

TEACHER EFFECTIVENESS IN INITIAL YEARS OF SERVICE:
A CASE STUDY ON THE GRADUATES OF
METU FOREIGN LANGUAGE EDUCATION PROGRAM

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

DENİZ ŞALLI-ÇOPUR

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MARCH 2008

Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Wolf Konig
Head of Department

This is to certify that we have read this thesis and in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Hüsnü Enginarlar
Supervisor

Examining Committee Members

Prof. Dr. Hüsnü Enginarlar (METU, FLE) _____

Prof. Dr. Ali Yıldırım (METU, EDS) _____

Doç. Dr. Ayşegül Daloğlu (METU, FLE) _____

Doç. Dr. Joshua Bear (METU, FLE) _____

Y. Doç. Dr. Dilara Demirbulak (Çankaya University, ELL) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Deniz Şallı-Çopur

ABSTRACT

TEACHER EFFECTIVENESS IN INITIAL YEARS OF SERVICE: A CASE STUDY ON THE GRADUATES OF METU FOREIGN LANGUAGE EDUCATION PROGRAM

Şallı-Çopur, Deniz

Ph.D., Department of Foreign Language Education

Supervisor: Prof. Dr. Hüsnü Enginarlar

March 2008, 304 pages

Since English has risen as the dominant language in the world, the demand for English language teachers has grown rapidly especially in the last three decades. Hence, English language teacher education has become an important concern in the Turkish national education system, which has forced the governments to implement a series of reforms. One of these was the Foreign Language Education (FLE) curriculum designed by the Higher Education Council (HEC), forwarded to all FLE departments in Turkish universities to be carried out starting from 1998-99.

This curriculum was also used for pre-service English language teacher education in the Department of Foreign Language Education at Middle East Technical University (METU). However, a large scale evaluation study was not conducted on the effectiveness of the program or the competence of its graduates. This study primarily aimed at reaching the FLE graduates from 2002 to 2006 to investigate to what extent they perceive themselves competent as EFL teachers and to what extent they find the FLE program components successful in helping them gain these competencies. Besides, it also intended to reach the employers of FLE graduates to explore how competent these

graduates are viewed and how successful METU FLE program is considered in serving its graduates gain teacher competencies. For this aim quantitative and qualitative data were collected through two graduate questionnaires, and graduate and elite employer interviews.

The findings of the first graduate questionnaire revealed that the FLE graduates perceived themselves competent in most of HEC's competence areas, while the open-ended questionnaire items and interview data demonstrated a need for improvement for competencies of language knowledge, spoken use of English, classroom management, assessment and instruction. It was also seen in these two types of data that graduates' perception of their strengths and weaknesses in HEC's foreign language teacher competencies and their need for developing other competencies depend on the level they teach, the type of school they work at and the length of experience they have. Similarly, some of the employers, according to the institution where they have elite positions, indicated a high level of satisfaction with the FLE graduates' competence in language and subject knowledge, in-class and out-of class competencies, while some of them emphasized a need for improvement in competencies of language knowledge and use, and putting theory into practice. In addition, although the program was reported to have a strong and positive role on the development of professional competencies in the teacher candidates, it was also stated that the five components and some courses of the program need revisions in terms of their content, methodology of instruction and assessment. Moreover, the need for communication among the components of the program was also expressed, as the graduates mention unnecessary overlaps among some courses. In the light of these findings, some suggestions are made towards program improvement.

Key Words: Pre-service teacher education, English language teacher competencies, components of teacher education programs, case study, situation analysis, product evaluation

ÖZ

MESLEKTEKİ İLK YILLARDA ÖĞRETMEN ETKİNLİĞİ: ODTÜ YABANCI DİLLER EĞİTİMİ BÖLÜMÜ MEZUNLARI ÜZERİNE BİR DURUM ÇALIŞMASI

Şallı-Çopur, Deniz

Doktora, Yabancı Diller Eğitimi Bölümü

Tez Yöneticisi: Prof. Dr. Hüsnü Enginarlar

Mart 2008, 304 sayfa

İngilizce'nin ortak bir dünya dili haline gelmesiyle, Türkiye'de son 30 yılda İngilizce öğretmeni ihtiyacı hızla artmıştır. Bu nedenledir ki, İngilizce öğretmeni eğitimi Türk ulusal eğitim sisteminin önemli bir gündem maddesini oluşturmuş ve bu da hükümetlerin bir seri reform uygulamasını zorunlu kılmıştır. Bu reformlardan biri de Yüksek Öğretim Kurumu (YÖK) tarafından geliştirilerek Türkiye'deki tüm yabancı dil eğitimi bölümlerine 1998-99 akademik yılından itibaren uygulanmak üzere sunulan İngilizce Öğretmenliği programıdır.

Orta Doğu Teknik Üniversitesi, Yabancı Diller Eğitimi (YDE) Bölümü de hizmet öncesi öğretmen yetiştirilmesi için hazırlanan bu programın uygulandığı bölümlerden biridir. Ancak, programın verimliliğini ya da program içeriklerinin mezunlar üzerindeki etkisini değerlendiren geniş çaplı bir değerlendirme çalışması yapılmamıştır. Bu çalışmanın birincil amacı 2002-2006 yılları arasında mezun olan YDE mezunlarına ulaşarak kendilerini ne derece yetkin İngilizce öğretmeni olarak değerlendirdiklerini ve YDE programının İngilizce öğretmeni yeterliliklerinde başarılı olmaları için mezunlara ne derece yardımcı olduğunu araştırmaktır. Bir başka amaç da bu

mezunların işverenlerine ulaşarak mezunların yeterliliklerinin gelişmesinde YDE programının etkisinin nasıl değerlendirildiğini incelemektir. Bu nedenle, iki mezun anketi, mezun ve işveren mülakatları ile hem nesnel hem de nitel veriler toplanmıştır.

Birinci mezun anketi sonuçları ortaya koymuştur ki: YÖK tarafından belirlenen çoğu yeterlilik alanında YDE mezunları kendilerini yeterli olarak algılamakta, açık uçlu anket sorularına verilen cevaplar ve mülakat verileri dil bilgisi, İngilizce konuşma becerisi, sınıf yönetimi, öğretim ve ölçme-değerlendirme alanlarında gelişim ihtiyaçları vardır. Bununla beraber, güçlü ve zayıf oldukları yeterlilik alanları ile geliştirme ihtiyacı belirttikleri alanların çalıştıkları kuruma, ders verdikleri seviyeye ve deneyimlerine bağlı olarak değişiklik gösterdiği belirlenmiştir. Aynı şekilde, buldukları kuruma göre bazı seçilmiş işverenler, YDE mezunları için dil ve alan bilgisi, sınıf içi ve sınıf dışı yeterlilikleri açısından büyük bir memnuniyet ifade ederken, bazıları mezunların dil bilgisi ve kullanımı, ve teorik bilgiyi pratiğe dönüştürme konularında gelişmeye ihtiyaçları olduğunu belirtmişlerdir.

Ek olarak, her ne kadar ODTÜ YDE programının öğretmen adaylarının mesleki yeterliliklerin gelişimindeki güçlü ve olumlu etkisi belirtilse de programın beş bileşeninin ders içerikleri, öğretim metodu ve değerlendirme açılarından yeniden gözden geçirilme ihtiyacı olduğu saptanmıştır. Ayrıca, mezunlar tarafından dersler ve bileşenler arasındaki gerekenden fazla örtüşmeler nedeniyle, program bileşenleri ve dersleri arasında iletişim ve bütünleşme ihtiyacı belirtilmiştir. Bu bulgular ışığında, ODTÜ YDE programının geliştirilmesi amacıyla önerilerde bulunulmuştur.

Anahtar Kelimeler: Hizmet öncesi öğretmen eğitimi, yabancı dil öğretmen yeterlilikleri, öğretmen eğitimi program bileşenleri durum çalışması, ürün değerlendirmesi.

*To My Parents,
Adalet and H. Nurullah Şalli*

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my supervisor Prof. Dr. Hüsnu Enginarlar for his guidance, support and invaluable suggestions. I would also like to thank Prof. Dr. Ali Yıldırım for his detailed reading, Assoc. Prof. Dr. Ayşegül Daloğlu for her valuable moral support and Assist. Prof. Dr. Dilara Demirbulak for her suggestions. I would like to extend my gratitude to Assoc. Prof. Dr. Joshua Bear for his never-ending support, encouragement, valuable suggestions and also for sharing my love for teaching.

I would also like to thank Assoc. Prof. Dr. Gölge Seferoğlu and Assist. Prof. Dr. Alev Yemenici for their invaluable suggestions to the data collection tools. I would like to express my gratitude to Ali Fuad Selvi and Zeynep Ölçü for their support during the piloting process, to Babürhan Üzüm for his incredible effort in the data collection stage and to Elizabeth Enginarlar for her feedback on the translation of the interview data.

In addition, I would like to thank Dr. Deniz Kurtoğlu Eken for giving me the motivation to conduct research and share it; my office mates Özlem Türe, Hasan Bayraktar, Fırat Karadaş; and my inspiring friends Hale Kızılcık and Tanju Deveci for encouraging me.

I would also like to thank all FLE graduates and elite employers who participated in this study and shared their experiences, and my students at the Department of Foreign Language Education who gave me the inspiration to conduct such a research. Without their contributions, this thesis would not be completed.

Last, but not the least, I would like to express my deepest gratitude to my family and my husband Alper Çopur for their never-ending support, patience and encouragement.

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT	iv
ÖZ.....	vi
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
CHAPTER	
I. INTRODUCTION.....	1
1.1 Background to the Study	1
1.1.1 Pre-service English Language Teacher Education Programs in Turkey.....	2
1.1.2 Pre-service English Language Teacher Education at METU	5
1.1.3 Teacher Competencies: The Aim of Teacher Education.....	8
1.2 Aim of the Study and Research Questions.....	15
1.3 Need for the Study	17
1.4 Limitation of the Study	19
II. REVIEW OF LITERATURE.....	20
2.1 Approaches to Teacher Education	20
2.1.1 Foreign Language Teacher Education.....	23
2.1.2 Components of Foreign Language Teacher Education.....	26

2.2	Phases of Teacher’s Career	29
2.3	Approaches to Program Evaluation	33
2.4	Studies on Teachers and Teacher Education.....	38
2.4.1	Studies on Teachers.....	38
2.4.2	Studies on Teacher Education Programs.....	43
2.4.3	Studies on METU Foreign Language Education Program	48
III.	METHOD OF RESEARCH	50
3.1	Research Design.....	50
3.2	Participants of the Study	54
3.2.1	FLE Graduates.....	55
3.2.2	Elite Employers	57
3.3	Data Collection Instruments and Procedures	58
3.3.1	Questionnaires	58
3.3.1.1	First Graduate Questionnaire	60
3.3.1.2	Second Graduate Questionnaire.....	64
3.3.2	Interviews	69
3.4	Data Collection Procedures.....	72
3.5	Triangulation.....	73
IV.	RESULTS OF THE DATA ANALYSIS	75
4.1	Results of the Graduate Questionnaires	75
4.1.1	Results of the First Questionnaire	75
4.1.1.1	Results of the Likert Scale Items	75
4.1.1.2	Results of the Open-Ended Items.....	88
4.1.1.3	Results of the Rating Scale	97
4.1.2	Results of the Second Questionnaire.....	99
4.1.2.1	Results of the Likert Scale Items	99

4.1.2.2	Results of the Ranking Scale	106
4.1.3	Comparative Analysis of the Questionnaire Results	109
4.2	Results of the Interviews.....	110
4.2.1	Graduate Interviews	111
4.2.1.1	Competencies of an English Language Teacher.....	112
4.2.1.2	Strengths and Weaknesses of FLE Graduates	128
4.2.1.3	The Effects of the FLE Program in General	135
4.2.1.4	The Effect of the METU FLE Program Components.....	141
4.2.1.5	Graduates' Suggestions for the METU FLE Program	175
4.2.2	Elite Employer Interviews.....	181
4.2.2.1	Competencies of a Language Teacher.....	183
4.2.2.2	Strengths and Weaknesses of FLE Graduates	190
4.2.2.3	The Effects of the FLE Program and its Components	194
4.2.2.4	Elite Employers' Suggestions for the METU FLE Program	198
4.2.3	Comparative Analysis of the Interview Results	203
4.3	Comparative Analysis of the Questionnaire and Interview Results.....	205
V.	CONCLUSION	209
5.1	Discussion	209
5.1.1	METU FLE Graduates and Foreign Language Teacher Competencies.....	209

5.1.2	The Effect of the METU FLE Program Components	220
5.2	Significance of the Study	229
5.3	Implications of the Study	232
5.3.1	Implications for Pre-Service Teacher Education Programs	232
5.3.2	Implications for Further Research.....	238
REFERENCES		240

APPENDICES

A.	FIRST GRADUATE QUESTIONNAIRE.....	250
B.	SECOND GRADUATE QUESTIONNAIRE	255
C.	COVER LETTER FOR SNOWBALL SAMPLING.....	259
D.	POSTAL QUESTIONNAIRE COVER LETTER.....	260
E.	INTERVIEW QUESTIONS FOR FLE GRADUATES	261
F.	INTERVIEW QUESTIONS FOR ELITE EMPLOYERS....	265
G.	INDEPENDENT SAMPLE T-TEST RESULTS	268
H.	SAMPLE GRADUATE INTERVIEW	278
I.	SAMPLE ELITE EMPLOYER INTERVIEW	284
J.	TURKISH SUMMARY	290
K.	VITA	304

LIST OF TABLES

TABLE

1.1	HEC's 1998-99 Undergraduate Curriculum for the ELT Departments	4
1.2	2005-06 METU FLE Undergraduate Curriculum.....	6
1.3	2005-06 Eleven Compulsory Courses in the METU FLE Curriculum	8
3.1	FLE Graduates Represented in the Study	56
3.2	Groups of Courses in the FLE Curriculum	67
4.1	Competence in Language and Subject Area	78
4.2	Competence in Planning, Teaching and Classroom Management.....	80
4.3	Competence in Monitoring, Assessment and Professional Development	83
4.4	Mean Scores according to Different Groups of Participants.....	85
4.5	Responses Given to Open-Ended Item I.....	89
4.6	Responses Given to Open-Ended Item II.....	92
4.7	Responses Given to Open-Ended Item III	94
4.8	Responses Given to Open-Ended Item IV	96
4.9	Results of the Rating Scale	98
4.10	Mean Scores and Percentages for the Language Component.....	101
4.11	Mean Scores and Percentages for the Linguistics Component.....	102
4.12	Mean Scores and Percentages for the Literature Component.....	103

4.13	Mean Scores and Percentages for the ELT Methodology Component	104
4.14	Mean Scores and Percentages for the General Education Component.....	105
4.15	Profile of the Graduate Interviewees	112
4.16	Overview of the Points Identified in the Graduate Interviews.....	178
4.17	Profile of the Elite Employer Interviewees.....	182
4.18	Overview of the Points Mentioned in the Elite Employer Interviews	202
5.1	Participants' Perceptions of METU FLE Graduates' Competencies	210
5.2	The Effect of the METU FLE Program Components	221

LIST OF FIGURES

FIGURE

3.1	Design of the Study.....	54
3.2	Five Components of the METU FLE Undergraduate Program.....	66
4.1	Results of the Rating Scale	99
4.2	Results of the Ranking Scale	106
4.3	Line Graph I: ELT Methodology Component	107
4.4	Line Graph II: Language and General Education Components	108
4.5	Line Graph III: Linguistics and Literature Components	109

CHAPTER I

INTRODUCTION

This chapter consists of four sections. The first section provides a background to the study. The second presents the aim of the study with the research questions. The third section discusses the need for the study. Finally, the fourth section shortly introduces the limitations.

1.1. Background to the Study

As the Lingua Franca of the 20th century, English has become the dominant language in science, medicine, politics, business, telecommunication, education, arts and sports (Crystal, 1997). Due to its increasing use as an international language, people who speak English as a second or foreign language have become larger in number than those who speak it as their mother tongue. Accordingly, English Language Teaching (ELT) related activities have spread all around the world, and English has become one of the components of tertiary, secondary, primary and even pre-school education, which has given rise to the growing need of English language teachers, native or non-native, to teach the international language to new generations. Consequently, teacher education programs, either pre-service or in-service, have developed through language and education related research to provide language teachers with professional training and qualifications (Richards, 2008, p. 4).

Specifically speaking, during the 20th century Turkey has become one of the expanding circle countries where English is the first foreign language. In addition to being the first foreign language in the primary and secondary education, English language has become the medium of instruction in some of the higher education institutions. Similar to the language teacher need for

English in the world, (state or private) primary, secondary and/or tertiary education institutions in Turkey have demonstrated a demand for competent English language teachers. Being aware of the need for the quality of language teacher education in order for having quality in language teaching at schools, many reforms were implemented by the Turkish governments.

1.1.1. Pre-service English Language Teacher Education Programs in Turkey

One of the most significant reforms was the Higher Education Reform in 1982. This reform not only enabled the Higher Education Council (HEC) to control and coordinate all of the universities in Turkey but also enabled the Faculties of Education to carry out the pre-service teacher education in universities in order to establish standardization in certifying teachers of all subject areas from language to arts, from social to applied sciences.

However, HEC's (YÖK, 1998; 2004) reports clearly maintained that the demands for qualified teachers could not be fulfilled due to some shortcomings in the Faculties of Education after 1982. According to these reports, first of all, the departments in these faculties were structured around the academic background of their teaching staff and focused more on the theoretical aspects of the subject areas rather than training competent teachers in their fields. Hence, the courses offered in the departments of teacher education had been different from those offered in the Faculties of Letters, Arts and/or Science; while the pre-service teacher education should have concentrated not only on subject matter knowledge but also on pedagogic knowledge and its application. In particular of foreign language education departments, Bear (1992, p.29) states that the teaching staff of the foreign language education departments view themselves as "misplaced literary scholars or linguists rather than teacher educators", as the majority received their degrees from departments of English literature or linguistics. Thus, "[ironically] the education of prospective teachers has been placed in the hands of academics who did graduate study in

literature or linguistics precisely because they did not find language teaching to be an intellectually satisfying activity”.

Besides, the graduate studies conducted in Faculties of Education after 1982 had concentrated on the academic interests of the scholars and had ignored improving or increasing the quality of pre-service teacher education, although the main aim of these faculties was to educate the prospective teachers (YÖK, 2004). As a result of these drawbacks, the quality and quantity of teachers was not satisfactory to meet the demands of the country, and Ministry of Education (MOE) had to meet the teacher needs from other sources such as graduates of other faculties and/or alternative teacher certification programs. However, these solutions did not work effectively either and resulted in shortcomings. To illustrate, Yıldırım and Ok (2002) name studies on alternative route teachers, the results of which show that these teachers could not adapt to classroom teaching well due to insufficient subject area knowledge and preparation, and lack of interest in classroom teaching.

After the legislation on eight-year compulsory education was passed and went into effect, a greater teacher demand was recognized all over the country after 1997 (YÖK, 1998). Due to this, HEC and MOE decided to restructure the teacher education programs in Faculties of Education to equip prospective teachers with basic teacher competencies in order to meet the qualified teacher demand of the country (Yıldırım and Ok, 2002). Hence, the *Pre-service Teacher Education Project* was started by HEC with the financial support of the World Bank. This aid was used for the curriculum development of the pre-service teacher education programs in order to improve the quality of the program graduates who will be employed in the primary or secondary education (YÖK, 1999).

With this new project, the teacher competencies and standards were redefined and teacher qualification courses were redesigned to have a more practical, up-to-date and field-based pre-service teacher education curriculum. Therefore, the new foreign language teacher education program included 11 compulsory courses, which were offered in all of the language education

departments to certify graduates as language teachers. In Table 1.1 below, these courses are shown in italics in the restructured undergraduate curriculum (YÖK, 1998) for the departments of English Language Teaching.

Table 1.1 HEC's 1998-99 Undergraduate Curriculum for the ELT Departments

BİRİNCİ YIL	
<p>I. Yarıyıl DERSİN ADI İngilizce Dilbilgisi I (3-0)3 Konuşma Becerileri I (3-0)3 Okuma Becerileri I (3-0)3 Yazma Becerileri I (3-0)3 Türkçe I: Yazılı Anlatım (2-0)2 Atatürk İlkeleri ve İnkılap Tarihi I (2-0)2 <i>Öğretmenlik Mesleğine Giriş (3-0)3</i></p>	<p>II. Yarıyıl DERSİN ADI İngilizce Dilbilgisi II (3-0)3 Konuşma Becerileri II (3-0)3 Okuma Becerileri II (3-0)3 Yazma Becerileri II (3-0)3 Türkçe II: Sözlü Anlatım (2-0)2 Atatürk İlkeleri ve İnkılap Tarihi II (2-0)2 <i>Okul Deneyimi I (1-4) 3</i> Seçmeli I (2-0)2</p>
İKİNCİ YIL	
<p>III. Yarıyıl DERSİN ADI İleri Okuma Becerileri (3-0)3 İngiliz Edebiyatına Giriş I (3-0)3 Dil Edinimi (3-0)3 Bilgisayar (2-2) 3 Türkçe Ses ve Biçim Bilgisi (3-0)3 <i>Gelişim ve Öğrenme (3-0)3</i></p>	<p>IV. Yarıyıl DERSİN ADI İleri Yazma Becerileri (3-0)3 İngiliz Edebiyatına Giriş II (3-0)3 İngilizce Öğretiminde Yaklaşımlar (3-0)3 Dilbilime Giriş I (3-0)3 Türkçe Tümce Bilgisi & Anlambilim (3-0)3 <i>Öğretimde Planlama ve Değerlen. (3-2) 4</i></p>
ÜÇÜNCÜ YIL	
<p>V. Yarıyıl DERSİN ADI Dilbilime Giriş II (3-0)3 Kısa Öykü İncelemesi ve Öğretimi (3-0)3 İngilizce-Türkçe Çeviri (3-0)3 <i>Özel Öğretim Yöntemleri I (2-2)3</i> <i>Öğretim Tek. ve Materyal Geliştirme. (2-2)3</i> Seçmeli II (2-0)2 Seçmeli III (3-0)3</p>	<p>VI. Yarıyıl DERSİN ADI Araştırma Becerileri (3-0)3 Çocuklara Yabancı Dil Öğretimi (3-0)3 Roman İncelemesi ve Öğretimi (3-0)3 <i>Sınıf Yönetimi (2-2)3</i> <i>Özel Öğretim Yöntemleri II (2-2)3</i> Seçmeli IV(3-0)3</p>
DÖRDÜNCÜ YIL	
<p>VII. Yarıyıl DERSİN ADI İng. Sınav Hazırlama & Değerlendirme (3-0) 3 Drama (Oyun) İnceleme. ve Öğret. (3-0)3 Materyal Değerlen. ve Uyarlama (3-0)3 Konu Alanı Ders Kitabı İncelemesi (2-2)3 <i>Okul Deneyimi II (1-4) 3</i> Seçmeli V(3-0)3</p>	<p>VIII. Yarıyıl DERSİN ADI Türkçe-İngilizce Çeviri (3-0)3 Şiir İncelemesi ve Öğretimi (3-0)3 <i>Rehberlik (3-0)3</i> <i>Öğretmenlik Uygulaması (2-6) 5</i></p>

The new pre-service teacher education program went into effect in 1998-99 academic year and gave its first graduates in 2001-02 spring term. Although this curriculum was for the English language teacher education departments, the course names and descriptions were stated in Turkish in the HEC curriculum. The universities, where the medium of instruction is English, translated the courses of the curriculum themselves into English. Thus, some discrepancies may appear in terms of the course names among the curricula of the ELT departments in each university, while the course contents are the same.

1.1.2. Pre-service English Language Teacher Education at METU

Department of Foreign Language Education (FLE) at Middle East Technical University (METU) is one of the English Language Teaching departments where this new pre-service teacher education program started to be used in 1998-99 academic year. Although METU took part in the accreditation studies of the new pre-service teacher education program as a piloting university, the FLE undergraduate curriculum showed some discrepancies with the HEC's undergraduate pre-service language teacher education curriculum through the past years due to some institutional factors. Thus, some courses offered in the HEC curriculum were suggested in different semesters in the METU FLE curriculum as seen in the program taken from METU (2005) in Table 1.2 below.

Table 1.2 2005-06 METU FLE Undergraduate Curriculum

FIRST YEAR	
First Semester	Second Semester
FLE 121 English Grammar I (3-0) 3	FLE 122 English Grammar II (3-0) 3
FLE 123 English Composition I (3-0) 3	FLE 124 English Composition II (3-0) 3
FLE 125 Reading Skills I (3-0) 3	FLE 126 Reading Skills II (3-0) 3
FLE 127 Spoken English I (3-0) 3	FLE 128 Spoken English (3-0) 3
FLE 129 Introduction to Literature (3-0) 3	FLE 140 Survey of English Lit. I (3-0) 3
TURK 103 Oral Communication (2-0) 2	FLE 146 Introduction to Linguistics (3-0) 3
EDS 119 Intro. To Teaching Prof. (3-0) 3	TURK 104 Written Communication (2-0) 2
IS 100 Int. to Inf. Technologies (NC)	
SECOND YEAR	
Third Semester	Fourth Semester
FLE 215 Advanced Reading and Vocabulary Development (3-0) 3	FLE 216 Advanced Writing Skills (3-0) 3
<i>FLE 237 School Experience I (1-4) 3</i>	FLE 220 Drama: Analysis and Teaching I(3-0) 3
FLE 241 Survey of English Lit. II(3-0) 3	FLE 238 Approaches to ELT (3-0) 3
FLE 245 Turkish Phonetics and Morphology (3-0) 3	FLE 246 Turkish Syntax and Semantics (3-0) 3
FLE 261 Intro.to Linguistics II (3-0) 3	EDS 222 Inst. Planning & Evaluation (3-2) 4
CEIT 300 Comp. App. In Education(2-2) 3	Non-Departmental Elective (3-0) 3
EDS 221 Development & Learning (3-0) 3	
THIRD YEAR	
Fifth Semester	Sixth Semester
<i>FLE 303 ELT Methodology I (3-0) 3</i>	<i>FLE 304 ELT Methodology II (3-0) 3</i>
FLE 307 Language Acquisition (3-0) 3	FLE 308 Teach. Eng. To Young Learners (3-0) 3
FLE 321 Drama: Analysis and Teaching II (3-0) 3	FLE 310 Research Skills (3-0) 3
FLE 323 English-Turkish Translation (3-0) 3	FLE 322 The Novel: Analysis & Teaching I (3-0) 3
CEIT 319 Ins. Tech. & Mat. Dev. (2-2) 3	EDS 304 Classroom Management (2-2) 3
Non-Departmental Elective (3-0) 3	Departmental Elective (3-0) 3
HIST 2201 Principles of Kemal Atatürk I (NC)	HIST 2202 Principles of Kemal Atatürk II (NC)
FOURTH YEAR	
Seventh Semester	Eighth Semester
FLE 405 Materials Adaptation and Evaluation (3-0) 3	<i>FLE 404 Practice Teaching (2-6) 5</i>
FLE 407 The Novel: Analysis and Teaching II (3-0) 3	FLE 406 Poetry: Analysis and Teaching (3-0) 3
FLE 413 English Language Testing (3-0) 3	FLE 409 Turkish-English Translation (3-0) 3
<i>FLE 417 School Experience II (1-4) 3</i>	EDS 424 Guidance (3-0) 3
FLE 429 Adv. English Structure (3-0) 3	Departmental Elective (3-0) 3
Departmental Elective (3-0) 3	

To start with, FLE curriculum demonstrated some variations in terms of the courses offered. Firstly, HEC curriculum had one course on computer applications in education; whereas the METU FLE curriculum, like the curricula of all the other departments at METU, had an introductory course to computer use (*IS 100 Introduction to Information*) in the first term of the

undergraduate program. Secondly, the *HIST 2201* and *HIST 2202* courses were offered in the second year of the undergraduate programs at METU, although these courses were in the first year of the HEC pre-service language teacher education curriculum. Thirdly, the course named as *Konu Alanı Ders Kitabı İncelemesi* (English Coursebook Evaluation) in HEC's curriculum was not included in the FLE curriculum; while *FLE 321 Drama: Analysis & Teaching II*, *FLE 407 Novel: Analysis and Teaching II* and *FLE 429 Advanced English Structure* were offered instead in the third and fourth years of the undergraduate FLE curriculum. In addition, while one, *Kısa Öykü İncelemesi ve Öğretimi* (Short Story: Analysis and Teaching), was omitted, some of the courses required by HEC were moved to a previous or a following semester, since METU undergraduate programs were rescheduled in 2004 according to the European Credit Transfer System (ECTS).

While the METU FLE curriculum included HEC's 11 compulsory courses, only the first school experience course (*FLE 237 School Experience I*) was offered in a different semester than the HEC curriculum. In the department of Foreign Language Education at METU, these compulsory courses of the pre-service teacher education program were taught not only by the Department of Foreign Language Education but also by the Departments of Educational Sciences (EDS) and Computer Education and Instructional Technology (CEIT). How the 11 compulsory courses were shared by the departments of FLE, EDS and CEIT are shown below (Table 1.3):

Table 1.3 2005-06 Eleven Compulsory Courses in the METU FLE Curriculum

<u>FLE</u>	<u>EDS</u>	<u>CEIT</u>
237 School Experience I	119 Introduction to Teaching Profession	319 Instructional Technology and Material Development
303 ELT Methodology I	221 Development and Learning	
304 ELT Methodology II	222 Instructional Planning and Evaluation	
417 School Experience II	304 Classroom Management	
404 Practice Teaching	424 Guidance	

While FLE concentrated on the pre-service education of the undergraduate students in terms of English Language Teaching and tried to develop and improve teacher competencies specific to language teaching; EDS and CEIT courses focused more on general theories of education, learning and teaching, and general teacher competencies. In addition to the five compulsory FLE courses, there were four more ELT Methodology courses (*FLE 238 Approaches to ELT*, *FLE 308 Teaching English to Young Learners*, *FLE 405 Materials Adaptation and Development*, and *FLE 413 English Language Testing*) required in the FLE curriculum.

1.1.3. Teacher Competencies: The Aim of Teacher Education

Higher Education Council and Ministry of Education had agreed that the main shortcoming of the pre-service teacher education programs designed after 1982 was the graduates who lack the general and area-specific teacher competencies. Hence, the pre-service teacher education programs launched in 1998 concentrated on preparing teachers who demonstrate teacher competencies necessary for teaching at the primary and secondary schools. No matter what the branch of the teacher is, these competencies are considered to be national, and they show the performance standards expected from the

graduates. According to these general competencies, a qualified teacher should show competence in the following areas (YÖK, 2005a):

1. Subject and pedagogic knowledge
2. Planning, teaching, classroom management and communication
3. Monitoring, assessment and reporting
4. Other professional requirements (reflectivity, flexibility, objectivity)

In addition to HEC's competencies for language teacher, MOE (Milli Eğitim Bakanlığı, 2002) defines 14 general teacher competencies. The first of these is knowing *the students*, which includes being aware of students' age; socio-economic background; relations with each other; cognitive, affective and psychomotor abilities; learning styles and preferences. The second competency is *planning of teaching* through yearly plans in general and daily lesson plans in particular and selecting the appropriate material according to these plans. The third one is *material development* for supplementary materials such as audio-visual aids, while the fourth competency is about the actual *teaching* in the classroom. This competency includes not only drawing students' attention to teaching but also having students discover the teaching points through a variety of activities from discussion to elicitation. Moreover, the fifth competency is *classroom management*, which includes both organizing a fruitful learning atmosphere and controlling students' relations with the teacher and with one another. The sixth competency is *evaluating students' performance*, which is preparing reliable tests and/or measures to see student achievement; while the seventh competency is *guidance* about students' achievement, interests, abilities, future education and/or profession, relations with their classmates and their families. The other seven competencies are developing basic abilities such as critical thinking, helping exceptional students such as dyslexics, educating adults, attending extra-curricular activities, self-development and reflectivity, school development and developing the relations between the school and the environment.

In addition to national teacher competencies, HEC (YÖK, 2005b) also classifies the competencies that a foreign language teacher should have. These

competencies are (1) mastery and application of subject matter; (2) management of teaching learning process through planning, teaching methods and rapport with students; and (3) personal and professional development. Mastery of the subject matter includes not only the knowledge of the target language but also the ability to use it accurately for communication purposes and to present it to language learners. Besides, teachers must be familiar with the theories of language learning and teaching, and should know how to employ appropriate language teaching methods according to the age, level and ability of the language learners. Management of teaching-learning process, on the other hand, includes setting objectives for language learners and planning effective lessons to achieve those objectives. Using and adapting a variety of techniques, activities and resources is important for effective lesson planning as well. In addition, teachers' rapport with students while presenting and practicing the language, assessing their achievement and giving feedback is essential both for student motivation and classroom management. Lastly, qualities such as teachers' being flexible, reflective and open to new developments in the field are not only necessary but also crucial for personal and professional improvement and institutional success.

Although in Turkey HEC and MOE agreed on the teacher competencies in general and foreign language teacher competencies in particular, the concept of language teacher competency has become a major issue in language teacher education related studies and discussions, and has developed not only in the world but also in our country in the last two decades.

The Department of Education and Employment in England listed similar competencies for the trainees of the Postgraduate Certificate Program in Education in 1998 (Barnes, 2002). To clarify what is meant by competency in knowledge and understanding, Barnes indicates that this competency includes "subject matter knowledge, an understanding of the National Curriculum and examination specifications, and an understanding of how pupils learn" (p.199). The subject matter knowledge embraces the proficiency in language and the ability to teach this language accurately and confidently. It is also a

prerequisite for the other competencies since incomplete knowledge of language interferes with effective language teaching. In addition to language proficiency, the modern language teachers should have the pedagogic competence to present this knowledge to language learners through planning effective learning activities. Moreover, they need to have cultural knowledge on the target language country.

Similarly, Thomas (1987, p.33) states that it is necessary to specify the “desired” outcomes of the teacher education curricula “before proceeding to make recommendations” about teacher education process. He indicates that if the role of the teacher is “to impart language competence to learners”, the aim of the teacher education is to gain “competence to impart competence in language” (p.34). In other words, language teachers should be highly competent in language and in teaching of language (pedagogic competence) to transfer their language competence to their learners. Moreover, he criticizes some of the language teacher education programs as their focus is only on language competence, namely grammar knowledge, and he stresses the importance of the four components –management, teaching, preparation and assessment- of pedagogic competence in enabling “the learning process to carry on smoothly” (p.37). Hence, language and methodology courses should be integrated in the teacher education programs.

Similarly, Demirel (1989; 1990) maintains that language teachers should be competent in transferring their target language knowledge to their students. He classifies teacher competencies in three basic areas: Language competence, Professional competence and Cultural competence. Language competence involves the proficient understanding and use of English language in four skill areas and having knowledge of the target language literature and culture. The professional competence, on the other hand, is about presenting, practicing and helping learners produce language, assessing their achievement and motivating them with variety of techniques and activities. Lastly, cultural competence is not merely about being aware of the culture and literature of the

target language but about using this knowledge for language learning situations as well.

APEID (1992), Asia and the Pacific Programme of Educational Innovation for Development, reports that the teacher education programs should have a more hands-on approach rather than a theoretical approach to prepare teachers. APEID's teacher competencies are outlined based on the mega-trends in curriculum reforms discussed in the 10th Regional Consultation Meeting, organized by UNESCO, on the aims of APEID. Identifying teacher competencies in the context of recent curricular reforms, suggesting development strategies for these competencies, and identifying the needs and requirements of teacher education are some of the aims of that meeting. Nineteen countries -Australia, Bangladesh, China, India, Indonesia, Iran, Lao, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Gene, the Philippines, Korea, Samoa, Sri Lanka, Thailand and Vietnam- agreed that the teachers should have competence in the following areas: Meeting the needs of every learner, adapting the appropriate teaching content and materials to the individuals, developing appropriate values and attitudes, and evaluating learner performance to plan future activities.

In terms of the language teacher competencies in the USA, Lipton (1996: 39-40) lists 24 major teacher competencies that are needed by hundreds of FLES (Foreign Language in the Elementary Schools) teachers and mentioned in the interviews with them. The major ones of these competencies are:

1. Superior level of proficiency in all foreign language skills and knowledge about the culture of the target language
2. Awareness of the developmental learning stages of children and their learning styles
3. Knowledge of a variety of classroom techniques
4. Awareness of techniques for teaching aspects of the target culture and target language children's literature
5. High level of ability to plan and teach effective lessons, to use a variety of materials, to reflect upon the success of each lesson and to assess student progress through a variety of ways

6. Understanding the American system of elementary school education, the role of administrators, the role of parents and the role of colleagues in the instructional program

The teacher competencies in FLES are specific to the teaching context rather than general. In other words, the teacher competencies required are matching with the aims of the program and/or the needs of the language learners who are studying in FLES. To illustrate, the teachers need to have competency on child literature in the target language, which shows that the child literature is included in the FLES programs as one of its components.

Likewise, ACTFL (2002), American Council on the Teaching of Foreign Languages, lists six content standards for foreign language teacher candidates who will teach any foreign language in the United States. According to this list, the foreign language teacher candidates should (1) demonstrate a high level of language proficiency and awareness of language system, (2) demonstrate an understanding of cultural and literary texts and integrate them into instructional practices for foreign language teaching, (3) demonstrate an understanding of language acquisition at different developmental levels and develop a variety of instructional practices that address the needs of diverse language learners, (4) plan lessons according to goals and select, design and/or adapt instructional resources for these goals, (5) demonstrate knowledge of multiple ways of assessment and reflect on student assessments and (6) engage in professional development opportunities.

TESOL (2002), on the other hand, names performance standards for teachers of adult ESL students in ten areas. These standard areas are “identity and setting, language, learning, professional community, content, professionalism, advocacy, planning, instructing and assessing”. Student learning is the central aim of these standards, and teachers should be able to demonstrate mastery of those standards through observable behavior in and out of classroom. In other words, these standards include not only what teachers do in class in terms of planning, instructing and assessing, but also how s/he

interacts with the a larger community such as with other language teachers, the content-area teachers or the school.

Lastly, NBPTS (2003), National Board for Professional Teaching Standards -in USA, categorizes the standards for language teachers according to the learner age groups. These groups are early and middle childhood, early adolescence and young adulthood. Despite the differences in the ages of the learners, the standards for the teachers of each group show similarities. The common standards for the teachers of these groups are knowledge of students, language, language development, culture and subject matter; adapting the relevant method(s) of planning, instruction, practice, assessment and management; use of a variety of resources and supporting the students.

Although in 1975, Madsen indicates “there is no consensus and very little hard data available on the scope of competencies required by well-trained ESL teachers” (p.356), it is seen above that after about three decades there is in a way a consensus among the teacher competencies mentioned. According to this, all of them focus on language knowledge as the prerequisite competence for language teachers. Besides, the pedagogic knowledge -to help learners of all ages and learning styles acquire language knowledge- comes as an important competence as well. This pedagogic competence not only includes knowledge of language learning and teaching but also the approaches, methods and techniques of it. Similarly, the organization of classroom activities for students, adapting materials for these activities and the assessment of learner achievement generate the methodological competence of the language teachers. Furthermore, as language classrooms aim transferring cultural and literary knowledge about the target language, the teachers should not merely be familiar with target culture and literature but also have students become aware of it through relevant activities and tasks. In addition, with the increasing use of English in the world, new teacher competencies are required such as being aware of different varieties of English or teaching English for specific purposes. Indeed, the notion of teacher competency is a developing concept rather than a static one.

1.2. Aim of the Study and Research Questions

Although HEC's competencies reflect the consensus of national and international foreign language teacher competencies mentioned above, HEC curriculum was designed and implemented to educate competent English language teachers in the areas specified by HEC and MOE. In other words, the aim of HEC's curriculum is to educate teachers of English who will teach at primary and secondary schools in Turkey. However, the graduates of the FLE program teach at a variety of institutions from state to private, from pre-school to tertiary levels due to many reasons: First of all, English language teacher demand is not limited to primary and secondary education institutions in Turkey, since the medium of instruction is English in two leading state universities (METU and Boğaziçi University) and several private universities. Second, as the national literature reflects, ELT graduates have a higher competency level in pedagogic knowledge, classroom management and planning compared to those of alternative route teacher education programs, and thus there is an unpreventable demand for those graduates. Related to this demand, some ELT graduates are willing to be hired in state or private tertiary institutions or private language schools due to better working conditions and/or higher salaries.

Therefore, the central focus of this study is to investigate to what extent the graduates of a language teacher education program perceive themselves competent according to HEC's foreign language teacher competencies and to what extent they find the components of the FLE program successful in serving them to gain these competencies while teaching at different levels and at a variety of institutions. Since HEC's curriculum had been in effect since 1998-99 academic year, there had been five FLE graduate groups (classes of 2002, 2003, 2004, 2005 and 2006) at the time of research. Thus, the present study is limited to the graduates' perception of the foreign language teacher competencies they have and/or lack in the first five years of service and their reflection of how their education had prepared them gain these competencies.

Besides, the employers of these graduates are the other informant group of the study because the way they perceive the achievement of the English language teacher competencies and the success of the pre-service teacher education program changes from the point of view of the graduates.

Although this study follows a product approach to evaluation, it does not have the intention of evaluating the effectiveness of the METU FLE undergraduate program in terms of all its aspects (aims, instructors, students, courses, materials, assessment, facilities). The analyses of FLE graduates' self evaluation of their own (strong and weak) competencies in English language teaching, their reflection on the strengths and weaknesses of the METU FLE program components and their employers' views on the end-results of the program are the main focuses of the study. Thus, the findings should be considered as a reflection on program product and an investigation of the consumer stakeholder views on the present situation.

With the stated purposes in mind, this case study attempts to answer the following research questions:

- I. ***To what extent do FLE graduates perceive themselves effective as English language teachers in the initial years of service?***
 - a. What are their areas of strengths and weaknesses in terms of English language teacher competencies?
 - b. Why do they perceive themselves good at some competencies?
Why do they perceive themselves weak at some competencies?
 - c. What are the competencies they feel satisfied with? What are the competencies they want to further develop?
 - d. Do the FLE graduates' perceptions change according to the (i) level they teach, (ii) the type of school they work at and (iii) the length of experience they have?

II. *How competent do their employers find FLE graduates as English language teachers?*

- a. What are METU FLE graduates' areas of strengths and weaknesses in terms of English language teacher competencies?
- b. What are the competencies the METU FLE graduates need to further develop?

III. *To what extent do the components of the FLE program serve FLE graduates to become competent English language teachers?*

- a. Which component(s) of the FLE program is/are reported to be most effective in serving its students to gain English language teacher competencies?
- b. Which component(s) of the FLE program is/are reported to be least effective in serving its students to gain English language teacher competencies?
- c. Which components of the FLE program may need change and/or improvement? Why?

1.3. Need for the Study

Although the foreign language teacher education programs aim to develop foreign language teacher competencies in student-teachers before they have started service, it is most of the time a mystery how competent these teachers become or to what extent they have developed their competencies in time. As the concept of teacher competency develops in the area of applied linguistics, each teacher's perception of competency changes through the years of his/her service. Thus, the investigation of this perception in the initial years of service can shed light on the improvement of the teacher education programs.

Besides, the changes in the world also affect language teacher education. The competencies expected language teachers to have are not the

same competencies of a previous decade. These changes may be due to political, social and economic circumstances of the world or the country. Thus, the institutions of education have developing demands from the language teachers they hire. Conducting research on these demands may enable foreign language teacher education programs to improve themselves to be up to date.

Particularly, although METU was one of the piloting universities of the HEC curriculum for the accreditation process, it was observed in the official meetings (D. Alpakın Martinez-Caro, personal communication, 2003; 2005; May 3, 2007) with the FLE graduates, and/or senior and sophomore students that some components of the program were criticized for being irrelevant to students' present education and future profession. More specifically, the fourth year students in those meetings indicated their concerns about some of the English language teacher competencies that the program never focused on or some others that were over emphasized through their education. The same concern was also mentioned by some of the earlier FLE graduates in various settings. To illustrate, Kızılcık (2007, p.2), in her unpublished paper, put emphasis on the overlooked competencies reporting a personal experience and emphasized the importance of evaluation studies for teacher training programs saying "we were not able to give any feedback to the education faculties on our incompetence in certain fields. Such experiences should be traced and taken into account by teacher education programs to improve the quality of the program and this can ultimately lead to changes which benefit different stakeholders". Moreover, Gürbüz (2006) reported the concerns of university-based supervisors and school-based mentors about the language proficiency skills -especially pronunciation- FLE senior students fail to meet during practicum.

Thus, the findings of this study may help the department members to maintain, improve, redesign, delete or combine some of the courses depending on the competencies addressed in serving the prospective teachers gain English language teacher competencies, and the other English language education departments to develop and/or improve their programs as well. Besides, despite

being a case study, the results of this present research may work as a source of feedback for all Departments of Foreign Language Education in Turkey to improve their programs and for newly opened FLE departments in state and private tertiary institutions to design and structure their programs.

1.4. Limitation of the Study

There are mainly two important limitations in the study. The first limitation concerns the main group of participants, the graduates of the FLE curriculum. As the program gave its first graduates in 2001-02 academic year, the total number of graduates of the FLE department had been about six hundred until the time of this study. However, since the graduates have spread all around the country after graduation, reaching a high number of them is a difficulty. The second limitation is related to contacting employers who are familiar with FLE graduates both in state and private primary, secondary and/or tertiary institutions. Nevertheless, using multiple sampling procedures, the researcher was able to compensate for these limitations to a certain extent.

CHAPTER II

REVIEW OF LITERATURE

This section presents the approaches to teacher education focusing specifically on language teacher education. Then, the focus will be moved to studies conducted on the teachers, the graduates of teacher education programs. Finally, some evaluation studies of such programs will be reviewed.

2.1. Approaches to Teacher Education

In 1990, Richard and Nunan indicated that second/ foreign language teacher education had been a “relatively unexplored” field (p. xi). Indeed, the literature was more concerned with the methods and techniques of language teaching than the approaches of language teacher education. However, after the teacher preparation programs started to invite close attention, the focus has moved from *teacher training* that familiarize student teachers with techniques and skills in order to apply in the classroom to *teacher education* that involves theories of teaching, strategies for self-evaluation and understanding the insights of teacher activities.

In the same way, Richards (1990, p.4) explains that the principles of teacher preparation programs can be developed from two approaches to the study of teaching: *Micro approach*, which examines teaching “in terms of its directly observable characteristics” and *macro approach*, which makes holistic generalizations about teaching beyond observable classroom behavior. The former perspective reflect the training view in teacher preparation, whereas, the latter reflect an education view.

In the micro approach, the experts decide on the characteristics of a good teacher such as teacher’s interests, attitudes, judgment, self-control, enthusiasm, adaptability, personality, or degree of training. Despite lack of

evidence that the teachers will be successful by having these characteristics, they had been evaluated according to how they match these characteristics. However, when research began to examine teaching in the classrooms through systematic observation, “what the teacher does” became much more important than “what the teacher is”, as the focus moved to teacher-student interaction and teacher activities in class. Systematic observation also enabled researchers to see different aspects of effective teaching such as teacher’s questioning, waiting time, feedback, which started to be included in the teacher education programs (Richards, 1990, p.5).

The macro approach, on the other hand, focuses on the nature and significance of “total classroom teaching and learning in an attempt to understand how the interaction between and among the teacher, the students and the classroom tasks affects learning” (Richards, 1990, p.9). According to this holistic approach, how the teacher manages the classroom, structures the instructional activities, chooses appropriate tasks and orders those tasks explains the effective and ineffective teaching.

As Larsen-Freeman (1983 in Richards, 1990, p.14) indicates that “both micro and macro dimensions of teaching should be addressed” in the language teacher education programs for the development of the prospective language teachers. While teaching is broken into discrete and trainable skills in the former, the latter dimension focuses on explaining the concepts and holistic thinking process about teaching. Hence, the prospective teachers can use their knowledge to test their hypothesis about teaching, which provides them opportunities to acquire language teacher competencies and discover the rules of effective language teaching.

Wallace (1999) discusses three models of professional education, which can be applicable to teacher education as well. The first of these models is *The Craft Model*, in which “the young trainee learns by imitating the expert’s techniques, and by following the expert’s instructions and advice” (p.6). This model represents how the traditional teaching is organized; however, the concept of a master teacher did not operate hand-in-hand with the new methods

and syllabi of the modern language teaching since it leaves no space for scientific knowledge. The second model, on the other hand, is *The Applied Science Model*, in which “the findings of science knowledge and experimentation are conveyed to the trainee” by the experts in the area (p. 9). To illustrate, trainee teachers may receive instruction from a psychologist on child behavior. It is the trainees’ responsibility to apply the scientific findings into practice, and their failure shows that they have not understood the findings or applied them properly.

