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**PERCEPTIONS OF LANGUAGE TEACHERS ABOUT THEIR TEACHING**  
**COMPETENCES**

**THESIS BY**

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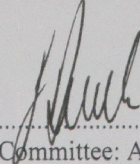
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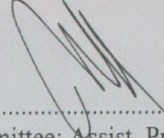
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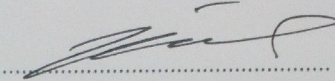
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## ÖZET

### YABANCI DİL ÖĞRETMENLERİNİN ÖĞRETME YETERLİLİKLERİ

#### HAKKINDAKİ ALGILARI

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Öğretmenler eğitimdeki temel unsurlardan biridir ve onların öğretme yeterlilikleri, öğrencilerin başarısını doğrudan etkiler. Bu çalışmanın amacı, yabancı dil öğretmenlerinin istenilen öğretmen yeterlilikleri hakkındaki algılarını ortaya çıkarmaktır. Bu çalışma yabancı dil öğretmenlerinin şu anki ve hedefledikleri öğretmen yeterlilikleri hakkında bilgi sağlayacaktır.

75 İngilizce öğretmeni anket uygulamasına katılmış ve bunlardan seçilen 13 öğretmen ile bireysel görüşmeler yapılmıştır. Bu çalışmada veriler likert ölçeği ve yapılandırılmamış bireysel görüşmelerle toplanmış ve sosyal bilimler için istatistik paketi ve içerik analizi yöntemiyle işlenmiştir.

Bu çalışmanın ana sonucu göstermiştir ki öğretmenler kendilerini öğretme yeterliliği konusunda çok yetkin görüyorlar ve öğretme yeterliliği konusunda uzman olmak istiyorlar.

**Anahtar Kelimeler: Öğretme Yeterliliği, ADÖÇ, Öğretmen Eğitimi**

## **ABSTRACT**

# **PERCEPTIONS OF LANGUAGE TEACHERS ABOUT THEIR TEACHING COMPETENCES**

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Teachers are one of the key elements in education, and their teaching competences are directly affect students' success in EFL classes. The purpose of this study is to find out perceptions and desired competences of the EFL teachers defined in Common European Principles for Teacher Competences and Qualifications. The study will provide information for EFL teachers about their current and desired teaching competences.

75 EFL teachers participated in this study and responded the scale, 13 of the participants attended unstructured interview. The data collected through two research tools a Likert type scale and unstructured interviews and processed with a statistical package and with the content analysis procedure.

The main result of the study revealed that EFL teachers perceived themselves as very competent in teaching competence and they would like to expert in this competence.

**Key Words: Teaching Competence, CEFR, Teacher Education**

## **ABBREVIATIONS**

**CEFR** : Common European Framework for Reference

**CRL** : Common Reference Level

**EFL** : English as Foreign Language

**ELP** : European Language Portfolio

**EP** : European Parliament

**EU** : European Commission

**HEC** : Higher Education Council

**INSET**: In-service Training

**ITE** : Initial Training

**ME** : Ministry of Education

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## CHAPTER I

### 1. INTRODUCTION

This chapter gives a brief background information on the study about Turkish state school teachers' perceptions of their competences defined in Common European Principles for Teacher Competences and Qualifications. Following the background information, this chapter includes the purpose of the study, the statement of the problem, the research questions and operational definitions. The conclusion at the end provides a summary of the whole chapter.

#### 1.1. Background of the study

Language as the most important way of communication has been gaining importance in the global world. For the sake of a more effective communication with the other people all around the world, it has become a crucial issue. As the education policy makers in Europe stressed the necessity of learning other languages in today's world, they have designed their curricula with a special emphasis on language teaching programs. Although the member countries of Europe have shared the common understanding for multilingualism, they have their own curriculum, assessment and evaluation systems for teaching languages. Such a diversity in practice has required a standardization of foreign language education in Europe. As a consequence, CEFR has been designed by European Commission in 1995.

The Common European Framework of Reference is a guideline to provide standardization for the language syllabi, curriculum guidelines, examinations and textbooks across Europe (Council of Europe, 2001). Current language levels of language learners can be verified when we help learners to improve their language capacity, and determining their current level is important; thus, as teachers, we need common language levels (Pearson-Longman, 2007). For this reason, Council of Europe published CEFR in 1995 and revised it in 2001 (Council of Europe, 2001).

Since Turkey aims to become a member of European Union, Turkish Ministry of Education (ME) made educational reforms in accordance with CEFR (MEB, 2005). For the implementation of CEFR in foreign language classes, teachers have undertaken great responsibility. Demirel (2005) examines the implementation of CEFR to Turkish education

system and recommends that, to use Council of Europe language project successfully in the education system, the education of EFL teachers has an important role. However, teachers do not have much information in terms of teacher competences except the document, common European principles for teacher competences and qualifications, (2005), which describes the policy development as “*to enhance the quality and efficiency of education across the Union*” (p.2).

After Turkish Ministry of Education adapted CEFR to language education curriculum, some studies were conducted about CEFR and foreign language (EFL) education in Turkey; however, the scopes of these studies have not included qualification, and competences of language teachers. Only one study on the issue was conducted by Tandiroğlu (2008). Her research was mainly based on the perception and competences of university lecturers about teacher competences defined in CEFR. In her study, she found that teachers have positive perception of themselves about teacher principles defined in CEFR. The knowledge of CEFR emerges as a professional requirement for new generation EFL teachers since course books and other materials are based on this framework. The state school teachers' competences and perceptions on CEFR need to be focused on in order to reveal to what extent they are aware of their own teacher competences and perceptions.

## **1.2. Statement of the problem**

In Turkey, each school follows a foreign language curriculum determined and designed by ME. ME wants foreign language curriculum in accordance with CEFR principles for more effective language teaching education for Turkish learners (MEB, 2005). In order to apply CEFR and its components, ME has made the essential changes in foreign language teacher education. EFL teachers' competences need to be examined to determine whether they have required competences to implement changing in EFL education in schools.

## **1.3. Purpose of the study**

In the light of the information above, the main purpose of the study is to find out perceptions and desired competences of the teachers defined in Common European Principles for Teacher Competences and Qualifications. The study will provide information

for EFL teachers about their current and desired teaching competences. Since there is not any study directly related to the state school language teachers' competences and effectiveness of both pre-service and in-service trainings about CEFR, the study will form a base for related studies. The subjects of the study are EFL teachers in state schools as they are responsible to implement CEFR components in EFL classes. Their teaching competences directly affect the current EFL education. This study aims to find out EFL teachers' perceptions and desired competences defined in common European principles for teacher competences and qualifications document.

#### **1.4. Research questions**

The study addresses the following research questions.

1. How do the EFL teachers in state schools perceive their competences defined in Common European Principles for Teacher Competences and Qualifications?
2. What are the teachers' desired competences defined in Common European Principles for Teacher Competences and Qualifications?
3. What are the teachers' perceived strengths and weaknesses about using teacher competences?

#### **1.5. Operational Definitions**

**Common European Framework of Reference (CEFR):** A guideline to development of language syllabi, curriculum and textbooks designed by European Commission (Council of Europe 2001).

**Common Reference Levels (CRL):** They are 6 language levels ranging from A1 to C2. CRL is key components of CEFR because language skills of EFL learners can be determined by the way of the CRL (Council of Europe 2001).

**Council of Europe:** An international organization which includes 46 countries established on the principles of human rights and democracy (Robins 2006).

**Curriculum:** An outline for a course and how the content for a course change into a plan for teaching and learning which enables the desired learning outcomes to be realized (Richards 2013).

**Teacher Induction:** A system indicates to contribute teachers with leading during their first years in the employment (Hankin 2006).

**In-service Training:** It is a training that teachers attend to improve their teaching skills. Teachers attend in-service education training after they begin to work in schools.

