T.C.

SAKARYA ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

EFL TRAINEE TEACHERS' SELF-PERCEIVED COMPETENCIES

YÜKSEK LİSANS TEZİ

ASİYE DİNLER

DANIŞMAN

PROF. DR. FİRDEVS KARAHAN

ORTAK DANIŞMAN

DOÇ. DR. DOĞAN YÜKSEL

HAZİRAN 2019

T.C.

SAKARYA ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

EFL TRAINEE TEACHERS' SELF-PERCEIVED COMPETENCIES

YÜKSEK LİSANS TEZİ

ASİYE DİNLER

DANIŞMAN

PROF. DR. FİRDEVS KARAHAN

ORTAK DANIŞMAN

DOÇ. DR. DOĞAN YÜKSEL

HAZİRAN 2019

BİLDİRİM

Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Tez-Proje Yazım Kılavuzu'na uygun olarak hazırladığım bu çalışmada:

- Tezde yer verilen tüm bilgi ve belgeleri akademik ve etik kurallar çerçevesinde elde ettiğimi ve sunduğumu,

- Yararlandığım eserlere atıfta bulunduğumu ve kaynak olarak gösterdiğimi,

- Kullanılan verilerde herhangi bir değiştirmede bulunmadığımı,

- Bu tezin tamamını ya da herhangi bir bölümünü başka bir tez çalışması olarak sunmadığımı

beyan ederim.

22.07.2019

Ali ERKILIÇ

JÜRİ ÜYELERİNİN İMZA SAYFASI

"EFL Trainee Teachers' Self-Perceived Competencies" başlıklı bu yüksek lisans tezi, Yabancı Diller Eğitimi Anabilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

Başkan   Doç. Dr. Banu İNAN KARAGÜL

Üye (Danışman)   Prof. Dr. Firdevs KARAHAN

Üye (Ortak Danışman)   Doç. Dr. Doğan YÜKSEL

Üye   Dr. Öğr. Üyesi Orhan KOCAMAN

Üye   Dr. Öğr. Üyesi Mehmet ALTAY

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. Ömer Faruk Tutkun

Enstitü Müdürü

To my son, who has been the source of joy through this MA program, even before he was

born, and to my daughters and my husband for standing by me all the time

through the challenges of writing my thesis. I am deeply thankful for having you!

ACKNOWLEDGEMENTS

ABSTRACT

EFL TRAINEE TEACHERS' SELF-PERCEIVED COMPETENCIES

Asiye DİNLER, Master Thesis

Supervisor: Prof. Dr. Firdevs KARAHAN

Co-Supervisor: Assoc. Prof. Dr. Doğan YÜKSEL

Sakarya University, 2019

The aim of this study is to investigate English as a Foreign Language (EFL) trainee teacher's self-perceived competencies, and to determine whether there are differences in terms of gender, class, educational background, and preparatory for programme they study at. The data were collected via a questionnaire developed based on standards set by American Council for Teaching Foreign Languages (ACTFL) from 331 ELT students from all four classes in three state universities in Turkey. Based on the findings, participants' have high levels of self-perceptions in terms of all six content standards. Female participants are found to have higher level of self-perceptions than male participants. Considering grades which participants study at, all participants have ranked high, sophomore students having the lowest in all six content areas, freshmen and juniors in one area each, and seniors ranking the highest regarding four content standards. Slight differences were found between participants who have taken preparatory class and who have not; the ones who have taken had higher level of self-perceptions regarding four content standards while the ones who have not taken preparatory had higher self-perceptions in terms of two content standards. Weak correlation was found between participants' ASPC scores and self-perceptions similar to correlation between their educational background and self-perceptions. Participants who have been to an English speaking country before have higher self-perceptions in terms of four content standards whereas the participants who have not been to an English speaking country have higher self-perceptions in two content standards.

Key words: Teacher competencies, EFL, Self- perceived competencies

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMEN ADAYLARININ ÖZ-YETERLİK ALGILARI

Asiye DİNLER, Yüksek Lisans Tezi

Danışman: Prof. Dr. Firdevs KARAHAN

Ortak Danışman: Doç. Dr. Doğan YÜKSEL

Sakarya Üniversitesi, 2019

Bu çalışmanın amacı Yabancı Dil Olarak İngilizce Öğretimi alanında çalışmak üzere eğitim almakta olan öğretmen adaylarının öz-yeterlik algılarını araştırmak ve cinsiyet, sınıf, eğitim geçmişi ve hazırlık sınıfı okuma durumları bakımından farklılık olup olmadığını belirlemektir. Veri üç devlet üniversitesinde okumakta olan, her dört sınıftan toplamda 331 İngilizce Öğretmenliği bölüm öğrencisinden American Council for Teaching Foreign Languages (ACTFL)'in belirlediği standartlar temel alınarak geliştirilen bir anket yoluyla toplanmıştır. Araştırmanın sonuçlarına göre katılımcılar altı ana standardın tamamı için yüksek öz-yeterlik algısına sahipler. Kadın katılımcıların erkek katılımcılara göre öz-yeterlik algılarının daha yüksek olduğu bulunmuştur. Okudukları sınıf göz önüne alındığında sonuçlar tüm katılımcıların yüksek öz-yeterlik algısına sahip olduklarını göstermiştir. Buna ek olarak ikinci sınıf öğrencilerinin diğer sınıflardakilere göre daha düşük öz-yeterlik algıları olduğu, birinci ve üçüncü sınıf öğrencilerinin birer standart bakımından en yüksek öz-yeterlik algısına sahip olduğu ve son sınıf öğrencilerinin dört standart bakımından en yüksek öz-yeterlik algısına sahip olduğu ortaya çıkmıştır. Hazırlık sınıfı okuyan ve okumayan öğrenciler arasında çok az fark bulunmuş; hazırlık okuyanlarda dört standart bakımından yüksek sonuçlar bulunurken, okumayanlarda iki standart bakımından yüksek sonuçlar bulunmuştur. Katılımcıların ÖSYM puanları ve öz-yeterlik algıları arasında zayıf korelasyon bulunmuştur. Eğitim geçmişleri ve öz-yeterlik algıları arasındaki ilişkinin de buna benzer olarak zayıf olduğu ortaya çıkmıştır. Daha önce İngilizce konuşulan bir ülkede bulunanların bulunmayanlara göre dört standart bakımından yüksek öz-yeterlik algılarına sahip oldukları bulunmuştur. İngilizce konuşulan bir ülkede bulunmayanların iki standart bakımından daha yüksek öz-yeterlik algısına sahip olduğu bulgular ile ortaya çıkmıştır.

Anahtar kelimeler: *Öğretmen yeterlikleri, Yabancı dil olarak İngilizce öğretimi, Öz-yeterlik algısı*

INDEX

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1. Status of the problem

Education has been one of the main concerns of nations since the dawn of civilization. Thus, the questions of how to improve education and what to do to achieve the desired education have been focus of investigation among education program developers, program evaluators and policy makers, teacher trainers and teachers as well.

Teaching, as a profession has developed throughout time, being influenced by theoretical and technological developments. Until 1950s teaching was viewed as transfer of knowledge; thus, teachers were the only source of knowledge that would be transferred and/ or transmitted to learners. In those years teacher centred education was favoured in all educational areas in addition to first or second language teaching. During 1970s, as there happened developments in technology and human sciences such as psychology and sociology, and second language acquisition (hereafter SLA) language teaching and required teacher qualifications have changed. As a result, there occurred a shift from teacher centred education to learner centred and then, to learning centred education. This trend led to changes in teacher proficiency as well. Teachers were no longer knowledge transmitters but facilitators and mediators (Feuerstein, 1991).

Throughout those years, language teaching has also been affected by general trends in teaching profession. First, from early 1900s to mid-1900s Grammar Translation Method (GTM) and Audio-Lingual Method (ALM) were the dominant methods and teacher competencies were ignored. Second, after mid-1900s a shift from ALM to Communicative Language Teaching (CLT) occurred, and teacher competencies were partially ignored. Third, during late 1900s, with emerge of Task Based Language Teaching (TBLT) the importance of teacher competencies was recognised. Finally, during the last couple of decades post-Methodism came out (Brown, 2002; Kumaravadivelu & Erlbaum, 2006). Even though post-Methodism is criticised for being a "second coming" (Waters, 2012; Ur, 2013) it resulted in changes in the way teaching is viewed, the necessary qualifications of teachers gained importance. In addition, the importance of *perceived self-efficacy* is recognised which is defined as follows; "Perceived self-efficacy is defined as people's

beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.*"*(Bandura, 1994, p. 2). Bandura (1994) emphasises that having a strong *"*sense of self-efficacy enhances human accomplishment and personal well-being in many ways*"*.

Similar to the situation of foreign language teaching around the world, there have been changes in Turkey as well, especially during last century. English had started to be taught after Ottoman Empire's reforms during The Tanzimat Period. Initially, French was the dominant foreign language which was taught; however, with the establishment of American schools (i.e. Robert College) English also has gained importance. With the establishment of Turkish Republic, and modernization, the importance of valuing Turkish and knowing a second language concurrently was recognized. In 1924, all schools in Turkey were unified with *Unification of Education Law (Tevhid-I Tedrisat Kanunu)* and became connected to Ministry of National Education (MoNE). In 1928, the alphabet was changed from Arabic to Latin, followed by foundation of Turkish Language Association *(Türk Dil Kurumu)* in 1932 by Atatürk in order to carry out policies to achieve linguistic objectives (Sarıçoban and Sarıçoban, 2012). In 1935, the first department of western languages and literatures was established in the faculty of language, history, and geography at Ankara University beginning with German Language and Literature, French Language and Literature, Hungarology, and English Language and Literature departments. This establishment has led to acceleration in teaching foreign languages at tertiary level. In 1955, the first Anatolian High School was opened, which accepted students via a centralized entrance exam, providing a year of preparatory class, and English Medium Instruction throughout the remaining six years of education (three years of secondary school and three years of high school) until 2002, when MoNE decided to replace EMI with Turkish Medium Instruction in Mathematics and Science. In 1997, another reform in education was carried out and compulsory education was changed from first five years, which is primary school, to eight years. Another change coming with that reform was that English started to be taught at 4th grade instead of 6th grade in general primary and secondary schools. In 2012, another reform in education system which is called "4 + 4 + 4" increased compulsory education from 8 to 12 years, and English has started to be taught in second grade. In addition to these changes, Turkey's negotiations with the European Union for full membership which has been carried out throughout the last half century have increased the importance of teaching foreign languages, especially English, since it is accepted as a

global language. The paradigm shifts in history, changes in policies; educational and social reforms influence education, and hence teaching. Thus, it is essential to have qualified teachers in order to achieve the desired efficacious education. The standards which good and/ or qualified teachers need to meet, namely teacher competencies, are defined in various ways by theorists and groups who are concerned in education. Some of these definitions are "Combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation" (EC, 2013b, p. 8), "Something that can be demonstrated to a certain level of achievement along a continuum" (González & Wagenaar, 2005), "The ability to meet complex demands, by drawing on and mobilising psychosocial resources in context – i.e. a complex action system encompassing knowledge (also tacit); cognitive and practical skills; attitudes such as motivation, value orientations, emotions" (Rychen & Salganik, 2003), "The combination of knowledge, skills, attitudes, values and personal characteristics, empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way" (Koster & Dengerink, 2008). The definitions of teacher competencies indicate that it is necessary for teachers to be knowledgeable, skilful, be able to accommodate to different situations, be open to professional and personal improvement, and know their students well. Thus, qualified teachers will bring up proficient students.

1.2. The purpose and significance of the study

When examined closely, the role of English language teacher in the classroom, or what the teacher should generally do is ignored by the method era; in those years especially prior to 1990s what they should do was prescribed (Kumaravadivelu & Erlbaum, 2006; Ur, 2013; Waters 2012). During last two decades the significance of teacher qualifications has been recognized and teacher competencies have been put forward to describe the standards for L2 teachers to reach, but many more studies are still needed. The study reported in this thesis aims to provide insight in order to fill in the theoretical gap which is defined as follows:

- Though the qualifications of teachers have been studied, (Kani, 2011; Kızılarslan, 2011; Kanat, 2014; Bilican, 2016) the number of studies on their self-perception is few.

- Pre-service teachers self-perceptions in terms of teacher competencies are not investigated much.
- Pre-service teachers' self-perceptions of their competencies are studied in terms of local standardizations; however, ACTFL's (and also CAEP's) standards are not studied even though it is an internationally accepted categorization.
- Defining and determining whether prospective teachers have or the extent to which they meet these standards will pose new directions or insights into understanding teacher competencies in the 21st century.

Thus, the study reported in this thesis aims to investigate if pre-service teachers perceive themselves competent considering the standards set by ACTFL as it has not been studied in Turkey.

1.3. Problem statement

The main problem of the study reported in this thesis is self-perceptions of pre-service English as Foreign Language (EFL) teachers in terms of standards which are set by ACTFL, and to what extend those trainee teachers meet these standards.

1.4. Sub-statements

The sub-problems investigated in the thesis are as follows:

1. The differences between male and female participants in terms of these competencies, if there are any,
2. The differences among participants' self-perceptions in terms of grade they study at,
3. Whether the participants who took preparatory class differ from those who did not take prep class in terms of their self-perceptions,
4. The correlation between participants' Assessment, Selection, and Placement Centre (ASPC) score for entering English Language Teaching (ELT) program and their self-perceived competence,
5. The correlation between participants' educational background and their self-perceived competence,
6. The differences between participants who have been to an English speaking country, and those who have not been to.

4

1.5. Hypotheses

In the study reported in this thesis, it is hypothesised that there are differences between a) female and male participants; b) participants who took preparatory class and who did not take; c) participants from different grades; and d) participants who have been to an English speaking country and who have not been to. In addition, it is hypothesised that there is positive correlation between participants' self-perceptions and their ASPC score, and their education background.

1.6. Limitations

This study is designed as a cross-sectional study due to time restrictions; however, implementing a longitudinal study in order to collect data from same participants throughout their teacher training procedure could provide deeper insight on their self-perceived competencies, and how they develop throughout the teacher education program they study at. Second, having qualitative data in addition to quantitative data can provide better understanding of participants' opinions on teacher competencies, and strategies to use in order to achieve high teacher competency. Since the study reported in this thesis has only focused on pre-service teachers' self-perceptions, it does not explain the reasons behind the participants' high or low self-perceptions. Qualitative data might be collected from students, and / or their instructors can be asked to evaluate the pre-service teachers in accordance with the content standards to fill this gap. In addition, reaching participants who have not studied in an ELT program yet attended pedagogical formation certificate program can provide a detailed understanding of teachers' competencies before they start practicing as teachers.

1.7. Definitions and abbreviations

The definitions and abbreviations of terms underlying main purpose of the thesis study are provided below:

Teacher Competencies: Combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation (EC, 2013b, p. 8)

English as a Foreign Language (EFL): English as a Foreign Language refers to the teaching of English to people for whom it is not the first language

ELT: English Language Teaching

ELA : English Language Arts

ACTFL: American Council on the Teaching of Foreign Languages

CAEP: Council for the Accreditation of Educator Preparation

EAQUALS: European Association for Quality Language Services

EC: European Committee

ECML: European Centre for Modern Languages

EQF: European Quality Framework

NCATE: National Council for Accreditation of Teacher Education

TEAC: Teacher Education Accreditation Council

ASPC: Assessment, Selection and Placement Centre

GTM: Grammar Translation Method

ALM: Audio- Lingual Method

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

SLA: Second Language Acquisition

LLL: Life Long Learning

MoNE: Ministry of National Education

OECD: Office of Economic Cooperation and Development

THEORETICAL FRAMEWORK OF THE STUDY AND LITERATURE REVIEW

2.1. Theory and studies related to teacher competencies

Since late 90s, with the recognition of teacher competencies, researchers have attempted to define what characteristics a qualified language teacher should have to maximize learning.