The third model is *The Reflective Model*, which helps trainees to manage their own professional development. Wallace (1999) states that for teacher education there are two kinds of knowledge: received knowledge and experiential knowledge. The former is received as input by the trainees through facts, research findings, theories and skills of the educational courses, and the trainees are expected to study this knowledge. The latter one, on the other hand, is received through ongoing experience of practice, but it does not include the application of the received knowledge. Some of the issues learned through experience may not have been dealt with during training. Besides, reflecting on the experience in terms of what went well or badly (and why) helps trainees to see what to improve, avoid or maintain in the future. Since every course may not have space for practice sessions, course effectiveness depends on how the trainees evaluate their own practice, and how they reflect on it. Observation of practice can also be considered as experiential knowledge as the trainees reflect on what they have observed.

Day (1991) also presents three models of teacher education. The first model, *apprentice-expert model*, and the second model, *the rationalist model*, are actually what Wallace mentions as craft model and applied science model respectively. On the other hand, the third model, *case-studies model*, is used in law and business schools where students analyze and discuss actual case histories in the classroom. Although this model has not been adapted in teacher education, Day suggests using it in second language teacher education since it may be beneficial to help teacher candidates “in the process of creating

knowledge base” (p.48). Furthermore, he indicates that none of the three models he mentioned is enough to cover professional knowledge. Hence, it is necessary for a teacher education program to incorporate the strengths of all three and to include a reflective practice component for an *integrative model*.

2.1.1. Foreign Language Teacher Education

With the rise of the English language, foreign/second language teacher education has become a current issue in applied linguistics. As the Prabhu’s (1990) idea “there is no best method” has gained support following the blossom of the language teaching methods during the twentieth century, foreign language teacher education, particularly English language teacher education, has drawn the attention of applied linguists. Hence, the focus, in a way, has shifted to pre-service and in-service language teacher education programs to explain how these programs should be designed, organized and conducted to prepare teaching professionals for effective language teaching.

Richards (1990) explains that typically teacher education programs include linguistics and language learning theory courses for the theoretical basis and a language teaching methodology and practice teaching courses as the practical component. However, he states that in the past twenty years there has been a shift in terms of the theoretical basis of the teacher education programs from linguistics courses such as phonetics and linguistic theory to courses of pedagogy, language acquisition, classroom-based research, curriculum design and language assessment.

Similarly, Lange (1990) indicates that although the need for English language teachers became more apparent during the 1960’s, the formal programs for teacher preparation were developed not by the faculties of education but by the departments of linguistics. Thus, the programs had been theoretically oriented towards linguistics and second language education; whereas little attention had been given to topics such as curriculum development, instructional practice and evaluation. The quest for the best

method to teach foreign languages and to remedy language learning problems made the application of linguistics and language acquisition knowledge seem trivial to foreign language teachers, which was clearly observed in their “struggle against communicative competence” (p.253). Nevertheless, the clinical experience has always been an integral part of English language teacher education programs.

Gebhard, Gaitan and Oprandy (1990) state that it is important for teacher educators to provide opportunities for prospective teachers in pre-service language teacher education programs to gain investigative skills and methodology for making decisions about what to teach and how. They indicate that (1) micro-teaching activities, in a real classroom or a simulated classroom setting where student teachers act as foreign language students, (2) classroom visits for observation and/or watching video recordings, (3) conducting investigative projects in language classes and (4) discussing their teaching and/or their observation among each other and/ or with the teacher educator can all help prospective teachers “gain new insights into teaching by allowing them chances to reprocess ideas they have about teaching” (p.24).

Ellis (1990) divides teacher preparation activities into two: *experiential practices* and *awareness-raising practices*. The former type of activities “involve the student teachers in actual teaching” through practice teaching; whereas the latter one aims at developing prospective teachers’ “understanding of the principles of second language teaching and/or the practical techniques that teachers can use in different kinds of lessons” (p.27). The data of the awareness-raising activities can be provided from video/audio recordings or transcripts of actual lessons; classroom, micro or peer teaching; materials, lesson plans and outlines; case studies and samples of students’ work. Besides, a variety of different tasks can be used in those activities such as comparing two lesson plans, preparing a marking scheme, or adapting an exercise. Although experiential activities are more common in pre-service programs, Ellis (1990) suggests combining these two activities when the aim is to develop

prospective teachers' both understanding of teaching issues and practical classroom experience.

Bear (1992, pp. 30-33), on the other hand, recommends that an effective teacher education curriculum in general and language teacher education in particular should carry the following five key concepts in its design and implementation: Selection, specialization, integration, coordination and articulation. To start with, *selection* involves the analysis of the student needs to decide on the components, courses and the components of the program courses. To illustrate, the language development and methodology courses are the most important components of the foreign language teacher education programs, as "one cannot teach what one does not know". Secondly, *specialization* is shaping the selected courses by focusing on their content to "contribute to the evolution of a student into a teacher". In this sense, although it is necessary for the teacher candidates to study literature and linguistics courses, in a language teacher education program these literature and linguistics courses should be different from those in a department of literature or linguistics. As the third key concept, *integration* is the cooperation of the different components of the curriculum; while the fourth key concept, *coordination*, is the interrelation of the courses offered during the same term; the final concept, *articulation*, is the relationship of the courses in the same component during the program.

Lastly, Freeman and Johnson (1998) point out the importance of prior knowledge in teacher education. They mention that the practice of language teacher education should have concentrated on how their knowledge shapes what they do and how they develop over time rather than what teachers need to know and how they could be trained. Teacher education programs generally assume that teachers firstly need the knowledge of theories and methods to apply any context, secondly observing and practicing teaching, and lastly developing teaching behaviors. However, today teacher educators realize that teachers are not "empty vessels waiting to be filled with theoretical and pedagogic skills" (p.401). In fact, they enter teacher education programs with

“prior experiences, personal values, and beliefs” that shape their knowledge about teaching and what they do in their classrooms. Ignoring teachers’ prior knowledge makes knowledge base of language teacher education disconnected from the actual teaching experience.

2.1.2. Components of Foreign Language Teacher Education

In order to enable prospective teachers to gain foreign language teacher competencies, language teacher preparation programs consist of sets of courses, which appeal to one or more of these competencies. However, the division of the program components and the content of the teacher education programs are varied. In 1987, Kreidler states that the components of the ESL (English as a Second Language) programs should be different from the components of the English language programs for its native speakers since a native speaker child can use and understand “most of the sounds and grammatical forms in a communicative context by the beginning of the school” while a non-native child cannot. Therefore, an ESL teacher must know more than how to speak English, and ESL teacher education programs must cover studies in English linguistics, anthropology, psychology, sociology and education.

Ur (1992) roughly divides the components of an ELT education in two: theoretical and practical. She indicates that an English language teacher education program should neither be purely theoretical nor purely practical. This lies in two reasons: First, the English language teacher should be an educated person and the theoretical component of the ELT programs are necessary for professional learning. Second, the practical components are necessary to help the language student teachers develop their own personal theories of action. Hence, the theoretical and practical components should be integrated.

Day (1991) claims that four types of knowledge shape the components of the second language teacher education. These are (1) *content knowledge*

(language, literary and cultural aspects), (2) *pedagogic knowledge* (general teaching strategies), (3) *pedagogic content knowledge* (specialized knowledge how to teach language), and (4) *support knowledge* (knowledge of various disciplines such as linguistics or research methods). He also emphasizes the integration of these components for effective teacher education.

Berry (1993), on the other hand, indicates that despite the differences in the shape and size of them, the language teacher education programs all have the same five components. These components are the (1) skills component, (2) methodology component, (3) theory component, (4) subject matter component and (5) language improvement component. While the *skills* component involves the observation and teaching practice, in other words the practice of language teaching; the *methodology* component, is about the philosophy of language teaching with courses on language teaching methods, language testing and materials adaptation. The methodology component is, to some extent, theoretical. The *theoretical* component, on the other hand, is in a stronger sense theory based and focuses on theories of language, learning and teaching. However, the study of language, its culture and its literature and the knowledge of teaching these form the *subject matter* component. Lastly, the *language improvement* component aims to advance proficiency in the target language.

Cullen (1994) lists components of the teacher education programs in four groups. According to his categorization, the first component of the teacher education programs is the *methodology/ pedagogical skills* components. In the courses of this category, different methods and techniques of English language teaching and various classroom skills are explored and practiced. Methodology, microteaching and practice teaching are the sub-components of this group “to develop trainees’ classroom skills for teaching EFL” (p.162). The second component, on the other hand, is the *linguistics component*, which includes theories of language and language learning, awareness of language systems such as phonology and the place of English in the curriculum, in the society or in the world. The third component is the *literature component*, which

is more common in pre-service language teacher education programs. This component aims not only to increase trainee's knowledge of the texts but also to help them use these texts for language teaching. Finally, the last one is the *language improvement component*, which aims to improve the general proficiency of the trainees.

The division of the components of language teacher education programs in Turkey is not different from those put forward for ESL and EFL teacher education programs in the world. After analyzing the ELT departments in Turkey and conducting a questionnaire survey and an interview with the former graduates of the METU FLE program and the administrators of these departments respectively, Akalın (1990) proposed a curriculum of a four-year ELT undergraduate program in her MA thesis. The responses showed that while deciding on the components of an ELT curriculum the priority should be given to *professional education (ELT)* courses followed by *language, education* and *linguistics* courses. While literature was not taken as a separate component in this proposed program, literary texts were emphasized through ELT methodology courses to examine "the contributions of literature to the process of learning EFL, choosing appropriate materials for different levels of learners" (p.71). Moreover, based on the findings of the graduate questionnaires, she suggested that the linguistics and literature courses of a 4-year ELT undergraduate program should be integrated to contribute to the development of prospective teachers. Thus, the teaching staff of those departments should consist of teachers with an ELT background instead of linguistics or English literature.

Demirel suggested a different model of ELT curriculum in 1992. He demonstrated the three observed components of the ELT teacher training programs in Turkey: These components are subject matter courses, professional courses and cultural courses. While the subject matter component includes all of the language improvement, literature, linguistics and ELT methodology courses; professional courses component has the general education courses and practice teaching. The cultural component, on the other

hand, is composed of cultural and elective courses. However, in his model, the first basic component is the subject-matter courses, in which the language, literature, linguistics and language teaching courses are included. The second component is composed of the general and ELT specific professional courses and practice teaching. Lastly, the third component has the cultural courses which focus not only on the history English and American culture but history of Turkish culture as well.

After his survey of a wide spectrum of proposals of curricula for teacher preparation curricula, Bear (1992) demonstrates in his presentation that the core elements of teacher education curricula are (1) language development, (2) literature and culture, (3) linguistics, (4) methodology and teaching practice, and (5) foundations of education. Moreover, he emphasizes that “each component of the curriculum must not only aim at imparting subject-related knowledge and competence, but must also aim at contributing to the development of the student’s language skills, professional awareness, and pedagogical competence” (p. 31); hence, the literature and linguistics courses must be designed and taught with this specific goal in mind.

2.2. Phases of Teacher’s Career

No matter which university they have graduated, how enthusiastic they are to teach and/or where they work, teachers of any subject show similar stages in their career development. According to many studies conducted around the world on different teaching areas, teaching is very hard for teachers who are in their initial years of teaching and especially the first year. Cookson (2005) indicates that teaching is ironically one of the most “social occupations” due to being involved with students, parents, colleagues and administrators all the time; while it is also one of the “isolating professions” when collaboration is difficult with the other parties.

While the problems may change from one teacher to another; the impact of feeling isolated, lost or unqualified affects teachers in the same way.

The studies call the first year of teaching as a “sink or swim experience” for beginning teachers (Farrell, 2003). They try to adapt to their new environment, about which they have had high expectations, idealistic plans and sincere hopes when they were in training. However, the reality shock stands as a source of disappointment with recent education, self competencies and working environment. Hence, it is reported in many studies that the attrition rate is highest in the early years of the career (Macdonald, 1999), when teachers cannot cope (or do not believe they will cope) with their teaching problems. To illustrate, De Paul (2000) informs that in the United States 20 to 30% of new teachers leave their profession within their first three years due to lack of support during induction; while about 50% of them leave teaching within the first six years (Jensen, 1986).

Herbert and Worthy (2001) explain the first year difficulties with five reasons. First, the beginning teachers have unrealistic expectations and beliefs about teaching and its difficulty, students and workplace. The second reason comes from the limitation of teacher preparation programs which have limited field experience due to being filled with theoretical liberal arts courses and being uninformative about the social and political context of schools. Related to this, the third reason is that student teaching only provides a glimpse of the teaching profession. Besides, the school context that fails to support the inexperienced teachers with heavy work load and challenging classroom management issues also leads to induction year problems. Finally, the beginning teachers who are not self-confident, extravert and/or sociable have difficulties in developing interpersonal relations to solve their problem.

Moreover, Joerger (2003) lists the difficulties that beginning teachers often experience. According to his review of several studies, the entry-level teachers have to struggle mainly with various aspects of classroom management and discipline. Motivating students to learn and adapting the curriculum according to local needs come second and third in the difficulty ranking list respectively. Another group of challenge is about program design, planning, and evaluation. Coping with the school system and school policy,

having heavy teaching loads and relationships with colleagues were also high ranking difficulties of beginning teachers.

In terms of the stages of first year, Moir (1990) lists five phases according to her contact with 1,500 teachers. In the *anticipation phase*, the beginning teachers are very much excited and anxious about their first real teaching experience. That is why Moir states the beginning teachers “tend to romanticize the role of the teacher” (p.6), and they are committed to making a difference in education. However, in the second phase, the *survival phase*, the beginning teachers are surrounded with problems and situations they have never anticipated especially in their first month of teaching. According to the “sink or swim” metaphor, they try “to keep their hands above water”. After the first two months, when the *disillusionment phase* starts, the new teachers start questioning not only their commitment but also their teaching competence due to problems particularly about classroom management. However, when beginning teachers manage to “swim” until the first holiday break, a *rejuvenation phase* starts. In this stage, they take a break, have the opportunity to reorganize and start rethinking positively about teaching and their teaching competencies. Lastly, towards the end of their first year, they start *reflecting* back their experience.

More recently, Maynard and Furlong (1995 in Farrell, 2003) presented five similar stages of beginning teacher development. According to their division, in the first stage, *early idealism*, the beginning teacher identifies herself/ himself with the students and rejects the image of older and more experienced teachers. In the *survival* stage, on the other hand, the beginning teacher tries to cope with the reality shock of the classroom and to survive with quick fix methods. In *recognizing the difficulties* stage, she becomes aware of the complexities of teaching, feels limited in terms of what s/he can do and starts considering a career change. However, in the fourth stage, *reaching a plateau*, the beginning teachers start coping successfully with teaching and its obstacles; while they also develop a negative attitude towards trying new approaches as they focus on classroom management more than they focus on

student learning. Lastly, *moving on* stage, the beginning teachers' main concern becomes the quality of student learning.

In addition, Huberman (1989 in Diaz-Maggioli, 2003) presents the five distinct cycles teachers progress along by solving various problems and crises through their entire career. In Huberman's first phase, *exploration and stabilization*, teachers try to find solutions to problems rising from interaction with students, colleagues and administration upon entering the profession. Since the teacher seeks stability to survive in this unfamiliar context, his/her aim is to accomplish the teaching part right in defiance of students' learning problems. However, at the *commitment* phase, the teachers try to provide quality in teaching for quality in learning. In the third phase, *diversification and crisis*, most teachers start asking themselves whether they want to keep teaching for the rest of their lives or to leave and move into another profession. They find the answer of their career questions in the fourth phase, *serenity or distancing*, and act accordingly. If they decide to continue with their career choice, they focus more on student learning. Otherwise, they distance themselves, try to find another profession, and if they cannot, they teach only to fulfill the job requirements. Huberman's last phase, *conservatism and regret*, is experienced towards retirement. While some teachers still enjoy teaching and are reluctant to retire, the others adapt a comfortable way of conservative teaching and ignore student learning.

In 1992, Fessler and Christensen (in Nolan and Hoover, 2004), on the other hand, include *pre-service education* as the first step of their eight-phase career cycle. *Induction* follows pre-service education and continues with *competency building*. In the next phases of this cycle teachers first feel *enthusiastic and growing* then find themselves in *career frustration*, which is followed by a *stable and stagnant* period. As the last two phases, *career winds down* and the teacher has a *career exit* either through retirement or through leaving the profession.

Although the contributors to the literature on teacher career cycle name each phase of development differently, they definitely have the same opinion

on certain issues. First of all, the descriptions of the stages are very much alike in terms of what the teachers do and how they react to survive in their work environment. Secondly, the difficulties of first year for all teachers and the reasons of those difficulties are agreed on. Thirdly, the need for support, assistance and cooperation especially in the first years of teaching are approved to be crucial, as the beginning teachers move through the upper stages of development.

2.3. Approaches to Program Evaluation

During 1960's and 1970's, the research in second language teaching focused on finding the effectiveness of one language teaching method over the other. However, with the shift of focus from language teaching methods to second/foreign language teacher education, the evaluation studies also became more interested in the evaluation of the effectiveness of teacher preparation programs. Gaies (1992) explains that the reason for this concentration lies in two external pressures: (1) the concerns about the quality and worth of the programs, and (2) the standards developed for teacher education and teacher competence within the field.

Similarly, the way program evaluation is defined also changed through the years. While in 1967 Scriven (in Worthen, Sanders and Fitzpatrick, 1998) indicated that evaluation is done to judge the worth or merit of something, Worthen and Sanders, in 1973 (in Brown, 1995), stated that evaluation includes data collection to judge not only a program but also a procedure or an approach. In the 1990s, evaluation became an intrinsic part of teaching and learning as "it can provide a wealth of information to use for the future directions of classroom practice, for the planning of courses, and for the management of learning tasks and students" (Rea-Dickens and Germaine, 1993, p.3). Accordingly, Brown (1995, p.24) highlighted that evaluation is "the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness

within the context of the particular institutions involved”. While it was only seen as a tool to judge if a program is worth doing, the concept of evaluation has changed over the last five decades. It is now considered as a systematic component of education in order to collect descriptive and informative data both inside and outside the classroom to make not only judgments about but also improvements in the programs. Thus, Worthen, Sanders and Fitzpatrick (1998, p.36) consider evaluation as “a maturing profession”.

Richards (2001) indicates that different aspects of a program can be the center of attention in program evaluation. These aspects may include curriculum design, the syllabus and program content, classroom processes, materials, teachers, teacher training, students, institution, staff development and/or decision making. According to Weir and Roberts (1994), program evaluation has two purposes: *accountability* and *development*. While the former concentrates on the effects of a program for an outside audience, the latter aims to improve the program quality. Moreover, Richards (2001) divides the evaluation approaches into three: *formative*, *illuminative* and *summative*. In the first one, evaluation is a part of the process in the ongoing program development and improvement. Thus, it aims to explore “what is working well and what is not” (p.288). The second one seeks answers to how different aspects of a program work without having the intention of changing them. The last one takes place after a program has been completed to see the effectiveness or the efficiency of the program in terms of mastery of objectives, performance on tests, measures of acceptability, retention and reenrollment rate and/or efficiency of the courses.

Depending on the purpose, audience, questions and methods of the evaluation, different evaluation approaches have emerged through the years. Brown (1995) categorizes these in four groups: Product-oriented approaches, static-characteristic approaches, process-oriented approaches and decision facilitation approaches.

In the first group - *product-oriented approach*, the goals and objectives are the main focus of the evaluation in order to explore whether they have been

achieved or not. If they are achieved, the program is considered to be successful. In 1940's, Tyler (in Guskey, 2000) indicated that every program should have clearly specified goals, and evaluation should investigate the extent these goals are achieved. He, therefore, presented the steps of an evaluation model starting with clarification of program goals and ending with comparing the performance data with stated objectives. According to Tyler's *goal-based model*, "if discrepancies are discovered in the final step between the performance data and objectives, then modifications in the program or activity can be made to enhance its effectiveness" (p.49). In 1967, Mattresses and Michael (in Guskey, 2000, p.50) extended Tyler's model in two ways: First, they emphasized "the inclusion of multiple constituencies throughout the evaluation process" since the evaluation will affect the school community, and second they "greatly expanded the methods of data collection". In 1973, Hammond further extended Tyler's evaluation model by proposing a more detailed structure than Tyler. He focused not only on determining the goals and objectives of the program, but also on why those objectives are attained or not. Hence, his model carries the following dimensions: Instruction, characteristics of the program or activity being evaluated; institution, characteristics of the individuals or groups involved in the program; and behavior, characteristics of the objectives of the program or activity being evaluated (Guskey, 2000, p.52).

An alternative approach to product-oriented approaches is, as Brown (1995) calls, *static-oriented approaches*, which also aim to determine the effectiveness of a particular program. This approach is an expertise-oriented approach, in which outside experts inspect a program "by examining various accounting and academic records as well as static characteristics as number of books in the library, types of degrees held by the faculty, the student-to-teacher ratio, the number and seating facilities and so forth" (p.221). An example of static-oriented model is *accreditation* for which an organization grants approval of institutions such as schools or hospitals. That is, "an association of institutions sets up criteria and evaluation procedures for the purposes of

deciding whether individual institutions should be certified as members in good standing of that association” (Brown, 1995, p.221).

The third approach was a *process-oriented* approach. Scriven’s *goal-free model* deemphasizes the focus on products and concentrates on the actual outcomes of a program rather than the goals and objectives of it. Thus, he questioned the worth of goals in the first place. Although Scriven focused on the unintended outcomes and Tyler on the intended, goal-based and goal-free evaluations are not mutually exclusive; they can supplement or complement each other (Guskey, 2000; Worthen, Sanders and Fitzpatrick, 1998). Another process-oriented model was presented by Stake in 1967 (in Brown, 1995). His *countenance model* consists beginning with a rationale, fixing on descriptive operations and ending with judgmental operations (standards and judgments) at three different levels: antecedents (prior conditions), transactions (interactions between participants) and outcomes (transfer of learning to real life).

The fourth approach was the *decision-facilitation* approach, which defines the role of evaluation as helping the decision making process. Stufflebeam, in this sense, departs from the other approaches to evaluation with his *CIPP* proposed in 1969. CIPP is an on-going evaluation procedure. In his model, the focus is on the decision making process of the policy makers and administrators as their decisions are pivotal for the evaluation. The aim of the evaluators according to this model is not to make judgments about the program. Instead, they help the decision-makers to make their own judgments in the light of the data collected in the CIPP evaluation process (Guskey, 2000; Worthen, Sanders and Fitzpatrick, 1998). This information is gathered through four different kinds of evaluation:

Context Evaluation is about planning decisions, and it focuses on the identification of the problems, needs and opportunities that exist in a specific educational setting.

Input evaluation centers on structuring decisions about allocating resources in the best way to achieve specified goals and objectives.

Process evaluation focuses on implementation decisions in order to identify any defects in the design of the program or activity, and how those might be remedied.

Product evaluation concentrates on the recycling decisions to determine the program activity outcomes and to compare the expectations and results. By the help of its results, decision-makers decide whether to continue, terminate, or modify a program.

Although coming from a different research tradition, Kirkpatrick's evaluation model has a direct relevance for educators as well. His model was designed to judge the quality, efficiency and effectiveness of training programs in business and industry (Guskey, 2000). However, it can also be used for the in-service teacher education programs. He outlines his evaluation model in four levels:

Reaction evaluation focuses on how participants feel about the program and how satisfied they are with the training they received.

Learning evaluation measures the knowledge, skills and attitudes that participants acquire as a result of training.

Behavior evaluation concentrates on the extent to which the on-the-job behavior of the participants changed because of training.

Results evaluation assesses improved productivity, improved morale, better quality, lower costs and/or more profits in business and industry.

In addition, Richards (2001) also underlines situation analysis as an aspect of evaluation in order to identify the factors affecting a curriculum and to examine the internal strengths and weaknesses of the program, which is sometimes known as a SWOT analysis. The aim of situation analysis is investigating the factors and their potential direct/indirect positive/negative effect on a planned or present curriculum. These factors may include political, social, economic, institutional, teacher, learner and/or factors. At the end of the analysis, it may be planned to address the negative factors for curriculum implementation.

Selecting one from these approaches or models depends very much on the aim of the evaluation, the participants and audience, the way the evaluation

results will be used and the timing and duration of evaluation. However, the evaluation phenomenon is not limited to these models. Since every evaluation is unique, choosing or combining concepts from different evaluation models to develop an eclectic model according to the evaluation context or designing a new model is always possible. Worthen, Sanders and Fitzpatrick (1998) call this process as “tailoring” and explain it as “choosing and combining concepts from the evaluation approaches to fit the particular situation, using pieces of various evaluation approaches as they seem appropriate” (p.183).

2.4. Studies on Teachers and Teacher Education

In this section, the studies on teachers and teacher education programs will be focused on. Firstly, some research studies conducted on teachers in initial years of service, on the beginning teachers and on more experienced teachers will be presented. After that, the studies on teacher education programs, especially the research conducted to evaluate those programs, will be reviewed.

2.4.1. Studies on the Teachers

The studies on the career development of teachers mainly focus on the initial years and generally the first year of service, since the beginning years are more difficult for the teachers and since the attrition rate is higher in those years. Thus, the qualitative case studies shed light on the complexities of the first year(s) of service. The findings from the interviews and observations of individual beginning teachers show similar results independent from where they teach. Moreover, comparing the studies conducted on beginning and experienced teachers demonstrates that the initial years of teaching are full of instability and insecurity but flexibility for change, whereas in the later years teachers become more stable, feel more secure but are less willing for trying

new things. The studies reviewed in this section also show this gap, despite the small number of studies found in the literature.

To start with, Herbert and Worthy (2001) report a case study on a successful first-year in teaching. Their study was conducted on a beginning year physical education teacher at a public school in United States. Based on the interviews and observations through one academic year, the results revealed that pre-service teacher preparation, school context and taking an active role in the school system affect the success of the first year teachers. The researchers confessed that they were surprised to see an energetic, positive and a successful first year teacher at the end, as the literature often portrays beginning teachers as frustrated and disoriented. Haley, the physical education beginning teacher of the study, indicated three reasons of having a successful and less stressful first year in her career. Those are that her teacher education program enables her to have realistic expectations about teaching, that she had begun her career in a school where she had taught when she was a student-teacher, and that she was effective in dealing with the pace of teaching and coaching. In addition, she mentioned the advantage of not having major classroom management problems in feeling successful in the first year of teaching.

Similarly, Farrell (2003) also reports a case study on the first year of an English language teacher in Singapore. This study focuses on the socialization of a beginning teacher through different stages of development in his school and the role of his colleagues in this socialization. Wee Jin, the beginning teacher of this study, is the graduate of a one-year post-graduate diploma program in education, where he had met the researcher as his mentor teacher. A qualitative approach was used in the study; thus, field notes, classroom observation, post-observation conferences, semi-structured interviews and regular journal writing were the data collection methods of the research. The findings demonstrated that Wee Jin's first reality shock was on his 35 periods of teaching load per week, which was considered as lighter by his colleagues compared to their teaching load. The problem with teachers' teaching load

showed itself as a limitation through Wee Jin's first year. Lack of communication with the other teachers at school due to heavy teaching load disabled Wee Jin to talk to others and to receive support about the issues that he was not happy with, which clarified the necessity of collegial support for the first year of a teacher. Farrell's later study (2006) shows that despite the difficulties in his first year, attrition was not seen in Wee Jin's case. On the contrary, he had become a counselor to both students and new teachers in the same school.

Flores and Day (2006), on the other hand, concentrate on the first two years of teaching in their longitudinal study. They examine the beliefs, values and learning of a group of teachers to answer how their identities shape over their first two years of service. Fourteen new teachers joined the study from different elementary or secondary school settings. Both a semi-structured interview and a questionnaire were used for the data collection of the study. Moreover, the students of the participant teachers were asked to write a short essay to describe the way their teacher has changed over time. At the end of the study, the teachers were also asked to write a reflection report on their first two years of teaching. The findings of the study show that contextual, cultural and biographical factors affect teachers' performance, and that their pre-service training, their professional history and collaborative school culture influence the stability of their professional identities and the kind of teacher they become.

In addition to the studies on teachers in their initial years of service, the literature also involves studies that concentrate on more experienced teachers and the comparison of beginning and experienced teachers in many respects. In 1994, Mok conducted a case study on 12 ESL teachers, six of whom had 1-3 years of experience, and the other half had been teaching about 4-6 years. The study investigates and compares the teaching concerns of these two groups of teachers and the change of perception over time through journals and interviews. The comparison between the experienced and inexperienced teachers demonstrated a slight difference in their perception of teaching.

However, it was seen that teachers' perceptions about teaching are shaped by their previous experience not only as a teacher but also as a learner.

Ghaith and Shaaban (1999), on the other hand, investigated the teacher efficacy and the perception of teaching concerns of 292 Lebanese teachers from different backgrounds and with a variety of teaching experiences. Two questionnaires were used in the study, the first of which was a standard teacher efficacy questionnaire, and the second was designed to examine teachers' concerns about their professional practice. The results demonstrated that the beginning teachers were more concerned about the task of teaching and their effectiveness as teacher more than experienced teachers. Besides, it was revealed that the longer the teachers are in the profession, the less concerned they become with their survival as teachers.

Another perception study was conducted by Beijaard, Verloop and Vermunt (2000) on the experienced secondary school teachers' current (at the time of the study) and prior (when they were beginning teachers) perceptions of their professional identity. Eighty teachers filled in a questionnaire to indicate how they perceive themselves as a subject matter expert, who bases his/her profession on subject matter knowledge and skills; a didactical expert, who bases teaching on knowledge and skills regarding planning and evaluation of the teaching-learning process; and a pedagogical expert, who bases his/her profession on knowledge and skills to support students' social, emotional and moral development. The questionnaire analysis revealed that most teachers reported significantly different professional identities compared to their perception of this identity during their beginning years in teaching. Furthermore, it was seen that there was a shift from subject matter expertise to didactical and pedagogical expertise during their career. However, teachers in different subject did not demonstrate the same shift or development.

Similarly, Eekelen, Vermunt and Boshuizen (2006) focus on the experienced teachers to explore their 'will to learn' based on a small-scale qualitative study using semi-structured and a retrospective interview and observation. The study was conducted in a Dutch high school with 28 teachers

from different subject areas. The teachers showed to be ambitious to discover new practices, open to experiences and other people, pro-active, flexible to mistakes, prepared for asking questions after performance and eager to follow students' learning process, all of which were considered to be an indication of 'a will to learn'. However, it was also seen that there are a group of teachers who do not see any need to learn and do not question their knowledge, and another group of teachers who are willing to learn but wonder how to learn.

In terms of situation analysis, two large scale studies were conducted by UNICEF in 1996 and in 1998 on the children and their families in the Lao People's Democratic Republic and on the children and women in Croatia respectively. These two situation analysis shed light on the teachers working in these countries, their needs and their concerns. The former report (1996) demonstrated that the quality of education most crucially depends on teachers since 35% of primary teachers had incomplete or no teacher training, and some of these teachers are primary school graduates themselves. Moreover, these unqualified teachers work in the first to third grade of primary school in rural and remote areas where dropout and repetition percentage is the highest. The later report (1998) showed that since teachers in Croatia have to work in the war-affected areas, are underpaid compared to other professions and have no experience in dealing with war-affected children, all of which cause "burn-out". In addition, while 80% of primary and 61% of secondary school teachers are female, they are "not equally presented in positions of management and leadership within the education system", as 35% of university lecturers are women and less than half of the MA and PhD candidates are female.

In the local context, Şallı-Çopur (2006) conducted a situation analysis in the School of Foreign Languages at METU to investigate in-service teacher education needs of the teachers teaching in this department. A questionnaire of both Likert-scale and open-ended items were used. While the questionnaire had been sent through the administration to all teachers working in the institution, 45 experienced teachers (about 20% of the whole teacher population within the institution) filled in the questionnaire. The analysis of the questionnaire

revealed that the teachers showed no need for any of the Likert-scale items based on the objectives of the in-service-teacher education program of the institution. However, the open-ended questionnaire items demonstrated that they are willing to join workshops designed according to their needs and interests, whereas they have some reservations about the relevance of the current in-service program to their departmental needs.

2.4.2. Studies on Teacher Education Programs

Evaluation studies on teacher education concentrated on two different aims: the validation of the academic programs in terms of student (trainee or teacher candidate) learning, and/or the accountability of an institution or a program to the larger public in terms of student (trainee or teacher candidate) outcomes. The following studies are listed in chronological order to exemplify the kind of program evaluations conducted on pre-service or in-service English language teacher education programs.

First of all, Al-Gaeed (1983) investigated the EFL teacher preparation programs of Saudi Arabia in order to identify the strengths and weaknesses from the students' and graduates' perspectives and elicit their needs and concerns. For this purpose, an 87-item questionnaire reflecting a standard of what such programs ideally provide was designed covering nine areas (language proficiency, methodology, practice teaching, linguistic courses, relevance of the programs to the English language teaching in Saudi Arabia, reasons for choosing English as a major, performance of faculty members, program teaching atmosphere, and academic and administrative policies of the programs). The results of the study showed that the students and the graduates evaluated the program positively in terms of methodology, practice teaching, linguistic courses and the quality of faculty members; while they reported that the preparation for spoken English skills and the opportunities to communicate in English were insufficient, and that the literature courses were irrelevant to their preparation.

Gaies (1992), on the other hand, describes an evaluation project to apply portfolios to evaluate the teachers of English. While he emphasizes that assessment of student outcomes is not a form of program evaluation alone, this assessment is directed at evaluating of teacher preparation program itself in the form of portfolios. The results showed the study may provide a useful model for other institutions, although some aspects of this study were institution-specific.

Moreover, Rawlings (1993) investigated the attitudes of teachers who were prepared through the Georgia Alternative Certification Program in order to compare these attitudes with their evaluation of the program. The results of the study revealed that there is a significant relationship between the teaching attitudes and the teacher preparation. To illustrate, student-centered teachers indicated that they were well prepared in classroom instruction.

Weir and Roberts (1994) presented two evaluation studies on teacher education programs or projects. The first of these focused on the accountability of a 4-week in-service teacher training program conducted in Nepal. The study contrasted the learning gains of 750 students in the classes of 22 teachers, half of whom received training on students' language performance. The second one, on the other hand, concentrated on a 2-year initial teacher training course in Paraguay for non-native teachers of English focusing on 16 areas of research from program aims to graduates from program content to staff and stakeholder concerns.

Daloğlu (1996) evaluated the curriculum of an in-service teacher training course offered at Bilkent University, COTE (Certificate for Overseas Teachers of English), using an eclectic approach of Tyler's *goal-based model* and Stufflebeam's *CIPP (Context-Input-Process-Product)* to answer which aspects of the COTE course need to be maintained, strengthened, deleted or added to. The results showed that the COTE program was effective in meeting the needs of the participants, while some components (namely, analyzing and presenting language, giving instructions, oral error correction, writing and speaking skills lessons, classroom management) needed revision.

In 1997, Barkhuizen concentrated on the problems of 120 senior student teachers in three South African teacher preparation institutions in order to reshape their pre-service teacher education programs to eliminate the anxiety teacher candidates feel about the problems they may face when they start teaching. The responses collected through open-ended questions showed that the teacher candidates were most worried about the limited English proficiency of their students, the attitude of students, mother tongue interference, English proficiency of the teacher and teacher effectiveness respectively. The implications for teacher education programs were reported as: raising an awareness of possible problems which English teachers may experience in elementary schools, examining the causes and negative effect of the problems, and considering and practicing effective strategies in coping with the problems.

Dushku (1998) used a formative approach to evaluate the British Council ELT aid project implemented at the University of Tirana in Albania. The aim of this project was to achieve a *multiplier effect* by training the teachers at university and spreading new knowledge and skills to lower-level teachers of English. The data of the study was collected through interviews, surveys and record reviews. The study revealed that “Western political engagement in a developing country does not guarantee the success of any field-specific aid project undertaken” (p. 384); the effectiveness of the programs increase when the sponsored programs take into account the local issues.

Pepper and Hare (1999) modified Stake’s *Countenance Model* in order to evaluate the weaknesses and strengths of the Senior Block Field Experience Program at Mississippi State University. The researchers starting aim was to build research-based knowledge to help teacher education institutions improve their programs. Interviews, questionnaires (Likert-scale and open-ended questions), direct observations and documentation were used to collect data for the evaluation of the three components of this program: antecedent (preexisting conditions), processes (implementation) and outcomes (product). The results demonstrated that the weakness of one of these components has a negative

effect on the success of the others. While weaknesses pointed to the staff practices, the lack of time to cover necessary materials and budget concerns in the antecedent component, the faculty's lack of collaboration and communication on instruction, assignments and assessments were the weaknesses in the implementation component. Lastly, in the outcomes component, it was seen that the program was inadequate in providing the students with the instructional strategies of problem solving and critical thinking in class.

Reynolds, Ross and Rakow (2002) compared the graduates of Professional Development School (PDS) and non-PDS in United States in terms of teaching effectiveness and perceptions of professional preparation. Phone survey and questionnaires of Likert-scale and open-ended questions were used for data collection from the graduates in the program and the principals of the schools where graduates were teaching. In general, although the majority of the graduates of both programs did not comment on the problematic areas in the programs, the results demonstrated that "the principals evaluated PDS graduates higher in some aspects of teaching effectiveness" (p. 289). Furthermore, it was seen that the PDS graduates were more satisfied with their preparation than the non-PDS graduates were.

Bowman (2002) evaluates the effectiveness of curricular components of graduate ESL teacher preparation programs according to the M.A. students' (teacher candidates') feedback. A hundred and one M.A. students participated in her study from ten different ESL teacher preparation programs. Both quantitative (Likert scale questionnaire items) and qualitative (open-ended questionnaire items and interviews) data were collected. The results demonstrated that the students from the departments of linguistics or applied linguistics indicated that components like theoretical linguistics, second language acquisition, and methodology were, on the whole, the strong components; whereas English literature, education foundations and teaching practice were the weaker ones. Similarly, the students from the colleges of education, in general, found the theoretical linguistics and second language

acquisition components as the stronger components in their program; while English literature and practicum were seen as the weak points of their curriculum. Students from the departments of English with a concentration either on TESOL or TESL, on the other hand, indicated practice teaching, second language acquisition and applied linguistics as the stronger components. Similar to the students of the other departments, English literature was considered to be the weakest component by this group as well.

Wong and Yeung (2003) report their evaluation of the staff development activities using a survey method based on six Likert scale items. The intention of their survey was to find out how satisfied the course participants are with the in-service teacher education programs designed by the Division of Continuing Professional Education of the Hong Kong Institute of Education in 1999-2000, and whether the participants would recommend the program to their colleagues and friends. The short questionnaire was completed by 8600 teachers, and the results showed that although the participants were satisfied with the in-service teacher courses, this may not guarantee their recommendation of the course to other teachers.

Ortaköylüoğlu (2004) compared the professional qualities of two groups of prospective teachers in Turkey. The first group was the senior students of an ELT department; whereas the second group was the students of English Language and Literature (ELL) who were authorized with a teaching certificate. The results of her survey and interviews showed that while ELT senior students felt more prepared than the other group in general, the ELL students felt more knowledgeable and competent in many aspects of language and culture than the former group. Besides, the results demonstrated that the ELT program is more effective than the certificate program in meeting the standards in preparing English language teachers.

Erozan (2005) evaluated the language improvement courses in the undergraduate curriculum of the ELT Department at Eastern Mediterranean University. She collected both qualitative and quantitative data through questionnaires, interviews, observations and relevant written documents. The

results showed that the language improvement courses are effective in terms of objectives, course content, materials, course conduct and students assessment. However, the students and instructors recommended some changes to make these courses more effective.

Lastly, Güçeri (2005) examined the role of in-service teacher training on teacher's acting as a leader for change in the school environment. A qualitative study was conducted in two phases: In the first phase, 19 teachers were interviewed before the training program; in the second phase, the same trainee teachers, their 38 peers and 10 principals were interviewed six months after the program. The findings revealed that teachers working in a democratic school environment were able to have a role of a leader for change even after a one-shot in-service training, whereas the ones working in rigid and traditional work environment were not even given the chance to apply what they were encouraged through in-service training.

2.4.3. Studies on METU Foreign Language Education Program

In recent years, the faculty members of the METU Department of Foreign Language Education conducted studies to investigate the role of the program on the education of prospective teachers. These studies were mainly on the fourth year students who would become teachers of English in a year.

Seferoğlu (2006) conducted a qualitative case study on 176 senior year students of different years to explore their reflections on the methodology and practice components of the pre-service teacher training program. The participants of the study indicated that there should be more opportunities for micro-teaching and practice teaching, that many different teachers at various proficiency levels should be observed during school experience and practice teaching, and that several more focused observations should be provided for observing different aspects of teaching/learning process.

Focusing only on the Practice Teaching course, Gürbüz (2006) conducted a study including six university-based supervisors, 14 school-based

mentors (cooperating teachers) and 30 FLE student-teachers to investigate the strengths and weaknesses of fourth year student-teachers during practicum using an open-ended questionnaire. Although the student-teachers were found to have strengths in materials preparation, creating a pleasant classroom atmosphere and establishing rapport with students, their weaknesses were presented in three main areas: monitoring group work, giving feedback for correction and using voice for effective instruction.

Last, but not the least, Hatipoğlu (in press) also focused on 64 senior students to examine the role of the five Linguistics courses in the METU FLE program on students' language development conducting a questionnaire based on Likert-scale and open-ended items. The analysis of the responses showed that the fourth year students have a positive attitude towards the Linguistics courses, and none of them indicated that these courses were ineffective in the improvement of their language skills. However, the participants also criticized the content of some of the courses as being discouraging and/or irrelevant for their future profession.

CHAPTER III

METHOD OF RESEARCH

This chapter presents the research method used in this study. The first section gives a description of the research design. Following that, the participants of the study are presented. Finally, data collection instruments and procedures are discussed.

3.1. Research Design

The present research study is designed as a qualitative and quantitative case study to examine to what extent the METU FLE graduates perceive themselves competent, to what extent they think FLE program components serve them to become competent English language teachers, and how competent their employers find these graduates as English language teachers. With these intentions, the following research questions are formulated:

- I. *To what extent do FLE graduates perceive themselves effective as English language teachers in the initial years of service?*
 - a. What are their areas of strengths and weaknesses in terms of English language teacher competencies?
 - b. Why do they perceive themselves good at some competencies?
Why do they perceive themselves weak at some competencies?
 - c. What are the competencies they feel satisfied with? What are the competencies they want to further develop?
 - d. Do the FLE graduates' perceptions change according to the (i) level they teach, (ii) the type of school they work at and (iii) the length of experience they have?

II. How competent do their employers find FLE graduates as English language teachers?

- a. What are METU FLE graduates' areas of strengths and weaknesses in terms of English language teacher competencies?
- b. What are the competencies the METU FLE graduates need to further develop?

III. To what extent do the components of the FLE program serve FLE graduates to become competent English language teachers?

- a. Which component(s) of the FLE program is/are reported to be most effective in serving its students to gain English language teacher competencies?
- b. Which component(s) of the FLE program is/are reported to be least effective in serving its students to gain English language teacher competencies?
- c. Which components of the FLE program may need change and/or improvement? Why?

Due to the aim, participants, audience and timing of the present study, an eclectic approach was followed. Since the study was conducted after the graduate participants completed the FLE program and since the end-program language teacher competencies were under question, a *summative product approach* was addressed. As serving teacher candidates to achieve foreign language teacher competencies is the aim of the program, mastery on those competencies is a way of measuring program effectiveness (Richards, 2001). However, mastery does not provide the full picture. Thus, this study also stands as a *situation analysis*. Richards (2001) explains situation analysis as the analysis of factors and their potential effect on a planned or present curriculum. It can be considered both as “a dimension of needs analysis” and as “an aspect of evaluation” (p.91). As situation analysis examines a program's strengths and

weaknesses considering institutional and/or individual factors, this study focuses on the FLE program components for such an investigation taking graduates' and their employers' summative and product evaluations into account. Moreover, this study is an external evaluation, since it was conducted by an outsider. However, for being an insider in the program for six years, the researcher has carried the advantages of an internal evaluator.

As the present study concentrates on a specific group of participants, it should be defined as a *case study*. A case could be a person, a child, a family, a class, a program, a school, an institution, a profession, a community or a town. A case study is, therefore, set in temporal, geographical, organizational and/or institutional contexts that draw boundaries around the case to understand the perceptions of individual actors or groups of actors. Indeed, it investigates those cases within the real life context to answer specific questions through evidence found in case setting since real world setting is a powerful determinant of both causes and effects (Cohen, Manion and Morrison, 2000; Gillham, 2000).

Besides, it can be defined as an *intrinsic case study*, since the research is conducted for its own sake and irrespective of outside concerns. That is, the study aims to investigate about a particular case (METU FLE graduates from 2002 to 2006) instead of understanding other cases (neither other graduates nor other FLE departments) and general problems.

A *naturalistic approach* was taken during the study. While the researcher was integrally involved in the case (Cohen, Manion and Morrison, 2000), her purpose was not to test a hypothesis or to influence the normally occurring patterns but to describe and understand the case as a unique social context (Allwright and Bailey, 1991). Due to differences in many elements, generalization from one case to the other is difficult, and what is true for one case may not be true for another (Gillham, 2000). Hence, within the naturalistic inquiry, naturally occurring groups are the focus instead of artificially designed or randomly selected groups since the aim is to deal with opinions and

interpretations and to have insights rather than generalizations (Allwright and Bailey, 1991).

According to Yin (1994) a case study should not be confused with qualitative research since case studies can be limited to quantitative evidence or can be based on any mix of quantitative and qualitative evidence. Furthermore, they do not always need to include observations as a source of evidence while observation is seen as an important method of data collection in case study research. Similarly, this present case study research includes both quantitative and qualitative evidence through questionnaires and interviews respectively.

Although qualitative research and quantitative research are seen as the two poles in the research tradition, they complement each other both in data collection and data analysis stages of a research study. While quantitative research investigates what, when and where, qualitative research explores why and how for in depth understanding of a situation. Moreover, the former examines a large number of samples, whereas the latter needs smaller samples in number for detailed focus. In this particular study, while they are not considered to be one of the foremost data collection methods of case studies compared to interviews and observations, questionnaires compose one of the two data collection methods due to the large number of graduates. The other method, semi-structured interview, gives the chance of analyzing the case from a detailed perspective of those involved (Gillham, 2000). Figure 3.1 below demonstrates the design of the study and how these research approaches and data collection methods were matched and integrated.

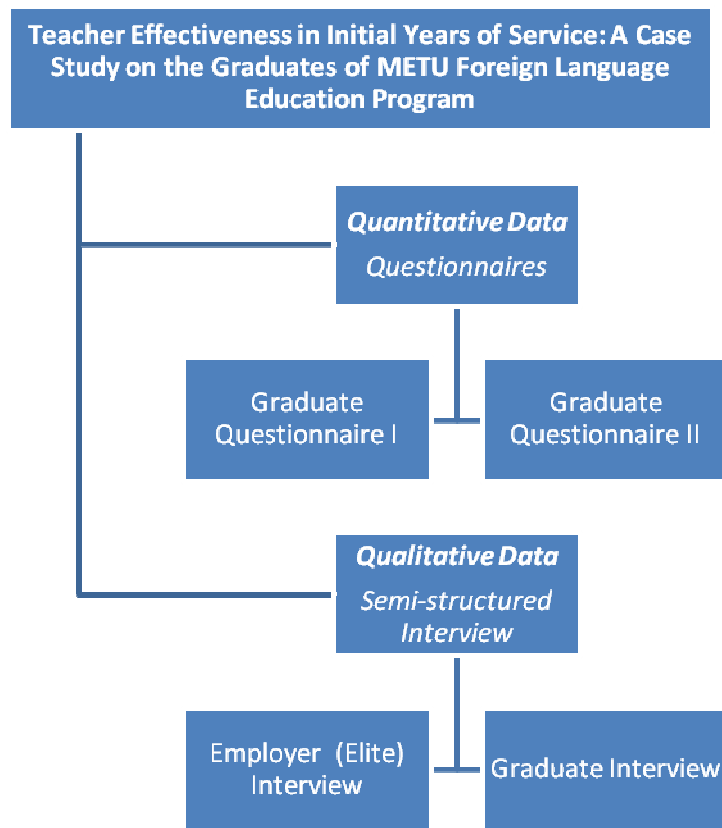


Figure 3.1 Design of the Study

3.2. Participants of the Study

Two groups of participants took part in the study: FLE graduates and their employers. These two groups are also the *customer stakeholders* of the METU FLE program. Both graduates and the employers reflect their perceptions in terms of the program product depending on their interests and priorities (White, 1998). Thus, their naturally occurring judgments about the program were referred to, as case studies highlight specific events that are relevant to the case. Besides, this analysis may also provide powerful data for macro-political decision making (Cohen, Manion and Morrison, 2000).