**Initial Training:** It is the education that candidate teachers take to improve their teaching skills at education faculties. Finally, they attend to become teachers.

**Teaching Competence:** “Teaching competences are complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation (EU 2013a p. 7)”

## **CHAPTER II**

### **2. REVIEW OF LITERATURE**

#### **2.1. Introduction**

This study investigates teachers' perceptions of their teaching competences defined in common European principles for teacher competences and qualifications document. In this chapter, the origins of European Language Portfolio (ELP) and CEFR are explained. Also, in this chapter, in addition to CEFR, teacher education and teacher competences in European countries are defined. Finally, teacher education and teacher competences in Turkey are defined.

#### **2.2. What is Council of Europe**

The Council of Europe was established in London in 1949. The founder countries are Belgium, Denmark, France, Ireland, Italy, Luxemburg, Norway, Sweden, The Netherlands, and The United Kingdom. In 1950, Iceland, Greece, Turkey and West Germany joined the Council. The aim of the Council of Europe is to defend human rights, parliamentary democracy and the rule of law (Council of Europe, 2007).

#### **2.3. Language Policy of Council of Europe**

Language policy is commonly defined as governments' legal planning of language education. Beacco & Byram (2003, p. 15) define language policy as "a conscious official or militant action that seeks to intervene in languages of whatever type (national, regional, minority, foreign, etc.) with respect to their forms (the writing system, for example), social functions (choice of language as official language) or their place in education."

Council of Europe language policy is a suggestive language education policy for member countries, and the basic aim of the policy is to create favorable circumstances which people can communicate more than one language (Council of Europe, 2001).



## **2.4. European Language Portfolio (ELP)**

### **2.4.1. Definitions of ELP**

ELP, which was developed by the Language Policy Division of the Council of Europe, is a personal document including the recordings of the users' language learning achievements and their experiences of learning and using the languages. According to Council of Europe (2001), ELP is a document which consists of individuals' language learning and cultural experiences. It was put into practice in order to enhance learner autonomy, plurilingualism and intercultural awareness and competences. Mirici (2008) states "the ELP is a concrete attempt to harmonize foreign language teaching activities within the European context and to improve the quality of communication amongst European people, who have different languages and cultural backgrounds" (p. 1).

### **2.4.2. Aims and Functions of ELP**

ELP is a tool for the development of learner autonomy by goal setting and self assessment. ELP plays an important role for learners' personal achievement by 'can-do' statements. Moreover, ELP has the pedagogic function and documenting function. To Little (2009), the function of ELP is "to help learners manage their own learning, to support learning how to learn, and thus to foster the development of lifelong learning skills" (p. 2). ELP is designed to promote plurilingualism and pluriculturalism (Council of Europe, 2001).

Güler (2005) explains the reasons for the creation of ELP as making clear the qualification of continually developing language movement. There is a necessity for extensive and valid testing and assessment system. And also, some principles, gaining importance such as; life long learning, autonomous learning and plurilingualism.

### **2.4.3. Components of ELP**

ELP has three obligatory components: a language passport, a language biography, and a dossier (Council of Europe, 2001). Thanks to these components, language learners develop ability to plan and monitor their own learning and, so these components help learners to develop the autonomous learning.

## **2.5. Common European Framework of Reference for Languages (CEFR)**

CEFR was initially designed to designate a standard when language education curriculum, text books and assessment and evaluation processes were planned by countries. For the standardization of foreign language teaching, The Council of Europe declared Common European Framework of Reference (Council of Europe, 2001). CEFR is a guideline to provide standardization language syllabi, curriculum guidelines, examinations and textbooks across Europe (Council of Europe, 2001). Since CEFR was published by The Council of Europe, it has played a crucial role in language education in member and candidate countries of European Union. CEFR is designed according to action oriented approach, and it views learners as ‘social agents’ who carry out communicative activities (Council of Europe, 2001). As a reference for language teaching, the framework offers the objectives as follows.

The objectives of CEFR are:

- to promote and facilitate co-operation among educational institutions in different countries;
- to provide a sound basis for the mutual recognition of language qualifications;
- to assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (Council of Europe, 2001, p. 5).

However, the main aim of the CEFR is to identify Common Reference Levels to provide communication and achievement standards (Morrow, 2004). Besides, the aim of the CEFR is summarized as;

“the Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework defines levels of proficiency which allow learners’

progress to be measured at each stage of learning and on a life-long basis” (Council of Europe, 2001, p. 1).

## **2.6. Common Reference Levels of Proficiency**

The CEFR gives information about learners’ language proficiency by the way of language scales. The CEFR contains various scales describing learners’ language levels. The most general one is the global scale of common references, which are the description of the levels of language proficiency. They are in relation to listening, reading, writing, spoken interaction and spoken production skills. Moreover, CEFR is divided into three main levels A, B, C and each level has two sublevels. They are defined as; A1 (Breakthrough) - A2 (Waystage) for Basic Users, B1 (Threshold) - B2 (Vantage) for Independent Users, C1 (Effective Operational Proficiency) - C2 (Mastery) for Proficient users (Council of Europe, 2001). The global scale is used as a measurement of language proficiency in different countries which adapt the scale according to their language education system.

## **2.7. European Commission and Teacher Education**

The quality of teachers is an important and crucial issue in European Commission (EC) education policy. For this reason, EC creates and carries out new trainings and educations to support the education of teachers. EC defines roles of teachers as (EC 2007a) “teachers play a vital role in helping people develop their talents and fulfill their potential for personal growth and well-being, and in helping them acquire the complex range of knowledge and skills that they will need as citizens and as workers” (p. 2). EC gives importance to teachers’ both initial and in-service trainings, for which reason, it continually publishes documents and reports about teacher education in Europe.

Related to teacher education, EC published “*communication from to the Council and the European Parliament, improving the teacher education*” document in 2007. In this document, the effect of quality of teachers’ education on education of young people is identified. Also, EC proposes the following steps to support member states’ teacher education (EC 2007):

- To ensure that the new Lifelong Learning Programme and the European Social Fund support Member States' efforts to improve the provision and content of teacher education, and to encourage the mobility of teachers and trainee teachers;
- To develop indicators that better reflect the issues involved in improving education and training for teachers and their recruitment, and report on progress in the quality of teacher education through the biennial reports on the Education and Training 2010 programme;
- To contribute to the creation and dissemination of new knowledge in the field of teaching and teacher education; and support Member States in making effective use of it, through the Lifelong Learning Programme and the Research Framework Programme;
- To support the development of initiatives that promote the European dimension of teacher education and the mobility of teachers;
- To review progress and bring forward further proposals (p. 15)

In 2010a, EC published “*the profession of teacher educator in Europe: report of a peer learning activity in Reykjavik, Iceland*”, in this report results of “*communication from to the Council and the European Parliament, improving the teacher education*” document is evaluated and it is stated that since the publication of the document, teacher education has moved higher up the political agenda in Europe.

Also, in 2008, European Parliament (EP) published a report on “*improving quality of teacher education*”. In this report, EP recommended that teachers are required to develop a specific set of skills and knowledge. Hence, it is stated that the significant investment in training both for new and experienced teachers is essential. “Member States should therefore continue to improve initial teacher training and facilitate continuous professional development for teachers throughout their careers, so that they have opportunities to improve and update their qualifications, as well as their pedagogical skills” (p. 12). For example, in 2010b, for supporting ongoing trainings of beginner teachers EC published a handbook for policymakers “*developing coherent and system-wide induction programs for beginning teachers*”. As EC (2010b) states, the aim of this document is “to bring forward practical information for policymakers on developing structured induction programmes for

all new teachers, together with examples of measures that can be taken to implement or improve such programmes” (p.5). In this document, EC defines teacher induction program as a bridge between initial teacher education and continuous professional development. Also, the aims of the induction programmes defined in this document are “reducing the dropout rate of teachers, improving the quality of beginning teachers, support in the professional, social and emotional dimension, support of the learning culture in schools and providing feedback for teacher education institutes” EC (2010b) (p. 16).