Based on the definitions of teacher competencies, classifications and standards for qualified teachers are determined. European Commission classifies three main areas of competence in the document 'Common European Principles for Teacher Competences and Qualifications', which are a) working with others, b) working with knowledge, technology and information, c) working with society. In addition, the commission promotes Life Long Learning (LLL), and LLL includes eight key competences, which are *communication in mother tongue, communication in a foreign language, mathematical, scientific, technological literacy, digital competence, learning to learn, interpersonal, civic competences, entrepreneurship,* and *cultural expression.*

In Europe, several projects are carried out in order to improve education. One of these projects is European Centre for Modern Languages (ECML) of the Council of Europe which was established in 1995, encouraging student teachers to self-evaluate their competencies via European Portfolio for Student Teachers of Languages (EPOSTL) which consists of 193 descriptors of competences grouped into seven categories: context, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment of learning.

In Turkey, Ministry of National Education (MoNE) determines general and field specific teacher competencies. General Competencies for Teaching Profession consists of three competency domains, eleven competencies and seventy six competency indicators. The competency domains and indicators are as follows:

1. Competency Domain: Professional knowledge
   - Content knowledge
   - Pedagogical content knowledge
   - Knowledge of Legislation

2. Competency Domain: Professional Skills

- Planning of Education and Teaching

- Creating Learning Environments

- Managing the Teaching and Learning Process

- Assessment and Evaluation

3. Competency Domain: Attitudes and Values

- National, Moral, and Universal Values

- Approach to Students

- Communication and Cooperation

- Personal and Professional Development

In addition to general teacher competencies, MoNE, working with theorists and teachers created ELT Field-Specific Competencies consisting of five main competency domains which are designing and planning English teaching processes, improving language skills, observing and evaluating language development, cooperating with school, families and society, having professional development in English.

Similar to Turkey in Europe there is also language teaching related classifications. First, EAQUALS (European Association for Quality Language Services) has a framework 'The European Profiling Grid' consisting of four key areas. These key areas are Qualifications, teacher training and experience, Core competencies; a) methodology – knowledge and skills, b) lesson and course planning, c) interaction with and monitoring of learners, d) assessment, Enabling skills such as language awareness, intercultural competence and the ability to use digital media, Professionalism.

Another main categorization from Europe is P'Rayan's categorization of highly effective English teachers' characteristics, which is accepted by British Council. P'Rayan states that highly effective teachers' qualifications are *imagination, innovativeness, interaction, independent thinking, inter-dependence imagination.*

In the USA, there were two main bodies for accreditation of teacher competencies, NCATE and Teacher Education Accreditation Council (TEAC). NCATE (2012) suggested five main standards that include twenty one elements in total. The main standards set by NCATE are a) Content knowledge, b) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts (hereafter ELA), c) Content Pedagogy: Planning

Composition Instruction in ELA, d) Learners and Learning: Implementing ELA Instruction, e) Professional Knowledge and Skills.

The two bodies formed a new accreditation body: Council for the Accreditation of Educator Preparation (hereafter CAEP), in 2010 and accepted standards set by CAEP, in 2013. Since 2016, TEAC and NCATE are no longer accrediting bodies on their own, yet are one body as CAEP.

CAEP (2013) suggests five main standards for qualified teachers, which are;

1. Content and Pedagogical Knowledge
2. Clinical Partnership and Practice
3. Candidate Quality, Recruitment and Selectivity
4. Program Impact
5. Provide Quality Assurance, Continuous Improvement, and Capacity

Along with general standards for teachers, in 2013, CAEP approved EFL teacher competencies which consists of six main standards set by ACTFL (American Council on the Teaching of Foreign Languages). These standards are as follows:

1. Language proficiency: Interpersonal, Interpretive, and Presentational,
2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines,
3. Language Acquisition Theories and Knowledge of Students and Their Needs,
4. Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources,
5. Assessment of Languages and Cultures – Impact on Student Learning,
6. Professional Development, Advocacy, and Ethics

The accreditation bodies and organizations are not the only ones attempting to define teacher characteristics and/or competencies. During last three decades, with the recognition of teacher competencies' significance, the subject has been a point of focus for researchers as well. Literature focusing on this issue is given in the following paragraphs.

Brosh (1996) investigated perceived characteristics of the effective language teacher, working with language teachers and students. Based on the findings, a) adequate command of the subject matter, mastering four basic linguistic skills and understanding, b) having the ability to transmit knowledge in an easy to understand and memorisable way, c) treating students fairly and equitably, d) having the ability to organize, explain, and clarify; and to

sustain motivation and interest while teaching are qualifications of effective language teachers.

Similarly, Malikow (2006) investigated college students' (N=361) perceptions of *exceptionally effective teachers*, and found out that the most cited personality characteristics were; challenging/ having reasonably high expectations, sense of humour, enthusiastic, creative, caring, giving explanation for complicated material well, and flexible instructional style.

Another study which has a similar purpose to the aforementioned studies is the study conducted by Babai and Sadeghi (2009). They included 215 English learners from K12 to tertiary in Iran along with 59 English language teachers. The results of their study showed that teachers favour more homework and integrate students with more group-work activities, and give more value to the high language proficiency, effective pedagogical knowledge, whereas learners consider teacher's personality more important.

Teacher qualifications have been one of the important concerns of Turkish theorists as well. Önem (2009) investigated Turkish university EFL students' (N= 300) and instructors' (N= 56) views on the concept of the "good (English) foreign language teacher". Based on findings, both groups considered personal qualities, socio-affective skills, academic qualities and teaching qualities to be important. Compared to instructors students prioritize socio-affective skills more. The results showed similarities with the studies conducted in other countries, especially considering students' prioritising teachers socio-affective skills.

Attempting to define the characteristics of successful English language teachers from the viewpoint of the English language students at university (N= 200), Ghasemi and Hashemi (2011) found that teachers who a) follow syllabus tightly, b) stick to administrative rules and regulations, c) are well-dressed, knowledgeable, d) more sociable and effective teachers. Male students reported having a good sense of humour as important to teaching, while the female students reported pronunciation proficiency, teaching how to learn English, and being fair towards students as important teacher characteristics. The most outstanding finding of their study is that students focus not only on teachers' knowledge and teaching skills but also on their outfit.

Another resembling study is conducted by Moradi and Sabeti (2014) aiming to identify and compare EFL teachers' (N= 34) and students' (N=122) understandings of 'highly effective teaching'. Findings revealed that both teachers and students prioritized pedagogical

knowledge over teaching experience. Another finding of the study is that students agreed more on the importance of teachers' being systematic, linking his/her teaching to learners' lives, concerns, goals and interests; adapting to their English proficiency levels and be fair to learners more than teachers did.

Dinçer, Göksu, Takkaç and Yazıcı (2013) attempted to define the issue of teacher competencies from a different approach. They overviewed 30 studies conducted in foreign language area. Based on the findings, four main concepts showed up which are a) socio-affective skills, b) pedagogical knowledge, c) subject-matter knowledge, d) personal qualities. Dinçer et al. (2013) stated that an effective foreign language teacher should have a balanced combination of all these four main aspects.

In the light of aforementioned studies, teachers are required to have a wide range of qualities in order to achieve the desired educational outcomes. Moreover, these studies, standardisations, and categorisations verified that teacher competencies have a significant role to achieve desired learning outcomes. Theorists and researchers, in order to fulfil the role of making definitions and charting this unknown map, have worked for about last forty years and came up with comprehensive, in some cases local and in some cases universal characteristics for teachers to possess. This shed light on the way of those who aimed to describe the teachers' current condition and to develop teacher training and education accordingly.

2.2. Research investigating teacher competencies from the viewpoint of pre-service and in-service teachers

2.2.1. Studies focusing on in-service teachers' perceptions

In literature, both practicing and prospective teachers' perceptions on teacher competencies are investigated, and studies concerned with practicing teachers are given below.

Conducting one of the early studies in this field and concept, Tournaki and Podell (2005) examined the influence of student characteristics and teacher efficacy upon teachers' predictions of their students' academic success. They conducted a study with 384 in-service teachers collecting both qualitative and quantitative data. The results concluded that a) highly efficient teachers made less negative predictions about students than the less

11

efficient teachers; b) that inattentive students are tolerated more than aggressive students; c) teachers had high predictions of students reading on grade level even if they were aggressive, and low predictions of students below grade level in reading even if they were friendly. Accordingly, it can be inferred that teachers value academic achievement above personality; however, if students have low level success, they take into the students' characteristics into consideration as well.

Similar to Tournaki and Podell (2005), Caprara, Barbaranelli, Steca and Malone (2006) investigated over 2000 junior high school teachers' self-efficacy as determinants of their jobs and their students' academic achievement. The results indicated that teachers' self-efficacy beliefs have influence over their job satisfactions and their students' academic achievement. Both studies showed that teachers' self-efficacy beliefs and self-perceptions have significant effect on their teaching styles and success in teaching.

Two studies enlightening teachers' self-efficacy from Asian perspective are conducted by Cheung (2006) and Liu and Meng (2009). Cheung (2006) conducted a study in order to measure in-service teachers' self-efficacy levels with 725 teachers using a questionnaire. The results revealed that female participants had higher level of self-efficacy than male year of experience. In addition, contrary to the researcher's expectation, the educational levels of participants had no significant effect on their self-efficacy levels.

Moving the issue further by attempting to internationalise their study, Liu and Meng (2009) investigated teacher perceptions in China in comparison with the ones in the USA. They found that a) teacher ethics, b) professional skills, c) professional development, and d) students' academic achievement were favoured among students, teachers, and parents. Most of the characteristics identified in China were found to be similar to those in the USA.

Conducting one of the early studies in Turkey, Aydoğdu (2007) investigated foreign language teachers' perceptions on foreign language teaching competences. The participants were 150 k-12 English language teachers. The findings revealed that teachers perceive themselves competent, yet there were significant differences in terms of experience, workplace; experienced teachers, and primary school teachers were found to have tendency towards structural teaching whereas private school teachers had more flexibility.

Another study from Turkey which has similarities to some degree was conducted by Karahan, Yılmaz, Aksoyalp, Kocaman and İlya (2012). Karahan et al. (2012) carried out a research project examining 174 practicing English language teachers' perceptions of

teacher competencies via a survey developed based on field specific competencies set by MoNE. The aim of this project was to re-examine field specific teacher competencies defined by MoNE. The aim was to point out the areas where practicing teachers feel incompetent, and to share the findings with Sakarya Provencal Directorate of National Education in order to improve teachers' efficacy by providing in-service seminars in accordance with the results. The results revealed that there was no statistically significant difference among genders in terms of teacher competencies, and that there was no correlation between participants' teacher competencies and their demographics. In addition, the novice teachers had high scores regarding creating appropriate environment for teaching English, and teaching students with special needs more than experienced teachers had. Teachers reported perceiving themselves partially competent in terms of teaching listening, speaking, and writing skills, whereas they reported being competent in teaching reading skill. The area which teachers self-perceive least competent was found to be in cooperating with the school personnel, colleagues, family and society.

Esen (2012) conducted a similar study in a different city in Turkey, focusing on main competency areas composed by Turkish MoNe. In her study, Esen (2012) aimed to 1) explore primary school English language teacher's general and professional sense of self-efficacy profile in Mersin in terms of gender, school type, years of experience, department graduated and academic level; 2) investigate whether the participants' General Self-Efficacy (GSE) predict their ELT sense of Self-Efficacy (SE) level; 3) develop a scale based on English language teacher competencies determined by the Ministry of National Education. According to the results, a) participants were found to have high self-perception in "Observing and Assessing the Language Development", "Cooperating with the School Personnel, Colleagues, Family and Society" and "Organizing Appropriate Methods, and Techniques for a Suitable Classroom Atmosphere" except "Professional Development"; b) participants GSE was found to be high; c) meaningful and positive correlation have been found between teachers' professional SE and GSE, and significant difference has been designated for all variables except for gender.

Kararmaz and Arslan (2014) also investigated self-perceptions of primary school English teachers (N=195) in terms of field specific competencies set by Turkish MoNE. In addition to investigating the teachers' self-perceptions of field specific competencies, they aimed to identify whether they differ or not in terms of some variables. The findings revealed that English teachers' self-perceptions on subject area competencies were quite high. As to

gender, female teachers were found to have better self-perceptions in terms of Development of Language Skills, and Cooperation with the School, Family and Society competency areas. Education faculty graduates had better self-perceptions in Monitoring and Evaluation of Language Development competency area. And private school teachers had better self-perceptions in Development of Language Skills competency area.

Another study in line with the studies above, and also from Turkey was conducted by Özkan (2014) which aimed to find out in-service teachers' self-perceptions. Özkan (2014) attempted to find out self-perceptions of EFL teachers (N=75) about teaching competencies. The results revealed that teachers had high self-perceptions and had desire to gain expertise in teaching competence.

Tawalbeh and Ismail (2014) investigated teaching competencies to enhance students' EFL learning via surveying 33 instructors. The results revealed that instructors had satisfactory performance in terms of competencies which include preparation and educational climate, while competencies related to instruction and assessment were rarely or not demonstrated.

A comprehensive study focusing on novice teachers was conducted by Bilican (2016). He investigated effectiveness and professional competencies of English language teachers in the first five years of school in Turkey with novice English language teachers (N=251), teacher educators (N=10), and employers (N=10). Findings revealed that the ELT graduates had high self-perceptions considering most of the competency standards determined by Higher Education Committee. The interview results showed that ELT graduates found themselves effective in teaching grammar and vocabulary, which they attributed to internal factors, yet ineffective in teaching productive skills, which they attributed to external factors. Teacher educators and employers identified English proficiency as the most significant weakness of ELT graduates and pointed out the need in development of ELT programs via increasing practicum adding more elective courses and intensifying language improvement courses.

Considering the role of education and training on teacher competencies Krupchenko, Inozemtzeva and Prilipko (2015), and Coburn (2016) carried out studies on in-service teachers. Krupchenko et al. (2015) aimed to define professional development of foreign language tertiary teachers via conducting a survey with 164 Language for Professional Purposes (LPP) teachers from ten Russian Universities. The findings revealed that 1) teachers showed reluctance to move out of their comfort zones, implementing a traditional

way of teaching when delivering LPP knowledge instead of helping their students to develop professionally; 2) they prioritize linguistic accuracy over the realization of communicative tasks. Krupchenko et al. suggests that "it may be hypothesized that providing teachers with an opportunity to acquire deeper knowledge of contemporary approaches to subject-language integration against the background of competence-based education and to take the knowledge on board through practice will increase their own competency in this field." (Krupchenko et al., 2015, p. 4).

Attempting to examine Professional development of English through a national in service EFL teacher education course, Coburn (2016) conducted a study with thirty three English language teachers who had no previous EFL education. According to the findings, 1) an increase in EFL teacher competence, and use of English in class; 2) less dependence on textbooks; 3) more encouragement for pupil activity; 4) confidence in oral English proficiency; 5) increase in awareness of deeper meanings of curriculum goals were observed. However, teachers still had difficulty in teaching pronunciation goals.

The above-mentioned studies shed light onto in-service teacher competencies. Knowledge in this area brings out opportunities to improve teacher competencies and hence success in education.

2.2.2. Studies focusing on pre-service teachers' perceptions

In addition to in-service teachers' perceptions of teacher competencies, studies have been carried out to shed light into pre-service teachers' perceptions.

