyerbach (1986), concepts and their interrelationships are the leading factors that determine the actions of people by shaping how they perceive the world. Therefore, teacher education programs who train the EFL PTs should aim at helping them gain structured concepts related to teaching. Thus, in order to train effective EFL teachers who can structure their pedagogy knowledge in their minds, the most important step is to evaluate their knowledge structures and relationships. If their level and structure of knowledge are defined, the curriculum of the program could be handled more carefully, and new methods of teaching could be developed. Specifically, the current study tries to determine whether the EFL PTs can reveal their concepts related to their professional identity developments.

Additionally, as Lortie (1975) suggests, the PTs who attend the ELT department at the universities bring their beliefs about teaching with them due to their experience during their school years. However, these erroneous beliefs about teaching could create problems for the reason that they are difficult to adapt to the knowledge about the field. Thus, the first step should be to diagnose the wrong beliefs by conducting research on EFL PTs. However, the literature shows that there is a limited number of studies conducted with PTs to examine their professional learning processes throughout their professional learning experience (e.g. Weinstein, 1989; 1990; Borg, 2005; Calderhead & Robson, 1991; Sheridan, 2016). Thus, this study will contribute to the field of ELT about the development of EFL PTs.

As Reid and O'Donoghue (2004) state, the education of teachers is a lifelong process starting during the years of university education and continuing throughout the teacher's life. The lifelong process is only possible when the PTs are taught how to be reflective teachers in their careers. Moreover, Kagan (1992) emphasizes the importance of reflective practices of PTs and novice teachers by saying that they should think of their behaviors, beliefs, and images as teachers. Thus, teacher education programs play a vital role to prepare PTs who can handle each difficulty they encounter during their teaching career. Hence, teacher education programs at universities present a variety of ways so as

to make each PT reflect upon their knowledge about teaching and teaching practices. Among reflective practices, writing reflective comments, journals, diaries and logs are the most popular ones used at the universities (Borg, 2006a). However; concept maps as a form of reflective writing have been neglected in the context of reflective practices. Hence; this study aims at making the PTs familiar with concept maps besides their usual reflective practices. PTs will have an opportunity which they mostly miss during their courses because of their heavy load to reflect upon their ideas about effective teaching thanks to this research.

1.4. Research Questions

Before going on with the research questions that shapes the structure of the current thesis, it is vital to explain the aims of the current study. Therefore, the aim of the current study is twofold: first, to examine the views of EFL PTs about being an effective EFL teacher; second, to investigate the effect of ELT program on the EFL PTs. Thus, the research questions of the current thesis are:

1. How do PTs define “effective EFL teacher”?
 - a. What are the related concepts of being an “effective EFL teacher”?
2. Are there any differences in the conceptions of “effective EFL teacher” defined by PTs of different grades? If yes, what are they?

1.5. Significance of the Study

With the increased demand to learn English in the globalized world, ELT has gained great importance (Jenkins, 2012). Thus, ELT programs have to be efficient enough to equip PTs with enough knowledge so that they meet the demands and expectations of the community regarding their English needs. This’s why all ELT programs should

provide PTs with the necessary knowledge to be competent EFL teachers. Scholars in the area of ELT emphasize the importance of both knowledge of pedagogy and knowledge of the language as a requirement for being an EFL teacher. For instance, Borg (2010) indicates that an EFL teacher is expected to combine the knowledge of language and knowledge about how to teach. Moreover, Grossman (1990) states that besides the knowledge of subject matter, teachers should utilize their pedagogical knowledge so that every student gets the most benefit of the teaching process. Thus, it is important to examine the knowledge structures of PTs in order to make sure that they are loaded with the kind of knowledge that is important to become an effective EFL teacher. Moreover; PTs should be able to reflect upon what they know about the area.

Recently; there have been a great amount of studies which investigate the ideas of students or teachers about how to become an effective EFL teacher both in the local and global context (e.g., Shishavan & Sadeghi, 2009; Çelik, Arıkan & Caner, 2013; Barnes & Lock 2010; Brosh, 1996; Park & Lee, 2006; Gönenç-Afyon, 2005; Önem, 2009). However, there is a scarcity of research on what EFL PTs think about being an effective EFL teacher although such a research will investigate the contribution of the teacher education programs to the PTs by examining the conceptual development of PTs about teaching and teaching practices over time. Freeman (1996) states the importance of conducting research on how the PTs' knowledge and experience are related to their learning about how to teach. Additionally, Day (1991) states that teacher education programs in other fields have attracted more attention of the researchers than ELT, which emphasizes the scarcity of the research in the area of ELT programs. Thus, the current research will contribute to the field in terms of exploring the professional knowledge construction processes of the EFL PTs to define "effective EFL teachers."

Thus, in a direct sense, the current study will contribute to an area which needs to be addressed by more research. The current study will guide administration of the ELT department to figure out how effective the current program is in terms of providing the necessary pedagogical knowledge to the EFL PTs. The current study will demonstrate how the program helped the EFL PTs change their cognitive structures of knowledge during four years by examining the students at each grade. The results of the study aim

to shed light on the weak parts of the program by examining the knowledge structures of the PTs. If there are any weak points of the program, these weaknesses will be analyzed in the lights of the results of the study. Moreover; the study will not only benefit the ELT department in the current context; but also the same programs at other universities by revealing valuable insights about the effectiveness of the teacher training programs.

1.6. Limitations of the Study

This study conducted at ELT Department of the Education Faculty of Abant İzzet Baysal University. Thus, the results of the study could not be generalized to other universities, and they may be limited to the current context. If there had been no time constraints, the researcher could have examined the other universities to track the changes of PTs' concepts on professional identity. Moreover, at the same university and the other universities, more detailed data can be gathered through a longitudinal study.

The other limitation of the current study is that it is only limited to just one type of data collection tools which uses self-evaluation by means of qualitative data analysis. Thus, the current study will not use any of the quantitative tools. Furthermore, just one aspect of the English language teaching that is an effective EFL teacher will be studied through the current study. There are, however, a multitude of other important concepts in the field such as effective English learner, classroom atmosphere which could play an important role in the construction of professional knowledge.

1.7. Definition of the Terms

Concept map: “A structural representation consisting of nodes and labeled lines” (Ruiz-Primo & Shavelson, 1996, p. 570).

Prospective teachers: Teacher candidates who still continue education in a teacher education program; and who has not yet started as a professional teacher.

Beliefs: “attitudes about education- about schooling, teaching, learning, and students” (Pajares, 1992, p. 316).

Reflective writing: Different ways of writing so as to express someone’s thoughts, beliefs, and attitudes about a particular topic or experience (Borg, 2006a).



CHAPTER II

2. Literature Review

2.1. Overview of the Chapter

This chapter will present a review of the related literature regarding effective EFL teacher. Hence, the major areas that are going to be mentioned in this part will be theories of professional learning, the knowledge base of teacher education, professional identity development of PTs, the role of beliefs, current practices, and reflective practice in teacher education, the distinctiveness of foreign language teachers, EFL teacher education in Turkey and related research on reflective professional learning of teachers.

2.2. Theories of Professional Learning

Darling-Hammond (1999) asserts that getting a thorough formal teacher training education contributes to teachers' professional lives in terms of using the teaching strategies more effectively compared to the teachers who did not take a thorough formal education. Teacher education programs also help teachers in responding to students' needs and learning styles and encouraging higher order thinking of their students. Hence, because teachers are the keys to the success of their students in today's schools, teacher education needs more attention and research.

As a result of the importance given to the research on teacher education, there have been a lot of changing trends in the field. For instance, Crandall (2000) states that in foreign language teacher education there has been apparent move from behaviorism to constructivism. Behaviorism just focuses on the behaviors that can be observed and a type

of behavior should be repeated until it becomes automatic (Schuman, 1966). On the other hand, according to the principles of constructivism, experiences and schemata of the people are necessary for dealing with the problems that individuals encounter because when they try to solve the problems encountered they refer to their personal experiences and schemata in their minds. Thus, constructivism, which gives importance to the personal experience of the learners, has led the idea that PTs' former beliefs about learning and teaching have an effect on their understanding of teaching. Thus, building the PTs' beliefs about learning and teaching by using suitable techniques is vital in ELT programs (Crandall, 2000).

The move from behaviorist to constructivist frameworks in language teacher education was demonstrated by Griffiths (1977). The author claims that learning is not a change in behavior that occurs after enough repetition, but it is a process which develops as a result of practice and personal experience. Each PT enters the teacher education program with separate, complicated conceptual schemata related to teaching because of their experiences at school before they came to teacher education program. Thanks to these experiences, they have the images of an effective teacher which can show differences in the personal schemata of each PT. Thanks to the teacher education programs, these differences can be reached to a common sense through teaching the philosophies of teaching and learning. Adaptation of the schemata can occur gradually by helping PTs acquire the theories with instruction. It is important to reach a commonality in personal conceptual schemata because the conceptual schemata of PTs affect their teaching behaviors (e.g., Freeman, 2009; Griffiths, 1977).

To sum up, in order create an effective curriculum base for the language teacher education program, the theories of professional learning are the basic sources that must be referred. As it is mentioned above, the principles of constructivism are essential while shaping how the teacher educators shape their programs. Another important component of teacher education programs is the knowledge base of the programs; that is, what the teachers must know before they graduate

2.3. The Knowledge Base of Teacher Education

In the twenty-first century, the development of the nations is dependent on the importance given to the education of its citizens. The only way to raise well- educated citizens is to value the education of the teachers. Hence, most of the research in the field of education focus on the education of teachers; especially, the kind of knowledge to be taught to the PTs. According to (Lovat, 2003), teacher education programs are to be well-prepared regarding the knowledge that they will present to the PTs in order to achieve the economic growth, social union and democracy goals of the twenty-first century Day (1999) claims that teachers are the society's biggest wealth because they pass on knowledge, skills, and values to the next generations. Teachers shape the thoughts that the students hold about themselves and others and help them gain their long lasting habits. Moreover, they contribute to the development of students' character which in return is a contribution to the development of the society.

According to Freeman and Johnson (1998), the knowledge base of EFL teacher education should include three important concepts: the features of learning, the features of school and schooling, and the features of language learning itself. The first aspect should consist of a clear description of the learner who is the teacher who learns how to teach the language. The second aspect sees the school environment as including social and cultural elements to educate the PTs. The third aspect of teacher knowledge should consist of the fundamentals of language teaching. However, while providing the PTs with the principles of language teaching, other elements such as learners and school environment shouldn't be excluded since these elements affect each other.

With regard to the sociocultural aspects of language teacher education, Freeman and Johnson (1998) assert that second language teacher education is "a long-term, complex, developmental process that operates through participation in the social practices and contexts associated with learning and teaching" (p.402). Johnson (2006) also states that research about second language teacher education should seek to enlighten how teachers adapt themselves to the social aspect of professional context. Moreover, the research about second language teacher education should take into consideration two

important concepts, which are genetic mode and activity theory (Nguyen, 2016). According to the genetic mode, portraying the behaviors of the people in a simple way is not enough, they should be explained by seeking their sources and progress of the behavior (Vygotsky, 1979). On the other hand, the activity theory takes into consideration the personal sides of the teachers and supports that the individuality of the teacher should take part in the learning process. Moreover, it considers the community and the different responsibilities of the people who live in the community (Engeström, 2001). When both of them are combined, it explains how EFL PTs process the knowledge about theories on education, and why they behave in a specific way in some conditions. In order to understand the process of teacher education thoroughly, the combination of these two theories should be used. Hence, it will improve the quality of EFL teacher education (Johnson, 2006). The results of the current thesis might have been affected by the social practices the PTs had participated.

As such an important job which undertakes lots of responsibilities, being a teacher requires professionalism in the field. Along with other elements, teacher knowledge is one of the important aspects of teacher professionalism. Hence, it should be one of the main goals of teacher education programs to provide each PT with the theoretical knowledge about the teaching profession. The knowledge base of teacher education is divided into three categories by Blömeke & Delanay (2011): content knowledge, pedagogical knowledge, and pedagogical content knowledge. These three categories are the cognitive types of knowledge which take their roots from Shulman's (1986) definition of the knowledge base (see Figure 2.1).

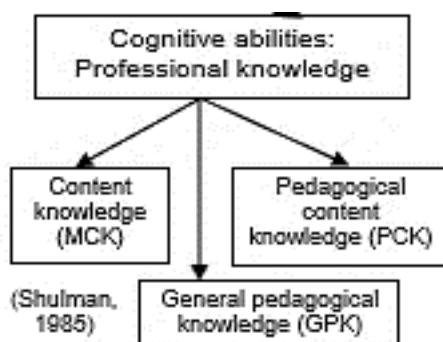


Figure 2.1. Definition of knowledge base (taken from “Those who understand: knowledge growth in teaching by Shulman, 1986).

2.3.1. Content knowledge in teacher education

Being a professional teacher requires to be competent in content knowledge, which is also used as subject-matter knowledge or disciplinary knowledge in the literature. The term is used to define how the knowledge of a teacher is structured cognitively and how much knowledge is stored in the mind of the teacher (Shulman, 1986). Content knowledge, which is the main source of teachers' knowledge base has two grounds that are premised upon. One of the sources is the literature that is composed of the studies and research done in the field. The other one is the different schools of thoughts in the specific area throughout the history. It is suggested that each teacher needs to have content knowledge which means the expertise in the field that the teacher is going to teach (e.g., Shulman, 1987; Kaur, Yuen, & Kaur, 2011).

In the area of ELT, content knowledge stands for the knowledge of subject matter related to the linguistic components of the language such as syntax, phonology, semantics, and pragmatics as well as its aspects about culture and literature (Day, 1991; Tsui & Nicholson, 1999). Likewise, Wright and Bolitho (1997) point out that EFL teachers need to be expert users of the English language to the extent which they can examine the language. Hence; the two aspects of necessary content knowledge can be considered as the teacher's being proficient at speaking and writing in English and well-developed language awareness. Thus, the authors suggest that a sign of high level of language awareness is the capacity "to improvise when talking about language and the ways in which it works as a set of interlocking systems" (p. 163).

2.3.2. Pedagogical knowledge in teacher education

Teaching is an act which can take place in every stage of life. However, that does not mean that every person can have the qualifications necessary for teaching. On the contrary, it is a formal profession which has diverse dimensions including having knowledge about the learners, planning lessons, allocating time, evaluating the understanding of students. All of these qualifications require possessing professional

knowledge of teaching along with having content knowledge (Shulman, 1986). As Borg (2003b) mentioned, teachers should be active with making their own decisions in order to choose between different instructional tools in order to make correct choices.

According to Shulman (1987), pedagogical knowledge is composed of four main categories: the knowledge of program which includes goals and content of the program, knowledge about students' learning disabilities, knowledge about teaching techniques and knowledge about evaluation. Knowing pedagogical knowledge is useful for turning the classroom into an environment in which there is a suitable atmosphere for teaching. Moreover, if it is the goal to conduct the lessons carefully, a teacher has to know about the goals and content of the program, the process of learning and teaching and evaluation. Likewise, Avcı (2004) makes the definition of pedagogical knowledge as the knowledge that is related to how students learn the knowledge, classroom management techniques, lesson planning, techniques and strategies used in the classroom, the learning disabilities students have, perceptions about the evaluation of the students. Grossman and Richert (1988) stated that a person who has enough pedagogical knowledge should be aware of ideologies of learning and major foundations of instruction and should choose between the methods and techniques for teaching a particular topic effectively.

2.3.3. Pedagogical content knowledge in teacher education

As its name implies, pedagogical content knowledge is a mixture of pedagogical and content knowledge (Shulman, 1986; Bilgin, Tatar, & Ay, 2012). Pedagogical content knowledge suggests that a teacher must be ready for presenting the most common topics in a specific field in the most effective way. A teacher should find the suitable explanations, examples, anecdotes, presentations so that students can understand the particular topic in the best way. It deals with the way how teachers make connections between their pedagogical knowledge and their subject matter knowledge. Teachers are different from biologists, historians, writers, or educational researchers, not in terms of the amount of subject matter they hold but in terms of how they organize and present the knowledge (Shulman 1986). Kaya and Yılayaz (2013) state pedagogical content

knowledge has been the most important concept among other types of knowledge in teacher education.

Pedagogical content knowledge can show discrepancies in each field of study. Thus, pedagogical content knowledge for ELT includes a variety of theories that are specific to the field. Those field specific theories include thoughts about how to teach a foreign language and how to use the theories in the class so that the students can learn the language (Richards, 1991). Richards (2010) claimed that having enough pedagogical content knowledge means answering the learners' needs, recognizing their learning disabilities, planning the lessons in an accurate way, choosing and creating different activities, taking active participation in the process of evaluation of the student and the materials, making use of appropriate materials and technology.

Having all these in mind, PTs' cognitive knowledge about teaching is vital for being an effective EFL teacher. Thus, each teacher education program should support the development of PTs in terms of cognitive knowledge. The current study aims to reveal the progress of PTs regarding how successfully they learned the issues about being an effective teacher. Another area that needs to be supported by the teacher education programs is the professional identity development of PTs. The next chapter will present the importance of professional identity development of PTs.

2.4. Professional Identity Development of PTs

Becoming a certain person has always been one of the most important motives in people's lives. People make their choices in accordance with the qualities of that certain kind of person. Without clear mental representations of who they are, people cannot find the suitable routes to achieve the goals of life (Wenger, 1998). Several factors such as cultural, political, social, economic, ethnic and religious factors can be counted in the concept of identity. Moreover, identity is not a stable feature of a person, but it can change depending on the situations (Beijaard, Meijer, & Verlop, 2004). There could be a variety of identities, one of which is the professional teacher identity. This type of identity is the

one which is obtained after a permanent and changeable process by PTs in order to take place in the society as professional teachers (Cohen 2010).

According to Hoffman- Kipp (2008), teacher identity is “a mix of values, beliefs, attitudes, approaches to interaction and language that has been developed in personal realms combined with understanding pedagogical commitment and approaches” (p. 153). Hence, teacher identity could be seen as intertwined through the theories, discourses, contexts and methods, and the teacher’s own definition of how to become an effective teacher (Singh & Richards, 2006). Thus, a PT starts to develop teacher identity during teacher education programs and continues throughout his/her professional life. Likewise, with regard to the effect of teacher education programs on teacher identity, Varghese, Morgan, Johnston, and Johnson (2005) state that since teacher identity is structured, adjusted and developed mostly in teacher education programs, it can be taken into consideration as a social process. Teacher professional identity helps teachers shape their ideas about how to behave as professionals both in the schools and the society. Notably, teacher identity is bound to change with the experiences and how a professional teacher analyzes and comes to some specific conclusions as a result of the experience (Sachs, 2005).

Beijaard, et. al. (2004) outlined the basic principles of how professional identity is constructed by the teachers. First, professional identity is always open to progress which never ends. Second, while teachers conduct the formal requirements of being a professional teacher, they should be personally differentiated from others with the way how they conduct these requirements. Third, teachers’ professional identity includes subcategories which are connected to different situations and relationships. Lastly, teachers must practice in accordance with the aims they strive for and the sources they can access.

Doing research on PTs’ identity development will make it possible for teacher educators to learn the processes that they go through during their teacher education. The research will also reveal the both positive and negative effects of the teacher education programs on PTs. Thus, the results will help the administrators develop a program which

will benefit the PTs in the most effective way. Not only the administrators but also the PTs will gain benefits as they will have a deeper understanding of professional identity. Thus, PTs will have a chance to recognize the significance of professional identity development and the circumstances that caused changes in this process (Izadina, 2013; Putnam & Borko, 2000). Likewise, Beauchamp and Thomas (2009) state that evaluating the identity development of PTs reveal the ways teacher education programs influence the teacher identity development. According to the results of the observations done in the real classrooms, the teachers who aren't developed professionally prove the necessity of more emphasis on the professional identity development of PTs.

Reflective practices can be considered as the most effective tools to evaluate the professional identity development of PTs. Reflective practices such as reflection cycles, reflection meetings, narratives, and autobiographies can shed light on the growth of PTs as professional teachers. Semi-structured interviews as another effective research tool can be taken into consideration while researching on identity development. They can also be combined with other kinds of research tools (Izadina, 2013). According to Bullough (1997), teacher education programs need to pay attention to the professional identity development. If PTs are given opportunities to reflect upon learning, the knowledge derived from these reflections of PTs will create a base for the decision makers of the programs. Thus, finding out the prevalent features of professional identity will give valuable insights to teacher educators (Lamote & Engels, 2010).

Considering the significance of teacher identity, several studies were conducted at the teacher education programs with the aim that they can reveal the identity formation process of PTs. To give an example, Lamote and Engels (2010) examined the professional development of the PTs who attend different years of the degree at a teacher education program. One of the most noteworthy results of the study was that the first year PTs developed a more student-centered view on teaching as they progressed through their studies in the department. Notably, after the practicum experience, PTs' self-efficacy declined which lead them to focus less on the classroom management and long-term educational goals of the course. Another important result of the study is that PTs without

practicum experience demonstrated more idealistic views on teaching compared to PTs who attended the practicum courses.

A more recent study on professional identity development examined the identity construction process of three PTs in China (Yuan & Lee, 2015). As research tools, the researchers made use of interviews, field observation and written journals of PTs. The study investigates the processes of teacher identity cognitively, socially and emotionally. The results suggest that identities of PTs could be developed through engagement with the knowledge about language teaching. In addition, communicating with a group of people such as mentor teachers, students, and fellow teachers contributed to their professional teacher development. Moreover, it can be concluded that emotional factors affected PTs' professional identity development to a great extent. Lastly, the findings of the study reveal that all the factors mentioned above are correlated to each other (Yuan & Lee, 2015).

Sutherland, Howard, and Markauskaite (2010) conducted a study in which they investigated the teacher images of PTs in their minds. The discussions of the courses by PTs which is examined that took place in an online forum and content analysis was used to analyze the data. It was found out that PTs' interest in cognitive activities demanded by the courses increased from the beginning to the end of the semester. By the end of the semester PTs wrote more about the practical aspects of the teaching process which shows they can come to the conclusions from what they have learned; however, in the beginning, they just wrote the definition of the basic terms. Moreover, most of the PTs developed a professional identity which makes them feel more like a teacher.