Also, in 2013 EC published the document of “*supporting teacher educators for better learning outcomes*” because EC believes that teacher educators play a crucial role in improving the quality of teachers, and they are responsible for both initial teacher education of new teachers and they also contribute to the continuing professional development of teachers (EC 2013a). In this publication, EC gives advice which is supported by the academic researchers to policymakers and analysis of current policy of member countries about teacher educators.

## **2.8. EC and Teacher Competences and Qualifications**

As mentioned above, EC believes that teachers play a crucial role in education in Europe. For this reason, EC designs trainings and educations for teachers, with which it intends to improve teachers’ teaching competences (EC 2013b), which are defined as “teaching competences are thus complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation (p. 8).

According to EC (2013b), teacher competence frameworks can be useful reference points for ensuring quality in the selection of teachers, in their preparation and in their professional development and each country descriptions of teacher competence is defined according to their national and educational policy, but EC (2013b) states

“all the teacher competence descriptions - both detailed and general ones, either for the teacher education continuum or limited to initial teacher education, mirror concern with the development of the eight European key competences for lifelong learning and highlight the relevance of collaborative, research and reflective competences in teachers as adaptive experts and lifelong learners” (p. 21).

In 2005, to support policy-makers, “*common European principles for teacher competences and qualifications*” was published by EC, which believes that by the way of developing policy according to these principles quality of teacher education improves in Europe. Common European Principles for Teacher Competences and Qualifications, (2005), which describes the policy development as “*to enhance the quality and efficiency of education across the Union*” (p.2).

### **2.8.1. Common European Principles**

Well-qualified profession: This principle focuses on multidisciplinary teacher education. Today’s teachers are expected to be the graduates of higher education with extensive subject and pedagogical knowledge, the skills and competences required for learner-centeredness, and an awareness for the social and cultural dimension of education. For this reason, the educational bodies or institutions are responsible for supporting teachers and teacher candidates in their both initial professional education and professional development to let them develop their teaching competences for the sake of a well-qualified profession.

Profession placed within the context of lifelong learning: This principle relies on the fact that teaching requires life-long learning. In accordance with the rapid changes and developments in current Information and Communication Technologies (ICT) and evolving societies in which they live, teachers should be encouraged to develop themselves professionally and individually in the settings they are working. With such an aim, schools and other education institutions should give priority to professional development of teachers.

Mobile profession: Another principle is the importance given to mobility of profession. For professional purposes, ones who are in initial and continuing teacher education programmes should be given opportunity to exchange professional knowledge and skills by visiting education institutions in different places in Europe. In addition, there should also be the opportunity for mobility between different levels of education and towards different professions in the education sector.

Profession based on partnerships: According to this principle, teacher education should be supported and be an object of study and research. By having different partnerships with schools, local work environments and other stakeholders, collaborative works should be organized. Hence, teachers can have necessary competence and confidence to reflect on their own and others' practice and experience.

### **2.8.2. The Key Competences**

Teachers should be able to:

Work with others: Today's teachers are expected to work, co-operate and collaborate with their colleagues in order to enhance their own learning and teaching. Since their profession depends on the values of social inclusion and nurturing the potential of every learner, they should engage with others. By fully participating in such engagements, they can become active members of societies they live in.

Work with knowledge, technology and information: Teachers should have a good understanding of professional knowledge and see professional development as a lifelong requirement. They should equip themselves with professional education and development in order to access, analyse, validate, reflect on and transmit knowledge. What is more, in today's ICT dominated world, they should be able to use the opportunities offered by ICT in order to meet the demands of today's learners by creating an ICT integrated learning teaching environments.

Work with and in society: Another role of teachers is to promote mobility and co-operation and encourage intercultural respect and understanding in Europe by identifying common values to be shared and respecting the cultural diversity of learners. They are also expected to understand the components that make social cohesion and exclusion in society. Moreover, they should develop awareness on the ethical dimensions of the knowledge society. Teachers' professional continuum of lifelong learning includes initial teacher education, induction and continuing professional development. Hence, all the necessary competences and skills cannot be completed in their initial education.

## **2.9. Teacher Education and Teacher Competences in Some European Countries**

### **2.9.1. Teacher Education and Teacher Competences in Finland**

Finland universities have self-determination in their teacher education curricula so there is not a detailed curriculum of teacher education covering all universities. Despite this, Finland universities have some general principles and outlines about teacher education (Niemi and Sihvonen 2011). Finland has a long-standing culture of trust and autonomy in teacher education providers and teaching professionals, and does not show a pressing need for teacher competence frameworks or standards as linked to educational accountability (EC 2013b). As stated by Kansanen (2003) “the basic aim of every teacher education programme is to educate competent teachers and to develop the necessary professional qualities to ensure lifelong teaching careers for teachers” (p. 89). The content knowledge competence and theoretical knowledge competence are expected to have graduated teachers from universities in Finland and also there is an increasing interest in mobility of Finnish teacher (Kansanen 2003).

### **2.9.2. Teacher Education and Teacher Competences in the Netherlands**

In the Netherlands, education is implemented autonomously by universities, but teacher education is strictly controlled by the Dutch government. Main elements of teacher education policy can be summarized as developing professional profiles for teachers, developing career paths for teachers, focusing on teaching as a collaborative profession, developing coherent human resource policies in schools, increasing the attractiveness of the profession by raising salaries, and supporting novice teachers by redesigning teacher education (Snoek 2001).

According to EC (2013b) “the Netherlands has a long-standing tradition of detailed, comprehensive competence frameworks despite their culturally-connoted, different visions of the teacher’s role and profile, they may be useful examples for a common discourse in Europe about teacher professionalism” (p. 21). Snoek (2001) defines these competences as follows:

- Interpersonal competence in creating a pleasant, safe and effective classroom environment;



- Pedagogical competence to support children's personal development by helping them to become independent and responsible;
- Subject knowledge and methodological competence that demonstrates substantial knowledge of their subject and appropriate teaching methods (including pedagogical content knowledge);
- Organizational competence in organizing curricula that support student learning;
- Competence to collaborate with colleagues and thus contribute to a well-functioning school organization;
- Competence to collaborate with those in the school environment who also play a role in students' well-being and development (i.e. students' parents or guardians, colleagues at educational and youth welfare institutions);
- Competence to reflect and to develop as professionals over the long term (p. 59).

### **2.9.3. Teacher Education and Teacher Competences in Sweden**

In 2000, Swedish Parliament designed a new strategy and a new education programme to teacher education, the key principle of which is to develop a cross-disciplinary research approach to practice (Arreman 2008). Niklasson (2003) defines teacher competences and skills as,

- demonstrating the ability to apply the knowledge in subjects or subject areas and about learning and teaching required in the educational activities
- demonstrating the ability to convey and establish basic social and democratic values
- demonstrating the ability to convey, establish and apply applicable regulations intended to prevent treatment of children and pupils
- demonstrating the ability to plan, undertake, evaluate and develop teaching and other educational tasks autonomously and together with
- demonstrating the ability to analyse, assess, document and evaluate the learning and development of pupils in relation to educational objectives
- demonstrating the ability to use information technology in educational activities
- demonstrating the ability to apply, systematise and reflect on, critically and autonomously, both his or her own professional experience and that of others

- demonstrating specialised skills in applying, systematising and reflecting on both his or her own experience and that of others (p. 101).

#### **2.9.4 Teacher Education and Teacher Competences in Turkey**

In Turkey 2006-2007 education reform was carried out by the Higher Education Council (HEC) in Turkey. HEC explained the reasons of this reform as efficiency of teacher training programs to educate teachers according to the required knowledge and skills of our time, which has been discussed in academic cycles (HEC 2007). In 2007, HEC explained similarities and differences between teacher education programs in Europe Union and in Turkey.