Atay (2007) investigated pre-service teachers' efficacy beliefs, the effect of practicum on their beliefs, and factors that affect the low and high efficacy of those pre-service EFL teachers, studying on 78 senior students at a state university in Turkey. Quantitative data were collected using Teachers' Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001, as cited in Atay, 2007), and qualitative data were collected via focus group interviews. The results revealed that there was a significant decline in the participants' efficacy scores in terms of instructional strategies, whereas an increase was found regarding classroom management and student engagement. The results also revealed that practicum had affected their efficacy beliefs since they had real-life class experience, resulting in demoralisation of some participants. Atay suggested that more opportunities must be given to students to have real class experience in order to be ready to teach and be

able to manage class well, and they should be guided and supported in order to increase their efficacy, along with their efficacy beliefs.

In an attempt to compare pre-service English language teachers' self-efficacy beliefs with their teaching competence from instructors' perspective, Çakır and Alıcı (2009) conducted a study with 39 pre-service teachers and five instructors. The study concluded that pre-service teachers have high level of self-efficacy beliefs; however instructors' judgements of their teaching competence were not as high as pre-service teachers' self-efficacy beliefs. Instructors, during the interviews, stated that active teaching experience and being persuaded verbally affects pre-service teachers' self-efficacy beliefs. To sum up, there is a mismatch between prospective teachers' self-perceptions and their instructors' opinions.

Studying the issue from a different aspect, Külekçi (2011) investigated 353 pre-service English language teachers' self-efficacy beliefs, and aimed to determine the effects of some variables on their self-efficacy beliefs. Teacher self-efficacy scale developed by Kan (2007, as cited in Külekçi, 2011) was used to collect data. Based on the results, the pre-service teachers were found to have high level of self-efficacy beliefs. The results of the study revealed that the self-efficacy beliefs of pre-service teachers increase in accordance with participants' academic achievement. The 4th year students had higher scores in terms of self-efficacy than 1st year students.

Kani (2011) and Yümsek (2014) conducted studies on pre-service teacher competencies regarding European classifications. Kani (2011) conducted a case study on ELT trainees' (N=154) perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP). Based on the findings, participants found themselves competent considering "Common European Principles for Teacher Competences and Qualifications". The fourth grade trainees were observed to be more competent than the first and second grades. Positive and significant relationship was observed between trainees' language competency and their current and desired competencies. Trainees graduated from Anatolian Teacher Training High Schools found themselves more competent than trainees from Anatolian High schools.

Yümsek (2014), aiming to describe professional development of pre-service English language teachers in line with the European Portfolio for Student Teachers of Languages (EPOSTL) conducted a study with 3rd grade ELT students (N=97). Based on the findings of the study, student teachers progressed and had good self-perceptions of their

competences on the basis of EPOSTL in terms of most of the skills; however, some students reported to feel weak in terms of sub-sections of the EPOSTL which include competences such as teaching writing and pronunciation. In addition regression was observed despite the completion of teacher development courses. The interviews supported the results of the survey and student teachers reported that regression was because of their own background and/ or incompetency.

Another study from Turkey was carried out by Kızılarslan (2011) who investigated ELT student teachers' (N=21) competence for teaching language skills. She found out that student teachers were not fully competent in terms of teaching skills even though they recognize and emphasize the importance of teaching speaking and listening. They had a relatively higher level of competence in teaching reading, and were both incompetent and refraining from teaching writing, and that student teachers did not emphasize or implement integrated skill approach. Unlike most studies from literature, this study revealed that prospective teachers were not competent enough.

Another perspective to the issue was investigated by Uçar (2012) who conducted a study on 186 ELT distance education students aiming to find their self-efficacy beliefs, goal orientations, and participation in online learning environment. Based on the findings of the study, pre-service English language teachers had high self-efficacy beliefs and a combination of goal orientations.

Bringing out a çdifferent aspect of the issue into the light, Kanat (2014) investigated pre-service English language teachers' self-perceptions in terms of pedagogical content knowledge (PCK) working with pre-service teachers (N=69). Findings revealed that participants had positive perceptions about their PCK, and the influence of their courses on their PCK. In addition a match between participants' practices and perceptions was observed.

Considering content knowledge, similar results were found in the study by Yüksel (2014) who aimed to find out pre-service English language teachers' perceived teaching competences in her study with 40 pre-service teachers of EFL. Based on the findings, participants had the strongest competence in content knowledge, and the weakest competence in classroom management. Qualitative data revealed that participants favour student- centred teaching over teacher- centred teaching.

Instead of relying on conventional classifications or definitions, Tercan (2015) conducted a study in order to find prospective English language teachers' (N=130) metaphorical perceptions of language teachers who teach English to young learners. Based on the results, 15 main conceptual themes were identified as source of fun, nurturer, source of knowledge, cooperative leader, role model, scaffolder, provider of tools, molder, learning partner, patchwork, eager beaver, repairer/ curer, authority, agent of change, and interest arouser. 3rd grade students who took Teaching English to Young Learners course mostly defined teacher as 'cooperative leader' while 2nd graders who did not take teaching English to young learners defined teacher as 'source of knowledge'.

Atmaca (2017 and 2018) carried out two qualitative studies comparing pre-service and in-service teachers' perspectives regarding generic and field specific teacher competencies set by Turkish Ministry of National Education (MoNE). In her study, Atmaca (2017) worked with pre-service (N=366) and in-service (N= 84) English language teachers to provide an insight of the issue. According to the results, the majority of participants had positive views of competencies, while some had negative views or hesitations because of the difficulties in practice such as effective introduction and regular assessment of these competencies.

In her subsequent study, Atmaca (2018) ınvestigated pre-service (N= 213) and in-service (N= 38) teachers' perspectives of generic and English field specific teacher competencies, whether they find these competencies realistic and sufficient enough, and aimed to find if there were similarities and differences between the two group in terms of these competencies. The results showed that the majority of both groups have positive perspective on teacher competencies set by MoNE; most prospective teachers stated that these competencies will improve language education. The negative opinions on these perspectives were mostly related to the competencies' not being practicality and being unrealistic.

Aiming to define the preparedness of senior students, Çelik, (2017) investigated senior pre-service English language teachers' perceptions considering sources and changes. According to the findings a slight decrease in teaching knowledge and skills, and their perceptions of teaching commitment was observed and significant increase was observed in preparedness to teach and teaching efficacy. Interviews with teachers revealed that the foundation of preparedness were higher teaching-efficacy perceptions, faculty education, personal characteristics, increased confidence in professional self, or decreased sense of

teaching anxiety while the causes of not being prepared were lack of teaching commitment, untested teaching competencies/efficacy, decreased sense of fulfilled professional and developmental needs, and emotional setback for the sense of career motivation. The interviews with the faculty advisors and cooperating teachers concluded that the pre-service teachers were not prepared to teach because of the lack of continuous teaching practice throughout the teacher education program, unfulfilled professional and developmental needs, lack of adequate faculty preparation, or lack of cooperation between faculty and practicum schools, whereas faculty education, positive and higher career motivation, personal characteristics, or ethical and appropriate professional behaviour were sources which had positive influence on teacher preparedness for teaching.

The last but not least study from Turkey focusing on pre-service teacher competencies is carried out by Yüksel and Sağlam (2018) who surveyed ELT pre-service teachers perceived teacher competencies via a cross-sectional study with 132 trainee teachers. The results showed that 2nd grade students had the lowest perceptions while 4th grade students had the highest. In addition, competency related to professional knowledge was developed in 3rd grade while professional skill related competency was found to develop in accordance with grades starting from 2nd and reaching its highest point at 4th grade.

The studies related to pre-service teacher competencies revealed that prospective teachers have high levels of self-perceptions in general. However, their self-perceptions changes in accordance with the conditions they study at and carry out practicum. In addition, there is a mismatch between prospective teachers' self-perceptions and their instructors in general.

CHAPTER III

METHODOLOGY

3.1. Research design

This research is a cross-sectional, descriptive, and quantitative study since the aim is to reveal self-perceived teacher competencies of participants, and to what extent their self-perceptions meet ACTFL standards. The design of the research is cross-sectional because of time restrictions; however, a longitudinal study would provide insight on participants' development throughout their education at an ELT program. In order to compensate the problems related to the cross-sectional design of the study, trainee teachers from all four classes at universities are included in the study. According to A Dictionary of Psychology by OUP (2008), descriptive research *"has no other purpose than to describe phenomena and is not intended to explain, predict, or control them"*. Therefore, the study reported in this thesis is descriptive since the aim is to define the condition of participants' self-perceptions.

3.2. The universe and sample of the study

The universe of the study consists of about 16 thousand pre-service teachers who study at bachelor degree ELT programs. The sample is 331 students from three state universities in Turkey (N= 222 Female; 109 Male). The participants were 133 freshmen, 71 sophomore, 74 junior, and 53 senior students. 162 of participants had taken preparatory class while 166 of them had not taken it. Participants were asked to give their ASPC scores, one had score lower than 249; two had scores between 250 to 299; five had 300 to 399; fifty-six had 350 to 399; one hundred ninety five had 400 to 449; and twenty two had scores higher than 450. Considering the participants educational background, 50 of them were graduated from general high schools; 197 were graduated from Anatolian high schools; 41 were graduated from Anatolian teacher training high schools; 17 were graduated from vocational high schools; and 26 were graduated from other types of high schools. 25 of participants had been to an English speaking country before while 306 had not been to.

3.3. Data collection instruments and procedure

Data collection instrument is a questionnaire developed based on standards set by ACTFL. There are six main standards and seventeen sub-standards brought together by ACTFL and accepted by CAEP, one of the main bodies of accreditation in the USA. The questionnaire is a 5 point Likert type scale. The responses to items are "Very Untrue of Me", Untrue of Me", "No Strong Opinion", "True of Me", and "Very True of Me" are labelled from 1 to 5 respectively. The development procedure is given in details below.

3.3.1. Scale development procedure

The questionnaire was developed by the researcher of the study and an academician who has expertise in data analysis and statistics. Initially, the questionnaire was piloted on 30 English language teachers in order to see if the wordings of items were clear, and reliability analysis was run on this data. The Cronbach's Alfa value of the pilot test was calculated at .968. Structural validity is determined using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) tests were run using SPSS Statistics 24 and LISREL programmes.

Table 1

Item Analysis

Item	Adjusted Item Total Correlation	Cronbach's Alpha if the item is dropped	t upper % 27 lower % 27
1	.37	.91	-6.58
2	.28	.91	-5.10
3	.37	.91	-6.93
4	.40	.91	-6.00
5	.44	.91	-6.00
6	.37	.91	-6.47
7	.46	.91	-7.91

Table 1 (continued)

8	.37	.91	-6.52
9	.42	.91	-6.42
10	.46	.91	-7.32
11	.54	.91	-9.03
12	.49	.91	-7.53
13	.48	.91	-7.85
14	.51	.91	-9.50
15	.43	.91	-6.56
16	.41	.91	-7.34
17	.43	.91	-6.41
18	.49	.91	-7.50
19	.46	.91	-6.49
20	.51	.91	-10.45
21	.58	.91	-10.12
22	.51	.91	-10.23
23	.56	.91	-8.78
24	.59	.91	-9.86
25	.55	.91	-7.81
26	.56	.91	-9.98
27	.52	.91	-8.76
28	.51	.91	-9.48
29	.53	.91	-7.52
30	.52	.91	-8.84
31	.54	.91	-9.05
32	.54	.91	-9.15

The items are analysed in order to determine the amount of contribution of the variance of each individual item to the total variance of the item. A t test was run to find out adjusted correlation of an item, Cronbach's Alfa if item deleted and average points of each item in the upper and lower %27 groups. According to the Table 1, the adjusted correlation of the items are between ,28 and .59, which means participants gave similar responses to the items, (Can, 2013, as cited in Kocabaş and Erbil, 2017). It is suggested that the items which have correlation bigger than .30 are good, and the items which have correlation between .20 and .30 can be included in a scale (Büyüköztürk, 2013). Thus all items are kept in the scale.

3.3.1.1. Exploratory factor analysis (EFA)

In order to examine the structure of the item, Exploratory Factor Analysis was run on data collected from 200 participants. Initially, Kaiser Meyer Olkin and Barlett tests were used in order to determine if the scale is suitable for factor analysis.

Table 2

KMO and Barlett Test Results

Kaiser Mayer Olkin (KMO) Value		.888
Barlett Test	Chi-square	3789,335
	df	469
	Sig.	.000

The KMO value which is close to 1 shows that the sample size is suitable for factor analysis (Büyüköztürk, 2013). Barlett test result is significant, which means that the data has normal distribution.
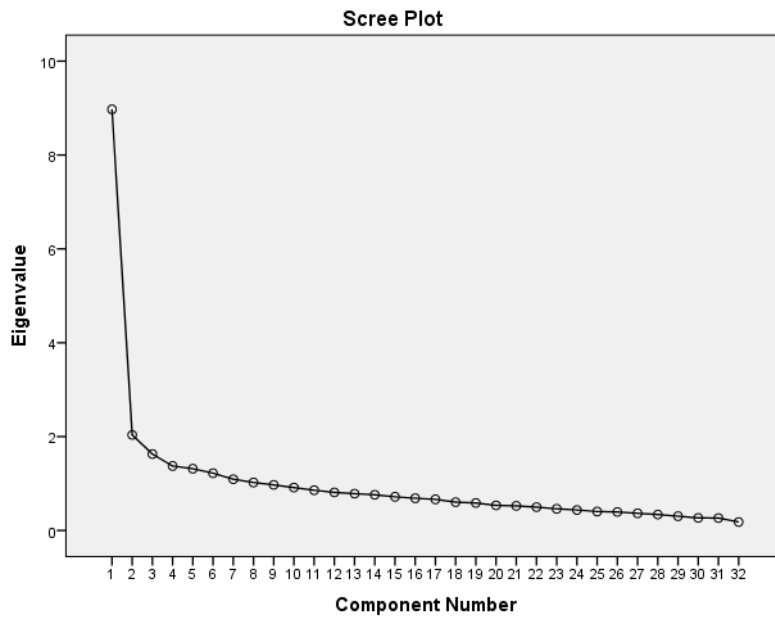
Figure 1. Eigenvalue factor graphic of the scale

Based on the results of EFA, the lateral build-up graphics and values it is confirmed that the total variance are grouped in six factors, which is also the six main content standards of ACTFL.

Table 3

Item Factor Loads After Varimax

Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
1.	.62					
2.	.61					
3.	.67					
4.	.51					
5. *	.62					
6.		.43				
7.		.56				
8.		.69				

Table 3 (continued)

9.	.60				
10.*	.55				
11.		.66			
12.		.65			
13.		.48			
14.		.61			
15.		.37			
16.		.37			
17.		.59			
18.		.59			
19. *		.54			
20.				.58	
21.				.58	
22.				.38	
23.					.47
24.					.42
25.					.47
26.					.58
27.					.65
28.					.61
29.					.61
30.			.83		
31.			.82		
32.			.74		

According to Büyüköztürk (2013), items with factor load bigger than .45 are accepted as good measure; however, in some cases factor load bigger than .30 is also accepted. According to Table 3, the factor load values of items are between 37 and 83. In this study, factor load bigger than .30 is accepted and no items are dropped based on this criteria. However there are items with cross loads, which mean they can fit in two or more groups, are dropped in order not to jeopardise the reliability of the scale. These items are 5 which should have been under standard 2, 10 which should have been under standard 3, and 19 which is supposed to be under standard 5.

3.3.1.2. Confirmatory factor analysis (CFA)

Confirmatory factor analysis was run on data collected from 101 participants using LISREL software in order to verify the results of exploratory factor analysis (EFA). The results of the confirmatory factor analysis of the model with six main standards, which is the result of the EFA, are given below. Regarding the model-data compatibility the most commonly used statistical analysis in CFA are chi-square (χ^2), χ^2/sd, RMSEA, RMR, GFI and GFI.