As a result of the education PTs took at the teacher education courses, they could adapt their points of view about teaching and becoming a teacher. The teacher education programs should provide PTs with enough opportunities for reflecting upon their professional identity development so that they can determine the features of their professional identity. From this perspective, the current study will provide the necessary route for reflective professional learning for PTs by giving the PTs chances to reflect upon their beliefs on effective EFL teacher.

2.5. The Role of Beliefs in Teacher Education

The act of teaching is a multidimensional activity in which a great number of variables affect each other such as physical conditions, social norms, and beliefs. Among these factors, beliefs have a huge impact on the activity of teaching (Hancock & Gallard, 2004). Hence, belief is an umbrella term which includes a lot of other related concepts such as attitudes, confidence, motivation, self-concept, and self-esteem. When it comes to beliefs of a teacher, it includes how a teacher make sense of the situations that they participate and how they relate it to their ideas in mind (Pajares, 1992).

Research on belief mostly tries examine the significance of the beliefs on professional development of teachers for the reason that a person's beliefs are in the active role while they are deciding whether to accept or reject the new knowledge (Nespor, 1987) The situations that prove the effect of beliefs are common in the context of teacher education programs because PTs enter the university with their previous beliefs and conceptions about the areas they are going to be trained. Sometimes, it makes the teacher educators' job difficult because the process of learning may be hampered by the wrong beliefs of held by PTs (Pennington, 1996; Weinstein, 1989, 1990).

The reason why PTs hold such strong beliefs about teaching and learning is that they had the opportunity to observe their teachers as students before they enter the teacher education program. This led them to develop their conceptions of what effective teaching is. While considering the beliefs of PTs, their early conceptions that they gained during their school years should be taken into consideration (Lortie, 1975).

Along with the school experiences that PTs had in the previous years of schooling, they are also affected by the other factors while they are shaping their beliefs about teaching. Richardson (1996) divided these factors into three categories: individual experience with school life, and experience with knowledge and the combination of these two factors. Similarly, Calderhead and Robson (1991) investigated how PTs' past experiences affect their beliefs, and they revealed that they have clear figures of their

teachers in their minds. These figures can affect the choices that they are going to do as teachers in the future.

2.6. Current Practices in EFL Teacher Education

Day (1991) divides the models of EFL teacher education into three categories: the apprentice-expert model, the rationalist model, and the case studies model. However, he asserts that one of the models should not be emphasized over others. Hence, another model called integrative model combines all the strong sides of the three other models.

According to Day (1991), Apprentice-Expert Model is rather old compared to other kinds of teacher education models. Its use in the education of teachers today is just limited to the practicum courses in which PTs work with their mentor teachers. In this form, PTs work with an expert teacher in order to learn as a result of observing how the expert teacher conducts his/her lessons and are expected to shape their own teaching style accordingly. In the Apprentice-Expert model, the PTs acquire information through the observation and the discussion with the mentor teacher in the class. Thus, the type of knowledge that is acquired is experiential. However, this model has a drawback according to Wallace (1991) who finds the model too stable for a job that requires dynamism. Moreover, the act of teaching develops according to the needs of the changing world, and it is impossible to be learned through just observing someone and making practice afterward.

Day (1991) states that the theory underlying the Rationalist model is that teaching is a scientific field and has its own theories which should be taught to the PTs in an objective and rational way. PTs are supposed to use the theoretical knowledge when they start teaching professionally. According to the Rationalist model, it is enough to teach students the fundamental elements derived from the scientific research of teaching by the experts in the area. One of the benefits of the approach is that PTs receive knowledge through lectures and reading discussions. As for the disadvantages of this model is that it

does not give the PTs a chance for practicing the teaching before they start profession (Day, 1991).

Day (1991) sees the Case Studies Model as the discussion of the real case histories in the classroom. Making generalizations out of specific conditions is the core of this approach which is suitable for receiving content and pedagogic knowledge. However, it is limited in delivering pedagogic and pedagogic content knowledge because it is a lack of actual classroom practice as in the case of rationalist model. Just analyzing the case studies is not enough to prepare the PTs to enter their classrooms.

As a combination of the three models mentioned above Day (1991) points the Integrative Model. According to Integrative model, choosing one of the models above and implementing it in the teacher education does not answer the needs of PTs in order to get a complete knowledge base. Thus, what is needed is the combination of the three models above and let PTs benefit from the strong sides of the three approaches which are the integrative model. The model is a systematic approach to EFL teacher education that helps PTs become familiar with different activities and experiences along with knowledge base of the teacher education such as content pedagogic and pedagogic content knowledge.

Kumaravadivelu (2012), in the modular model, asserts that teacher educators should give up using the traditional models and look for new models in order to adjust the new changing world. In order to become modern teachers who are suitable for the needs of society, a teacher should have three types of knowledge: professional knowledge, personal knowledge, and procedural knowledge. Firstly, professional knowledge is knowledge about language, language learning, cognitive psychology, and knowledge about language teaching. Next, personal knowledge, which stands for the individual struggle of the teacher regarding becoming successful at critically noticing, reproducing, analyzing and reinventing the ideas, beliefs, and values. Lastly, procedural knowledge is the knowledge of techniques and methods about classroom management. A teacher should provide his/her student the suitable atmosphere in which an effective teaching and learning process will occur.

Kumaravadivelu's (2012) modular model is also based on "knowing, analyzing, recognizing, doing, and seeing." Knowing is an ongoing process of gathering knowledge about the components of teaching. Analyzing is based on the assumption that teachers must be skillful enough in order to understand students' needs motivation and autonomy. As for the recognizing module, Kumaravadivelu (2012) puts emphasis on the inner side of the teachers that help them become enthusiastic about teaching the students and renew themselves in the area of teaching. The doing part module gives teachers an opportunity to practice what they learned. According to doing module, it is important to do research based on the classroom experience of the teachers. The last one is seeing, in which Kumaravadivelu (2012) requires a higher form of seeing, that is observation. He emphasizes that teacher education programs should give the PTs opportunities for observing a real classroom setting in order to help them analyze the processes of classroom teaching.

Richards (1998) asserts that second language teacher education programs should use task-based approach in order to convey the knowledge about methods and foundations. The courses about theories should be supported by practicum courses in order to give PTs opportunities to apply the theoretical knowledge that they learned. Some of the tasks suggested are; group works for presentations, implementing the methods so that PTs learn the methodology courses effectively, classroom observation, peer observation, recording the videos of lessons, practice teaching internships, and microteaching, reflective practices, using case studies, doing role plays, conducting project work.

All the models above emphasize the importance of PT's taking an active role during the learning process about teaching. Another important aspect of teacher education which requires active participation is the reflective practice of PTs in teacher education.

2.7. Reflective Practice in Teacher Education

Crandall (2000) asserts that there is a great emphasis placed on the importance of professionalism which can be developed more with the application of reflective practices during the education of teachers. To become a professional is a continuing process starting during the teacher education programs thanks to the reflective practices which in turn makes a great amount of contribution to training professional teachers. Before continuing with the place of reflective practice in teacher education, it is beneficial to shed light on what reflective thinking is.

According to Dewey (1998), reflective thinking has three important stages, the beginning of the process, the process itself and the end of the process. At the beginning of the process, there must be a complex and suspicious condition must surely become to a solution at the end of the process. The complex and suspicious condition is composed of the problems that are going to be solved at the end of the process and questions to be answered. After the reflective thinking, satisfaction, proficiency, and pleasure take place for the reason that the problems are reached to a conclusion. Between these two conditions, the reflective thinking occurs. According to Dewey (1998), a person must be open minded, sincere and responsible in order to take place in any reflective practice. Being open-minded is vital for reflective practice because this feature helps a person be open to new ideas and possibilities. Reflective thinking requires being sincere because the person must focus on the process with all his or her attention. Lastly, being responsible is also important because this feature supports a person while he/she is learning new insights and knowledge.

Korthagen and Vasolos (2005) give five steps to the reflective thinking process. The steps followed in the process are these consecutively; action, examination of the action, being aware of the main points of views, creating a different methodology of the action, and trial. Likewise, Rodgers (2002) who explains the reflective thinking based on Dewey's ideas gives four steps for reflective practice; the existence of an experience, description of the experience, the analysis of the experience (possible explanations of the

problem and dividing them according to the hypothesis), reasonable action or trial process.

According to Lee (2005), the main aim of reflective teacher education programs is to investigate why teachers use some certain teaching strategies and help teachers think about how they can conduct a better teaching process in order to have a positive impact on students. Thus, PTs should use reflective practices for not only learning new knowledge but also for going on their development after they graduate. Moreover, Beattie (1995) asserts that if both PTs and teacher educators use reflective practices as a part of their education, they can think of the negative and positive sides of the current curriculum and have opportunities to enhance and make contributions to the education process. Gipe and Richards (1992) say that teacher educators must ask PTs for keeping journals as a way of thinking reflectively because of journals being the best way to keep the reflective practice under record. It does not mean that reflective practice enhances teaching; however, PTs who are enrolled in reflective based education programs are more relaxed to talk about learning and teaching process. Similarly, Yeşilbursa (2011) asserts that activities which require reflective practices for PTs in ELT faculties should start from the beginning of the first semester since the records they keep will benefit to shape their ideas with the help of the courses that they are going to take next years.

According to Adler (1990), a lot of complex situations can be observed in a classroom environment. The role of the teacher is to take action in order to solve the complex situations with the skills that he/she has gained. Thus, it is vital to prepare teachers who are ready for making sensible decisions for complicated decisions. Teacher training programs which use reflective thinking help PTs turn into responsible individuals who are aware of their decisions. Adler (1990) admits that having pedagogical knowledge is important for PTs; however, it is not enough unless it is supported by the reflective practices. Similarly, Flowerdew (1998) does not identify teachers as technicians, but he values the thoughtful and professional aspect of teachers' work.

Every person has their own points of views regarding teaching and learning. However, these personal ideas should be altered in order to make them suitable for a common sense. When PTs attend the teacher education programs, they have to combine

their old information with the new one in order to adjust with others. Thus, the reflective practice has an important place in the teacher education by creating questions in the mind so that PTs can check their existing beliefs (Williams & Burden, 1997). Hence, the role of teacher educators is to organize activities and create dilemmas that will help PTs reflect upon the events and discover and alter their beliefs about teaching (Bell & Gilbert, 1994).

2.8. The Distinctive Characteristics of Foreign Language Teachers

Teachers from all disciplines share a lot of similarities regarding the characteristics and knowledge base of an effective teacher. However; English language teachers differ from other teachers in terms of the subject matter itself that they teach (Hammadou & Bernhardt, 1987). Grossman and Shulman (1994) state that English as a subject matter is not organized as hierarchically as other subjects such as math and it has a lot of sub-branches so teachers must choose the items that they are going to emphasize among these sub-branches. This situation will also bring EFL teachers a sense of freedom because they choose and create the curriculum by deciding on the domains and subtopics that they are going to deal emphasize.

Borg (2006b) claims that the distinction between language teachers and the teachers of other subjects is not the subject matter itself and in order to prove this he conducted a study. In the study, there were two main bodies of participants; PTs who continue their education at different contexts and language teachers from different countries. As a research method, discussions on “what makes language teachers different” in several seminars and workshops were used. The first distinction between language teachers and the teachers of other domains is due to the subject itself because the language is more active and connected to the outside life. The second issue that creates a difference is the nature of the subject which ranges from teaching grammar, four skills, vocabulary and culture, communication and study skills. Moreover, EFL teachers are different regarding methodology because in teaching English the methods are more discrepant and it is more important to create context and make students participate in the lessons. In addition, EFL teachers communicate more with their students than the teachers of other

subjects. Lastly, unlike teachers of other subjects, EFL teachers conduct their lessons in a tongue rather than their native language, and they are expected to be native-like (Borg, 2006b).

The study of Lee (2010) also investigated the distinctive characteristics of EFL teachers. The participants were Japanese college EFL students. According to the results of the study, there were four main categories that EFL teachers differ from the teachers of other disciplines. First, complicated subject matter which is the target language is a means to communicate in the classroom. Second, the aim of an EFL course is to develop students' linguistic capacity along with their cultural skills. Third, an effective EFL approach should encourage students to participate in the classes and should use error correction effectively. Fourth, being enthusiastic about teaching and the subject is important for the students.

Conclusively, as it is inferred from the studies mentioned above, some of the features of teachers are accepted to be effective regardless of the discipline. However, some features are counted as discipline specific (Bell, 2005). How the EFL teacher education handled in Turkey will be presented at the next chapter

2.9. EFL Teacher Education in Turkey

Richards (2008) asserts that in the present time, it is an inevitable fact that if a country has a desire to take part in the global economy and to reach the information and knowledge which is necessary for social and economic development, the number of the people who have good English language competency should be high. This fact brings about a necessity for giving attention to teaching English and EFL teachers as the agents of the task. English teaching and English language teachers. Throughout the world, the necessity for qualified English teachers leads to a search for more effective approaches to prepare them as professionally well-developed teachers.

Şimşek and Yıldırım (2005) state that Turkish educational policy has also tried to come up with new ways to catch up with the latest educational reforms similar to all other countries' educational policy worldwide. The latest reform that Turkish education system has experienced is the one which was conducted by Council of Higher Education (hereafter; CoHE) as a result of a project called "CoHE -World Bank Pre-Service Teacher Training Project" whose main aim is to standardize all the units of curriculum followed by all teacher education programs in Turkey. The other aim of the project is to find solutions to the problems of teacher education programs. Thus, as asserted by Seferoğlu (2006), the gap between theory and practice due to the more emphasis given on the theoretical side of the education will be diminished with the help of the project. Furthermore, teacher education programs needed a reform because they weren't sufficient enough to reach the standards of the world in terms of preparing well-trained teachers (Şimşek et al., 2005)

Turkey and the CoHE announced the restructuring process of the teacher training programs resulting from the mentioned project in 1997. Since then, an updated curriculum has been used in teacher training programs including ELT programs. The changes done on the curriculum of teacher education programs were perceived as a solution to the observed problems according to the report announced in 1997 (Kanat, 2014). Hence, the curriculum of the programs took its latest version in 2007. According to CoHE (2007), the pedagogy lessons have to get more attention in a similar way for all teacher education programs in order to give emphasis to the practice. Thus, the revised curriculum of the ELT programs has to include these core areas; 1. Courses about content specific knowledge, 2. Courses about pedagogical knowledge such as methodology 3. Courses which are based on the school experience, 4. Courses about general knowledge such as Turkish, 5. Elective lessons.

The framework presented by CoHE also defined the number of the courses given in the English Language Teaching Departments. According to CoHE (2007), 58 courses based on content, pedagogical and general knowledge are included in the framework. Out of 58 courses, 34 of the courses were defined as the courses about content knowledge, 12 of the courses as connected to pedagogical knowledge, and 12 as about general

knowledge. It is also important to reflect the course loads as well as the number of the courses. According to the revised program of CoHE (2007), a PT should accumulate a total of 240 ECTS to graduate from the program after a four-year training. Out of 240 ECTS, 60% of the courses are defined as content knowledge based courses, 23% of pedagogical knowledge-based courses and 17% were related to general knowledge (Kanat, 2014).

As a country which tries to enter the European Union, to be able to adapt the changes in the area of education is really vital for Turkey. It is only possible to keep up with the current trends if there is more research conducted in the area of education programs of the faculties. Thus; a teacher education program should always be open to the changes in the field and follow the results of latest research in order to be in harmony with the needs of the society. Thus, the aim of the study is to help all the ELT departments in Turkey by conducting research on the development of the EFL Pts. The current study will examine the results in accordance with the results of the other studies in the literature.

2.10. Related Research on Reflective Professional Learning of Teachers

2.10.1. Research on profiles of effective language teachers

Gönenç-Afyon (2005) investigated the ideas of 261 students and PTs from a university, a high school, and a language course in İstanbul about the characteristics of an effective language teacher. A Likert-type questionnaire were used as a means of the study. The results were discussed under main categories, and these categories were classroom behaviors, professional identity, and the individual identity. Under each category, there were some emphasized concepts more than others. For instance, for the effective classroom behaviors of EFL teachers, the most emphasized feature was having an accurate use of English followed by having correct pronunciation and intonation. Under the category of professional identity of EFL teacher, being knowledgeable and proficient in the field and self-development of the teacher were the most emphasized ones. Under the category of the individual identity of EFL teacher, being good looking, elegant,

cheerful, unbiased, responsible, and innovative in the order of importance were the qualities of an effective EFL teacher.

The study which was conducted by Önem (2009) at Erciyes University School of Foreign Languages aimed at finding out the opinions of both the students and the instructors' views on effective EFL teacher. The data were gathered through a Likert-type questionnaire which was developed by the researcher. The results implied that when the issue is the effectiveness of an English teacher the first thing that is taken into consideration is the personal quality of the teacher. Another important category that was considered important by both of the groups were socio-affective skills that are related to students' feelings and needs. The other important qualities were academic proficiencies that an effective teacher should have. The last group was the teaching qualities as defined by the participants.

In the study of Shishavan and Sadeghi, (2009), there were two primary bodies of participants; EFL teachers and learners. A questionnaire was utilized by the researchers after they analyzed the literature about effective EFL teacher. The results of the study indicate that teachers and the students have different emphasized categories regarding the efficacy of EFL teacher. That is, while EFL teachers give prominence to pedagogical knowledge which is applying some specific methods and techniques such as giving homework, preparing lesson plans, students give importance to the personality traits of an EFL teacher and the way they act towards the students. When similarities were taken into account, both groups asserted that because EFL teachers are familiar with a different culture rather than their culture, they are different than other subject teachers. They also stated that EFL teachers are more inclined to use different teaching methods than other the teachers of other fields.

The study of Çelik, Arıkan, and Caner (2013) surveyed the 998 students about their beliefs for effective EFL teacher from different universities. As the results of the study indicated, the most important feature of being an effective language teacher is being fair and just. The personal qualities that were counted as important by the participant were friendliness, being loving, creativity, and being experienced. Moreover, being humorous, and being Turkish but proficient in English were among the reported characteristics of an

effective EFL teacher. Some of the items such as being young, experience in a foreign country, being a native speaker of English and being a male or a female were the least important ones in order to become an effective teacher according to participants. Along with the personal qualities, there were some significant features regarding the professional development of the teacher and the methods used in the classroom. Among them, teaching pronunciation, speaking well, the ability to teach reading skills adequately, providing explanations in Turkish, teaching writing and listening skills effectively were reported as the important features of being an effective language teacher.

Park and Lee (2006) carried out a study in order to investigate whether teacher and students differ in how they perceive effective EFL teacher. The researchers used a self-report questionnaire and compared the results of the teachers and the students after they completed the survey. The results indicated that the students and the teachers agreed most on the qualities of an effective EFL teacher. However, they thought differently for some of the characteristics. Among the characteristics that both the students and the teachers agreed were reading English well, providing activities that attract the attention of the students, supporting students in learning English. There were also some qualities on which the students and teachers differed. For instance, students thought that teachers should adapt their teaching styles according to the levels of the students. However, the teachers did not think in this way. In addition, the teachers thought that using the English language effectively, preparing lesson plans before lessons and triggering the motivation of the students contributed to the process of effective teaching, whereas students did not think so. Interestingly, both the teachers and the students agreed upon that knowing English culture well, teaching in the target language and assessing the students sensibly and having a sense of humor are not related attributes with effective teaching

Brosh (1996) also conducted a similar study on how students' and teachers' ideas about effective teachers differ. The study that was carried out in Israel consisted of participants who are the foreign language teachers and students. They were 200 foreign language teachers of different languages such as French, Arabic and Hebrew, and 406 ninth grade students at the high school. As the results of the study indicate teachers and students are similar to some extent in terms of how they perceive effective language

teacher. The three most important qualities of an effective teacher according to both students and teacher were being competent in all four skills, transmitting knowledge in an easy way, and motivating students to learn better. On the other hand, while students gave importance to teachers' being fair and being available even out of the class, the teachers emphasized the ability to provide students with the feeling of success.

Barnes and Lock (2010) investigated the ideas of 2170 students who attended EFL courses from different departments at a university in Korea. They completed a questionnaire about the qualities of an effective teacher. According to the results, students mostly stressed the importance of having good relationships with students. The second most important feature is being fair and impartial. The third characteristic of an effective teacher is being enthusiastic. As for the instructional process, according to the students, an effective teacher should make students participate in the class. Another important finding revealed that students want teachers who ask effective questions in the class. Moreover, the students want their teachers to have sound knowledge of grammar and vocabulary. However, regarding their priorities, the vocabulary was more important than grammar to them. Lastly, the students also asked for having a detailed syllabus about the method and the content of the lesson before the teacher starts the lessons.

The mentioned studies demonstrated that the definition of an effective EFL can change from different perspectives. Especially, it is obvious that teachers and students differ in terms of the definition of the effective EFL teacher. Thus, it is vital to examine the effective EFL teacher from EFL PTs' perspectives in order to compare the results with the experts in the field.

2.10.2. Research on concept maps in teacher education programs

A concept map as defined by Maxwell (1996) is "a picture of territory you want to study, not the study itself. It is a visual display of your current working theory- a picture of what you think is going on with the phenomenon you are studying, a tool for generating theory and seeing implications" (p. 37). Thus, concept maps are used in order to seek the

effects of the teacher education programs on the PTs. There have been many studies which used the concept maps as a research tool (e.g. Jones & Vesilind, 1994; Farrell, 2001, Francis, 2015; Lim, 2011, Ni & Li & Wong & Shing & Cheng, 2006).