#### **2.10. Differences between Turkish and European Union (EU) Teacher Education Program**

Difference in approach: When teacher education is mentioned in Turkey, mostly pre-service teacher education comes to mind; however, EU has a more extensive view to teacher education such as initial teacher training, induction programs for beginner teachers, in-service trainings and expertise education.

The place of teacher education: In Turkey, all teacher education is given in universities; however, especially preschool teacher education and primary school teacher education is given in high schools in Europe.

Period of teacher education: In Turkey, preschool teacher education and primary school teacher education lasts for 4 years and training teachers for secondary school field lasts for 5 years. In European countries, preschool teacher education and primary school teacher education duration changes by countries.

Admission to the program: In Turkey, the candidate teacher enters university with the University Entrance Exam or a Special Talent Exam. However, in some European Countries graduating from high school is sufficient to be admitted to a program.

Teacher training models: In teacher education in Turkey, especially primary school teacher training institutions, concurrent teacher training model is implemented, however; in European Countries concurrent, modular hierarchical, integrated programs are implemented.

Structure of teacher education: In Turkey teacher education, a central structure is realized; however, in European Countries, different structures are realized.

Research and development activities: Research activities related to education is one of the important tasks to be handled by academicians in Turkey. This situation is different in many EU countries. In many EU countries, teacher educators, teachers and students are excluded from research and development activities, and the teaching staff mainly focuses on education.

Accreditation of teacher education: By HEC in Turkey between 1998-2001 for the accreditation of the Faculty of Education some studies conducted, but in practice, it has not realized. Teacher training programs in EU countries, both internal and external audits are accredited (HEC 2007).

### **2.10.1. Similarities between Turkish and European Union Teacher Education Program**

The most basic similarity between EU and Turkey teacher education program is that both are in search of teacher training. Dimensions of teacher training programs: Regarding teacher training programs in EU and Turkey, a more common ground is seen. In 2006, Turkey implemented the new teacher training programs, the main dimensions of which are:

- Content knowledge
- Professional teaching knowledge (educational sciences, teaching methods of field, teaching methods and techniques)
- General knowledge
- Practice

Problems in teacher training: Teacher education in Turkey and in the EU countries shows similarities with problems. In 2000, the European Commission prepared by teacher training problems highlighted in the report, shows parallels to the problems of teacher education in Turkey (HEC 2007). These problems, are in particular, over-centralized

structure of the system, not professionalization of the education management, problems in teacher training system, inequality in access to education and problems in vocational and technical training in Turkey (Yılmaz and Altinkurt 2011).

### **2.10.2. Teacher Competence in Turkey**

Teachers' required competences are always discussed and renewed both in Turkey and other European countries. Changing required teacher competences has an impact on countries' teacher education programs. For this reason, when required teacher competences change as well as countries' teacher training programs are changed (EU 2013).

There was an agreement between Turkish Ministry of Education and European Commission in 2000, and teacher competences determined and implemented according to this agreement. In 2004, to develop teacher consultants, a seminar was organized with the participation of international consultants (Köksal and Convery 2013). In 2005, six main areas of teacher competence and thirty one sub-competences were set. In 2008, ME published a handbook for defining competences and sub-competences in detailed. According to this handbook, personal and professional values-professional development, knowing the student, learning and teaching process, monitoring and evaluation of learning and development, school-family and society relationships, knowledge of the curriculum and content are the six main competences.

**Table 1. Teacher main competences and sub-competences in Turkey (ME, 2008)**

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<b>Main Competences</b>	<b>Sub-competences</b>
Personal and professional values:	<ul style="list-style-type: none"><li>• To give value to students, understand and have respect for them</li><li>• To believe that students can learn and achieve</li><li>• To emphasis on national and universal values</li><li>• To do self assessment</li><li>• To provide personal development</li><li>• To monitor professional development and contribute to them</li><li>• To contribute to the improvement and development of the school</li><li>• To monitor professional legislations, fulfill the duties and responsibilities</li></ul>
Knowing the students:	<ul style="list-style-type: none"><li>• To recognize the growing characteristics of students</li><li>• To take interests and needs into consideration</li><li>• To give value to students</li><li>• To guide students</li></ul>
Learning and teaching process:	<ul style="list-style-type: none"><li>• To do lesson planning</li><li>• To preparation materials</li><li>• To organize learning environments</li><li>• To organize extracurricular activities</li><li>• To diversify teaching by taking personal differences into consideration</li><li>• To do time management</li><li>• To do behavior management</li></ul>
Monitoring and evaluation of learning and development:	<ul style="list-style-type: none"><li>• To determine assessment and evaluation methods and techniques</li><li>• To measure students' learning by using different measurement techniques</li><li>• To analyze and interpret data, provide feedback about the development of student learning</li><li>• According to results, to review teaching-learning process</li></ul>
School, family and society relationships:	<ul style="list-style-type: none"><li>• To recognize the environment</li><li>• To benefit from opportunities of the environment</li><li>• To turn schools to cultural centers</li><li>• To recognize family and neutrality in relation to families</li><li>• To provide family involvement and cooperation</li></ul>
Knowledge of the curriculum and content:	<ul style="list-style-type: none"><li>• Purposes and principles of the Turkish national education</li><li>• Knowledge of specific field teaching curriculum and application skill</li><li>• Monitoring the evaluation and development of specific field teaching curriculum</li></ul>

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## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This chapter describes the research methodology of the study which aims to find out EFL teachers' perceptions and desired teacher competences defined in Common European Principles for Teacher Competences and Qualifications. This chapter starts with the participants of the study, continues with the data collection tools, research design, and procedure of the study and finishes with the data analysis of the study.

#### 3.2. Participants of the Study

McMillan and Schumacher (1989) state that, in some studies, to use all individuals in the population is unnecessary, and that in these studies, results are generalized to a large group of individuals. Availability sampling (also called convenience sampling) is defined by McMillan and Schumacher (1989), "it involves using whatever subjects are available to the researcher. This may, for example, be a class of students or a group of subjects gathered for a meeting (p. 161)". Therefore, the participants of the study are English teachers from state schools appointed according to the principle of availability sampling. The total number of participants is 75. The teachers work in different cities and they work in primary schools and high schools. Participants' experience in the field is presented in Table 2 and their faculties of graduation in Table 3.

**Table 2. *The distribution of teaching experiences of the participants***

Teaching Experience	N	%
1-5	41	54,7
6-10	12	16,0
11-15	8	10,7
15-20	8	10,7
+ 20	6	8,0
Total	75	100

As presented in Table 2 teachers' experience in their field ranges from 1-5 years to 20 years and above. Teaching experience of 41 participants ranges from 1 to 5 years, and they comprise the larger group in the study. Teaching experience of 6 participants is 20 years and more, forming the smallest group of the participants in this study. Besides, as presented in Table 3, most of the participants graduated from educational faculties.

**Table 3. *The distribution of participants' fields of graduation***

Fields of graduation	N	%
Education Faculty	54	72
English Literature Faculty	6	8,0
English Translation and Interpretation Faculty	1	1,3
American Culture and Literature Faculty	1	1,3
Linguistics Departments	1	1,3
Not Stated	12	16
Total	75	100

### **3.3. Data Collection Tools of the Study**

The study was carried out by means of two data collection tools. The first data collection tool is a Likert type scale developed by Tandiroğlu (2008). It was used as the quantitative data collection tool in order to assess language teachers' perceptions and self-evaluations regarding teacher competences defined in Common European Principles for Teacher Competences and Qualifications. The second one is an interview with the randomly selected 13 FL teachers, and the transcription to be supplied as the database will be used as the qualitative data collection tool.