Chi-Square=556.17, df=362, P-value=0.00000, RMSEA=0.054
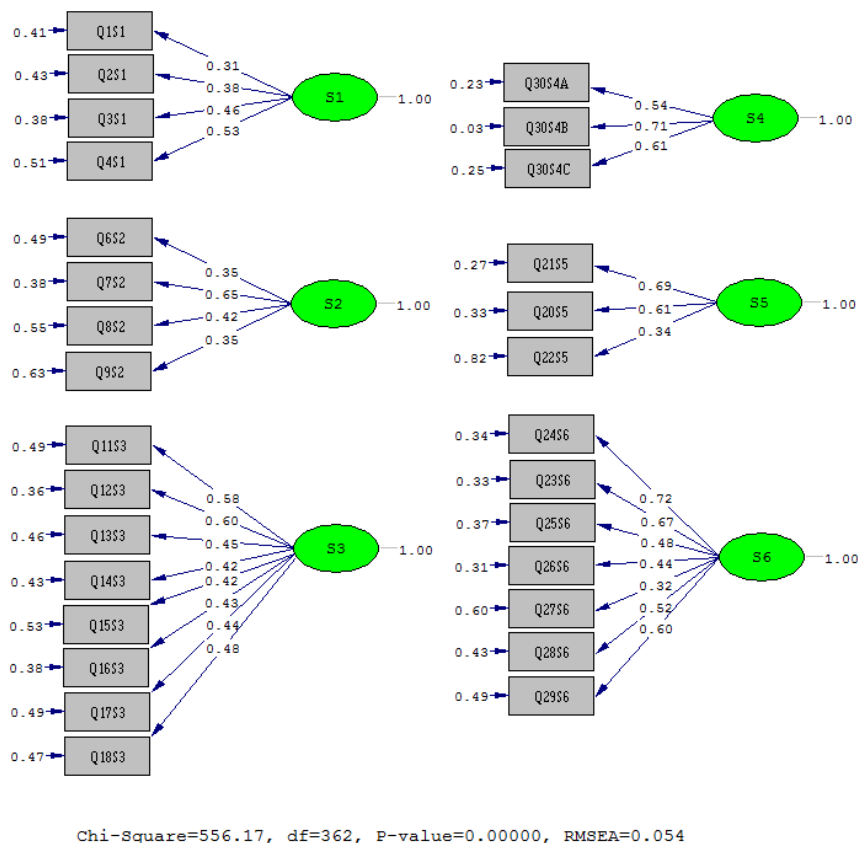
Figure 2. Confirmatory factor analysis.

According to Figure 2, there is conformity between the model and data since the calculated χ^2/df ratio is smaller than 3, GFI and AGFI values are higher than .90 (Jöreskog and Sörbom, 1993). High values are calculated regarding the model conformity indexes regarding the relation of the 29 items and six different factors. Each load showing the item- factor is found to be statistically significant (p< .05). The conformity statistics in this analysis are calculated as RMSEA= .054, GFI = .91; CFI= .91; NFI = .90; χ^2/df = 1.53; AGFI= .90. Based on these results, the item- factor relations are statistically verified.

3.3.2. Data collection procedure

Data were collected from three state universities in Turkey. The participants consisted of trainee teachers from all four grades at universities (N=331). Convenient sampling method was implemented to select participants. Participation in the study was voluntary and participants' signed consents were taken. The questionnaires were given to students in person, and explanation was provided by the researcher in order to eliminate any misunderstanding which would jeopardise the reliability of the study.

3.4.Data analysis

Quantitative data analysis was done via SPSS statistics 24 program. The alpha co-efficient for reliability was calculated and found to be high (p=.908).

The items were tested in terms of normality of distribution using Kolmogorov- Smirnov test as well and were found to display no normal distribution (p= .000). Therefore, nonparametric tests Mann-Whitney U test and Kruskall-Wallis tests were run. Differences according to gender, taking preparatory or not, and being to an English speaking country or not are tested using Mann-Whitney U test. Difference according to class the participants study at is tested via Kruskall-Wallis test, and thence, Mann-Whitney U tests are run to specify groups which have differences. Spearman's Rho correlation test is run to explore the correlation between participants' ASPC scores and their self-perceptions, and between their educational background and their self-perceptions.

CHAPTER IV

FINDINGS

In the study reported in this thesis, initially the alpha co-efficient for reliability was calculated at .908, which is considered as a high level of reliability (Dörnyei, 2007). Then, the participants' responses were tested in terms of normality of distribution via Kolmogorov- Smirnov test; none of the items displayed normal distribution (p= .000). Thus, nonparametric tests were run in order to analyse the data.

4.1. Findings related to the sample

In the first section of the questionnaire, participants were asked to provide demographic information about them. The participants of the study 331 students from three state universities in Turkey (N= 222 Female; 109 Male).
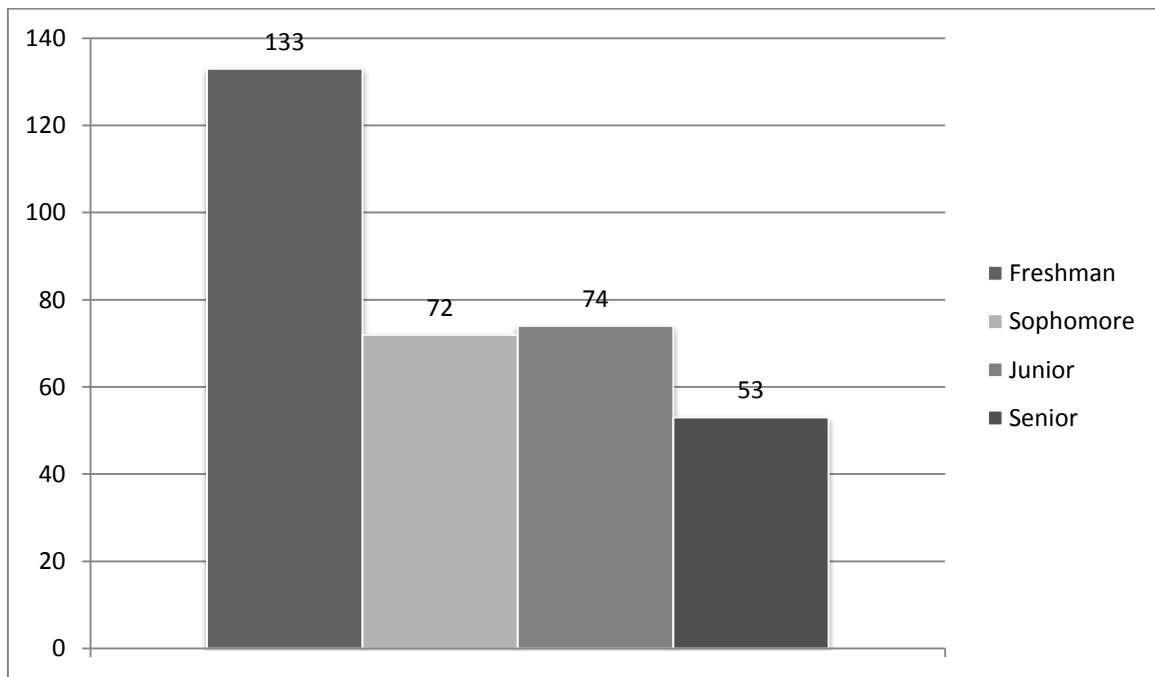
Figure 3. Distribution of participants in terms of grade

According to Figure 3, the participants of the study reported in this thesis consist of 133 freshmen, 71 sophomores, 74 junior, and 53 senior students.
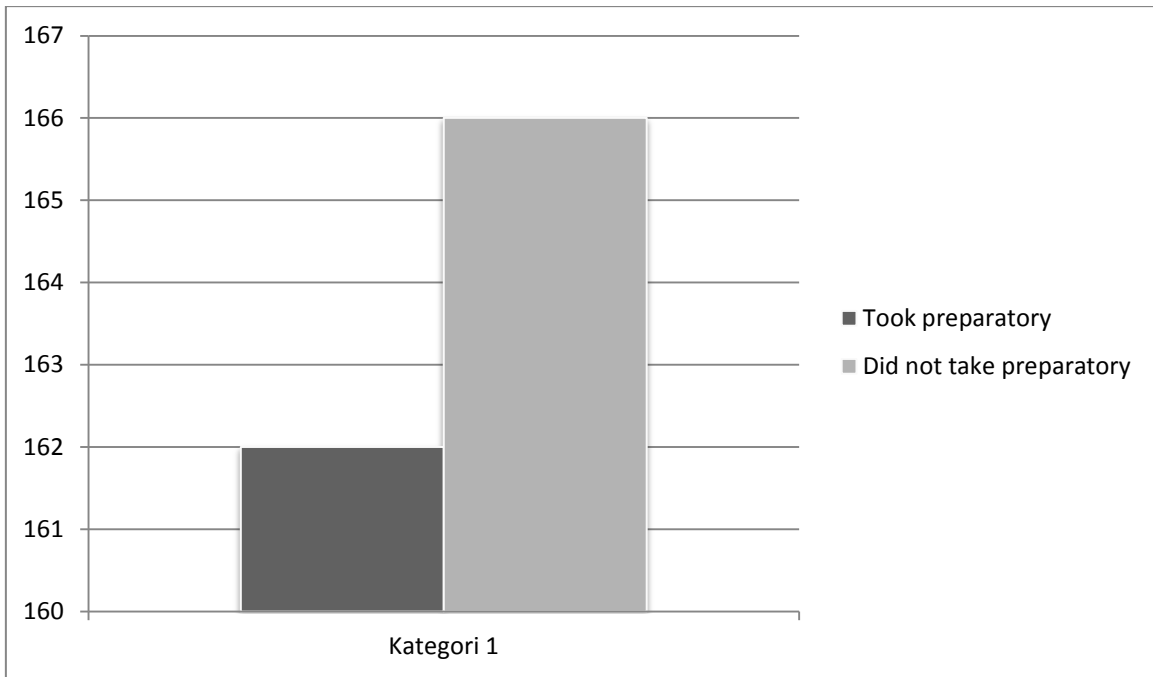
Figure 4. Distribution of participants according to preparatory class background

According to Figure 4, 162 of the participants had taken preparatory class while 166 of them had not taken it.
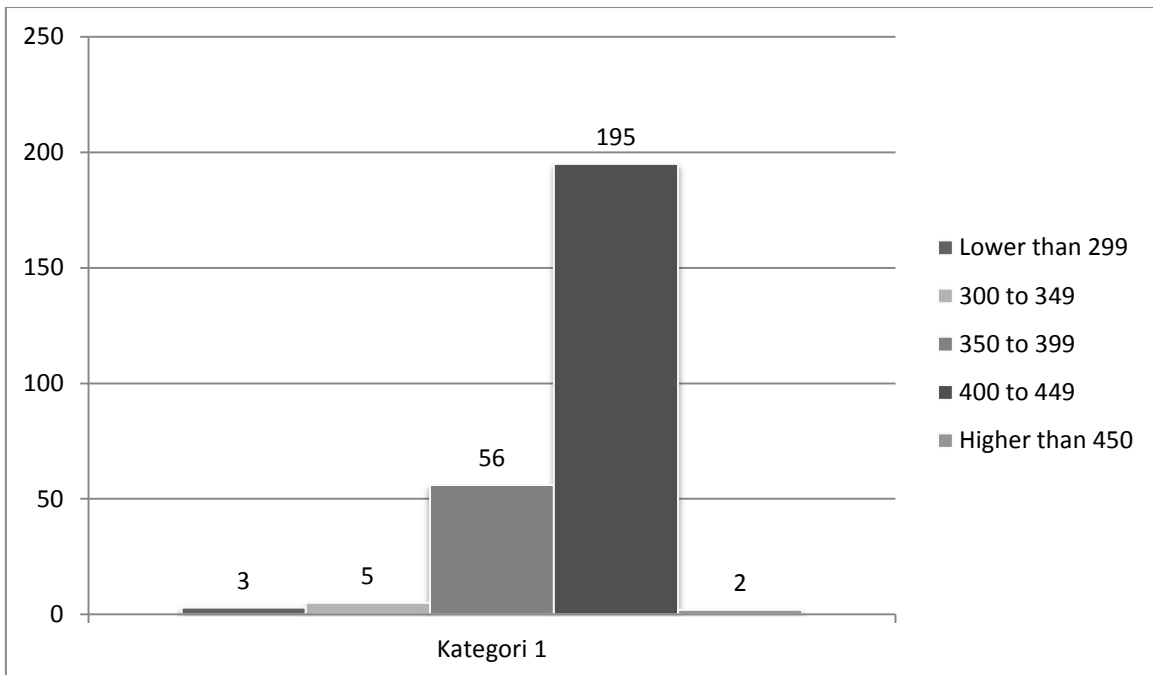
Figure 5. Distribution of participants according to their ASPC score for entering ELT program

The trainee teachers were asked to write their ASPC scores for entering the program they study at. As it is given in Figure 3, among them 3 had score lower than 299; five had 300 to 349; fifty-six had 350 to 399; one hundred ninety five had 400 to 449; and twenty two had scores higher than 450.
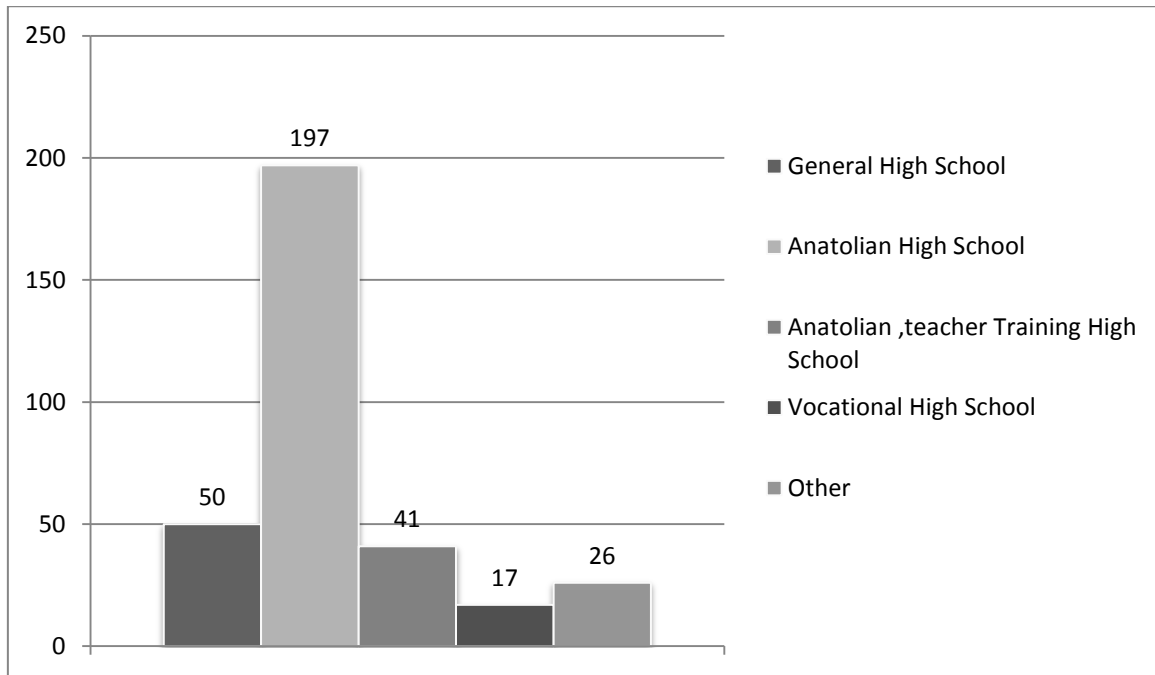
Figure 6. Distribution of participants according to their education background