3.2.1. FLE Graduates

Learners are the “key participants”, as Richards (2001) calls, in an evaluation since they provide evidence of their gains and lacks, of the way program was conducted and of the program relevance to their needs. Therefore, the core participant group of the study was the graduates of the FLE undergraduate program.

Since the first students of the program graduated in June 2002 and they have been teaching in a variety of institutions around Turkey, it was difficult to predict the number of graduates who would possibly participate. Therefore, a combination of convenience and snowball sampling was used to contact this informant group for the quantitative phase of the study. In *snowball sampling*, the researcher starts the sampling process by contacting a few individuals, who will then be asked for names of additional people willing to be part of the project. The new participants are also asked for the names of more people, and this process is repeated until a satisfactory sample size is achieved (Ruane, 2005). For the present study, the researcher combined snowball sampling with convenience sampling in order to reach more people. *Convenience sampling* involves designing the data collection only on the available individuals. In other words, the ones who are selected are the ones who are easily found or reached for the study (Ruane, 2005). The most important limitation of this sampling option is the fact that the individuals who are not available have no chance of being represented in the study. In order to prevent this limitation, the researcher supported data collection with snowball sampling, which has the advantage of reaching individuals that cannot be reached via convenience sampling.

Snowball sampling was started with four convenient groups of FLE graduates: the graduates (1) who were studying in the ELT or ELIT graduate programs and whose e-mails were taken from FLE instructors, (2) who had been a member of the online graduate organizations such as ODTÜ mezunları, (3) who had been in touch with the researcher for being her student from the

undergraduate program, and (4) whose e-mails were found from the websites of the institutions they had been working at. However, in the later stages of the data collection procedures, since the number of questionnaire respondents through snowball sampling was fewer than expected, convenience sampling was readdressed. Thus, FLE graduates (N=90) whose full postal addresses were found on the Internet data sources (without considering any other criteria such as the institution they work at) were mailed the graduate questionnaires.

The informants of the graduate group took part in the interview as well. However, the ones (N=11) who participated in this phase were included in the study on a voluntary basis. The informants were asked at the end of the questionnaire to indicate whether they would like to take part in the interview phase of the study. Then, a combination of convenience and maximum variation sampling was conducted to finalize the graduate interview group. *Maximum variation sampling* aims forming a relatively small sample group with a wide range of variation in accordance with the purpose of the study (Yıldırım and Şimşek, 2005). For the present study, the sampling was achieved with 11 interviewee graduates with different length of experience, from different types and levels of schools, and cities.

While there are 604 FLE graduates from 2002-2006 according to METU Student Affairs Information System, 18% of them were represented in the study. Table 3.1 below shows the number of graduates since 2002, and the number of graduates who have filled in the questionnaires.

Table 3.1 FLE Graduates Represented in the Study

	Number of FLE Graduates	Number of Respondents	%
2001-02	98	15	15,3%
2002-03	147	14	9,5 %
2003-04	132	26	19,7%
2004-05	115	30	26,1%
2005-06	112	24	21,4%
Total	604	109	18%

The demographic information about those graduates was collected through the first section of the questionnaire. The data showed that the majority (57%) of the respondents were working at tertiary institutions (N=62), where as 20% (N= 22) were at primary, and 18 % (N=20) of them were working at secondary level institutions. Moreover, while nearly half of the graduates (N= 55; 50.5%) who filled in the questionnaire were at private institutions in Turkey, 46 (42%) were teaching in state schools. There were also some graduates who were teaching at state or private schools abroad (in countries such as Kyrgyzstan, Portuguese, Vietnam and The Netherlands). While 34 graduates (31%) had attended/ were attending an MA program in ELT or educational sciences and one was a PhD student, 74 of them (68%) had not done a further degree on ELT or education. Lastly, 70 of the 109 graduates indicated that they had taken an in-service training program either from MOE or from the private institution that they had been working at, while 39 of them (36%) participated neither in an introductory nor in an ongoing training program.

3.2.2. Elite Employers

The last groups of participants were the employers (N=8) of FLE graduates at private or state institutions in or out of Ankara. The term “employer” is used in this study to refer to a group of stakeholders who have a decisive role in selecting, hiring, training, evaluating, inspecting, and/or designating foreign language teachers in their institutions. It was important that the employers who were to take part in this study know a representative sample of METU FLE graduates to comment on the products of the program, and they should be aware of the components of a language teacher education program. Therefore, this group of informants was a principal, a vice-principle, a coordinator, a head of English department, two teacher trainers and two administrators. As Gillham (2000) names, the interviews with this group can also be called as the *elite interview*, since the participants were experts or in a

position of authority and were capable of giving answers in detail. Although Marshall and Rossman (2006) warn that it is often difficult to contact and interview elites as they are usually busy, they also indicate that elites can provide insight through their specific social, political, financial or administrative perspectives.

A combination of convenience and maximum variation sampling was followed to select the participants for the elite employer interviews. The informants were reached via convenience sampling with the help of the demographic information collected through the graduate questionnaires. Since the graduates were asked to indicate the institution where they work, this information was also used to analyze the employers who were familiar with a representative sample of FLE graduates. The variation of the groups was based on the position the employers have, and the type and level of the schools they work at.

3.3. Data Collection Instruments and Procedures

In order to answer the research questions presented in 3.1, two data collection methods were used in the study: questionnaire and interview. While the FLE graduates participated in both of these two procedures, the employer group only participated in the interview.

3.3.1. Questionnaires

Cohen, Manion and Morrison (2000) indicate that questionnaires are widely used and easily administered and analyzed type of instruments for collecting survey information and often numerical data. The larger the size of the sample, the more structured, closed-ended and numerical the questionnaire has to be, as this enables control and statistical analysis and comparison across groups in the sampling. Since the number of graduates, the leading informant group of the study, is around six hundred, it was decided to use two

questionnaires in the study not only to collect data from a large sample but also to compare the responses across different sample groups varied in terms of their length of experience, the type of school they work at and the level they teach.

The graduate questionnaires were administered consecutively. While the first questionnaire (Appendix A) focuses on graduates' reflection of the foreign language teacher competencies they have and they lack, the second questionnaire (Appendix B) concentrates on how successful they find the program components in serving them gain these competencies.

In the light of Cohen, Manion and Morrison (2000), leading, loaded, two-way, highbrow, complex, and/or irritating items and questions, and negative or double negative statements were avoided while preparing the questionnaires. Since both questionnaires were prepared in English, compound or complex language structures, complicated or ambiguous word choices were avoided as well. The layout of the questionnaires was intended to be clear, unambiguous in terms of instructions and attractively displayed. Neither an item nor a section was split over more than one page in order to ease completion of the questionnaires. Besides, a *funneling* process was followed in order to start with general questions and to move towards specific points in the design of the questionnaire sections and the items within those sections.

Since a questionnaire is a kind of interruption into respondents' lives in terms of time spent to answer it and privacy, the researcher should guarantee confidentiality and anonymity (Cohen, Manion and Morrison, 2000). Therefore, respondent names were not asked, and confidentiality and anonymity were stressed in the introductory letters of both questionnaires. Though the respondents were asked to indicate their names and e-mail addresses for the interview phase of the study at the end of the questionnaires, this was indicated to be on a voluntary basis.

3.3.1.1. First Graduate Questionnaire

The first graduate questionnaire is composed of four parts. In the first part, FLE graduates were asked demographic questions about their year of graduation, length of teaching experience, the level and type of institution they work at and graduate or in-service teacher training programs they have attended (Please see Appendix A for the first questionnaire). Some of these questions were designed to be short answer open-ended questions such as asking graduation date or length of experience, some of them were multiple choice questions about the type (i.e.: state or private) and level of institution (i.e.: primary, secondary, tertiary) they teach at, and any graduate studies (i.e.: MA or PhD) they might continue. The last question of this section was designed to be dichotomous on in-service teacher training programs the graduates may have attended. For this dichotomous question, a filtering process is used. That is, the participants were asked to indicate the name of the program, if their response was affirmative for this item. The analysis of this demographic data has been summarized in the previous section to outline the profile of the graduates participating in the study.

The second part of the questionnaire is composed of 50 Likert- scale items based on HEC's foreign language teacher competencies (YÖK, 2005b). Since this document was written in English, translation was not necessary for the items in the questionnaire. Besides, in order to avoid mid-points, an even number scale was used. The 4-point Likert scale items are based on the possible answers "highly competent", "competent", "somewhat competent" and "incompetent". According to Cohen, Manion and Morrison (2000), this scale is relevant for evaluative contexts, which matches with the aim of the questionnaire to have respondents reflect on their foreign language teacher competencies.

While constructing the format of the questionnaire, the Likert scale questions were divided into three sections: (1) competence in language and pedagogic knowledge, (2) competence in planning, teaching and classroom

management, (3) competence in assessment, feedback and other professional competencies. The content and names of these sections were organized according to the original source of the items (YÖK, 2005b).

The first section of the second part contains 17 items about foreign language teacher competencies on language knowledge, use and understanding (i.e.: item A2: *Using and understanding the English language communicatively*); teaching language skills, subskills and structures (i.e.: item A10: *Developing learners' subskills that assist written production in English*); language teaching pedagogy, language teaching techniques, methods and strategies (i.e.: item A14: *Having knowledge of foreign language teaching theories and methods*). The second section, on the other hand, includes 19 items about competence in lesson planning (i.e.: B2: *Making appropriate plans concerning students' needs*); selecting, adapting and using language materials (i.e.: item B7: *Selecting and using appropriate and available sources related to aims of the lesson and students' needs*); classroom management (i.e.: item B16: *Using voice effectively and varying it to attract students' attention during the lesson*) and rapport with students. Lastly, third section is composed of 14 items in order to reflect foreign language competencies about monitoring, assessing and evaluating learning (i.e.: item C5: *Evaluating students' progress in relation to the aims of the lesson consistently*); cooperation with other parties at school (i.e.: item C12: *Working cooperatively with professional colleagues and/or parents in forwarding observation and evaluation results*) and professional development (i.e.: item C13: *Being open to consistent professional development*). The factor analysis of the three Likert scale sections also revealed that the factors indicating the subsections match with the themes identified above.

Following that, the third part of the questionnaire involves four open-ended questions. Although these questions are presented as part of a quantitative data collection procedure, they are considered to catch “the hallmarks of qualitative data” such as “authenticity, richness and depth of response” (Cohen, Manion and Morrison, 2000, p.255). Since completing

open-ended questions takes longer time compared to ticking for Likert scale items, the responses for this part are limited to “three” to enable participants to indicate their responses in terms of their degree of importance (i.e.: *Please indicate at most three competencies that were not mentioned in Part II but you think important for an English language teacher to have*).

The last part of the questionnaire involves a rating scale of the five components of the FLE undergraduate program in terms of their relevance in helping FLE graduates gain the three areas of foreign language teacher competencies as divided for the Likert scale items of the questionnaire. The respondents use the same rating scale of four points for this part of the questionnaire as well in order to analyze the responses across sections.

After the questionnaire was prepared, it was read through by three teacher education experts, two of whom were native speakers of English. In the light of their comments, examples were added for some of the Likert scale items in the second part of the questionnaire (i.e.: Item B19: *Establishing rapport with learners -i.e.: building positive relationship*). Besides, for the ease of comprehension some of the items were rephrased by the experts. To illustrate, *communicating enthusiasm for the subject to pupil* was restated as *developing students’ interest in the lesson (i.e.: motivating students towards the course)* in item B14. Furthermore, for the open-ended questions, one of the experts mentioned that the open-ended item one (*What might be the reasons for your being competent in the competencies above?*) and item three (*What might be the reasons for an English language teacher’s being weak in some of the competencies in Part II?*) are not parallel since the former asked respondents to reflect upon themselves, the latter asked them to hypothesize. However, the other experts indicated that such a difference is necessary in order not to give offence to participants for item three.

Following this revision, the questionnaire was presented to three FLE graduates with the same purpose. In the light of the feedback received, some of the questionnaire items were exemplified for clarification such as Likert scale item A13, *Having knowledge of general linguistic theory (i.e.: description of*

languages) or item B17, *Responding to student feedback (i.e.: students' opinion about an activity)*. After the changes were made, the questionnaire was presented to a group of 25 senior FLE students for piloting. The piloting group indicated two reservations about the content and the layout of the questionnaire. The former concern was their being in their last year in the FLE department and feeling inexperienced while answering the questionnaire items due to having very little chance of experiencing authentic classroom atmosphere. The latter reservation was the use of one side of the paper while printing and reproducing the questionnaire. The piloting group insisted on the use of both sides of the paper (and even using recycled paper) for the questionnaire. Some of them also suggested distributing soft copy of the questionnaires via web; thus, the researcher felt the need to explain the method of sampling to respond to these suggestions during the piloting process. Furthermore, according to the feedback received, each section in the Likert-scale part was numbered on its own instead of numbering items from one to 50, since some of the piloting group participants indicated that having 50 items in one section makes the part longer and unattractive. While the reliability analysis of the piloted Likert scale items showed 0.93 alpha item reliability, that of the actual Likert scale items was 0.96.

After the questionnaire took its final form, it was distributed through snowball sampling via e-mail to the FLE graduates in December 2006 as Ruane (2005) emphasizes that questionnaires should not be presented when the teachers are busy at the beginning of an academic year or on the holiday eves (Please see Appendix C for one of the cover message used in the study for snowball sampling). The postal questionnaires, on the other hand, were sent in mid-February in 2007. With the two graduate questionnaires, a cover letter (Appendix D) explaining the aim of the study and the significance of graduate responses, and a stamped envelope for sending their responses back were included in the questionnaire packages.

3.3.1.2. Second Graduate Questionnaire

The second graduate questionnaire is composed of two parts and was presented to the respondents with an introductory letter to indicate the relation of the two graduate questionnaires. In the first part, the FLE program components and the courses of these components were presented as Likert scale in five sections to collect data about how successful these courses were in helping FLE graduates gain language teacher competencies. These five sections were designed according to the foreign language teacher education program components reviewed in the previous chapter.

The first section, *Language* component, involves courses on advanced language skills and development. These courses aim not only to improve students' language skills but also to increase their knowledge on language use. FLE 323 English- Turkish Translation and FLE 409 Turkish-English Translation courses are also included in this group as they assist language development. The second section is composed of the *Linguistics* component, which concentrates not only on the theories of language, acquisition and learning but on linguistic aspects of both first language and foreign language as well. Courses such as FLE 146 Introduction to Linguistics I, FLE 261 Introduction to Linguistics II and FLE 307 Language Acquisition are under this theoretical component. *English Literature* component, on the other hand, forms the third section. The intention behind these courses is not merely to teach literature of the target language but also to help prospective language teachers to be able to use these literary texts in classes of different ages and proficiency levels. The last two sections involve the *professional courses* in two subcomponents: *ELT Methodology* courses, fourth section, aim to develop prospective teachers' knowledge and skills in methods and techniques of language teaching, language material analysis and student evaluation. This group involves five of the 11 compulsory courses of the HEC curriculum. FLE 237 School Experience I, FLE 417 School Experience II and FLE 404 Practice Teaching are some of the important courses of this section. The fifth section is the *General Education courses* composed of six of the 11 compulsory courses,

which are not offered by the department of FLE but aim at developing general teacher competencies.

Since Bear (1992, p.29) indicates “the concept of curriculum shifts from a list of courses to a coherent whole consisting of interdependent parts”, the components of FLE curriculum should not be seen like disjoint sets. In fact, they intersect one another. The courses under the Linguistics set (component) intersect with the ELT Methodology component, as the former is the theoretical base for the latter. To illustrate, FLE 307 Language Acquisition is under the Linguistic component, but it is very much related to the ELT Methodology component, since FLE 238 Approaches to ELT concentrates on language teaching methods that are shaped around the theories of language acquisition. Besides, the Literature component overlaps with the Language and ELT Methodology components because the texts covered in these courses not only are the source for language improvement and culture learning, but also aim at developing an awareness of using these texts for language teaching. In addition, some of the courses in the General Education component can also address the issues of the ELT methodology component such as CEIT 319 Instructional Technologies and Materials Development, EDS 222 Instructional Planning and Evaluation, and EDS 304 Classroom Management. Lastly, the Language component intersects with all of the other components, since each and every course of the METU FLE curriculum is offered in English, the medium of instruction in the whole institution. The Venn diagram in Figure 3.2 below shows the intersections of the five components of the FLE curriculum for the ease of understanding the relations among the components of the FLE program.

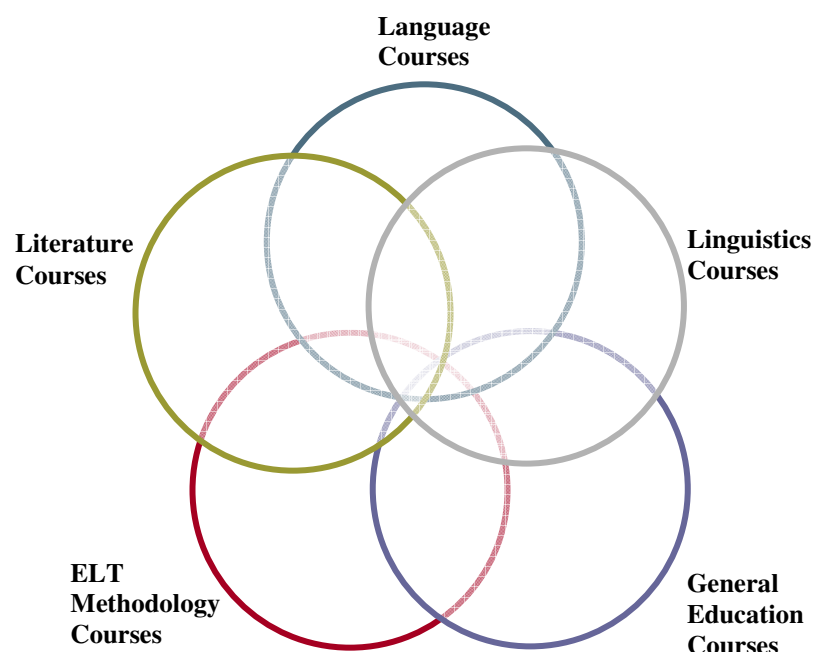


Figure 3.2 Five Components of the METU FLE Undergraduate Program

Accordingly, the five sections of the first part of the second graduate questionnaire are named after the components of the FLE program as shown in Table 3.2 below. Furthermore, each section is numbered on its own instead of numbering items from one to 34 for the concerns mentioned in the piloting of the Likert scale items in the first questionnaire. Thus, the first section, Language component, includes eight courses as the items of this section, while the second section on Linguistic component and third section on Literature component have five and six courses respectively. ELT Methodology component, fourth section, includes nine courses, while General Education component contains six courses as the last section of this part. The 4-point Likert scale items are based on the possible answers “very little”, “little”, “much” and “very much”.

Table 3.2 Groups of Courses in the FLE Curriculum

<p><u>Language Courses</u></p> <p>121 English Grammar I</p> <p>122 English Grammar II</p> <p>123 Eng. Composition I</p> <p>124 Eng. Composition II</p> <p>125 Reading Comprehension I</p> <p>126 Reading Comprehension II</p> <p>127 Spoken English I</p> <p>128 Spoken English II</p> <p>215 Advanced Reading and Vocabulary Development</p> <p>216 Advanced Writing</p> <p>323 English-Turkish Translation</p> <p>409 Turkish-English Translation</p> <p>429 Advanced English Structure</p>	<p><u>Professional Courses</u></p> <p><u>ELT Methodology Courses</u></p> <p><i>237 School Experience I</i></p> <p>238 Approaches to ELT</p> <p><i>303 ELT Methodology I</i></p> <p><i>304 ELT Methodology II</i></p> <p>308 Teaching English to Young Learners</p> <p><i>404 Practice Teaching</i></p> <p>405 Materials Adaptation and Development</p> <p>413 English Language Testing</p> <p><i>417 School Experience II</i></p> <p><u>Professional Courses</u></p> <p><u>General Education Courses</u></p> <p><i>119 Introduction to Teaching Profession</i></p> <p><i>221 Development and Learning</i></p> <p><i>222 Instructional Planning and Evaluation</i></p> <p><i>304 Classroom Management</i></p> <p><i>319 Instructional Technologies and Material Development</i></p> <p><i>424 Guidance</i></p>
<p><u>Linguistics Courses</u></p> <p>146 Introduction to Linguistics I</p> <p>245 Turkish Phonetics & Morphology</p> <p>246 Turkish Syntax and Semantics</p> <p>261 Introduction to Linguistics II</p> <p>307 Language Acquisition</p>	
<p><u>Literature Courses</u></p> <p>129 Introduction to Literature</p> <p>140 Survey of English Literature I</p> <p>220 Drama: Analysis & Teaching I</p> <p>241 Survey of English Literature II</p> <p>321 Drama: Analysis and Teaching II</p> <p>322 The Novel: Analysis & Teaching I</p> <p>406 Poetry: Analysis and Teaching</p> <p>407 The Novel: Analysis and Teaching II</p>	

The second part of the questionnaire is composed of a rank ordering item, in which the respondents are asked to rank order the components of the FLE program in terms of their effectiveness in helping them gain the English language teacher competencies. Cohen, Manion and Morrison (2000, p.252) maintain that “rankings are useful in indicating degrees of response”. Thus, the results will show the effectiveness degree of each FLE component, in terms of preference or priority.

Similar to the first questionnaire, this questionnaire was also read through by three teacher education experts and three FLE graduates. One of the three FLE graduates of the piloting group mentioned adding one more course (*Short Story: Analysis and Teaching*) to the third section (Literature component) of the Likert scale items. His rationale was that since this course had been offered for freshman, it was taken by the participant group of the study as a must course, while it was omitted from the program during the rescheduling of the courses in 2004 according to the European Credit Transfer System (ECTS). As this feedback was considered to be important by the researcher and the expert group, that course was included in the questionnaire.

Moreover, the graduates indicated their concerns about Likert Scale items that combine two consecutive courses such as item 1 (*English Grammar I & II*), since they believe these courses were successful depending on the course instructor who taught them. However, one of the experts mentioned and insisted on the opposite in order to prevent respondents from evaluating the course instructor’s performance rather than the use of the course content. He expressed his point on the questionnaire as follows: “I think it’s highly unlikely that they will remember the differences between these two semesters. Can you combine I and II?”

The researcher, according to the feedback received from the expert opinion, decided to combine consequent courses in Language (i.e.; *Reading Skills I and II*) and Literature (i.e.; *Survey of English Literature I & II*) components, since these course pairs do not differ in terms of the foreign language teacher competencies developed. However, course pairs of

Linguistics (i.e.; *Introduction to Linguistics I and Introduction to Linguistics II*) and of ELT Methodology (*School Experience I and School Experience II*) components are presented as two items, since each one of the pair has not only a different content focus but also different competencies to develop.

In the light of the feedback received, the questionnaire items were revised and presented to the same piloting group of senior FLE students. While the reliability analysis of the piloted Likert scale items showed 0.83 alpha item reliability, the actual Likert scale items showed 0.88 alpha item reliability. After the second questionnaire took its final form, it was presented to the respondents who completed and returned the first questionnaire via e-mail, whereas for postal data collection both questionnaires were sent in the same envelope.

3.3.2. Interviews

Bogdan and Biklen (1992) indicate that interviews aim to gather data in subjects' own words in order to develop insights on how they interpret a situation. Similarly, Marshall and Rossman (2006) emphasize that the purpose of interviews is to uncover and describe participants' subjective perspective on events. Furthermore, Cohen, Manion and Morrison (2000) maintain that interviews enable participants to discuss an issue from their own point and to indicate their attitudes, beliefs and opinions. Despite being subjective, interviews, compared to questionnaires, allow for a deeper understanding and analysis of a case, have a higher response rate and help respondents be more motivated and involved. Besides, interviews vary according to the way and amount the interviewer controls the conversation (Esterberg, 2002).

For the present research, *semi-structured interviews* were conducted with both the graduate and the employer groups of informants in order to collect in-depth information in terms of graduates' competencies as EFL teachers, since semi-structured interviews are relevant for collecting comparable data across subjects (Bogdan and Bilken, 1992). However, these

interviews aim to gather qualitative data of what happened and why in individualistic terms; thus, the prepared semi-structured interview questions were continuously redesigned and used differently in each and every interview with different alternative questions, probes or follow-ups to reflect the interaction between the interviewees and the interviewer.

Since conducting interviews, transcribing the recorded data and analyzing the responses are all important concerns in terms of time and energy spent, a limited number of respondents were included in the semi-structured interview of the study. While the graduates (N= 11) were selected from the ones who volunteered in the questionnaire, the employers (N= 8) were requested to participate in the study, since the number of employers who are familiar with a representative sample of METU FLE graduates was limited. The language of the interviews was Turkish, as the researcher did not want the interview language to be an obstacle for the participants to express themselves. Besides, some of the employer participants of the study may not be competent enough in using English in an interview. However, the extracts taken from the interviews were translated into English by the researcher for the non-Turkish readers of this dissertation and for submitting it to an English medium institution. The translations were edited by a native speaker of English who could also speak Turkish.

In the light of interview techniques, principles and procedures presented in Cohen, Manion and Morrison (2000), and Gillham (2000), the semi-structured interviews, both with FLE graduates (Appendix E) and with their employers (Appendix F), were essentially composed of *open-ended questions* in order to describe different aspects of perceptions and opinions and to focus on particular themes structured beforehand according to the research questions. Since the two graduate questionnaires are mainly based on closed-ended items, the open-ended interview questions aim to free participant responses of restrictions. Thus, except the introductory questions asking the length of administrative experience and teaching experience, both the employer and the graduate interviews were framed around 11 and 14 open-ended

questions respectively. These questions were aimed to enable participants to describe current situation, refer back to their experiences, share their feelings and contrast different aspects of the topics. Besides, *prompts* (reminding relevant issues) and *probes* (asking for more information or specification) were integrated when necessary without disturbing the nature and goals of semi-structured interviews. Though Bogdan and Bilken (1992) notify that qualitative interviews should avoid yes-no or close-ended questions, these questions were used to vary the question types and to lead with relevant probes for exploration of details and for clarification of responses. In addition, the *funneling* technique was used to narrow down the topics under discussion and to refer to a previous point mentioned by the interviewee. However, when the interviewee's response to a question also includes the answer of an up-coming one, the interviewer skips asking that question in order to avoid repetition. Similarly, the interviewer has the flexibility of changing the order of questions, asking a new prompt or not asking some questions in accordance with the development of the interview (Yıldırım and Şimşek, 2005).

Bogdan and Bilken (1992) suggest starting interviews with a small talk especially when the interviewee is a stranger to the interviewer, and when there is a need to break the ice. This small talk includes a search for finding common grounds with the interviewee. Following this small talk, the interviewer is advised to inform the subject of the purpose of the interview and to assure him/her that the responses will be treated confidentially. Therefore, at the beginning of the interviews, the interviewer indicated clearly the purpose of the interview in relation to the aim of the study and that the interviewees would be anonymous in reporting the results of the analysis. Moreover, using jokes and personal experiences is also advised (Bogdan and Bilken, 1992). Thus, the semi-structure format of the interviews was softened through different genuine interaction tools.

Both the interview questions for graduates and those for employers were read through by two experts on ELT and qualitative research in order to rephrase or rewrite questions that may be closed for a detailed response, that

may cause ambiguity for being abstract and/or that may sound unclear, biased or academic. Moreover, the interview process was also piloted before implementation, and the piloted interview was recorded so that the researcher/interviewer had the chance to improve her interviewing skills not to manipulate the interviewee and to be flexible in asking questions, and the chance to reflect on her listening skills not to interrupt the interviewee and to ask timely follow-up questions.

The interview sessions were planned to take about 30-45 minutes. All the interviews were conducted by the researcher and 17 of the 19 interviews were recorded for transcription and analysis, while two interviews were conducted through note taking. After each recorded interview session, the recording was copied to participants PCs or portable drives in order for them to listen to it for adding a new point or changing a statement. None of the participants indicated a need for change in the recording; while only one of them wanted to add a metaphor to exemplify a point she had mentioned in the interview. While using extracts from the recordings, the respondent and institution names were kept anonymous. The interviews were conducted from the beginning of May to the end of June in 2007.

3.4. Data Analysis Procedures

The quantitative data obtained from the questionnaires was analyzed by the use of descriptive statistics. The Likert scale data collected through the first and the second questionnaires were analyzed through presenting the means, percentages and frequencies obtained for each item through the SPSS program. In order to explore the discrepancy among different participant groups (depending on their institution, the level they teach and the experience they have) an independent sample t-test was conducted on the Likert scale data collected through the first questionnaire. A factor analysis was also performed on the Likert scale sections of both questionnaires to establish the thematic groups within each section. Moreover, in order to see the degree of responses,

the mean scores were presented for the rating scale data gathered through the first questionnaire. Besides, according to the ranking scale data in the second questionnaire, the rank order among the components was determined using the frequency for each item, and line graphs were used to show the tendency. Lastly, the responses given to open-ended items in the first questionnaire were analyzed through listing all the individual responses under each item, coding these responses according to their focus (Cohen, Manion and Morrison, 2000), and counting the most frequent answers for presentation and for discussion.

The qualitative data obtained from the graduate and elite interviews were analyzed through cross-case analysis, which enables grouping common responses from different perspectives and focusing on the parallelism between different people or groups (Patton, 1990). First of all, the interview data was transcribed and categorized for ease of data management. Then, the coding was used in order to label the data. The coding of the interview data was conducted twice by the researcher for intra-rater reliability. The second coding was done a month after the first one, and the results were compared to eliminate the differences. The data collected from the two participant groups was presented under the following categories according to the interview questions: English language teacher competencies, strengths and weaknesses of FLE graduates, effect of the METU FLE program and its components (sub-categories: Language, Literature, Linguistics, ELT Methodology and General Education components), and suggestions and comments.

3.5. Triangulation

Cohen, Manion and Morrison (2000, p. 112) simply define triangulation as “the use of two or more methods of data collection in the study of some aspect of human behavior”. The advantage of triangulation is that it prevents reliance on one single method and/or one single (biased) view point, and that using a multi-method approach enables methods to compare with each other. Hence, three forms of triangulation were used in this present study. First of all,

methodological triangulation was addressed through using two data collection methods of two research traditions: quantitative with questionnaires and qualitative with interviews. Second, *participant triangulation* was referred through involving two participant groups (graduates and employers) in the study. Lastly, *data triangulation* was addressed for collecting data through different sampling strategies from convenience to snowball and maximum variation sampling. The data triangulation also helped the study have *space triangulation* to some extent through reaching FLE graduates teaching at different parts of the country, at different types of institutions and at different levels.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

The results of the study are presented in this chapter. First, the results of the graduate questionnaires are presented for each section. Second, the qualitative interview data are presented and analyzed. Then, the results of these two instruments are discussed comparatively.

4.1. Results of the Graduate Questionnaires

In this section, first of all the significant results of the first questionnaire are presented. Then, the data gathered through the second questionnaire is introduced. Lastly, the results of two graduate questionnaires are discussed comparatively.

4.1.1. Results of the First Questionnaire

The aim of the first questionnaire is to investigate to what extent FLE graduates find themselves competent in the areas specified by HEC's foreign language teacher competencies, to what extent FLE program components were successful in helping the graduates gain those competencies and what other competencies they need to further develop.

4.1.1.1. Results of the Likert Scale Items

In order to answer to what extent METU FLE graduates find themselves competent in the areas specified by HEC's foreign language teacher competencies, 50 items in a Likert scale format were presented in three sections: (1) competence in language and subject area knowledge; (2)

competence in planning, teaching and classroom management; (3) competence in monitoring, assessment and professional development. Thus, the data gathered through the Likert scale items in the first questionnaire are analyzed below addressing the same order.

A Likert type four-point scale was used based on the possible answers “incompetent”, “somewhat competent”, “competent” and “highly competent”, which were represented as 1, 2, 3 and 4 respectively in order to store the data for SPSS analysis. However, while interpreting the responses according to frequencies and percentages, scores 3 and 4 were considered as a positive perception, and scores 1 and 2 were considered as negative. Similarly, the mean scores below 2.5 were considered to show a negative perception, while a mean above 2.5 shows a positive one.

The overall mean score of the 50 items was found to be 3.27, which shows that the graduates indicated a slightly *high competence* in general. That the mean scores for the three sections of the Likert scale were 3.20 for section A, 3.33 for section B and 3.29 for section C demonstrates a lower competence in the area of language and subject knowledge compared to the other two competence areas. Moreover, the factor analysis demonstrated the subsections within each of these three Likert scale sections. When the items are analyzed one by one, none of the item mean scores pointed a degree of *incompetence* or *somewhat competence*. Thus, the three lowest and three highest mean scores for each section are presented in detail, while all mean score and percentage analyses are provided in tables.

First of all, the factor analysis of section A items shows four subsections within 17 items. According to this analysis, the items that load highly on factor 1 were around the theme of *knowledge, use and presentation of English language* (Items 1-7) and had the mean score of 3.34. The items that load highly on the second factor related to *developing learner’s language skills* with a mean of 3 (Items 8-12), while the items (items 13 and 14) of factor 3 seemed to relate to *theoretical knowledge of language and language teaching* with a mean of 3.12. Lastly, factor 4 includes items on *teaching according to student profile* (items 15-

17) with a mean of 3.24. The results of the mean scores according to four subsections reached through factor analysis showed that the participants reported to be competent or highly competent in all of the four factors. However, the mean scores also showed that they mentioned a higher perception of competence in the first factor compared to the other three factors, while the second factor had the lowest mean score among the four factors in this section.

For the first section of the Likert scale items on competence in language and subject area knowledge, the mean scores indicated that the graduates view themselves *highly competent* in *presenting knowledge of language in a clear, simple and stimulating manner* in item 6 with a mean score of 3.43, and 90.8% of the participants indicated that they are *competent* or *highly competent* in this item (See Table 4.1 below for mean score and percentages for section A). The second highest mean (M= 3.35) score was found for two items: item 1 and item 4. While a hundred of the 109 participants indicated they are *competent* or *highly competent* in *having advanced knowledge of English*; 89% of them (N= 97) showed competence in *understanding and using the English language appropriate to the situation and level*.

However, the lowest mean score was found for item 11, *developing learners' subskills (i.e.: intonation) that assist spoken production in English*, with a mean score of 2.73. That is, nearly 37% of the participants indicated a level of *incompetence* or *somewhat competence* for this item. Similarly, 32% of the graduates reported *incompetence* or *somewhat competence* about another productive skill in item 10, *developing learners' subskills (i.e.: drafting) that assist written production in English*, with a mean score of 2.93. Lastly, nearly one third of the respondents (N= 32) indicated a lower level of competence for item 13 (M= 2.92), *having knowledge of general linguistic theory (i.e.: description of languages)*.

Table 4.1 Competence in Language and Subject Area

Section A		1		2		3		4	
Competence in Language & Subject Area	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. Having advanced knowledge of English	3,35	0	0	8	7,3	51	46,8	49	45
2. Using (and understanding) the English language communicatively	3,34	0	0	13	11,9	46	42,2	50	49,9
3. Being an adequate model of the English language for students	3,3	0	0	11	10,1	54	49,5	44	40,4
4. Understanding and using the English language appropriate to the situation and level	3,35	0	0	11	10,1	45	41,3	52	47,7
5. Integrating form, function and meaning for grammar teaching	3,31	0	0	14	12,8	43	39,4	51	46,8
6. Presenting knowledge of language in a clear, simple and stimulating manner	3,43	1	0,9	9	8,3	41	37,6	58	53,2
7. Developing learners' vocabulary knowledge	3,32	0	0	12	11	50	45,9	47	43,1
8. Developing learners' subskills (i.e.: inference) that assist reading comprehension in English	3,11	2	1,8	18	16,5	54	49,5	35	32,1
9. Developing learners' subskills (i.e.: note taking) that assist listening comprehension in English	2,98	7	6,4	20	18,3	50	45,9	32	29,4
10. Developing learners' subskills (i.e.: drafting) that assist written production in English	2,93	5	4,6	27	24,8	44	40,4	32	29,4
11. Developing learners' subskills (i.e.: intonation) that assist spoken production in English	2,73	5	4,6	35	32,1	49	45	19	17,4
12. Integrating macro language skills (Reading, writing, listening, speaking)	3,25	2	1,8	14	12,8	48	44	45	41,3
13. Having knowledge of general linguistic theory (i.e.: description of languages)	2,92	6	5,5	26	23,9	44	40,4	32	29,4
14. Having knowledge of foreign language teaching theories and methods	3,31	2	1,8	9	8,3	47	43,1	50	45,9

Table 4.1 Competence in Language and Subject Area (continued)

Section A		1		2		3		4	
Competence in Language & Subject Area	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
15. Selecting and using suitable approaches, procedures and techniques <u>appropriate</u> to the foreign language point	3,18	2	1,8	17	15,6	49	45	41	37,6
16. Employing a range of teaching strategies suited to learner age (young learners, teenagers, adults)	3,22	0	0	17	15,6	51	46,8	41	37,6
17. Employing a range of teaching strategies suited to learner ability and proficiency level (beginner to advanced)	3,31	0	0	14	12,8	47	43,1	48	44

The factor analysis of section B items also indicated four subsections within 19 items. Accordingly, the items that load highly on factor 1 were on *lesson planning* including items from 1 to 5 and had the mean score of 3.35. The items that load highly on the second factor had the common theme of *motivating students* with a mean of 3.36 (Items 6-8, 14, 16-19), while the items (items 9 and 10) in factor 3 seemed to relate to *using support facilities* with a mean of 3.05. Lastly, factor 4 includes items related to *execution of a planned lesson* (items 11-13 and 15) with a mean of 3.39. The results of the mean scores according to four factors indicated that the participants reported to be competent or highly competent in all of the four factors. However, the mean scores also showed that they mentioned a higher perception of competence in the fourth factor compared to the other three factors, while the third factor had the lowest mean score among the four factors in this section.

For the second section, the highest mean score (M= 3.61) was found for item 19, *establishing rapport with learners (i.e.: building positive relationship)*, which is also the highest mean score of all the Likert Scale items in the first questionnaire. For this item, 107 of the 109 participants perceived themselves *competent* or *highly competent* (See Table 4.2 below for mean score and percentages for section B). The second highest mean score, also the second highest

among all Likert scale items, was 3.5 for item 8 and item 13. While 90% of the participants (N= 98) indicated they are *competent* or *highly competent* in *selecting and using examples relating the topic to real life* in item 8; 96.4 % of them (N=105) said they are *competent* or *highly competent* in *responding to students' questions* in item 13.

Table 4.2 Competence in Planning, Teaching and Classroom Management

Section B		1		2		3		4	
Competence in Planning, Teaching and Classroom Management	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. Knowing the foreign language teaching curriculum of the school you teach	3,42	5	4,6	4	3,7	40	36,7	60	55
2. Making appropriate plans concerning students' needs	3,39	1	0,9	7	6,4	49	45	52	47,7
3. Expressing objectives the students will achieve clearly	3,34	2	1,8	9	8,3	48	44	50	45,9
4. Preparing structural and coherent lesson plans to achieve course objectives	3,09	5	4,6	15	13,8	54	49,5	35	32,1
5. Establishing good connections with previous and following topics	3,49	2	1,8	7	6,4	36	33	64	58,7
6. Preparing and using a variety of teaching-learning activities related to the aims of the lesson and students' needs	3,25	2	1,8	14	12,8	44	40,4	48	44
7. Selecting and using appropriate and available sources related to aims of the lesson and students' needs	3,3	1	0,9	11	10,1	51	46,8	46	42,2
8. Selecting and using examples relating the topic to real life	3,5	0	0	11	10,1	32	29,4	66	60,6
9. Using teaching learning facilities effectively (i.e.: language lab)	2,95	7	6,4	25	22,9	43	39,4	34	31,2
10. Making use of information technology (i.e.: audio-visuals, electronic devices and computer)	3,14	7	6,4	15	13,8	43	39,4	44	40,4

Table 4.2 Competence in Planning, Teaching and Classroom Management (continued)

Section B		1		2		3		4	
Competence in Planning, Teaching and Classroom Management	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
11. Adjusting instructions and explanations to students' needs, age and level	3,4	0	0	9	8,3	47	43,1	53	48,6
12. Asking students timely and effective questions	3,33	0	0	12	11	49	45	48	44
13. Responding to students' questions	3,5	0	0	3	2,8	44	40,4	61	56
14. Developing students' interest in the lesson (i.e.: motivating students towards the course)	3,23	2	1,8	17	15,6	44	40,4	46	42,2
15. Using class time effectively	3,33	2	1,8	10	9,2	47	43,1	50	45,9
16. Using voice effectively and varying it to attract students' attention during the lesson	3,43	3	2,8	10	9,2	33	30,3	63	57,8
17. Responding to student feedback (i.e.: students' opinion about an activity)	3,32	1	0,9	12	11	47	43,1	49	45
18. Selecting and using individual, group or whole class teaching methods appropriate to the class	3,27	0	0	16	14,7	48	44	45	41,3
19. Establishing rapport with learners (i.e.: building positive relationship)	3,61	2	1,8	0	0	36	33	71	65,1

Although the second section has the highest mean score compared to the other two sections and has the highest mean score item among the 50 items of the Likert scale part, three items were found to have a lower mean score within this section. The lowest mean score (M= 2.95) was reported for item 9, *using teaching learning facilities effectively (i.e.: language lab, library)*, since 29.3% of the FLE graduates (N=32) demonstrated a degree of *incompetence* or *somewhat competence* for this item. Besides, nearly one fifth of the participants (20.4%) indicated that they are *incompetent* or *somewhat competent* in item 10, *making use of information technology (i.e.: audio-visuals, electronic devices and computer)*, with a mean of 3.14, the third lowest mean score of this section. Moreover, in

item 4, *preparing structural and coherent lesson plans to achieve course objectives*, the second lowest mean score (M= 3.09) was found, although 81.6% of the participants (N= 89) indicated that they are *competent* or *highly competent* in this area of competence.

Finally, the factor analysis of section C demonstrates three subsections within 14 items. The items that load highly on factor 1 were on *assessment* (Items 1-3 and 5) with a mean score of 3.14, while the items that load highly on the second factor relate to *monitoring the students* with a mean of 3.32 (Items 4, 6-8). Lastly, factor 3 includes items related to the theme of *professional development* including items 9- 14 with a mean of 3.38. The results of the mean scores according to three factor analysis groups indicated that the participants reported to be competent or highly competent in all of the factors. However, the mean scores also demonstrated that they mentioned a higher perception of competence in the third factor compared to the other factors, whereas the first factor had the lowest mean score among the three factors in this section.

In the last section of the Likert scale items on competence in monitoring, assessment and professional development, the participants showed a higher degree of competence in professional development compared to that in assessment. The lowest mean scores were found for the first two items of this section: While 23.9% of the participants (N=26) indicated they are *incompetent* or *somewhat competent* in using *assessment methods relevant to the subject effectively* in item 2 (M= 3.04), 21.1% of them (N= 23) said they are also *incompetent* or *somewhat competent* in *knowing a variety of assessment methods* in item 1 (M= 3.07). Similarly, in item 6, *keeping careful records of students' progress*, 23% of the participants (N= 25) also reported a degree of *incompetence* or *somewhat competence* (Table 4.3 below).

Although the graduates showed lower levels of competence in items related to assessment, one of the highest mean scores was found for item 8 (M= 3.45), *giving necessary and useful feedback to the students*, for which 102 of 109 graduates (93.6%) indicated that they are *competent* or *highly competent*. Likewise, the same number of participants indicated for item 14, *reflecting on your performance for self- development*, that they are *competent* or *highly competent*

with the second highest mean score of this section (M= 3.47). Lastly, the highest mean (M= 3.57) score was also obtained for an item of professional development. Item 13, *being open to consistent professional development*, showed that 92.6% of the graduates find themselves *competent* or *highly competent* in this item.

Table 4.3 Competence in Monitoring, Assessment and Professional Development

Section C Competence in Monitoring, Assessment and Professional Development	Mean	1		2		3		4	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. Knowing a variety of assessment methods	3,07	2	1,8	21	19,3	53	48,6	33	30,3
2. Using assessment methods relevant to the subject effectively	3,04	3	2,8	23	21,1	50	45,9	33	30,3
3. Planning assessment in parallel with course objectives	3,19	5	4,6	15	13,8	43	39,4	46	42,2
4. Monitoring student learning in different classroom activities	3,33	1	0,9	12	11	46	42,2	50	45,9
5. Evaluating students' progress in relation to the aims of the lesson consistently	3,25	0	0	13	11,9	56	51,4	40	36,7
6. Keeping careful records of students' progress	3,16	4	3,7	21	19,3	38	34,9	46	42,2
7. Diagnosing students' failure and difficulties	3,35	0	0	10	9,2	51	46,8	48	44
8. Giving necessary and useful feedback to the students	3,45	0	0	7	6,4	46	42,2	56	51,4
9. Working cooperatively with professional colleagues and parents	3,21	4	3,7	18	16,5	38	34,9	49	45
10. Fulfilling the legal, social and administrative responsibilities at school	3,42	3	3,8	9	8,3	36	33	61	56
11. Carrying out responsibilities for the spiritual, moral, social and cultural development of the students	3,32	5	4,6	11	10,1	37	33,9	56	51,4
12. Contributing to school activities such as meetings, in-service teacher training and materials preparation sessions	3,27	3	2,8	14	12,8	43	39,4	49	45
13. Being open to consistent professional development	3,57	1	0,9	7	6,4	30	27,5	71	65,1
14. Reflecting on your performance for self-development	3,47	0	0	7	6,4	44	40,4	58	53,2

The Likert scale items were also analyzed to investigate whether there is a difference between the FLE graduates working at private and state institutions, between those teaching at primary/secondary levels and tertiary levels, and between those who are in their first two years of teaching and who are in their third to fifth years of teaching, (Table 4.4 for mean scores according to different participant groups).

The mean score analysis for the first graduate pair, graduates working at private institutions and the ones working at state schools, showed that in 41 of the 50 items participants working at private schools had a higher degree of perception of their competence than that of participants teaching at state school. Specifically, in the first section of the Likert scale items, the respondents working at private institutions indicated a higher perception in 15 items of this part. To illustrate, while the graduates working at private institutions (86%) showed a high perception level according to mean score ($M= 3.21$) for item 9, *developing learners' subskills that assist listening comprehension*, 65% of the participants teaching at state schools reported a high level of perception with a mean score of 2.67. More noticeably, 93% of the former group indicated a higher perception level ($M= 3.44$) in item 12, *integrating macro language skills*, while 78% of the state school participants reported a mean of 2.98 for this item. Furthermore, the graduates from the state schools had a higher perception in four of the 19 items in the second section, and four of the 14 items in the third section of the Likert scale items. While the ones in state schools have a higher perception of their competence in assessing students' progress (items 1-3) in the third section, the private school teachers reported a higher level of competence in (items 6-9) selecting and using activities, examples, facilities and methods appropriate to learners in the second section.