### **3.3.1. Likert type scale**

Likert type scale is generally used for taking participants' attitudes, beliefs and opinions about any topic. Arıkan (2000) explains the aim of Likert type scale as categorizing or ranking the ideas of individuals about a product or event. According to Dornyei (2003) "likert scales consist of a series of statements, all of which are related to a particular target (which can be, among others, an individual person, a group of people, an institution, or a concept); respondents are asked to indicate the extent to which they agree or disagree with these items by marking (e. g., circling) one of the responses ranging from 'strongly agree' to 'strongly disagree'" (p.37).

In this study, the researcher conducted a Likert type scale with twenty eight items developed by Tandiroğlu. The scale had been designed according to four common principles of CEFRL, as graduate profession, a profession placed of life long learning, a mobile profession and a profession based on partnership. Moreover, while the scale was designed three key competences and qualifications of a teacher in line with Common European Principles for Teacher Competences and Qualifications were taken into consideration. These competences are, work with others, work with knowledge, technology and information and work with and in society. At the beginning of the scale participants responded to the questions about their teaching experience, graduation faculties and profession and their trainings.

### **3.3.2. Factor Analysis**

"Factor analysis is a technique that allows a researcher to determine if many variables can be described by a few factors" (Fraenkel et al., 2011 p. 337). There are two types of factor analysis; exploratory factor analysis and confirmatory factor analysis. In exploratory factor analysis, researchers attempt to find factors stemming from the relationship between variables. In confirmatory factor analysis, there is testing about the relationship between variables of previously determined hypothesis or theory (Büyüköztürk, 2008).

In this study, exploratory factor analysis technique has been used to define the factors of the scale. At first Kaiser-Meyer-Olkin (KMO) test was used for assessing sampling adequacy for factor analysis and KMO was calculated as .82. According to



Büyüköztürk (2008) if KMO value is higher than .60, the scale is suitable for factor analysis. After KMO was calculated, 20 items of scale were analyzed with exploratory factor analysis technique. To determine the number of the factors, the factors with values higher than 1 eigen value was determined. After total eigen values were calculated, four factors were determined. The four factors explained 59 % total variance. After four factors of the scale was determined, rotated component matrix of the scale was analyzed. After rotated component matrix has been examined, two of the four factors were combined. Finally, 17 items of the scale has been gathered under the 3 factors for “well-qualified profession, supporting learners, and life-long learning and cooperation.”

Factor 1 (Well-qualified profession):

- Higher education
- Subject knowledge
- Knowledge of pedagogy

Factor 2 (Supporting learners):

- Contributing to learners becoming autonomous
- Using Technology effectively
- Managing learning environments

Factor 3 (Life-long Learning and Cooperation):

- Having knowledge of European cooperation
  - Contributing to learners’ understanding of cultural diversity
  - Contributing to preparing learners to become an EU citizen
- Understanding of social dimension of education

### **3.3.3. The Interview**

Interviewing with participants is useful to obtain detailed information about personal feelings, perceptions and opinions. According to Fraenkel et al., (2011) “interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of—to verify or refute—the impressions he or she has gained through observation” (p.450). Wiersma (2009) points out one of the advantages of interview that, on the contrary to questionnaire, interview provides options to clarify item

after the researcher addresses the items. In this thesis, both to clarify participants' responses of their perceptions about current and desired teacher competences and to take their ideas about strengths and weaknesses on using teacher competences, the researcher makes an interview with the participants. In studies, the most common interview types are structured, semi structured and unstructured interviews. In this study, the interview of the unstructured type will be used by the researcher. As stated by Karasar (1995) interviewers are responsible for recording data, so the interviewer can take notes after or at the moment of the interview. After the Likert type scale has been applied to the participants, to clarify their responses to the scale and to obtain more detailed information about their perceptions of teacher competences, an unstructured interview has been applied to the 13 randomly selected participants. During the interview procedure, the interviewer can point out the checklist, take notes as a summary or record the interview with a recorder. The researcher determines the type of data recording according to subject of the interview, the attitudes of interviewees and resources. In this study, the researcher takes notes as a summary while the interviewees are responding to the questions.

In this study, the researcher addresses these questions during the interview process;

- Which teacher competences do you want to develop?
- What do you think your main strengths and weaknesses about using teacher competences?

Interviewees' experience in the field is presented in Table 3. The number of interviewees is 13. Nine of the interviewees are novice teachers and 2 of the interviewees have more than twenty years teaching experience.

**Table 4. *The distribution of interviewees' teaching experience***

Experience	N	%
1-5 years	9	69,2
6-10 years	1	7,7
15-20 years	1	7,7
Over 20 years	2	15,4
Total	13	100

### **3.4. Research Design of the Study**

According to McMillan and Schumacher (1989) “research design is a term that refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s)” (p.158). In this study, mixed methods research has been used. Therefore, the data has been collected through both quantitative and qualitative tools, and has been analyzed and interpreted relying on the findings of the research. Kothari (2004) defines the difference between quantitative and qualitative studies as “quantitative research is based on the measurement of quantity or amount, on the other hand; qualitative research is concerned with qualitative phenomenon or involving quality or kind” (p.3).

#### **3.4.1. Quantitative research design**

Dawson (2002) mentions “Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews” (p.14). In this study, the researcher collected quantitative data from a Likert type scale. Fraenkel et al., (2011) states “quantitative researchers usually base their work on the belief that facts and feelings can be separated, that the world is a *single reality* made up of facts that can be discovered” (page.7).

#### **3.4.2. Qualitative research design**

Dawson (2002) states “qualitative research explores attitudes, behaviour and experiences through such methods as interviews and focus group” (p.14). Content analysis of the interview and findings of Likert type scale provide qualitative data in this study. According to Fraenkel et al., (2011) “qualitative researchers, on the other hand, assume that the world is made up of *multiple realities*, socially constructed by different individual views of the same situation” (p. 10). As stated by Jackson (2014), qualitative researches do not deal with simplifying, objectifying, or quantifying what they observe; on the contrary, they deal with interpreting. Rubin and Babbie (2013) summarize strengths and weaknesses of qualitative study as, qualitative researchers give more detailed information in studying

behaviors and attitudes than other research methods, and qualitative research is quite cheap. However, studying in a large population, qualitative methods are less worthy than quantitative methods; moreover qualitative research measurements are more personal than quantitative research measurements.

### **3.5. Data Collection Procedure of the Study**

In this study, the researcher gathered information directly from FL teachers, a Likert type scale and individual interviews were used during the data collection procedure. As the first step, 75 FL teachers appointed randomly from the state schools. A scale developed by Tandıroğlu (2008) applied to FL teachers. The aim of the likert scale in this study is to collect data about the perceptions of FL teachers to their teacher competences. After they responded to the scale, 13 of them were selected and interviewed individually. Before the interview was conducted, to prevent any misunderstanding, principles defined in Common European Principles for Teacher Competences and Qualifications was reminded to the interviewees. Each interview has lasted about 15-20 minutes and while interview conducted, the researcher took notes as a summary.

### **3.6. Data Analysis of the Study**

In this study, the data was collected, and analyzed through descriptive statistics with a statistical Package for the Social Science (SPSS). Healey (2011) explains the advantage of SPSS as “since the program is always written, you can capitalize on the power of the computer with minimal computer literacy and virtually no programming experiences” (p.20). Moreover, the data from the interviews determined the qualitative research methods by using content analysis. According to Jackson (2014) “qualitative analyses usually involve reading through the notes taken and trying to conceptualize from the data. During this stage the researcher is looking for patterns in the data” (p.106). In this study, during the content analysis procedure, firstly the researcher grouped the words according to their messages and meanings, and then counted the frequency of the responses.