In addition, the participants provided information on their educational background; there were 50 general high school graduates, 197 Anatolian high schools graduates, 41 Anatolian teacher training high school graduates, 17 vocational high school graduates, and 26 graduates of other types of high schools.
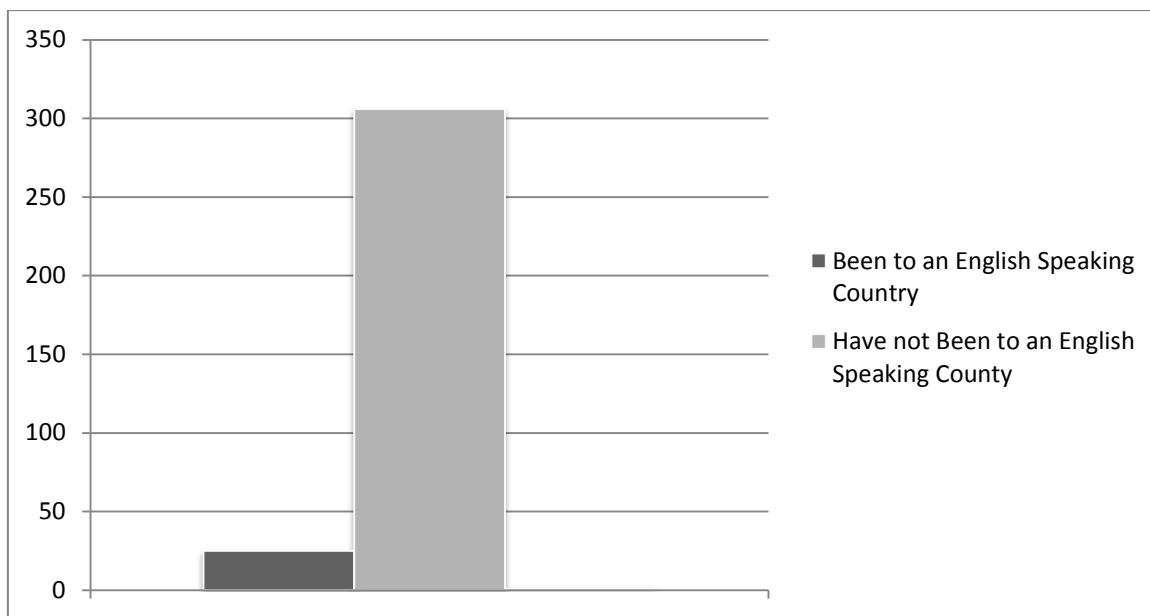
Figure 7. Distribution of participants according to their experience of an English speaking country

Based on Figure 7 and information given by participants, 25 of participants had been to an English speaking country before while 306 had not been to an English speaking country before.

4.2. Findings related to the problem statement

The problem statement of the study reported in this thesis and related findings are as follows:

Problem statement: What are the self-perceptions of English as Foreign Language (EFL) teachers in terms of standards which are set by ACTFL?

During the analysis process, first frequency and mean values of items were calculated in order to see an overall view of participants' self-perceptions of teacher competencies.

Table 4

Frequency and Mean values of items for Standard 1- Language proficiency: Interpersonal, Interpretive, and Presentational (N=331)

Items	Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{\mathrm{X}}$
	%	N	%	N	%	N	%	N	%	N	
1. speak in the interpersonal mode of communication proficiently	.6	2	2.4	8	26.9	89	53.5	177	16.6	55	3.83
2. interpret literal, figurative or symbolic meaning of oral, printed and video texts	.3	1	2.7	9	22.4	74	55.6	184	19.0	63	3.90
3. present oral information to audiences of listeners, using language according to the target language being taught	.6	2	2.7	9	13.6	45	61.9	205	21.1	70	4.00
4. present written information to audiences of readers, using target language according to the target language being taught	1.2	4	3.0	10	15.1	50	57.1	189	23.6	78	3.98

According to Table 4, participants stated that the items are true of them. This indicates that participants have high self-perceptions in terms of sub-items of content standard 1- Language proficiency: Interpersonal, Interpretive, and Presentational. The highest mean value is calculated for item 3- *present oral information to audiences of listeners, using language according to the target language being taught,* while the lowest is calculated for item 1- *speak in the interpersonal mode of communication proficiently.*

Table 5

Frequency and Mean Values of Items for Standard 2 Cultures, Linguistics, Literatures, and Concepts from other Disciplines (N=331)

Items	Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
5. compare cultures through perspectives, products, and practices of those cultures	1	.3	18	5.4	85	25.7	159	48.0	68	20.5	3.83
6. demonstrate understanding of linguistics and the changing nature of language	3	.9	37	11.2	135	40.8	117	35.3	39	11.8	3.45
7. compare language systems of students' mother tongue and target language	2	.6	16	4.8	67	20.2	164	49.5	82	24.8	3.93
8. demonstrate understanding of texts on literary themes and cultural themes	2	.6	21	6.3	88	26.6	168	50.8	52	15.7	3.74

According to Table 5, the items of content standard 2- Cultures, Linguistics, Literatures, and Concepts from other Disciplines are true of the participants of this study, which means the participants have high self-perceptions. The item with the highest mean value is item 7- *compare language systems of students' mother tongue and target language,* while the lowest value is for item 6- *demonstrate understanding of linguistics and the changing nature of language*.

Table 6

Frequency and Mean Values of Items for Standard 3 Language Acquisition Theories and Knowledge of Students and Their Needs (N=331)

Items		Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
		N	%	N	%	N	%	N	%	N	%	
9.	create linguistically rich learning environments for learners (i.e. providing input, promoting meaningful classroom interaction)	4	1.2	22	6.6	74	22.4	146	44.1	84	25.4	3.86
10.	create culturally rich learning environments for learners (i.e. providing various samples from international and target culture , promoting meaningful classroom interaction)	2	.6	19	5.7	74	22.4	155	46.8	81	24.5	3.88
11.	demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student	3	.9	15	4.5	72	21.8	165	49.8	76	23.0	3.89
12.	adopt instruction to address students' needs	1	.3	6	1.8	52	15.7	186	56.2	86	26.0	4.05
13.	understand relationship of compulsory foreign language curriculum and learning outcomes	1	.3	17	5.1	76	23.0	168	50.8	69	20.8	3.86
14.	reward students for engaging in critical thinking and problem solving	3	.9	5	1.5	47	14.2	150	45.3	126	38.1	4.18

Table 6 (continued)

Items		Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
		N	%	N	%	N	%	N	%	N	%	
15.	provide opportunities for collaborative work in class	4	1.2	5	1.5	32	9.7	142	42.9	148	44.7	4.28
16.	use questioning strategies and tasks in class	1	.3	11	3.3	32	9.7	149	45.0	138	41.7	4.24

According to Table 6, all sub-items of content standard 3- Language Acquisition Theories and Knowledge of Students and Their Needs are true of participants; however, item 15- *provide opportunities for collaborative work in class* and 16- *use questioning strategies and tasks in class* are very true of them. The highest mean value is found for item 15, while the lowest is calculated for items 9- *create linguistically rich learning environments for learners (i.e. providing input, promoting meaningful classroom interaction)* and 13- *understand relationship of compulsory foreign language curriculum and learning outcomes.*

Table 7

Frequency and Mean Values of Items for Standard 4 Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources (N=331)

Items	Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
27. integration of W-RSLL into instructional planning	6	1.8	15	4.5	157	47.4	140	42.3	13	3.9	3.41
28. integration the goal areas of the W-RSLL into classroom practice	3	.9	13	3.9	132	39.9	158	47.7	25	7.6	3.57
29. use of the W-RSLL to select and integrate authentic texts, create instructional materials for use in communication, and use technology	2	.6	18	5.4	118	35.6	146	44.1	47	14.2	3.65

Based on Table 7, the sub-items of standard 4- Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources are true for the participants of this study; therefore, participants have high self-perceptions. The item with the highest mean value is item 29- *use of the W-RSLL to select and integrate authentic texts, create instructional materials for use in communication, and use technology*, while the item with the lowest value is item 27- i*ntegration of W-RSLL into instructional planning*.

Table 8

Frequency and Mean Values of Items for Standard 5 Assessment of Languages and Cultures – Impact on Student Learning (N=331)

Items		Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
		N	%	N	%	N	%	N	%	N	%	
17.	reflect on and analyse the results of student assessments	0	0	11	3.3	62	18.7	172	52	86	26	4.00
18.	adjust and strengthen instruction based on the reflection and analysis of students' assessment results	1	.3	19	5.7	72	21.8	161	48.6	78	23.6	3.89
19.	interpret and report the results of student performances to all stakeholders in the community, emphasising student responsibility for their own learning	6	1.8	28	8.5	97	29.3	148	44.7	52	15.7	3.64

According to Table 8, participants have high self-perceptions in terms of content standard 5 Assessment of Languages and Cultures – Impact on Student Learning, as the sub-items of it are reported to be true of the participants of the study. Among items the highest ranked one is item 17- *reflect on and analyse the results of student assessments*, and the lowest is item 19- *interpret and report the results of student performances to all stakeholders in the community, emphasising student responsibility for their own learning.*

Table 9

Frequency and Mean Values of Items for Standard 6 Professional Development, Advocacy, and Ethics (N=331)

Items	Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
20. engage in on-going professional development opportunities that strengthen my own linguistic and cultural competence	3	.9	14	4.2	90	27.2	160	48.3	64	19.3	3.80
21. engage in on-going professional development opportunities that strengthen my own pedagogical competence and promote reflection on practice	3	.9	18	5.4	97	29.3	149	45.0	64	19.3	3.76
22. articulate the role and value of languages and cultures in preparing all students to interact in the global community by collaborating with stakeholders	2	.6	12	3.6	118	35.6	133	40.2	66	19.9	3.75
23. use inquiry and reflection to access, analyse and use data to support language teaching	1	.3	13	3.9	87	26.3	170	51.4	60	18.1	3.83

Table 9 (continued)

Items	Very untrue of me		Untrue of me		No strong opinion		True of me		Very true of me		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
24. recognize importance of collaboration and building alliances in language teaching	4	1.2	15	4.5	55	16.6	157	47.4	100	30.2	4.00
25. accept invitations to professional learning communities (i.e. INGED, IATEFL, language department of school)	2	.6	21	6.3	100	30.2	126	38.1	82	24.8	3.80
26. successfully interact in professional settings	6	1.8	15	4.5	102	30.8	139	42.0	69	20.8	3.75

According to Table 9, participants have high self-perceptions overall for standard 6, since all items of content standard 6- Professional Development, Advocacy, and Ethics participants are ranked true of me. Of these items, the item with the highest mean value is item 24- *recognize importance of collaboration and building alliances in language teaching*, while the lowest one is 22- *articulate the role and value of languages and cultures in preparing all students to interact in the global community by collaborating with stakeholders* and 26- *successfully interact in professional settings.*

Table 10

Mean and Standard Deviations of Participants' Self-perceptions of Six Standards Set by ACTFL (N=331)

Standards	$\overline{X}$	Sd
1. Language proficiency: Interpersonal, Interpretive, and Presentational	3.93	.51
2. Cultures, Linguistics, Literatures, and Concepts from other Disciplines	3.74	.56
3. Language Acquisition Theories and Knowledge of Students and Their Needs	4.03	.51
4. Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	3.54	.66
5. Assessment of Languages and Cultures – Impact on Student Learning	3.84	.65
6. Professional Development, Advocacy, and Ethics	3.81	.58

According to Table 10, mean values of participants' self-perceptions are; Standard 3. Language Acquisition Theories and Knowledge of Students and Their Needs ($\overline{X}$= 4.03), Standard 1 Language proficiency: Interpersonal, Interpretive, and Presentational ($\overline{X}$= 3.93), Standard 5 Assessment of Languages and Cultures – Impact on Student Learning ($\overline{X}$= 3.84), Standard 6. Professional Development, Advocacy, and Ethics ($\overline{X}$= 3.81), Standard 2. Cultures, Linguistics, Literatures, and Concepts from other Disciplines ($\overline{X}$= 3.81), and Standard 4- Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources, from highest to lowest respectively.

4.3. Findings related to sub-statements

1. Are there any differences between male and female participants in terms of these competencies?

Figure 8. Differences of participants' self-perceptions according to gender

According to Figure 8, the Mann- Whitney U test results showed that female participants have statistically significant higher self- perceptions. Statistically significant differences were found in content Standard 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* (p = .039), Standard 3- *Language Acquisition Theories and Knowledge of Students and Their Needs* (p = .001), Standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources* (p = .001), *Standard 5- Assessment of Languages and Cultures – Impact on Student Learning* (p = .002), and Standard 6- *Professional Development, Advocacy, and Ethics* (p = .032).