Table 4.4 Mean Scores according to Different Groups of Participants

	Graduates working at state schools	Graduates working at private schools	Graduates with an Experience of 1-2 years	Graduates with an Experience of 3-5 years	Graduates working at Primary/ Secondary level	Graduates working at Tertiary level
Item A-1	3,3	3,4	3,3	3,4	3,27	3,41
Item A-2	3,26	3,4	3,31	3,36	3,17	3,43
Item A-3	3,24	3,37	3,35	3,25	3,34	3,26
Item A-4	3,35	3,37	3,31	3,38	3,29	3,38
Item A-5	3,24	3,44	3,28	3,35	3,27	3,35
Item A-6	3,39	3,49	3,39	3,47	3,37	3,47
Item A-7	3,26	3,35	3,26	3,38	3,29	3,29
Item A-8	2,98	3,25	3,15	3,09	2,98	3,19
Item A-9	2,67	3,21	3,11	2,85	2,88	3,02
Item A-10	2,74	3,09	2,96	2,89	2,76	3
Item A-11	2,67	2,79	2,81	2,65	2,8	2,69
Item A-12	2,98	3,44	3,26	3,24	3,05	3,36
Item A-13	2,67	3,05	2,87	2,96	2,95	2,81
Item A-14	3,13	3,46	3,44	3,18	3,29	3,29
Item A-15	3,09	3,26	3,2	3,16	3,17	3,19
Item A-16	3,11	3,33	3,26	3,18	3,1	3,29
Item A-17	3,22	3,42	3,37	3,25	3,24	3,38
Item B-1	3,37	3,53	3,35	3,49	3,44	3,47
Item B-2	3,35	3,44	3,44	3,35	3,46	3,33
Item B-3	3,35	3,35	3,28	3,4	3,44	3,26
Item B-4	2,93	3,25	3,15	3,04	3,17	3,04
Item B-5	3,5	3,46	3,43	3,55	3,54	3,45
Item B-6	3,09	3,35	3,28	3,22	3,15	3,29
Item B-7	3,22	3,35	3,43	3,18	3,32	3,24
Item B-8	3,41	3,58	3,59	3,42	3,46	3,52
Item B-9	2,78	3,05	3,11	2,8	2,83	2,98
Item B-10	3,09	3,12	3,19	3,09	3,12	3,1
Item B-11	3,43	3,4	3,35	3,45	3,39	3,41
Item B-12	3,26	3,37	3,24	3,42	3,37	3,29
Item B-13	3,52	3,47	3,46	3,55	3,61	3,4
Item B-14	3,20	3,23	3,24	3,22	3,17	3,21
Item B-15	3,35	3,32	3,31	3,35	3,32	3,3
Item B-16	3,39	3,49	3,33	3,53	3,37	3,47
Item B-17	3,2	3,44	3,35	3,29	3,32	3,31
Item B-18	3,11	3,4	3,28	3,25	3,05	3,41
Item B-19	3,59	3,63	3,59	3,64	3,44	3,72
Item C-1	3,2	3,02	3,02	3,13	3,17	3,02
Item C-2	3,11	3	3	3,07	3,05	3,03
Item C-3	3,33	3,14	3,17	3,22	3,27	3,19
Item C-4	3,3	3,35	3,31	3,35	3,32	3,35
Item C-5	3,3	3,18	3,24	3,25	3,29	3,19
Item C-6	3,15	3,18	3,13	3,18	3,22	3,1
Item C-7	3,28	3,39	3,24	3,45	3,32	3,33
Item C-8	3,43	3,53	3,43	3,47	3,34	3,57
Item C-9	3,07	3,32	3,22	3,2	3,22	3,12
Item C-10	3,37	3,46	3,33	3,51	3,39	3,4
Item C-11	3,28	3,33	3,28	3,36	3,49	3,14
Item C-12	3,17	3,35	3,26	3,27	3,34	3,15
Item C-13	3,61	3,56	3,54	3,6	3,61	3,52
Item C-14	3,43	3,49	3,48	3,45	3,59	3,35

The analysis of the second pair, graduates with an experience of one to two years and those with an experience of three to five years, showed that in 22 of the 50 items the participants with an experience of one or two year reported a higher perception of competence compared to graduates with an experience of three to five years. While the former group reported a higher level of competence in subject area competencies, the latter group had higher mean scores in items related to language competence in the first section of the Likert scale items. For instance, while the less experienced teachers indicated that they felt more competent in items related to developing learners' language skills (items 8-12), and knowing and employing a range of teaching strategies (items 14-17); the more experienced ones found themselves more competent in knowing and using the target language. Furthermore, the participants in the first two years of teaching had higher mean scores in competencies of preparing and using different activities, sources and facilities (items 6-10) in the second section of the Likert scale such as *making use of information technology* in item 10 with a mean of 3.19. However, more experienced graduates reported a higher level of competence in classroom interaction with students such as *asking students timely and effective questions* in item 12 (M= 3.41) and *responding to students' questions* in item 13 (M= 3.54). In the last section, the analysis demonstrated that the more experienced graduates indicated a higher perception of competence in items related to monitoring, assessment and providing feedback (items 1-4 and 6-8); whereas the less experienced participants had higher mean scores in two items: *working cooperatively with colleagues and parents* in item 9 (M= 3.22); *reflecting on their performance* in item 14 (M= 3.48).

The last pair of analysis was on the responses given by the graduates teaching primary/secondary level and by those teaching tertiary level learners. It was seen in the mean score analysis of the first section items that the tertiary level teachers have a higher perception of their competence in language and subject area in 12 of the 17 items. Although the tertiary level teachers had a higher mean score for competencies in language knowledge and developing language skills, the mean score analysis showed that participants who teach primary/ secondary level students reported a higher level of perception of their competence in *being an*

adequate model of English language for students in item three with a mean of 3.34. Moreover, in the second section graduates teaching primary/secondary levels reported a higher level of perception in lesson planning in items two to five; whereas tertiary level teachers had higher mean scores in competencies related to selecting and using activities, examples and facilities relevant to learners, and classroom management such as items 16-19. Finally, results of the last section of the questionnaire showed that while the tertiary level teachers indicated a higher level of competence in monitoring and providing feedback for students, the primary/secondary school teachers reported a higher perception of their competence in assessment (items 1-3 and 5) and other professional competencies such as working with colleagues, contributing to school activities and being open to professional development in items nine to 14. In addition, while all of the participants working in tertiary schools indicated that they have a high level of competence (M= 3.72; N= 109) in *establishing rapport with learners* (item 19) in the second section, all of the primary/secondary level participants reported a higher perception of their competence (M= 3.59; N= 109) in *reflecting on their performance* for self-development (item 14) in the last section.

There are slight to considerable mean score differences between the graduates working at tertiary level and those at primary/secondary levels, between the ones in the first two years of teaching and those in the third to fifth years, and between the participants working at state schools and those at private institutions. However, the *independent samples t-test* results revealed that there is not any statistically significant difference between the responses of the graduates who are in their first two years of teaching and the responses of those in their third to fifth year, since $p > 0.05$ (Appendix G for the independent sample t-test results according to the three pairs). On the other hand, when the responses were analyzed according to the type of school the graduates work at; five items were found to have a significant difference, since $p < 0.05$. These significant differences were found in section A for item nine, *developing learners' subskills that assist listening comprehension in English*, for item 12, *integrating macro language skills*, for item 13, *having knowledge of general linguistic theory*, for item 14, *having knowledge of foreign language*

teaching theories and methods, and in section B for item 18, *selecting and using individual, small group and whole class teaching methods appropriate to the class*. Furthermore, a few significant differences were found between the responses given by the graduates working at tertiary level and those at primary/secondary levels in only four items, since $p < 0.05$. These were in section B items 18 and 19, *establishing rapport with learners*, and in section C items 11, *carrying out responsibilities for the spiritual, moral, social and cultural development of the students*, and item 14, *reflecting on one's performance for self- development*.

4.1.1.2. Results of the Open-ended Items

The third part of the questionnaire included four open ended questions in order to investigate what FLE graduates think of the reasons for being competent in some competencies, the areas they need to further develop, the reasons for a teacher's being weak in some areas, and other competencies not mentioned but important for a language teacher to have. Analyzing the data, the researcher presents excerpts from the participant responses without changing the ungrammatical structures or interrupting their word choices.

In the first question of this part, the respondents were asked to indicate what might be the reasons for their being competent in the competencies listed in the Likert scale part of the questionnaire. Their responses with their frequency among the whole participants are presented below in Table 4.5.

Table 4.5 Responses Given to Open-Ended Item I

What might be the reasons for your being competent in the competencies above?	Frequency
1. METU FLE pre-service teacher education program (courses, assignments, practice teaching activities etc.)	89
2. Personality factors (being motivated, creative, open to criticism; having native like use of language, self- discipline, self-confidence)	35
3. Love for profession, students, school and teaching	22
4. Interest in ELT and keeping in touch with new developments in this area.	20
5. Experience in teaching	15
6. Reflection on teaching/ being	7
7. In-service teacher training programs	6
8. Work place environment	5
9. Seminars and workshops attended	3
10. M.A. program	2

Most of the graduates (N= 89) indicated FLE education as the primary and most important reason for their being competent in the listed areas of competencies. While some of the graduates reported the course components of the program, some others referred to course instructors, projects and, more specifically, the teaching practice. Although some of the graduates indicated that FLE program was successful in some areas, they also reported some weaknesses as well. To illustrate, while some mentioned their satisfaction with the ELT courses, they also pointed out the need for courses that focus on teaching techniques and activities:

The ELT courses that I took at university helped me to be competent in some of those competencies above, but they were not enough. More ELT courses and more focus on teaching techniques and strategies may be fruitful for the FLE students as they gain deeper understanding of teaching. (Participant 15).

The second most popular reason was a combination of personality factors. Although all of these factors were not mentioned by each of the 35 participants who reported the importance of personality, they were grouped together, since they all emphasize the importance of individual characteristics

of a teacher in achieving the listed competencies. In addition, the third most frequent response was about teachers' affection for her students, school and profession. Twenty-two graduates indicated that they try to do their best and become successful in their job, as they are enthusiastic about their job and have a desire to do more for their students and/or institutions:

I got a very good education at the university and I studied very eagerly for each subject believing that all of them will be beneficial for my profession. Apart from that, I love my school and students very much. This made me love my profession from the very beginning. (Participant 2)

While 20 of the graduates indicated their interest in ELT, 15 of them referred to their experience either in practice teaching or in real teaching environment. Although 70 of the 109 graduates reported that they had participated in an in-service teacher training program in the first part of the questionnaire, only six of them indicated that their program was useful in serving them to gain the listed competencies. Detailed analysis showed that these six graduates had the same in-service teacher training program from the same private tertiary institution they teach in Ankara, Turkey. Although a formal interview request was made to investigate that institution's opinion on FLE graduates' competencies, the institutional head, unfortunately, refused to participate in the elite interview of the present study. Besides, while 34 of the participants have completed or have been attending an MA program, only two of them mention their programs as a reason for their being competent in the listed areas.

When the responses of the participants working at private and state institutions are compared, it was seen that the ones working at private institutions mentioned working environment, in-service teacher training and hard work as a reason for being competent; none of the participants working at state institutions indicated those reasons. Instead, self-development and love for students were the two reasons given by those. Furthermore, when the responses of participants working at primary and secondary institutions are

compared to responses of those working at tertiary level, it was seen that the latter group mentioned personality factors and professional development more in number than the former group, while both indicated the role of FLE education. Lastly, when the responses of participants who are in their first two years of teaching are compared to those of more experienced graduates, it was found that the newer teachers depend on their practice teaching experience more than the ones in their third to fifth year of teaching, while both groups report FLE education, personality factors and love for profession equally important.

In the second question of this part, the respondents were asked to report the competencies they need to further develop. Although the responses were limited to three areas, the variety of responses was twice as much as that of the responses given to the previous open-ended item. The responses together with their frequency among the whole participants are presented in Table 4.6 below.

It is seen in the analysis of the responses that the highest frequency (N=20) was found for knowing and using different techniques and methods of monitoring, assessing and evaluating students' progress. Following that, 19 of the respondents indicated that they need to further develop their command of spoken English. The following three most frequent responses were all about teachers' competencies in language teaching methodology: teaching different language points (skills, subskills and vocabulary) (N=18); managing classes by giving instructions, controlling students' participation and involving them in the lesson (N=15); and teaching English for different purposes (EAP or ESP) and to different age (mainly young learners) and level groups. Some of the participants also indicated their need in developing their knowledge and use of English language (N=9) and/or their need in teaching grammar effectively (N=7). Moreover, despite being mentioned by a small number of participants, competencies of developing and adapting materials, using time effectively, using one's voice effectively, giving feedback and teaching literature for language purposes were also pointed out.

Table 4.6 Responses Given to Open-Ended Item II

What are the competencies you need to further develop?	Frequency
1. Different methods of monitoring, assessment and evaluation	20
2. Command of spoken English (pronunciation, stress, intonation)	19
3. Teaching skills, subskills and vocabulary of language and integrating those skills	18
4. Classroom management	15
5. Teaching all levels, all age groups and for different purposes (young learners, EAP, ESP)	14
6. Knowledge and use of target language	9
7. Motivating students	8
8. Working for professional development (MA, in-service, conferences and workshops)	7
9. Teaching grammar	7
10. Applying a variety of activities for different language points	7
11. Diagnosing, treating and dealing with students' learning problems	6
12. Knowing and applying new developments in the field	6
13. Applying knowledge of linguistics	6
14. Using technology (technological tools) in class	6
15. Materials development and adaptation	5
16. Timing (in and out of classroom)	4
17. Using one's voice effectively	3
18. Teaching literature or using literature for language teaching	2
19. Giving feedback	2
20. Working collaboratively with colleagues	2

When the responses of teachers working at primary and secondary institutions are compared to those working at tertiary institutions, it is seen that, the latter group indicated competencies that only one respondent from the latter group mentioned. To illustrate, while the teachers working at tertiary education institutions indicated a need for developing and adapting materials, only one teacher from a secondary school mentioned such a need. On the contrary, while teachers working in primary and secondary institutions mention their need in working collaboratively with colleagues; this point did not appear in the responses of tertiary level teachers. While both groups mentioned a need for teaching English for different purposes and to different age and level groups, they

specified their student group according to the institution they were currently teaching at:

I am relatively new in my current job; I could not have the opportunity to take part in curriculum or testing committees... So I want to participate in such practices in my job, and I want to develop myself further in this field specialized in teaching Academic English, which is different from the case in my previous job. (Participant 29)

I think to adjust the level of students is a demanding task. I've taught many levels such as from adult learners' proficiency, high school proficiency to primary school beginner level. It was difficult at first to teach and adjust level for the primary school. I should develop it. (Participant 91)

The responses given by teachers in their first two years were also compared to those given by teachers in their third to fifth year in teaching. As a result, a need for developing and adapting materials to language classes was not indicated by the former group, while it was in the list of frequent answers for the latter group. In contrast, more experienced respondents pointed out a need for dealing with students' learning problems and giving feedback, whereas none of the teachers in the first two years of teaching mentioned a concern for these points.

When the responses of state school teachers are compared to those of private institutions, the same competencies are found to be mentioned. However, while a larger number of private institution teachers point out a need for competency in classroom management; participants from state schools were more concerned about their need in assessment and evaluation of student progress, in student motivation and in their command of spoken English. Moreover, a teacher from a state school indicated that her working environment is discouraging for the development of some competencies:

As the school and students have not much opportunity financially, I cannot make use of technological facilities. Also teacher and family relationship is not satisfactory. Besides, I cannot apply some teaching strategies just because of the class environment. (Participant 76)

In the third question, the respondents were asked to indicate the reason(s) for an English language teacher's being weak in the listed

competencies. Although this question was not addressed directly to participant’s weaknesses, most of the respondents used first person pronoun in their answers and reflected on competencies in which they find themselves weak. Their responses together with the frequency of the reason among the whole participants are presented below in Table 4.7.

Table 4.7 Responses Given to Open-Ended Item III

What might be the reasons for an English language teacher’s being weak in some of the competencies in Part II?	Frequency
1. FLE Education	42
2. Lack of experience	29
3. Teacher’s personality	25
4. Teaching/ working environment	23
5. Lack of language knowledge	13
6. Teacher’s demotivation	9
7. Not following methodological improvements	7
8. Lack of knowledge about students	2
9. In-service teacher training	1

Similar to the most frequent response given for the first open-ended item, FLE pre-service teacher education was mentioned as the first reason of a teacher’s being weak in a competence area. Following that, the second most frequent reason was teacher’s lack of experience. When the responses of teachers in the first two years of teaching are compared to those of more experienced one, it is seen that the former group mentioned “lack of experience” as a reason of weakness in the competencies four times as much as the latter group did. Although these two highly mentioned reasons are given as two different reasons, many graduates indicated that their pre-service education at METU did not give them enough chance to gain experience in practice teaching:

In our undergraduate courses, we always designed lessons for utopic and perfect learning environment. However, real life is not like the classes we design lesson plans for. (Participant 56)

In my opinion, it is to do with the practice teachings. I think, as a future teacher, students should have more opportunity to teach...We know the theories, yet we may not apply them easily. Moreover, it would be much better if students can do their practice teaching in different kinds of schools with different mentor teachers. For instance, I took my practice teaching courses at Anatolian Teacher Training School and [when I started teaching] it was difficult for me to teach English in primary school at first. I would get used to it more easily if I had the experience of primary school, and even private school. (Participant 44)

The participants (N= 25) who answered this question using a third person pronoun reported that teacher' personality may play a leading role in his/her weakness in competencies as well. Some of the participants referred to personality as being indifferent to and/or uninterested in teaching, learners and professional development; whereas some referred to teacher's lack of self-confidence, self monitoring and professional ambition. Moreover, not having the qualities of leadership and being traditional were also included under this group. Teacher's lack of motivation, on the other hand, was reported by nine respondents but listed as a separate reason, since motivation/ demotivation may have different grounds.

Furthermore, teaching environment was also indicated by a significant number (N= 21) of participants. While some, the ones working at private institutions, mentioned the atmosphere of the institution in terms of working load and relations among colleagues or between teachers and parents, the ones working at state primary or secondary schools indicated drawbacks due to physical conditions:

The physical environment of the school is not adequate for good language education. As an English teacher in a state school, I don't have any access to technological equipment not even a tape recorder. (Participant 52)

Although 70 of the 109 graduates reported that they had participated in an in-service teacher training program, only one of them mentioned in-service programs to be responsible for teacher's weakness in a competency. Besides,

while a large number of respondents mentioned their weakness in English language and specifically spoken English, only 13 of them reported that teacher's lack of target language knowledge may have a bearing on his/her weakness in the foreign language teacher competencies.

Finally, the fourth open-ended question investigates the competencies not listed but considered to be important by the respondents in Table 4.8 below.

Table 4.8 Responses Given to Open-Ended Item IV

Please indicate at most three competencies that were not mentioned in Part II but you think important for an English language teacher to have.	Frequency
1. Motivating and encouraging students	8
2. Knowing a variety of classroom activities (songs, games, drama, humor)	8
3. Dealing with problem students or trouble makers	5
4. Being aware of the importance of L1 and using it in L2 classes	5
5. Dealing with special/disability students	4
6. Being able to take-risks to adapt new ideas, being flexible and open to change	4
7. Adapting literature and culture in language classes	3
8. Training students for learner autonomy and strategy use	2
9. Conducting classroom research	2
10. Being able to use classroom environment for teaching (i.e. black board)	2
11. Using body language, mimics and facial expressions	2
12. Being able to solve problems	2
13. Being able to hide his/her feelings (anger management)	1
14. Having world knowledge	1
15. Encouraging group work and collaboration among students	1

The responses show that the FLE graduates' view of foreign language competencies involves classroom-centered or methodology based needs. Since they mentioned their problems with classroom management and lack of experience in real classroom settings in the previous questions, the responses mainly concentrate on activities, techniques, applications of language teaching to involve more students, to interest and encourage them, and to solve existing

problems to have a more fruitful classroom atmosphere. Furthermore, the participants' responses show once more that the real classroom setting has different student types such as trouble makers or slow students, and the language teachers should also have the competency to deal with those learners:

An EFL teacher should know how to cope with problematic students in class. Student talking too much, student not listening or paying attention to your lesson, student not loving English, student not loving you as a teacher, student who is afraid of you, student who doesn't do his / her homework, etc. An EFL teacher should know how to understand the reasons behind students' learning difficulties without making them disturbed or sad. (Participant 41)

In addition, conducting classroom research is also mentioned as a developing competence for language teachers despite being indicated only by two participants:

... all over the world language teachers do lots of researches or studies to evaluate or asses their own classrooms; but in Turkey classroom teachers neither know applied research techniques nor read the other researches. On the other hand, the most effective strategy to improve teaching and learning is collecting data and reasoning this data to assess students' language process. (Participant 19)

4.1.1.3. Results of the Rating Scale

In the last part of the questionnaire, a rating scale was presented to investigate how effective they find the components of the FLE program in helping them gain foreign language teacher competencies in the same three areas the Likert scale was divided. A four-point scale, from one to four, was used based on the possible answers "ineffective", "somewhat effective", "effective" and "highly effective".

The analysis of the responses shows that in each of the three areas of foreign language teacher competencies, the ELT Methodology component of the program had the highest mean scores and was reported to be highly effective (Table 4.9 below). For competencies in Language and Subject area, the second highest score was given for the Language component of the

program with 3.28, while the General Education component had a slightly lower mean score of 3.24. Literature and Linguistics components were reported to be effective as well with 3.15 and 3.13 respectively.

Table 4.9 Results of the Rating Scale

	Competence in Language and Subject Area	Competence in Planning, Teaching & Classroom Management	Competence in Monitoring, Assessment & Professional Development
Language Component	3,28	2,5	2,61
Literature Component	3,15	2,09	2,14
Linguistics Component	3,13	2,34	2,38
ELT Methodology Component	3,33	3,66	3,53
General Education Component	3,24	3,45	3,28

For competence in planning, teaching and classroom management, the lowest mean scores were 2.09 for Literature and 2.34 for Linguistics components indicating that these were *ineffective* or *somewhat effective* in helping graduates gain the competencies specified in this group. They were also reported to be *ineffective* or *somewhat effective* in competencies in monitoring, assessment and professional development with 2.14 and 2.38 mean scores. ELT Methodology and General Education components, on the other hand, were reported to be *effective* or *highly effective* in both competency areas with considerably higher mean scores, and the Language component was effective in the same competency areas as well. Figure 4.1 on the next page shows the mean scores received for each section of the rating scale in order to visually demonstrate the difference among the mean scores of all components for each area of competency.

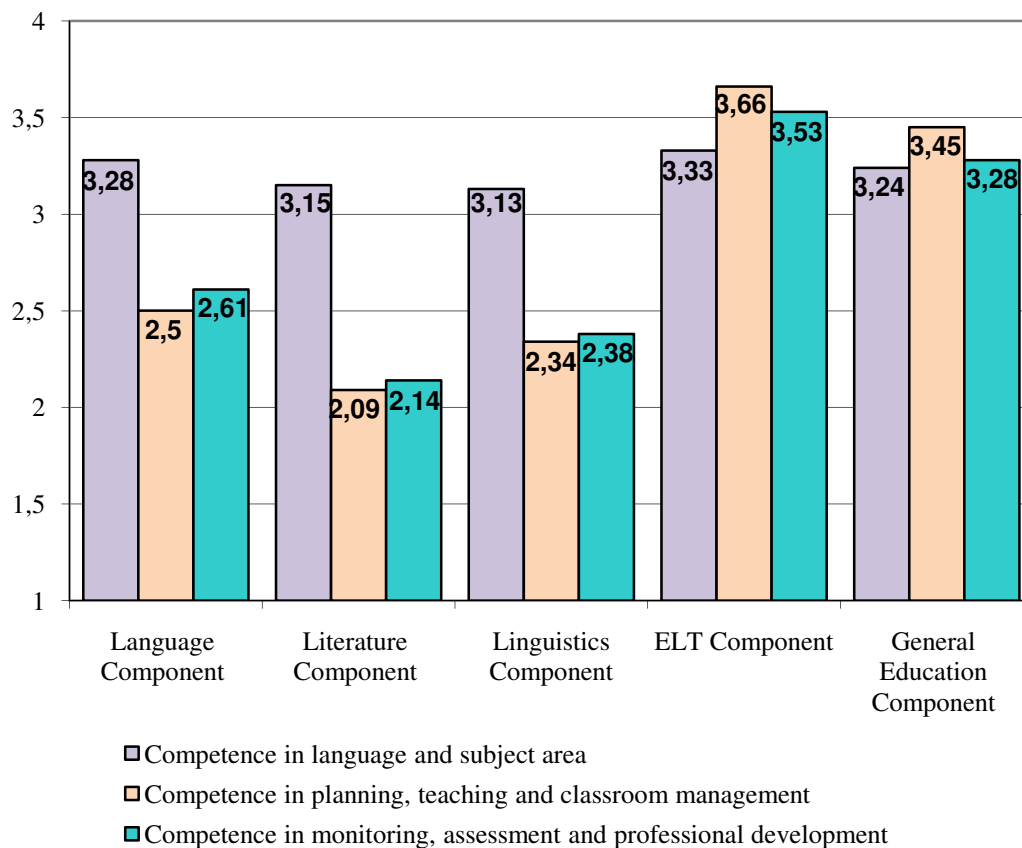


Figure 4.1 Results of the Rating Scale

4.1.2. Results of the Second Questionnaire

The aim of the second questionnaire is to investigate to what extent FLE components and courses are successful in helping FLE graduates gain foreign language teacher competencies, and which groups of courses are more/less effective in helping graduates gain these competencies.

4.1.2.1. Results of the Likert Scale Items

In order to answer to what extent components and courses are successful in helping FLE graduates gain the foreign language teacher

competencies, 34 items in a Likert scale format based on FLE program components were presented in five sections: (1) Language courses, (2) Linguistics courses, (3) Literature courses, (4) ELT courses and (5) General Education courses. Thus, the data gathered through the Likert scale items in the second questionnaire are analyzed addressing the same order.

A Likert type four-point scale was used based on the possible answers “very little”, “little”, “much” and “very much” which were represented as 1, 2, 3 and 4 respectively in order to store the data for the SPSS analysis. However, while interpreting the responses according to frequencies and percentages, scores 3 and 4 were considered as a positive perception about the courses, and scores 1 and 2 were considered as negative. Similarly, the mean scores below 2.5 were considered to show a negative perception, while a mean above 2.5 shows a positive one.

The overall mean score of the 34 items was 3.06, which shows that the graduates find the FLE courses successful in general. The analysis of the mean scores for five sections of the Likert scale demonstrates that the ELT Methodology component of the program was indicated to be much more successful than the other components with a mean score of 3.47, and the General Education component follows it with a mean of 3.14. Although groups of Language, Linguistics and Literature courses are all reported to be successful in helping FLE graduates gain foreign language teacher competencies, they have a lower mean score than the overall mean score of the all Likert scale items in the second questionnaire with 2.98, 2.72 and 2.76 respectively.

While the factor analysis of each section indicated only one factor for the Linguistics, Literature and General Education components, two subsections for Language and for ELT components were found. In the Language component, the items that highly load on the first factor were around the theme of English grammar and reading (*English Grammar I & II, Reading Skills I & II, Advanced Reading and Vocabulary Development, Translation and Advanced English Structure*), while the items related to productive skills load highly on

the second factor (*English Composition I&II, Spoken English I&II, and Advanced Writing Skills*). In the ELT component, on the other hand, the items that load highly on first factor were the professional courses with a content and/or practicum focus; the one that loads on the second factor was on *School Experience II*.

The first section of the Likert scale items of the second questionnaire was the Language component of the FLE program. The participants reported that in this group the most successful course in helping them gain the English language teacher competencies was *Advanced Writing Skills* with a mean score of 3.26 (74%). Following that, *English Composition I/II* (M= 3.22; 73%) come as the second most successful courses in the language component of the FLE program. Another pair of courses on productive skills, *Spoken English I/II* were indicated to be the third most useful courses (M=3.19; 72%), while the participants reported in the Likert scale and open-ended items of the first questionnaire that they need to further develop their competence in spoken English (Table 4.10 below for mean scores and percentages).

Table 4.10 Mean Scores and Percentages for the Language Component

A. Language Component		1		2		3		4	
<i>To what extent were the language courses successful in helping you gain the English language teacher competencies?</i>	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. English Grammar I&II	2,65	9	8,3	30	27,5	40	36,7	17	15,6
2. English Composition I &II	3,22	2	1,8	14	12,8	38	34,9	42	38,5
3. Reading Skills I&II	3,09	4	3,7	17	15,6	34	31,2	40	36,7
4. Spoken English I&II	3,19	2	1,8	16	14,7	37	33,9	41	37,6
5. Advanced Reading and Vocabulary Development	3,15	3	2,8	12	11	37	33,9	42	38,5
6. Advanced Writing Skills	3,26	5	4,6	10	9,2	33	30,2	48	44
7. English-Turkish Translation and Turkish- English Translation	2,56	13	11,9	36	33	29	26,6	19	17,4
8. Advanced English Structure	2,76	11	10,1	21	19,3	45	41,3	20	18,3

The lowest mean scores, on the other hand, were found for *English-Turkish Translation and Turkish-English Translation* and *English Grammar I&II* with 2.56 and 2.65 mean scores respectively. Nevertheless, 48 (44%) participants for the former courses and 57 (52%) participants for the latter ones reported them as *much* or *very much* successful in helping them gain English language teacher competencies. Another course on grammar, *Advanced English Structure*, had the third lowest mean score with 2.76 in this section, since 32 participants indicated that course is *little* or *very little* successful in helping them gain the teacher competencies.

The analysis of the mean scores and percentages found for the Linguistics component shows that this component has the lowest mean score among the five FLE program components. Two courses in this group, *Turkish Syntax-Semantics*; *Turkish Phonology Morphology*, were reported to be *little* successful with the lowest mean score (M= 2.45) among all the courses, although 46% of the participants for the former and 45% of them for the latter reported these courses as *much* or *very much effective*. *Language Acquisition*, on the other hand, has the highest mean score (M= 3.27) in this section, and this course was reported to be *much* or *very much* successful by 78 participants.

Table 4.11 Mean Scores and Percentages for the Linguistics Component

B. Linguistics Component		1		2		3		4	
<i>To what extent were the linguistics courses successful in helping you gain the English language teacher competencies?</i>	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. Introduction to Linguistics I (Universals of language)	2,65	12	11	29	26,6	37	3,9	19	17,4
2. Introduction to Linguistics II (Functions of language)	2,78	10	9,2	28	25,7	32	29,4	27	24,8
3. Turkish Syntax and Semantics	2,45	19	17,4	32	29,4	29	26,6	17	15,6
4. Turkish Phonology and Morphology	2,45	19	17,4	33	30,3	27	24,8	18	16,5
5. Language Acquisition	3,27	2	1,8	19	17,4	27	24,8	49	45

The third section of the Likert scale items was on the Literature component. All the courses in this group had a mean score lower than the overall mean score of the 34 Likert scale items (Please see Table 4.12 below). The highest mean score (M= 2.87) for this group was found for *Short Story: Analysis and Teaching*, and 71 (65%) participants indicated that it was *much* or *very much* successful in helping them gain the foreign language teacher competencies. However, although all of the participants had this course in their undergraduate education, it was removed from the program in 2004 in order to reschedule the program to the European Credit Transfer System (ECTS) as mentioned before in the first chapter. The lowest mean score was found (M=2.58) for *Survey of English Literature I/II*, while nearly half of the participants (N= 50) reported that course to be *much* or *very much* successful. Similarly, *Poetry: Analysis and Teaching* had the second mean score, since more than one third of the participants (N=46) indicated that course to be *little* or *very little* successful in helping them gain English language teacher competencies (Table 4.12 below).

Table 4.12 Mean Scores and Percentages for the Literature Component

C. Literature Component		1		2		3		4	
<i>To what extent were the literature courses successful in helping you gain the English language teacher competencies?</i>	Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1. Introduction to Literature	2,67	15	13,8	24	22	36	33	22	20,2
2. Survey of English Literature I&II	2,58	17	15,6	30	27,5	27	24,8	23	21,1
3. Drama: Analysis and Teaching I&II	2,89	10	9,2	22	20,2	34	31,2	31	28,4
4. Novel: Analysis and Teaching I&II	2,81	11	10,1	26	23,9	30	27,5	30	27,5
5. Poetry: Analysis and Teaching	2,63	14	12,8	32	29,4	26	23,9	25	22,9
6. Short Story: Analysis and Teaching	2,97	10	9,2	15	13,8	36	33	35	32,1

The fourth section was composed of ELT Methodology courses and was reported to have the highest mean score among five components. Not only the highest mean score of this section, but also that of the whole Likert scale part was found for *Practice Teaching* (M= 3.69), since 91 of the participants reported it *much* or *very much* successful in helping them gain the foreign language teacher competencies. Though a larger number of participants (N=93) indicated *ELT Methodology II* to be *much* or *very much* successful, this course had a slightly lower mean score (M= 3.68) than *Practice Teaching*. Besides, while *School Experience II* had the third highest mean score with 3.64, *School Experience I* was reported to be the lowest mean score item with 3.06, which is still higher than some of the courses in the previous sections and higher than the overall mean scores of those sections, since 63% of the participants reported it *much* or *very much* successful in helping them gain the foreign language teacher competencies. Moreover, although 62 of the 109 participants were teaching at tertiary level, *Teaching English to Young Learners* had a mean of 3.3, and was reported to be *much* or *very much* successful by 80 (73%) of the participants despite having the second lowest mean score of the section.

Table 4.13 Mean Scores and Percentages for the ELT Component

D. ELT Methodology Component	Mean	1		2		3		4	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<i>To what extent were the ELT Methodology courses successful in helping you gain the English language teacher competencies?</i>									
1. School Experience I (2 nd year)	3,06	4	3,7	24	22	31	28,4	38	34,9
2. School Experience II (4 th year)	3,63	0	0	6	5,5	24	22	67	61,5
3. Approaches to ELT	3,36	1	0,9	10	9,2	35	32,1	50	45,9
4. ELT Methodology I	3,62	1	0,9	6	5,5	22	20,2	68	62,4
5. ELT Methodology II	3,68	0	0	4	3,7	23	21,1	70	64,2
6. Teaching English to Young Learners	3,3	5	4,6	12	11	29	26,6	51	46,8
7. Materials Adapt.& Evaluation	3,51	1	0,9	7	6,4	31	28,4	58	53,2
8. English Language Testing	3,41	1	0,9	12	11	30	27,5	54	49,5
9. Practice Teaching	3,69	1	0,9	5	4,6	17	15,6	74	67,9

The last section of the Likert scale items in the second questionnaire covers the General Education courses of the FLE program. This component has the second highest mean score among the five FLE components after the ELT Methodology component. The highest mean score was found to be 3.34 for *Classroom Management* (Table 4.14 below). Although some of the participants indicated classroom management as a competence they need to further develop in the first questionnaire for the open-ended items, 80 of them reported this course to be *much* or *very much* successful in helping them gain foreign language teacher competencies. However, the lowest mean score (M=2.94) was found for *Introduction to Teaching Profession*, as nearly one forth (26.4%) of the participants reported it *little* or *very little* successful. Furthermore, the fourth year General Education course, *Guidance*, had the second lowest mean score with 3.05, whereas it has a higher mean score than all of the courses of the Literature and most of the courses in the Linguistics components of the program as 64% of the participants reported it *much* or *very much* successful in helping them gain the foreign language teacher competencies.

Table 4.14 Mean Scores and Percentages for the General Education Component

E. General Education Component		1		2		3		4		
<i>To what extent were the General Education courses successful in helping you gain the English language teacher competencies?</i>		Mean	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1.	Introduction to Teaching Profession	2,94	5	4,6	24	22	36	33	31	28,4
2.	Development and Learning	3,16	1	0,9	20	18,3	38	34,9	38	34,9
3.	Instructional Planning and Evaluation	3,24	2	1,8	13	11,9	42	38,5	40	36,7
4.	Instructional Technology and Materials Development	3,12	6	5,5	16	14,7	35	32,1	40	36,7
5.	Classroom Management	3,34	4	3,7	13	11,9	26	23,9	54	49,5
6.	Guidance	3,05	4	3,7	23	21,1	34	31,2	36	33

4.1.2.2. Results of the Ranking Scale

The last part of the second questionnaire is a ranking scale from one to five to investigate the effectiveness of the FLE program components in helping the FLE graduates gain foreign language teacher competencies in general. The analysis of the results showed that 67 of the participants reported the ELT Methodology component as the most effective component among the five by placing it in the first place. While 17 of them indicated the Language component as the most effective component, 13 of them gave the first place to General Education component. However, the Linguistics component and the Literature component were reported as the most effective component only by six and four participants respectively. Figure 4.2 demonstrates the five components according to the ranking scale responses.

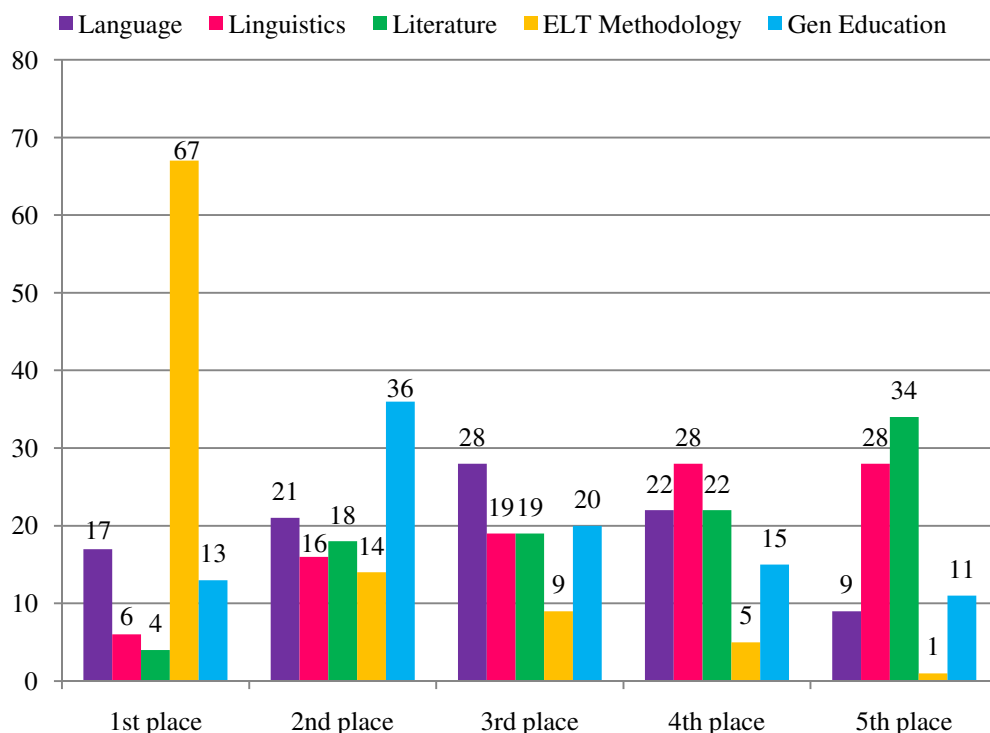


Figure 4.2 Ranking Scale Results

On the other hand, 34 participants reported the Literature component as the least effective in helping them gain the language teacher competencies by placing it in the fifth place in the ranking scale. While 28 of them showed the Linguistics component, 11 of them indicated the General Education component as the least effective. Lastly, while nine participants reported the Language component as the least effective, only one of them indicated the ELT Methodology courses.

Moreover, the results obtained for each program component are shown individually or in pairs in line graphs below. To start with, the first line graph (Figure 4.3) shows the data obtained for the ELT Methodology component. Since a high number of participants reported this component as the most effective component in serving them to gain the language teacher competencies, there is a sharp decrease in the number of participants who put this component in the second to fifth places.

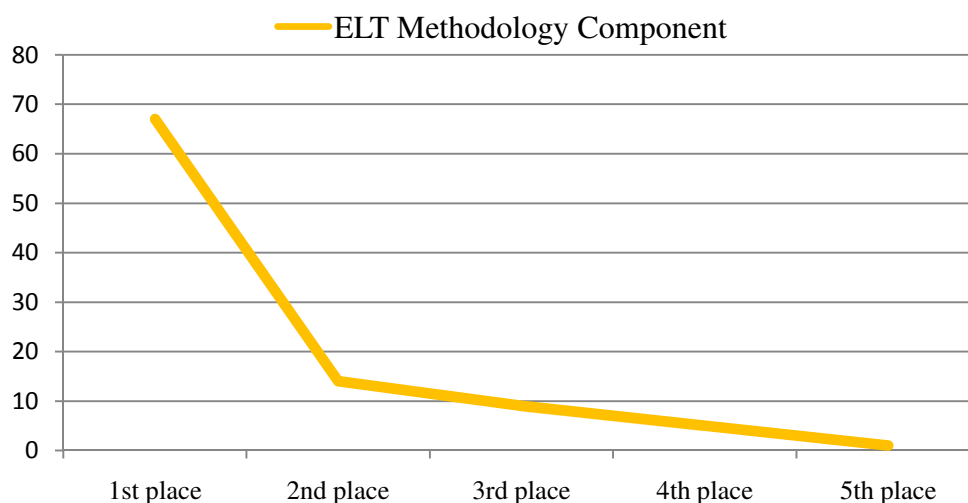


Figure 4.3 Line Graph I: ELT Methodology Component

The second graph, on the other hand, includes the results for both the Language and General Education components (Figure 4.4). Different from the previous one, the graph below shows a normal distribution in terms of the number of responses for each rank and a curve for each of the two components. Although slightly more participants placed the Language component in the first place, the number of participants putting the General Education component in the second place is clearly higher than those who reported the Language component as the second most effective component.

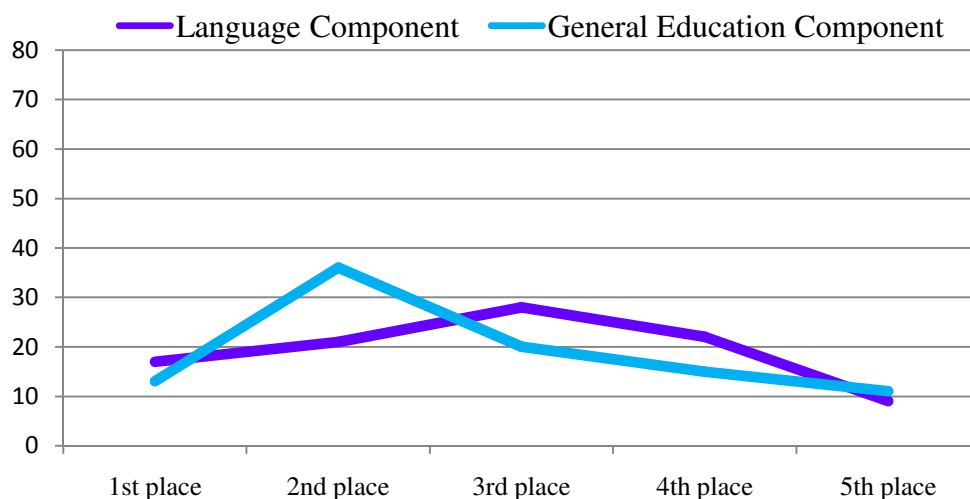


Figure 4.4 Line Graph II: Language and General Education Components

Lastly, the third graph (Figure 4.5) below shows the distribution for the Literature and the Linguistics components. It is seen that the number of respondents who put these two components in the first, second or the third places of the ranking scale are almost the same, while there is a slight difference in the last two places of the scale. In other words, there is a steady increase in the distribution of the effectiveness of these two components towards the last two places of the ranking scale.

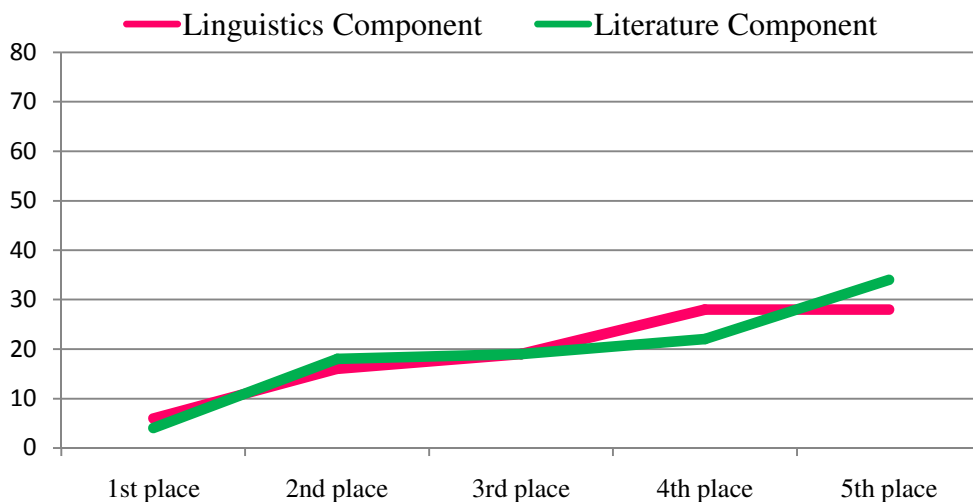


Figure 4.5 Line Graph III: Linguistics and Literature Components

4.1.3. Comparative Analysis of the Questionnaire Results

The comparative analysis of the graduate questionnaires shows four important points to discuss. First, the graduates perceived a high level of competence in most of the 50 competence areas and considered their undergraduate teacher education as the main reason for their competence. Besides, most of the courses were indicated to be successful in helping them gain these competencies. However, a lower level of competence in language knowledge and use in the first questionnaire and a need for development in the language courses, mainly grammar courses, in the second questionnaire were also mentioned, which may show the dependence of the FLE graduates' language development on the language component. Besides, although they reported in the Likert scale and open-ended items of the first questionnaire that they need to further develop their competence in spoken English, *Spoken English I/II* were indicated to be one of the most successful courses, which may indicate that two first year spoken courses are not enough for the oral language development of the FLE graduates despite being effective.

Second, while the FLE education is seen to be the main reason for the graduates' perceiving themselves competent, two of the five components of the program- Literature and Linguistics- were reported to have a smaller effect on the development of FLE graduates' foreign language teacher competencies. However, this may not mean that these courses are worthless but have shortcomings in serving the needs of the participants.

Third, although ELT Methodology and General Education components were considered to be the most effective components in serving FLE graduates gain the foreign language teacher competencies, competencies such as assessment and classroom management were mentioned to be the areas where FLE graduates need further development. Similarly, some of the courses emphasizing the competencies in which FLE graduates indicated further development were reported to be less effective compared to other courses under these two components. This may show that these components are in general effective but some revisions are needed in particular courses.

Fourth, the analysis of the results, according to different graduates in terms of the experience they have and the level and institution where they teach, demonstrated that the graduates' perception of their strengths and weaknesses in foreign language teacher competencies changes. This change may be the result of the fact that some of the competencies develop according to the teaching environment, curriculum and/or the profile of the students. To illustrate, while the primary school teachers develop competencies in classroom management, tertiary teachers may develop competencies in presenting advanced language points.

4.2. Results of the Interviews

The qualitative data was collected through semi-structured interviews with 11 FLE graduates and eight elite employers. First of all, results obtained through graduate interviews are presented with supportive examples from the data in the order of the interview questions. Next, the results of the elite

interview with teacher trainers, department heads, foreign language coordinators and headmasters as employers are presented in the order of the interview questions as well. A sample of graduate interview and that of an elite employer interview are presented in Appendix H and Appendix I respectively in their original form.

Rubin and Rubin (1995, p.229) state that “the purpose of the data analysis is to organize the interviews to present a narrative that explains what happened”; hence, the transcribed interview extracts are provided through the analysis in order to illustrate the themes clearly. While the interviews were conducted in Turkish, the native language of all participants, the extracts are presented both in their original language, for they include culture specific expressions, and in English for non-Turkish readers of the study. While missing words were added in brackets in the extracts, the ungrammatical language and code switching were left as they were.

4.2.1. Graduate Interviews

The graduate interviews aim to investigate which competencies a language teacher should have; whether these competencies change according to the level they teach, the institution they work at and the length of experience they have; in which competencies the FLE graduates find themselves strong and/or in need of improvement; and to what extent they find the METU FLE program components effective in gaining them the foreign language teacher competencies.

The data obtained from the graduate interviews was initially analyzed according to the responses the FLE graduates gave to the interview questions. The first interview question showed that six of the 11 graduates were working at private institutions at the time of the interview. However, two of the other five graduates had also worked at private institutions before teaching in state schools. Besides, four of the interviewees are tertiary level teachers, two of them work at secondary schools, three of them work at primary level, and two

interviewees work at both primary and secondary levels of the same school or at different schools. Eight of the interviewees work in Ankara; three of them work in Kırıkkale, Konya and Gaziantep. While one of the participants, with five years of experience, has an MA degree in ELT; three of them have currently been a graduate student in an ELT MA program; and three of them have been a graduate student in an MA program in English literature or linguistics. Table 4.15 shows the profile of the graduate interviewees.

Table 4.15 Profile of the Graduate Interviewees

Interviewee	Experience	Location	Type of School/Level
Graduate 1	5 years	Ankara	state/ tertiary freshman)
Graduate 2	1 year	Ankara (Çubuk)	state/primary & secondary
Graduate 3	4 years	Ankara	private/ secondary
Graduate 4	1 year	Konya	private/ primary & secondary
Graduate 5	1 year	Ankara	private/ tertiary (prep school)
Graduate 6	1 year	Kırıkkale	state/ primary (boarding school)
Graduate 7	2 years	Ankara	private/ tertiary (prep school)
Graduate 8	3 years	Gaziantep	state/ primary
Graduate 9	2 years	Ankara	private/ primary
Graduate 10	1 year	Ankara	private/ secondary
Graduate 11	2 years	Ankara	state/ tertiary (department)

4.2.1.1 Competencies of an English Language Teacher

The second interview question, “What are the competencies an English language teacher needs to have?” aims to explore FLE graduates’ general perception of the competencies an English language teacher should possess with three probes on language and subject area; in-class (i.e.: planning, classroom management and assessment); and out of class (i.e.: relations with colleagues, professional development) activities. The graduates’ responses revealed similar competencies with a variety of viewpoints.