### **3.6.1. Descriptive Statistics**

In data analyzing procedures, researchers benefit from statistics methods. These methods are divided into two categories as descriptive statistics and inferential statistics. According to Fraenkel et al., (2011) “inferential statistics are certain types of procedures that allow researchers to make inferences about a population based on findings from a sample” (p. 220). The other type of statistics method is defined by Jackson (2014) as “descriptive statistics are numerical measures that describe a distribution by providing information on the central tendency of the distribution, the width of the distribution, and the distribution’s shape” (p. 221). In this thesis, as a statistics method, descriptive statistics was used by the researcher. As stated by Jackson (2014) “the use of descriptive statistics often can enrich a qualitative study, and it is not uncommon to find quantitative data included in reports of qualitative research” (p. 524).

### **3.6.2. Content analysis**

Content analysis was applied to examine any recorded communication or written text. It is used in a large number of study fields. Fraenkel et al., (2011) mention, “qualitative researchers use three main techniques to collect and analyze their data: observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and analyzing documents or other forms of communication (content analysis)” (p. 445). As stated by Arıkan (2000), three different groups stand out in content analysis; in the first group the effect of given message is determined via frequency of the given message. In the second group, words are counted according to their meanings and grouping. And in the last group; the indications of the words are determined according to their frequencies. In this thesis, the researcher has examined the written notes about the responses of the participants in detail, and listed the categories of the responses of the participants.

## CHAPTER IV

### 4. FINDINGS

#### 4.1. Introduction

In this chapter research questions are answered and the results of the study are presented. In the first section of this chapter, data taken from Likert type scale are analyzed and findings are evaluated by the researcher. In the second section, participants' responses to the individual interviews are analyzed and commented on.

#### 4.2. Likert type scale results

75 EFL teachers from state schools were asked to respond to five point Likert type scale. The scale consists of questions about teachers' competences defined in common European principles for teacher competences and qualifications. These competences are well-qualified profession competence, supporting learners competence, and life-long learning and cooperation competence.

#### 4.3. EFL teachers' perceptions of their teacher competences and their desired competences

In this session of the study, teachers' competences and desired competences are examined with five point Likert type scale and interpreted by the researcher. This session is divided into three subtitles, each of which has been defined according to three factors of the scale: well-qualified profession, supporting learners and life-long learning and cooperation competences.

**Table 5. Results of teachers' perceptions of their competences in "well-qualified profession" competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %						Total N
			NC	LC	C	VC	E		
Q3 (have skills and competencies required to guide my learners)	4.07	0.67	0	1.4	15.3	58.3	25	72	
Q4 (have the understanding of the social dimension of education)	3.88	0.81	0	2.7	31.5	41.1	24.7	73	
Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	3.68	0.86	0	5.4	41.9	32.4	20.3	74	
Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	3.67	0.73	0	4.2	36.1	48.6	11.1	72	
Q11 (have knowledge of human growth and development)	3.93	0.71	0	4.2	16.7	61.1	18.1	72	
Q12 (have self-confidence when engaging with my learners)	4.29	0.75	0	0	18.1	34.7	47.2	72	
Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	3.86	0.81	0	1.4	36.6	36.6	25.4	71	
Q19 (be informed about and aware of range of assessment techniques and their standards)	3.84	0.78	0	5.5	23.3	53.4	17.8	73	
Q20 (see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	3.99	0.61	0	0	19.4	62.5	18.1	72	
Overall Mean	3.91	0.74	0	2.75	24.2	47.6	23		

#### **4.3.1. EFL teachers' perceptions of their teacher competences and their desired competences in the “*well-qualified profession*” competence**

As presented in Table 5, the overall mean scores of 75 participants' responses to nine items about their perceptions of their current “*well-qualified profession*” competence is 3.91. According to this mean score, participants perceive themselves as *very competent* about their current “*well-qualified profession*” competence. The overall mean scores show that only 23% of the participants perceive themselves as an expert in “*well-qualified profession*” competence. Also, for item 12, 47.12% of the participants perceive themselves as an expert; however, for item 9 only 11.1% of the participants perceive themselves as an expert.

As presented in Table 6, overall mean scores of 75 participants' responses to nine items about their perceptions of their desired “*well-qualified profession*” competence is 4.68. According to this mean score, participants would like to be *expert* in “*well-qualified profession*” competence. For item 3, 79.5% of the participants would like to be expert, and also for item 12, 78.6% and for item 9, 78.1% of the participants would like to be expert.



**Table 6. Results of teachers' desired competences in "well-qualified profession" competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %					Total N
			NC	LC	C	VC	E	
Q3 (have skills and competencies required to guide my learners)	4.73	0.65	1.4	0	2.7	16.4	79.5	73
Q4 (have the understanding of the social dimension of education)	4.59	0.68	1.4	0	2.7	29.7	66.2	74
Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	4.68	0.64	1.4	0	1.4	24.3	73	74
Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	4.74	0.60	1.4	0	0	20.5	78.1	73
Q11 (have knowledge of human growth and development)	4.70	0.61	1.4	0	0	24.7	74	73
Q12 (have self-confidence when engaging with my learners)	4.74	0.60	1.4	0	0	20	78.6	70
Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	4.68	0.62	1.4	0	0	26.4	72.2	72
Q19 (be informed about and aware of range of assessment techniques and their standards)	4.57	0.64	1.4	0	0	37.5	61.1	72
Q20 (see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	4.74	0.47	0	0	1.4	25.1	75.3	73
Overall Mean	4.68	0.54	1.24	0	0.9	24.9	73.1	

When Table 5 and Table 6 are compared, it can be understood that instead of being very competent in “*well-qualified profession*” competence, teachers would like to be expert in this competence. Only 23% of the participants perceive themselves as an expert in “*well-qualified profession*” competence; however, 73.1% of participants would like to be expert in “*well-qualified profession*” competence.

#### 4.3.2. EFL teachers’ perceptions of their teacher competences and their desired competences in the “*supporting learner*” competence

As presented in Table 7, overall mean scores of 75 participants’ responses to four items about their perceptions of their current “*supporting learners*” competence is 3.65. According to this mean score, participants perceive themselves as *competent* about their current “*supporting learners*” competence. The overall mean scores show that only 14.8% of the participants perceive themselves as an expert in “*supporting learners*” competence.

**Table 7. Results of teachers’ perceptions of their competences in “Supporting learners” competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %					Total N
			NC	LC	C	VC	E	
Q1 (contribute to my learners to become lifelong learners)	3.61	0.82	1.4	6.8	32.4	48.6	10.8	74
Q2 (contribute to learners to become autonomous learners)	3.32	0.78	1.4	10.8	45.9	37.8	4.1	74
Q7 (make effective use of technology)	3.85	1	4.1	6.8	16.2	45.9	27	73
Q8 (build and manage learning environments)	3.85	0.75	0	4.1	24.3	54.1	17.6	74
Overall Mean	3.65	0.83	1.72	7.12	29.7	46.6	14.8	

As presented in Table 8, overall mean scores of 75 participants’ responses to four items about their perceptions of their desired “*supporting learner*” competence is 4.69. According to this mean score, participants’ would like to be *expert* in “*supporting learner*”

competence. For item 7, 82.4% of the participants would like to be expert, for item 1, 78.4% and for item 8, 77% of the participants would like to be expert.

**Table 8. Results of teachers' desired competence in "supporting learner" competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %					Total N
			NC	LC	C	VC	E	
Q1 (contribute to my learners to become lifelong learners)	4.72	0.65	1.4	0	2.7	17.6	78.4	74
Q2 (contribute to learners to become autonomous learners)	4.54	0.76	1.4	1.4	4.1	28.4	64.9	74
Q7 (make effective use of technology)	4.77	0.60	1.4	0	1.4	14.9	82.4	74
Q8 (build and manage learning environments)	4.73	0.60	1.4	0	0	21.6	77	74
Overall Mean	4.69	0.65	1.4	0.35	2.05	20.6	75.6	

When Table 7 and Table 8 are compared, it can be understood that, instead of being competent in "supporting learner" competence, teachers would like to be expert in this competence. According to mean scores 14.8% of participants perceive themselves as *competent* about their current "supporting learners" competence; however, 75.6% of the participants would like to be expert in "supporting learners" competence.