The participants of the study conducted by Jones and Vesilind (1994) were the PTs who were studying their last year at a southeastern university. During the fall semester, the PTs were enrolled in a course about how to teach reading and writing for content specific areas. The participants were asked to construct their concept maps about effective teaching at four pre-arranged times during the semester. Additionally, the participants were interviewed to talk about their maps and effective teaching in order to support the results of the concept maps. The interviewers asked participants to discuss the maps and concepts related to teaching. The results of the concept maps indicate that The PTs were more successful at organizing the knowledge that they learned as a result of the courses they had attended. For instance, rather than just writing flexible, The PTs expanded the concept by explaining it as being flexible considering the individual differences of the learners. The interviews also demonstrated that before the course the PTs prepared their lesson plans without taking into consideration of their students' special features. However, after they took the course, they started to consider the issues about the students and the classroom issues such as classroom management, students' needs, and students' outcomes. The PTs talked about the concepts that were learned at the college by relating them to the real life and real people such as students, parents and other teachers that they experienced during the course as a result of their teacher education program.

Farrell (2001) conducted a study whose aim was to seek the development of the PTs. The subjects in this study were 12 PTs of a teacher education program at a local university. Along with the courses about subject matter and teaching, PTs attended practicum course at two times during their program. The PTs were asked to construct concept maps about effective teaching before and after the two practicum courses. After constructing a concept map, the researcher conducted interviews in order to get more detailed information about their concept maps and the reasons for the change. The results of the concept maps constructed before practicum courses demonstrated that students are always inclined to mention about characteristics of the EFL teacher and teaching process

when they are asked about effective teaching. However, the second concept maps constructed by the PTs included elements about the characteristics of students, too. That is, the practicum courses that the PTs attended helped them recognize the effect of knowing the differences of students for an effective teaching. Classroom management wasn't significantly referred to by the PTs of the mentioned study. The results of the study demonstrated progress that the PTs went through regarding their pedagogical knowledge. However, the conditions that they are going to work in the future can change the items that they are going to emphasize.

In a more recent study conducted by Francis (2015) PTs were investigated after they took the field experience course. PTs' pre-experience concept maps and post experience concept maps were compared, and their post-experience concept maps were surpassed the pre-concept maps in terms of comprehending of what an effective teacher is. The maps showed that they also showed growth in preparing themselves for becoming effective teachers. The study demonstrated that field experience developed PTs' processing of the knowledge about becoming effective teachers.

A study by Lim (2011) aimed at finding out Korean PTs' professional identity development by analyzing their autobiographical reflections by using concept mapping method. The participants were 90 PTs from BA and MA programs of an EFL teacher education program. According to the results, having a sound knowledge base and experience in teaching were the most important concepts of their professional development. The results indicated the other important concepts of professional development as the characteristics of an effective EFL teacher, features of effective English teaching, confidence as a teacher and desire to become an English teacher.

Another study conducted by Ni, Li, Wong, Shiu, & Cheng, (2006) investigated how a course called reading methods affected PTs regarding their conceptual change. 24 PTs who attended the teacher education program in Singapore participated in the study. Students constructed their concept maps before and after the reading methods module. They also described the difference that they experience after the course by writing short reflection papers. While there were not any important concepts regarding reading on their

previous concept maps, the most important concept used in their post maps were text recognition, lesson planning and using the effective techniques and methods for teaching vocabulary. Results indicated that concept mapping technique was effective in investigating the changes of PTs as a result of taking a course by revealing some impact on PTs' knowledge about teaching reading.

The studies above demonstrate that concept maps can be used a research tool in order to track the development of PTs after they took a specific course or the whole teacher education program. Thus, the current study will benefit from the concept maps while determining the differences between different grades of PTs.

2.10.3. Research on conceptual change in teacher education

It is expected that teacher education programs will contribute to the PTs in a way that will affect their teaching positively in the future. While the professional development of the PTs is expected, sometimes there can be unexpected results such as gaining unwanted things. In this case, it is significant to conduct research on the development of PTs in order to examine how they changed as a result of the program or a course.

A study was conducted by Borg (2005) at a language school with 2 participants that were the PTs of a CELTA program in the south of England. The CELTA program included the training sessions before entering the classes, teaching practice, giving feedback for the teaching practice sessions, the PTs also observed the classes of experienced teachers. During the full period of CELTA course which is four week, data was collected through interview, observations, and questionnaires. After the CELTA course, the participants' beliefs about teaching were affected by the course. First, in terms of their approach to teaching, they did not show a considerable amount of change. At the beginning of the course, they had a student-centered approach to teaching and also at the end they still thought that it is important to create a relaxed environment and respect the learners. Regarding their beliefs about language, they continued to think in the same way in which they thought that language learning mostly depends on speaking and

communication. However, there were some new elements they mentioned in their reflective papers. These elements were a necessity to adapt the materials and teaching style according to the needs of students. According to their observation experience of the experienced teachers, each teacher that they observed had different styles of teaching, but they were all successful teachers.

The study carried out by Mattheoudakis (2007) at the Aristotle University of Thessaloniki, aimed at finding out the influence of the program on PTs regarding their views on language learning and teaching. 66 PTs participated in the study. These PTs were divided into two groups as practice group who did their practicum courses and the non-practice group who did not take their practicum course. The ideas of two groups were compared using a questionnaire. The results of questionnaire revealed important insights about the development of the beliefs of PTs. While beliefs about language learning aptitude, the difficulty of language learning and the role of the teacher appeared to stay stable, there were some items that showed great amount of change. What is worth noting is that although the differences per year were not statistically important, there was a statistically significant change in PTs' beliefs when compared the first and the final year of their studies. Some PTs had entered the program with strong support or disagreement of some ideas. At the end of the program, these beliefs were stronger than at the beginning such as belief in the power of communication. However, some ideas that they had supported at the beginning becomes unimportant at the end of the course such as belief in the importance of correcting beginners, and belief about the importance of vocabulary and grammar

A study carried out by Debreli (2001) included three PTs who continued ELT department at a university in Northern Cyprus. Three semi-structured interviews were done with the participants. In order to find out the differences they had gone through, the first interview was done at the beginning, the second in the middle and the last one at the end of the semester. In order to support the results of the interviews, students were asked to keep diaries throughout the year. As for the results of the study, the PTs became more aware of the beliefs that they had about teaching. They also noticed that some of the beliefs that they held about language teaching and learning were not useful in the real

classroom environment. Although some of the beliefs that PTs held were the same at the end of the courses, they gained consciousness about the usefulness of the theories. Moreover, they altered their beliefs with the help of the experiences that they had lived personally besides their academic experiences.

The PTs who took the SLA course at the Center for ELT, in Scotland, UK participated in the study conducted by MacDonald, Badger, and White (2001). In the experimental study, one group did not take the SLA course, however; the other group took the SLA course which is about the research and theories on second language acquisition. When the results of the two groups were compared, the group who took the course showed some changes regarding their beliefs, assumptions, and knowledge towards language learning. While the students started the courses with the beliefs close to a behaviorist view of language learning, they were more inclined to see language learning in a natural approach to language learning which sees language learning as a natural process such as first language acquisition.

In a longitudinal study, Urmston (2003) applied a questionnaire to the PTs before starting the course and after they finished the course. The participants were the PTs who are enrolled at the City University of Hong Kong. PTs' beliefs about responsibilities of a teacher changed to some extent after they participated the practicum courses. For instance, they started to see extracurricular activities such as preparing and marking exams as the responsibilities of a teacher that needs to be conducted. Their teaching philosophy were more students oriented which incline to help students to learn more and develop themselves professionally as teachers in order to be more beneficial to their students. PTs defined being a teacher as facilitator of learning and transmitter of knowledge, and they strengthened their views at the end of the course.

This chapter mentioned about how the knowledge base of ELT is shaped and what are the best practices in order to make the most of the programs. Having this knowledge in mind will give the researcher an idea about what are the PTs responsible for knowing in order to compare their results with the curriculum of ELT programs. Furthermore, other related studies in the field will create a basis to compare the results of the current study.

CHAPTER III

3. Methodology

3.1 Overview of the Chapter

This chapter provides the methodology of the current study. The general research design, the methodology, the setting in which the study is conducted; participants of the study and instruments that were used to collect data will be presented in order to convey the context of the study.

3.2. The Research Design

The current study will use the “qualitatively designed sequential design” (Creswell, 2007 p.37). The research design follows a path which starts with a quantitative type of research; then, continues with a qualitative one. In this type of research, the researchers mostly give importance to the quantitative part and make connections to quantitative part of the study while announcing the results of the qualitative part (Creswell, 2007). More practically; the current study will address PTs to construct concept maps which will be analyzed quantitatively; then, make group focus interviews which are used as additional resources so as to explain and broaden the results in a more detailed way.

As a part of professional identity development, reflective writing is an important tool to be used by PTs throughout their academic studies. By doing reflective practice, PTs have an opportunity to develop their ideologies of teaching, understanding and

developing a basis from which they shape their teaching practices (Calderhead & Gates, 1993). Moreover, Osterman and Kottkamp (1993) state that reflective writing must be surely included in the process of professional development of PTs during their teacher education program. In the current study, PTs' professional identity development construction will be analyzed through reflective writing which should be a requirement of each teacher education program which aims at training successful reflective English teachers. Among a diverse array of research tools which provides PTs with the opportunity to reflect upon their ideas, the concept maps will be used as a reflective practice tool. Also, the interviews will be used to gather the deeper ideas of the PTs about the profile of an effective EFL teacher.

3.3. Prospective EFL Teachers

The participant group of the study composed of 170 PTs studying in the department of English Language Teaching, Abant Izzet Baysal University, Bolu, Turkey. When looked at the numbers of PTs grade by grade; the number of the freshmen PTs who attended the study is 48 while the number of the sophomore PTs who attended the study is 38. There are 46 junior PTs while there are 38 PTs in the study. The reason why the current study uses the PTs from each year of the degree is to explore the role of the teacher education program.

All PTs in the foreign language education department are accepted to the program according to their university entrance exam results. At the time the study is conducted, the students will be preparing for their final exams. However, the students at the fourth grade will not only prepare for their final exams but also prepare for the Public Personnel Selection Examination (Hereafter; PPSE). Hence, the results of the study take this fact into consideration.

3.4. Context of the Study

The study took place at Abant İzzet Baysal University, Faculty of Education Department of ELT. The department offers a four-year undergraduate program which provides PTs with the subject matter and pedagogical knowledge about ELT. It consists of different courses which are divided into must and elective courses. As the current study evaluates the students from each year of the degree, it is necessary to give which lessons are taught at each level of the program.

First grade PTs take the following courses; Contextual Grammar, Advanced Reading and Writing, Listening and Pronunciation, Oral Communication Skills, and Lexical Competence. Second grade PTs are enrolled to these courses; English Literature, Linguistics, Approaches to ELT, English- Turkish Translation, Oral Expression and Public Speaking, Language Acquisition. PTs at third grade must take Teaching English to Young Learners, ELT Methodology, Teaching Language Skills, Literature and Language Teaching, Turkish- English Translation courses The program of the fourth grade PTs include Language teaching material adaptation and development, English language testing and evaluation and teaching practice (See Appendix A).

Students are also offered elective courses, and these courses provide students with opportunities to meet with different subjects from various cultural and professional fields which help them enlarge their intellectual capacity as a future language teacher.

3.5. Data Sources

3.5.1. Concept maps

It is vital to give a variety of definitions by different researchers in order to get a detailed cover of concept maps. In Grasha's (2002) definition, concept maps can consist of tree diagrams, flow charts, graphs or any two or three-dimensional portrayal of the concepts studied in the passages, lectures, extra readings outside the class and they are

constructed by learners in order to show the understanding of the course material. In a similar vein, a concept map is a visual way of revealing insights which is constructed either by drawing on paper or screen. With the help of concept maps, the thinking can be displayed in its beginning phase (Kisber, 2010).

In its simplest form, the concept maps look like a spider web which consists of nodes and links. The nodes in a concept map include words which are representatives of knowledge. Moreover, concept maps have links connecting the nodes to each other with the aim of demonstrating the conceptual and valid relations among the major concepts in a definite topic (Croasdell, Freeman & Urbaczewski, 2003).

Ausubel (1963) emphasizes the importance of active participation and cognitive struggle in the process of accumulating the knowledge. People use the schemata in their minds while they perceive the new circumstances around them. Thus, learning is the accumulation of the changes that occur in the cognitive schemata of the people after they have continuously encountered new experiences and ideas. Concept maps which have a place in the literature as a research tool are the concrete representations of peoples' schemata created by using a pen or technology about a particular topic. Concept maps are based on the principles of Ausubel's (1963) meaningful learning which emphasizes the effect of previous knowledge on learning. Meaningful learning means relating the new concept and ideas with the ones which are already in the mind of the person. In meaningful learning, knowledge is reorganized, and a renewed and reconstructed version of the meaning is gathered in the mind unlike memorized learning which keeps the knowledge in a disorganized way without relating them to the old knowledge (Ausubel, 1968; Novak, 1990)

Concept maps help people organize the knowledge in mind in a visual and concrete way because they are helpful to categorize all the knowledge learned during a semester or year in the mind. In recent years concept maps have become a very important tool for teaching and evaluation purposes. What makes this strategy successful was listed by Kaptan as (1998, p. 96):

- The biggest advantage of concept maps is their being superior to other teaching techniques because they make it possible to have a visual representation of the important ideas. Moreover; concept maps help students and teachers reflect their ideas in a subjective way
- It accelerates the learning in an outstanding way.
- It addresses the different styles of learning of students and individual differences.
- It is suitable for a variety of topics, different grades of education and different levels of students.
- It is easy to use, teach and to be learned.
- Concept maps are student-centered techniques which require the active involvement of students. It encourages the teacher-learner interaction if the maps are drawn together.
- They are the helpful alternatives showing the relations in a system.

Novak & Govin (1984) assert that concept maps give a chance for reflective thinking which requires time and a mental struggle. Concept maps facilitate the process of reflective thinking by controlling the ideas in mind to come together. McClure (1999) described the concept maps as the ideal assessment task which are objective and reliable because they lessen the effect of context on responses, and carry a structural nature of the subjects' knowledge. Compared to traditional test formats (alternative response, short answer, etc.) concept maps might be more objective and reliable; because the traditional test format asks students answer the question by restricting them with the items on the paper by giving them cues which could be a limitation to reveal the differences in the organization of the students' knowledge.

One of the reasons why constructing concept maps is so effective for the attainment of meaningful learning is that it facilitates to organize knowledge in mind by presenting the learners with a kind of framework which scaffolds the learning. The knowledge frameworks in mind help learners use the knowledge in new contexts and remember the information for a longer period of time (Novak, 1990). While giving its advantages, Davies (2011) asserts that pictures or diagrams are more easily recalled than

writings or words. He also adds that concept maps' free or unrestricted forms allow the students draw their maps in a way that looks good to them. There is no limit for the ideas and links to be included in the maps which make students more enthusiastic about drawing concept maps. The freestyle quality of concept maps encourages students to think creatively and support them doing brainstorming (Davies, 2011).

Concept maps are based on the principle that if the information is organized in a personal way by using proper schemata in an academic field, the piece of information will be learned and remembered more easily. Thus; they can help students prepare for their exams and to start a discussion (Grasha, 2002). Constructing concept maps is a way of reflecting on the paper. They can demonstrate you unexpected connections or identify gaps or conflicts and help you come up with solutions to the conflicts. (Maxwell, 1996). The steps of creating a concept map start with writing the more general ideas at the top; then goes on with more specific ideas. Concept maps are effective research tools in qualitative based research because they give the researcher the opportunity to concentrate on meaning. The maps let the researcher investigate participants' meaning along with the connections between concepts or ideas (Daley, 2004). Thanks to all these benefits stated above, different researchers used concept maps as research tools of their studies. (e.g. Bayerbach, 1986; Farrell, 2001; Francis, 2015)

There are two types of concept maps regarding their procedures. The drawers of concept maps should choose between a constrained or open-ended procedure (Stoddart, Abrams, Gasper, & Canaday, 2000). The constrained process asks the concept map drawer to construct a map by using a restricted list of terms that are given beforehand. The open-ended process does not supply the map drawer with a list of terms which lets the drawers to make their concept maps with their personal comprehending of information in their mind. (Croasdell et al., 2003). The current study also recognizes the mentioned benefit of open-ended procedure and uses it as a research technique.

Most well-known uses of concept maps are as a learning aid or instructional tool; yet, using concept maps in the area of research is also possible in order to evaluate what

students know (Van Zele, Lenaerts, & Wieme, 2004). Thus, the current study will benefit from concept maps in order to explore the ideas of PTs about effective EFL teacher.

3.5.2. The focus group interview

The researcher will conduct focus group interview with the EFL PTs in order to examine their conceptions of effective EFL teacher. The interview method will be applied as Frankel and Wallen (2008) state it is the most valuable data collection tool in order to understand what people think or feel about an issue. The questions in the interview were adapted after reviewing the related literature by focusing on which questions are the best to target at revealing the most accurate results (See Appendix B). As a kind of interviewing technique, focus group interviews provide the participants with the opportunity to focus on the topic and reveal more data on the issue compared to individual interviews and observations (Hatch, 2002). Moreover, the focus group interview was chosen in order to make the participants more relaxed with the effect of group atmosphere which leads them to speak in a more elaborative way. Moreover; thanks to interviewing participants at the same time, the energy of the researcher is saved (Hatch, 2002).

3.6. Data Collection Procedures

In practical terms, the current study used the numerical data coming from concept maps in order to examine EFL PTs' conceptions on effective EFL teacher as described by different grades. The interview results also supported the findings of the results of concept maps regarding the success of students in defining an effective EFL teacher.

Before PTs start drawing their concept maps, they were given instruction on how to draw a concept map. The instruction focused on the idea that concept maps start with general and continue with more specific ideas. They were asked to brainstorm their ideas before they draw their concept maps. They were given an example whose topic was health in order to demonstrate the steps of constructing a concept map (See Appendix D). The

health topic was chosen on purpose because it is unrelated to the topic of teaching and it wouldn't give clues and wouldn't be a reminder of anything about the research topic. The provision of a sample concept map is necessary because constructing a concept map might not be familiar to all PTs and they will learn about the expectations of the researcher thanks to the instruction on how to construct a concept map. If the instruction were not clear enough to help them construct their concept maps, they would interpret the requirements of the task in a variety of ways. As a result, conclusions based on the concept maps of the PTs may be ambiguous (Borg, 2006a). After they had finished their task at the end of the one lesson hour, the researcher collected them for analyzing.

For the first part of the study; PTs needed a lesson hour in order to complete their concept maps after the instruction about how to draw them. Thus, the researcher arranged the hours that were taken from the lecturers and asked for permission to use their one lesson hour beforehand. Thus, PTs of each grade completed their maps on different days as it is difficult to find a day on which all of the grades have classes. On the predetermined days, PTs were given a paper with demographic information survey, and they constructed their concept maps (see Appendix C).

The second part of the study was conducting group focus interviews with the volunteer PTs. PTs of the same grade were interviewed at the same time. The duration of interviewing one group took nearly one hour. While interviewing the participants, they were recorded and also some notes were taken about some important details.

3.7. Data Analysis Procedures

In the quantitative phase of the current study, concept maps of the PTs from each grade were analyzed on the basis of the amount of concepts that they used. After investigating the objective results derived from concept maps, the results of the study were supported by the interviews. Hence; the data derived from interviews was used to give additional basis to the data derived from concept maps.

3.7.1. The analysis of the quantitative data

Ten categories which define the effective English language teacher were gathered in order to present a thorough description of the PTs. Then, under each category, the detailed explanations or examples of the PTs were handled as subthemes. The reason why the current research didn't prefer calculating the maps and giving points to them is that qualitative results with their frequency calculation give a more detailed explanation of the PTs' responses. Farrell (2001) has done a similar assessment of the concept maps while he was evaluating the knowledge level of PTs. Counting the number of the general concept and linking them with their subthemes is enough to get an overall picture.

While preparing the tables, two important issues were taken into consideration. One of them is reducing the data in order to analyze the data more thoroughly. Reducing process was conducted to the items at the bottom of the table which occurred just one time through the analyzing process. The second issue is that the items with the same frequency were written in the same rows.

3.7.2. The analysis of the qualitative data

The interviews were first transcribed verbatim to make a detailed examination on them. Then, the categories and their subthemes were put in the tables in order to see the results in more detail. Content analysis was used in order to gather comprehensive findings of the conceptions of PTs on effective EFL teacher. In the content analysis the meaning of what the participants told gain importance rather than how they say their sentences. Therefore, some of the details were eliminated such as pauses, hesitations (Miles and Huberman, 1994). In order to analyze the data, some categorizations were done in the lights of the findings. Then some examples from PTs' transcripts were given as quotes under these categories.

3.8. Trustworthiness of the study:

According to the principles of concurrent nested strategy (Creswell, 2003), all the techniques required to support the validity of the qualitative studies were conducted. Firstly, the role of the teacher was considered, and peer debriefings were conducted with the experts in the field. Moreover, the triangulation of the data was used, and inter-rating and inter-coding were applied in order to maintain validity.

3.8.1. Researcher role

In this study, the researcher was careful about guiding and helping the PTs while they were doing their reflective practices. The researcher considered the PTs who do not know how to construct concept maps, and a power point slide was prepared in order to teach them how to construct a concept map. Moreover, since this study was limited to just one setting, the researcher chose to use multiple data collection tools in order to contribute to the trustworthiness of the study. Furthermore, the researcher provided the PTs with a relaxed environment while interviewing with them which contributes to the confidence and openness of the participants.

3.8.2. Triangulation

Collecting data from various sources means triangulation. While choosing the data collection tools, focus group interviews should be taken into consideration in order to support the data that you gather (Hatch, 2012). Thus, findings from different sources were combined in order to get a detailed picture of the situation. More specifically, the data from concept maps was supported with the data from focus group interviews in order to make the current study more reliable.

3.8.3. Peer debriefing

In addition to the triangulation, a kind of peer debriefing was also used in order to contribute to the credibility of the study. In order to contribute to the honesty of the researcher, peer debriefing is a good way to be used. Thus; two outside researchers were included in the process of the research by making discussions about the method and contributing to the interpretation of the data. In order to contribute to the reliability of the study, the literature shows the significance of peer reviews, detailed and rich descriptions, purposive sampling and clarification of the biases. (Anfara, Brown, & Mangione, 2002; Cresswell, 2007). The current study not only explains the data collection and data analysis parts in detail but also uses the peer reviews in order to focus on the reliability.