The analysis of the interview transcriptions demonstrated that six of the 11 graduates indicated knowledge of language and language awareness as an important competence, and another group of six participants mentioned knowledge of language teaching and pedagogy. As the quotes below capture, the most important concept of language knowledge is seen as spoken use of English language, and it is considered to be a prerequisite to teaching English, to be hired and to be accepted as an effective teacher:

İyi bir İngilizce öğretmeninde bence Spoken English çok önemli kim ne derse desin. Eğer ki öğrencilerin kulağına televizyonda duydukları gibi düzgün bir İngilizce gelmiyorsa seni itiyorlar. Ama o tür bir şey duyunca, aksan duyunca çok hoşlarına gidiyor. Ama bir hoca düzgün konuşamıyorsa öğretmenlik yapmasın... Bunlar sınıfta öğrencinin karşısında gerekli ama işe alınırken de gerekli. Biliyorum ben işe alınırken başka hiç bir şey değil, konuştuğunuz dille etkiliyorsunuz. Sadece eğitim boyutunda da değil. İnsan bu, received pronunciation konuşan biri gelince etkileniyor.

No matter what others may say good spoken English is very important for an English language teacher. Unless students hear the pronunciation they know from the TV, they just reject you. But when they hear you speak with a native speaker accent, they really like it. However, if a teacher cannot speak properly, s/he should not teach... These are important in front of the students in class, but they are also important when one is interviewed to be hired. I know when I was hired, you just impress with the language you speak. It's not only education. It's human nature; hearing someone speaking with a received pronunciation is impressed (Graduate 11).

Bir de bizim reading yeteneğimiz iyi, edebiyatta üstümüze yok, test tekniği çok iyi ama speaking, pronunciation sorunumuz var. Okulum da bu konuda çok takıntılı. Birçoğumuz özel okullarda okumadık ve yurt dışına ben de çıkmadım. Speaking sorunumuz çok ciddi anlamda ve bu dersle telafi edilebilecek düzeyde değil.

We are also good at reading comprehension, at literature, at test taking techniques but we have speaking and pronunciation problems. My institution is also obsessed with this. Most of us didn't study at private schools nor have been abroad, me neither. We have serious problems in speaking and remedial teaching cannot repair it (Graduate 7).

In addition to spoken use of language, language awareness was also mentioned as an important competence for language teachers in order for them to improve their language skills. One of the participants indicated that she had

problems in terms of language awareness especially in spoken English, and the environment of her institution and the in-service teacher training program helped her to improve her competence in this area:

Özellikle orada [çalıştığım kurumda] native speaker olduğu için, çalışan insanlar da yıllardır, bizi gözlemleyen insanlar da bu konuda çok profesyonel olduğu için fark ediyoruz, language konusunda çok eksikliğimiz var diyebilirim. Benim en çok muzdarip olduğum konu bu. Spoken English de. Her şekilde, öğrencilere ders anlatırken de kendimizin farkındayız. Aldığımız feedbacklerde de bu belirtiliyor. Yeni gelen benimle birlikte gelen arkadaşlarımla şu anda pronunciation strength denilen bir programımız var. Haftada bir kez connected speech ve pronunciation konusunda kendimiz derse giriyoruz. Bu da [hizmetiçi] eğitimin bir parçası.

Since we work with native speakers and the ones who observe us in class are professionals [in my institution], we notice that we have many shortcomings in terms of language use. I have problems mostly in language awareness and also in spoken English. We are aware of this while teaching in class. The feedback we receive also points that out. We, the newly hired teachers, attend a program named pronunciation strength. Once a week, we take classes on connected speech and pronunciation. This is a requirement of our [in-service] training program (Graduate 5).

Moreover, the majority of the participants indicated that the competence in subject area knowledge is a must competence for language teachers, although most of them did not detail their responses and even indicated such a need saying “there is no need to mention how important it is to be competent in ELT” (Graduate 1). While only two of them mentioned adapting materials, another indicated using different sources, the other indicated planning and another emphasized assessment as a required competence for language teachers. To illustrate, one of the participants emphasized that knowledge of pedagogy is very important for teaching to understand the students and to assess them effectively:

Bir de hoca bilmeli ki bir şeyi öğretir öğretmez öğrenci bunda başarılı olmayacak ve bunu beklememeli ve ölçmeyi de ona göre yapmamalı. Bu nedenle belki uzun süreli ödevlerle ölçmeli ki cesareti kırılmasın. Belki daha önceki dil ediniminden kaynaklanan bir avantajla hocanın sorduğu soruya hemen cevap verecek bir öğrenci varken sınıfta, daha geç cevap verecek insanlarda dile karşı bir sorun oluyor. Language attitude changes. Bu çok önemli bir şey eğer öğrenci inanmıyorsa yapacağı işe, kırılıyor belli bir noktadan sonra.

Also a teacher should know that a student will not be successful at anything as soon as it is taught, s/he should not expect that and shouldn't assess the students according to that. That's why evaluation should be based on long-term assignments so as not to discourage the student. While there are students with an advantage of his/her prior language acquisition, who immediately answer the teacher's question, a language problem may face the ones who need some time to think to give an answer. Language attitude changes. Unless the student believes in what s/he is doing, s/he becomes demotivated after a while (Graduate 11).

Another one working in a state primary school mentioned the importance of being competent in material adaptation and more importantly in material development, since they have very limited sources and ineffective course materials:

MEB’de çalışıyorsanız, onların verdiđi kitaplar inanılmaz yetersiz. Çocuklara bu yetersizliđi sunmaya insanın vicdanı el vermiyor çünkü hiçbir şey yok kitapta. O yüzden yoktan var etmeyi bilmek lazım. Ben mesela kitaba bađlı kalmadan yaptım derslerimi... Her ders 15-20 kelime öğrettiysem ki teoride 7-8 kelime diye geçiyor bu ama bütün dersi 7-8 kelimeyle geçiremeyeceđim için her kelimeyi bir öğrenciye verdim. Dedim ki “bu kelimeyi gördüğünüzde sizin aklınızda ne çağırıyor”. Mesela okul kelimesini öğrendiysek bunun resmini çiz ya da şefkat kelimesinin resmini çiz”. Daha sonra o kelimeyi ve resimleri duvarlara astırdım o şekilde ve çocuklar hakikaten o kadar güzel öğrendiler ve o kadar keyif alıyorlardı ki İngilizce dersinden... Başka şekilde öğrenemezler çünkü çok küçük. Ders kitaplarının kasetleri yok. Audio bir şey almıyor çocuklar, bari böyle görsel bir şeyle desteklemek gerekiyor. Düzensiz fiilleri mesela duvara astırdım, sonra dedim çocuklara bunları boş vakitlerinizde - Okulun duvarlarına puzzle yaptım gibi- Onlara dedim ki kitaptan bakarak bunların 3 hallerini bulun, yan yana getirin. Çok kısa bir süre de yaptılar, inanılmaz keyif aldılar ve sonunda öğrendiler.

If you work at MOE, the course books are incredibly insufficient. Your conscience doesn’t allow you to present this deficiency to kids because there is nothing in those books. Thus, you should know how to create something from nothing. I, for instance, did not stick to the book in my lessons... Although in theory 7 to 8 new words should be presented, I presented 15-20 words since 7-8 words were not enough for one class hour. I distributed one word to each student and asked them to draw the picture they visualize about that word. For example, draw the word “school” or “tenderness”. Then I had them hang their pictures on the walls and they really learnt from those pictures and enjoyed the English lessons... They cannot learn in another way because they are very young. We do not have the cassettes of the course books. They cannot receive aural input, so it is necessary to reinforce with visuals. For instance, I had them hang the irregular verbs on the school walls- I, in a way, made a puzzle for them- and asked them to find the present, past and past participle forms in their spare times using the book and to hang them together. They found them all in a short time, really enjoyed it and learnt in the end. (Graduate 6).

A participant working at a private tertiary institution highlighted the importance of planning lessons in order to have successful lessons. She reflected on her education and herself to emphasize the importance of using what she had learnt in pre-service teacher education and adapting it in her profession:

... derse hazırlıklı gitmek çok önemli. Çünkü derse hazırlıksız gittiğimde warm up'a başlıyorum, konu öyle bir yere gidiyor ki reading'e dönemiyorum tekrar. Derse hazırlıklı gittiğimde bambaşka bir hocayım sınıfta ve bu çocukları da etkiliyor. Ben hazırlıksızken direkt alıyorlar enerjimi. Ben hazırlıklıyken çok istekliler.

... it's important to be well-prepared for the lesson. When I'm not well prepared, I start the warm-up activities but the topic becomes so rambled that I cannot wrap it up for the reading activity. When I'm prepared, I'm completely a different teacher and this also affects the learners. When I'm not, they directly receive the negative vibrations. When I'm prepared, they are motivated (Graduate 7).

While most of the participants indicated language and pedagogic knowledge as a must, one of the participants working at a private primary school put forward that she can use only ten percent of her knowledge of university education due to the institution she has been working at, and the level and profile of the students she has been teaching. She mentioned that her ideas on a competent language teacher had changed after graduation in the first year of her teaching experience:

Mezuniyet öncesinde hep şöyle düşündük bir İngilizce öğretmeni dile çok hakim olmalı, speakingi, pronunciationı, readingi çok iyi aktive edebilmeli, writing de çok iyi sunumlar yapabilmeli diye düşündüm ben. Elimden geldiğince geliştireyim, okuyum, yazıyım öğreneyim diye bir çalışmam olmuştu ama mezun olduktan sonra aslında sahip olduğun bilginin sadece %10'unu kullanabiliyorsun öğrenciye bağlı olarak, kuruma bağlı olarak ya da ortama bulunduğun şehrin kültürüne bağlı olarak değişen bir oran. Şimdi ise bir öğretmen sınıfı nasıl motive edebilmeli, nasıl kontrol edebilmeli [diye düşünüyorum], yaş grubunun özelliklerini çok çok iyi bilmesi gerekiyor.

Before graduation, I always thought that a language teacher should be competent in language, good at activating speaking, pronunciation and reading and at delivering presentations in writing. I tried to do my best to read, learn and improve myself, but after graduation you can only use 10% of your knowledge depending on the students, the institution or the culture of the city you teach at. Now [I think], a teacher should know how to manage classes and to motivate the students and know the characteristics of her age group very well (Graduate 4).

Other participants also mentioned the relation between a language teacher's competence in her profession and his/her students. While five of them

indicated knowing the students in terms of their needs, wants, interests and lacks as an essential competence, five other respondents mentioned classroom management as the crucial competence to survive in class, and same number of graduates mentioned competence in having positive rapport with students. Besides, a participant from a private tertiary institution emphasized that no matter how well a lesson is planned and how many different activities are used, if the lesson does not appeal to students' needs, it is just a failure. Another participant from a state primary school, on the other hand, called attention to the importance of taking students' interests and level into account while planning the lessons:

...en çok önem verilen şey öğrencilerin ihtiyaçlarına karşılık verebilme. Mesela biz bir ders hazırlıyoruz içinde bütün Multiple intelligence'ları barındırıyor, skilleri barındırıyor. Ama öğrencinin ihtiyacı o değilse beğenilmeyen bir ders oluyor... Öğrenciyle rapport çok önemli ama bir yandan da o dengeyi sağlamak gerekiyor. Yaşlarımız çok yakın onlarla. Farklı isteklerle gelen öğrenciler bile olabilir yani. Biraz mesafeli yaklaşmak gerekiyor. Bir ucunu kaçırdığın zaman tutturamıyorsun.

Addressing students' needs is given full weight. For instance, we prepare a lesson full of multiple intelligences, skills and so, but if it does not appeal to students' needs, it is not appreciated. The rapport with the students is very important but at the same time there needs to be a balance. Our ages are really close. There could be students with odd demands as well. It is necessary to maintain a little distance. If you don't, things may get out of control (Graduate 5).

Teoride bize öğretilen gibi çocuklar her şeyi hemen bir derste anlayamayabiliyor. O yüzden gerçekçi design etmek gerekiyor. Bir konuyu bir derste verdim bitti yok. Ders planları o şekilde oluyor ama gerçekte öyle değil. Simultane olaylara çok açık olmalı öğretmen. Çünkü senin ders planını alt üst eden bir sürü şey oluyor. Süre uymuyor, ya da çocuk isteksiz oluyor. Ya da senin çok güzel hazırladığın bir materyal o sınıf için uygun olmayabiliyor. O yüzden her şeye hazırlıklı olup anında bir şey öğretmek gerekiyor.

The kids may not understand a language point in one lesson as shown in theory. That's why it is necessary to plan [lessons] realistically. You cannot say "I present the point and it is over". The teacher should be ready for unexpected things because many things may happen to ruin your lesson. Time is not enough or the students are demotivated. Or a well-prepared material may not be suitable for one specific class. Thus, you have to be ready for everything and have the flexibility to teach something else (Graduate 6).

Participants from private primary, secondary or tertiary institutions put emphasis on the importance of classroom management as the initial competence for teachers in terms of in-class competencies. To illustrate, one participant mentioned that being highly competent or being incompetent in knowledge of language does not make any difference when classroom management is the first problem to be solved in class (Graduate 4). Moreover, two of the participants even indicated that they had decided to leave the institution they were working at the time of the interviews due to the classroom management problems they had during that year and mentioned their ideas about their experience as follows:

Young learnersda sınıf kontrolü. Acayip önemli bir şey. Sınıf kontrolü sağlandıktan sonra her şey çorap söküğü gibi gidiyor. Dersi anlatmak için öğrencileri susturtmak lazım... 3. ve 4. sınıflara giriyorum ama ders doldurmalarla tüm sınıfları gördüm, en önemli özellik bu.

Classroom management with young learners is highly important. When you manage the classes, the rest follows easily and quickly. It is necessary to silence the students to teach... I teach third and fourth graders, but I taught the other classes while substituting; this is the most important thing (Graduate 9).

Ders anlatmak, metot, teknik değil sorun, çocukları yerine oturtmak sorun... O takıldığım nokta, sınıf yönetimi noktası. Olur da sınıf susarsa çok güzel ders işliyorum ve çok da mutlu ayrılıyorum. “öğretmen olmak ne güzelmiş” diyorum... Bu sınıf yönetimi sorununu aşarsam başka bir sorun yaşayacağımı düşünmüyorum açıkçası... Sınıfa giriyorum “çık dışarı, niye geliyon” diye bağıyorlar. Arkamı döndüğümde şarkı söylemeye başlıyorlar. Birine kızıyorum, “niye sinirlendin yav” diye bağıyorlar. Resmen bir sirk alanı, ders değil. Kavga edenler, uçak atanlar, utanıyorum ağlayasım geliyor, yediremiyorum kendime.

The problem is not instruction, method or technique. The problem is to have students sit down... My problem is about classroom management. When the class is silent, I have very good lessons and I leave the classroom happily. I say “how nice it is to be a teacher”... If I overcome this classroom management problem, I do not think I’ll have any other problems... I enter the classroom and they all yell, “Why are you coming?” I turn my back and they start singing. I get angry with one of them; they yell, “Why do you get angry”. Not a lesson but a circus: some are fighting and some are flying paper planes. I feel embarrassed and feel like crying. I cannot take it anymore (Graduate 10).

On the other hand, two participants specified the need for having positive rapport with students as an important competency not because they lack it but because they have learnt how to achieve it eventually:

Classroom management konusunda ilk dönem problemler yaşadım ama 2. dönem onları da aştığımı fark ettim. Onlarla ilişkiyi de iyi tutarak classroom management' i sağladığımı gördüm

In the first term, I had problems in classroom management, but in the second term I got over this problem. I realized that by developing good rapport with students, I've provided classroom management (Graduate 5).

Çok anlayışlı aynı zamanda çok disiplinli olmalısın, ikisi bir arada bazen zor olabiliyor. Öğrenci ile iletişiminin iyi olması lazım çünkü dönem boyunca almaları gereken derslerle çakışan bir İngilizce programı var. O yüzden sürekli motive eden, arkadaşça yaklaşan, başları sıkıştığında yardımcı olan bir öğretmene ihtiyaç var. O şekilde olmak gerekiyor, bana onu öğretti. İlk etapta çok strictim notlar konusunda ama zamanla bunu esnetip daha anlayışlı bir hoca haline geldim.

You have to be understanding but at the same time disciplined. It is sometimes difficult to achieve both at the same time. There should be good rapport with students because the English program clashes with the required departmental courses during the term. Thus, they need a teacher who motivates them, who is friendly and helpful when they need it. I've learnt it from experience. At the beginning, I was really strict about the grades, but in time I've become a flexible teacher (Graduate 1).

In addition to rapport with students, rapport with parents was also mentioned as a competence by four, rapport with the institution was indicated by three of the participants. While the participants teaching at tertiary institutions did not mention having relations with parents as a competence, the ones working at private primary and secondary institutions emphasized how important it is to have such a competence and mentioned the problems they had experienced due to being incompetent and inexperienced. Moreover, they also underlined that a teacher's competence in handling the situations with parents enables him/her to have a positive relation with the administration as well, since parents are important stakeholders in private institutions:

Velilerde gelip şey diyorlar “siz İngilizce öğretemiyorsunuz”. Ben de direk “ama nasıl ya, ben 4 yıl boyunca çok çalışmışım, bunun nasıl yapılacağını biliyorum, tamam kontrol aşamasında sorun yaşıyorum, kabul ediyorum, çocukların bana alışması gerekiyordu, zaman gerekiyordu onu da hallettim, bunu bana nasıl söylersiniz” diye söylediğimde arkamda idarenin de desteğini alamayınca rahatsızlık oluyor. O yüzden işimi değiştirmek istiyorum.

The parents say, “You cannot teach English”. But then I say “but I studied really hard for 4 years, I know how to do it, I know I have problems in classroom management and I accept it. The kids needed to get used to me and I needed some time but I got over it as well. How can you say that to me?” But when I cannot have the support of the administration, it feels irritating. That’s why I want to change my job (Graduate 4).

Veliler çok büyük sorun çünkü [okulda] veli baskısı var. Herşeye veli itiraz edebiliyor ve o hakkı kendinde görebiliyor. Bunu doğru yöntemlerle yapanlar da var ama saygısızca olan da var... İlk başlarda saygı çerçevesinde götürmeye çalıştım işleri ama üzerime geldiklerini görünce, ipleri sağlam tutmaya çalıştım diyebilirim. Özel okulda olunca her hakkı kendinde görüyor. Özel okulda olabilecek en iyi statü veli diye düşünüyorum... Okulun belli bir talebi yok, daha çok öğrencilere sevgi göstermemizi bekliyorlar. Velilere karşı saygı çerçevesinde olmasını bekliyorlar.

The parents are a big problem because they have a strong influence [at school]. They think it is their right to object to anything. Some watch their manners but some make objections disrespectfully... At the beginning, I tried to be considerate to handle the relations but I realized that they had been discourteous to me and I tried to keep a tight rein on them. Being in a private school, they think they have all the rights. I believe the parents have the best position in a private school... The school does not have a specific demand; they want us to show affection to students and to be respectful towards parents (Graduate 9).

Another participant mentioned her somewhat deficient competence in classroom management, which caused her to have problems with the school administration. She indicated that the administration should also have the competence of being thoughtful rather than being insistent on their demands:

Sınıfta beni bir otorite olarak görmek istemiyor çocuk ama idare benim otorite olmamı istiyor. İdare yüzünden serseme döndüm. Gömleği dışarı çıkmayacak, kravatı düzgün olacak, sakız çiğnemeyecek, kulağında küpe olmayacak... O kadar korkunç bir baskı kuruyorlar ki ve camdan izleniyorum. Fakat çocuk beni otorite olarak görmediği için sürekli yaşımı soruyorlar, 20 yaşında bir kız geldi ders anlatıyor onların gözünde. Ben onlara sakızımı çıkar, kravatını düzelt, yerine otur dediğimde daha da itici olmaya başladı durum. O yüzden iletişim sorunu yaşadım çocuklarla ama bunun tek suçlusunun ben olduğumu düşünmüyorum. Ben ders anlatırken dersim bölünüyor ve “hocam, arkada çocuk sakız çiğniyor görmüyor musun” deniyor. Bu bana çok garip geliyor. Böyle bir şey olunca dersten sonra söylenmeli. Bunlar oluca ben gerildim, gerilince derste rahat olamadım, rahat olamayınca bu da çocuklara yansdı.

Students do not want to see me as a figure of authority but the administration wants me to be one. Their shirt must be proper, their ties must be straightened, and they should not chew any gum and should not wear any ear rings... They have such a dreadful pressure that I am observed through the door window. But since they do not see me as a figure of authority, they keep asking my age. For them, a 20-year old girl lectures in class. The situation gets more irritating when I started asking them to take out their gum, to straighten their ties and to sit down. Thus, I had communication problems with students but I do not think I am responsible for this on my own. When I am in class, they interrupt and say “there is a kid chewing at the back row, haven’t you seen him?” This is very strange to me. Such a thing should be told after the lesson. When such things happened, I got tenser. The tenser I became, the less comfortable I was in class, which reflects badly on the kids (Graduate 10).

Finally, all of the participants emphasized the importance of personality mentioning flexibility, motivation in teaching, hard working, empathy, being open to professional development, self-discipline and self-confidence as important elements of a teacher’s being competent in foreign language teaching. Specifically, one of the participants indicated that she is aware of the time concerns of her freshman students, and she has become more flexible since she first started teaching. Another participant with an experience of one year also indicated that being flexible is important in order to adapt to changing situations and lack of materials in class/school. Moreover, one other interviewee mentioned competence in professional development and determination as a prerequisite to student motivation. Besides, three of the participants stated if the teacher does not carry the above qualities; it is not possible for him/her to gain the language teacher competencies through

education. In other words, they said that competent teachers are “born, not made” giving examples from other teachers or themselves:

Öğretmende öğretmen kumaşının olması lazım. Birisine baktığınızda o öğretmen olur ya da olmaz mı anlayabilirsiniz. O uzaktan eğitim almış ama sınıfta çok iyiydi çocuklarla iletişim açısından çünkü çocukları seviyor, ilgilenmeyi, dertlerini dinlemeyi seviyor. O yüzden rahat arkadaşlık kurabiliyor, o yüzden o anlamda benden daha iyiydi.

Teachers should be born not made. You can understand whether one can teach at first sight. She had on-line education but was very good in class in terms of communication with students because she loves kids, listening to their stories and their problems. In this respect, she was better than me (Graduate 8).

Ben geçen sene öğrencilerimle çok [şey] paylaştım; üniversite öğrencisi olmayı yetişkinlik zannettim. Ama ben de [yetişkin] değildim o zamanlar. Bu yıl akıllandım. Çok üzülüyordum onlar için bu da managementi etkiliyordu. Ters bir laf edemiyordum, karşımdaki insan 21 yaşında ben 22 yaşındaydım. Fazla tolere ettim ama kişiliğimde var benim bu. Öğretmen doğulur demiyorum ama kişilik çok önemli.

Last year I shared many [things] with my students. I thought being a university student is being an adult. But then I was not an adult either. I got mature this year. I was sorry for them and this was ruining the classroom management. I couldn't say anything critical, they were 21 and I was 22. I over tolerated but that's who I am. I can't say “teachers are born” but personality is very important (Graduate 7).

The third question of the graduate interview explores whether the language teacher competencies change according to the level, institution and length of experience. All of the participants indicated that the teachers should have different/ additional/ other competencies depending on the school where they work. One of the participants working at a state tertiary institution explained that even the teachers working in two different branches, English preparatory program and freshman program, of the same institution should have different language teacher competencies in order to fulfill the needs of the students. She also mentioned that institution-based competencies are developed through experience:

Hazırlıkla bile ki aynı kurum içinde, bizden beklenenle karşılaştırıldığında farklı. Yani genel İngilizce öğretirken kullanman gereken beceriler daha çok gramer teachinge yönelik, bir gramer kuralını manalı, mantıklı bir kontekst içinde anlatabilme, buna uygun pratik aktivitelerini dizayn edebilme, sınıfta interaktif bir ortam oluşturabilme gibi şeyler daha ön plana çıkıyor. İnsanlarda bunu daha çok kullandıkları için daha çok geliştirebiliyor. Bizde daha fazla bu reading, writing kullanımı üzerine, kocaman bir teksti alıp bunun derinlemesine nasıl inilir, daha çok critical thinking, yani higher order thinking skills üzerinde daha çok duruyoruz. Bu tür şeyler daha fazla gelişmeye yönlendiriyor insanı. Onlar da mezun olunca edinilen şeyler değil. Teorik bilgi, alt yapı var ama anlatarak, öğreterek geliştirdiğimiz şeyler, o yüzden çok farklı.

Despite being in the same institution, English preparatory school has different expectations compared to our department. I mean, the competencies in order to teach general English, especially grammar teaching: presenting a grammar point in a meaningful and logical context, designing practice activities, establishing an interactive environment in class stand forward there. The ones working there develop these competencies for using them more often. In here, the focus is on reading, writing: using a long text and analyzing it in detail, critical thinking skills. I mean higher order thinking skills are emphasized. These encourage one to develop herself more, but you gain these after graduation. We have theoretical knowledge and background but we develop these [competencies] through teaching. Thus, they are different (Graduate 1).

Similarly, another participant stated the teachers should have different competencies in order to plan different lessons and to manage different classes of the same course. Moreover, the other participant from a private tertiary institution highlighted lesson planning and materials development and adaptation as the highly needed competencies compared to primary or secondary institutions because her institution constantly controls the teachers, and the students' expectations are higher. As she indicates, this expectation on language teacher competency does not change from an experienced to a novice teacher, since the institution expects its entire staff to work efficiently:

Kendi kurumum için konuşuyorum... Devletle karşılaştığımda, kesinlikle çok fark var. İlköğretimde, lisede, orada çalışan arkadaşlarım var derse hiç bakmadan doğaçlama giriyorlar. Benim imkanı yok bakmadan derse girmeme ya da materyal hazırlamadan gitmeme... Genellemek imkansız ama özel kurumlarda daha çok yapabileceğinin en iyisini yapmanı bekliyorlar, sömürü değil bu. Herkesten standart beklentiler var. Yüksek beklentiler.

Speaking of my institution... there are many differences compared to state institutions. I have some friends teaching at primary and secondary institutions and they enter the class without planning at all. It is impossible for me to go without planning or preparing materials... I can't make generalizations but private institutions expect the best you can do; this is not taking advantage of people. They have standard expectations from everyone, high expectations (Graduate 5).

Furthermore, according to her experience both in tertiary and state schools, one of the participants working at a state primary school indicated that private institutions have higher expectations from their teachers, since they do not have financial problems in supplying technical aids and sponsoring in-service teacher training. However, she claimed that neither the inspectors of state schools nor the school headmasters can speak English, read the lesson plans written in English and understand the lessons conducted in English. Thus, it is impossible to expect those teachers to develop and improve their teaching professionally. Moreover, she pointed out that a language teacher should have different out of class competencies depending on the area, city or the village where they work in Turkey:

[Özel okulda] bizden en iyisi bekleniyor. Ordayken biz her türlü şeyi kullanmak zorundaydık. Her türlü elektronik aleti sermiş [okul sahibi] önümüze. İstedığınız yayınevinden istediğiniz kitabı satın alalım ya da getirelim, istediğiniz seminere gönderelim, siz yeter ki çalışın yapın derdi... Devlette ben bir defa teftiş edildim ama adam İngilizce bilmiyor... Sadece bana dedi ki “çeyizini getir bakalım”. Çeyiz dediği dosyan, yani yıllık plan, günlük plan, çevre incelemen var mı? Bir de bir kola bağlı olmak zorundasınız ve benim ki “okul müzesini korumak ve tanıtmak” idi. Türkiye’nin hangi okulunda müze varsa artık. Onun tutanaklarını sunuyorum, “aferin çok güzel hazırlanmışsın” diyor. Derse gelecek misiniz dediğimde, “yok ben İngilizce’den anlamam” diyor. Çocuklara soru sorsaydınız diyorum, “gerek yok, sen öğretmişsindir” diyor... Müdür dersime girip, planıma bakıyor. İngilizce ders planı yapıyorum bana diyor ki “bari bu başlıkları Türkçe yaz”... Devlet için konuşuyorsak kurumdan kuruma artı şehirden şehre [değişir]. Batıdaki okulda beklenen şeyle doğudaki okulda [öğretmenden] beklenen şey aynı değil... Köy öğretmenleriyle bir araya geldiğinizde birbirlerine hava atıyorlar, kaç tane kız öğrenciyi okula çektikleriyle ilgili.

[In private schools], they expect us to do our best. When I was working there, we had to use every kind of aid. [The school owner] supplied every kind of electronic tool, and said they could purchase whichever book we want, send us to any seminar, provided that we work... In state schools, once an inspector visited my class. He didn’t know English; he wanted to see my lesson plans, yearly plans and social club file. I was in the school museum club but which school has a museum in Turkey? He said “Well done, you are well prepared”. I asked if he would visit my class to observe me, he said he had no idea about English. I suggested him asking questions to students. He said “no need, I am sure you have taught them”... The principal visits my classes and checks my lesson plans. When he sees my plans are in English, he says “at least write the names of the titles in Turkish”... If we speak of state schools, the required teacher competencies change from school to school and from one city to another. The expectations of a school [from a teacher] in Western Turkey are completely different from those in Eastern Turkey... In gathering with the small town teachers, they boast about the number of girls they had enrolled in school (Graduate 8).

The difference between state and private institutions in their demands from their language teachers was also mentioned by another participant working at a state primary school in Ankara. According to her, although the private institutions have difficult tests and interviews to test language and subject area knowledge of the teachers they will hire, the language teachers working at state schools are hired through KPSS, Selection Examination for Professional Posts in Public Organizations. However, she indicated that KPDS, Foreign Language Examination for Civil Servants, scores of the applicants should also be used in order to assess their competence in language:

Özel zaten önce bayağı bir testten geçirerek alıyor kendi çalışanlarını... ama devlette çalışanlarda öyle bir şey yok. KPSS puanına göre atandığımız için bizim genel kültür, genel yetenek ve eğitim bilimleri sorularını ne ölçüde cevaplayabildiğimiz önemli. KPDS'ye göre almıyorlar mesela. KPDS artı KPSS alsalar bir anlamda İngilizce yeterliliğini ölçebilirler.

The private institutions conduct different tests to hire language teachers anyway... but this is not the case in state schools. Since we are designated according to our KPSS scores, the important thing is to what extent we answer questions of common knowledge, general skills and educational sciences. They do not hire according to KPDS score, for instance. If they hire according to scores of both KPDS and KPSS, they can in a sense evaluate the language competence (Graduate 2).

Another state school teacher indicated that the competency in English language and in ELT is the last thing expected from her, since she needs to have different competencies from other state school teachers in order to help her students not only in language learning but also in general education for being a teacher in a boarding school:

Benim okulumda benden İngilizce öğretmem en son beklenen şey... Daha çok eğitim ağırlıklı ama farklı bir ilköğretim okulunda çalışsaydım durum farklı olurdu, benden çok başka şeyler beklenirdi... [Burada] bizden beklenen de önce onlara abla, anne [gibi olmamız]... O sevgiye olan ihtiyaçlarını bekliyorlar. Anlayış çok önemli mesela. Eğer sen de itersen biliyoruz ki o çocuklar kaybolup gidecekler hayatın içinde. Zaten öyle bir bağlanıyorlar ki siz istemeseniz de bu böyle oluyor. Sizden beklenen bu ilgiye cevap vermek. Geçerken bir gülümsemek bile onlar için çok büyük bir şey. Ya da her an dertlerini dinlemeye hazır olmak, gönüllü bir ablalığı ya da manevi bir anneliği kabul etmek.

Teaching English is the last thing they expect from me... Mainly based on education, but if I was working in a different state school, the situation would be different, and they would expect other things. [Here] we are expected to be like a sister or a mother to the kids... they need to be loved. Understanding is very important, for example. We know that the kids will be lost, if we push them aside. Even though you don't want it, they are attached to you anyway. You are expected to return this affection. Even a smile is a big thing for them. Or being ready to listen to their problems; it's like admitting being a volunteer sister or mother (Graduate 6).

Moreover, one of the participants teaching at a private primary school and having an experience with adult learners indicated that the age of the language learners also changes the competencies expected from a language

teacher. She stated that competence in language knowledge is much more important while working with adults than it is while teaching young learners. Additionally, she mentioned that competence in classroom management and relations with not only colleagues but also their parents is much more crucial in primary schools compared to adult education.

İlk çalıştığım yer her ne kadar üniversiteye bağlı olsa da dersane gibiydi sistemi. Orada daha çok bilgi önemliydi. Öğrenci sizin tüm sınırlarınızı zorluyor. Ama burada [ilköğretimde] ben İngilizce’ mi hiç kullanamıyorum gibi hissediyorum. Daha çok kişisel özellikleriniz, insan ilişkileri, sınıfa ne kadar hakimsiniz, öğrencilerin size olan bakışını ne kadar değiştirebiliyorsunuz.

The first institution I worked at was a language school. Knowledge was more important there. The learners want to learn as much as they can from you. But here [primary school] I feel like I don’t use my language. Your personality, human relations, classroom management, how you change the way students think of you are more important (Graduate 9).

4.2.1.2 Strengths and Weaknesses of FLE Graduates

Question four examines how competent the participants find themselves in terms of language teacher competencies, which competencies they are good at and which competencies they need to further develop. The responses showed that while majority of the graduates emphasize the competencies they are strong at such as ELT knowledge, professional development, materials adaptation and rapport with students; a few participants indicated lack of incompetence in certain areas such as classroom management, language use and awareness, planning and adapting theory into practice and rapport with colleagues and school administration.

One of the beginning teachers of the participant group indicated that she finds herself competent in terms of her ELT background and specifically in preparing language tests despite being in her first year of teaching. Having such a competence makes her different from other teachers in her institution and brings a new perspective into the language classes, which is also recognized by her students:

Sınav hazırlama, yazılı hazırlama benim için büyük bir zevk. Geçen dönem ilk yazılıda şok olmuşlardı. “Aman Allah’ım, öğretmenim resim falan var burada”... Sonra sınıflarımız yer değiştirdi, diğer öğretmenle.. Bu dönem bir öğrenci gelmiş diyor, “hocam Allah sizi inandırın böyle öğretim olmaz canım sıkıldı yazılıda”... İlk yazılımı yine 7. sınıflara yapmışım. 50 soruyu görünce birden şok olmuşlardı... “hocam çok soruyorsunuz”. “Ama çok olması sizin için daha iyi, 10 soru sorup birini yapamadığımızda 10 puan gitmesi daha kötü”... Hepsinin başında örnek yapmış oluyorum, ne kaldı ki geriye diyorum ama yine de yapıyorum.

Preparing tests, written tests is a pleasure for me. Last term, in the first exam, the students were shocked; “Oh my god, there are pictures on the exam paper” they said... Later, we exchanged classes with another teacher. This term one of the students complained that he got bored during the English exam... I gave my first exam to seventh graders. They were shocked, when they saw 50-questions. They said I asked too many questions, but I explained it is better to have more questions, since they do not lose more points when they cannot answer one... I give an example at the beginning of each section, thinking there is no challenge left, but I still do it (Graduate 2).

Another beginning teacher teaching at a state primary school emphasized her competence in designing, adapting and using different kinds of visual aids to teach English to her young learner classes. However, her concern was on her competence in adapting her knowledge into her teaching context for being inexperienced in the field, which, she believes, can be acquired through the years of service:

... özellikle küçük yaş grupları için sınıfa görsel materyallerle, işitsel çok olmuyor ama iyi desteklediğime inanıyorum. Kendim çiziyorum, internetten buluyorum ya da çocuklara çizdiriyoruz. Farklı abone olduğum dergiler var takip etmeye çalıştığım onlardan kesiyorum. Eski kitaplardan falan o şekilde. İnternet zaten çok yardımcı oluyor... Ders anlatırken mesela, planlıyorum... Her şey çok kafamda taze olduğu için çok deneyimli bir öğretmen gibi neyi nasıl anlatmam gerektiğini çok bilemeyebiliyorum. Mesela bir tense öğretirken, [ODTÜ'deki] bir hocama sanki ders hazırlıyormuşum gibi hazırlıyorum, kısmen uygulanıyor ama görüyorum ki çocuklar o sırada farklı bir şekilde öğrenmek istiyorlar. Yani teoriyi pratiğe uygulayabiliyorum ama her zaman değil. Bunun eksikliğini yaşadım ilk zamanlarda. 3 farklı şubeye giriyordum. Bir gruba girdiğimde bir şeyi ilk kez anlatıyorsam orada yanlışlarımı fark ediyordum, hemen göremiyordum belki ama anlatırken görüyordum, bir örnek gitmiyor mesela. İkinci gruba anlatırken daha farklı bir şekilde yapıyorum. O grupta da gördüğüm bazı şeyler oluyor onu da 3. Grupta düzeltiyorum. Nasıl anlatmam gerektiği böylelikle oturuyor. Deneyimli olsaydım bu alanda kendimi geliştirebilirdim. Neyi nasıl çıkarmam gerektiğini hemen çıkartabilirdim. Ben biraz deneme yanılmalar yapıyorum.

... especially for young learners I believe I provide not audio but visual materials. I draw, search the internet or ask the kids to draw. I cut them out from the magazines I subscribed to or from my old books. The Internet is very helpful anyway... I, for instance, plan before the lesson... I may not know how to present like an experienced teacher does, as everything is fresh in my mind. For instance, I prepare a lesson as if I would teach it here [METU] in front of an instructor; it is applicable partially but I realize that students want to learn in a different way. I mean, I can put theoretical knowledge into practice but not always. At the beginning, I experienced its limitations. Now I teach three different groups. When I apply something I planned, I realize my mistakes in the first group while teaching; for instance an example does not work. I revise it in the second group and I improve the parts for the third group. If I were experienced, I would improve myself in that. I would immediately realize how to do it, but I do it through trial and error (Graduate 6).

The third participant teaching at a state primary school highlighted her competence in spoken English and how she gained such a competence through the years of her university education. Moreover, she also mentioned her competence in teaching grammar while she was teaching at a private secondary high school. However, due to working at a state school, she thinks these competencies have been weakening eventually in her present institution:

Speaking konusunda iyi olduğumu düşünüyorum... Benim yakın arkadaşım native speaker'dı ODTÜ'deyken... Ben üniversiteye gelene kadar hep İngilizce müzik dinlediğim için telaffuzum falan çok iyi ama sohbet esnasında konuşamam. Bunu düzeltmek için ... hep İngilizce konuşuyorduk. [Onun] arkadaşları Araplardı ve onlarla konuşabileceğim tek dil İngilizce olduğu için benim telaffuzum yavaş yavaş düzelmeye başladı. ... Alan bilgisi ve gramer açısından iyi olduğumu biliyorum. Özel okulda çocukları First Certificate'a hazırladığımız için zorlansam da yaptım... Her şeyi bilmek zorunda değilim kelime olarak ama gramerden bir soru sorunca cevap verebiliyordum özel okul öğrencisine bile... Aslında çok fazla devlette insan körelir ama ben sürekli roman okuyorum, ya da yabancı kanal seyrediyorum [Ankara'ya gelince]. İslahiye de bunu izleme şansımız yoktu çünkü, benim de gidiyor konuşmam.

I think I am good at speaking. My best friend was a native speaker at METU. Since I had listened to English language music until coming to university, my pronunciation was very good, but I could not speak in conversation. To improve this, we were speaking in English all the time. Her friends were Arabic and English was the only language I could speak to them, so my pronunciation improved eventually... I know I am good at subject area and grammatical knowledge. We were preparing students for First Certificate exam in the private school; it was challenging but I made it. I do not need to know everything in terms of vocabulary, but I could answer the grammar questions the private school students asked... Actually, the ones working in state schools decline in time but I read novels or watch foreign channels [when I'm in Ankara]. I didn't have the chance in İslahiye, so my speaking went downhill as well (Graduate 8).

Another participant also mentioned her competence and confidence in her knowledge of English language teaching due to her personality and her education. However, she admitted that anger management is a competence she needs to further develop, even though she finds herself more effective compared to her initial years of service:

ODTÜ gibi bir üniversiteden mezun olduğum için ve öyle bir temel aldığım için açıkçası alan bilgime son derece güveniyorum... Ama hiçbir şey için %100 yeterli değiliz. Öğretmeniz ama aynı zamanda öğrenciyiz. O açıdan sürekli kendimi geliştirerek ilerlemeye çalışıyorum... Her ne kadar anlayışlı da davransam, öğrencinin psikolojisini anlamaya da çalışsak, biz de insanız. Her zaman anlayışlı olmak bir süre sonra sizi strese sokuyor ve bu ergenlik dönemindeki çocuklar bir süre sonra dayanılmaz olabiliyor. İşte o kritik noktalarda gerçekten sınırlerinize hakim olup, o noktalarda anlayışlı yaklaşıp en azından duygularınızı ona incitmeden aktarabilmek çok önemli. O konuda ilk senelerime göre çok daha becerikliyim.

I am confident about my subject area knowledge as I graduated from METU and have such a background ... But we are not 100% competent in anything. We are teachers but at the same time we are learners. Thus, I try to improve myself all the time. Though we try to be caring and try to understand students, we are also human beings. Being understanding all the time makes you stressed after a while and the teenage kids could be intolerable after some time. There, at critical moments, it is important not to lose your temper, to be considerate and to communicate your emotions without hurting them. Compared to my initial years, I am more skillful in that (Graduate 3).

In terms of the competencies the FLE graduates find themselves weak at, classroom management was the popular answer among the ones teaching at private primary and secondary institutions. For instance, one indicated that classroom management is the key competence she should have achieved, since she cannot control her classes even to start teaching anything. She openly admitted that she improved her competence in some areas and gained new competencies, when she did not have classroom management problems. However, these cases are very rare:

Pek de başarılı olmadığım için kendimi bir şeyde iyi bulmuyorum. Classroom management'i halledince kendimi çok rahat hissediyorum, çok özgür hissediyorum. Daha rahat ders anlatıyorum, daha meaningful ders anlatıyorum. Sınıfta gürültü olduğu zaman ancak ucu ucuna zar zor bir şeyler yürüyor. Garip teknikler keşfediyorum. Anadili sınıfta kullanmanın faydalı olabileceğini keşfettim geçen gün. Bazen anadili kullanmak sınıfta zaman kazandırır diye mother tongue: ally or enemy adlı bir seminerde duydum. Biz grammer based yapıyoruz, communicative yapmıyoruz. Passive voice olayını türkçe anlattım konsept oluştu kafalarında.

I don't find myself competent in anything as I'm not very successful. I feel relaxed and free when I successfully handle classroom management. I am calmer and I teach more meaningfully. When the classroom is noisy, it is hard to achieve something. I discover weird techniques. The other day I discovered that using first language in class could be of use. In a seminar titled Mother Tongue: Ally or Enemy, I heard that sometimes using the first language saves time. We don't have communicative but grammar-based lessons. I presented passive voice in Turkish and they grasped the concept (Graduate 10).

Classroom management was also the main problem of another participant teaching at a private primary school. As she compared her present experience with young learners to her previous experience with adult learners, she puts the blame both on herself and the young learner classes she is teaching for not feeling competent, although she finds herself highly competent in terms of her ELT background compared to her colleagues:

ELT yaklaşımları, kuramları, teorileri konusunda diğer üniversitelerden ve bölümlerden gelenlere göre biz hakikaten ELT derslerinde çok şey öğrenmişiz. Oraya gittiğimde bazı arkadaşların sorduğu sorulara ben içimden gülüyordum bu soruyu nasıl sorar diye. Mesela MI theory. Bunu o kadar çok öğrenmiştik ki oradaki arkadaşlarım o ne ki dediklerinde çok şaşırdım... [Gelişmeye ihtiyacım olan alan] classroom management ama farklı ortam ve farklı biçimde. Şu andaki yerden çok nefret ediyorum ve öğretmenlikten soğudum... Her seferinde “öğrencileri bir kenara bırak ve mükemmel olarak hazırla” diyorum ama aklıma gelir gelmez bir isteksizlik oluyor. Sanki hazırlayacağım yapacağım da neye yarayacak diye düşünüyorum. Neyi hevesle hazırladıysam, birçoğu bir hüsrarla sonuçlandı.

Compared to graduates of other universities and departments, we really learnt a lot in ELT courses in terms of approaches and theories in ELT. When I went there, I was laughing at the questions some of my colleagues asked. For example, we talked so much about MI theory that I can't believe when they ask what that is... [The competency I need to develop is] classroom management but in another institution in another context. I hate the school where I work now and I lost my enthusiasm to teach... Every time I tell myself to leave the kids aside and to prepare the lesson perfectly, but when I remember them I immediately feel unmotivated. I start thinking what will be the use of it, even if I get prepared. Whatever I prepared eagerly, most of them turned out to be a disappointment (Graduate 9).

Although graduate 4 admitted having classroom management problems, she also mentioned her improvement due to being competent in establishing rapport with students through helping them gain language skills necessary for their needs. She emphasized that her first year had taught her a lot and given her confidence in teaching. However, she regrets being incompetent in handling her relations with her colleagues and with the administration, when those tried to interfere with her in-class activities:

Çocuklar inter seviyedeler ve hep kitaptan yapmasınlar, farklı bir şey yapınlar, yarın üniversiteye gidecekler, özel okul mezunular deyip writing yapmaya başladım. [Müdür] kapıdan baktı, grup work yapıyorlardı, “ne yapıyor bunlar” dedi, “writing yapıyorlar” dedim. “Niye böyle yapıyorlar” dedi. “bu bir yöntemdir” dedim. “ellerindeki sözlükler ne” dedi, “kelime arıyorlar”, “neden birbirleriyle konuşuyorlar” ben böyle “aa yeter” şeklinde. Çok sorguluyorlar hiçbir şey bilmedikleri halde, öğrenmeye hiç açık değiller. Kendi doğruları doğrultusunda hareket ediyorlar, desteklemiyorlar. “Sen bunu iyi yapmışsın, bizim çok hoşumuza gitti” diye motive etme de olmadığı için kendi kendinize artık bir şekilde mutlu olmaya çalışıyorsunuz... [Ama daha sonra] 10. sınıflar genel writing sınavı oldu ve orada da writing part geldi. Orada da “hocam, ya biz sizin öğrettiğiniz gibi konsept map çizdik, 3 element yaptık onların sublarını yazdık” demeleri benim çok hoşuma gitmişti.

The kids are at the intermediate level and I thought it would be better to do things apart from the book, to do something different as they would go to university; I started teaching writing. We were having a group work activity in class, while she [the principal] interrupted and asked what they were doing; I said they were writing. She asked why and I explained that it is a technique. Then she asked why they were using dictionaries, and I said they were looking for unknown words and when she asked why they spoke to each other I could not be patient anymore. They question all the time, although they don't know anything and they are not open to learning. They just stick to their rights and do not support [me]. As they never say “well done, we really appreciate what you've done”, I try to be happy on my own. .. [But later] the 10th graders had the general school exam and they had a writing part there. I was really happy when the students said they drew a concept map and wrote 3 major and minor ideas as I had showed them (Graduate 4).

Lastly, another beginning year teacher similarly emphasized her first year as a fruitful experience in developing her competencies in teaching such as flexibility and adaptability, since she regularly and in detail planned all her lessons in order not to have any classroom management problems. Moreover, her competence in having positive relations with her students had also developed, as she learned planning student- centered lessons taking their needs into account.

Öğrencilerin ihtiyacına göre ders anlatabildiğimi düşünüyorum. Burada [ODTÜ] ütöpik düşünüyordum. Bir ders hazırlıyım, böyle bütün multiple intelligence'ları içersin böyle, presentation, practice, production çok güzel olsun. Artık öyle yapmıyorum... İlk başladığımda bunlara controlledlere karşıydım. Artık öğrenciler ondan öğreneceklerse o şekilde öğretilmeli. Eğer translationla öğreteceklerse mesela past modallar translationla öğretilmeli. Translation düşman olarak görülmemeli. Bu tip konularda iyi olduğumu düşünüyorum. Aldığım feedback de bu yönde. Mesela adaptable ve flexible olduğuma inanıyorum. Belki ilk yılım olduğu için asla contingency planım olmadan gitmiyorum. 2 saat dersim varsa 3 saat ders hazırlayıp gidiyorum.