#### **4.3.3. EFL teachers' perceptions of their teacher competences and their desired competences in the "life-long learning and cooperation" competence**

As presented in Table 9, overall mean scores of 75 participants' responses to four items about their perceptions of their current "life-long learning and cooperation" competence is 3.54. According to this mean score, participants perceive themselves as *competent* about their current "life-long learning and cooperation" competence. The

overall mean scores indicate that only 15% of the participants perceive themselves as an expert in “*life-long learning and cooperation*” competence.

**Table 9. Results of teachers' perceptions of their competences in “*life-long learning and cooperation*” competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %					Total N
			NC	LC	C	VC	E	
Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	3.45	0.94	0	15.1	41.1	27.4	16.4	73
Q15 (contribute to my learners' understanding of cultural diversity and identify common values)	3.73	0.78	0	4.1	35.6	43.8	16.4	73
Q16 (contribute to preparing my learners to become an EU citizen)	3.26	1	8.2	15.1	28.8	38.4	9.6	73
Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	3.74	0.80	0	4.1	35.6	42.5	17.8	73
Overall Mean	3.54	0.88	2.05	9.6	35.2	38	15	

As presented in Table 10, overall mean scores of 75 participants' responses to four items about their perceptions of their desired “*supporting learner*” competence is 4.49. According to this mean score, participants would like to be *expert* in “*supporting learner*” competence. For item 15, 72.6% of the participants would like to be expert, but for item 16, only 49.3% of the participants would like to be expert.

**Table 10. Teachers' desired competence in "life-long learning and cooperation" competence**

Survey Item	Mean	S.D.	Frequencies (Valid Percents) %					Total N
			NC	LC	C	VC	E	
Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	4.49	0.74	1.4	0	6.8	31.5	60.3	73
Q15 (contribute to my learners' understanding of cultural diversity and identify common values)	4.66	0.67	1.4	0	2.7	23.3	72.6	73
Q16 (contribute to preparing my learners to become an EU citizen)	4.23	0.96	2.7	2.7	12.3	32.9	49.3	73
Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	4.61	0.68	1.4	0	2.8	27.8	68.1	72
Overall Mean	4.49	0.76	1.72	1.3	6.15	28.8	72.1	

When Table 9 and Table 10 are compared, it can be seen that instead of being competent in "life-long learning and cooperation" competence, teachers would like to be expert in this competence. The overall mean scores show that only 15% of the participants perceive themselves as an expert in "life-long learning and cooperation" competence; however, 72.1% of the participants would like to be expert in "supporting learner" competence.

**Table 11. Results of teachers' perception of their current and desired teacher competences defined in *Common European Principles for Teacher Competences and Qualifications***

How competent do you feel?	Survey Item	How competent would you like to be?
Mean		Mean
	<i>“well-qualified profession”</i>	
4.07	Q3(have skills and competencies required to guide my learners)	4.73
3.88	Q4 (have the understanding of the social dimension of education)	4.59
3.68	Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	4.68
3.67	Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	4.74
3.93	Q11 (have knowledge of human growth and development)	4.70
4.29	Q12 (have self-confidence when engaging with my learners)	4.74
3.86	Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	4.68
3.84	Q19 (be informed about and aware of range of assessment techniques and their standards)	4.57
3.99	Q20(see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	4.74
	<i>“supporting learner”</i>	
3.61	Q1 (contribute to my learners to become lifelong learners)	4.72
3.32	Q2 (contribute to learners to become autonomous learners)	4.54
3.85	Q7 (make effective use of technology)	4.77
3.85	Q8 (build and manage learning environments)	4.73
	<i>“life-long learning and cooperation”</i>	
3.45	Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	4.49
3.73	Q15 (contribute to my learners' understanding of cultural diversity and identify common values)	4.66
3.26	Q16 (contribute to preparing my learners to become an EU citizen)	4.23
3.74	Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	4.61
3.76	Overall Mean	4.64

#### **4.3.4. Results of teachers' perception of their current and desired teacher competences defined in Common European Principles for Teacher Competences and Qualifications**

As presented in Table 11, overall mean scores of 75 participants' responses to 17 items about their perceptions of their current competence to competences defined in "*Common European Principles for Teacher Competences and Qualifications*" is 3.76. According to this mean score, participants perceive themselves as *very competent* about competences and key principle defined in "*Common European Principles for Teacher Competences and Qualifications*". Also, as presented in Table 11, overall mean scores of 75 participants' responses to 17 items about their perceptions of their desired competences defined in "*Common European Principles for Teacher Competences and Qualifications*" are 4.64. According to this mean score, participants would like to be *expert* in competences and key principles defined in "*Common European Principles for Teacher Competences and Qualifications*".

#### **4.4. The Interview Results**

After Likert type scale, individual interviews were applied in order to obtain detailed information about teachers' perceptions about teacher competences. Before the interview was conducted, to prevent any misunderstanding, principles and teacher competences defined in "*Common European Principles for Teacher Competences and Qualifications*" were reminded to the interviewees. Each interview lasted about 15-20 minutes and while the interview was being conducted, the researcher took notes as a summary. In this study, the researcher addresses two questions to the state school teachers. These questions are;

- Which teacher competences do you want to develop?
- What do you think your main strengths and weaknesses about using teacher competences?

#### 4.4.1. Participants’ responses to “which teacher competences do you want to develop” question

When interviewees’ responses are grouped, according to teacher competences, in Table 12, seven of the interviewees have a desire to develop “*life-long learning and cooperation*” competence. Also, four of the interviewees would like to develop “*supporting learner*” competence and also, two of the interviewees are willing to develop “*well-qualified profession*”

**Table 12. Distribution of the responses of teacher interviewees to which teacher competences do you want to develop” question**

Teacher Competences	Participants’ Responses
Well-qualified learning	2
Supporting learners	4
Life-long Learning and Cooperation	7

#### 4.4.2. Participants’ responses to “what do you think your main strengths and weaknesses about using teacher competences” question

Teachers’ responses about their strengths and weaknesses about teacher competences are mostly about communication with other teachers and other countries and also with technology use. Five of the interviewees believe that using technology in education is strength for them, while some of the participants responses are as follows;

*(I use websites about EFL education in my lesson.)*

*(I use PowerPoint presentations make the subjects understood.)*

*(I use technology to increase students’ participation to lesson.)*

On the other hand, one of the interviewees believes that technology in education is a weakness to the teacher. The participant states, *(It is hard to reach technology in my school.)* Also, four of the interviewees believe that communicating with other teachers is a weakness of them, and the teachers state:



*(I cannot communicate with another teacher even important issues about our students.)*

*(Experienced teachers think themselves superior to other teachers.)*

*(My colleagues do not participate actively in my projects.)*

However, three of the interviewees believe that communicating with other teachers is strength of them. They state,

*(Comparing my teaching style and my success as a teacher with my colleagues motivates me.)*

*(Taking a co- decision improves my students' success.)*

*(Benefit from an experienced teacher in my school improves my success.)*

And also, six of the interviewees think that they are weak in communicating with their colleagues in other countries. They state:

*(Visiting European countries for education is very expensive,)*

*(Attending conferences in European countries is very hard when working in ME.)*

One of the interviewees believes that benefiting from society is a weakness to the teacher. *(In some villages, the society does not give importance to education.)*

## CHAPTER V

### 5. DISCUSSION AND CONCLUSION

#### 5.1. Introduction

This chapter starts with an overview of the study and discusses the findings of the research. Secondly, the pedagogical implications of the study for teachers are presented. The chapter ends with the prospect for further research that offers some possible suggestions for related studies in the field that can be conducted in the future.