2. Are there any differences among participants' self-perceptions in terms of grade they study at?

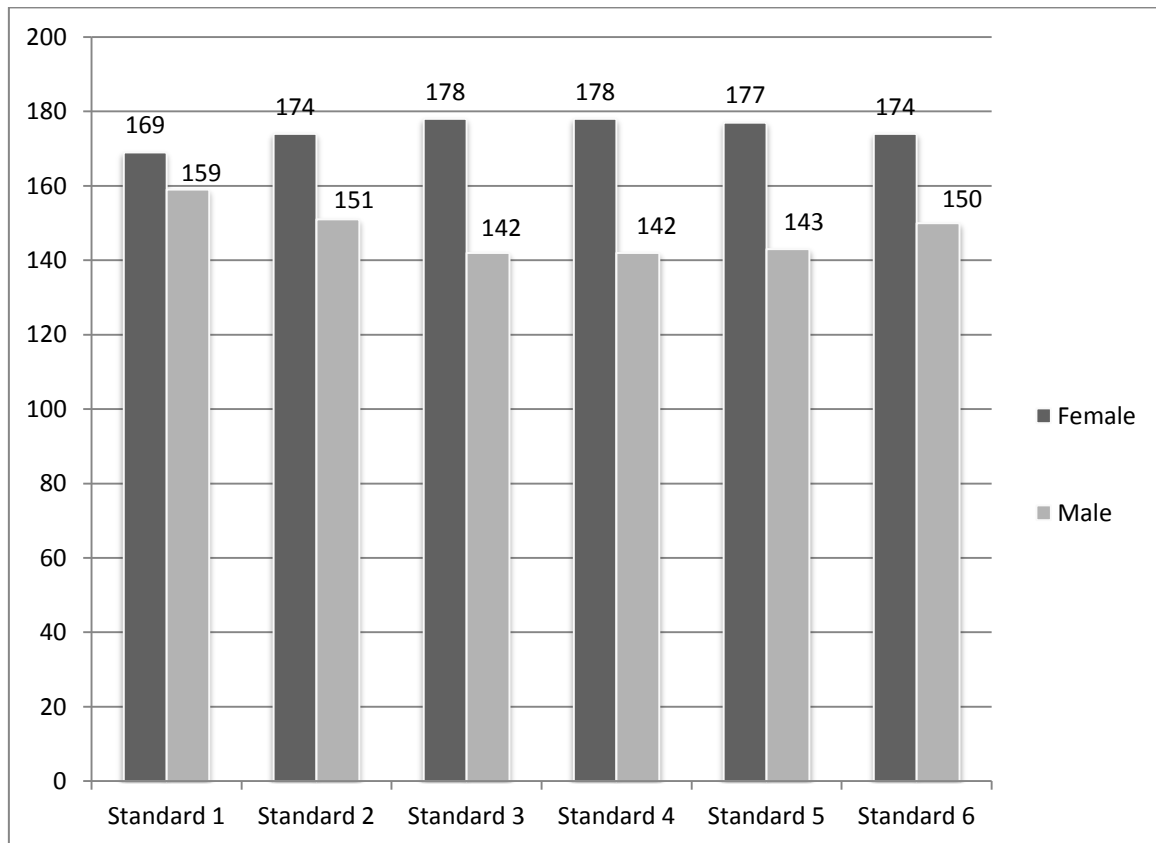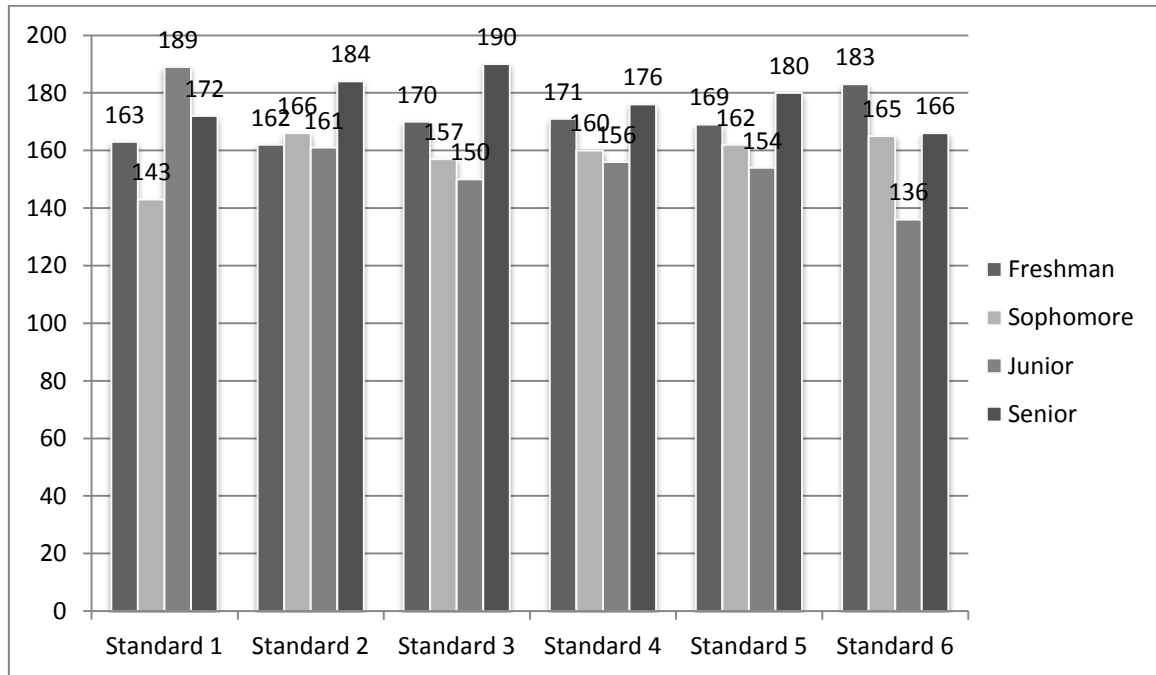*Figure 9.* Statistically significant differences of participants' self-perceptions according to grade

According to Figure 9, the Kruskall-Wallis test results showed that freshmen have the highest self-perceptions in standard 6- *Professional Development, Advocacy, and Ethics*; juniors have the highest self-perceptions in standard 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*; and seniors have the highest self-perceptions in standards 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*, and 5- *Assessment of Languages and Cultures – Impact on Student Learning*. Statistically significant difference was found for standard 1 (p = .029) and standard 6 (p = .009). Since statistical difference was found among groups, Mann-Whitney U tests were run for all two sets of grades in order to find the groups which the differences belong to. The results showed that statistical differences were between freshmen and juniors in standard 6 (p = .001); sophomore and juniors in standard 1 (p = .002); and between juniors and seniors in standard 3 (p = .019).

3. Do perceptions of participants who took preparatory class differ from those who did not take prep class?
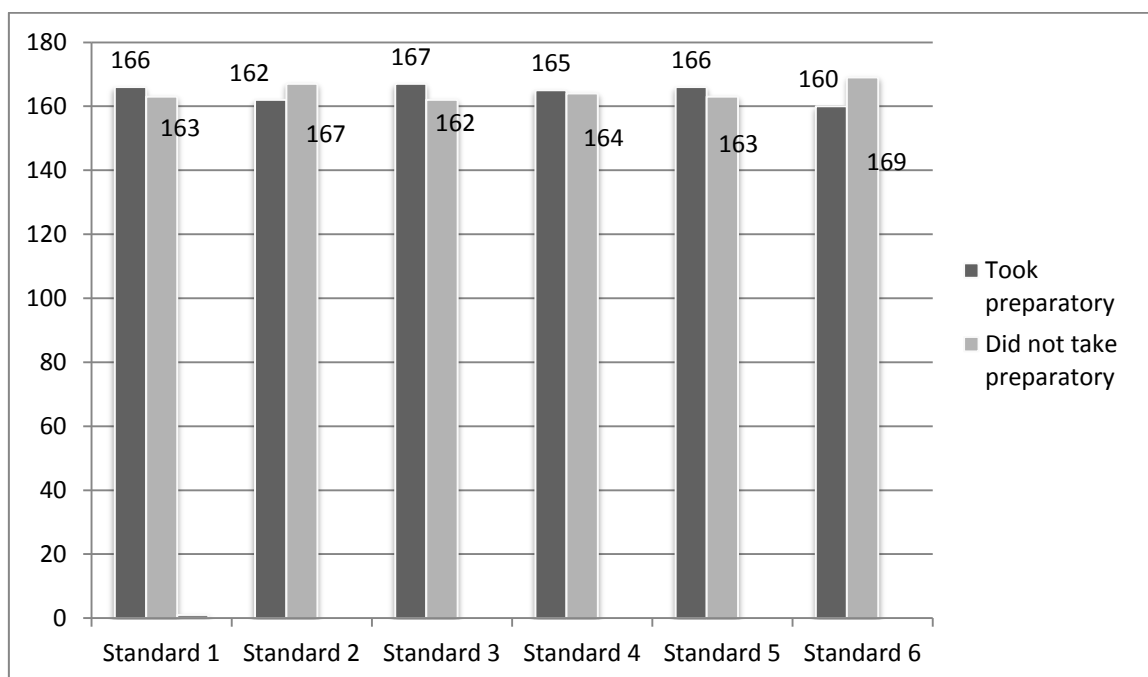
Figure 10. Differences between participants' self-perceptions according to their taking preparatory class or not

Based on Figure 10, the Mann-Whitney U test results showed that participants who took preparatory have slightly higher self-perceptions in standard 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*, and 5- *Assessment of Languages and Cultures – Impact on Student Learning*, while participants who did not take preparatory class have higher self-perceptions in standard 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and 6- *Professional Development, Advocacy, and Ethics*. However, there is no statistically significant difference between the two groups in terms of any standards.

4. Is there any correlation between participants' Assessment, Selection, and Placement Centre (ASPC) score for entering English Language Teaching (ELT) program and their self-perceived competence?

Table 11

Correlation Between Participants' ASPC Score and Their Self Perceptions of Standards (N= 281)

Item	r	P
Standard 1	.03	.66
Standard 2	.13	.03*
Standard 3	.11	.06
Standard 4	-.05	.40
Standard 5	.10	.08
Standard 6	.09	.12

In order to determine if there is any relationship between participants' ASPC scores and their self-perceptions of teacher competencies, Spearman's rho test was run and the results are displayed in Table 11. According to Table 11, there is statistically significant relationship between participants' ASPC scores and self-perceptions in terms of standard 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* (p = .03). Although the correlation between participants' ASPC scores and their self-perceptions is low, the statistically significant relation of standard 2 and their scores points out an important issue. In other words, knowledge, and awareness of culture, language systems, literatures and relationship between language and concepts from other disciplines and academic achievement are interlinked.

5. Is there any correlation between participants' educational background and their self-perceived competence?

Table 12

Correlation Between Participants' Education Background and Their Self Perceptions of Standards (N= 331)

Item	r	P
Standard 1	-.03	.65
Standard 2	.04	.49
Standard 3	.02	.69
Standard 4	-.05	.35
Standard 5	.07	.19
Standard 6	-.06	.30

According to Table 12, there is no statistically significant relationship between participants' education background and their self- perceived competencies. These findings reveal that the schools which participants graduated from have not got important relationship with their self-perceptions of teacher competencies.

6. Are there any differences between participants who have been to an English speaking country and those who have not been to?
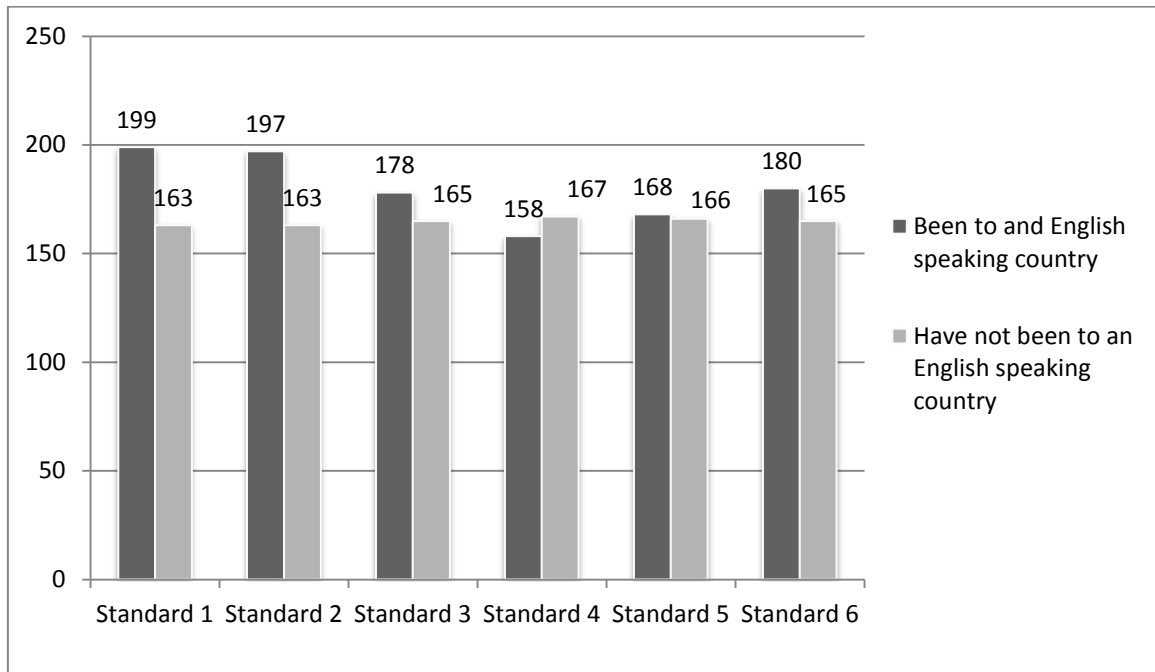
Figure 11. Differences of participants' self-perceptions according to their being to an English speaking country or not

According to Figure 11, participants who have been to an English speaking country before have higher self-perceptions in terms of all standards except for standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*; however there is no statistically significant difference between the two groups.

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Conclusion and discussion

The aim of this study is to determine prospective teachers' self-perceptions regarding ACTFL standards for foreign language teacher competencies. The study reported in this thesis is carried out with three state university ELT department students from all four classes. Participants' responses are analysed in terms of gender, grade, preparatory class experience, ASPC score, education background- namely high school they graduated from, presence or absence of English speaking country experiences.

Initially, the participants' self-perceptions were investigated in terms of the sub-items of six main standards which the survey is developed accordingly. In the questionnaire, the first four items are relevant to the content standard 1. The results given in Table 4, showed that participants had the highest self-perceptions in terms of item 3- *present oral information to audiences of listeners, using language according to the target language being taught* ($\overline{X}$= 4.00) while the lowest is calculated for item 1- *speak in the interpersonal mode of communication proficiently* ($\overline{X}$= 3.83). This indicates that pre-service EFL teachers perceive themselves able to present oral information to their students effectively.

Although it is rated the lowest, they report being able to communicate in the interpersonal mode of communication to be true of them. To sum up, the teacher candidates perceive themselves competent in terms of standard 1- Language proficiency: Interpersonal, Interpretive, and Presentational. The results are similar to some studies in literature (Babai and Sadeghi, 2009, Moradi and Sabeti, 2014, and Ghasemi and Hashemi, 2011). However, the results showed difference from the study conducted by Bilican (2016) who found prospective teachers' language proficiency not high enough.

Based on these results, it is evident that participants are able to carry out interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" in accordance with the language taught. They have the ability to comprehend oral, printed, and visual texts both literally and figuratively or symbolically. In addition, they are able to present information to their learners using their language at the level suggested above. It is

made clear from the results of the study reported in this thesis that English teacher training programs have contribution in trainee teachers' language proficiency levels similar to the study by Coburn (2016).

Considering the second content standard 2- Cultures, Linguistics, Literatures, and Concepts from other Disciplines, participants have high self-perceptions. As for the sub items, the highest ranked item is item 7- *compare language systems of students' mother tongue and target language* ($\overline{X}$= 3.93)*,* while the lowest value is for item 6- *demonstrate understanding of linguistics and the changing nature of language*($\overline{X}$= 3.45).

Based on these results, it is inferred that participants are able to compare their students' language and target language; and they are aware of linguistics systems of languages. Even though it is reported being the least competent area, understanding the linguistics and the changing nature of language is true of them. These results indicate that trainee teachers recognize and understand the reflections of cultural perspectives, products, and practices; have linguistic knowledge and understand the changing nature of language, and are able to compare language systems. Moreover, they understand texts on various topics, and in various forms. In previous literature, culture, and literatures are not taken into account much; however, linguistics is prioritized both by learners and teachers (Brosh, 1996; Krupchenko et al., 2015).

Another content standard investigated is standard 3- Language Acquisition Theories and Knowledge of Students and Their Needs. The results given in Table 6 showed that all sub-items of standard 3 are true for the participants except for item 15- *provide opportunities for collaborative work in class* ($\overline{X}$= 4.28) and item 16- *use questioning strategies and tasks in class* ($\overline{X}$= 4.24), which were ranked "very true of me" by participants. The participants' self-perceptions are found to be the highest regarding item 15, while it is found to be the lowest regarding item 9-*create linguistically rich learning environments for learners (i.e. providing input, promoting meaningful classroom interaction)* ($\overline{X}$= 3.86), and item 13- *understand relationship of compulsory foreign language curriculum and learning outcomes* ($\overline{X}$= 3.86)*.*

Despite the fact that items 9 and 13 are ranked the lowest by participants, the participants have high self-perceptions regarding all items. According to these results, it is inferred that pre-service EFL teachers have the ability to understand how language acquisition occurs and evolves throughout the students' developmental period. They create culturally, and

linguistically rich learning environments, by providing students with meaningful target language input, and facilitate students' learning throughout the learning process. In addition, the pre-service teachers know their students' physical, cognitive, emotional, and social development; and they use this knowledge to create a supportive learning environment for students, and facilitate their learning (Feuerstein, 1991). They adopt their teaching to address students from various abilities, backgrounds, and proficiency levels. This knowledge of students and adopting instruction accordingly has similarities in literature as well (EC, 2013b; Rychen & Salganik, 2003; Dinçer et al., 2013; Tercan, 2015).

The 4th content standard is *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*. The participants reported that the sub-items of this content standard are true of them (see Table 7). Item 29- *use of the W-RSLL to select and integrate authentic texts, create instructional materials for use in communication, and use technology* ($\overline{X}$= 3.65) is found to be the highest ranked item while item 27- *integration of W-RSLL into instructional planning* ($\overline{X}$= 3.41) is ranked the lowest.