I think I give my lessons according to students' needs. In METU, I was a utopian. I was thinking of planning a lesson full of multiple intelligences and a lesson that covers stages of presentation, practice and production. I don't do it anymore. When I first started teaching I was against the idea of controlled practice but now I think if they learn it through controlled practice, then it should be used. If they learn through translation, past models, for example, should be presented using translation. Translation should not be seen as an enemy. I believe I am good at such things. The feedback I received also goes along with this idea. I believe I am adaptable and flexible. Maybe it is because I am in my first year, but I never go to class without contingency plans. If I have 2 hours of teaching, I prepare a three-hour lesson plan (Graduate 5).

4.2.1.3 The Effects of METU FLE Program in General

In the fifth interview questions, the participants were asked whether and how METU FLE program influenced them in becoming a competent language teacher. All of the participants firstly and clearly indicated that the program was very effective as pre-service education, whereas two of the participants also mentioned that the program could have been more effective in serving them gain professional competencies.

Three participants teaching at state primary/secondary schools indicated that the program served them to gain competencies especially on materials development, adaptation and evaluation; and on analyzing students' needs, in which they need to be highly competent due to the poor and limited course books used in state schools. Particularly, one said the program helped her think critically and use different ways of problem analysis and problem solving, while another compared herself to graduates of other departments, since she is critical about the materials and trying to be creative in adapting them in the

most effective way. The third one also referred to another teacher in her institution and indicated the way she differs from her in teacher autonomy of materials adaptation. The below examples are given respectively for the above cases:

Kesinlikle katkısı olduğunu düşünüyorum. Sene başında kitabı elime verdiklerinde “aman Allahım bu ne” dediğimi hatırlıyorum. Bir şeyler yapmam lazım, değiştirmem lazım... Bazen kitaptan işlemiyorsun da kendin bir şeyler götürüyorsun, biz bunları gördük, ya da işte orda sürekli yaptığımız macro teachingler, onların uygulaması, “neyi nasıl yapmalıyım”, “bunu çocuklara nasıl yaparsam iyi olur” ve sürekli o bütün projelerimizde kullandığımız resimler... Ben bir ara sene başında [...] aldım onları kullanıyorum, öğretirken falan eğleniyorlardı. Sonra bilgisayardan bir şeyler hazırlayıp götürdüm... yapıştırmak onlar için çok farklı bir şey.

I truly believe that the program made a contribution. I remember I said “Oh my God, what’s this?”, when I first held the textbook in the beginning of the term. I said “I need to do something, I need to change it”... Sometimes you don’t use the book but bring outside materials; we have seen such techniques like the macro teaching activities we always do, “how should I do that?”, “which way is more useful for the students?” and the pictures we use for project assignments... At the beginning of the term, I bought [...] and the students really enjoyed those. Then, I prepared some materials on computer... Pasting or sticking things is entirely different for them (Graduate 2).

Başka bir okuldan mezun arkadaşla bizim okuldan mezun arkadaşların bir kere yaratıcılık konusunda bariz farkları var. Onlar belki eğitim bilimleri olarak, Türkçe gördükleri için o alanda daha iyi olabiliyorlar. Mesela Kurum A mezunları. Ama onlar standart öğretmen oluyorlar... MEB kitabını alıp tak tak takip ediyorlar. Biz biraz daha farklı şeyler yapalım diye yanıyorum. Biraz daha burayı değiştirmeliyim, şunu yapmalıyım falan... materials adaptation içimize işledi yani. Hakikaten bunun ihtiyacını hissediyorsun, bariz sırtıyor. Onu orda görüyorsun ve değiştirmek için ne kadar yaratıcılık varsa kullanıyorsun. Bizim okulumuz çağdaş düzeyde bugünün istediği öğretmen tipini yetiştiriyor.

First of all, there are clear differences in terms of creativity between our graduates and those of another university. They could be better in terms of educational sciences, since they have those courses in Turkish. To illustrate, Institution A graduates. But they become standard teachers. They take the MOE textbooks and follow it step by step. I am dying to do something different. I’m like “I have to change this; I need to add that”... I mean materials adaptation made a real difference to us. You really feel the need to revise it, it doesn’t fit. You see that and you use all your creativity to change it. Our school educates today’s modern teachers (Graduate 6).

Bizim gibi öğretmenler çok az. Her şeyi öğrenen, materials adaptation alan. Oysa kitabı bible olarak görüp ve çok bağlı kalan çok. “Ben bunu işleminyorum” dediğimde, “işleminiyor musun, [meslektaşım] o zaman ben de işleminemeyim” diyor.

The teachers like us are very few. The ones who learnt everything, who took courses on materials adaptation... However, there are many who takes the textbook as a bible and stick to it. When I say “I won’t use that part”, she [my colleague] says “won’t you? I won’t do it either then” (Graduate 8).

In addition, two participants teaching at a private secondary school agreed that the program served its graduates to gain not only professional knowledge but also personal qualities such as discipline and well-rounded personality through courses of multiple perspectives. However, the less experienced one indicated that she is strong in terms of her ELT background but cannot make use of her knowledge, since she cannot speak the same language with her colleagues and administration in her school:

Bir ODTÜ mezunu hem girişkenliğiyle hem bildiğini, savunduğunu akademik bir şekilde aktarmasıyla diğer üniversite-lerden mezun olan öğretmenlerden farklı... ODTÜ insana bir disiplin kazandırıyor, yani buradaki öğrenciler zaten belli bir disiplini olup buraya kadar gelmiş öğrenciler ama mesleki anlamda da bu işin ne kadar ciddi olduğunu, derse girip ders vermekle değil diğer alanlarda da kendilerini geliştirmesi gerektiğini ODTÜ çok güzel veriyor, bu da her bölümden dersler sunarak [oluyor]. Literature, linguistics, EDS dersleri yani geniş bir yelpazesi var aslında bizim curriculumumuzun.

A METU graduate is different from the graduates of other universities both in his/her being and in the way s/he communicate what s/he knows or what she defends... METU disciplines its students. The students have a certain self-discipline to be here anyway, but at METU the seriousness of the profession and how important it is to enrich oneself not only in the courses but also in other areas through offering courses from different departments are emphasized. Literature, linguistics and EDS: our curriculum actually has a wide scope (Graduate 3).

Alt yapılarımız çok farklı insanlarla, aynı dili konuşamıyoruz. Bizi oraya işe almalarının nedeni o sistemi değiştirmek ama bize o fırsatı vermiyorlar... [Mesela] vocabulary teaching yapacağız... “bunu bir context’e oturtsak” dedik, öbür hoca döndü “o ne” dedi. ODTÜ’den çok sağlam bir ELT alt yapısıyla mezun olduğumuzu düşünüyorum. İnsanların ELT seminerlerinde keşfettiği şeyleri ben dörder beşer defa aldım ben zaten okulda.

Our background is completely different from the other people; we can’t speak the same language. The reason why we were hired is to change that system but they don’t give this opportunity... [To illustrate], we would do vocabulary teaching... we were talking about having a context for teaching the vocabulary items, they asked what context was... I believe METU formed a privileged background to our teaching. I have already grasped the things people discover in ELT seminars many times at school (Graduate 10).

Two participants teaching at state tertiary schools emphasized that the effectiveness of the program changes according to the attitude of a person towards the teaching profession and according to the personal development through the undergraduate education. Thus, although both believe in the effect of the program in serving them and all other graduates gain certain competencies both as a language teacher and as an educated person, they mentioned the importance of personal motivation in becoming a competent teacher:

Metodoloji bilgisi açısından, İngilizce yeterliliği açısından bölümün beni çok geliştirdiğine inanıyorum. Ama bunun birazcık da kişisel bir şey olduğuna inanıyorum yani aynı programdan mezun olan herkesin aynı seviyede olmadığı da açık bir şey. Biz mezun olduğumuzda iyi yerlere girebilen 5-6 kişi vardı belki. Ama hiç İngilizce konuşmadan mezun olanlar bile olmuştu. Yani kişinin kendisini ne kadar geliştirdiği çok daha fazla önemli.

I believe that the department developed my competencies in terms of methodological knowledge and English language proficiency. However, I also believe that this is a bit personal; in other words, it is obvious that all graduates of the program are not at a standard level. When we graduated, there were 5 or 6 of us who could start teaching at prestigious institutions. But there were graduates who hadn’t ever spoken English through the undergraduate education. I mean to what extent a person develops him/herself is much more important (Graduate 1).

ODTÜ de bir sürü imkan var ama biliyorum kendi arkadaşlarımdan daha kütüphane kartı olmayan vardı. İnsanın “ODTÜ’yü kazandım tatmin oldum” değil, “daha yapmam gereken şeyler var” demesi gerekir. Sırf ODTÜ’yü bitiren herkes böyle diyemem ama burayı bitiren insanda da farklılık olduğuna eminim, %100 eminim... En azından ben bilimsel bir şey okuduğumda ODTÜ’lü arkadaşlarıma dediğimde alınmıyor, olabilir diyor. Ben bu esnekliği görüyorum... Her ne kadar Hoca A bize hazır değilsiniz demişti. Ama çıkınca gördük ki hala hazır olmayan ama 20 yıldır hocalık yapan insanlar var.

METU has many facilities but I know from my friends that there were some students who didn't even have a library card. One shouldn't say “I am satisfied with being in METU” but should say “there are more things that I should do”. I can't say all METU graduates are like that, but I am a 100% sure that METU graduates have a difference... At least, whenever I read something academic and speak about it to a METU graduate, s/he does not take offence but thinks that it's possible. I find this flexibility in them... Although Instructor A told us that we weren't ready, when we graduated we realized that there are people teaching for 20 years and still not ready to teach (Graduate 11).

Moreover, while nine interviewees discussed program effect on their professional career through the initial years of teaching, two participants teaching at private tertiary institutions emphasized that the program could have been more effective. One of them believes that the program underestimated their capacity as undergraduate students, although they were the successful students in the university exam. Besides, the other one thinks the perception of the effect of the program changes from one graduate to another, since they had different teachers, and the practical side of the program could have been more effective:

Katkısı yadsınmaz ama daha iyi olabilirdi desem yeterli mi? Bizler bu okula iyi kapasite ile geliyoruz, İngilizce bilerek geliyoruz. Daha önemlisi ilk 100'deki insanlarız [ÖSS'de]. Türkiye'nin ilk 100-150 öğrencisi burada. O zaman bize daha iyi bir program uygulanabilir. Ben kendime haksızlık yapıldığını düşünüyorum. İşime yaramadı diyemem ama daha iyisi olabilirdi. Beni daha adult yerine koyabilirlerdi. Bir roman okuyorsak, chapter chapter sunum yapmak yerine o romanla ilgili makale okumalıydık. Young learners dersi alıyorsak icabında bir sınıfa gidip ders anlatmam istenebilirdi. Metot dersinde daha applicable ve daha akademik şeyler yapılabilirdi. Neredeyse hiç article okumadan mezun oldum ve bu benim için büyük bir eksik.

Kesinlikle çok [etkisi] oldu. Bu ders aldığım hocalarla da ilgili. Benimle aynı programdan mezun olup benim kadar konuya hakim olmayan arkadaşlarımız da oldu gözlemediğim kadarıyla ama katkısı oldu. Farklı programlardan, edebiyat bölümlerinden ya da farklı üniversitelerden mezun olan arkadaşlarımız bizim kadar konuya hakim değil, ELT jargonu olsun, background olsun. Ama şu konuda çok eksik olduğumu düşünüyorum: biz teoriyi öğreniyoruz, pratiğe dökmediğimiz, dökemediğimiz zaman biraz anlamsız oluyor... Jargon anlamında ve ELT anlamında çok etkisi oluyor ama okul deneyimi dersleri belki biraz daha yoğun olmalı ... ama öğrencilere daha fazla öğrendiklerini pratiğe dökme şansı verilmeli, ya da mesela bu ELT derslerinde micro teachings falan yapılmalı. Mesela onların bana katkısı olmalı diye düşünüyorum. 4. sınıfta biz gördük, pre-reading, while reading, post reading; presentation, practice, production. Ama bunu pratiğe dökmediğimiz zaman hiç bir anlamı yok.

I can't deny its contribution, but it should have been better. We come to this university with a good capacity, knowing English. We are in the group of first 100 students [in the university exam]. Here are the first 100 or 150 students. Then, a better program could have been conducted for us. I think I was unfairly treated. I can't say I did not make use of it but it could have been better. They could have considered me as an adult. Instead of delivering presentations for each chapter of a novel, we should have read articles about that novel. We could have taught a real class in *Teaching English to Young Learners*, if need be. In methodology courses, the content could have been more academic and more applicable. I read almost no article and this is a shortcoming in me (Graduate 7).

It absolutely has a contribution. It also depends on the course instructors. As far as I observed, there were graduates who weren't that competent, although they graduated from the same program. Graduates of other departments such as a department of literature or a department of another university are not competent in ELT jargon or background. But I believe we have shortcomings in putting the theoretical knowledge into classroom applications, which makes teaching meaningless when we can't... The program is effective in terms of ELT jargon, but the school experience courses should be more intense... the students should be given the chance to put their theoretical knowledge into practice or for example micro teachings should be conducted in ELT courses. I think they should make a contribution to my teaching. In the fourth year, we learnt about pre-reading, while-reading, post-reading; presentation-practice-production, but they have no point if we cannot put them into practice (Graduate 5).

4.2.1.4 The Effect of METU FLE Program Components

Starting from the sixth one, the interview questions focus on the components of the METU FLE program and the effect of these components on FLE graduates' gaining the language teacher competencies. As the introductory question, the five components of the program were listed (Language, Linguistics, Literature, ELT Methodology, and General Education), and the graduates were asked which of these components was/were more effective compared to the others in pre-service teacher education. While ELT methodology component was indicated by all of the participants as the most important component of the program, the other components were also mentioned for a variety of reasons in different order of importance. To illustrate, General Education component was considered to be an important element of the program, since this component, together with ELT Methodology component, prepares a teacher candidate for his/her professional life. Besides, Language and Linguistics components were considered to be the basic components of the program, as the former aims to improve language use, awareness and proficiency, and the latter includes courses on language analysis and language acquisition. Lastly, the Literature component was also considered to be an important element not because it prepares graduates to teaching profession, but because it serves their intellectual development and critical thinking skills. However, the responses showed variation in participants' view of the role of these components in serving them to gain language teacher competencies. Thus, questions seven to eleven focuses on those components to explore how each one served the participants to gain foreign language teacher competencies in language and subject area knowledge, in-class and out of class activities; which competencies should have been emphasized; and what kind of suggestions were made for these components.

Language Component

The first component under question was the Language component (interview question 7). All of the participants preferred to divide the courses in this category according to the language point or language skill they emphasize. Thus, the discussion on the interviewee responses also follows this tendency. First of all, five of the 11 participants indicated their disappointment in the grammar courses in the first (*English Grammar I&II*) and in the fourth (*Advanced English Structure*) years of the undergraduate program due to content, instruction and methodology of those courses. Those participants indicated that the content of the grammar courses were inappropriate to their needs, irrelevant to the current trends and on the surface level, when their language level is taken into account according to their scores in the university exam. It was also mentioned that the instructors of these courses were not competent or willing to teach those courses effectively:

“Advanced gramer” diye bir ders var. Şaka gibi bir ders. Hocamı eleştirmek değil amacım. Ben de burada asistan olsam bana da deseler ki “git advanced gramer dersi ver”. Ben aynı sorunu yaşarım. Hoca da emin değil bazı dediklerinden çünkü ders linguistics değil. Traditional gramer anlatılıyor derste. Ben ÖSS’de Türkiye 63.süyüm, ben sıkılıyorum relative clause anlatılınca. Bu dersler benim hiçbir işime yaramadığı gibi not ortalamamı düşürerek beni üzdü. Ayrıca yeni dil metotlarında gramer yok. Bize gramer öğretme yasağı geldi [çalıştığım kurumda]. Kendimiz öyle öğrendiğimiz için o kadar gramer öğretme eğilimimiz var ki.

There is a course called “advanced grammar”. It’s like a joke! My aim is not to criticize my instructor. If I were a research assistant here and were asked to give this course, I would have the same problem. The instructor is not sure of what s/he says because it is not a Linguistics course. S/he teaches traditional grammar. I’m the 63rd student in the university exam and I get really bored when relative clause is taught. I made no use of those courses and besides they made me upset as they dropped my cumulative score. What’s more, there is no grammar in the recent language teaching methods. They ban us from teaching grammar [in my institution]. Since we have been taught like that, we have the tendency to teach grammar (Graduate 7).

Aslında benim o derslerdeki en büyük sorunun, haksızlık etmek istemiyorum ama, çok fazla tecrubesi olmayan öğretmenler girmişti o derslere... Ben karşımdaki öğretmenin bana ders anlatacak kadar yeterli olmadığını hissettim. O yüzden bu skill dersleri amacına ulaşamadı. Derste İngilizce konuşmayan hocalarımız vardı. Ve hayal kırıklığına uğraticıydı. Beni rahatsız etmişti... Competency dersleri onlar. Hatta ben son sınıfta [*Advanced English Structure*] structure dersinde dersin sunum şeklinde gitmesine itiraz ettim. Sanki sınıfta öğretmenmişsiniz gibi sunum yapılması olayına karşı çıkmamın nedeni o gramer konusuna biz henüz hakim değiliz ki ve çok sıkıntılar yaşandı ve dersin hocası sunumlardan sonra o konuları tekrar ele almak zorunda kaldı.

I don't want to be unfair but my biggest problem in those courses was the inexperienced course instructors... I felt they are not competent enough to teach me. That's why the skill courses couldn't fulfill their aims. We had instructors who didn't speak English in class. That was disappointing. It offended me... They are the language competency courses. I even object to delivering presentations as if we are the teachers in the fourth year *Advanced English Structure* because we were not the masters of the subject so we had some problems and the course instructor had to readdress the topics after the presentations (Graduate 10).

The methodology in the *Advanced English Grammar* was also criticized, since the course was based on student presentations of language points without addressing any grammar/language teaching methods and techniques despite the fact that this course is in the last year of the pre-service education, when it is the teacher candidates' last chance to have a grammar course:

Language awareness farklı bir şey. Biz bu dili öğrendik ama bir süre sonra öğrendiğim şeyler acquisition'a dönüştü gibi hissettim ben çünkü yazarken doğru kullanıyorum ama bana bunun kuralı ne deseler, kafamda o anda net değil. Netleştirmek için 429 [*Advanced English Structure*] faydalı bir dersti ama ben onun ELT dersi gibi işlenmesini istemedim çünkü bir eksiklik var ve proficiency dersi olmalı. Hala -s takısını kullanamayan insanlar var.

Language awareness is a different issue. We learnt this language but after a while I felt like learning turned into acquisition because I use the grammar correctly when I write, but when one asks me the rule, it isn't clear in my mind. To make it clearer, 429 was a beneficial course but I didn't want it to be conducted as an ELT course because there is something missing and it should be a proficiency course. There still are people who cannot add the -s suffix to verbs in third person singular (Graduate 10).

... o ders verilecekse tahtaya yazılıp öğrenci defterine geçirmemeli, bize o şekilde verildi. Her hocanın metodu farklıdır ama bize gelen öyle vermişti. 4. sınıfta gramer dersi verilecekse daha çağı yakalayan metotlarla verilmesini isterim traditional olarak verilmesindense.

If that course is offered, the teacher should not write on the board and the students shouldn't copy it down. Every teacher has a different method, but this is how our instructor conducted the course. I prefer having an up-to-date fourth year grammar course rather than a traditional one (Graduate 3).

Moreover, the content of this course was also criticized as it is simple rather than being “advanced” as it is titled, and as it focuses on test preparation for TOEFL:

4. sınıftaki advanced gramer dersi saçma sapan bir ders. Advanced ise advanced yapalım. Adını öyle koyup içeriğini öyle TOEFL yapmak olmaz. Adı advanced gramer ise ben bundan detaylı syntax beklerim. Devamlı bizi kütüphane ve kaynağa yönelttiler. Tamam, onlar var ama bir kısmını da sınıfta görmeliyim, uygulamasını orada yapmalıyız.

The fourth year advanced grammar course is absolutely ridiculous. If it is advanced, let's do it advanced. You can't name it “advanced” and have a TOEFL class then. If it is advanced grammar, I expect to learn detailed syntax analysis from that. They forced us to use the library and outside sources. OK! We have those, but I have to see some in class and we have to practice it there (Graduate 11).

The participants differed in their view of the other courses in the Language component. While one of the participants indicated that she liked reading authentic articles in reading courses (*Reading Skills I&II* and *Advanced Reading and Vocabulary Development*), another mentioned his disappointment with these courses, as the testing of those courses was based on memorizing the vocabulary covered in class, and as the teacher selected texts did not fulfill their expectations of university education. Moreover, another participant indicated that those reading courses were not a model for them because they did not include stages of teaching reading nor focus on different reading strategies as emphasized in ELT methodology courses as the principles of teaching reading:

Reading dersinde mesela readingin stagelerini bilmiyoruz, readingde ne yapılır bilmiyoruz, hocamız önümüze bir tekst veriyor, sonra abuk sabuk sorular soruyor. Hiç böyle basic questionlardan sormadan direk böyle analiz falan soruyor... Ben hiç hatırlamıyorum bir reading okumadan önce bize soru sorulduğunu, ne düşünüyorsunuz diye. Konu hakkında bizim fikrimizin alındığını ben hatırlamıyorum. Okurduk, sonra kelimelerine bakardık, sonra 3-5 soru cevaplardık biterdi.

In a reading course, for example, we don't know the reading strategies or what to do in reading. Our instructor presents a reading text and asks nonsense questions. S/he asks analysis questions without asking any basic ones... I hardly remember we were asked questions like "what we think as a pre-reading activity". I don't remember we were asked to express our ideas about the text. We used to read, and then cover the vocabulary, and it was over after answering a few questions (Graduate 4).

Similarly, the participants did not agree on the speaking courses (*Spoken English I& II*) and their effect on their language competencies. While one of the participants indicated that spoken courses were the most effective ones as they learnt something (that is giving presentations) they did not know before, another participant indicated that spoken courses lacked guidance and supervision in students' delivering presentations and participating in class discussions respectively.

Benim en iyi derslerim speaking dersleriydi çünkü presentation yapmayı öğrendim, bilmediğim bir şeyi gördüm ben.

Speaking courses were my favorite because I learnt something I did not know before (Graduate 11).

... speaking dersleri özellikle çok zayıftı. Şimdi nasıl bilmiyorum ama benim zamanımda 5 yıl öncesi kötüydü. Hoca gelirdi, bir konu atardı, konuşan konuşur konuşmayan konuşmazdı. Bir konu seçin gelin sunum yapın gibi, böyle gayet free aktivitelerdi ve ondan notlanıyorduk.

... Especially, speaking courses were really weak. I don't know how they are now but 5 years ago, at my time, they were really bad. The instructor used to come and raise an issue, and the ones who wanted to speak used to speak and the rest were silent. We had extremely free activities like "choose a topic and deliver a presentation" and we were assessed on those (Graduate 1).

Moreover, one other participant mentioned that the quality of the presentations was evaluated in terms of using audio-visual presentation aids

rather than their content, while these courses should have focused on pronunciation, presentation techniques and daily speech:

Spoken derslerinde sunum var, iyi güzel ama bir sorun var: teknoloji kullanımı diye iki power point döndürüyorsunuz, bir şey demesiniz de alıyorsunuz 25'i gibi bir durum var... Bu fonoloji harflerinin öğretimi konusunda ben ilk dönem bir şey öğrenmedim, ikinci dönem öğrendim. Bu dersler bu tarz bir eğitim verebilir. Hala native'le konuşurken bir Türkle konuşur gibi konuşamıyorum çünkü benden iyi bildiğini bildiğim bir insanla tökezleyerek konuşuyorum. Ben 2 yıllık öğretmenim bunu yapmamam lazım. O yüzden dil dersleri öyle bir etki etmedi ama etkili olmasını isterdim.

Spoken courses are based on presentations. That's fine but there is a problem: For the sake of using technology, you use power point slides, and although you don't say much, you get 20 points... I didn't get anything in terms of the phonetic alphabet in the first term, but I did in the second one. I'm still not as confident as I'm with a Turk, while I'm speaking to a native speaker because I can't speak fluently to a person who knows [the language] better than I do. I'm in my second year in teaching and I shouldn't do that. Thus, the language courses didn't have much of an impact but I'd like them to have (Graduate 7).

Another group of courses the participants showed variability of opinion was the translation courses (*English- Turkish Translation and Turkish- English Translation*). Two of the interviewees opposed to including those courses in a foreign language teacher education program, since the aim of the program is not to train translators or interpreters. Another participant, on the other hand, emphasized the role of those courses in language and vocabulary development of the teacher candidates, as the courses require them to analyze different uses of grammatical structures, to work with a dictionary for appropriate vocabulary items and to examine oral and written native speaker language:

Çeviri süreci gerçekten verimli bir süreç, hem vocabularynin gelişmesi açısından bir de hem de bazen biz Turkish- English cümleler kuruyorsunuz konuşurken, onları sorguluyorsunuz çeviri yaparken. Hedef dilde nasıl kullanıyor diye bir araştırmaya giriyorsunuz. Bunu Amerikalı bir arkadaşımızdan da öğrenebilirsiniz, corpus da kullanabilirsiniz. Onların bana çok çok şey kazandırdığını düşünüyorum çünkü sürekli Collins [Cobuild Dictionary] elimdeydi, orada da kontekst içinde verir.

The process of translation is actually a fruitful one in terms of vocabulary development and also sometimes for questioning the Turkish-English sentences you make while speaking. You start searching how it is used in the target language. You can learn it from a native speaker friend or make use of the corpus. I believe they contributed to my knowledge a lot because I always carry the Collins [Cobuild Dictionary], where the vocabulary items were presented in context (Graduate 3).

The only course group that was mentioned as a model for teacher candidates was the writing courses (*English Composition I & II* and *Advanced Writing Skills*). One of the interviews mentioned that she made use of those courses, since process writing approach was used, and since she made use of the feedback she received to improve her English and writing. Besides, she thinks those courses stand as a model for her own teaching:

Writing çok iyiydi, ben çok yararlandım. Process approach yapılıyordu, sürekli feedback alarak geliştiriyoorduk kendimizi... Writing çok model oluşturdu. Hocanın yaklaşımıyla ilgili o. Bizim hocanın yaklaşımı çok olumluydu ve çok manalı feedback veriyordu. Şu anda benim yaptığım işte o olduğu için, orada yapılan şeyleri hatırlıyorum. Beni neyin etkilediğini, olumlu bir şeyin üzerimde nasıl bir etki bıraktığını nasıl motive ettiğini gördüğüm için orada; çok fazla tekrar yazmak zorunda kalmamıştım ama düzeltmem gereken şeyleri çok iyi ifade etmişti hoca. Ben de onu model aldığımı düşünüyorum.

The writing course was very good; I made great use of it. The course adopted a process writing approach; we were improving our writing by the feedback we received... It really stands as a model. It is about the teacher's approach. Ours adopted a positive approach and gave meaningful feedback. I remember what we had done since I do the same thing in my present job. As I saw what affects me and how a positive thing motivates me, I didn't have to rewrite much but the teacher expressed clearly what I have to revise. I think she served as a model for me (Graduate 1).

Literature Component

The next interview question (interview question 8) explores how the Literature component of the program served the participants to gain foreign language teacher competencies and what kinds of suggestions they made for this component. All of the interviewees indicated that the literature courses provide information about language and culture; help teacher candidates gain skills of critical thinking, expressing one self, thinking from different perspectives and seeing details; and serve their intellectual development:

Aslında iyi niyetli ve İngilizce öğretmeninin işine yarayacak dersler. Çünkü edebiyat bir dilin kültürünün çok önemli bir kısmını oluşturur. Biz sadece gramer ve vocabulary öğretmiyoruz, bunu çeşitli beceriler çerçevesinde yapıyoruz. O becerileri de geliştirirken de literature'ı bir araç olarak kullanıyoruz. Çok önemli bir araç çünkü dilin tadı orada. O açıdan dönemler ve yazarlar, önemli eserleri, kafanızda şablonu varsa dili öğrenciye çok hitap edecek şekilde öğretebilirsiniz. Çünkü edebiyat kendi içinde çok duygusu teması olan bir şey ve işinizi çok kolaylaştırıyor.

Actually, they are courses of good will and they serve language teachers because literature composes an important part of the culture of a language. We don't teach only grammar and vocabulary; we do it using the language skills. Improving those skills, we use literature as an instrument. It is an essential instrument because it is the taste of a language. From this perspective, if you have an outline of the periods, authors, their master pieces, you can present the language appealing to students' interests because literature has in itself emotions and themes, and it makes your job easier (Graduate 3).

İngilizce seviyeme katkıda bulundu çünkü çok fazla okuduğumuz için farkında olmadan second language acquisitiona katkısı oldu. O derslerden önce ben şunu fark etmişim ki konuşamıyordum. Kelimeler aklıma gelmiyordu mesela ya da bir cümleyi kafamda kurduktan sonra belki konuşabiliyordum. Ama o derslerden sonra çok fluent olmasa da düşünmeden cümle kurabilmeye başladım.

It really contributed to my level of English because unconsciously it served language acquisition as we read a lot. Before those courses, I realized that I couldn't speak. I couldn't remember the vocabulary items I would use for example, or I could say a sentence only after constructing it in my mind. But after those courses, I've started constructing impromptu sentences, although they are not very fluent (Graduate 6).

Moreover, one of the participants stated that the attitude of the instructors in those courses forced them to improve their language through the feedback given to their written work. She also added that having literature courses in the program enables METU FLE graduates to differ from the graduates of other departments:

... critical thinking, analiz yeteneđi, gramer üzerinde duruyor. O kadar eleřtirel okunurdu ki kađıtlarımızı Hoca B, düzeltile düzeltile onu öğrendim. Hoca C, gramer hatası yapana sıfır veririm dediđi için o kadar çok geliřti ki... Bu okulda sadece ELT dersleri verilse, linguistics ve edebiyat dersleri atılsa çok kısır öğretmenler mezun olur. Buradan mezun olan öğretmenlerin farkını bu derslere ve seçmelilere bađlıyorum çünkü bireysel farklılıkları yaratan dersler bunlardır.

... critical thinking, analyzing and grammar were emphasized. Instructor B was so critical while checking our papers that I learnt from those corrections. Since Instructor C said she would give zero to ones who made grammar mistakes, we improved our language. If we had only ELT courses in this department, and if literature and linguistics courses were deleted, the graduates would be deficient in those areas. I think the difference of our graduates depends on those courses and the electives because these courses mark the individual differences (Graduate 10).

Although Literature component of the program was considered to have an important role on the development of teacher candidates' language competencies, none of the participants indicated that this component served them to gain methodological competencies such as teaching literature or using literature for language teaching purposes. Hence, seven participants mentioned in the interview that literature courses did not have a focus on developing competence of adapting or teaching literature in class, which resulted in their feeling insecure about the use of literature in their classrooms:

Bir roman okuyorsak... Nasıl sunacađız bunu çocuklara bunu da çalışabilirdik mesela birazcık. Biz ne yaptık okuduk, inceledik, kaldı. Belki biraz daha buna ađırlık verebilirdik. Çok çok edebiyat dersi vardı, dönemlere çalıştık falan ama öğrenciye bunu nasıl sunacađımız konusunda eksik kaldık ve o hep bize bırakıldı... Nereye nasıl çekeceđimizi ya da nasıl hazırlayacađımızı, çocuklara nasıl sunacađımızı... Ben o konuda takıldım... Bilemedim. Çok iyi biliyorum mesela hikâyeyi, her şeyiyle analiz etmişim falan filan ama nasıl vereceđimi bilemiyorum çocuklara. Keşke demiştim o zaman bu konuya biraz daha eğilseydik diye.

If we read a novel... we could have worked a little on how to present it to our students as well. All we did was reading and analyzing. We could have focused on teaching. We had many Literature courses and we focused on the periods but we lacked how to present it to students and that issue was always left out. How we can use it, how we can adapt it, how we can present it to students... I missed that part... I couldn't know. I, for example, know the story very well, I have analyzed it in detail and so, but I don't know how to present it to students. Then, I wish we had focused on that aspect as well (Graduate 6).

The methodology followed in the Literature component was also criticized by two participants, since these courses were conducted, as if they were in a Department of Literature rather than fulfilling the future professional needs of teacher candidates:

Ama yine metodoloji olarak baktığınızda bazı sorunlar var. Dersin adı "teaching novel yada poetry ama bize o eseri nasıl öğreteceğimiz değil nasıl analiz edeceğimiz öğretiliyordu. Yani bir İngiliz edebiyatı ya da Amerikan kültürü edebiyatında nasıl ders veriliyorsa o şekilde ders veriliyordu. Onun bile faydası var, bir şey demiyorum ama üzerinde 15-20 sayfa ödev yazdığım eseri al öğret deseler öğretemem çünkü o becerilerim gelişmemiş.

Nevertheless, there are still some problems in terms of methodology. The name of the course is "teaching novel or poetry" but we were learning how to analyze a text not how to teach it. In other words, the courses were given as they are given in a department of American or English Literature. It is also beneficial; I'm not saying it is not. But if they ask me to teach the text on which I have written an assignment of 15-20 pages, I can't do it; these skills haven't been developed (Graduate 3).

Biz hep İngiliz edebiyatını aldık, pagan kültürüne falan ta oralara gittiğimizi hatırlıyorum ben. Onlar bence İngilizce öğretmenine çok yönelik değildi. İngiliz Dili Edebiyatı bölümlerine yönelikti, İngilizce öğretmenliğime çok bir şey kazandırmadı. Ama dersiniz ki genel kültür, çok şey kazandırdı... Dil öğretiminde edebiyatı nasıl kullanırız, bunu görmedik mesela. Öyle bir şey olsaydı mesela, geçen gün Kurum B'ye gitmiştim orada bir masalın öğretimini beraber yaptık çok güzel şeyler çıkabiliyor. Öyle şeyler görseydik, daha uygulamasını, pratiğini, daha faydalı olacağına inanıyorum.

We always studied the English Literature, even the pagan literature. I think they were more relevant for a department of English literature than it is for that of a foreign language education. It wasn't beneficial much for my teaching. But if you say common knowledge, it was. We didn't, for instance, learn how we use literature in language teaching. For example, the other day I participated in a workshop at Institution B on teaching a story and there could be beneficial results. Had we seen things like putting them into practice, they could have been more beneficial (Graduate 2).

When the interviewer asked whether the courses in the Literature component served as a model and developed their language teacher competencies in terms of planning, instruction or assessment, three of the

interviewees gave an affirmative response, while the rest of the participants indicated that the methodology followed in the courses was very traditional and did not reflect the stages of an effective lesson presented in the courses of ELT or General Education components:

Dil gelişimine faydası olmuştur mutlaka da “evet” diyemeyeceğim, belki böyle fark etmeden. Sürekli her hafta story okuyup, quiz olurduk. Bazı arkadaşların hoşuna gitmez belki de. Aslında çok ahım şahım bir şey de yoktu... Yani şimdi dönüp baktığımda orada da bir pre/while/ post yokmuş. Ben bunlara takıldım kaldım ama hiç aktive edilmemiş öyle.

It must be beneficial to language development but I can't say “yes”, maybe unconsciously. Every week, we used to read a story and have a quiz on it. Some of my friends may not have liked it. Actually, there wasn't anything of great significance... I mean now I realize that the lesson didn't have the stages like pre/ while/post. I am confused with those (Graduate 4).

Besides, two participants teaching at state primary schools indicated that the content of the literature courses is not relevant to their current student profile. One stated that she had the chance to use at least her knowledge of literature while she was teaching in a private secondary school. The other, on the other hand, emphasized that the way she was taught these courses would have been a model, if she had been teaching at the university. She also added that her experience as a teacher candidate in the literature classes cannot be a model while using/teaching literature in primary, secondary nor freshman levels.

Biz okuduk, burada ne demiş olabilir, biz oradaki sembollerin anlamlarından, metaforlardan bir şeyler çıkardık... Freud okuduk, onun teorileriyle bu yazan şeyleri sembollerle metaforlarla eşleştirip paperlar yazdık. Bunlar çok güzeldi, ben çok keyif alıyordum edebiyat derslerinden ama hala diyorum hocanın bana öğrettiği şekilde öğretebilir miyim diye de düşündüm bu bana bir model olabilir mi diye. Ama zannetmiyorum, belki üniversitede hoca olsaydım evet ama şimdiki çalıştığım okulda ya da özel bir kolejde ya da özel bir üniversitenin hazırlığında zannetmiyorum.

We read those and interpreted the meaning of the symbols and metaphors. We have covered Freud and we analyze the symbols using his theories to write research papers. It was OK, I enjoyed those literature courses but I still ask myself whether I could teach in the same way I was taught and whether that could stand as model for me. I don't think so. If I were teaching at university, maybe it could, but it can't in my present school, in a private school, nor in the preparatory school of a university (Graduate 6).

However, three participants gave specific examples of how their teachers' methodology helped them gain in-class language teacher competencies. Giving the names of two instructors, these participants demonstrated how the literature courses were conducted and how the instruction in these courses served them to gain language teacher competencies. They emphasized that the instructors in those courses did not teach them how to teach or adapt a literary text in class, but they conducted their lessons to make them more memorable and affective:

Short story dersi aldım ama o dersi doğru dürüst alan tek insan benim çünkü Hoca A'nın öğrencisiyim. Dersin adı analysis & teaching ise ben o derste short story'yi nasıl öğreteceğimi öğrenmeliyim. Öğretmen olacaksam, bu bölüm edebiyat bölümü değil. Ben şimdi readingde yarıya kadar okutup sonunu yazdırıyorum, bu tekniği Hoca A'dan öğrendim ben. Ya da onunla ilgili bir müzik [getirmeyi] ya da resmini çizdirmeyi ben hep o derste öğrendim. Ama bu ders genellikle arkadaşlarımdan gördüğüm kadarıyla edebiyat dersi olarak işleniyor... Drama'da çok ciddi bir sorun var, hocalarımı seviyorum ama öğretmenlik dersi olarak alınabilir o dersler çünkü kullanıyorum şu anda... Tüm edebiyat dersleri için belki ... ama short story ve drama için söylerim çünkü derslerin adı analysis & teaching ise bir teaching dersi olmalı... [ders planlama, sınıf yönetimi] harikaydı evet, ben zaten öğretmenlik anlamında ne öğrendiysem belki de tutumlardan öğrendim. Belki direk bana şunu şöyle öğretmelisin denmedi ama hatırlıyorum Hoca D elinde sarı bir çiçekle geldi, "bu çiçek boynunu büktü, hadi buna şiir yazın" dedi, aynı şeyi sınıfımda uyguladım.

I took *Short Story* and I believe I was one of the students who had an effective course because our course instructor was Instructor A. If the name of the course is "analysis and teaching", I should learn how to teach short story in that course. This is not a department of Literature; I'll be a teacher. Now in reading courses, I ask the students to read half of the text and then ask them to complete it, which I learned from Instructor A. Or I learnt using a relevant piece of music or asking students to draw a picture from her. However, as far as I heard from my friends this course is conducted as a literature course... There is a serious problem in the drama course as well. I love my instructors but these courses can be offered as methodology courses because I make use of them now... I can't say it for all courses but for short story and drama if the name of those courses is "analysis and teaching", they should be on teaching... [lesson planning and classroom management] were great; whatever I learnt about teaching was from the way these courses were conducted. Maybe they didn't tell me how to teach something but I remember once Instructor D brought a yellow flower in class and said "this flower is about to die; write a poem for her". I did the same thing in my class (Graduate 7).

Apayrı bir bakış açısı kazandırdığını düşünüyorum. İncelikleri görme yetisi kazandırıyor, o nedenle çok gerekli ve daha fazla olmalı diye düşünüyorum. Model oldu, mesela Survey [*Survey of English Literature*] dersini Hoca D'den aldım ve oradaki birçok sahneyi ben kendime model olarak alıyorum ve uygulamaya çalışıyorum, journal yazmalar olsun, mektup yazmalar olsun... Edebiyat öğretimine katkısı olduğunu edebiyat öğretmesem de düşünüyorum. Ders, kitap üzerinde kalmıyordu, farklı şekillerde bilgi nasıl açığa çıkabilir bunu gösterdiler. Drama olsun, bazı ödevlerimizde analiz yapmak olsun.

I believe those courses give different points of view like being able to see details; thus I think they are necessary and they should be more in number. They stand as a model, for example Instructor D was my instructor in *Survey of English Literature* and I try to take some scenes in that course as a model for myself and to adapt them, such as keeping a journal or writing a letter... Although I don't teach literature, I think they contribute to teaching literature. It wasn't only the course book; they showed us how we reach information using different methods such as drama or analysis in our assignments (Graduate 9).

Linguistics Component

How the Linguistics component of the program served the participants gain foreign language teacher competencies and what kinds of suggestions they made for this component were explored in the ninth interview question. While more experienced participants found it difficult to recall the content of the courses under this category, the beginning year teachers expressed their ideas on these courses in terms of the subject matter taught, the methodology followed and the competence in terms of knowledge and application at present.

The analysis of the transcribed interviews showed that *Language Acquisition* was considered to be the most effective course of this component, as the participants indicated this course to be an inseparable part of the whole language teacher education program due to many reasons. First of all, the content of this course was considered to be highly relevant to their future profession. Second, they did not find it difficult to relate what they learnt during the course to the classroom environment, so the transition from theory to practice was smooth. Lastly, it had a clear integration with the ELT courses:

... acquisition dersi benim aşkımdı. Bu alana [ELT MA] o ders yüzünden girdim ve bence en uygulanabilir ders o ders. Son senem de bir kreşte çalışmışım ve orada uyguladım. Çocukları kobay olarak kullandım ... Film izletiyordum- çizgi film- şarkı dinletiyordum, CD'lerle çalışıyorduk. Hiç oturup şu şudur bu budur değil, çünkü okuma yazma da bilmiyor. Onlara resimlerle şarkılarla bir şey vermeye çalıştım ve onların da aldığını gördüm.

...*Language Acquisition* was my favorite. I decided to earn an MA in ELT because of that course and it is the only course that can be put into practice in class. In my last year, I worked in a nursery school and applied what I learnt there. The kids were like my guinea pigs... I had them watch films, cartoons, listen to music. I never taught them explicit grammar because they didn't even know how to read and write. I tried to teach them something through songs and pictures and I was successful (Graduate 6).

Çocuğun hangi seviyelerden geçtiğini bilmeliyiz, kalkıp pat diye yükleyemezsin ki çocuğa.

We need to know a child's stages of development; we can't just start loading him/her (Graduate 2).

However, the other courses in the Linguistics component were criticized as they lack any practical application or integration with the professional courses. The participants indicated that although *Introduction to Linguistics I &II*, *Turkish Syntax and Semantics* and *Turkish Phonology and Morphology* encourage language awareness through comparative analysis and widen teacher's perspective, the application and integration of those courses were missing or unclear for the teacher candidates. Besides, they emphasized that while they make use of their knowledge today in their classrooms, it could have been more illustrative and detailed:

Alırken fark etmedik. “İşte bu ağaçları niye çiziyoruz ki” demiştik... Ama gramer anlatırken hocaların gösterdiği şeyler aklıma geliyor. Çocuklara öğretirken grameri Türkçe anlatıyorum ben. Öğrettiğim dil İngilizce ve burada syntax’ten, morphology’den yararlandığım oldu. “işte bunun karşılığı budur” gibi. “İngilizce’de şöyle ama Türkçe’de böyle”. Hocalar bunu o zaman göstermişlerdi ama anlamamıştık... kendi çalışmaya başladığımda gördüm bunların bir reality içinde olduğunu. Keşke hocalarımız bunları o dersleri verirken bize gösterselerdi. O zaman belki daha çok motive olabilirdik. Hep sorduğumuz soru “biz bunu nerde kullanacağız”. Şey gibiydik böyle cebir gibi “ne yapacağız ki, nerede kullanacağız” ama gerçekten kullanılıyormuş, keşke hocalarımız o zaman bunları pratikle bağdaştırarak anlatsalardı.

We didn’t realize while we were taking the courses. We used to question why we drew the trees for sentence structures. But now when I teach grammar, I remember the things our instructors showed us. I teach grammar in Turkish. The language I teach is English and I make use of Morphology or Syntax like “This is the equivalent of that in Turkish”. Our instructors showed that then, but we didn’t understand... I saw they could be applied when I started teaching. I wish they had shown us in those courses. We could have been more motivated then. We always asked where we would use it. It was all Greek to us but they are really used. I wish they had integrated some practical applications into them (Graduate 6).

... ben hepsini aynı hocadan aldığım için hepsinin bir bağlantısı oldu ama başka hocalardan alsaydım arada kopukluk olabilirdi. Çünkü içerik olarak biri karşılaştırmalı, biri tek İngilizce’ydi, tek kopukluğu metot dersleriyle birleştirilmiyordu. Lisans düzeyinde o bilgilerimi metot dersleriyle birleştirdiğimi hatırlamam. Her şeyi de bilinçli yapmıyorsunuz ama ben bir bağlantı kurmadım. Ama şimdi yeri geldiğinde gramer kurallarını onlara gönderme yaparak açıklıyoruz.

... I took all these courses from the same instructor; thus they had a transition, but had I taken them from different teachers, there would have been discontinuity. In terms of content, one was a comparative course on English and Turkish and the other was only on English; the only problem was they weren’t integrated with the ELT courses. I hardly remember relating my knowledge from these courses to an ELT course. You don’t do everything consciously but I didn’t form an association between them. But when it is time, we now try to explain grammar rules referring to those (Graduate 3).

None of the participants indicated that the Linguistics component served them to gain language teacher competencies in terms of planning, instruction or classroom management, whereas they admitted that their subject area knowledge improved. However, the instructors of these courses were considered to be an important and decisive element in the course effectiveness.

One of the participants explained that although there were not any methodological differences between two instructors of a prerequisite course pair, the attitude of the instructors changed the motivation of the teacher candidates:

O dersler hocasına çok bağlı ben Morphology'i Hoca E'den aldım ama ders hakkında ve içeriği hakkında hiçbir fikrim yok ve top çektim. Bir arkadaşım vardı, ayran içerdi derste uykum açılmasın diye. 4 hafta aynı konuyu işledik. Bir gün döndü bana dedi ki "bu ne demek", "hiçbir fikrim yok" dedim. Ona buna sordu kimse bir şey bilmiyor. Ders havada kaldı, öyle geçti. İkincisini Hoca F'den aldım ve ben o dersi çok sevdim çünkü öğrendim. Aslında ikisi de aynı işledi. Metotta ne farklılık var, ben bir fark göremiyorum kişilik farkı diyorum sadece.

I think those courses depend on the course instructor. My course instructor in the Morphology course was Instructor E but I have no idea about the course and its content, though I had the highest score in class. I used to have a friend who drank butter milk before class so as not to wake up during the lesson. For four weeks, we focused on the same topic. Once she turned to me and asked what it meant and I answered that I had no idea. She asked the other students around and no one had an idea. The lesson was all in the air. I took the second one from Instructor F and I loved that course because I learnt. They both actually followed the same methodology. I cannot see any difference; the whole difference was just in their personality (Graduate 7).

ELT Methodology Component

The tenth interview question aims to explore how the ELT Methodology component of the METU FLE program served its graduates to gain the language teacher competencies; which competencies should have been emphasized; and what kinds of suggestions were made for this component. It was seen in the transcribed data that all of the participants indicated how effective these courses were for a teacher candidate in gaining the language teacher competencies. While the ELT Methodology courses, *Approaches to ELT*, *ELT Methodology I&II*, *Teaching English to Young Learners*, *English Language Testing* and *Materials Adaptation and Evaluation*, were mentioned in terms of the theoretical knowledge presented and the micro teaching activities accomplished; the interviewees discussed the practicum courses, *School Experience I & II* and *Practice Teaching*, according to their experience in the schools they visited, classes they observed and lessons they designed.

Therefore, the reporting of the results for this component of the program first focuses on the former group of courses, and then concentrates on the practicum component of the program.