#### 5.2. Overview of the study

As mentioned before, the main purpose of the study is to find out state school teachers' perceptions about their current and desired teacher competences. This study includes 75 EFL teachers from the state schools. In order to collect data, a Likert type scale and unstructured interview were used. In the data analysis process, the data analyzed through descriptive statistics with SPSS and content analysis was conducted to analyze interviewees' responses to interview questions.

#### 5.3. Discussion and Conclusion

##### 5.3.1. Question One: How do the EFL teachers in state schools perceive their competences defined in Common European Principles for Teacher Competences and Qualifications?

The results of the findings show that EFL teachers perceive themselves as very competent in teachers' competences defined in Common European Principles for Teacher Competences and Qualifications. EU (2013) states "continuing professional development is considered a professional duty for teachers in 24 European countries or regions" (p. 33). In this study, when EFL teachers' "*well-qualified profession*" competence is examined, it can be seen that EFL teachers perceive themselves as very competent in "*well-qualified profession*" competence. The result of the questionnaire shows that only 23% of the EFL teachers perceive themselves as an expert at the competence, and 47.12% of them perceive themselves as very competent. For "*supporting learner*" competence, participants' responses present similar results, and teachers perceive themselves as very competent in this competence. The result of the questionnaire shows that 14.8% of the EFL teachers

perceive themselves as an expert, while 46.6% of them perceive themselves as very competent. In the “*life-long learning and cooperation*” competence, teachers perceive themselves very competent as well. The results indicate that 15% of the EFL teachers perceive themselves as an expert and 38% of them perceive themselves as very competent.

### **5.3.2. Question Two: What are the teachers’ desired competences defined in Common European Principles for Teacher Competences and Qualifications?**

According to EU (2013), teachers are in need of developing their professional competences throughout their careers. When EFL teachers’ current and desired competences are compared, it can be seen that although EFL teachers perceive themselves as “very competent” in teacher competences, they would like to be expert in teacher competences. According to the questionnaire results, 79.5% of the participants would like to be expert in the “*well-qualified profession*” competence. For “*supporting learner*” competence, the participants’ responses present similar results and 75.6% of the EFL teachers would like to be expert in the competence. Also 72.1% of the EFL teachers would like to be expert in the “*life-long learning and cooperation*” competence.

### **5.3.3. Question Three: What are the teachers’ main strengths and weaknesses about using teacher competences?**

According to the unstructured interview results, seven of the thirteen participants especially want to develop “*life-long learning and cooperation*” competence. Another question in the interview is about EFL teachers’ strengths and weaknesses about using teacher competences. EFL teachers’ responses present that using technology in education is their strength; on the other hand, communicating with other countries is their weakness.

## **5.4. Implications**

The recent European Union’s reports and documents on teacher education have emphasized the crucial role played by teachers in language education. In Turkey, similarly, teachers’ role is central since they are responsible to put any change into practice in

language education designed by ME. Taking their responsibility in curriculum implementation into consideration, they are expected to equip themselves with necessary qualification and competences as stated by EU (2013:

“Teaching staff nowadays need the competences to constantly innovate and adapt; this includes having critical, evidence-based attitudes, enabling them to respond to students’ outcomes, new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices” (p. 7).

In this respect, improving language teachers’ competences is a first step in curriculum implementation. For prospective teachers, education faculties are the responsible bodies. The courses given to teacher candidates should include essential components of the curricular change which was put into practice in 2003. Hence, teacher candidates gain the necessary knowledge and skills required for the new curriculum in initial teacher education. As for the teachers currently working at state schools, ME is the responsible body to make them improve their competences by organizing regular in-service teacher training sessions. “Encouraging teachers to continue developing and extending their competences is vital in a fast-changing world” (EU, 2013 p. 5) teachers find opportunities to enhance their professional knowledge and skill in-service training, and hence question and update their competences.

Finally, today’s teachers who are aware of the importance of life-long learning are expected to be willing to participate in other professional gatherings such as seminars and conferences held by several organizations in addition to the regular in-service teacher training sessions. In this way, they can put the principle of learning into practice and be responsible for their learning to teach.

## **5.5. Recommendation for Further Studies**

This study was conducted with 75 EFL teachers; in further studies the number of the participants could be increased. Also, this study was conducted only with the state school teachers. In the follow-up studies, private school teachers can be the participants of such a study. In this study, teacher competence and teacher education were compared with some of the European countries' teacher competences and teacher education, in further the studies to come, teacher competences and teacher education in other European countries could be included.

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## 7. APPENDICES

### 7.1. APPENDIX 1: Likert Type Scale

#### QUESTIONNAIRE

The questionnaire is designed as a part of my research in my master's thesis. Please read each item in the questionnaire carefully and mark the most appropriate choice for you and please give an answer for every item by grading it on the left and right side. You don't have to write your name on the questionnaire. Please be assured that the data collected through the questionnaires will be treated confidentially. Thank you for your contribution. (Tandiroğlu, 2008)

<b>Which university did you graduate from? Which department?</b>
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Experience: <input type="checkbox"/> 1-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 15-20 years <input type="checkbox"/> Over 20 years	What kind of trainings did you receive? A teaching certificate Program <input type="checkbox"/> CERT/ELT <input type="checkbox"/> TESOL <input type="checkbox"/> CELTA <input type="checkbox"/> In service training <input type="checkbox"/> Others? Please specify:
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For questions 1-20, please give your answers **circiling** the numbers on the left and right which belong to the appropriate choice for you using the given key below.

<b>0</b> Not Competent	<b>1</b> Little Competent	<b>2</b> Competent	<b>3</b> Very Competent	<b>4</b> Expert
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How competent do you feel?					I feel competent that ...	How competent would you like to be?				
0	1	2	3	4	1. I can contribute to my learners to become lifelong learners.	0	1	2	3	4
0	1	2	3	4	2. I can contribute to my learners to become autonomous learners.	0	1	2	3	4
0	1	2	3	4	3. I have the skills and competencies required to guide my learners.	0	1	2	3	4
0	1	2	3	4	4. I have the understanding of the social dimension of education.	0	1	2	3	4
0	1	2	3	4	5. I can work with information, technology and knowledge.	0	1	2	3	4
0	1	2	3	4	6. I am equipped to access, analyze, validate, reflect on and transmit knowledge.	0	1	2	3	4
0	1	2	3	4	7. I can make effective use of technology.	0	1	2	3	4
0	1	2	3	4	8. I can build and manage learning environments.	0	1	2	3	4
0	1	2	3	4	9. I am up-to-date with the latest developments in my specialist subjects and in pedagogy.	0	1	2	3	4
0	1	2	3	4	10. I can contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences.	0	1	2	3	4
0	1	2	3	4	11. I have knowledge of human growth and development.	0	1	2	3	4
0	1	2	3	4	12. I have self-confidence when engaging with my learners.	0	1	2	3	4
0	1	2	3	4	13. I can prepare and develop collaborative activities which increase the collective intelligence of learners.	0	1	2	3	4
0	1	2	3	4	14. I have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity.	0	1	2	3	4
0	1	2	3	4	15. I can contribute to my learners' understanding of cultural diversity and identify common values.	0	1	2	3	4
0	1	2	3	4	16. I can contribute to preparing my learners to become an EU citizen.	0	1	2	3	4

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>17.</b> I can carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>18.</b> I can make use of materials that my learners need to deal receptively, productively, interactively and in mediation.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>19.</b> I am informed about and aware of range of assessment techniques and their standards.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>20.</b> By using continuous self or teacher assessment, I can see not only what the learner can do, but also how well they do it.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **7.1. APPENDIX 2: Interview Questions**

1. Which teacher competences do you want to develop?
2. What do you think your main strengths and weaknesses about using teacher competences?