3.8.4. Inter rating & Inter coding

As mentioned in the data analysis, the concept maps about effective English language teachers constructed by the PTs were analyzed to explore how they perceive an effective EFL teacher. In order to analyze the data, the findings were categorized, and the sub-elements were defined. In order to validate the process of data analysis, two researchers among the instructors of Hakime Erciyas School of Foreign Languages who are experts in the field were included in the process of analyzing the concept maps. Firstly, the coders were provided with a cluster of data among all concept maps. The data selected randomly corresponds to 10% of all data. Then, they were given the categorization of the features of an effective teacher used in the current research and were given a brief explanation about how to evaluate. In this study, Miles and Huberman's (1994) formula (i.e., $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$) was used to determine the inter-rater reliability rate. Miles, Huberman, and Saldana (2014) propose that in qualitative data analysis, the final inter-coder agreement rate should approach or exceed 90% range. Thus, the categorizations made by outside researchers and categorizations made by the researcher were compared, and the level of agreement between two autonomous outside researchers and the researcher subsequently was .98

and .97. As for the differences, one outside researcher put the well-informed” under the “professional development” category rather than personality; put “supporter” under “personality” category rather than “teacher role.” Thus; the level of reliability was; .98. The other outside researcher put “knowledgeable” under the “professional development” category rather than “personality”; put “provides relaxed class” under “instructional process” rather than “social context”; put “provides interaction” under “social context” rather than instructional process. Thus; the level of reliability was .97.

The second part of the current study was conducting interviews with randomly selected PTs from the participant group of the study in order to support the results of the concept maps. The results of the interviews were also significant in terms of giving the detailed descriptions of PTs’ images of effective EFL teacher. Likewise, the outside researchers were given 10% of all data from the interviews, and they made the content analysis of the interviews by putting the concepts about effective English language teacher under the related categories. With this said, the categorizations made by outside researchers and categorizations made by the researcher were compared, and the level of agreement between two autonomous outside researchers and the researcher subsequently were .98. and .99.

CHAPTER IV

4. Findings of the Study

4.1. Overview of the chapter

In this chapter, the findings gathered using the data collection instruments will be presented. First, the categories that were obtained from concept maps will be presented with respect to their frequencies. Then, the findings of the interviews will be presented which are also under some categories of themes.

4.2. Findings of the concept maps

4.2.1. Findings on professional knowledge and development of EFL teachers

The findings of the concept maps demonstrated that professional knowledge and development of EFL teachers was the first most frequently mentioned category (n=140). Percentages and numbers of the sub-themes from all the degrees show that a great amount of PTs mentioned about the importance of pronunciation knowledge as a requirement of being an effective EFL teacher (n= 40, 9.8%). Moreover, the knowledge of grammar was also considered important by the participants (n= 29, 7.4%). Vocabulary knowledge of an EFL teacher was also highly valued (n=27, 6.5 %). Having language skills was also popular among the participants (n= 24, 5.9%). The content knowledge was considered as being one of the important aspects of professional knowledge by the PTs of the current study (n= 19, 4.6%). Knowing methods and approaches was the sub-theme which had high frequency among all the other sub-elements (n=17, 4.1 %). The accurate

and fluent use of language is also considered important (n= 15, 3.6%). General knowledge was another issue that was considered important by the participants (n= 12, 3%). (See Table 4.1)

Table 4.1. Results of concept maps on professional knowledge and development

Professional Knowledge and Development					
	N	%	Subthemes	N	%
Freshmen	34	24	has knowledge of pronunciation, has knowledge of vocabulary	7	1.7
			has knowledge of grammar	6	1.7
			has language skills	5	1.2
			graduated from a good university	5	1.2
			is a hardworking student, searches for information, has general knowledge, reads from English literature	4	1
			listens to English music, has experience in school life, has content knowledge	3	0.7
			has experience in social life, learns English culture, use language accurately and fluently, has a comprehensible accent	2	0.5
Sophomores	38	27	knows methods and approaches	8	2
			has knowledge of pronunciation	6	1.5
			has teaching skills, has content knowledge, has the knowledge of vocabulary	5	1.2
			has language skills, has knowledge of grammar	4	1
			has general knowledge, uses language accurately and fluently	3	0.7
			has psychological knowledge	2	0.5
Junior	38	27	has the knowledge of pronunciation	15	3.7
			has content knowledge	11	2.7
			has knowledge of grammar, has language skills, has general knowledge	8	2
			has the knowledge of vocabulary, knows different cultures	5	1.2
			knows methods and approaches, has pedagogical knowledge, uses language accurately and fluently	3	0.7
			knows science, searches for information	2	0.5
Senior	30	21	has knowledge of pronunciation	12	2.9
			has the knowledge of grammar	11	2.7
			has the knowledge of vocabulary	10	2.4
			has language skills, uses language accurately and fluently	7	1.7
			knows methods and approaches	6	1.4
			passes the courses at college, passes the academic exams, knows the scientists in the field	5	1
			knows the exchange programs, lifelong learning	3	0.7
			knows the origins of the words, has teaching skills	2	0.5
Total N	140				

Among all PTs, the percentage of freshmen PTs who mentioned about the category is 24% (n=34). When looked at the subthemes that freshmen PTs talked about the most, there are two subthemes that took place at the top. These subthemes were the knowledge of pronunciation, and the knowledge of vocabulary (n=7, 1.7%). The knowledge of grammar followed the subthemes above with its outstanding frequency (n=6, 1.7%). Moreover, having graduated from a good university and having language skills were mentioned by the freshmen PTs with a high frequency (n=5, 1.2%). Likewise, being hardworking and searching for new information were referred as the two important characteristics of English language teachers (n=4, 1%). The following subthemes were having content knowledge, listening to English music and experience in school life (n=3, 0.7%). The other themes that are not mentioned as frequently as others were learning English culture having experience in social life, reading from English literature, reading every time, accurate and fluent use of language and a comprehensible accent (n=2, 0.5%).

In general, the frequency of the sophomore PTs who mentioned about the category on their maps was 27% (n=38). As for the sophomore PTs, knowing new methods and approaches were one of the prevalent subthemes of the category (n=8, 2%). In a similar vein, pronunciation comes to the core front with a dominant frequency (n=6, 1.5). Having sufficient teaching capacity, content knowledge and vocabulary knowledge were other dominant subthemes under this category (n=5, 1.2%). Having language skills and knowledge of grammar were the next subthemes (n=4, 1%) The subthemes were followed by having the major knowledge, fluent language use with a rather low frequency (n=3, 0.7%). The last frequent subtheme as mentioned by the sophomores was the knowledge of psychology and approaches and methods (n=2, 0.5%).

As for the percentage of the category for junior PTs, it was 27% (n=38). Junior PTs put the knowledge of pronunciation at the first place (n=15, 3.7%). Likewise, Content knowledge followed the subtheme above (n=11, 2.7%). General knowledge, grammar knowledge, and language skills were three significant subthemes under the category (n=8, 2%). According to some of the PTs, knowledge of vocabulary and different cultures were referred as being important for being an effective EFL teacher (n=5, 1.2%). Knowledge about pedagogy, language use and methods were also important for them (n=3, 0.7%).

Knowledge of science and doing research were the last two important subthemes for them (n=2, 0.5%).

The percentage of the senior PTs was 21% (n=30). According to the results of senior PTs, most frequently mentioned subtheme was the knowledge of pronunciation (n=12, 2.9%). It was followed by the knowledge of grammar (n=11, 2.7%). The knowledge of vocabulary was also considered to be important by senior PTs (n=10, 2.4%). Accurate and fluent language use and having language skills had a high frequency (n=7, 1.7%). The knowledge of methods had an outstanding frequency (n=6, 1.4%). Passing the courses at the university and passing the professional exams along with knowing important scientists in the field were important for them (n=5, 1%). Lifelong learning had a prevalent frequency (n=3, 0.7%). Lastly, knowledge about origins of the words and having teaching skills were prominent subthemes as written by senior PTs on their concept maps (n=2, 0.5%).

4.2.2. Findings on personality traits of EFL teachers

The second most frequently mentioned topic on the concept maps of the PTs was the personality characteristics of effective EFL teachers (n= 117). Some of the subthemes were outstanding regarding their frequency of being mentioned. To start with, being patient was the first among all other subthemes (n=30, 7.5%). Being open-minded was also valued by the participants (n=21, 5.1%). Being helpful was the third most frequently uttered subtheme on the concept maps (n=19, 4.7%). Being friendly had an outstanding frequency (n=14, 3.5%). Being imaginative was another subtheme which was emphasized by the PTs (n=12, 2.9%). Some of the PTs referred to being creative and funny as the important personality traits of an EFL teacher (n=11, 2.7%). Having a sense of humor had one of the least frequencies (n=10, 2.5%). Being kind had the least frequency (n=9, 2.2%) (See Table 4.2).

Table 4.2. Results of concept maps on personality traits of EFL teachers

Personality	N	%	Subthemes	N	%
Freshmen	34	29,1	patient	10	2.5
			helpful, funny	8	2
			understanding, sense of humor	6	1.5
			creative, disciplined, open-minded	4	1
			self-confident, imaginative, modern, well-informed	3	0.7
			friendly, wise, skillful, sensible, serious, kind, interactive, tidy, sensitive, honest, cheerful, energetic, punctual, fair, relaxed	2	0.5
			open minded	5	1.2
Sophomores	23	19,7	friendly, patient, helpful	4	1
			social, creative, thoughtful, funny, well-informed, respectful	3	0.7
			consistent, curious, even-handed, imaginative, positive, sense of humor, empathetic, dominant	2	0.5
			patient	10	2.5
			fair	7	1.7
Junior	31	26,5	imaginative	5	1.2
			creative, enthusiastic, helpful, social, imaginative, has a positive voice, open- minded, kind, honest	4	1
			has a smiling face	3	0.7
			has a smiling face	2	0.5
			punctual, self-confident, sense of humor, experienced, fresh, tolerant, energetic,	2	0.5
			friendly	8	2
			patient, open-minded	6	1.5
Senior	29	24,8	kind	4	1
			active, helpful, encouraging, enthusiastic, has a smiling face, like a mother	3	0.7
			imaginative, like a father, honest, calm, cheerful, respectful	2	0.5
			Total N	117	

When looked in general, the percentage of the freshmen PTs who mentioned about personality traits was %29 (n=34). Freshmen PTs mostly mentioned about being patient on their concept maps (n=10, 2.5%). Being helpful and funny were the second most frequently mentioned features on the concept maps (n=8, 2%). Being understanding and having a sense of humor were the other most prominent personality traits of an EFL teacher (n=6, 1.5 %). Being creative, disciplined and open minded shared the same frequency (n=4, 1%). Being self- confident, well-informed, imaginative and modern

followed the traits above (n=3, 0.7%). Being friendly, wise, skillful, sensible, serious, and kind along with being relaxed, being fair, punctual, energetic, cheerful, honest, sensitive, tidy and interactive had the least frequency (n=2, 0.5%).

Among all the PTs who talked about personality, %19, 7 of the participants were sophomores (n=23). The sophomore PTs mostly mentioned about being open- minded as a characteristic of being an effective teacher (n=5, 1.2%). The following prominent characteristics were being friendly, patient and helpful (n=4, 1%). Being social, creative, thoughtful, funny, well- informed and respectful were the common characteristics on their concept maps (n=3, 0.7%). Being consistent, curios, even-handed, positive, imaginative, empathetic, dominant and having a sense of humor had the least frequency (n=2, 0.5%).

Among all the PTs who talked about personality, the junior PTs' frequency was %26.5(n=31) When it comes to what junior PTs talked mostly about the personal traits of an EFL teacher, it was the trait of being patient (n=10, 2.5%). Being fair was the second most frequently mentioned subtheme (n=7, 1.7%). Being imaginative was the third most frequently mentioned subtheme (n=5, 1.2%). Being creative, enthusiastic and helpful are the fourth most frequently mentioned category (n=4, 1%). Being social, imaginative, open-minded, kind, honest and having a positive voice were the following subthemes (n=3, 0.7%). Having a smiling face and sense of humor, being confident, punctual, experienced, fresh, tolerant, energetic were mentioned by a few students (n=2, 0.5%).

Among all the PTs, the frequency of senior was 24, 8% (n=29). The senior PTs mentioned about being friendly as a prominent trait of an effective teacher (n=8, 2%). It was followed by being patient and open-minded (n=6, 1.5%). The other most frequently uttered subthemes were being open minded and kind (n=4, 1%). PTs also mentioned about being active, helpful enthusiastic, like a mother, encouraging and having a smiling face (n=3, 0.7%). Moreover, being like a father, being imaginative, honest and innovative, calm, cheerful were uttered a few times (n=2, 0.5%).

4.2.3. Findings on social context and student background

Table 4.3. Results of concept maps on social context and students' background

Social Context					
	N	%	Subthemes	N	%
Freshmen	11	16,4	is friend with the students, has healthy communication with the students, considers the differences of learners.	4	3.3
			increases the attendance to the class	2	1.6
			consider the differences of learner	14	11.5
Sophomores	21	31,3	motivates students to learn	6	4.9
			consider the differences of learners	7	5.7
Junior	18	26,9	motivates the students	4	3.3
			has positive attitudes towards students	2	1.6
			considers the differences of learners	19	18.3
Senior	17	25,4	motivates students	4	3.3
			has healthy communication, develops rapport	2	1.6
Total	67				

The other most frequently mentioned heading was social context because 67 participants wrote about the category. Considering the differences of students and know them well has the highest percentage (n= 40, 35%). Motivating the students also has high frequency (n=14, 14.8%). Communicating with the students also has outstanding frequency (n= 6, 4.9%).

The percentage of the freshmen PTs who mentioned about social context was high (n=11, 16.4 %). The most commonly uttered subtheme by freshmen PTs was being friend with the students, communication with the students and considering the differences between learners (n=4, 3.3%). Lastly, an effective teacher increases the attendance to the lessons (n=2, 1.6%). The percentage of the sophomore PTs who mentioned about the category was 31, 3% (n= 21). Knowing the differences between students had a prevalent frequency (n=14, 11.5%). They also talked about motivating the students (n=6, 4.9%).

Junior PTs had an outstanding frequency regarding the category with 26, 9 5 (n= 18). Considering the differences between learners was at the top (n= 7, 5.7%).As for the junior PTs, they talked about motivating students to learn. (n= 4, 3.3%). Having positive attitudes towards students was also common (n=2, 1.6%). The percentage of the senior

PTs who mentioned about social context was 25, 4 % (n=17). Senior PTs mostly talked about considering the differences between students (n=19). They talked about motivating the students (n=4, 3.3%). Having healthy communication with students and developing rapport were common among them (n=2, 1.6%).

4.2.4. Findings on EFL teacher's roles

Table 4.4. Results of concept maps on EFL teacher's roles

Teacher Role					
	N	%	Subthemes	N	%
Freshmen	5	7,69	authority, listener	3	1.6
			critical thinker	2	1.1
Sophomores	25	38,5	guide	11	6.18
			organizer, controller	7	3.9
			prompter, role model	6	3,3
			leader	5	2.8
			professional	4	2.2
			supporter	3	1.6
			the source of knowledge, orchestra chef, observer, motivator, participant, risk taker	2	1.1
Junior	17	26,2	guide	7	3.9
			supporter , facilitator	4	2.2
			motivator, prompter	3	1.6
			leader, organizer, conductor, role model	2	1.1
Senior	18	27,7	role model	7	3.9
			supporter	6	3.3
			guide	4	2.2
			facilitator, leader	3	1.6
Total N	65				

The other important category gathered from the concept maps of the PTs was teacher role (n= 65). According to the results, the most prominent subtheme was teacher as a guide (n= 22, 13%). Teacher as a role model had a prominent frequency (9%). The other significant result was the teacher as a supporter (n=13, 7%). Being a leader and a prompter had an outstanding frequency (n=9, 6%). The teacher as facilitator and organizer had a significant frequency (n= 7, 5%).

The frequency of the freshmen PTs who mentioned about teacher role was 7, 69%. (n=5). For the freshmen PTs, the most frequently mentioned role of the teacher was the authority (n=3, 1.6%). The following subthemes were the EFL teacher as a listener and critical thinker (n=2, 1.1%).

For the sophomore PTs the percentage was %38, 5 (n= 25). For the sophomore PTs, the most frequently mentioned subtheme was the EFL teacher as a guide (n=11, 6.1%). The following subthemes were organizer and controller (n=7, 3.9%). The teacher as prompter and role model had a high frequency (n=6, 3.3%). The teacher as a leader had an outstanding frequency (n=5, 2.8%). Teacher as professional was a common subtheme among them (n=4, 2.2%). Some of the PTs perceived an effective teacher as a supporter (n=3, 1.6%). The least frequently mentioned subthemes were the EFL teacher as the source of knowledge, orchestra chef, observer, motivator, participant and risk taker (n=2, 1.1%).

The percentage of the PTs who talked about the category was 26, 2% (n=17). For the junior students, the teacher was seen as a guide (n=7, 3.9%). The second subthemes mentioned were the teacher as supporter and facilitator (n=4, 2.2%). Teacher as motivator and prompter had the same frequency (n=3). EFL teacher as leader, conductor, organizer and role model shared the same frequency (n=2, 1.1%).

Among all PTs, the percentage of the senior PTs who mentioned about teacher role was 27, 7 % (n=18). The senior students perceived teachers as a model the most (n=7, 3.9%). They also demonstrated that EFL teachers were seen as supporters (n=6). Some of the PTs perceived an effective EFL teacher as a guide (n=4, 2.2%). Teacher as facilitator and leader had the least frequency (n=3, 1.6%).

4.2.5. Findings on instructional process

The general number of the PTs who talked about the instructional process on their concept maps was 56. The most important aspect of the instructional practice was having

effective communicational skills for an effective English teaching (n=40, 20%). Using different types of activities had an outstanding frequency (n= 30, 16%). The other prominent issue was also conducting methods and approaches during the lessons (n= 11, 6.5%). The other important issue was having student-centered lessons (n= 16, %5.5). (See Table 4.5)

Table 4.5. Results of concept maps on instructional process

Instructional Process					
	N	%	Subthemes	N	%
Freshmen	4	7	has the communicational skills	8	4
			uses different kinds of activities	3	1.5
			has student-centered classes	2	1.5
Sophomores	11	19	uses the different activities	9	4.5
			has student-centered classes	4	2
			has the communicational skills	3	1.5
Junior	19	33	has the communicational skills	16	8
			uses different activities	8	4
			has student centered classes	7	3.5
			teaches pronunciation speaking	6	3
			breaks the monotony	5	2.5
			uses the methods and techniques	4	2
			teaches writing	3	1.5
good at management of the materials and devices teaches listening skills, teaches grammar, has good behaviors	2	1			
Senior	22	39	has communicational skills	13	6.5
			uses different activities	10	5
			uses methods approaches and techniques	7	3.5
			has student-centered classes	3	1.5
			has fun classes	2	1
Total	56				

The percentage of the freshmen PTs was 7% (n=4). For the freshmen PTs, the communicational skill had the highest frequency (n= 8, 4%). Use of different activities was prominent (n=3, 1.5%). Having student-centered classes also had outstanding frequency (n=2, 1.5%). The percentage of the sophomore PTs was 19% (n=11). For the sophomores, use of different activities was the most popular subtheme (n=9, 4.5%). Having student-centered classes was also outstanding (n= 4, 1.5%). The other important subtheme was having effective communicational skills (n=3, 1.5%).

The percentage for the junior PTs mentioned about social context and students' background in the concept maps was 33% (n=19). For the junior PTs, the most important subtheme was the communicational skills (n=16, 8%). Using different activities was also prominent (n=8, 4%). The other important issue for them was student-centered teaching (n=7, 3,5%). Teaching pronunciation and speaking also had an outstanding frequency (n= 6, 3%). The other important subtheme was breaking the monotony (n= 5, 2.5%). Using the methods was important (n=4, 2%). The other important subtheme was teaching writing (n=3, 1.5%). Good management of materials and devices, teaching listening skills, teaching grammar and having good behaviors followed it (n=2, 1%).

The percentage of the senior PTs who mentioned about the category was (n=22).For the senior PTs, the use of communicational skills during the lessons were important (n=13, 6.5%). They also emphasized the use of different activities during the class (n=10, 5%). The other important issue for them was using methods, techniques, and approaches in the classroom (n=7, 3.5%). The other prominent issue was student-centered teaching (n=3, 1.5%). Attracting the attention of student and having fun classes were also mentioned by the participants (n=2, 1%)

4.2.6. Findings on classroom management

Table 4.6. Results of concept maps on classroom management

Classroom Management					
	N	%	Subthemes	N	%
Freshmen	0	0	NA	0	0
Sophomore	0	0	NA	0	0
Junior	13	56,5	controls the class	9	25.7
			controls anxiety provides discipline, knows classroom management	2	5.7
Senior	7	30,4	controls a classroom	3	8.6
			knows classroom management, grabs attention/prevents distractions	2	5.7
Total N	20	100		35	100.0

The number of PTs who mentioned about classroom management on their concept maps was 20. In total, the PTs thought about controlling the classroom regarding

classroom management (n=12, 40%). Moreover, PTs mentioned about knowing classroom management (n=4, 11.4%). Lastly, the PTs mentioned about controlling anxiety and grabbing attention (n=2, 5.7 %).

As for freshmen and sophomore PTs, they didn't mention about classroom management on their concept maps. As for junior classes, the percentage of the PTs who talked about classroom management was 56, 5% (n=13). They mostly talked about controlling the classroom (n=9, 25.7%). They also perceived classroom management as controlling anxiety and providing discipline (n=2, 5.7%). As for senior classes, the percentage was 30, 4 (n=7). They mostly mentioned about knowing how to control a classroom (n=3, 8.6%). Also, they noted that classroom management was related to knowing classroom management and preventing distractions (n=2, 5.7%).