Based on the findings, the participants have a high degree of competency in recognizing 21st century language learning standards, and integrating them into classroom practice. They are capable of fulfilling the requirements to ensure their learners meet these language learning standards using their existing materials to meet them. They would change the design and plan of instruction, and materials based on these standards and they are able and willing to utilize and modify what they have to meet them. In literature, the interlinked nature of practice and knowledge is emphasised most, and teachers' willingness for professional development in this area is pointed out to be important (Atmaca, 2017; Çelik, 2017; Kanat, 2014; Krupchenko, 2015).

Another content standard investigated is standard 5- *Assessment of Languages and Cultures – Impact on Student Learning*. According to the results given in Table 8, participants have high self-perceptions in this area of competence. The item which participants have the highest self-perception of is item 17- *reflect on and analyse the results of student assessments* ($\overline{X}$= 4.00), while the item displaying the lowest level of self-perception is item 19- *interpret and report the results of student performances to all stakeholders in the community, emphasising student responsibility for their own learning* ($\overline{X}$= 3.64).

The results above indicate that participants are able to design and use on-going assessment using various assessment models suitable for their learners. They adjust instruction in accordance with the results of assessment in order to improve and strengthen their students' learning. In addition, they share the results with all stakeholders and the related community emphasising learner autonomy. The results for this item have no similarity in literature, on the contrary, in the study by Tawalbeh and Ismail (2014) instructors had little or no satisfactory performance in assessment.

The last content standard that the researcher aimed to investigate is standard 6- *Professional Development, Advocacy, and Ethics,* of which the results are given in Table 9. The participants' responses indicated a high level of self-perception, because all the sub-items were found to be true of them. Among these items the one with the highest mean value is item 24- *recognize importance of collaboration and building alliances in language teaching* ($\overline{X}$= 4.00), while the ones with the lowest value are item 22- *articulate the role and value of languages and cultures in preparing all students to interact in the global community by collaborating with stakeholders* ($\overline{X}$= 3.75) and 26- *successfully interact in professional settings* ($\overline{X}$= 3.75).

The participants' overall self-perceptions of six content standards are given in Table 10, concluding that they perceive themselves competent as all standards are ranked "True of Me". The highest ranked content standard is standard 3- *Language Acquisition Theories and Knowledge of Students and Their Needs,* and the lowest ranked standard is 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*. This indicates that participants do not perceive themselves fully competent in terms of integrating standards into their daily classroom practice. This is possibly a result of their lack of knowledge of theory related to these standards. On the other hand, they have a comprehensive knowledge of language acquisition theories and their students' needs.

Based on these findings, it is inferred that prospective teachers seek opportunities for their professional development in order to strengthen their own cultural, linguistic and pedagogical competence. They value and emphasise the importance of languages and culture for interaction with people in 21st century globalised world benefiting from collaboration and advocacy. Additionally, they are aware of their responsibilities as professional language teachers, and are willing to get involved in ethical interactions with

all students, colleagues and other relevant stakeholders. The results are in-line with literature (Esen, 2012; Liu and Meng, 2009; Yüksel and Sağlam, 2018).

In addition to participants general self-perceptions regarding the sub-items of the six main content standards, participants' responses are analysed in terms of gender, grade, their preparatory experiences, their education background, and their presence at English speaking countries.

The participants' self-perceptions of the six main standards and the differences between female and male trainee teachers are investigated. The results given in figure 8 showed that both groups of participants have high self-perceptions in terms of all six standards, yet compared to male participants females are found to be more self-competent which is in line with literature (Cheung, 2006). Statistically significant differences were found between the two groups regarding standard 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* (p = .039), standard 3- *Language Acquisition Theories and Knowledge of Students and Their Needs* (p = .001), standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources* (p = .001), standard 5- *Assessment of Languages and Cultures – Impact on Student Learning* (p = .002), and similar to Kararmaz and Arslan (2014) in standard 6- *Professional Development, Advocacy, and Ethics* (p = .032).

The results conclude that female pre-service teachers possess a good understanding of cultures, linguistics and relationship between language and other disciplines. They are aware of the developmental periods of their students, know their needs and adjust instruction in accordance with this knowledge and awareness. Additionally, they are familiar with international standards and are able to integrate this knowledge into their classroom practice; implement on-going assessment of language and cultures to achieve learning outcomes. Moreover, they are open to professional development, able to reflect and advocate their opinions to students, parents, headmasters and other relevant stakeholders following the ethical rules.

Another problem investigated in this study is whether there are differences among participants in terms of the grades they study at. In order to analyse data the Kruskall-Wallis test was run and the findings are given in figure 9. Based on the findings freshmen have the highest self-perceptions in standard 6- *Professional Development, Advocacy, and Ethics*; juniors have the highest self-perceptions in standard 1- *Language proficiency:*

Interpersonal, Interpretive, and Presentational; and seniors have the highest self-perceptions in standards 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*, standard 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*, and standard 5- *Assessment of Languages and Cultures – Impact on Student Learning*. Statistically significant difference is found for standard 1 (p = .029), and standard 6 (p = .009).

Because of the fact that statistically significant differences were found among groups, Mann-Whitney U tests were run for all two sets of grades in order to determine the groups which the differences belong to. Through this analysis it is found that there are statistically significant differences between freshmen and juniors in standard 6 (p = .001), showing that freshmen have higher self-perceptions; between sophomore and juniors in standard 1 (p = .002), confirming that juniors are the group with higher level of self-perceptions; and between juniors and seniors in standard 3 (p = .019), attesting that seniors ranked higher.

According to these results, among all groups, first year students are open to professional development, are able to convey their opinions to relevant people and communities on an ethical basis. The reason of freshmen students' having this high self-perception is hypothesised to be because of their lack of or limited amount of self-awareness regarding standard 6- Professional Development, Advocacy, and Ethics. Throughout their education in the ELT programs, their awareness is improved, and they reflect on their competencies more realistically. Thus, juniors have lower level of self-perception than freshmen in terms of standard 6.

Junior students are found to be proficient to carry out interpersonal communication, can interpret written and oral information and present information efficiently.

Senior students are found to perceive themselves competent in all remaining areas. They have the knowledge of multiple content areas that are related to foreign language studies, they recognise the interlinked nature of perspectives, products and practices of other languages, along with a vast knowledge of linguistic elements of the target language. They are aware of the theoretical aspects of child and adolescent development, and are able to adjust their in class instruction and lesson planning accordingly. Senior students also are able to gather knowledge of what their students need to know in order to meet the educational outcomes, and are able use that knowledge as a guideline to carry out foreign

language teaching. In order to assess and evaluate their students' achievement in foreign language learning, seniors are capable of carrying out on-going assessment, and provide feedback to their students.

There is a high possibility that freshmen students' self-perceptions are a result of their sense of achievement since they have successfully passed university entrance exams and have been accepted to the ELT program they study at. Achievement and success in challenging tasks supports the development of the sense of self-efficacy (Bandura, 1994).

Based on the results it can be inferred that the self- perceptions of participants are gradually built up, and differentiate throughout time in terms of competence areas, which shows similarity with the results of the studies by Külekçi (2011), and Yüksel and Sağlam (2018). Junior students' having the highest level of self-perceptions of four out of six content standards is a clear evidence of that gradual development. Another significant finding is that sophomore students have the lowest level of self-perceptions regarding all six content areas as in Yüksel and Sağlam (2018). The possible reason behind their low self-perceptions is that sophomore year is the time students start to deal with pedagogical subjects, and theory related to language teaching. This leads to a relatively heavier burden on ELT students' shoulder and they struggle to get used to and overcome this challenge. Once they overcome this challenge, they continue to develop proficiency as the results of the study reported in thesis confirms.

The study reported in this thesis also aimed to find out the differences between participants who have taken preparatory class and who have not taken it. 162 of the participants have taken preparatory class prior to their education in the ELT program they are studying at, and 166 of them have not taken preparatory class. In order to determine the differences between the two groups, the Mann-Whitney U test was run. Based on the results given in figure 10, participants who have taken preparatory class have slightly higher self-perceptions in regards with content standards 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*, and 5- *Assessment of Languages and Cultures – Impact on Student Learning*, whereas participants who have not taken preparatory class have higher self- perceptions regarding standard 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*, and 6- *Professional Development, Advocacy, and Ethics*.

Even though there is slight difference between the two groups, statistically significant difference is not found between the two groups in terms of any content standards. Based on the findings of this study, compared to participants who have not taken the preparatory class, participants who have taken preparatory class are more competent in terms of language proficiency, effectively carrying out interpersonal and interpretive communication and present oral and written information in an efficacious way. This is an expected result as pre-service teachers take English language skills courses at preparatory class. Moreover, the results displayed that participants who have taken preparatory have higher self-perceptions in terms of knowing language acquisition theories and their students' needs, awareness of language learning standards and adopting their lessons and materials accordingly, and assessment of languages and cultures.

There is not much evidence to explain later findings in literature since this concept is not studied much. The participants who have not taken preparatory reported to be more competent in terms of knowing language systems, culture, literature, and other related disciplines; and in terms of professional development and advocacy of their ideas to the community which is related to education. On the other hand, since there are no statistically significant differences between the two groups and both groups have high level of self-competencies, it can be claimed that taking preparatory or not taking it has not got much effect on teachers' self-perceived competencies.

Another problem investigated in this study is the correlation between participants' ASPC test scores for entering the ELT program they study ant and their self-perceptions of the six content standards. Since the data are not normally distributed, a Spearman's rho test is run. According to the findings which are given in table 11, there is a weak positive correlation between participants' ASPC scores and their self-perceptions of standards 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*, 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, 5- *Assessment of Languages and Cultures – Impact on Student Learning*, and 6- *Professional Development, Advocacy, and Ethics*, while there is a weak negative correlation regarding standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*.

Although there is no strong correlation found, correlation between participants' ASPC scores and their self-perceptions of standard 2 was found to be statistically significant (p = .03). The results revealed weak correlation between participants ASPC scores and their

self-perceptions; however there is statistically significant correlation regarding knowledge of cultures, linguistics, literature and other disciplines that are relevant to foreign language teaching.

Based on these findings, it is inferred that the participants' ASPC scores and their competences have a weak relationship, in other words the two variables have no strong relationship to take into account. However, there is statistically significant correlation between ASPC scores and participants' self-perceptions in terms of their knowledge of cultures, linguistics, literature and integration of other disciplines, even though the relationship is weak. According to Bandura success and self-efficacy are interlinked and have influence on each other. Thus, the researcher of the study reported in this thesis expected positive strong correlation. However, the results concluded positive yet weak.

As for the correlation between participants' education background and their self-perceptions of standards, there is neither strong relationship between variables nor statistically significant correlation. Although weak, there is positive correlation regarding standards 2- *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, and 5- *Assessment of Languages and Cultures – Impact on Student Learning*; and negative correlation in terms of standards 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*, 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*, and 6- *Professional Development, Advocacy, and Ethics*.

The results revealed that there is no strong correlation between participants' education background and their self-perceptions of teacher competencies. This weak and statistically insignificant correlation indicates that participants' educational background and their self-perceptions are independent from each other.

The last problem investigated is the differences between participants who have been to an English speaking country, and those who have not via a Mann-Whitney U test. Based on the results given in figure 11, there is no statistically significant difference between the two groups. However, participants who have been to an English speaking country before have higher self-perceptions regarding content standards 1- *Language proficiency: Interpersonal, Interpretive, and Presentational*, 2- *Linguistics, Literatures, and Concepts from Other Disciplines*, 3- *Language Acquisition Theories and Knowledge of Students and Their Needs*, 5- *Assessment of Languages and Cultures – Impact on Student Learning*, and 6-

Professional Development, Advocacy, and Ethics, while those who have not been to an English speaking country before have higher self-perceptions regarding content standard 4- *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*.

According to the results, it is inferred that being to an English speaking country leads to higher awareness and self-competence in terms of interpersonal, interpretive and presentational language proficiency; understanding of linguistics, literature, and concepts from other disciplines; knowledge about stages of child and adolescent development and their needs in order to adopt lessons accordingly; adopting process-based assessment of languages and cultures; and being open to professional development, advocacy of opinions to all stakeholders, and ethics.

It is possible to claim that the participants who have been to English speaking countries have a better understanding of culture, language, the process of learning and as a result the importance of on-going assessment, the importance of professional development and communication with education related people and communities in an ethical way. However, this does not mean that participants who have not been to and English speaking country do not possess this understanding. Both groups have high self-perceptions of teacher competencies, yet the ones who experienced being to an English speaking country have higher level of self-perceptions in aforementioned areas in comparison with the other group. The participants who have not been to an English speaking country before have the theoretical knowledge of international standards and recognise the importance of integration of these standards into classroom teaching in order to prepare their students for the challenges of the globalised world.

5.2. Suggestions

5.2.1. Suggestions based on results of the study

In the light of the aforementioned results of the study reported in this thesis, the participants reported that they have high self-perceptions regarding all six content standards. This indicates that the English Language Teaching education programs they study at prepare them to teaching effectively. Although they reported being highly competent, compared to the other content standards they reported being weaker in terms of *Assessment of Languages and Cultures – Impact on Student Learning*.

Considering these results participants should be provided with a deeper education in terms of assessment both theoretically and practically. They should be encouraged to prepare and plan assessment tools more often, and should be provided with constructive feedback for their works in this area. Moreover, teacher candidates should be given more chances to implement on-going assessment during their practicum as a preparation for teaching in real settings. With the help of their education they will be even more competent in assessment and will be able to adopt it into their teaching process. Thus, their students will reach the desired 21st century language education outcomes faster and more effectively.

The female participants perceive themselves more competent than male participants do except for the standard related to language proficiency. Since the study reported in this thesis does not investigate the reasons of the participants' self-perceptions, there is no evidence explaining why the male participants have lower self-perception than female participants. However, the researcher assumes that this may be the result of general social belief that females are better learners than males regarding social sciences and related areas, which in this case is English language. Bearing in mind the number of male trainee teachers, these results have the possibility to create a problem for their efficacy in teaching, as Bandura (1994) states that having a strong sense of efficacy leads to success.

Regarding the grades that participants study at, there is a gradual increase in participants' self-perception. It is assumed that the education they are given at ELT programs leads to this outcome, which is pleasing. They feel prepared when they graduate from the university. However, since they have practicum for a limited time, it is not clear if participants will feel competent after they start teaching. In order to eliminate this problem or its possibility, in-service teachers can be provided with in-service teacher training programs to supports teachers be up to date, and continue their life-long learning so that they meet the changing 21st century students' needs.

The study reported in this thesis concluded that participants who have taken preparatory class have higher self-perceptions regarding four standards, whereas the ones who have not taken preparatory class have higher self-perceptions in two standards. In accordance with this result, it is assumed that taking preparatory class improves self-competency, which approves the significance of providing preparatory class. The two content standards which participants who have taken preparatory have lower level of self-perceptions are related to culture, linguistics, literature, professional development, advocacy and ethics. Participants should be provided with education to compensate their weakness in these areas. Relevant

57

education should be integrated into the ELT program curriculum and pre-service teachers should be given opportunities to practice in those areas. Thus, they will know and practice to improve in these areas. As for practice, they should be provided with constructive feedback which will accelerate their development.

In addition to taking preparatory class, being to an English speaking country has positive effects on the participants' self-perceptions. Going abroad has multiple challenges such as monetary issues, time and paperwork. Thus, most of the participants are either reluctant to deal with these challenges or do not have the ability due to the lack of one or more of the requirements. Trainee teachers have the ability to go abroad via Erasmus student exchange programs, yet the number of students benefiting from this opportunity is limited. One suggestion for this issue is to increase opportunities for pre-service teachers to go abroad. Moreover, pre-service teachers can be provided with scholarship to overcome monetary issues.