One of the interviewees indicated that the ELT Methodology course instructors presented a variety of techniques and methods to be used in language classes. She thinks the assignments and projects were challenging, which forced them to be creative and to adapt a different technique for different teaching points. Furthermore, she indicated that those courses taught her the important thing is not what to teach but how to teach it. Thus, they were all applicable to real classroom use:

[ELT dersleri] neyi nasıl vermem gerektiğini gösterdiler bana. Bir konuyu bir metotla veriyorsam biliyorum ki bir diğer konu o metotla gitmeyecek ona başka bir şey bulmam gerekiyor. Bu açıdan çok çok faydası oldu. Bu derslerden önce sanki “ne şekilde verirsen ver çocuklar nasıl olsa alacaklar, önemli olan konudur” gibi. Ama hayır, önemli olan konu değilmiş. Önemli olan veriş şekliymiş, nasıl verdiğimmiş... Projelerde, ödevler bizim yaratıcılığımızı geliştirdi çünkü o kadar kastık ki farklı şeyler çıkaralım diye. Çünkü hocalarımız bizden bunu bekliyor. Çünkü biliyorlardı ki sınır yok. Bizi ne kadar zorlarsa bizden o kadar şey çıkacak. İyi ki de öyle yapmışlar. Şimdi ben kullanıyorum mesela. Bir kelimeyi en iyi nasıl öğretirim, gramer konusuysa ne kullanmam gerekiyor. Bunların hepsini o dersler sayesinde gördük, hocalar farklı farklı materyaller sundu bize böyle bir şey var diye. Onların hepsini kullanabiliyorum. Bence en kullanılabilir olan [dersler] hayatta onlardı.

ELT courses showed me how to teach. I know if a method is suitable for one topic, I need to follow another method for another topic. In this sense they were extremely useful for me. Before these courses, it seemed to me the most important thing was the topic and the kids would learn it anyway. But no, the important thing is not the topic; it is how you present it... The projects and assignments developed our creativity because we really tried hard to make something unique because our instructors were expecting that and because they knew there isn't any limit and we can do better, no matter how hard they put pressure on us. I'm so glad that they did. I, for example, use all these things now. How I can teach a vocabulary item, what I should do for teaching a grammar point, we learnt all these in ELT courses; the instructors provided us with a variety of materials. I can use them all. In my opinion, they were the most useful courses (Graduate 6).

Another participant stated that the ELT Methodology courses were useful when the content of those courses was accompanied with the demonstration of a method or the micro teaching of a language point. Otherwise, the topics were not meaningful or memorable:

Teaching metodlar mesela ben o kadar net hatırlıyorum ki çünkü bunların nasıl olacağını hem işledik, gördük hem de yaptık. O nedenle onlar kafamda çok fazla yer etmiş durumda. Ama sadece üzerinden geçtiğimiz, konuştuğumuz şeyler çok fazla aklımda değil. Ama ELT derslerinin öğretmenliğime katkısı olduğunu düşünüyorum.

I can clearly remember the teaching methods we covered since we demonstrated them and saw how they were used. That's why there are still clear in my mind. However, the topics we went over without any demonstration are a bit blurred. But I think ELT courses have made a contribution to my teaching (Graduate 5).

The five-year experienced participant of the interviewed graduates also pointed the benefits of demos and micro teachings in delivering a presentation, standing in front of the students and using English in front of a class, which helps teacher candidates to reflect on themselves as teachers:

... ilk kez hoca olarak tecrübe ettiğin şeyler, arkadaşlarınla çıkıp 20 dakikalık demo [demonstration] yapmak sahnede nasıl duruyorsun, İngilizce'yi nasıl kullanıyorsun gibi. İlk kez insan kendi kendini görüyor hoca olarak ben nasılım diye. O yüzden, ben onların çok yararlı olduğunu ve şekillendirdiğini düşünüyorum birçok şeyi. Hata yaparak öğreniyorsun onlarda.

... For the first time, I experienced things like giving a demonstration of 20 minutes, like how you stand on stage, how you use the language. For the first time, one sees him/herself as a teacher and thinks "how am I". That's why I think they were beneficial and shaped many things. You learn from your mistakes in those demonstrations (Graduate 1).

In contrast to the above views, the other participants indicated some of the competencies they should have developed in the ELT Methodology courses but could not due to the poor or irrelevant content of the courses. One of the interviewees teaching at a state primary school emphasized that the graduates of the program have a high chance of working at primary school. However, though the program includes a course for young learners, it should have included songs or games that could be useful for the learners of young ages:

Okuldan mezun olunca iki seçenek var. İlköğretim ya da orta öğretim. Yüzde 50 şansın var. Ben oyun bilmiyorum, şarkı da bilmiyorum. Bana öğretmeyecek misiniz diyorlar ama ben kendim bilmiyorum ki öğreteyim! Young learners dersine ağırlık versen diyeceğim ama o derste de öğretilmedi ki. Sadece öğretmenimizin bize boyama kâğıtları dağıttığını hatırlıyorum.

After graduation, you have two choices: primary or secondary school. You have a chance of 50%. I don't know any games or songs. They asked me if I would teach them, but I don't know any myself, how can I teach? They weren't taught in the Young Learners course. I only remember that our instructor handed drawing papers out (Graduate 8).

Another participant, from a private primary school, pointed out that the micro teaching sessions in *Teaching English to Young Learners* were not challenging to prepare teacher candidates to the real classroom atmosphere. Thus, she suggested having that course in real classrooms. Similarly, an interviewee teaching at a private high school indicated that the courses were limited to in-class demos; however, video watching or classroom observations could have been integrated into those courses. Besides, although some of the ELT Methodology courses were theoretical, analysis and synthesis of the theoretical knowledge was missing in the course contents:

Young Learners'da genelde uygulama ve sunumları sınıfta yapıyorduk ve arkadaşlar öğrenci rolü alıp çok da eğlenceli geçmesini sağlıyorduk ama oradakilerle gerçek hayattakiler çok farklı. Oradakiler çok sahte kalmış. Eğlendik, bir şeyler öğrendik ama o ders gerçek sınıfta gerçek öğrencilerle görülmeli diye düşünüyorum.

We were usually making applications and presentations in [Teaching English to] Young Learners and since our classmates were in the role of students, we were having great fun. But the context there and the real classroom situation are completely different; they were fake. We enjoyed and learnt some, but I think that course should be conducted with real students in real classroom atmosphere (Graduate 9).

Güzel oldu ama sınıftaki demolarla kısıtlı kalıyorduk. Tamam school experience ya da practice teaching dersleri vardı ama onlar çok da yeterli değildi. Belki çok daha videolar izlenerek, gözlemler yaparak, sınıf dışında pratik yapılarak daha verimli geçebilirdi. Bir de şu var, ben her şeyi biliyordum, tüm metotları, mezun oldum 1-2 sene sonra yurtdışında bir yere başvuracaktım. Bana sorusu “tell us about your teaching philosophy”, ben o metot kitaplarının hepsini ezbere biliyorum ama teaching philosophyimi yazamadım 2 paragraf. Yani sizi teorik olarak yüklüyor ama sizden analiz, sentez bekleyecek bir çalışma yaptırmıyor.

Nice but limited to classroom demos. We had school experience and practice teaching but they were not enough either. It could have been more fruitful, if we had watched videos, had observations and some practice outside the class. Moreover, when I graduated I knew all the methods and I was going to apply to somewhere abroad. They asked, “tell us about your teaching philosophy”. Although I knew all those methodology books by heart, I couldn't write my teaching philosophy in two paragraphs. I mean they load you with theory but they don't have any activity that expects you to synthesize and analyze that theoretical knowledge (Graduate 3).

In addition, one of the participants complained about the methodology and evaluation of the ELT Methodology courses, as they depended too much on student presentations of theoretical content, as the presentations did not have a set of criteria and as the assessment of those presentations was not fair. She indicated as well that while the course content was at the surface level rather than being detailed to cover relevant and necessary issues for a teacher candidate, some of the topics were unnecessarily overemphasized in some courses during the undergraduate program:

Bazı dersler içerik olarak çok sorunlu. [Teaching English to] Young Learners Multiple Intelligence ağırlıklı bir ders, ben Short Story’i Hoca A’dan aldım MI dersiydi. Metot 1’i Hoca G’den aldım yine MI dersiydi. Artık Gardner’dan da bu teoriden de nefret eder hale geldim ve işin kötüsü inanmıyorum da adamın söylediklerine. Bence bu dersler bir standarda [oturtulmalı], en azından genel bir framework çıkartılmalı ve aynı dersler çok tekrar edilmemeli ve meslek tanıtılmalı. Derslerin içi doldurulmamış. Tabi ki bir hoca materials adaptation almalı hatta 2 dönem almalı ama dersin içeriğinde 8 mi 9 mu başlık vardı ve o başlıklar dışında kafamda hiçbir şey yok... Sunum olayı beni rahatsız ediyor çünkü bir standardı yok. Yapmayalım demiyorum ama biri 15 sayfalık kitaba 200 sayfa sunum yapar, biri başka şey yapar. Hele o posterler beni öldürüyorlar, ne işe yaradığı belli değil. Sınıfa biri palyaçoyla geldi ve tam not aldı... Metot dersleri daha yoğun olabilirdi. How to teach reading’i bir haftada işleyeceğimize 2 haftada daha detaylı işleseydik... Student based diyince, sunum yapmaya çıkmak değil.

Some courses are problematic in terms of their content. [Teaching English to] Young Learners is heavily based on multiple intelligences; I took Short Story from Instructor A, and it was a course of MI. I took Methodology I from Instructor G, and it was again a course on MI. I was fed up with Gardner and his theory, and worst of all is that I don’t believe what he says. In my opinion, these courses must have a standard, there should at least be a general framework and the courses shouldn’t be repeated, the profession should be introduced... The courses are not filled out... Of course, a language teacher should take a course on materials adaptation and even should take it for two terms, but I had nothing in mind except the 8 or 9 headings... I’m really offended by this presentation thing because they don’t have any standard. I don’t say “let’s forget them”, but one delivers a presentation of 200 pages for a 15-page book and another does something else. And those poster presentations are killing me; there is no point in making them. One brought a clown to class and s/he got full points... I believe the methodology courses should be more intense. We could have covered “how to teach reading” in two weeks rather than one... Student-based does not mean giving presentations (Graduate 7).

Another student, on the other hand, criticizes the course packs used in those courses and the limited experience of the ELT instructors with the students in the real classroom environments of today’s world. He narrates an experience with his students to demonstrate the demands of those students and to illustrate why ELT teachers should be aware of the learners of English in Turkey:

... detaylanmış, her hocanın aynı programı izleyeceği, düzgün ELT dersleri olmalı. Bizim ELT derslerimizi ne yazık ki mezunu olmamıza rağmen daha fazla yoğunlaşılmalı. Şimdi bakıyorum da ben daha çok linguistics ve edebiyat makalesi okumuşum ELT'den. Maalesef üniversitede de hala 20 senedir aynı şeyi yapan insanlar var. Hala Hoca H'nin hazırladığı pack'ler kullanılıyor. ELT dersine giren insanların öğrenciyi bilgiye boğması gerektiğine inanıyorum. Hem teori, hem pratik. Hem sınıf içi hem sınıf dışı... ELT derslerindeki eksiklik, ELT derslerindeki hocaların bir kısmı uzun süredir kendisi derse girmiyor. Belki 20 sene önceki öğrenciler veya 10 yıl önceki öğrenci profili düzgün, saçları taralı, kravatı bağlı gruplardı ama şimdi gömleği pantolonun içinde olan öğrenci yok, elinde cep telefonu olmayan öğrenci yok. Bambaşka yani... Bu hocaların Kurum C'deki öyle öğrencileri görmeleri gerekir. Benim öyle uyuz sınıflarım oldu ki, bana dediler ki "hocam bize küfür öğretin". Öğrettim ben de. Gerektiğinde o esnekliği göstermeniz gerekiyor, diyorum ki "sıra bende" diye bir şey istiyorum ondan... ELT derslerinde çok farklı bu tür şeylerde, hocaların kitaplardan okuduğu şeyleri görüyoruz. Culture specific oluyor. Öyle bir durum Türkiye'de yok ki. Bazı hocaların mezun olduğumuzda karşılaşacağımız o kitleyi çok iyi takip etmesi lazım.

... there should be detailed ELT courses that is followed by each and every teacher. Despite being a graduate, I believe there should be more focus on ELT. I now realize that I read more articles on Literature and Linguistics than I read on ELT. Unfortunately, there are people who have been doing the same thing for the last 20 years. They still use Instructor H's course packs. I believe the ELT instructors should feed students with information. Both theory and practice. Both in-class and out-of-class activities. A weakness in ELT courses is due to the fact that some ELT instructors haven't been teaching themselves. The profile of the learners 10 or 20 years ago may have been students who look neat, who comb their hair and wear a tie, but today there isn't any student who wears his shirt inside his trousers or who doesn't have a cell phone. I mean it is completely different... These instructors should see the students at Institution C. I had such crazy classes that once they asked me to teach them how to swear in English. I taught them. You have to show that flexibility sometimes; then I asked them to do something for me... In ELT courses, we cover what our instructors read from books. They are culture specific. Such cases don't exist in Turkey. They need to realize the type of students we will teach when we graduate (Graduate 11).

Similarly, one other participant (Graduate 7) gave an example at the end of the interview to indicate how ironic it is to have instructors with no language teaching experience in a real language classroom outside the university saying that "bu hocaların öğretmenlik dersi vermesi, mankenlerin yemek programı sunmasına benziyor" [such instructors' presenting the teaching methodology are like the models hosting a cooking program on TV].

When the transcribed interview data were analyzed, it was seen that the participants had some reservations about the practicum part of the ELT

Methodology courses. One of the main reservations about the first practicum course, *School Experience I*, was that it was offered as an isolated course in the program, since the *School Experience II* is offered in the first term of the last year. Furthermore, one of the participants indicated that the tasks completed during the observation process were not meaningful, since they did not reflect the atmosphere of the school they visited and/or since the observed lessons or teachers did not stand as a model for them:

... tasklar bizim gittiğimiz okullarla uyumlu değil. Biz ELT bilgimizle o kağıtları salladık. Bir saat boyunca homework check yapıyor; o dersi izlemenin ne faydası var? Siz çıkıp ders anlatmadığınız sürece o dersler anlamsız. Ben hoca neden öyle yapıyor anlamıyordum ama şimdi aynı ben yapıyorum. Aslında öğretme olayını deneyimlemeden çok anlamsız kalıyor.

The tasks were not proper for the schools we visited. We just filled those using our ELT knowledge. They have an hour of homework check; what's the use of observing such a course? As long as you don't teach, those courses are pointless. I couldn't understand why the teacher was acting like that, but now I am doing exactly the same thing. It's meaningless without experiencing teaching (Graduate 10).

The importance of having teaching experiences in the last year of the program was also mentioned and the unrealistic nature of the *School Experience II* was also criticized, as it does not prepare teacher candidates to real classroom environment. One of the participants spoke about his experience of taking a chance to teach in his mentor teacher's class in order to develop his teaching skills through actually teaching in class rather than observing:

4. sınıf öğrencilerin bil fiil bir sınıfı da alması gerekiyor. Ben ilk girdiğimde o kadar rahat bir insanım ama 10 dakika konuşamadım. Ben onlara baktım, onlar da bana baktı. O şoku daha önceden atmak gerekiyor ama okul deneyimi hiç öyle şok mok attırmıyor. Çünkü orada kaygımız not ama kaygımız yeni bir şey öğrenmek olmalı. İşte gidip yeni öğrendiğimiz bir şeyi uygulamalıyız ki zevkli olsun... Okul deneyimimde derste çok sıkıldım ve derste hiç variety yoktu, renk yoktu falan. Hocadan ders istedim o da verdi. Bütçemi çok zorlayarak gittim o çocuklara bir şey hazırladım, çok hoşlarına gitti.

The fourth year students should in fact teach in those classes. I'm a relaxed person but I couldn't talk for about 10 minutes when I first entered the classroom. They looked at my face and I looked at theirs. It is necessary to get rid of classroom shock before you graduate but School Experience can't do it because our concern there is the grades but our concern must be to learn something. We have to go and try something we have just learnt, so that it may be enjoyable. In my school experience, I got extremely bored as there wasn't any variety in the lesson, it was all very dull. I asked the teacher to give me a lesson hour to teach and she let me do it. I overspent my budget to prepare something for those kids, and they really liked it (Graduate 11).

Lastly, for *Practice Teaching*, two participants indicated that more chances of practice should be given in the practicum part of the courses in addition to the observation hours. They both emphasized that one time teaching chance was not enough to understand the aspects unseen in observation. Besides, one interviewee complained about the unrealistic nature of the classrooms they teach in terms of student behavior. She pointed that conducting the stages of the lesson was not problematic, since both the course instructor and the mentor teacher were in class. Another participant, on the other hand, indicated that despite having an unsuccessful experience in her assessed teaching practice, she could see her mistakes, reflect on her experience and discover about teaching after receiving her mentor's constructive feedback:

Bir kere o sınıflar çok kolay ve düzgün sınıflardı. Bir kere hem öğretmenleri hem bizim hocamız olduğu için ne ders yapıyorlardı. "A" de, "A" diyorlardı. Stajeler çok rahat işliyordu, bağlantılar çok rahattı.

First of all, those classes were really easy and well behaved. First of all, they were doing whatever I asked them to do as their teacher and my mentor teacher were both in class. Say something; it's done. The stages were working easily and the transitions were smooth (Graduate 4).

Hoca A'nın bana verdiği feedback "öğrenciler seni dinlemedi ve hiçbir şey öğrenmedi; nasıl öğrensinler ben bildiğimi unuttum" dedi ve her şeyi eleştirdi... Çok eksikliği gördüm, tahtaya çıkmak çok farklı bir şey. Öğrencilere sizi dinletmek bambaşka bir şey. Dersi anlatayım derken öğrencilerin varlığını unutmuşum. "Sen bir kapsülün içinde uzaya doğru gidiyordun" dedi. Çok da haklıydı. Kendi kendime konuşuyordum. Ve dedi ki "sesin normalde öyle değil ama öyle bir cırt çıktı ki sınıfta rahatsız oldum" dedi. Çok da doğru söyledi ne dediyse kendimi gördüm orada. Yaşadığım sorunları tespit etmişim, benim için önemliydi, orada objektif bakabildim ben o zaman da bunu yapmıştım diye.

Instructor A told me in her feedback that the students didn't listen to me and learnt nothing. She said "how can they learn, I even forget what I know" and criticized me... I saw my shortcomings; having students listen to you is completely a different thing. Being in front of a class is entirely different. I forgot the students, when I was trying to teach. She said "you were in a space ship and flying to the sky" and she was absolutely right. I was speaking to myself. And she said she was irritated with my brassy voice; even though it wasn't like that at normal times. Whatever she said, I saw myself there. It was important for me because it pointed out my drawbacks. I could objectively reflect on what I did then (Graduate 7).

General Education Component

As the last component of the METU FLE pre-service teacher education program, the eleventh question of the graduate interview aimed to explore how the General Education component served teacher candidates to gain the language teacher competencies, which competencies should have been emphasized, and what kinds of suggestions were made for the courses of this component. In terms of the competencies on language knowledge and use, one interviewee stated that the materials of these courses served the improvement of the language skills, since the medium of instruction in those courses was English:

İngilizce'yi ve sürekli İngilizce materyal okuyorsun, İngilizce'ye bir katkısı olmuştur mutlaka. Eğitimin İngilizce olması tabii ki çok geliştiriyor, kelime açısından, konuşma açısından, sürekli duyuyor olmak bile çok önemli.

The courses were in English and you read material in English all the time, which must have a contribution to language development. English medium instruction of course develops language in terms of vocabulary, speaking and even hearing English is very important (Graduate 1).

Another respondent, on the other hand, opposed to the English medium instruction due to two reasons: First, the content of the General Education courses makes up an important part in KPSS (Selection Examination for Professional Posts in Public Organizations), and they need to study for that exam using both Turkish and English books. Second, the examples given in the native language are more memorable, since the meaning is not lost in translation. She referred to one of the courses under this category, *Classroom Management*, saying that the course was conducted in Turkish, and the examples were given from Turkish culture:

İngilizce olması bize hiçbir fayda getirmedir. Hatta zararı oldu çünkü mesela KPSS’de artık Türkçe’sini anlayamıyordum. İngilizce kitabıyla Türkçe’sini paralel çalışıyordum ve sınavda soruları İngilizce’ye çevirdim ben. Keşke Türkçe olsaydı. Bunlar çok önemli, öğretmenlikte, güncel hayatta, sınıf içinde bunları çok kullanıyoruz. Sadece kafamda bütünüyle kalan Classroom Management dersi var... Bir öğretmenin hayatını kurtarıyor diyebilirim sınıf içinde... Öyle hoş öyle hayattan örnek vermek gerekiyor ki öğrencinin kafasında kalıcı olması için bunu çok da yapabildiğimizi düşünmüyorum ben. İngilizce ile kitapta ne diyorsa onu veriyoruz. Classroom Management dersini hocamız Türkçe anlatmıştı. Bizim Türk insanının hayatından örnek vermişti. Bunu İngilizce işlenen derslerde göremedik. Aklımızda kalan şeyler günlük hayattan örnekler.

English medium instruction didn’t give us an advantage. Actually we suffered from the disadvantages because I, for example, could not understand the Turkish version in KPSS. I was studying the Turkish book in parallel with the English one, and I translated the questions into English in the exam. I wish the courses had been in Turkish. These are very important; we often use them in teaching, in daily life, in class. I only remember *Classroom Management* as a whole... I can say it saves a teacher’s life in class... Real life examples should be provided to make it memorable for the students, but I don’t think we can do that at all. We give whatever there is in the book in English medium instruction. Our instructor used Turkish in *Classroom Management*. S/he provided examples from the Turkish lifestyle. We couldn’t experience it in the courses conducted in English. The examples we remember are from daily life (Graduate 6).

Three other participants also mentioned the materials and examples used in *Classroom Management*; however, they both emphasized the culture specific examples of foreign publications, since they do not reflect the native and/or the local culture. One of these interviewees reported that when she complained about the irrelevance of discussing the examples reflecting

American schools, those examples were considered to be the ideal environment by the course instructor. However, she also expressed her disappointment with the unexpected problems she experienced when she started teaching, although she passed this course with the highest score. Another participant referred to the examples used in two General Education courses, *Classroom Management and Guidance*, as well and explained why comparing the Turkish classroom environment with that of USA is unrealistic. Moreover, she admitted that even after graduation and after a year of experience, she still does not know some of the issues discussed in those courses, as they do not have any association with the native context. Besides, she thinks these courses should focus on how to manage classes in the local culture:

Sınıf yönetimi dersinden AA ile geçmişim. O dersteyken hep şunu tartışırdım, hep Amerikan ortamları hep Amerikan kitapları, isyan ederdim böyle değil diye. Hocalarımız da derdi ki “ideal olanı tartışalım ki ona ulaşmaya çalışalım”... Classroom Management dersinin hiç bir işe yaramadığını düşünüyordum. Bana yaptığım ödevlere göre çok çok iyi bir öğretmen olacaksın demişti, şimdi moralim bozuluyor benim. Ben ideal ortam bekliyordum. Ben sınıfa girdiğim zaman öğrencilerin şarkı söyleyeceğini düşünmedim ki hiç bir zaman. Çocuk önüme geliyor, tepeme çıkıyor, dans ediyor.

I had an AA from *Classroom Management*. In that course, I was always opposed to talking about the American environment and using the American books, as it is not the case. Our instructors were saying “let’s discuss the ideal, so that we try to live up to it”. .. I think *Classroom Management* was no use. According to the assignments I did, s/he said I would be a great teacher but now it’s disappointing. I was expecting the ideal environment. I never thought the students would sing when I entered the classroom (Graduate 10).

... Classroom Management dersinde deęişik metotlar vardır management konusunda ama oradaki şeyler bazen çok ütöpik. Mesela *Guidance* ve *Classroom Management* dersi gördük. *Guidance* özellikle çok ütöpik ve Amerikan derslerine göre. Textbooklarda şöyle bir şey yazıyordu “K-12 işte şöyle olur, böyle olur”. “K-12 nedir” ben hala anlamadım... Daha Türkiye şartlarına uyarlanmalı. Mesela bir research yapılmış, Amerika’da yapılmış bir researchü işliyoruz, yani Amerika’yla Türkiye’yi karşılaştırmak mümkün mü? Daha realistik olmalı, şartlarımıza uygun olmalı. Doğudaki sınıfları nasıl manage edeceğinle ilgili olmalı, kalabalık sınıfları 40 kişilik sınıfları nasıl manage edeceğinle ilgili olmalı. Benim bile özel bir kurumda çalıştığım halde, 27 kişilik sınıflarımın olduğu zamanlar oldu. Onlarla nasıl başa çıkamam gerektiğini bilemedim.

There is a variety of methods in *Classroom Management* but they are a bit utopic sometimes. We took *Guidance* and *Classroom Management*. *Guidance* is especially very utopic and based on the American schools. There was something in the course books saying K-12 is this, K-12 is that. I still don’t understand what K-12 is... It should be adapted to the Turkish context. For example, a research was conducted; we study a research conducted in USA. Is it possible to compare Turkey to USA? They should be more realistic and relevant to our context. It should be about how to manage classes in Eastern Turkey or how to manage large classes, classes of 40 students. I had classes of 27 students at times, even though I work in a private institution. I couldn’t imagine how to manage them (Graduate 5).

Similarly, another participant criticized the American books used in the General Education courses, as those cases are not relevant to the Turkish context. Besides, he also questioned the predictive validity of the assessment methods used in those course:

Eđitim dersleri amacına ulařmıyor. Çünkü yabancı kaynaklı yazılar okuduđumuz için adam Amerika'dan örnek veriyor ama Türkiye'de öyle bir şey söz konusu deđil ki. ... Ölçme deđerlendirme de dengesiz. *Classroom Management* dersinin uygulamasını görmek gerekir, mid-term'u, finali olur mu? Tamam listeliyor maddeleri ama uygulamadıktan sonra neye yarar. Çok farklı bir ölçme sisteminin olması gerekir. Belki sınıfları gözlemler, belki kameralarla. Biraz daha pratiđe yönelmeli. Hep okuyup mid-term oluyoruz ama çok iyi notlar alanlar hiç hayata geçmiyor.

General Education courses don't achieve their aim. Since we read foreign publications, they gave examples for US but that's not the case in Turkey. ... Assessment and evaluation are also unreasonable. You have to see the application of *Classroom Management*, should it have a mid-term and a final? Ok, the students just list the bullets but if s/he can't use them, what is the point in that? There needs to be a different method of assessment. It could be observing the lessons; it could be using cameras. They should focus more on the practical applications. We are always reading and taking the mid-term, but the ones who get high scores can't put it into practice (Graduate 11).

Another respondent also reported her negative feelings about the assessment methods used in the General Education courses and indicated that they used to memorize the answers of the previous year's questions, since the exam questions were the same. She mentioned that although they studied for those courses, she preferred the assessment methods used in the FLE courses as they focus not only on the product but also on the process:

... assessment'ının çok iyi olduđunu düşünmüyorum. Zaten test oluyordu. Önceki seneden kalma sorular oluyordu, sadece sonuçları ezberleyip gidiyorduk. Tamam çalışıyorduk, ama daha farklı assessment yolları denenebilir. Bölümümüzdeki assessment çok daha güzel, sadece sonuca deđil sürece de bakılıyordu.

I don't think the assessment was fair. It was multiple choice tests anyway. There were questions of the previous years; we memorized the correct answers and took the test. Ok, we were also studying but different assessment methods could be used. The method of assessment in our department is much better; it concentrates not only on product but also on process (Graduate 6).

In contrast, another interviewee expressed that she experienced preparing a portfolio in one of the courses and named two others as beneficial. Another indicated that as she heard from her friends, role-play like activities

were conducted in *Classroom Management* courses; thus, it seems that the effectiveness of those courses depends on the instructor's approach:

Educational Psychology, Planning and Evaluation, Classroom Management bunlar hatırladığım ve çok verimli geçen dersler. Her ne kadar *Classroom Management* dersine itirazı olanlar olsa da biz portfolio çalışması yapmıştık ve bizim için olabileceğinin en verimli şekliyle geçti.

Educational Psychology, Planning and Evaluation and Classroom Management were the courses that I remember and that were fruitful. Although there was some opposition against the *Classroom Management*, we had prepared a portfolio and it bore fruit for us (Graduate 3).

Biraz daha hocaların işleyişiyle ilgili olabilir ama onlar da uygulamaya yönelik olmalı. Ben duyarım biz hiç yapmadık mesela ama biri kalkıp öğretmen rolü takındığında diğerleri çocuk rolü takınacak. Biz öyle bir şey yapmadık. Ben o zaman alışmış olurum biraz.

It may depend more on the methodology followed by the course instructor. I heard it from my friends that one of the students takes the role of the teacher and others are all young students. But we've never done such a thing. I could have been better prepared then (Graduate 2).

Although the participants did not mention some of the courses in the General Education component, the responses of the participants showed that the General Education component is considered to be one half of the professional component of the program, while the other half is the ELT Methodology component. Thus, the interviewees showed a tendency to compare the competencies they gained through these two components of their professional education. One of the participants indicated how these two halves complement each other and why a teacher candidate needs to be competent in his/her knowledge and skills taught in these two components:

İkisi de iyi bir öğretmen yetiştirmek için ama farklı boşlukları dolduruyor. Eğitim dersleri öğretmen olarak sınıfta duruşunu hazırlıyor. ELT dersleri bu duruşu sağladıktan sonra bu dersi nasıl vermen gerektiğini hazırlıyor. Eğitim konusunda eksiksen elin ayağın titriyor ne yapacağım diye. Biri orada konuşuyorsa ben onu nasıl susturmalıyım diye. İşte orada classroom management'in devreye girip "ben buradayım" diye bir öğretmen duruşu sergilemek gerekiyor. Ancak bu duruşu sağladıktan sonra ELT'yi uygulamaya sıra geliyor.

Both components are to educate a teacher but they have different aims. General Education courses prepare you for your role in class as a teacher. After this, ELT courses prepare you how to teach the lesson in that class. If you are deficient in terms of General Education, you don't know what to do in class, for instance what to do to silence a student. At that point, classroom management should step in to maintain this posture. Only after that, it's time to put ELT into practice (Graduate 6).

On the contrary, the relation of these two components was considered to have some drawbacks as well. One of the participants indicated that the content of some ELT Methodology and General Education courses overlap and/or is overemphasized, since there is not any coordination between these two groups. Moreover, the requirements of these components do not show standardization, as what is taught to be correct in one component is presented as incorrect in the other. In addition, she admitted that because some courses have similar projects, assignments and/or take-home exams, they used to exchange their papers with their classmates in order to submit it to another course:

ELT dersinde bir ders planı öğreniyorsunuz, EDS'de de ders planı öğreniyorsunuz. Ders planlarının tek format olmadığını biliyorum ... ama ikisi arasında ciddi bir sorun var. ELT diyor ki performance objective'de "comprehend" diyemezsin observable bahaviour olmalı. EDS'de ise performance objectives "to comprehend, to understand". Başımız dönüyordu. Arada inanılmaz bir iletişim aksaklığı var o konuda bir standarda oturtulması gerek. Çünkü biz 3. sınıfta çok sorun yaşadık. Belki dile getiremedik. Ders planı yapmayı bir derste öğreniyorsanız ikinci derste de öğrenmenize gerek yok. ELT'de yap Allah yap sonra dön EDS'de de projede, sınavda, finalde ders planı yap. Biz bir ders planı yapıyorduk, hepsine aynısını vermiyorduk ama exchange yapıp kullanıyorduk.

You learn lesson planning in an ELT course; you also learn lesson planning in an EDS course. I know lesson plans don't have one format... but there is a serious problem between the two. ELT says that you can't use "comprehend" to write performance objectives because those should be observable behavior. In EDS, the performance objectives are "to comprehend", "to understand". We were completely puzzled. There is great miscommunication between them; there needs to be a standard on that issue because we had many problems in the third year. Maybe, we couldn't express those. If you learn how to make a lesson plan in one course, you don't need to cover it again in another course. We were making lesson plans over and over again for ELT and EDS, for projects and for finals. We used to prepare one lesson plan for one course and exchange it with another group to submit to another course (Graduate 7).

When the participants were asked what kind of a relation all these five components should have among each other and to one another in the twelfth interview question, the responses showed that the participants consider a need for cooperation, integration and unity among different components of the program, among the courses of the same component and among the courses of the same term. Otherwise, the content of the courses becomes repetitive and time consuming:

ELT derslerinin Eğitim [dersleri] ile birleştiği çok fazla nokta var. Gereğinden fazla tekrar olduğunu ve zaman kaybedildiğini düşünüyorum... Mesela eğitimden testing ve evaluation [*Instructional Planning and Evaluation*] vardı biz orada yearly plan, unit plan yazmayı öğreniyoruz ve sınav nasıl hazırlanır. Sonuçta bu derse giren hoca İngilizce öğretmenliği mezunu değil, “to the point” olmuyor... Son sınıftaki *English Language Testing* dersi de alıyorum. Eğitimden aldığımız 2. sınıftaydı, 4. sınıfta bölümden aldığımız oradaki bütün öğrendiğimiz şeylerin İngilizce dersine adapte edilmiş halini öğrendim. Bunlar benim çok içimi acıtıyor. Olduğu gibi zaman kaybı. Böyle şeylerin birleştirilmesi lazım. Aynı şekilde eğitim derslerinde ki yaklaşımlar classical conditioning ayrı ayrı her derste tekrar ediliyor, linguistics dersinde linguistic açıdan, ELT dersinde dil edinimi açısından ama vizyon geliştirerek değil. Beni derslere hazırlanarak geliyor sanıyorlardı ama ben hiç bir derse article okuyarak gitmedim. İnsanlar bağlantı kuramıyorlar, demek ki bunlar anlamlı öğretilmiyor.

İletişim ve etkileşimi yoktu. Olması gereken ELT ve Eğitim dersleri overlap ediyor, önce onları bir düzene koymalılar. Aslında fark var mı, ikisi de öğretmenliği öğretiyor ama biri spesifik olarak İngilizce öğretmenliğini öğretiyor. O zaman overlap etmemeli. İçerik olarak bir masaya oturup şunu şunu bu ders, şu şu öbür ders öğretilmeli denmeli bence.

There are many aspects that ELT courses match with General Education courses. I believe it's too repetitive and time-consuming... For example, we had testing and evaluation [*Instructional Planning and Evaluation*] in General Education courses where we learnt making yearly plan and unit plan and how to prepare tests. But, the courses are not “to the point”, as the course instructors aren't teachers of English... In the last year, we also have *English Language Testing*. General education course was in the second year; we learnt how to adapt all those things to English in the fourth year ELT course. These really make me upset. Completely a waste of time! They should be combined. Likewise, the approaches in General Education courses are repeated over and over again: In Linguistics courses from a linguistic perspective, in ELT courses from language acquisition perspective but not through developing new perspectives. They all thought I was well-prepared before coming to class, but I hadn't read a single article before any class. They can't see the relation between the courses, which shows they are taught isolated (Graduate 10).

There was no communication and interaction. The ELT and General Education courses overlap, so first they should be reorganized. Is there actually a difference? Both focus on teaching but one focuses specifically on language teaching. In that case, they shouldn't overlap. In terms of content, they have to decide what should be taught in this course and what could be taught in that course (Graduate 7).

Besides, communication among the departments offering the program courses and among the teachers of the same course should also be smooth, since “the dialogue among the elements strengthens the whole” (Graduate 11).

Although the participants were not sure whether such a harmony could be achieved and how, some gave suggestions to achieve this integration through expert analysis at macro level or instructor emphasis at the micro level.

... nasıl olmalı bilmiyorum. En azından konu açısından birbirleriyle bağlantısı olmalı. İşte linguistics'te o hafta işlenen şeylere göre ELT'de de birbirine yakın konular işlenebilir... Bir cooperation olmalı ama nasıl olmalı bilmiyorum.

... I don't know how it should be. At least, there should be a connection between them in terms of the topics. According to what linguistics has for one week, the ELT courses may follow closely related topics... There needs to be more cooperation but I don't know how (Graduate 4).

Pürüzsüz olmalı. Bir kere bölüm olarak amaçlarımızı, hedeflerimizi, nasıl insan yetiştirmemiz gerektiğini belirleyip, onlara yönelik her bölümden ders alınmalı ve onların içerikleri her dersin uzmanları tarafından belirlenmeli ve geçişi sağlayacak bağlantıyı sağlayacak kişiler de onlar, curriculum uzmanları yapabilir. Böyle bir çalışma yapılırsa bir komite kurulsaydı başarılı olabilir. Tabii ki bölümün hedefleri var ama bütünleşmeye yönelik bir çalışma yapılacaksa onların tekrar gözden geçirilmesi gerekir ve her bölüm ne anlamda katkı sağlayabilir [düşünülmeli], projeleri bile birbiriyle bağlantılı olmalı.

It should be smooth. First of all, as a department we should decide on our goals and what type of a person we aim to train, then to fulfill these aims the courses to be taken from each department should be decided on, their content should be designed by the experts of that course, and the curriculum experts are the ones who enable this transition. After such a study, it could be achieved. For sure, the department has its own aims but if there will be an operation for integration, they should be revised. How each department can make a contribution should be discussed; even their projects should be linked to one another (Graduate 3).

Hep transitiondan bahsediyoruz kendi derslerimizi design ederken de bunların arasında da olmalı ki kafamızda bir bütünlük olmalı. Şunu öğreniyoruz şunun için, sonra şu derste kullanacağız gibi bir şey olsun. O konuda bence bölüm olarak eksik kaldık. Çünkü diyorduk ki "tamam linguistics bitti, bir daha yüzüne bakarsam namerdim" ama sonra o kitapları başka bir ders için açıp kullanmadık. Bir ilişki yoktu arada ve biz o bütünlüğü sağlayamadığımız için belki "neden" diye sorguladık. Ama bu transition, bütünlük nasıl sağlanırdı, sağlanmalı bilmiyorum.

We all talk about transition when we plan our lessons; these courses should also have it so that we can see them as a whole. There should be something like, "we learn this for that or we will use this later in that course". In this respect, we were deficient as a department because we were like "linguistics is over, I'll be doomed if I open the book again" and we didn't use those books for another course. There wasn't any connection and since we couldn't see it as a whole, we questioned it. But I don't know how this integrity could be achieved (Graduate 7).

4.2.1.5 Graduates' Suggestions for the METU FLE Program

As the last question of the graduate interview, the participants were asked what could be done in order to improve the METU FLE undergraduate pre-service teacher education program to educate competent English language teachers. Although all participants indicated that the program should offer more chances of practice in real classroom atmosphere and that practicum part of the component should not be the only chance to teach in a real classroom atmosphere, the need for practice was seen more clearly in the responses given by the graduates who are in the first or second year of teaching. For this need, while some suggested visiting real classrooms as a requirement of all professional courses, some put forward a kind of cooperation with the other departments in the university:

Burada ders hazırlarken mükemmel öğrenciye göre hazırlıyorsun ama orada çocuklar hiper aktif, ele avuca sığmıyorlar, hareket etmeye ihtiyaçları var. Buradaki lesson planlerin çok toz pembe hazırlandığını düşünüyorum.

When we prepared lesson plans here, we planned them for perfect students but the kids there are hyper active, difficult to control, and they need to move around. The lesson plans here had an idealized view (Graduate 9).

Bence 4.sınıf öğrencileri 1. sınıf öğrencilerine ders vermeli. Habersiz bir şekilde. Tabi ki neden sorumlu olacaklarını bilecekler ama hangi gün gideceklerini bilmeyecekler. Diyeceksin ki “al bunlar materyallerin, bunlar konun, git bu sınıfa anlat”.

In my opinion, the fourth year students should teach first year students in the university. With no notice! Of course, they will know what they are responsible for but they won't know when they will teach. You say “this is your material; this is your topic, now go and teach it” (Graduate 4).

Besides, the graduates working at private schools indicated that the program should be more informative about the possible problems a teacher may face and give more chances of discussion on teaching profession and practice in real classroom environment:

Bilgi olarak hiç eksiğim yok ama memnun olmadığım şu var bence bizim bölümde biz yeterince öğretmenlik mesleğini tanımdan kağıt üzerinde okuyarak mezun olduk. Ben bunu çok şikayet ettim. Bir Multiple Intelligence, bir Chomsky bir de Shakespeare vardı. Ben 3'ünü de çok severek okudum ama öğretmenlik farklı bir meslek... bir kitapta şöyle yazıyordu: "öğretmenlik mesleğinin en zor kısmı lack of privacy'dir. Sınıfta 40 kişi sana bakıyor". O bilgi benim için önemli çünkü ben mesleği tanıdım. Mesleği tanımadan mezun oluyorsunuz

I don't think I lack knowledge but I'm not happy with one thing: I guess we graduated without knowing the teaching profession or knowing it only on paper. We had Multiple Intelligences, Shakespeare and Chomsky. I loved them all but teaching is a different profession... In one of the books, it says "the toughest part of teaching is lack of privacy; forty faces are looking at you in class". That information was crucial for me because I learnt something about the profession. But you graduate without knowing much about the profession (Graduate 7).

A more experienced participant of this group, however, reported that she had many classroom management problems in her beginning year of teaching, but she has become competent in handling those in time. Furthermore, she pointed out that she never considered her having classroom management problems as the failure of the program but the result of her inexperience. She thinks her competence in language and subject area knowledge is always appreciated by the stakeholders in her institution, which distinguishes her from other teachers:

Benim ilk sene özellikle sınıf yönetimi konusunda ciddi problemlerim oldu ama bunlar her stajyerin başına gelebilecek problemler özel okulda özellikle bence. Ama bunu ODTÜ'nün bir eksikliği olarak hiçbir zaman görmedim. Bu tecrübesiz-likten, zamane çocuklarının aktifliğinden kaynaklanan bir şeydi. Benim en kötü sınıfımda bile en kötü öğrencim "hoca hiçbir şey bilmiyor" diye ima eden bir şeyle karşılaşmadım. Çünkü ben her zaman alanımdaki yeterliliğime çok güvenirim ve bu müdürüm olsun, diğer yöneticiler, meslektaşlarım bunu her zaman söylerler: benim gerçekten farklı olduğumu, farkımı hissettirdiğimi. O açıdan bir sorun yaşamadım. classroom management ile ilgili zaten yapılabilecek bir şey yok.

I had serious problems especially in classroom management in my first year, but these could also happen to any beginning teacher, particularly in a private school. I never thought of it as a shortcoming of METU. It was because of my inexperience and the hyper activity of the kids. Even in my worst classes, I have never heard students implying "the teacher doesn't know anything". That's because I'm confident about my competence in subject area, and my principal, the administrators and my colleagues all tell me that I'm unique. I didn't have such a problem. There is nothing to do about classroom management anyway (Graduate 3).

Two interviewees admitted that although they are in general pleased with the program, they believe they could have learned, practiced and benefited more from it. While one of them puts the blame on herself, the other thinks the program could be more intense and more academic:

Ben bölüm programından çok memnundum ama çok iyi değerlendirememişim diye düşünüyorum. Ben öğrenme ihtiyacını hissedememişim ki şimdi eksikliğini hissediyorum. Araştırmak zorunda kalıyorum her şeyi. Bir derste okumanız gereken course pack'ı okumaktan tutun da, sınıf dışındaki araştırmalar olsun, her şeyi daha iyi yapabilirdim. Elimden gelenin en iyisini sınıfta yapmaya çalıştığım için, kendimi daha iyi donatabilirdim.

I was very much satisfied with the program, but I think I couldn't make the best use of it. I might have not felt the need for learning and now I suffer from lack of it. I need to search for everything. From reading the articles in the course pack to out of class research, I could have done better. I tried to do my best in class but I could have prepared myself better (Graduate 9).

Bizim sınıf ağlardı. Ödevlerden sosyal hayat yok diye ama ben göremedim o ödevleri. Bence daha yoğun ve akademik ödev verilmeli. Devamlı sunum yapmaktansa article yazabilir öğrenci neden yazmasın. En azından bir article'ın ne olduğunu görebilmeli. Hocalarımın ve bölümün hakkını yiyemem ama biraz ukalalık yapıp şunu diyorum ben daha fazlasını yapabilirdim ama yapmadım. Benim suçum var o tartışılmaz ama yaptırılabilir da bilirdim.

The whole class was complaining about the assignments and not having a social life. Which assignments! I guess the assignments should be more academic and intense. Instead of delivering presentations all the time, one could have written an article. At least, s/he should see what an article is. I can't be unfair to my instructors and department and don't want to be a smart aleck, but I should say I could have done better but I didn't. No doubt, I'm guilty but I could have been pushed as well (Graduate 7).

Finally, though all participants mentioned the need for high language competency in English, only one participant indicated that the speaking courses in the program should be added to and the methodology followed in these courses should be reconsidered:

Speaking daha çok arttırılmalı.. O anlamda kendimi çok eksik hissetmişim ilk sunum yaptığım zaman. Çünkü bir insana öğretmeden kalk sunum yap demek olmuyor. Önce bu becerileri geliştireceksiniz sonra notlama şansına sahip olabilirsiniz.

There should be more courses on speaking. In this sense, I felt really incompetent when I first delivered a presentation because you can't ask one to present without teaching how to do it. First you need to develop that skill, and then you can grade it (Graduate 1).

Table 4.16 below summarizes the overview of the points mentioned in the graduate interviews. The first column shows the feature under question, the second presents the aspect of the feature discussed, the third one lists the specification of the responses and the last one shows the frequency of the response.

Table 4.16 Overview of the Points Identified in the Graduate Interviews

Feature	Aspect	Specification	F
Competencies a language teacher needs to have	Knowledge of language subject area	Knowledge of ELT (teaching grammar, skills and vocabulary)	11
		Language awareness	6
		Language knowledge	6
		Use of Spoken English	5
	In-class	Classroom management	6
		Knowing the students (level, age, interests, needs)	5
		Rapport with students	5
		Flexibility	3
		Material selection, development and adaptation	3
		Appealing to students' needs	3
		Motivating the students	2
		Lesson planning	1
		Using different sources	1
		Assessment	1
	Out of class	Rapport with parents	4
		Rapport with other colleagues	3
		Rapport with administration	1
		Being open to professional development	1
		Self discipline	1
		Self- confidence	1
Motivation to teach		1	
Hard work		1	
Empathy		1	
Difference in the required competences	No	No change from experienced to novice teachers	1
		Should not change from state to private	1
	Yes	Change from private to state schools	7
		Change according to age of the learners	4
		Change according to the type of school	4
		Change according to the experience of the teacher	3
		Change according to classes	1
		Change according to lesson	1
		Change according to the city	1
		Change in the same institution according to aims	1

Table 4.16 Overview of the Points Identified in the Graduate Interviews (continued)

Feature	Aspect	Specification	F
Areas FLE graduates feel competent	Strengths	ELT knowledge	4
		Materials development and adaptation	3
		Professional development	2
		Rapport with students	2
		Personal qualities (empathy, understanding)	2
		Spoken English	2
		Lesson planning	1
		Motivating students	1
		Teaching grammar	1
		Flexible	1
		Teaching reading	1
		Appealing to students' needs	1
		Testing	1
Areas FLE graduates need improvement	Weaknesses	Classroom management	5
		Language awareness	4
		Putting theory into practice	3
		Speaking & pronunciation	2
		Rapport with colleagues and administration	2
		Knowing the profession	2
		Teaching listening	1
		Teaching grammar	1
Impact of the METU FLE program	Yes	Knowledge of ELT	4
		Materials development, adaptation and evaluation	3
		personal qualities (discipline and well-rounded personality)	2
		Instructors	1
		Flexibility	1
	No	Personal motivation is more important	4
		Putting theory into practice should have been emphasized	1
		Program underestimated my capacity	1
Language component	Positive	Made use of writing courses	2
		Served as a model	2
		Liked reading authentic materials	2
		Made use of speaking courses	1
		Translation courses for language awareness	1
	Negative	Disappointment with grammar courses	5
		Disappointment with reading courses	2
		No use of translation	2
		Disappointed with the skill courses (all)	2
		Incompetent instructors	2
Disappointment with speaking courses	1		

Table 4.16 Overview of the Points Identified in the Graduate Interviews (continued)

Feature	Aspect	Specification	F
Literature component	Positive	Language	3
		Served as a model for teaching	3
		Intellectual development	2
		Culture	2
		Critical thinking	1
		Thinking from different perspectives	1
		Expressing one self	1
	Seeing details	1	
	Negative	Not developing teaching or using literature	5
		Methodology was criticized	2
Nor served as a model for being traditional		2	
Not relevant for student profile		2	
Linguistics Component	Positive	Language acquisition was useful	3
		Model in explaining grammar rules	2
	Negative	No practical application	3
		No integration with professional courses	2
		Instructor's role in the courses	1
ELT Methodology component	Positive	Demos and micro teachings	2
		Importance of the supervisor and/or the mentor teacher	2
		Variety of methods and techniques	1
		Develop creativity through projects and assignments	1
		Evaluation of students	1
	Negative	Not relevant content for young learners	3
		Not enough chance to have an experience	3
		Instructor's lack of experience	2
		Inadequate content and pace of the courses	2
		Too much observation in the practicum	2
		Methodology followed	1
		Testing should be better	1
		Course packs	1
Unreal classroom atmosphere	1		
Problems in putting theory into practice	1		
General Education Component	Positive	Medium of instruction (language development)	2
		Useful assessment methods (portfolio)	1
	Negative	Assessment methods used	4
		Irrelevant examples given	3
		Materials used in those courses	3
		Inadequate content of the courses	2
		More practical applications	1
Medium of instruction (obstacle)	1		
Relation among five components	Important	Integration among courses and components	5
		Coordination between ELT & General Education	3
		Transition between courses of different groups	3
		Communication among departments	3
		Cooperation	2

Table 4.16 Overview of the Points Identified in the Graduate Interviews (continued)

Feature	Aspect	Specification	F
Suggestions and comments	For department	More chance of real classroom atmosphere should be given	4
		Demotivating attitude of the instructors towards the courses should be considered	3
		Courses should be relevant to the aim of the program	1
		The content of some courses should be more intense	1
		Some courses should be elective	1
		Anticipated problems on teaching should be presented	1
	For graduates	Personality factors shape the impact of the program	2

4.2.2. Elite Employer Interviews

The employer interviews aim to investigate how competent employers find the FLE graduates as English language teachers, which competencies they find them strong or weak at, and what are the competencies they need to further develop.