4.2.7. Instructional materials and resources

Table 4.7. Results of concept maps on instructional materials and resources

Instructional material					
	N	%	Subthemes	N	%
Freshmen	9	41	computers, printed materials,	4	4.4
			online platforms/internet	3	3.33
			projector, dictionary, games, audio materials, visual materials	2	2.25
Sophomores	5	22	authentic materials	4	4.4
			online platforms/internet, audio materials, audio/visual materials, printed materials	3	3.3
			visual materials, computer, games, projector	2	2.2
Junior	4	18,2	visual materials	3	3.3
			projector, authentic materials	2	2.2
Senior	4	18,2	visual materials	3	3.3
			games	2	2.2
Total N	22				

In general, the number of the PTs who talked about instructional materials and resources was 22. Looking at the results in general, most of the PTs also mentioned about visual materials (n=10, 11%). They also mentioned about the use of printed materials and

authentic materials (n=7, 7.7 %). The use of online platforms, projector, and computer, had an outstanding frequency (n=6, 6.6 %).

The number of freshmen PTs who mentioned about the importance of using instructional materials and resources was 9 (41 %). For the freshmen PTs, the use of computer and printed materials were ranked as first (n=4, 4.4%). The following items were the use of a projector, dictionary, games, audio materials, visual materials and online platforms (n=2, 2.2%). As for the sophomores, they had a percentage of 22% (n=5, 5.5%). The use of authentic materials was ranked as the first place (n=4, 4.4%). The other prominent subthemes were the use of printed, audio, audio/visual materials and online platforms/the internet (n=3, 3.3%). The last items were the use of visual materials, games, projector, and computer (n=2, 2.2%).

For the junior PTs, the percentage was 12, 2 % (n=4). The use visual materials had the most frequency (n= 3, 3.3%). The use of a projector and the authentic materials had the same frequency (n=2, 2.2%). For the senior PTs, the percentage was 12, 2% (n=4). The use of the visual material was the most popular one (n= 3, 3.3%). The use of games had the following frequency (n=2, 2.2%).

4.2.8. Findings on lesson and unit plan

Table 4.8. Results of concept maps on lesson and unit plan

Lesson and unit plan					
	N	%	Subthemes	N	%
Freshmen	0	0	NA	0	0
Sophomore	3	15	plans the curriculum	3	7.5
			plans the topic, prepares lesson plans, plans syllabus, plans materials, plans activities	2	5
Junior	11	55	prepares lesson plan	6	15
			prepares equipment, is ready for the lesson	3	7.5
			should prepare activities for different language skills, comes up with ideas before the class	2	5
Senior	6	30	prepares lesson plan	6	15
			is ready for the lesson	2	5
Total N	20	100		40	100

In total 20 of the PTs talked about lesson and unit plan on their maps. In general, PTs wrote about preparing lesson plan the most (n=14, 45%). Freshmen PTs didn't mention about lesson and unit plan at all. As for the sophomore PTs, The number of the PTs who mentioned about lesson plan was not outstanding (n=3, 15%). Planning the curriculum was the most frequently mentioned subtheme (n=3, 7.5%). Planning the topic, preparing lesson plans, planning syllabus, planning materials and planning activities followed the subtheme above (n=2, 5%). When looked at the junior PTs who mentioned about the lesson plan and unit plan was outstanding (n=11, 55%). Junior PTs mostly mentioned about preparing lesson plan (n=6, 15%). It was followed by preparing equipment and being ready for the topic (n=3, 7.5%). Preparing activities for different skills and coming up with the new ideas before the class were outstanding concepts (n=2, 5%). The percentage of the senior PTs who mentioned about the lesson plan was noticeable (n= 6, 30%). They mentioned about preparing lesson plan the most (n=6, 15%).It was followed by being ready for the lesson (n=2, 5%).

4.2.9. Findings on evaluation and feedback

Table 4.9. Results of concept maps on evaluation and feedback

Evaluation and Feedback					
	N	%	Subthemes	N	%
Freshmen	0	0	NA	0	0
Sophomore	4	30,77	gives feedback	4	9.3
			gives positive and negative reinforcement	3	6.9
			prevent fossilizations, ignore simple details	2	4.6
Junior	4	30,77	gives positive and negative reinforcement	4	9.3
			corrects errors	3	6.9
			gives rewards	2	4.6
Senior	5	38,46	gives feedback	4	9.3
			correct errors	3	6.9
			knows assessment and evaluation, prepares appropriate tests according to the topic	2	4.6
Total N	13	100		43	100

The total number of the PTs who talked about evaluation and feedback was 13. The results showed that students mostly wrote about giving feedback under this category

(n=8, 18.6%). According to results, freshmen PTs didn't demonstrate significant results regarding the sub-elements of evaluation and feedback (NA). The percentage of the sophomores who mentioned about evaluation and feedback was 23% (n=4). When it comes to sophomores, they talked about giving feedback at first place (n=4, 9.3%). Second, they mentioned about giving positive and negative reinforcement (n= 3, 6.9%) The last subtheme mentioned by sophomore PTs was preventing fossilization and ignoring simple mistakes (n=2, 4.6%).

The percentage of the junior who referred to evaluation and feedback was 30% (n=4). As for junior PTs, they mostly mentioned about giving reinforcement (n=4, 9.3%). They also wrote about correcting errors (n=3, 6.9%) Lastly, they mentioned about giving rewards (n=2, 4.6%). The percentage of the senior PTs was 38% (n=5). Senior PTs talked mostly about giving feedback (n=4, 9.3%). They also found correcting errors important (n=3, 6.9%). Knowing assessment and preparing appropriate tests according to the topic (n=2, 4.6%).

4.2.10. Findings on attitudes towards profession

Table 4.10. Results of concept maps on attitudes towards profession

Attitudes towards profession					
	N	%	Subthemes	N	%
Freshmen	3	42,9	loves the job (e.g. students, learning, teaching)	4	28.5
			does not do the job for money	2	14.2
Sophomore	2	28,6	loves the job (e.g. students, learning, teaching)	4	28.5
Junior	0	0	NA	0	0
Senior	2	28,6	loves the job(e.g. students, learning , teaching)	2	14.2
Total N	7	100,0		14	100

The number of the PTs who talked about the attitude towards profession was 7. When looked at the results in general, the most popular subtheme was loving the job (n= 10, 71. 2%). In general, the number of the freshmen PTs who mentioned about attitudes toward profession was 3 (42.9%). Freshmen PTs mentioned about loving the job the most (n=4, 28. 5%). According to some of the freshmen PTs, an effective EFL teacher does not do the job for money (n=2, 14.2%). Sophomore PTs did not reveal outstanding result

about the category (n=2, 28.6%). According to sophomore PTs loving the job was the most important concept (n=4, 28.5%). Junior PTs did not reveal significant results (NA). Senior PTs' results weren't also outstanding (n=2, 28.6%) According to senior PTs, an effective EFL teacher loves the job (n=2, 14.2%).

4.3. Findings of the Interviews

In order to maintain the privacy of the participants, they were given numbers and addressed anonymously. Thus, from PT5 to PT1 were from freshmen classes. From PT10 to PT6 were from sophomore classes. From PT15 to PT11 were from junior classes and from PT20 to PT16 were from senior classes.

4.3.1. Findings of professional development and knowledge of EFL teachers

Compatible with the results of concept maps, the PTs mostly focused on the language use of an EFL teacher. Thus, while there were a huge amount of expressions regarding the correct language use of the teachers, there were a few expressions regarding their teaching skills. For example, regarding effective language teachers' pedagogical skills the most common theme was following the research in the area and becoming knowledgeable in the area of pedagogy. On the other hand, the other expressions were always about the language use of the EFL teacher such as being good at pronunciation, being a role model for their students with their language use, having communication skills. Also, their focus was to develop language use rather than teaching skills such as watching English movies, listening to English songs.

In this regard, PT1 said "a good EFL teacher should be equipped with a variety of skills. When I say equipped, I do not mean the knowledge of grammar. A teacher should be well developed in the areas such as pronunciation and vocabulary knowledge. Likewise, PT 12 said "I think that learning never comes to an end because there is always something that you do not know because it is a lifetime issue. I want to answer the questions of my students as much as I can. Thus, I started to study in order to prepare myself to be an effective teacher. I especially study on fast reading and pronunciation." Besides, PT3 articulated that "before teaching English, EFL teachers must be perfect in

all aspects of it such as listening, speaking and reading. As long as EFL teacher are good at aspects of the language, they can teach the language to their students.” Additionally, PT18 uttered “an English teacher should speak English in a fluent way as if they were abroad.”

Concerning the development of the teachers, PT6 put it that way “when I first came to the university; I noticed that I pronounced some English words in a ridiculously wrong way. However, the university and my teachers have contributed to improving my pronunciation skills. Moreover, after I read the texts aloud in order to improve my pronunciation, I noticed the difference. For example, seeing that I can pronounce -r and -th sound correctly makes me happy.” PT11 notified that “if a teacher does not know the field knowledge, he or she cannot teach and make students love the lesson. He or she can develop in the field by attending conferences or by reading articles in the field. Moreover, he or she shouldn’t stop researching and trying new things.” PT6 put forward “an effective teacher should follow the developments in the field. We live in a world which always develops, and we have to keep up with the developments of the world. We cannot use the same methods over again. These new things do not have to be new methods. We should follow the results of the studies. For example, you are doing research about effective EFL teacher; a teacher should read the results and should come up to some conclusions.”

Moreover, the PTs also emphasized the importance of knowing the culture of the target language. For example, PT3 said: “The teachers should know the culture of the target language so that they can answer the questions of the students. Otherwise, the students do not respect them.” PT9 put it that way: “Language is a part of the identity. When you change the language, your behaviors and attitudes also change so a language teacher should know the culture of the target language.”

4.3.2. Findings of personality traits of EFL teachers

PTs uttered personality characteristics of an effective EFL teacher in an undetailed way. Most of them believed that a teacher should be funny, active and energetic.

However; they did not utter the reasons for having these traits. On the other hand, some traits were talked by the participants in a detailed way such as being creative and talented.

In relation to personality characteristics of an effective English teacher, PT11 remarked “English is a serious lesson in the eyes of students; on the other hand, it is a lesson which awakens the curiosity of the students by encouraging them to think what activities the teacher is going to do next. The teachers of other fields present the knowledge to the students directly; however, EFL teachers have to find activities which are examples of real life. Thus, EFL teachers need to be creative in order to succeed the authenticity. PT12 put forward that “our department is challenging in terms of understanding the children and being creative. For example, let’s say that you need to prepare a project about children. Although you think for hours to find a creative idea, you cannot find something good. You really struggle to find something more creative and fun. After I had attended my practicum courses, I noticed that the lessons I attended in the course improved my creativity to find activities for my classes.”

4.3.3. Findings of social context and students’ background

During the interviews, most of the PTs emphasized the social aspect of the learning environment. They especially commented on considering the individual differences of learners such as their needs, interests, and levels while preparing and conducting their lessons in order to be effective EFL teachers.

To illustrate; PT7 put it that way: “students have different learning style, some of them learn by reading, but the others learn by listening. Thus, EFL teachers shouldn’t teach the students just by depending on one way. We should teach in a variety of ways. If we want success, our teaching must address all the students not just one student.” PT7 said, “Good teachers recognize the needs and deficiencies of their students and should define their teaching methods according to these needs. Moreover, PT10 remarked that “A good teacher should use the materials that make use of all the senses of the students which is only possible by bringing different materials to the class.”

In addition, PT9 made a comment on the social relationships with the students by noting that “a teacher must understand what students feel and expect from the lessons and change the techniques and method of the lessons accordingly. A good teacher considers even the daily moods of the students and should make some arrangement on the plan.” PT10 spelled out that “teachers should know the names of the students and know what they like and dislike and use this knowledge while giving examples in the class. Students feel themselves special because they think that the teacher knows and gives importance to them.”

Another important issue under social context which is having positive relationships with the students were also mentioned in an outstanding way. To give an example, PT3 stated that “a good teacher should have a good relationship with the students. When I was a student, if my teacher behaved me in a positive way, I always became more interested in the lesson. I give importance to teacher-student relationship. I share my private life with the teacher.” PT7 also commented on the positive relationship between the students and teachers by saying “when students make little mistakes the teachers shouldn’t get angry quickly. The teacher shouldn’t be strict towards the students. They have to support the students even when they do mistakes by correcting them with a soft tone.”

As for the role of motivation in teaching, PT16 made a comment on the importance of it by noting that “when I entered my first class during my practicum course before I start to teach the lesson, I told them the importance of English. I told them whichever department they choose; they will encounter English at the University. Their point of view to English lessons changed and when I started to teach my lesson, they listened to me carefully.” PT8 also told that “an effective EFL teacher should make the students love English. The teacher should make students realize the importance of learning English in the global world.”

4.3.4. Findings of instructional process

Most of the PTs agreed upon the importance of using communicative approach during the lessons. PT2 said that “nowadays, teaching English is just understood as grammar teaching. It’s wrong because the students focus on grammar and their English skills such as speaking and writing do not develop. They know all the tenses in a perfect way, but they cannot speak in the daily life. It’s wrong because both the tenses and their usage in the daily life should be taught at the same time.” PT15 explained it that way “I think speaking is much more important than other skills in English. Thus, a teacher should give importance to speaking. The teacher should speak to the students about everything. These could be the topics that students love because practicing is the only thing to develop speaking.” Lastly, PT9 put it that way “EFL teachers have to teach students in all four skills. However, we do not reflect this knowledge to the activities, so the students are just exposed to grammar teaching. However, we can give grammar in a way that integrates the other skills into it.”

Another issue that was emphasized by the PTs during their interviews was the use of different activities in the class and bringing energy to the class. PT1 said that “if you sit while you are teaching, the students will not benefit from the lesson. If you do so, it is high time you retired. A teacher sits just because he or she is bored or exhausted of teaching and makes the students sleep.” PT15 emphasized the importance of doing different activities by stating that “we shouldn’t do the same activity every day. If we use art craft one day, we should change it the other day because even the art craft can be boring if we repeat it every day.”

Another popular issue under the category of the instructional process was conducting student centered classes. To illustrate, PT14 put it that way “a teacher should be creative but also should make use of the creativity of the students. If the teacher says I am creative and I am going to show off my creativity, students get bored. The teacher should make the students participate in the lessons.” Moreover; PT20 articulated “students should participate in the lessons actively. The teachers in the class always use

course books all of which lecture the topic and ask you to complete the exercises. The students never produce anything even a simple sentence. They just write down what the teacher wrote on the board by making some subtle changes.”

4.3.5. Findings of classroom management

Compared to the results of the concept maps, PTs gave more details about classroom management during their interviews. However, the PTs mostly mentioned about they are not being self-confident regarding their management skills.

As for classroom management skills, PT5 put it that way “I believe that I can teach English; however, I have doubts about how I can manage class which I expect I will learn next year. I can teach a class about speaking, grammar listening; on the other hand, I have questions about the classroom management strategies that I can use when they get distracted.” PT9 put forward that “a teacher should avoid the activities that include just one student. An activity that makes one student come to the board and do the activity will distract other students. Thus, an activity that includes all the students will make the lessons more successful. Moreover, giving them a worksheet or an individual work prevents them looking around and get distracted.” PT10 made a comment on classroom management by stating that “for classroom management, a good teacher does not sit at the desk, he or she goes around the class and goes to the back rows to find the students who hide themselves. He or she also makes them participate in the lesson and makes eye contact with them.” Another PT asserted that “for an effective classroom management, the first lesson is very important. You have to make a good first impression in the eyes of the students with your correct pronunciation, your rules, your clothes and a good profile.” PT13 put forward that “a good teacher must be both friendly and strict. At one hand, the students should love the teacher, and at another hand, they must know their responsibilities for the lesson.”

4.3.6. Findings of instructional material and resources

Although the use of technology in language learning classrooms is a trend in ELT, A few of the PTs stated the importance of technology. What they understood from the use of technology in the class is mostly related to the use of smart boards in the classroom. However, PTs did not mention many technological tools that can be used as classroom devices or platforms.

PT3 made a comment on the use of technology by noting that “the lessons at the university must be our source of knowledge, but there are some lessons that are not related to our field. For example, we have a computer lesson which does not help us regarding our knowledge of teaching. I know that the use of technology is very dominant in ELT, but I cannot rationalize the activities that we do in our computer lessons.”

4.3.7. Findings of lesson plan and unit plan

Most of the PTs talked about the importance of being prepared before entering the lessons. Most of the PTs agreed upon the idea that a good English teacher should be well prepared before each class. A teacher already knows the topic, but the teacher should analyze the topic regarding how she or he can adapt the topic to the class, and which materials can be used in order to teach that subject effectively.

In terms of lesson planning, PT6 said that “the first thing a good English teacher do is being well prepared. A teacher must be prepared to be able to speak English all the time. If the teacher has difficulty and changes the language from English to Turkish, it disrupts the flow of the lessons. That does not give students a good impression of that language being real. PT10 uttered that “while preparing the lesson a teacher should also prepare the materials. They should look up the dictionary for the pronunciation of the words.”

4.3.8. Findings of attitudes towards profession

Unlike the results of concept maps, positive attitudes towards the professions are emphasized during the interviews of PTs. Most of the PTs gave importance to loving the profession and caring the job in order to become an effective teacher.

When attitudes towards the profession of being an English teacher were considered PT3 stated “a teacher firstly must be enthusiastic about the job. Before the methods that they are going to use, they have to be enthusiastic. If they think of the job just as the source of money, even if they use the most effective methods, they cannot be successful. PT5 uttered that “while teaching a language, a language teacher must be enthusiastic and confident that they can say I can do that.” PT5 articulated that “a teacher should ask some questions: Why am I teaching this language? Do I love this job? Why am I doing this job? Just for money. Why do I come and teach them? Just I fill in the time one month and receive my salary.” PT10 said that “an English teacher is teaching English which is an active process, unlike math, history or biology. So a teacher should be active and make it obvious that they love their profession.” PT13 put it that way “before I came to the university I was thinking of teaching as a profession for economic reasons. I thought that I just enter the classes and earn my money and nobody sees me in the class. However; thanks to my classes, I changed my mind. I know that I raise the next generations and we hold a great responsibility. I know that this job cannot be done just for money, you should love the profession.”

CHAPTER V

5. Discussion

5.1. Overview of the Chapter

This chapter will discuss the findings about the findings of the other studies in the literature. The data gathered from concept maps and interviews will be discussed under the categories defined by the PTs of the current study in order to examine their conceptual structures of being an effective EFL teacher.

5.2. Discussion of the Findings

5.2.1. Discussion on professional knowledge and development of EFL teachers

According to the results of the study, professional knowledge and development received the highest frequency. The importance of professional knowledge and development is also highlighted in the literature. Yuwono and Harbon (2010) assert that the issue of professional development is gaining a considerable amount of value because being knowledgeable in the area makes a teacher successful by contributing to the success of their students. Thus, reaching to the knowledge in most of the fields such as science, technology, and trade are only possible thanks to knowing English. Hence, it is a fact that the development of English brings about the necessity of professional knowledge and development of EFL teachers. As being the most frequently mentioned category of the current study, professional knowledge and development have a variety of sub-elements; however, some of them stand out.

The consequences of a variety of studies in the literature also support the findings of the current study regarding the findings about knowledge of pronunciation. In the study of Girard (1977) having a good command of the target language and correct pronunciation are accepted as a must-have attribute of an effective EFL teacher. Moreover, being able to pronounce the words correctly is essential to language teaching in order to provide a suitable environment for an effective communication as Borg (2006b) pointed out. In Brosh's study (1996), it is supported that without knowing the target language system and speaking, it gets harder to become successful in the class environment. The value given to the correct pronunciation is also supported by Cordia (2003) since speaking and pronouncing the words correctly will be a good source of input and role models for students who aims at speaking in the target language, it is really important for a teacher to speak well in the target language. In line with the related literature, the PTs of the study think that it is important to be competent in the language and to pronounce the words correctly. As PTs are the supporters of communicative language teaching, they know the importance of pronunciation since being able to speak both fluently and with using proper intonation and pronunciation makes a foreign language teacher more competent as it is accepted in many different countries (Aslam, 2011; Cammatara, 2010).

Moreover, according to the results, knowledge of grammar is another important subtheme of professional development and knowledge of EFL teachers. There is a growing interest in examining the grammar knowledge level of the PTs. Why the level of grammar knowledge an EFL teacher possess is a topic of interest among researchers is that it may have an influence on PTs' choices of teaching styles which will bring them success regarding their students' learning. Thus, it is important to conduct research to investigate the level of grammar knowledge of PTs (Borg, 2003a; Andrews, 1999). On the other hand, the results of the study done by Williamson and Hardman (1995) reveal that EFL PTs do not have an outstanding performance on the tests evaluating their grammar knowledge Hence, Borg (2003a) suggests that since knowledge of language forms is an essential part of an effective teaching, providing more opportunities for the PTs to develop their grammar knowledge is necessary for ELT programs.

To illustrate the given importance on the grammar knowledge of EFL teacher, the Hong Kong example can be given because Hong Kong is a city where English teaching is has a great importance. According to Education Commission (1995), the qualifications of language teacher should be standardized to some criterions one of which is the competency in the forms of language.

As for the knowledge of vocabulary, it is apparent that PTs highly value the vocabulary knowledge in language teaching. In line with the findings of the current study, Irvin (1990) emphasizes the importance of vocabulary knowledge as he relates it directly to the comprehension of written and oral texts. Morris and Cobb (2004) state that in most of the challenging academic courses, it is highly recommended to know a huge amount of academic vocabulary in order to succeed in the course. The direct relationship between academic performance and the knowledge of vocabulary can be seen in most of the classes at the university and particularly in ELT department. Considering the given importance of vocabulary knowledge of PTs, Beyerbach (1986) conducted a study so as to analyze the content related vocabulary development of EFL PTs. The results demonstrated EFL PTs gained more field related vocabulary as a result of the education they got at teacher education program which led them to get their education more effectively.