Participants' education background and ASPC scores has no significant correlation with their self-perceptions. Thus, these two aspects can be overseen and the participants' current conditions should be taken into account. Conducting on-going assessment of participants development, providing constructive feedback, guiding them throughout their education process, and giving in-service training as a continuum of their education will improve their efficacy, and therefore their students' efficacy. Reinforcing the participants' strength and compensating their weakness will eventually lead to the desired language education and help the nation to meet the 21st century educational requirements.

5.2.2. Suggestions for further studies

The study reported in this thesis has a cross-sectional, quantitative design focusing on pre-service teachers' self-perceptions of teacher competencies. Further research is needed to have a deeper insight in the issue. It would be a beneficial idea to include participants from ELT programs at private universities and candidate teachers who had not studied in an ELT program yet attended pedagogical formation certificate program in order to become English language teachers. Qualitative studies can be conducted to gain deeper insight of trainee teachers' self-efficacy beliefs, and / or the reasons of their strength and weakness regarding teacher competencies. Another possible further study can have a longitudinal design to explore the gradual development of the same participants throughout time.

Moreover, participants can be observed after they start teaching in real settings to see whether there are any changes in their self-perceptions. A comparison between pre-service and in service teachers' self-perceptions of teacher competencies would provide an insight of the amount of match between the education they get and the education they give. This will provide an advantage in closing the gap between theory and practice.

REFERENCES

American Council for Teaching Foreign Languages (ACTFL), (2013). ACTFL / CAEP Standards for the Preparation of Foreign Language Teachers. Retrieved from https://www.actfl.org/sites/default/files/CAEP/ACTFLCAEPStandards2013_v2015.pdf

Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context, Teacher Development. 11 (2), 203-219. Retrieved from https://doi.org/10.1080/13664530701414720 .

Atmaca, Ç. (2017). English teachers' perspectives about teacher competencies in terms of professional identity. *Abant İzzet Baysal Eğitim Fakültesi Dergisi, 17* (4), 1641-1669. doi: 10.5961/jhes.2017.213.

Atmaca, Ç. (2018). Are generic and English teacher competencies sufficient and realistic enough?. *European Journal of Foreign Language Teaching, 3* (2), 44-67. Doi: 10.5281/zenodo.1237602.

Aydoğdu, E. (2007). *EFL teachers' perceptions of foreign language teaching competences* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 240920).

Babai, Homa & Sadeghi, Karim. (2009). Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English. *English Language Teaching 2*(4). Doi: 10.5539/elt.v2n4p130.

Bandura, A. (1994). Self-efficacy, In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81), New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).

Büyüköztürk, Ş. (2013). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem A Yayıncılık.

Bilican, R. (2016). *Effectiveness and professional competencies of English language teachers in first five years in Turkey* (PhD Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 447583).

Brown, D. **(**2002). *English language teaching in the "post-method" era: toward better diagnosis, treatment and assessment.* In Jack C. Richards & Willy A. Renadya (Eds.)*, Methodology in language teaching (*pp. 9-18). Cambridge: Cambridge University Press.

Brosh, H. (1996). Perceived characteristics of the effective language teacher. *Foreign Language Annals, 29* (2), 125-136. Retrieved from

https://doi.org/10.1111/j.1944-9720.1996.tb02322.x .

Can, A. (2013). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi*. Ankara: Pegem A Yayıncılık.

Caprara, G. V., Barbaranelli, C., Steca, P. & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: a study at the school level. *Journal of School Psychology*, *44*, 473-490. Retrieved from https://doi.org/10.1016/j.jsp.2006.09.001.

Cheung, H. Y. (2006). The measurement of teacher efficacy: Hong Kong primary in-service teachers. *Journal of Education for Teaching*, *32* (4), 435-451.

Coburn, J. (2016), *The professional development of English language teachers; investigating the design and impact of a national ın-service EFL teacher education course* (Unpublished PhD Thesis). Faculty of Education and Natural Sciences, Hamar.

Colman, A. M. (2008). *A psychological dictionary, 3rd ed.,* Oxford: Oxford University Press.

Council of Europe, (2007). *European Portfolio for Student Teachers of Languages: A Reflection Tool for Language Teacher Education,* February (2007), European Centre for Modern Languages.

Çakır, Ö. & Alıcı, D. (2009). Seeing self as others see you: variability in self-efficacy ratings in student teaching. *Teachers and Teaching: Theory and Practice*, *15* (5), 541-561. Doi: 10.1080/13540600903139555.

Çelik, H. (2017). *Senior pre-service English language teachers' perceptions of preparedness to teach: sources and changes* (PhD Thesis). Retrieved from Council of Higher Education (CHE) Thesis   Center database (Thesis No: 454365).

Dinçer, A., Göksu, A., Takkaç, A. & Yazıcı, M. (2013). Common characteristics of an effective English language teacher. *The International Journal of Eduational Researchers 4* (3), 1-8.

Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies.* Oxford: Oxford University Press.

Esen, G. (2012). *English language teachers' general and professional sense of self-efficacy: Mersin profile* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 319627).

European Commission Directorate-General for Education and Culture, (2011). *Literature Review Teachers Core Competencies: Requirements and Development*, Brussels, April 2011.

Common Principles for Teacher Competencies and Qualifications (t.y.). Retrieved from https://ec.europa.eu/education/policies/school/teaching-professions_en

Feuerstein, R., Klein, P., & Tannenbaum, A. (Eds.), (1991). *Mediated learning experience: Theoretical, psychosocial, and learning implications*. Tel Aviv and London: Freund.

Ghasemi, B. & Hashemi, M. (2011) The study of the characteristics of successful English language teachers from the view point of the English language students of Islamic Azad University, Hamedan Branch. *Procedia - Social and Behavioral Sciences 28,* 411 − 415. Doi: 10.1016/j.sbspro.2011.11.078.

Jöreskog, K. G., & Sörbom, D. (1993). *LISREL 8: Structural equation modeling with the SIMPLIS command language.* Chicago, IL, US: Scientific Software International; Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.

Kanat, A. (2014). *An investigation of pre-service English language teachers' perceptions about their pedagogical content knowledge through their teaching practices* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 375683).

Kani, Z. G. (2011). *A case study on the English language teacher trainees' perceptions about teacher competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP)* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 310732).

Karahan, F., Yılmaz, Y., Aksoyalp, Y., İlya, A. & Kocaman, O. (2012). Sakarya ili bağlamında İngilizce eğitimini izleme. *Sakarya Üniversitesi bilimsel araştırma projesi sonuç raporu*, 126-207.

Kararmaz, S. & Arslan, A. (2014). Determining the perceptions of primary school English teachers on subject area competencies. *Uşak Ünivesitesi Sosyal Bilimler Dergisi 7* (4), 203-232.

Kızılarslan, İ. (2011). ELT student teachers' competence for teaching language skills: a qualitatie exploration. *Internatıonal Journal of Socıal Scıences and Humanıty Studıes, 3* (1), 161-169 (Online).

Kocabaş, A. & Erbil, D. G. (2017). A scale development for teacher competencies on comparative learning method. *Universal Journal of Educational Research, 5* (3), 316-324, doi: 10.13189/ujer.2017.050303.

Koster, B. & Dengerink, J.J. (2008). Professional standards for teacher educators: How to deal with complexity ownership and function experience from the Netherlands. *European Journal of Teacher Education*, *31* (2), 135-149. Doi: 10.1080/02619760802000115.

Krupchenko, A., Inozemtzeva, K. & Prilipko, E. (2015). Professional development of a foreign-language tertiary teacher: a competence-based approach. *Mediterranean Journal of Social Sciences, 6* (6), 257-261. Doi: 10.5901/mjss.2015.v6n6s5p257

Kumaravadivelu, Bala & Erlbaum, Lawrence. (2006). Understanding language teaching: from method to postmethod. Understanding language teaching: from method to postmethod. Doi: 10.4324/9781410615725.

Külekçi, G. (2011). A study on pre-service English teachers' self-efficacy beliefs depending on some variables. *International Online Journal of Educational Sciences, 3* (1), 245-260.

Liu, S. & Meng, L. (2009). Perceptions of teachers, students and parents of the characteristics of good teachers: a cross-cultural comparison of China and the United States. *Educ Asse Eval Acc, 21*, 313–328. Doi: 10.1007/s11092-009-9077-z.

Malikow, M. (2006). Effective teacher study. *National Forum of Teacher Education Journal, 16* (3), 1-9. Doi: 10.7718/iamure.ije.v3i1.192.

Moradi, K. & Sabeti, G. (2014). A comparison of EFL teachers and EFL students' understandings of 'highly effective teaching'. *Procedia - Social and Behavioral Sciences 98*, 1204 – 1213. Doi: 10.1016/j.sbspro.2014.03.535.

Önem, D. (2009). *Turkish university EFL students' and instructors' views on the concept of the good (English) foreign language teacher* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 240576).

Özkan, M. B., (2014). *Perceptions of Language Teachers about Their Teaching Competences* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 358368).

P'Rayan, A. (2008). Characteristics of highly effective teachers of English. Retrieved from http://www.teachingenglish.org.uk/blogs/editorrachael/characteristics-highly-effective-teachers-english

Rychen, D. S. & Salganik, L. H. (2003). *Key competencies for a successful life and a well-functioning society*. Gottingen, Germany: Hogrefe & Huber.

Sarıçoban G. & Sarıçoban A. (2012). Atatürk and the history of foreign language education in Turkey. *The Journal of Language and Linguistic Studies*, *8* (1), 24-49.

Tawalbeh, T. I. & Ismail, N. M., (2014) Investigation of teaching competencies to enhance students' EFL learning at Taif University. *International Education Studies, 7* (11), 84-96. DOI:10.5539/ies.v7n11p84.

Tercan, G. (2015). *Prospective English language teachers' metaphorical perceptions of a language teacher teaching English to young learners* (MA thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 395898).

Tournaki, N. & Podell, D. M. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher Education*, *21*, 299-314.

Uçar, H. (2012). *Pre-service English language teachers' self-efficacy beliefs, goal orientations and participation in online learning environment: A study of a distance English language teacher education program* (MA Thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 317623).

Ur, Penny. (2013). Language-teaching method revisited. *ELT Journal*, *67* (4), 468-474. Retrieved from https://doi.org/10.1093/elt/cct041 .

Wagenaar, R. & Gonzälez, J. (2005). *Tuning educational structures in Europe II. universities' contribution to the Bologna process*. Bilbao, Spain: Publicaciones de la Universidad de Deusto.

Waters, A. (2012). Trends and issues in ELT methods and methodology. *ELT Journal*, *66* (4), 440-449. Retrieved from https://doi.org/10.1093/elt/ccs038 .

Yüksel, H. G. (2014). Teachers of the future: perceived teaching competences and visions of pre-service English language teachers. *International Journal of Human Sciences, 11* (2), 27-39.

Yüksel, İ. & Sağlam, S. (2018), Are pre-service teachers competent enough? A Cross-sectional analysis of ELT pre-service teachers' perceived teacher competences. *European Journal of Education Studies, 4* (11), 205-228.

Yümsek, M. (2014). *Professional development of pre-service English language teachers in line with the European portfolio for student teachers of languages (EPOSTL)* (MA thesis). Retrieved from Council of Higher Education (CHE) Thesis Center database (Thesis No: 372192).

APPENDIX I

EFL TRAINEE TEACHERS' SELF-PERCEIVED COMPETENCIES

Dear student: We are doing a research study on your self-perceptions as foreign language teachers. **The result of the questionnaire is only for research**. THANK YOU for your cooperation!

Background

Gender: Male ( )   Female ( )

Class: 1st grader ( )   2nd grader ( )   3rd grader ( )   4th grader ( )

Took Preparatory Year: Yes ( )   No ( )

Your OSYM point for entering this program: _____

Which of the following schools are you graduated from?

   a) General high school

   b) Anatolian high school

   c) Anatolian teacher training high school

   d) Vocational high school

   e) Other (Please specify)_____

Have you been to an English speaking country before?

Yes ( ) How long have you been there? _____

No ( )

Imagine you are a foreign language teacher now. Now, please read the following items and mark each one according to whether they reflect you as a foreign language teacher.

ITEMS	As a foreign language teacher, I can…	Very untrue of me	Untrue of me	No strong opinion	True of me	Very true of me
1	speak in the interpersonal mode of communication proficiently					

66

2	interpret literal, figurative or symbolic meaning of oral, printed and video texts					
3	present oral information to audiences of listeners, using language according to the target language being taught					
4	present written information to audiences of readers, using target language according to the target language being taught					
5	compare cultures through perspectives, products, and practices of those cultures					
6	demonstrate understanding of linguistics and the changing nature of language					
7	compare language systems of students' mother tongue and target language					
8	demonstrate understanding of texts on literary themes and cultural themes					
9	create linguistically rich learning environments for learners (i.e. providing input, promoting meaningful classroom interaction)					
10	create culturally rich learning environments for learners (i.e. providing various samples from international and target culture , promoting meaningful classroom interaction)					
11	demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student					
12	adopt instruction to address students' needs					

13	understand relationship of compulsory foreign language curriculum and learning outcomes					
14	reward students for engaging in critical thinking and problem solving					
15	provide opportunities for collaborative work in class					
16	use questioning strategies and tasks in class					
17	reflect on and analyse the results of student assessments					
18	adjust and strengthen instruction based on the reflection and analysis of students' assessment results					
19	interpret and report the results of student performances to all stakeholders in the community, emphasising student responsibility for their own learning					
20	engage in on-going professional development opportunities that strengthen my own linguistic and cultural competence					
21	engage in on-going professional development opportunities that strengthen my own pedagogical competence and promote reflection on practice					
22	articulate the role and value of languages and cultures in preparing all students to interact in the global community by collaborating with stakeholders					

		Very untrue of me	Untrue of me	No strong opinion	True of me	Very true of me
23	use inquiry and reflection to access, analyse and use data to support language teaching					
24	recognize importance of collaboration and building alliances in language teaching					
25	accept invitations to professional learning communities (i.e. INGED, IATEFL, language department of school)					
26	successfully interact in professional settings					
	Now please rate your teaching in terms of your:	**Very untrue of me**	**Untrue of me**	**No strong opinion**	**True of me**	**Very true of me**
27	integration of W-RSLL into instructional planning					
28	integration the goal areas of the W-RSLL into classroom practice					
29	use of the W-RSLL to select and integrate authentic texts, create instructional materials for use in communication, and use technology					

Do you have anything to add? If yes, please write here.

I consent to these data being used for research and/ or publication:

_____(signature)

ÖZGEÇMİŞ VE ESERLER LİSTESİ

Adı ve Soyadı: Asiye DİNLER

E-postası: asiye.dinler@gmail.com

İletişim: 05388705308

ÖĞRENİM DURUMU

Doktora: -

Yüksek Lisans: Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi

Lisans: Kocaeli Üniversitesi, Eğitim Fakültesi, İngilizce Öğretmenliği

GÖREVLER:

Görev Unvanı	Görev Yeri	Yıl
İngilizce Öğretmeni	TOKİ Şehit Can Duyar MTAL (Kocaeli)	2015-2016 Eğitim-Öğretim Yılı
İngilizce Öğretmeni	Başiskele Selim Yürekten MTAL (Kocaeli)	2016-2019

ESERLER

A. Soruç, A. & Dinler, A. & Griffiths, C. (2018). Listening Comprehension Strategies of EMI Students in Turkey. Y. Kırkgöz, K. Dikilitaş (eds.), *Key Issues in English for Specific Purposes in Higher EducationT* (pp. 265-287). Switzerland, Springer International Publishing. https://doi.org/10.1007/978-3-319-70214-8_15