As the results of the study demonstrated, the importance of language skills were emphasized by the participants of the current study. Among other skills, the reading skill which is considered as the most important skill in academic life as it is stated by Grabe (1991), has been thought to be an important subtheme by the participants of the current study. Solak and Altay (2014) assert that the teachers must develop their reading skills as they will encounter academic reading texts on many occasions. Likewise, a study was carried out by Özek and Civelek (2006) aimed at tracking the development of PTs of English regarding their reading skills. However; the study revealed that the PTs from first and fourth years of degree didn't use certain reading strategies in an effective way which requires them to expose to more activities related to developing their reading strategies before they graduate.

Although it may differ what it means to be able to read from country to country, most of the European countries follow a common guideline regarding prerequisites of being an effective EFL teacher. Since teacher education programs are important for PTs to come up with the theories and research about reading skills, it is a great opportunity for them to enhance themselves in terms of their reading skills (Eurydice, 2011). Perkins (2013) suggests that since it is impossible to observe a PT gaining reading habit in the long term, teacher educators can provide opportunities for their students to read a variety of different genres and topics so that they can be competent readers in the foreign language.

According to Warschauer (2000) use of English language has gone through a process of adaptation as a result of the developments in the technology and economy. The changes in the way the English language is used brought about some aspects to be considered again concerning English language teachers' professional identity. Thus, it is emphasized that in terms of writing skills, being able to write in a persuasive way by using their accurate English knowledge is highly expected by EFL teachers. Moreover, Winer (1992) also states that EFL PTs should gain more knowledge regarding the processes of writing in order to develop empathy with their students to be successful teachers.

Celce-Murcia (1995) claims that although listening is seen as unimportant in many countries considering the number of the books which is published with an aim to develop listening comprehension, it is essential to become competent in the listening skills (Celce Murcia, 1995). Considering the given importance of listening skill, PTs were evaluated regarding their listening skills with a study done by Solak and Altay (2013). The results revealed that the real problem is not finding the gist of the listening text; however, they had difficulty in comprehending the words which are pronounced fast and ambiguously. The problem also lies in the use of unknown vocabulary which needs to be developed in order to become effective EFL teachers.

Sert (2000) claims that when the focus is on the language use of the PTs, it always brings about a problem because teacher education programs do not focus on whether PTs

use the language properly or not. It is suggested that PTs should be aware of how they use the language in the classroom interactions as it is an important aspect of their development as a teacher. He suggests that PTs should be videotaped while they are conducting their lessons during their practice courses so that PTs can adapt their language to the environment of the classroom.

Given the significance of professional development in the literature, looking at the results of the professional development category, one of the most important aspects that PTs want a foreign language (English) teacher have is to use the language well. The lesson that PTs took at the teacher education programs led them to think that language use is important because they take the teacher educators as role models who give importance to using and knowing the language well. Similar findings occurred in different studies revealing results proving that being knowledgeable and competent in the language use is significant to become an effective EFL teacher. Most of the participants in different studies understand the importance of knowing the language well before they teach them to their students as described in the literature (e.g. Brosh, 1996; Mollica & Nuessel, 1997; Park & Lee, 2006; Girard, 1977, Gönenç-Afyon, 2005).

The changes in the standards of the lives of people have brought about some changes in the roles of the teachers in the society. For example, in the past, the teachers were accepted as the people who lectured the knowledge; on the other hand, in today's world, teachers are the people who are busy with the social events of the society and take active participation in the events regarding the society (McNEil, 2006). Moreover, as a result of the globalization, the effects of the events that took place in one part of the world can be felt anywhere around the world. Thus, the teachers who are responsible for raising the students who take place actively on the world stage shouldn't be restless to the social issues around the world (Matriano, 1997). Similar to the findings of the researchers the participants of the current study also emphasized the general knowledge of the teachers by mentioning them on their concept maps with a high frequency.

Another significant aspect of the professional development of EFL teachers is knowing the approaches and methods in the area. Keeping up with the new methodologies

is always useful for EFL teachers since the field of foreign language teaching is complex and open to new research in its approach to teaching and learning as Borg (2006b) stated. Thus, the knowledge about the new methods and strategies along with the changes in the education system should be acquired by the EFL teacher so that they can choose among the techniques and methods which are suitable for their classroom environment (e.g., Yuwono, 2005; Mollica & Nuessel, 1997). According to Hedgecock (2002), the language teachers should keep in touch with their colleagues in order to catch up with the latest developments in the field by attending conferences or seminars, e-mailing your colleagues to discuss the latest developments in the field.

Another area that needs to be thought thoroughly in the professional development of the teachers is the need to development of the teachers throughout their professional careers. Kabilan & Veratharaju (2013) asserted that teachers have to discover new ways to develop themselves to become successful teachers. However, they lack the opportunities to continue to develop themselves which is supplied by the government. However, it is not always the case that government or the other institutions provide the teachers with professional development activities. They should always reflect upon their behaviors in the class and find their strengths and weaknesses. Thus, they have to keep lifelong learning and should always search for their development.

In most of the studies done in order to find out the qualities of an effective EFL teacher, the results demonstrated that a good teacher is someone who knows how to transmit the knowledge to the students which requires to have enough pedagogical knowledge. (Minor, Onwuegbuzie, & Witcher, 2000; Weinstein, 1989, 1990). However, in the current study, the participants from all degrees didn't refer to the pedagogic qualities of an effective teacher with an outstanding frequency. What is mostly emphasized by the participants is to be able to use the language correctly and being competent regarding the skills of language especially their pronunciation. It is obvious that starting from the early phases of the teacher education to the last year, the perception of the PTs that supported the importance of language use did not change. In line with the findings of the current study, according to Mattheoudakis (2005), most PTs enter their college with the belief that correct pronunciation is important for being able to speak

fluently and accurately. The reason why they do not change their ideas as the years passed is examined by a study done by Pennigston and Urmston (1998). The results of the study reveal that as they are foreign language speakers, they mostly care about the language issues. They always care about if they use the language correctly or not so they cannot concentrate on teaching or pedagogical skills.

The other important issue is the discrepancy in the point of views of grammar as described by senior PTs and freshmen PTs. In line with the findings of the current study, in the study done by Pennigston and Ursmtton (1998), PTs of last year of degree gave more importance to grammar than PTs of the first year of the degree. The authors suggest that it is because if teachers know the grammar wrong, they may have a bad influence on their students' productive skills. Thus, the teacher can avoid these mistakes by focusing more on grammar skills.

Studies by researchers such as Pennington (1996) have indicated the role of school experiences of PTs in defining their good or bad teachers. The reason why PTs give so much importance to the use of language is that PTs already shape their ideas before they enter the education courses about the principles of effective teaching. The results may imply that those students who come from a traditional education system who never experienced speaking activities may have an image of a teacher who speaks very accurately and fluently in their minds as a reaction to the teachers when they encounter in their early years (Borg, 2005).

5.2.2. Discussion on the personality traits of EFL teachers

The results of the current study demonstrated that the PTs believe that having positive personality traits is a significant asset that a language teacher should have. In line with the findings of the present study, personality traits of an EFL teacher are thought as important as pedagogical skills because they have an important place in the learning process of the students as stated by Thompson (2008) and Kumaravadivelu (1992). Likewise, the success of the students is affected by the good relationship with the teacher

that can be achieved thanks to the positive characteristics of a teacher (Prabhu, 1990). Moreover, the personality traits when assessing the features of an effective teacher are the first to come to the mind when assessing the effective teacher (Gönenç-Afyon, 2005; Walls, Nardi, Minden & Hoffman, 2002).

When looking at the sub-elements, according to the most of the PTs, being patient is important in order to become an effective EFL teacher. This result is not surprising since the participants may know that learning a foreign language is a challenging process and this process requires not to give up and struggle to the end. Thus, it is obvious for them that a foreign language teacher should be patient enough to make students continue even when they feel discouraged by the process especially with beginners and adults and find new ways to make them participate in the lesson again (Cordia, 2003). In line with the findings of the current study, the PTs put being patient to the first place when they are asked to order the qualities of a good teacher in the study done by Weinstein (1989). Similarly, Kottler and Zehm (2000) stated the process of language learning should be supported by the teachers without getting bored even when they have to cope with the same problems repeatedly. Another aspect supporting the importance of the patience is about wait time in the classroom. It is obvious that if the teachers have longer wait times after they ask questions to their student, they have more possibility to get answers from their students even from the unsuccessful ones (Rowe, 1974).

Being helpful is another important characteristic of an effective EFL teacher. According to Richards (2013), besides other qualifications such as effective use of language and motivating their students, effective teachers should also be dedicated to helping their students succeed in learning the language. In support of this view, the studies conducted by different researchers revealed that allocating extra time for the students in order to help them is a distinctive characteristic of effective language teachers (Brosh, 1996; Cordia 2003; Park and Lee, 2006).

As another subtheme which is considered important by the participants in the current study, having a sense of humor has a significant place in the literature. According to McDermott & Rothenberg (2000), having a sense of humor is a favorable attribute of

a foreign language teacher because it help students have fun while learning new things which supports a permanent learning. Similarly, Kumaravadivelu (1992) also stated that having a sense of humor can create an effective classroom environment.

Another sub-element that is dealt with by the PTs of the current study also includes being innovative which requires openness to the new ideas. The participants of the current study support the idea that EFL teachers should always follow the developments that occur in the language and language learning in order to be more effective while teaching a foreign language. Similar findings occurred in different studies. The results of the study done by Feldman (1993) also revealed if language teachers want to be successful they should be open to criticism and other peoples' ideas. Thus, they can see their weaknesses and have an opportunity to develop themselves. In support of this view, the results of the study done by Gönenç-Afyon (2005) proved that an EFL teacher should not be conservative who reject all the new ideas, rather they should be open minded and innovative. Moreover, Collinson, Killeavy, and Stephenson (1998) see behaving students in an open-minded way as a prerequisite for behaving them fairly and respectfully.

As for being creative as a personal trait of an effective EFL teacher which is another important subtheme of the current study, Richards (2013) asserts that if students are exposed to creative activities which are developed as products of a creative mind, they are more likely to create original ideas by pushing their imaginations. These kinds of activities also make students more successful by motivating them. Thus, if teachers conduct lessons with motivated students, they feel the sense of success which creates a more successful learning environment. Mahlios and Maxson (1995) report that besides the other characteristics that PTs emphasize, they also state that an effective EFL teacher should be imaginative as a requirement for being creative.

The results of the recent study revealed that PTs also valued the humanistic side of a teacher. In line with the findings of the current study, in a study conducted by Beishuizen, Hof, Putten, Bouwmeester and Asscher (2001) the participants mostly valued the humanistic approach of the education which is related to the personal characteristic of the teacher. Moreover, Lowcyk (1994) suggests that if a person has a friendly character,

that person is more advantageous than others in any context. Wubbels, Levy, and Brekelmans (1997) assert that teachers' interpersonal skills are important in creating a relaxed classroom environment. Becoming easy going is important to have a safe classroom environment and not to make students feel afraid and discouraged. Thomas and Montgomery (1998) assert that if teachers behave their students in a kind and friendly way, students feel approved as learners and people and become more motivated to learn. Also, effective teachers can adapt to their students changing needs by being friendly to them.

According to the results of the personality category, it is obvious that the PTs from all degrees can give detailed images of effective EFL teacher. It means that even freshmen PTs who got less education than other degrees also have detailed images of effective teachers regarding their personality traits. The reason behind this may be that freshmen PTs remembered the characteristics of the good teachers they had at their school years. As Wubbles et al. (1997) stated when people are asked about the definition of an effective teacher, they always remember the positive feelings about the teacher and how they made them feel.

In line with the findings of the current study, in a study aimed at tracking the changes that PTs experienced after they attended the practicum courses, the PTs emphasized some characteristics to become an effective teacher which are being kind, caring and understanding (Ergün, 2002). However, Brown, Morehead and Smith (2008) state effective teacher is defined by the modern society as being highly knowledgeable in the area and successful in terms of their proficiency. The definition of an effective teacher of the society does not match with the definitions of the PTs who want a teacher to be caring rather than knowledgeable. However, it cannot be said that the definition of the PTs is wrong because a caring, friendly and warm teacher is highly asked for by the students. The problem is that PTs have only one sided point of view about the features of the effective teacher which includes the humanistic side of the teacher.

In most of the studies effective teachers are also depicted as fair people who behave their students in the equal way (Minor et al., 2000; Weinstein, 1989, 1990) While

most of The PTs did not talk about the importance of being fair at the earlier phases of the teacher education program, the PTs who started to take their Practicum courses mentioned about its importance. The reason of this may be because the PTs didn't have enough practices with the students in the classroom, they may not know the bad results of not treating fairly to the students.

5.2.3. Discussion on social context and students' background

As it is dealt with the PTs of the current study, an important aspect of language learning is the variation of the learners. Learners can vary in learning speed and ultimate point of success that they can reach. The studies showed that the teachers who are aware of the differences of their students are more successful than the teachers who do not know their students' differences. Moreover, encouraging students to take participation into the lessons is possible thanks to knowing their individual differences (Ellis, 2008). Robinson (2001) emphasizes the importance of considering the differences of learners by stating that students need a program which considers how the task used in the classrooms will be perceived by different types of cognitive abilities and how it will affect the success of the students. Some of the studies (e.g., Polio & Duff, 1994; Gomez, 1994; Pennigton & Urmston, 1998) revealed that PTs believe in the importance of knowing the levels and needs of students in order to conduct their lessons effectively. Being aware of individual differences of the students helps the PTs to become open to change which involves critical reflection and sense making as a basis for pedagogical beliefs (Korthagen, 2004).

Another most frequently mentioned sub-element under the heading of social context is the issue of motivating the students. Under the category of social context, the PTs emphasized the importance of motivating the students in language learning. The results are predictable as the students of foreign language education; they probably know the importance of motivation in second language learning. Motivating the students is so important that Gardner (1985) asserts that if someone is motivated, it is inevitable to learn the language as they attend the lessons and participate in the lessons effectively. Since

motivation will define how much time students will spend studying on the language, it is an important contribution to the success.

Consistent with the results of the current study, the most important factor affecting students' becoming successful is the level of their motivation as revealed from the results of a study done by Pennigston (1996). In a similar vein, in a great number of the studies which investigate the features of effective teachers, effective English language teachers are described as people who have the ability to motivate their students (Brosh, 1996; Cordia, 2003; Gönenç-Afyon, 2005; Park & Lee, 2006).

As a requirement of an effective EFL classroom environment, good communication with the students is also emphasized by the participants of the current study. In line with the findings gathered from the PTs, even the experienced teachers are in the opinion that if teachers develop good relationships with their students, they can be more successful in teaching their students (Placeck & Dodds, 1988). Likewise, Holloway (1994) states that the answer to the question to what makes a teacher effective is the personal communicative skills that person can hold with the people rather than knowing the subject they teach well. Weinstein's (1989) study also demonstrates that PTs give importance to being open to communication with the students which leads to a good relationship with them and make them participate in the lessons.

Additionally, the PTs seem that they have grasped that motivating students to learn new things is an important issue in learning English starting from the second grade. This issue can be explained with the program that they use at the department which includes the courses about ELT such as "Approaches to ELT" at the second year. However; they do not mention if they have to motivate children intrinsically or extrinsically although it is important to understand the difference between two kinds of motivation. Another study done by Salisbury-Glennon and Stevens (1999) revealed the similar results with the current study. In that study, the PTs were also unaware of the distinction between intrinsic and extrinsic kinds of motivation which one is more important for the students. Thus, it is important to make PTs recognize the types of motivation before they enter the classes at their teacher education programs.

PTs demonstrated progress in terms of their frequency of mentioning about considering the differences of the students on their maps. It is important for them to know what kinds of differences can students have before they enter their classes because most of the beginning teachers have problems while preparing their lessons plans because they do not know what they are to know and do and how their students can react to their activities. Moreover, if PTs know the needs of the each student, they become more open-minded and reflective which leads them to become open to change for their pedagogical preferences (Swennen, Lunenberg, & Korthanagen, 2008).

5.2.4. Discussion of EFL teacher's roles

The most popular sub-element among the participants of the current study is the teacher as guide. The same results were also found out in the study of Yeşilbursa (2012). In the study, when EFL teachers were asked about how they perceive themselves as teachers, they mostly mentioned about being a guide. Harmer (2001) states that becoming a guide also makes a teacher a facilitator which is another important subtheme on the concept maps of PTs. In the literature, teachers are seen as facilitators because they guide the students through the process of constructing the knowledge by advising and monitoring about their powerful and weak sides. The teachers shouldn't be the direct transmitters of the knowledge; they should have passive roles in the process of language learning.

Teacher as a role model and leader are also emphasized by the current study. In line with the findings of the current study, Katzenmeyer and Moller (2001) define effective teachers as the leaders in the class and outside the class and has an impact on the lives of the people to create educational reforms. Moreover, Lumpkin (2008) sees a teacher as a role model because a teacher serves as a role model even outside the class and interacts with their students all the time and behaves carefully.

Along with being a facilitator, according to Harmer (2001), teachers are also undertaken the role of being prompters and organizers. These two roles are also

emphasized in the current study. This role is suitable for the teacher because they have to take an active role while preparing and conducting different activities during the class.

Additionally, first year PTs mentioned of an effective teacher as the authority in the class; however, this view changed when they finished their second year. This change may be because of the “ELT Methodology” which teaches The EFL PTs the ways to teach English. Thus, the PTs from other degrees developed a more student-centered teaching by seeing the teacher as guide, facilitator or prompter. It is because PTs became acquainted with principles of communicative language teaching which gives importance to student-centered teaching. Similarly, in another study, PTs changed their conceptions of effective classroom environment from a classroom in which student sit quietly to a class in which students complete the tasks and take active roles (Pennington & Urmston, 1998).

5.2.5. Discussion on instructional process

According to the results, the first thing that comes to PTs’ mind is the communicational skills that a teacher has such as using gestures and mimics in order to conduct an effective lesson. This result is not surprising as the importance of communicational skills is obvious for an effective class (West & Cannon, 1988). Lazaraton (2004) emphasized the importance of gaining new vocabulary thanks to the use of gestures by the teachers is important so that students can easily remember the words and understand the differences between some words. In a study conducted by Ceylan and Turhan (2010) the importance that the PTs gave to the communicational skills as a requirement to be an effective EFL teacher didn’t change although they took courses on teaching.

Moreover, the data derived from the PTs demonstrated a high frequency of using different activities in the classroom. Hawkey (2006) states that use of different teaching techniques will make the students think in the target language effectively. Hawkey (2006) conducted a study in order to further analyze the teaching preferences of the students and

the teachers. Both groups agreed on the importance of using different teaching techniques that are chosen among communicative activities. Interaction in the classroom is another important issue in the language learning, and if learners are given the opportunity to speak using different activities, it will be more beneficial for the student. Thus, students are busy in constructing their knowledge; learning will become more sensible for them. Students should have a right to talk and participate actively in the lessons (Kennedy, 1996).

Another issue that the PTs referred a lot is a student-centered teaching. Student-centered teaching is important in language learning because students construct the knowledge themselves if they are given opportunities to talk and participate in the lessons actively. In a study conducted on PTs to examine the conceptions of their effective teacher, they mostly linked effective teaching to student-centered teaching. Moreover, the factor that the PTs most commonly linked to effective instruction was student participation (Sandholtz, 2011). Moreover, in the study of Pennington and Urmston (1998) when compared the first and the last year PTs' conceptions of effective EFL teacher, the last year group focused more on the importance of doing different activities so that students can learn how to speak and write in the target language. The results show a development in the conceptions of the PTs because according to the principles of communicative language, student participation by making different activities is important in the field of teaching English.

It is obvious that junior PTs were the most successful in terms of mentioning a variety of techniques for teaching English. The reason for this may be junior PTs took their community service course in which they had to prepare lesson plans and use in the real classrooms. Senior PTs also attended the "Practicum Course," but they couldn't elaborate their ideas on the use of different techniques. It may result from the stress that they had because of the PPSE exam. Richards, Ho, and Giblin (1996) conducted a study in order to investigate how PTs' conceptions evolve as a result of taking the courses at teacher education programs. The study revealed that PTs in the earlier phases of their educations are more inclined to focus on the teacher voice or the confidence of the teacher for effective instruction. However; they are more focused on the issues such as the role

of the teacher in the classroom when they go through their teacher training program. Similarly, it is obvious in the study of Fuller and Brown (1975) that PTs' conceptions of the instructional process about transmitting the knowledge are rather obscure when compared to the professional teachers.

In the study of Calderhead (1981), PTs observed the classrooms of the experienced teachers and they were asked to comment on the process of the lessons. They made comments about the superficial details of the lesson or the teacher such as the tone of the teacher, relationship between the teacher and the students. They didn't comment about the issues such as the nature of the tasks, classroom routines. However; when the same issues were asked to the experienced teachers, they made more complicated comments about the process of learning and teaching. Moreover, they think that the details that the PTs give are superficial or irrelevant. The reason behind this is that PTs probably have simple conceptions with which they will make sense of the classroom practices. Hence; they cannot make sense of the classroom practices as experienced teachers do.

5.2.6. Discussion of classroom management

Despite the fact that classroom management is an important issue that contributes to the success of teaching, PTs feel inefficient regarding their management skills (Magliaro & Borko, 1986). The reason why the PTs who enter their practicum courses are not successful in conducting effective results is that they lack the practical knowledge about classroom management. Before they enter the lessons as a requirement for their practicum courses, they are received only theoretical issues about management. Thus; they do not encounter situations in which they can practice their management skills. On the other hand, junior and senior PTs appeared to obtain the terms related to classroom management thanks to the course called "Classroom Management."

As the results of classroom management category indicated, the most important subtheme was controlling the classroom. In a similar vein, according to Cabaroğlu and

Roberts (2000), when PTs were asked about what classroom management means to them, they had a narrow point of view; that is, they took into consideration one aspect of it. Similarly, a study showed that most of the PTs lack even the easiest terms about classroom management. They couldn't answer the questions which ask for the meaning of the basic concepts of classroom management. On the other hand, they wondered about the correct answers after they learned their mistakes which show they are enthusiastic and want to learn about the issues on the classroom management (Pereira & Gates, 2013). In another study investigating the conceptions of PTs regarding their classroom management, they were worried about their skills. They only perceived classroom management as control and discipline of the students so that they can continue teaching flawlessly. Moreover, PTs' perceptions of classroom management were restricted to how to deal with disrupted student behavior (Broomfield, 2006).

However; just thinking of control is not enough when thinking of classroom management because it does not always lead to success. A classroom which is full of students sitting still in the classroom does not prove that they are learning what is taught. Control is successful on the condition that the other conditions are supported. For example, teachers should develop self-autonomy and should give students more responsibility in learner-centered classrooms (Kaufman & Moss, 2010). Besides knowledge, PTs also do not have the opportunities to develop routines about how to deal with the disruptions in the classroom and develop methods for the different students because they do not have enough experience; however, it is only possible with experience to become an expert in the area of management (Berliner, 1986). The results are also same with the study of Fuller and Brown (1975) which demonstrates that PTs have more obscure concepts compared to in-service teachers'.

5.2.7. Discussion on instructional materials and resources

The use of authentic materials which are taken from the original texts such as magazines, newspaper, booklets are valued by EFL teachers throughout the world (Kılıçkaya, 2002). While the PTs of the current study emphasized the importance of the

use of printed materials, they didn't reveal significant results regarding the use of authentic materials.

The use of computers as well as information and communication technology in classrooms has been gaining importance for learning a foreign language throughout the world. Cuban (2010) supports that if the teachers use computers in their classrooms, it will enhance creativity and more productive lessons will be conducted thanks to computers.

It is obvious that PTs didn't develop new aspects in terms of using instructional materials and resources. Although it has been an important issue to use the technology in language learning classroom, the participants of the current study didn't mention about the issue to a great degree. The underlying reason for this may be they didn't expose to classes in which their teachers use the technology to teach them English. Dexter and Riedel (2003) suggest that using technology should be inserted to the curriculum of teaching practice courses. Thus; PTs become more aware that using technology is useful for their classrooms.

5.2.8. Discussion on the lesson and unit plans

Some students mentioned about the importance of preparing the lesson plans for their classes. It is stated that preparing a lesson plan before the classes give the teachers a feeling that everything is under control.

In its simplest way, it is obvious that the PTs of the current study gained more terminology related to lesson planning as they progress their courses at the faculty. Similarly, Beyerbach (1986) investigated the development of EFL PTs regarding their knowledge on the lesson planning. Consequently; post concept maps of the fourth grades demonstrated more insights about the processes they have gone through while they are doing lesson planning. They also used more terms related to lesson planning.

The reason why the first year PTs didn't write anything about lesson planning on their concept maps is explained by Lortie (1975). The author suggests that a student before coming to the teacher training program saw a teacher at the stage while he/she was conducting their lessons; however, PTs had never seen what a teacher had done before they entered the class. Thus; PTs do not know how the teacher goes through the process of planning and thinking about their lessons. Thus, PTs do not have any ideas about lesson planning in order to mention on their concept maps.

Why PTs developed their concepts related to lesson planning is also related to the courses they attended at the teacher education program such as "Community Service," "Teaching Practicum." For the reason that they needed to conduct better lessons at their practicum courses, they needed more elaborate and efficient lesson plans. Furthermore, in the study of Ergün (2002), it is obvious that PTs developed their concepts related to lesson planning after they took the practicum courses.

5.2.9. Discussion on evaluation and feedback

Evaluation and feedback is an important issue in the area of ELT because if it is conducted precisely, it can demonstrate whether you are doing well or not and give you a chance to reconsider the process. Although the topic requires elaborate answers when looked at the results of the current study PTs mostly described evaluation and feedback as an instructional process used during the lessons rather than a process which demonstrates the performance of the students. In line with the findings of the current study, on a study done to investigate how PTs perceive teaching and the related concepts to it, it is shown that the metaphors that they use to describe the process of evaluation and feedback are mostly negative while the other subthemes such as instructional material are more perceived more positively by them (Nitko, 1996). Hatipoğlu (2010) asserts that PTs didn't show an outstanding performance regarding the knowledge and skills about evaluation and feedback. Thus, revising the content of English Language Testing and Evaluation (ELTE) courses will contribute to the success of the future teachers by giving them the opportunity to become familiar with the new concepts and terms in the area.

One lesson for evaluation and feedback is not enough for developing the PTs' skills in terms of evaluation and assessment. This lesson does not contribute to the PTs because just the theoretical parts of the topic are presented to the PTs; however, they are not given chances to create their tools to assess and use and get feedbacks about them. It is clear that PTs of the current study didn't internalize the knowledge they got from the teacher education courses because they didn't refer to it as the qualities of an effective EFL teacher in an outstanding way in spite of the course called "English Language Testing and Evaluation." (Stiggins, 2002; Hatipoğlu & Erçetin, 2014).

5.2.10. Discussion on attitudes towards profession

It is one of the most important indicators of a teacher's quality to be willing to do the job. If a teacher is enthusiastic about the job, the students are also willing to learn something from them. A study that reveals the PTs' conceptions of effective EFL teacher demonstrate that they put professional commitment in the second place after conducting students centered classes (Minor & Onwuegbuzie & Witcher, 2001).

Unlike the study of Weinstein (1989), the PTs of the current study do not reveal prominent results regarding the enthusiasm about the job. Moreover, a decrease was seen among junior and senior PTs. The reason behind this is that the PTs are not the real practitioners of the job, they are only attending their practicum courses at short intervals and taking theoretical knowledge. Thus, they do not have enough experience to understand how it is difficult to do a job that they do not like and they cannot be successful if they do not like teaching profession.

CHAPTER VI

6. Conclusion

6.1. Overview of the Chapter

Prospective EFL teachers' conceptualization of an effective language teacher was investigated by means of concept maps and focus-group interviews. Then, the results of the related studies in the literature investigated the concept of the effective language teacher were analyzed. As a result of the data analysis, the following research questions were answered.

1. How do EFL prospective teachers define “being an effective EFL teacher”?
 - a. What are the related concepts of being an effective EFL teacher?
2. Are there any differences in the conceptions of being an effective EFL teacher defined by PTs of different grades? If yes, what are they?

The 170 PTs studying at the department of English language teaching at Abant İzzet Baysal University drew their concept maps about being an effective EFL teacher on the back of the papers they were given with the background information questions. Before they constructed their concept maps, they were given a brief instruction on how to construct concept maps by the researcher. Additionally, 20 of the participants were interviewed on their conceptions of effective EFL teachers. Additionally to the researchers' examination of the data, 10% of the findings were also analyzed by the experts in the field in order to validate the results to maintain the inter-rater reliability. After completing the procedures, the findings were analyzed by means of content analysis. This chapter will give a summary of the results of the current study.

6.2. Summary of the Findings

After analyzing the results, the most prominent category that PTs focused on their concept maps was the professional knowledge and development of EFL teachers. When subcategories of the conceptions were analyzed, the most common ones were related to the skills of English language which are speaking, listening, reading and writing and EFL teachers' competence in using them. According to PTs, an effective EFL teacher should be proficient in terms of their foreign language skills. Besides the skills in the English language, they also gave importance to pronunciation, vocabulary and grammar knowledge. As for the pedagogical development of an EFL teacher, PTs highlighted the importance of learning about current methods and techniques in the field. However, compared to language use, the pedagogical skills were emphasized in a rather limited way. In addition, the content analysis of the interviews demonstrated that the same patterns when compared to the content analysis of the concept maps. During the interviews, the PTs also mentioned about being proficient in the field, and they mostly referred to the ways to being proficient in the field and in the language such as reading books in the target language and/or attending conferences to chase the current the developments in the field.

Personality was also highlighted by the PTs. The results demonstrated that PTs related being a teacher with a number of positive characteristics. These positive characteristics were being funny, helpful and/or friendly. There were also other characteristics connected to the classroom practices such as being creative and patient. The PTs also found it important to be open-minded and innovative in order to catch up with the latest developments of the current practices in ELT and EFL. During the interviews, the PTs of third grade mostly expressed the importance of being creative by explaining the reasons for it and the benefits that it will bring to the classroom practices.

As another important category the social context, PTs considered and explained that an effective EFL teacher is someone who knows and is aware of the individual differences of the learners and considers these differences while preparing and conducting his/her lessons. Moreover, a teacher should motivate the students effectively. Especially

senior PTs gave examples during their interview for how to motivate their students due to their School Experience and Practicum experiences.

In terms of classroom management, PTs' responses were restricted to being in control of the class. However, they gave some details about classroom management techniques during the interviews. As for the lesson plans, especially the junior PTs gave detailed explanations on why they need to make lesson plans and get ready for their lessons only during the interviews. As for assessment and evaluation of the students, PTs could not refer to the importance of evaluation and feedback for an effective English teaching process.

Some of the PTs emphasized the importance of loving the teaching profession if they want to become effective teachers. Moreover, some of the PTs highlighted the love of the profession and being enthusiastic about the jobs as the first condition to become an effective EFL teacher during their interviews. When it comes to the roles of the teachers, PTs considered effective EFL teachers as guides and facilitators which is also compatible with the principles of CLT.

According to the results of the comparisons of between the different grades, there were some discrepancies in terms of the content of the perceptions of PTs. The differences were mostly related to the School Experience, and Practicum course PTs took during the next phases of the teacher education program. Due to the classroom practices, they have encountered, PTs mentioned about the issues that could be gained with the interactions with real classrooms experience.

6.3. Limitations and Directions for the Further Research

Because the study is restricted to the context of Abant İzzet Baysal University, the results could not be generalized for all the English language teaching departments of all universities in Turkey and all over the world. If the same study is to be conducted at the different teacher education programs in Turkey and the world, it could give more

generalizable results through which program administrators, teacher educators, and PTs can get more detailed insights.

Furthermore, as the topic of effective teacher is suitable for all the departments at the Faculty of Education, the study can be conducted at other departments of the same university (i.e. Pre-school Education) to provide an overall understanding of the context of teacher education or the general teacher education policy by examining the definitions of an effective teacher to compare the institutional understanding. It will give us a chance to compare the ideas of PTs about effective teachers who study at different departments to develop a network of social factors in teacher education.

Additionally, the study was conducted as a cross-sectional study. In order to develop deep insights of the professional development process that the EFL PTs are going through, longitudinal studies of a grade could also be conducted. Thus, a group of freshman and their conceptions of an effective EFL teacher can be monitored throughout their studies in the EFL teacher education program by means of a number of data collection tools (i.e. journals, statement of purpose).

Finally, yet importantly, the concept development of the PTs could also be investigated by using the other concepts in the area of ELT and EFL. Thus, the same study can also be conducted by asking students to construct their concept maps on other important issues in ELT and by interviewing them about the issue.

6.4. Implications of the Study

The role that the English language teachers have undertaken have become more important than ever due to the effect of globalization on the use of English as an international language (Jenkins, 2012). Hence, an English language teacher needs to have a variety of qualifications in order to handle the job in an effective way. One of the most important qualifications of an English teacher is to get a qualified pre-service training in order to become an effective teacher. The answer to the question of what it means to

become an effective teacher is offered to PTs during their university education by the teacher educators. In this regard, EFL teacher education programs need to analyze how PTs internalize the knowledge they get from the teacher education program. Thus, a thorough comprehension of PTs' concepts about effective teachers will give an opportunity to the area of EFL teacher education to figure out how PTs internalize the knowledge about teaching and how the teacher education programs can contribute to this development.

In order to investigate what is an effective EFL teacher, many researchers conducted a great amount of research by asking students, teachers or experts in the field. However, there have been a few attempts targeting at examining the perceptions of PTs about effective EFL teacher. Thus, the studies like the current one are important in order to compare the ideas of PTs with the ideas of experts in the field and in-service teachers. Comparing the results will give a chance to find the mismatches of the idealized profile of an effective EFL teacher and the deficiencies of teacher education program in preparing the PTs for the profession. As a result, more opportunities should be given to the PTs to professionally develop themselves in those areas that they referred to as requirements of an effective EFL teacher.

The results of the present study imply that concept maps are a valuable tool for PTs to reflect on their beliefs about an effective EFL teacher. By analyzing the concept maps constructed by PTs, comprehensive and informing insights were maintained to reach some informing results about the conceptual development of effective EFL teachers by the PTs. Thus, the current study proves that PTs' conceptual development of an effective EFL teacher differs in terms of grades and PTs priorities in defining the concept of an effective teacher varied according to their needs throughout the grades.

Another implication of the study is that concept maps can be used as a tool to help PTs to reflect upon their ideas about the issues in ELT in addition to helping teacher educators and program administrators to monitor the effectiveness of the courses offered as well as the program. As reflection is being an important factor for the teaching profession, PTs can practice reflection and get accustomed to reflecting on the

professional learning processes with the opportunity to think and write in a neat and hierarchical way. By developing the habit of concept mapping, PTs can construct their concept maps about the issues they feel the need to reflect on both throughout their pre-service education and after graduating from the teacher education program.

It needs to be kept in mind that PTs come to the teacher education programs with the beliefs that they hold tightly and these beliefs can even continue throughout their teacher education process. Thus, such a study which examines the ideas of PTs from a developmental perspective is important to find out the developmental ideas of the PTs at the early phases of their teacher education. Thus, revealing the ideas of PTs compatible with the teacher education program will provide an effective basis of professional learning context for the prospective EFL professionals.

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APPENDICES

APPENDIX – A. English Language Teaching Undergraduate Program

<p>First Semester</p> <p>Contextual Grammar I Advanced Reading and Writing I Listening and Pronunciation I Oral Communication Skills I Computer I Turkish I: Effective Communication Introduction to Educational Sciences</p>	<p>Second Semester</p> <p>Contextual Grammar II Advanced Reading and Writing II Listening and Pronunciation II Oral Communication Skills II Lexical Competence Turkish II: Effective Communication Computer II Educational Psychology</p>
<p>Third Semester</p> <p>English Literature I Linguistics I Approaches to ELT I English- Turkish Translation Oral Expression and Public Speaking History of Turkish Education Educational Principles and Methods</p>	<p>Fourth Semester</p> <p>English Literature II Linguistics II Approaches to ELT II Language Acquisition Research Techniques Special Educational Techniques I ELT methodology Educational Technologies and Material Design</p>
<p>Fifth Semester</p> <p>Teaching English to Young Learners Special Educational Techniques II ELT Methodology II Teaching Language Skills Literature and Language Teaching I Second Foreign Language I Drama Classroom Management</p>	<p>Sixth Semester</p> <p>Teaching English to Young Learners II Turkish-English Translation Teaching Language Skills II Literature and Language Teaching II Second Foreign Language II Community Service Testing and Evaluation</p>
<p>Seventh Semester</p> <p>Language Teaching Materials Adaptation and Development Second Foreign Language III Atatürk's Principles and Reforms Teaching Practicum Guidance Special Education</p>	<p>Eighth Semester</p> <p>English Language Testing and Evaluation Atatürk's Principles and Reforms II Comparative Education Turkish Educational System and School Management Teaching Practicum</p>

APPENDIX – B. Demographics

**ABANT IZZET BAYSAL EDUCATION FACULTY
FOREIGN LANGUAGE TEACHING DEPARTMENT**

Concept Maps: Effective English Language Teacher

Dear prospective English Language teachers;

The aim of this study is to take the ideas of prospective English teachers' ideas about effective English language teacher with the help of concept maps.

Please construct a concept map for **Effective English Language Teacher** that includes your ideas about how to become an effective English language teacher. Make sure that your concept maps reflect your thinking about what is most important about the topic. You can include relevant terms that make sense to you. Your concept maps will be solely used for research purposes.

Thank you very much for your time and cooperation.

Instructor
Şule Göksel
Hakime Erciyas School of Foreign Languages / Düzce

PERSONAL INFORMATION:

Please put an "x" into the appropriate boxes.

1. Gender () male () female
2. Age:
3. Grade 1 () 2 () 3 () 4 ()
4. Your current GPA is

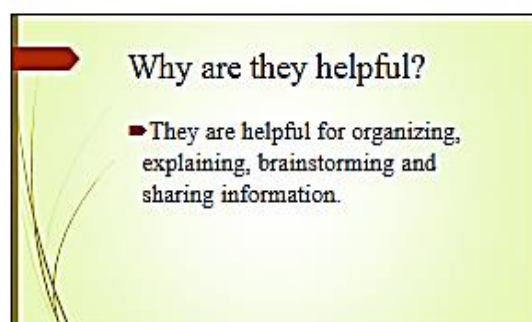
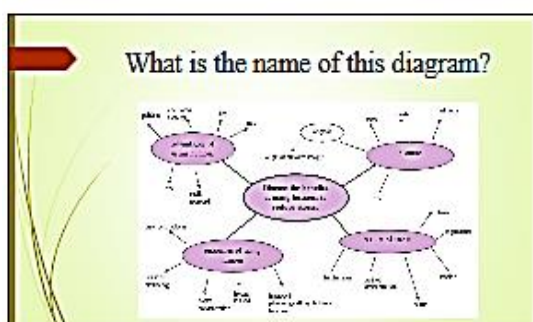
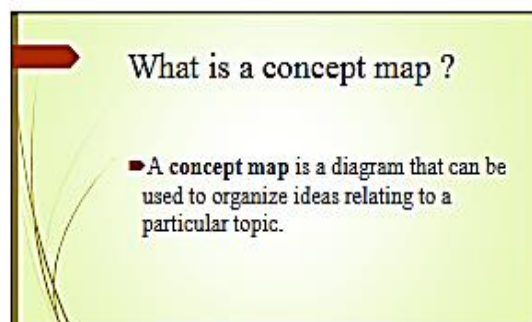
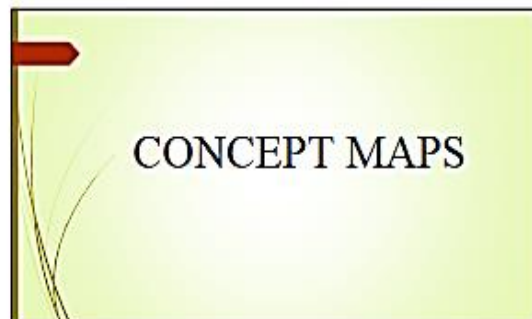
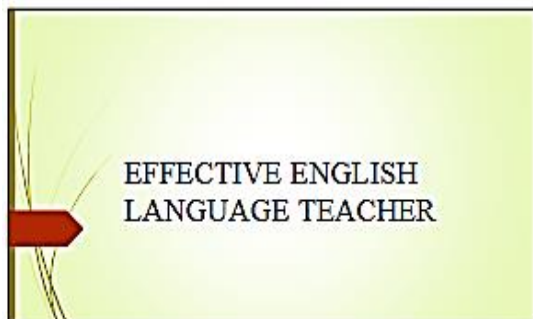
3.50 and above ()	3.49-3.00 ()	2.99-2.50 ()
2.49- 2.00 ()	1.99- and below ()	
5. Name of the High School you graduated from

APPENDIX – C. Focus-group interview questions

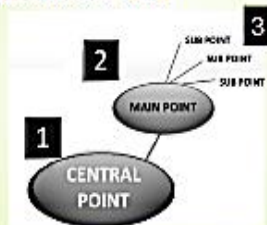
1. How do you define effective EFL teaching?
2. How do you define effective EFL teacher? What are the competencies of an effective EFL teacher
3. How do you think the ELT department has contributed to your competencies to become an effective English language teacher?



APPENDIX – D. Presentation on how to construct a concept map



How to draw a concept map from start to finish



The Center Node of Your Map

- While we are making a concept map, we start with the center node of our maps. This is the central point of our maps.

Brainstorming

- After you write your central topic in the middle of the page, you should brainstorm the ideas that are related to the topic.

- Let's say the main topic is "Health." Write this topic in the center of a piece of paper and circle it. This circle should be larger than the others to emphasize that this is the most important topic.

Brainstorming

- Let's say you've brainstormed the following terms, ideas or facts related to health: relaxation, stress, sleep, healthy relationships, happiness, diet, fruits and vegetables, exercise, avocado, massage, walking, running, stretching, bike riding, three balanced meals, proteins, stress, help.
- Pick the most important subtopics, which are broad enough to incorporate a number of concepts. Put the most important or general ideas closest to the main node, with more specific ideas moving away from the more general ideas.

Write the subtopics

- After you choose the sub-topics which are broad enough, you can write down the subtopics around the main topic. You can write them in smaller circles and connect the circles to the main topic, HEALTH.
- Our subtopics are:
- Stress, Sleep, Exercise, Diet, Help.



Keep going

- Write some supporting topics around the supporting topics.

Write the supporting topics around their subtopics

- Brainstorm a list of supporting topics around the subtopics. Once you've chosen your supporting topics, you can just connect them with the subtopics with a line. They should appear smaller than the subtopics.



It is time to start your task.

- Please construct a concept map for **Effective English Language Teacher**, that conveys your image of important effective language teacher concepts and how they relate to each other.
- Include any terms that make sense to you and that are relevant to you.
- What is important is that the map you construct reflects your thinking about the most important or powerful ideas about effective language teacher.

After you've finished your task;

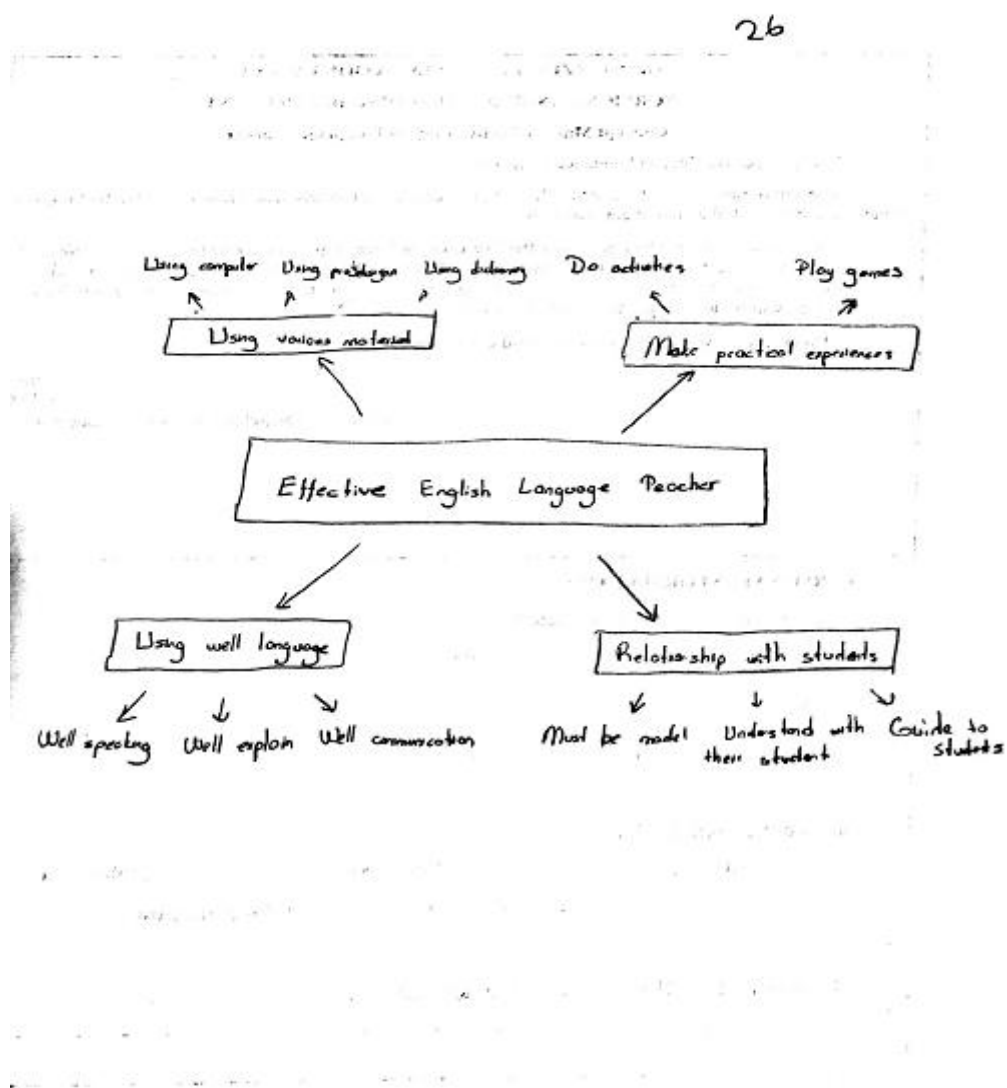
Check Your Concept Map for:

1. **Accuracy:** Check that the relationships are correct.
2. **Thoroughness:** Check that all important parts of the concept are included.
3. **Organization:** Check that the larger chunks of information are listed in the nodes closest to the center node. Check that the ideas move from general to specific.

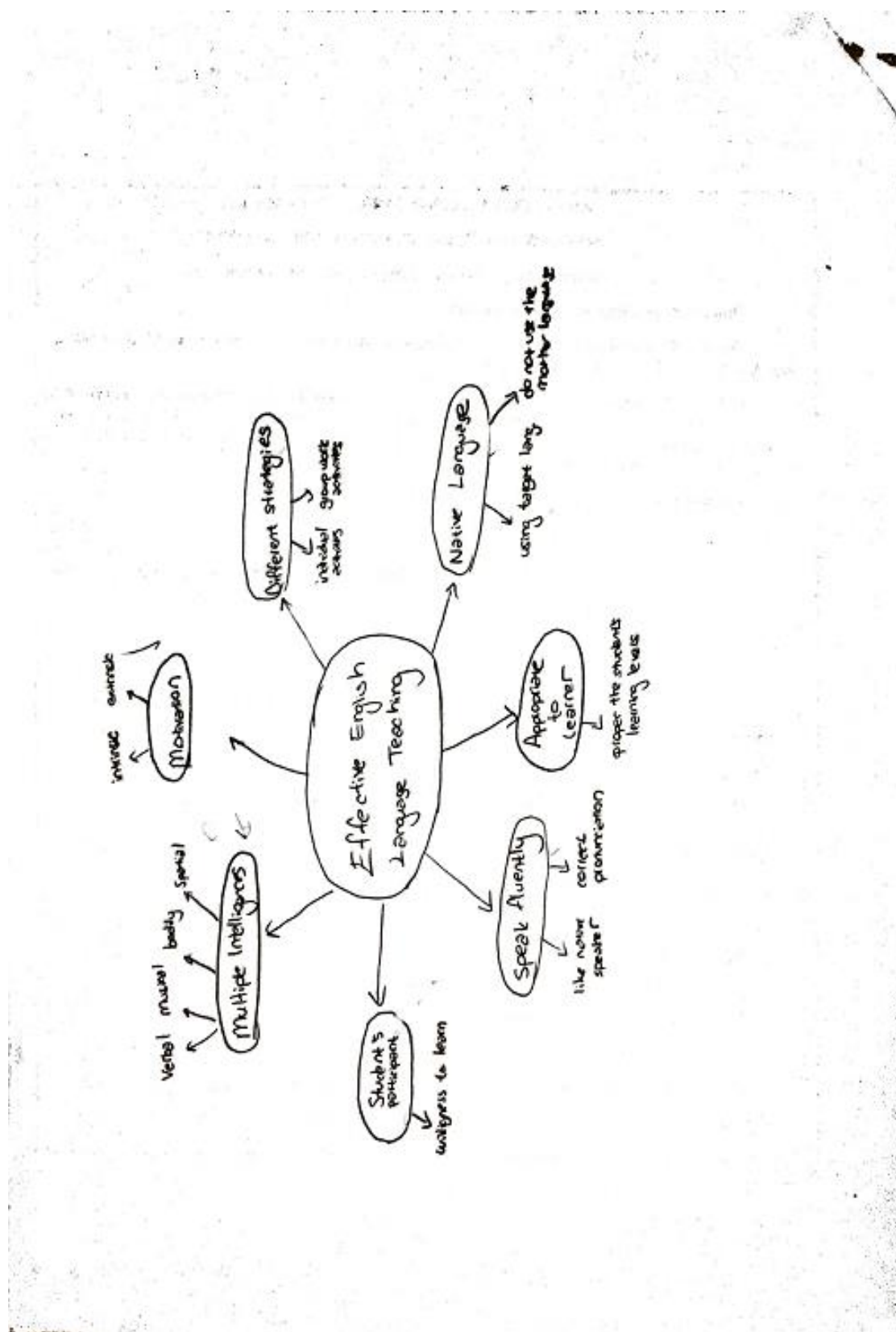
Thanks for Listening.

APPENDIX – E. Concept map samples

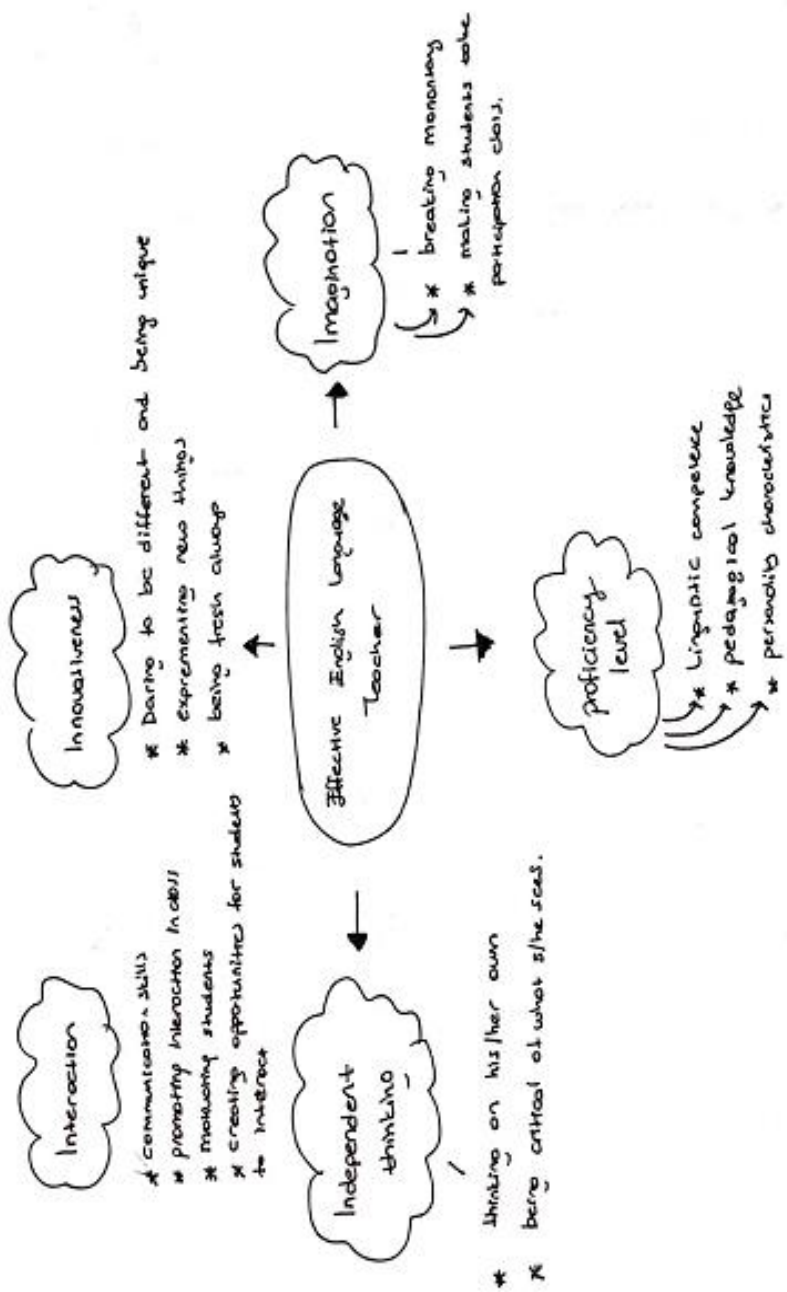
A concept map drawn by a freshmen PT



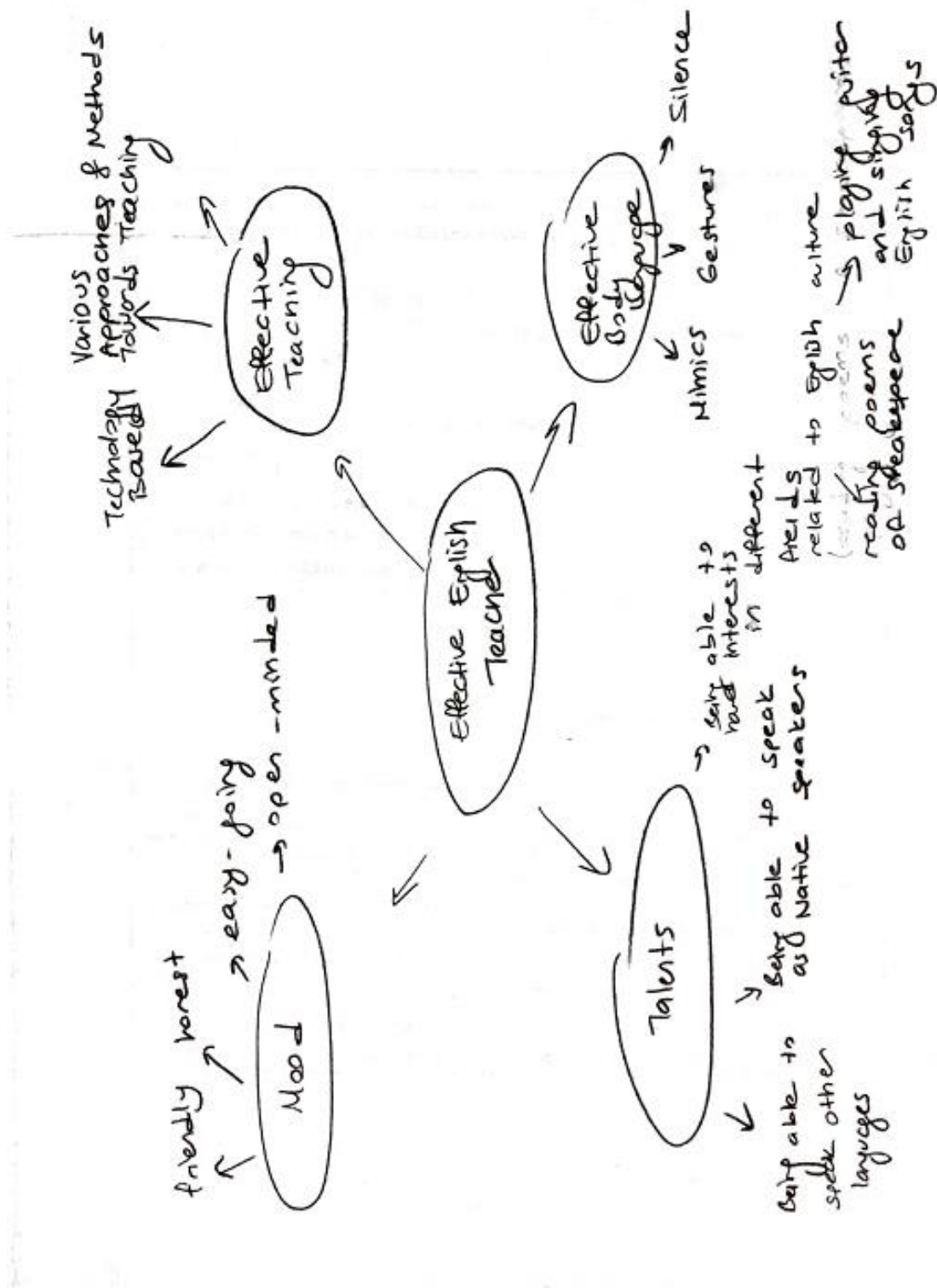
A concept map drawn by a sophomore PT



A concept map drawn by a junior PT



A concept map drawn by a senior PT



APPENDIX – F. Framework for the concept maps

Themes	Freshmen	Sophomore	Junior	Senior
Professional knowledge and development of EFL teachers	Has knowledge of pronunciation, vocabulary, grammar, language skills, graduated from a good university, hardworking student, and search for info. has general knowledge, reads from Eng. Literature, listens to English music, has experience, has content knowledge, learns English culture, uses language accurately and fluently, has a comprehensible accent	Knows methods and approaches, has knowledge of pronunciation, has teaching skills, has content knowledge, has vocab. knowledge. Has language skills, has knowledge of grammar, has general knowledge, uses vocab. general knowledge, uses language accurately and fluently, has psychological knowledge	Has knowledge of pronunciation, has content knowledge, has language skills, has general knowledge, has vocab. knowledge, different cultures, methods and approaches, pedagogical knowledge, uses lang. accurately and fluently, knows science, searches for info	Pronunciation, grammar, vocabulary, language skills, uses language accurately and fluently, knows methods and approaches, passes the courses at college, passes the academic exams, knows the scientists in the field, knows the exchange programs, lifelong learning, knows the origins of the words, teaching skills
Personality traits of EFL teachers	Patient, helpful, understanding, sense of humor, creative, disciplined, open-minded, self-confident, imaginative, modern, well-informed, friendly, wise, skillful, sensible, serious, kind, interactive, tidy, sensitive, honest, cheerful, energetic, punctual, fair, relaxed	Open-minded, friendly, patient, helpful, social, creative thoughtful, funny, well-informed, respectful, consistent, curious, even handed, imaginative, positive, sense of humor, empathetic, dominant,	Patient, fair, imaginative, creative, enthusiastic, helpful, social, imaginative, has a positive voice, open-minded, kind, honest, has a smiling face, punctual, self-confident, sense of humor, experienced, fresh, tolerant, energetic	Friendly, Patient, open-minded, Kind, active, helpful, encouraging, enthusiastic, has a smiling face, like a mother, imaginative, like a father, honest, calm, cheerful, respectful
Social Context an students' background	is friend with the students, has healthy communication with the students, considers the differences of learners, increases the attendance to the class	consider the differences of learner, motivates students to learn,	consider the differences of learners, motivates the students, has positive attitudes towards students	considers the differences of learners, motivates students, has healthy communication, develops rapport
Teacher role	Authority, listener, critical thinker	Guide, Organizer, controller, Prompter, role model, leader, professional, supporter, source of knowledge, orchestra chef, observer, motivator, participant, risk taker	Guide, supporter, facilitator, motivator, prompter, Leader, organizer, conductor, role model	Role model, supporter, guide, facilitator, leader

Instructional process	Has communicational skills, uses different kinds of activities, has students centered classes	Has communicational skills, uses different kinds of activities, has students centered classes	Has communicational skills, uses different kinds of activities, has students centered classes, has fun classes, uses methods and techniques
Classroom management	NA	NA	Controls the classroom, knows classroom management, grabs attention, prevents distraction
Instructional material	Computers, printed materials, online platforms/internet, projector, dictionary, games, audio materials, visual materials	Authentic materials, online platforms/internet, audio materials, audio/visual materials, printed materials, visual materials, computer, games, projector	Visual material, projector, authentic materials
Lesson and unit plans	NA	Plans the curriculum, plans the topic, prepares lesson plans, plans syllabus, plans materials, plans activities	Prepares lesson plan, is ready for the class
Evaluation and feedback	NA	gives feedback, gives positive and negative reinforcement,	gives positive and negative reinforcement, corrects errors, gives rewards

	prevent fossilizations, ignore simple details	appropriate tests according to topic
Attitudes towards teaching profession	Loves the job, doesn't do job Loves the job	Loves the job
	NA	



APPENDIX – G. Framework for the interviews

Themes	Freshmen	Sophomore	Junior	Senior
Social context and students' background	Has good relationships with the students, consider the students ages, consider cultural, social and economic differences,	Consider the learning styles of the children, consider the intelligence types of the students, supports students, empathize with the students, consider their levels, consider their needs, knows their names, consider their interest, makes them love the class	Motivates students, makes them love the lesson, consider their ages, consider their level, knows the students well	Consider students' ages, knows the students, has good relations with the students, motivates students, considers students' levels, makes students love English
Teacher role	Role model	Leader	Facilitator	Facilitator guide
Personality traits of an EFL teacher	Enthusiastic, confident, formal, active, energetic funny, disciplined, friendly, sincere, understanding, like a mother, knowledgeable, empathetic, open to criticism, strict, punctual	Well-equipped energetic, active, enthusiastic, energetic, open-minded	Creative, imaginative, practical, smart, energetic	Smart, cool, charismatic, easy-going, friendly, talented
Professional knowledge and development of an EFL teacher	Has content knowledge, has general knowledge, has pedagogical knowledge, proficient in all skills of English, search new knowledge, knows the culture of target language	Knows the target culture, good pronunciation, good vocabulary, follows research in the field, has content knowledge, search for new knowledge	Has content knowledge, has general knowledge, tries to develop language skills has the hand ability, has gone abroad	Good pronunciation, content knowledge, general knowledge, gone abroad
Evaluation and feedback	NA	Should correct mistakes without getting angry	NA	NA
Attitudes towards teaching profession	Likes the job Doesn't do the job because of money	NA	Loves the job	NA

Instructional materials and resources	NA	Uses videos	Uses creative materials Uses smartboard, art, videos, pictures, games, song
Lesson and unit plans	NA	NA	Plans the lesson beforehand Prepares lesson plans, looks up dictionary for the meaning and pronunciation before the class, prepares materials and think about topics before eth class
Classroom management	NA	Arrange the desk, manage the class	Deals with the problems of the class Provide discipline, has classroom rules, organize students
Instructional process	Uses attractive activities, doesn't sit,	Has communicational skills, doesn't sit, student centered teaching, address all the senses of the students, integrate the target culture, make students compete, has funny class, brings materials,	Uses corrective language, teaches grammar in context, speaks English in the classroom, has communicational skills, uses social media for peripheral learning, uses peer learning, uses a variety of activities, is good at addressing the students, makes students do meaningful learning, uses strategies for teaching English, students should produce in the target language, makes students participate into the lessons, uses extra materials, helps students discover, gives examples from real life, walks in the classroom

AUTOBIOGRAPHY

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Education

2005 U.Ş.A.K. Teacher Training High School
2009 B.A. ELT Department at Middle East Technical University

Work Experiences

2009- present English Instructor at Düzce University

Courses Delivered

Basic English courses from A1 to B1 levels

Reading and Writing Course from A2 to B2 levels

Professional English courses in Graphic Design, Computer, Public Relations and Marketing in B2 levels



Abant İzzet Baysal Üniversitesi
Sosyal Bilimlerde İnsan Araştırmaları Etik Kurulu

Şule GÖKSEL
Abant İzzet Baysal Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller A.B.D.

Sayın Şule GÖKSEL,

“Yabancı Diller Eğitimi Bölümündeki Öğretmen Adaylarının Etkili Öğretmenlik ile İlgili Kavram Gelişimlerinin İncelenmesi: Keşifsel Bir Durum Çalışması” konulu araştırmanız ile ilgili olarak Abant İzzet Baysal Üniversitesi Sosyal Bilimlerde İnsan Araştırmaları Etik Kuruluna yapmış olduğunuz başvuru (Protokol NO. 2016/67) Kurulumuzun 17.05.2016 tarihli ve 2016/03 toplantısında değerlendirilerek etik olarak uygun bulunmuştur. Bilgilerinize sunarız.

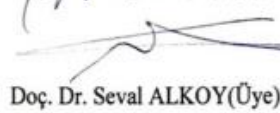

Prof. Dr. Hamit COŞKUN (Başkan)


Doç. Dr. Mehmet ERYİĞİT(Üye)


Doç. Dr. Mithat DURAK(Üye)


Doç. Dr. Altay EREN (Üye)


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Av. Zuhale DEMİRCİ(Üye)