The employer group stands as an elite interview group, since they work as a teacher trainer, department head, English language coordinator, school principal, vice-principal or administrator. Four of the eight elite interviewees are stakeholders in hiring English language teachers at their institutions, while the others are responsible for their in-service teacher training or administrative requirements. Seven of the eight elites work in institutions in Ankara or its villages, while one of them works in Northern Cyprus. Two of the informants are teacher trainers, one in a private institution and the other in a state tertiary one. Two other elites work as a principal and a vice-principal in a state primary and a state secondary school respectively. Besides, while one works as a department head in a private secondary school, another works as an English language coordinator in a private primary school that has branches in six cities including Ankara, Mersin, Denizli, Niğde, Kayseri and Kocaeli, and

she takes part in the interviews to hire English language teachers for those schools as well. Moreover, two elites work as administrators in state tertiary and private tertiary institutions. Rubin and Rubin (1995: 262) state that in studies based on elite interviews the meaning of the interview depends on who the interviewee is; therefore, the elite interviewees' type of school and their experience are referred to while analyzing their responses, but neither their nor their institutions' names are revealed. Table 4.17 below shows the profile of the elite interviewees:

Table 4.17 Profile of the Elite Employer Interviewees

Interviewee	Experience in position	Location	School Type/Level
Elite 1	11 years (administrator)	Ankara	state/ tertiary
Elite 2	12 years (coordinator)	Ankara	private/ primary
Elite 3	20 years (trainer)	Ankara	state/tertiary
Elite 4	2 years (department head)	Ankara	private/secondary
Elite 5	4 years (trainer)	Ankara	private/ tertiary
Elite 6	19 years (principal)	Ankara-Çubuk	state/primary
Elite 7	2 years (vice-principal)	Ankara-Çubuk	state/secondary
Elite 8	5 years (administrator)	Northern Cyprus	private/tertiary

As the first question of the interview clarified, while the principal and the vice-principal in the elite group are not teachers of English, the other six elites are teaching English with an experience of eight to 27 years. While the less experienced elite has been a department head and a stakeholder in hiring English teachers in her institution for the last two years, the most experienced elite has been a trainer for 20 years. Four months after the interviews were conducted, one of the administrators decided to retire but continue teaching in a private language school, while another working as a department head in private secondary school decided to continue her career in a state tertiary institution as a teacher of English. Due to the different profiles they have, each elite brought a unique perspective to the interview questions.

4.2.2.1 Competencies of a Language Teacher

The second interview question, “What are the competencies an English language teacher needs to have?” aims to explore elites’ general perception of the competencies an English language teacher should possess with three probes on language and subject area; in-class (i.e.: planning, classroom management and assessment); and out of class (i.e.: relations with colleagues, professional development) activities. The analysis of the interviews demonstrated that all of the elites, despite working at different institutions, agreed on a high level of language competence and knowledge on language teaching methodology. Moreover, three respondents indicated that competence in language knowledge and language use comes before competence in language teaching methodology. These three elites mentioned that the in-service teacher training programs in their institutions may help the newly hired teachers, if they have some weaknesses in their methodological knowledge and instruction; however, it is not that possible to improve weakness in language through an in-service teacher training program. Thus, competence in language, language skills and culture of the language stands as a prerequisite competence to other competencies:

Her şeyden önce İngilizce’ sinin çok iyi olması gerekir. Konu ile ilgili bilgisine gelince yoksa bile eğitim programlarımız olduğu için ona sırtımızı dayaya-biliyoruz... dil sadece dil olarak değil, kültürü de çok önemli ve benim kafamda bir İngilizce öğretmeni profili var, yani her profilden gelen arkadaş buna uygun olmuyor. Yurtdışı görmüşlük şöyle: hani o kültürü tanımak, iletişim kurabilmek çok çok önemli, hani günlük hayatta işler nasıl yürüyor onu görmek ve de bir de bakış açısı açısından çok önemli diye düşünüyorum. Yani bilgili olsun, İngilizce’ si çok iyi olsun, çok ilgili olsun, kültürlü olsun, yurtdışı görmüş olsun yani öyle biri.

To begin with, his/her English should be perfect. We can depend on our in-service teacher training program if s/he is not competent in methodology... language is not simply knowing language; its culture is also important. I have an English language teacher profile in my mind and everyone can’t fit into this profile. Having been abroad, knowing the target culture, being able to communicate are all very important for gaining a perspective. I mean someone who is knowledgeable, good at English, interested, cultured and who has been abroad (Elite 1).

In addition to competence in language and language use, the teachers are expected to be competent in their knowledge of ELT methodology. It was indicated by one of the interviewees that an English language teacher should have a degree in ELT or should attend a certificate program on language teaching. Besides, as all the interviewees mentioned, language teachers should be open to professional development through attending conferences, observing other teachers' classes and/or following innovations in the field:

Bence mutlaka metodoloji üzerine bir eğitim alması gerekir. Bunun içerisinde değişik approachlar, staj, praktikum, dil ve kültür gibi konularda okumalar, uygulamalı dil bilim gibi konularda, yani İngilizce öğretimi ile ilgili konularda mastır etmesi gerekir. Ama eğer eğitimi İngilizce öğretmenliği değilse bile bu konuda bir sertifika programına katılmalı, bunu ben şart görüyorum. Onun dışında mesleki gelişme açık olmalı, takip etmeli, değişik şekillerde olabilir: Journalları takip etmeli, konferans seminer gibi etkinliklere katılmalı, diğer hocaların derslerini gözlemlemeli.

In my opinion, they definitely need to have an education on methodology including approaches, practice teaching and school experience, readings on language and culture and applied linguistics. Unless his/her undergraduate degree is ELT, s/he must attend a certificate program. Apart from those, s/he should be open to professional development, attend conferences and other activities, keep up with the journals, observe other teachers (Elite 8).

Another elite, on the other hand, put forward that a language teacher should be competent in taking risks to try and test new methods and techniques, be open for reflection and improvement, and should have self-confidence:

... riske girebilecek biri, yeni şeyleri deneyebilmek için, motive olacak. Bilgiliyse eğer o bilgisini aktarmak için debelenecek. Eğer hafif bilgiliyse o zaman da arzusu çok olacak... Sürekli kendinden yapıcı bir biçimde kuşku duyan yani "ben bölümden mezun oldum, A ile de mezun oldum, her şeyi çok iyi yaparım" havasına girmeyecek. Kendine her zaman güven duyacak ama her zaman için de "there is room for improvement" dedirtecek kadar da kendinden kuşku duymalı ki bir seminere gitsin, bir konferansa gitsin, bir kitap okusun ki, sormak ihtiyacı duysun.

... a person who can take risks is motivated to try new things. S/he should try to forward his/her knowledge to others. If s/he has little knowledge, s/he should be highly interested and motivated... In a constructive sense, s/he should try to improve him/herself. S/he should have self-esteem but should question him/herself saying "there is room for improvement" so that s/he attends conferences, seminars and reads books and asks questions (Elite 3).

The principal of the state primary school indicated that teaching is an art, and the teacher should be ready to improve her art saying “Hocanın, elinde tebeşir kalmayacak, geliştirecek kendini” (Elite 6). Furthermore, two elites stated that having world knowledge and being informed of technology are important competencies of a teacher, since the teacher makes use of his/ her knowledge for the rapport with students in class:

İngilizce hocası olarak biz her telden çalmak zorundayız. Yalnız İngilizce öğretmekle kalmıyoruz, İngilizce öğretirken değişik metinler, değişik konular konusunda bilgi sahibi olmamız gerekiyor. Bunları öğrencilerimizle böyle bir friendly bir atmosphere içinde paylaşmak. Çünkü lecturing yapmıyoruz çocukların bir şeyi anlamasını sağlamaya çalıştığımız için.

We need to know about anything and everything for being a language teacher. We don't only teach English, but we also use a variety of texts and we need to be knowledgeable about a variety of different topics. It is necessary to share those with our students in a friendly atmosphere as we try to help students understand something, we don't lecture (Elite 1).

Additionally, the elite interviewees indicated some qualities language teachers should possess such as being disciplined, enthusiastic, hard-working, meticulous and analytic. Specifically, the vice-principal of the state secondary school stated that a teacher should be ready to be hard-working and to solve numerous problems (Elite 7). Moreover, two of the participants emphasized the importance of preparing effective lesson plans through adapting theoretical knowledge into real life, while two other insisted on the importance of cooperation with other teachers in the institution.

Bir öğretmenin en önemli özelliği çok iyi hazırlanması, elinin altında kaynak kitaplarının bulunması... Önce bir pre-reading yapılır, warm-up yapılır top-down, bottom-up aktiviteleri yapılır sonra post reading aktiviteleri ile öğrenilen şeyler pekiştirilir falan gibi sorduğunuzda teorik olarak biliyorlar ama nasıl uygulamaları gerektiğini ya bilmiyorlar ya da hazırlıklarını yapmıyorlar.

The most important quality of a teacher is being well-prepared, having source books... When we ask them how a reading session is conducted, they theoretically know they should do pre-reading, warm-up first and then move on the top-down and bottom-up activities, but they have problems in putting these into practice or they are not well-prepared (Elite 5).

Hocalarla iletişime gelince bence çok paylaşımcı olması gerekiyor. Yani bizde bir birini çekememezlik, ben daha iyi yaparım şeklinde değil de ben şunu biliyorum arkadaşlarımla paylaşayım, bizim meslekte çok önemli. İnsanlar konferanslara gidiyor, değişik çalışmalar yapıyor, bunları bilmemiz gerekiyor diye düşünüyorum.

I believe s/he should share with other colleagues. I mean instead of being jealous of each other, “I know that, so let me share it with you” type of attitude is very important in our profession. People go to conferences and participate in different activities; those we need to know, I think (Elite 1).

Finally, one of the elite interviewers also mentioned the competencies expected from a language teacher in terms of relations with the school administration, whereas another pointed out those with the parents. The former respondent, head of the English department in a secondary school, explained that everyone in her institution has a heavy working load, and the teachers should be competent in taking responsibility, sharing responsibility with other teachers and being positive towards the system. Additionally, the latter interviewee, language coordinator in a private primary school, mentioned the competencies they expect from their teachers in order to have positive relations with parents, which includes being constructive rather than defensive.

Toplantılarda konuşulanlara alınan tavır ses tonu, yardım etmeye açık olup olmamak bile bunların hepsi, sürekli şikayet etme halinde, kendinde kusur aramayıp başkalarında arama, deadline’ları kaçırma, bunların hepsi problem yaratıyor. Çalışma arkadaşlarımla paylaşımçı olmasını isterim. Her olayda “ay işte benim şuyum var buyum var” olmamalı. Herkes her zaman çok meşgul, birbirimizi sık boğaz etmemeye çalışıyoruz. Tabi ki de çok çalışacağız. Ama belli oluyor kimin çalışmak istemediği. İlk gün daha başlar başlamaz mevcut sisteme karşı bir tavır “ama niye bu böyle, şu şöyle”. Bir dur, otur, bir incele, ondan sonra her şey değişiyor.

Negative attitude towards what is said in the meetings, tone of voice, not being open to support others, complaining all the time, criticizing others or missing deadlines, all cause problems. I expect my colleagues to share responsibility. They shouldn’t find excuses for every activity. Everybody is busy; we try not to distress each other... For sure, we’ll work hard. But it is so obvious who doesn’t want to work. On the first day, as soon as they start working, they start complaining about the system. But they need to wait and observe; then everything gets better (Elite 4).

Velileri çok sabırla dinlemelerini istiyoruz. Bir şey söylendiğinde hemen savunmaya geçmemelerini tavsiye ediyoruz. Çünkü böyle savunmaya geçildiğinde bu defa artık o şeye dönüyor, yapıcı olmaktan daha çok münakaşaya dönüyor. Bunu önlemek için veliyi dikkatle dinleyip eğer öğretmenimiz % 100 haklıysa veliye bunu uygun bir dille açıklamasını istiyoruz. Bazen veli haklı oluyor, o durumlarda da öğretmenin veliyi dinleyip, kendini tekrar bir gözden geçirmesini söylüyoruz.

We expect them to be patient while listening to the parents. We advise them not to defend themselves whenever they talk to the parents because it turns out to be an argument. We ask them to listen to the parents carefully and to explain their point in appropriate register if they are a 100% right. Sometimes, the parent has a sound claim. In such cases, we asked them to listen to them and reconsider the issue (Elite 2).

As the third question of the interview, the elites were asked whether the competencies an English language teacher should have change according to the level they teach, institution they work at and the experience they have. The elites agreed that all English language teachers should be competent in their knowledge and use of English, and they should have and/or develop different competencies depending on the aim of the English course, profile of the students and nature of the institution.

Three elites, a primary school principal, an English language coordinator and a teacher trainer, indicated that a teacher of English to young learners should have further competencies in order to present the lesson according to students' language level and in order not to have classroom management problems. These further competencies a teacher of a young learner class should have are listed as being patient and caring, having knowledge of different classroom management techniques, and knowing and using a variety of songs, games and stories. One of the teacher trainer participants, on her experience with teachers of young learner classes, indicated that keeping students busy is very important, since both the students of state primary schools and those of private primary schools show misbehavior in different ways, when they are bored in class:

Bence ilköğretim bambaşka bir dünya, bence orası için bambaşka bir insan gerekli... Oradaki observationlarımda gördüm ki iyi bir young learners hocası olmak için çok farklı şeyler lazım. Bir kere sabır lazım, farklı disiplin yöntemleri lazım, çok teknik lazım... Young learner metot bilecek aksi halde o bebeleri tutamazsınız, tutulmuyor da, ben o bebeleri gördüm. Kurum D'deki, devlet okulundaki öğrenciyi de gördüm. Devlet okulundaki sıranın altından yapıyor yaramazlığını, Kurum D'deki sıkıldığı an açıkça belli ediyor ve disiplin sorunu çıkıyor. Young learner hocası tekniğe çok önem verecek, sürekli okuyacak, oyun arayacak, şarkı arayacak, dans edecek, oyun oynayacak. Fiziksel olarak acayip formda olacak.

I think primary school is another world and another type of person is needed there... I saw in my observations there that a teacher of young learners needs to have different competencies. Firstly, s/he needs to be patient, know different methods of establishing discipline, techniques... She should know the methodology for young learners; otherwise, s/he can't manage those monsters. I saw both classes in private primary Institution D and those in state primary schools. The one in the state schools is secretly misbehaving, but the one in the private school explicitly shows that s/he is bored and there appears a discipline problem. The young learner teacher should pay attention to the technique, read a lot, search for games and songs, dance and play in class. She should be physically fit (Elite 3).

Another elite, an administrator at a state tertiary institution, compared her institution to private tertiary institutions and mentioned the importance and difficulty of a teacher's being competent in classroom management in private tertiary schools, while classroom management is not a problem in her institution due to the profile of their students. She added that since their students mostly have a weak or no background of English, a teacher should be competent in helping those students improving their language, which is a challenge both for the teacher and for the student:

Bizim buradaki öğrencilerimiz belli ailelerden gelme çocuklar, çok saygılı, çok rahat ders yapabildiğimiz, çok akıllı yani Türkiye'nin en üst tabakasından bilgi açısından aldığımız ama sosyal olarak alt tabaka ailelerden ... gelen ama çok hırslı [çocuklar]. Bu tür çocuklara ders vermekle biz bir takım imkânsızlıkları başarıyoruz, yani İngilizce seviyeleri çok düşük olmasına rağmen çok akıllı oldukları için bunlara bir şey öğretebiliyoruz. Bize çok büyük görev düşüyor burada ... Ama Kurum E, Kurum F tarzı üniversitelerde profil farklı, yönetimler farklı, orada siz 8:30-17:00 çalışıyorsunuz. ODTÜ'deki esneklik yok. Dolayısıyla orada biraz daha kurallara uymak gerekiyor, bir de öğrenci kitlesi biraz farklı. ODTÜ öğrencisi kadar akıllı değil. Sosyal statüsü farklı... Ama classroom management mesela bu tarz üniversitelerde çok daha fazla önem kazanıyor.

The students we have here are from a specific family profile, very respectful, very easy to teach, very smart. I mean the most successful students but in terms of socio-economic background, they are from low or middle class families. Still, they are very ambitious. Though it is a challenge, we could teach them many things as they are really smart, while their level of English is low. But the student profile is completely different from universities like Institution E and Institution F; those have a different administration and you have to work 9 to 5 there. They aren't as flexible as METU. Consequently, you have to follow the rules there. The student profile is also different; not as smart as METU students... Classroom management becomes more important in such universities (Elite 1).

As the above quotation also points out the role of the institutional atmosphere on the required teacher competencies, another elite, a department head at a private secondary school, indicated that teachers at secondary institutions are responsible for not only teaching English but also the intellectual development of the students. Thus, the teacher should also be competent in addressing creativity and analytical thinking in her lessons. Besides, because her institution has a different system for English courses and because the secondary school students' scores in those courses have a decisive role in their scores of university entrance exam, they expect their teachers to be competent in their rapport not only with the students but also with their parents:

Sadece öğretim değil, sadece İngilizce öğretimi olarak düşünemezsin, öğrenciyi bir insan olarak yetiştirmeyi düşünürsün. Bunlar farklı ve öğretmen de bunlarla ilgilenmesini bekliyoruz. “Ben dersimi anlatırım çıkarım” şeklinde değil... Yaratıcı düşünmek, eleştirel düşünmek. Bunların hepsini derse katması çok önemli... Biz de kur sistemi olduğu için çok profesyonel bir şekilde farklı seviyelerdeki öğrencilerin hepsine aynı anda challenge verilmesi gerekiyor ve bu zor bir şey... ÖSS için de notlar çok önemli, öğrencileri küstürmeden, velileri coşturmadan bunu yapmak gerekiyor.

It's not teaching only, you can't think it merely teaching; it's developing a student as a human being. We expect teachers to focus on these as well. It is not like “I teach and leave”... Being creative and being critical: these should be integrated with the course... We put students into different classes and we need to challenge all those students according to their level of English and this is a hard task... Their scores are really important for the university exam and we need to challenge them without making the students upset or the parents complain (Elite 4).

In spite of the different competencies listed depending on the profile of the language learners and the expectations of the institutions, one of the teacher trainer elites emphasized that if a language teacher is competent in language and language use, willing to improve herself professionally and has a positive rapport with her students, s/he can be successful in any institution:

İngilizce'yi iyi biliyorsanız, istekliyseniz, kendinizi geliştirmek istiyorsanız, öğrenciyle ilişkiniz iyi ise bence sırtınız yere gelmez.

A teacher will be successful, provided that s/he knows good English, that s/he is interested and willing to improve herself and that s/he has positive rapport with students (Elite 3).

4.2.2.2 Strengths and Weaknesses of FLE Graduates

The fourth question of the elite employer interview asks how competent they find the METU FLE graduates according to the competencies mentioned in the previous two questions. The interviewees were also asked to explain in which areas the graduates are competent or they need to improve themselves, and to demonstrate their ideas with a specific example, if possible. It was seen from the responses that the elites from state primary and secondary and private

primary schools find the FLE graduates competent in general. The principal of a state primary school (Elite 6) indicated that FLE graduates are highly competent in their knowledge of language, use of this knowledge and adapting the course materials and following the curriculum of their school, while the vice-principal of a state secondary school (Elite 7) explained that although they cannot decide on which teacher comes to their school, they find themselves quite lucky if a METU FLE graduate comes, since they are sure of their teaching competence. Moreover, the language coordinator of the private primary school emphasized that in the interviews they conducted to hire teachers of English, they clearly see that METU FLE graduates are not merely competent in their knowledge of language and teaching methodology but they are intellectual and sociable as well. Although these graduates have other competencies which need improvement, they get more experienced and more competent in time.

The elites from tertiary institutions and a private secondary school, on the other hand, focused more on the competencies METU FLE graduates need to improve. In this respect, the first competency area appeared to be language knowledge and use. One of the interviewees, administrator of a state tertiary institution, pointed out that the FLE graduates cannot pass the language exam or the interview they conduct to hire language teachers. She compared the recent graduates to those of the previous years and mentioned that the latter group of graduates had their secondary education in an English medium school, while the former group comes from teacher training schools, which forces the FLE program to train these students in four years both in language competence and ELT methodology. Besides, she emphasized that these students have problems in developing teacher competencies, since they have problems in understanding the courses conducted in English:

... bir karşılaştırma yapmamız gerekirse çok eskiden aldıklarımızla arasında anormal farklılıklar var. Dil açısından çok büyük farklılıklar var, meslek bilgisi anlamında da farklılıklar var... eskiden ELT mezunlarını çantada keklik... derken şimdi büyük bir çoğunluğunu elemek zorunda kalıyoruz yani sınavımızı daha kazanamıyorlar. Tabi bunların altında yatan faktörler şu: Eskiden aldıklarımız English medium bir okuldan gelen... Ama şimdi öğretmen meslek liselerinden geliyor bu çocuklar, İngilizceleri çok fena ve ELT bölümünün de zorlukları var. Şimdi bu çocuklara İngilizce mi öğretilsin, hazırlık kesinlikle yeterli değil 1 yıl, hele ki İngilizce öğretmeni olacak birinin 1 yıl hazırlık okuyup ELT bölümüne geçmesi hiç hiç uygun değil. Ve ne oluyor, bu çocuklar doğru dürüst dili öğrenmeden mesleği öğrenmeye çalışıyor, dili iyi olmadığı için okuduğunu da doğru dürüst anlayamıyor, bizim sınavlarımızda çok başarılı olamıyorlar.

... If I need to make a comparison, there is a huge gap in terms of language and methodology between the ones we hired in the previous years and the ones who applied to our department in the last few years. .. We used to think we would hire all the FLE graduates who applied, but now we eliminate most of them since they can't even pass our written exam. The reason beneath this is that the ones we hired previously were actually graduates of an English medium high school... but today they are coming from teacher training Anatolian high schools, and their level of English is terrible, besides the department has its own challenge. One year in preparatory school is not enough for them. What happens is that they try to learn methodology before learning the language properly. As they aren't competent enough in language, they can't understand what they read and can't be successful in our tests (Elite 1).

Similarly, another elite working as an administrator in a private tertiary institution mentioned the language level of the METU FLE graduates as she experienced in the interviews to hire teachers in her institution. She also mentioned that in recent years there has been fewer graduates who are highly competent in speaking in English:

... yıllar içinde daha iyi İngilizce konuşan ODTÜ mezunlarıyla karşılaşıyorduk. Yani çok fluent, çok accurate, sınavlarda top yapan. Son zamanlarda bunun yazılı sınav şeyinin düştüğünü görüyorum, mülakatlarda önemli hatalar yaptığını görüyorum bazılarının, içlerinde bunların hiç birini yapmayan adaylar da var ve onlar mülakatlarda başarılı oluyorlar. Ama bir yüzde yapmam gerekirse ki bir çetele tutmuş değilim ama yıllar içinde böyle bir farklılık var.

... We used to have METU graduates who spoke very good English, I mean accurate, fluent and who had the highest scores in exams. In recent years, I've seen that less number of students is successful in written tests and, they make serious mistakes in the interviews; the ones who don't make any mistakes are successful. Although I didn't keep a record of this, if I have to give a percentage, the ratio of successful students has dropped in the last few years (Elite 8).

One other elite, department head at a private secondary school, reported her experiences to demonstrate how language competence is important for her institution. She indicated that being a METU FLE graduate herself, she is interested in the results the FLE graduates have in the exams they conduct to hire language teachers. However, she expressed her disappointment in her anecdote and spoke of the inadequate language competence of the teacher candidates:

Bizim sınavlarımız çok zor değil. Düzgün bir essay yazmalarını istiyoruz ve First Certificate seviyesinde bir sınav var. İlginç bir olay oldu. Biz bir öğretmen alım sınavı verdik: Lise 2'lerimize de aynı sınavı verdik. Hiçbir öğretmen en yüksek notu alan öğrencimizden daha yüksek not alamamıştı. Bu korkunç bir olay çünkü parçalarlar çocuklar hatayı buldukları zaman. Hele yeni öğretiliminde gözünün yaşına bakmazlar.

Our exams are not very difficult. We ask them to write a neat essay and complete a language test at First Certificate level. Something interesting happened. We gave a test to hire teachers and we gave the same test to our 10th grade students. None of the teacher candidates had a higher score than our highest scoring student did. That's scary because the kids make a fool of the teacher, especially a beginning teacher, if they find any mistake (Elite 4).

Despite the drawbacks in their language use, the METU FLE graduates are considered to be successful in certain competencies such as professional development and reflectivity. Two administrator participants of the elite interview both indicated that the graduates are open for professional development, and they have self-esteem to reflect on their teaching and to analyze the competencies they need to improve:

... kendi yaptıkları deneyimlerden şöyle bir sonuca varabiliyorlar: Ben şu konularda iyiyim ama şu konularda kendimi geliştirmem gerekir. Bu soruyu sorduğumuz zaman yani kendilerini değerlendirmelerini istediğimiz zaman hiçbir şekilde güçlük çekmiyorlar kendilerini değerlendirmekte. Örneğin ben küçük yaştaki öğrenciler için çok iyi materyal geliştirebilirim, fakat bir classroom management sorunu var diye cevap verebiliyorlar. İşte şunu yapabiliyorum ama uzun parçalarla reading yaparken uğraşmak çok zor geliyor bana gibi gerçekten ayakları yere basan yorumlar yapabiliyorlar.

...From their experiences, they can draw conclusions like. "I'm good at this but I need improvement on that". When we ask them to reflect on themselves, they don't find it difficult to evaluate their teaching. For example, they can say, "I'm good at developing materials for young learners but I have some limitations in classroom management", or give sound answers like "I can do this but it is a little bit difficult for me to cope with longer reading texts" (Elite 8).

4.2.2.3 The Effects of the METU FLE Program and its Components

The fifth question explores whether and how METU FLE program influenced its graduates in becoming competent language teachers. All of the participants indicated that the program must have a positive impact on its graduates in many respects from their professional knowledge to the application of this knowledge, from being reflective to being open for professional development. Two administrator participants of tertiary institutions underlined that the METU FLE program contributed to its graduates' being open minded, analytical, well rounded and receptive for innovation.

As the sixth question of the interview the elites were presented the five components of the FLE program and asked which of these components could be more important to serve FLE graduates to gain the language teacher competencies. Two elites did not want to answer the question, since they do not know the content of these components, but indicated that all of them must be relevant to the needs of the teachers working at state schools. However, another stated that the components with a focus both on theory and practice are more important for teacher candidates. It was seen in the responses of the other five elites that the seventh and eighth interview questions were also addressed:

All of these five elites included in their response to question 6 that the Language and ELT Methodology components of the program are very important; however, the former may have a primary role when the English level of the teacher candidates is lower than it should be. An interviewee specifically indicated the importance of spoken English and pronunciation for teachers working at private schools:

Bazı öğretmenlerimizde İngilizce'yi iyi kullandıklarını ama pronunciation'da zorlandıklarını görüyoruz. Bu da iyi bir kolejde önemli bir faktör. Öğretmenin sadece İngilizce'yi iyi bilmesi yetmiyor. Konuşurken de güzel telaffuz etmesi, kelimeleri doğru telaffuz etmesi gerekiyor.

We realize that some of our teachers are good at English, but they have difficulty in pronunciation. And this is an important issue in a private school. It is not enough for the teacher to know the language well. It's necessary for her to have a correct pronunciation and intonation of words while speaking (Elite 2).

Moreover, three elites working at tertiary institutions emphasized how language proficiency is important and agreed that the teacher candidates need to improve their English during university education. One of these elites indicated that it is very difficult to change the fossilized language errors, to encourage language awareness and also to provide professional education; thus, all the components of the program should be balanced. Moreover, another highlighted the importance of preparatory year and suggested having a different and/or a longer program in the Department of Basic English for FLE students, as their language level is lower than it should be due to their high school education:

Bu öğrenci grubu için bence dille ilgili, o farkındalığı getirecek ve kısa zamanda bunu yapacak bir şeye ihtiyaç var bölümde... Bu konuda eksikliklerle gelmiş bir öğrencinin daha böyle to the point, daha sonuç alınabilecek çözümlere ihtiyaç var. Böyle düşününce bölümdeki dil derslerinin daha strict olması gerektiğini düşünüyorum. Bu tabi hazırlıkta da olabilir, bunun etkisi oraya da bağlanabilir, onların da yapması gereken birçok şey olabilir, sadece bölümde halledilebilecek bir şey değil. Örneğin hazırlık 2 yıl olabilir onlar için veya çok daha farklı yoğun bir program görebilirler. Ders dışında dile yönelik bir sürü şey yapabilirler hem bölümde hem hazırlıkta.

They need something to solve this problem of language and to develop their language awareness in a short time... a student with such shortcomings needs to have to the point solutions. I think the language courses in the department should be stricter. This should also be dealt with in the preparatory year as they also have a role in students' language development. Thus, the preparatory year could be extended to two years and there may be a different, more intense program for these students. Many out-of-class activities could also be conducted for developing the language, both in the department and in the preparatory school (Elite 8).

Besides, she underlines the importance of Literature and Linguistics components of the program in improving teacher candidates' language skills in the long run. In addition, one other elite indicated that the Literature component of the program is also essential for a teacher candidate in many aspects from language awareness to vocabulary development, from critical thinking to world knowledge:

Ben edebiyat dersleri olmasını iyi karşılarım, kesinlikle olması gerektiğini düşünüyorum. Son derece önemli çünkü biz bir tek fizik öğretmiyoruz, içinde milyonlarca değişik konularda metin olan kitaplar öğretiyoruz. Ne kadar bilgili ve kültürlü olursak o kadar iyi. Ayrıca edebiyat okumak, critical thinkingi geliştiriyor bir, kelime hazinesini çok geliştiriyor iki, language awareness olayını geliştiriyor üç. Yani bence tüm dil öğreniminde reading çok önemli. Dili en iyi öğrenmenin yolu okumak diye düşünüyorum.

I think very highly of the literature courses. They are very important because we don't teach physics; we teach books full of millions of texts in a variety of topics. The more knowledgeable and cultural a teacher is, the better it is. Moreover, reading literature contributes to critical thinking, vocabulary development and language awareness. I mean reading is crucial in every part of language learning. I believe reading is the best way to learn a language (Elite 1).

Moreover, an elite interviewee, department head at a private secondary school, laid emphasis on the importance of the methodology in teaching

language and the methodological aspects in the Literature component of the program. She stated that when the teacher candidates lack knowledge of ELT methodology, they may have great ideas and have a wide knowledge of literature but they do not have the competence to apply them:

Metot dersleri üzerine de düşünülmesi gerekiyor, özel okullarda çalışmayı düşünüyorlarsa edebiyat bilgilerinin çok kuvvetli olması gerekiyor... Metot bazen dilden bile önce geliyor. Eğer dilin iyi değilse çok düşük seviyelerde başlarsın sonra yavaş yavaş öğretirken sen de öğrenirsin. Metot bilmediği zaman harika fikirleri de olsa uygulayamıyor.

I think there should be more emphasis on the methodology courses; if they think of working at private schools their knowledge in literature should be strong... sometimes methodology comes before language. If your language is not that good, you may start with the lower grades and your language improves as you teach. However, despite having great ideas, it isn't possible to put them into practice without methodology (Elite 4).

Two interview respondents also mentioned that individual differences play an important role on the effectiveness and success of the program components, since an interested teacher candidate uses every chance to improve her competencies.

Eğer öğrenci istekli ise, her dersten kendine İngilizce'sini geliştirmek için yöntem yontar. Derse gelen hocanın dersi işleyiş yönteminden de yontar, metot dersinde kullanılan malzemedan, metottan da kendine ders çıkarır. Beşi dengeli olduktan sonra öğrencinin isteğiyle alakalı.

If the student is interested, s/he tries to take something from each lesson to improve his/her language. She tries to gain something from the methods of her instructors, from the material used in the methodology class, and from the methods. When the five components are balanced, the rest is up to the student's interest (Elite 3).

Her öğrencide fark ediyor. Değişiyor insandan insana. Bir kızcağız vardı kağıdı çok iyiydi en yüksek notu aldı, hem dili öğrenmiş hem metodu öğrenmiş ama başka bir kağıdı alıyorsun hiçbir şey yok. Bir şeyler sunulmuyor olsa ikisi de almaz ama öğrencinin kendisinde bitiyor.

It differs in each and every student. It changes from person to person. There was a girl, her paper was perfect and she got the highest score; she had both the language and the methodology. But, when you read another exam paper, there is nothing. Unless something was given, neither would be successful. It's up to the students (Elite 4).

4.2.2.4 Elite Employers' Suggestions for the METU FLE Program

The ninth question of the elite interview aims to explore elite interviewees views on what should be done to improve the METU FLE program in terms of the number of courses, content of the courses and methodology followed in those courses. Five interviewees restated the language needs of the FLE graduates and responded to this question indicating the need for improvement in language courses. While one of them indicated that speaking and writing courses should be increased in number and included in each year through the undergraduate education, another suggested extensive reading for language awareness. Furthermore, the interviewees also gave suggestions concerning the ELT Methodology component of the program. One of the interviewees referred to her experience with FLE graduates and explained that although the graduates have the highest scores in practicum courses, they still do not know the rationale behind some of the classroom activities they use:

Sanki bir giysi var ve onu her derse her öğrenci grubuna giydirmeye çalışıyorlar. Sorduğumuz zaman neden okuma parçasında şu kelime değil de bu kelime, neden bu stepler, neden sesli okutuyorsun gibi sorular sorduğumuzda afalliyorlar. Neyi neden yaptıklarını çok bilmiyorlar.

As if they had one gown and they try to dress each and every lesson, and each and every student group with it. When you asked about a reading passage why they taught one word instead of the other, or why they followed some steps, or why they made the students read aloud, they are lost for words. They don't know the rationale behind what they do (Elite 8).

One other interviewee suggested having simulation activities to solve possible language or classroom management problems in the professional courses; whereas another suggested visiting different schools in *School Experience* and *Practice Teaching* in order to experience different school environments. In addition, an interviewee stated that theory and practice should be integrated in the whole program, and the teacher candidates should know conducting research and be informed of different source books. Two

interviewees, on the other hand, referred to literature courses: One suggested reducing the contact hours in class but adding extensive reading assignments on literary texts, whereas the other gave an anecdote to emphasize the need for change in the methodology of these courses:

İlk derse girdiğim zaman bana “*Romeo ve Juliet*”i vermişlerdi. Ben de buradaki öğretmenlerimizin yaptığı gibi “okuyun, gelin tartışacağız” falan demiştim ama çocuklarla bir 15 gün falan mücadele, sonra baktım ki hiçbir alakası yok bizim derslerimizde yaptıklarımızın okulda öğrencilerimizle yapabileceğimiz şeyler-le. Herhalde bu lise seviyesinde roman nasıl öğretilir, kısa hikaye nasıl öğretilir, reading nasıl öğretilir, onların üzerine birazcık daha düşmek gerekiyor

When I first started teaching, they gave me *Romeo and Juliet* to teach. I told students to read it at home so that we would have a discussion in class just as our instructors did when we were students at the university. But after a struggle of 15 days with kids, I realized that what we had done at university had nothing to do with what we would do with our students. I guess it is necessary to lay more emphasis on how to teach a novel, how to teach a short story or how to teach reading (Elite 4).

As the last question of the interview, the elite interviewees were asked to compare METU FLE graduates to graduates of other departments. Two elite participants from state primary and secondary schools indicated that they are surprised to have METU FLE graduates in their schools because they think it would be easier for these to be hired in private institutions with higher salaries. However, one also added that the reason why METU FLE graduates choose to work at state schools must be because of stability they could not find in private institutions in terms of salary and social security (Elite 7). Another elite interviewee from a private primary school, on the other hand, indicated that METU FLE graduates are aware of new approaches in the field and the approaches they follow in their institutions; thus, she thinks those graduates are a better choice for her institution:

Mesela 5-6 sene önce, öğretmen alımı sırasında çoklu zeka kuramıyla ilgili sorular soruyorduk. Bize sadece bu konuda cevap verebilen ODTÜ mezunlarıydı. Tabi şanslılar üniversitede mutlaka görüyorlar bunu ve bizim okullarımızda uygulanan da bu. Programımız ona göre. Tabi daha sonra milli eğitimde planlarını şimdi ona göre yaptı ama 6-7 yıl önce demek ki [ODTÜ] daha ilerdeymiş.

For instance, 5-6 years ago we were asking questions on the theory of Multiple Intelligences in the interviews. Only did the METU graduates answer our questions. For sure they are lucky, they have seen it at university and our program is based on that theory. Later, Ministry of Education started to design their plans according to that but 6-7 years ago METU must have been ahead of the other institutions (Elite 2).

However, one elite interviewee indicated that both METU and Hacettepe graduates are successful in theory but they have some problems in practice that can be solved through experience and in-service training, whereas another elite expressed that the graduates of departments of English/American Literature are better than METU FLE graduates in their level of English despite having lack of methodological knowledge on language teaching:

Mesela bir Kurum E Amerikan Dili ve Edebiyatı [bölümü] mezunu sizin mezunlarınızdan daha iyi olabilir ama hangi açılardan iyi olabilir? Dil açısından iyi olabilir ama mesleki anlamda kötü olabilir. Onlara reading nasıl öğretilir, şu nasıl yapılır bu nasıl olur verilmiyor, ha babam edebiyat yapıyorlar. Bir son dönemde methodology okuyorlar ama çok eksik geliyorlar ama dilleri çok iyi oluyor... Dilleri daha iyi olabilir, öz güvenleri çok daha iyi fakat mesleki bilgileri kıt.

For example, a graduate of Institution E American Literature could be better than your graduates, but in terms of what? Maybe language competence. But in terms of professional competence, they could be weak. They don't learn how to teach reading, how to teach this or that. They concentrate only on literature, and read and read literature; they had methodology only in the last year of the program so they are weak in that, but their language is very good... Their language could be better, they could be more confident but they are short of professional knowledge (Elite 1).

Finally, an administrator from a tertiary institution, on the other hand, mentioned that FLE graduates are more self-confident compared to graduates of other undergraduate programs, more aware of recent developments and more interested in following new trends and attending workshops/seminars:

Kendine güvenleri var diğer üniversite mezunlarına göre... her şeye rağmen metodolojik olarak daha iyi yetişmiş olduklarını görüyorum. Son approachları takip ettikleri belli oluyor. Hepsi bir iki seminere katılmış oluyorlar, bu zorla mı oluyor, isteyerek mi oluyor bilmiyorum. Belli yıllarda belli trendler oluyor, mesela son yıllarda bir Multiple Intelligence rüzgarı vardı. Hepsi seminere katılmışlardı, o dönem interviewlarda hepsi MI'dı. İnanılmaz bir şeydi. Sonra bir ara Brain Based Learning burada önem kazandı. Bir dönem her şey ona bağlanırdı. Son NLP seminerine katıldılar sanırım, NLP'ci oldu hepsi. Yıllar içinde değişik akımlar oluyor. Neyse son şey overuse denen şey oluyor. Diyoruz ki bu sene bölümde demek ki bu varmış. Her gelen ondan bahsediyor, son şeyleri takip ediyorlar, demek ki bölüm bu çocukları daha çok bölüm dışı şeylere yönlendirse gidecekler.

They are self-confident compared to graduates of other universities... Despite everything, I find them well-educated in terms of methodology. It's so obvious that they follow the recent trends. They have been to one or two seminars; voluntary or involuntary, that I don't know. There are specific trends in certain years. For example, in the last years there has been a rush to Multiple Intelligences. They all attended a seminar, all talked about it in the interviews. That was incredible. Then brain based learning became popular; everything was linked to that. I think the last seminar they attended was on NLP and they were all NLP fans. Over the years, there are different trends and whatever the last trend is, it is overused. We can tell the current trend in the department for that year. Every candidate talks about that trend in the interviews, which shows they keep up with the current issues. If the department encourages them to join outside activities, they will love to attend (Elite 8).

Table 4.18 below summarizes the overview of the points mentioned in the elite employer interviews. The first column shows the feature under question, the second presents the aspect of the feature discussed, the third lists the specification of the responses and the last one shows the frequency of the response.

Table 4.18 Overview of the Points Mentioned in the Elite Employer Interviews

Feature	Aspect	Specification	F
Competences a language teacher should have	Language and Subject areas	Language knowledge	8
		Methodological knowledge	8
	In-class	Rapport with students	3
		Classroom management	3
		Lesson planning	2
		Motivation to teach	2
		Self-confidence	2
		Risk taking	1
		Problem solving	1
		Hard working	1
		Time management	1
		Appealing to students' needs	1
Competences a language teacher should have	Out of Class	Open to professional development	8
		Cooperation with colleagues	2
		Rapport with administration	2
		Rapport with parents	2
		Taking responsibility	1
Change in the competencies	Yes	Different competencies according to age of the learners	4
		Classroom management in private schools	3
		Changes from one school to another	2
		Change according to the aim of the course	2
	No	in terms of language and professional development	1
Competencies METU graduates have	Strengths	Language knowledge and use	3
		ELT knowledge	3
		Professional development-	2
		Self-esteem	2
		Intellectual and sociable	1
		Adapting course material and following the curriculum	1
		Reflect on teaching	1
		Rapport with learners	1
Competencies METU graduates Lack	Weaknesses	Language knowledge and use	4
		Speaking	3
		Impatient	2
		Lack of experience	1
		Planning and preparation	1
		Putting theory into practice	1
		Being aware of resource books	1

Table 4.18 Overview of the Points Mentioned in the Elite Employer Interviews (continued)

Feature	Aspect	Specification	F
Components of the FLE program	What to do?	ELT and Language components come first	5
		Preparatory year should be more effective	3
		Literature and Linguistics should focus on language and world knowledge	2
		Individual differences should be considered	2
		There should be integration and balance	1
		Literature in ELT should be included	1
Suggestions	ELT Language and Literature Components	More focus on practicum	3
		More focus on language and language awareness	3
		More focus on speaking and writing	2
		Reflection on teaching experience	2
		Integrating Literature courses for language development	2
Comparing METU FLE graduates to others	Better	FLE is better in professional development/ Aware of new developments/ Interested	4
		FLE graduates are self-confident	3
		FLE graduates are better in ELT methodology	3
	Worse	FLE graduates are worse in language	2

4.2.3. Comparative Analysis of the Interview Results

The analysis of the graduate and elite interviews showed three similar points between the two groups of participants. The first one was that both the graduates and the elite employer interviewees indicated language competence as the prerequisite competence for foreign language teachers. However, both also reported in general that FLE graduates need to improve their competence in language knowledge and use, especially in spoken English, which shows the need for improvement in the Language component of the program in particular and language development as the aim of the program in general.

Secondly, the results of the interviews with two participant groups showed that both groups emphasized the importance of FLE graduates' having and developing competence in putting theory into practice. The graduates mentioned their need for being aware of different techniques and activities in order to adapt materials and to manage classes. Similarly, the elite employer group, despite having differences for working in different types of institutions,

stressed the importance of applying the theoretical knowledge into practice in order for FLE graduates to be effective in in-class competencies. This similarity shows that putting theoretical knowledge into use according to the level, age and needs of the learners is considered to be an important competence to have, no matter how experienced the language teacher is, what kind of a school they work at and which level of students they teach. This may clearly show that having subject area knowledge is not enough to be a competent teacher, as competence in classroom applications plays an important role in the teaching profession.

Thirdly, neither group thinks that the Literature and the Linguistics components of the program were adequate. Besides, both groups indicated these components provide world knowledge and develop language competence and critical thinking skills. However, both think the courses under these two components need to be more effective through developing their content and methodology according to the needs of the foreign language teacher candidates. This idea also appeared as a suggestion for the overall program. Not only the graduates but also the elites laid emphasis on the integration of the components and courses of the FLE program in order to develop the foreign language teacher competencies. This result may also show that the courses and components of a pre-service foreign language teacher education programs should complement each other and work for the initial aim, which is to develop and improve foreign language teacher candidates' competencies.

Despite these parallel findings, it was also seen that while the graduate interviewees pointed out the course specific and component specific drawbacks of the FLE program, the elite employer interviewees in general spoke of their expectation from and the weaknesses of the graduates due to the program in general. This difference may appear for the latter group's focusing on the program end result.

4.3. Comparative Analysis of the Questionnaire and Interview Results

The comparative analysis of the questionnaire and interview results showed both complementary and contradictory findings. First, both the analysis of the questionnaire results according to different participant groups and that of the graduate and elite employer interviews showed that the competencies expected from teacher candidates change to a certain extent. That is, while competencies of the Likert Scale in the first questionnaire are recognized in every institution, the importance given to them changes according to the level of the language learners and the type of institution. Besides, some other competencies are also required. Though the competencies expected from the foreign language teachers do not change according to their length of experience, it was seen in the open-ended questionnaire and interview results that experience serves teachers to be competent in these competencies easier than the newly graduates. These differences may also affect the perception of the graduates working at different institutions, and they may consider themselves strong and weak depending on the type of school they work at, the level they teach and the length of experience they have.

Second, while the questionnaire results showed that the FLE graduates perceived themselves competent in the items presented in the questionnaire, the responses given to open ended items and graduate interview questions showed that they found themselves weak in three competencies: teaching language skills, classroom management and assessment. The interviews, on the other hand, demonstrated that the FLE graduates find themselves weak in language use, especially in spoken English, and the elites of the institutions that require high language proficiency from their students also agreed and indicated that FLE graduates have weaknesses in their foreign language knowledge and use. Besides, as the elite employers and graduates working in primary/secondary levels in their first two years think classroom management is an important (for some it is even the most important) area of competence, experience is stated to be as important as the pre-service foreign language teacher education to be

competent. Therefore, responses of both groups focused on the skills the graduates need to develop in the undergraduate education in order to put the theoretical knowledge into practice.

Moreover, while the graduates found themselves weak in developing learners' subskills especially in writing and speaking, the courses that focus on their development in these skills were considered to be the most effective courses of the Language component. However, it was also seen in the analysis of the open-ended items and semi-structured interviews that speaking and subskills of speaking are considered to be an area that needs special focus. This may also be considered as a sign of the fact that a language teacher's competence in language skills is prerequisite to his/her competence in developing these skills in his/her learners. Similarly, although the graduates mentioned a higher competence in their knowledge and use of English in the Likert scale questionnaire items, they indicated both in the second questionnaire and in the interviews that courses that focus on the language development of the teacher candidates had some problems in terms of their content and methodology followed.

As the FLE graduates have to represent their knowledge of English in their applications to institutions and in the classroom atmosphere through speaking the language, their perception may have been strongly influenced by their experience of having difficulty in using the language in real life and classroom interaction as teachers. Moreover, although the graduates indicated the spoken courses of the program quite effective, their emphasis on improving their spoken English may have resulted from the fact that their best chance in practicing English language is the classroom environment for being in an EFL country. However, it was also seen in the results of the two data collection methods that the grammar courses in the Language component of the program were not considered to serve the needs of the FLE graduates, though their main aim is to help teacher candidates improve their knowledge and accurate use of the English language. The content and methodology of these courses were criticized for failing to enrich the knowledge of the teacher candidates and to

enhance their competence in language use. This discontent may have also influenced the FLE graduates perception of their competence in presenting the language in their teaching environments. As some of the elites also mentioned FLE graduates' language problems, language competence may be considered the most important competence to achieve for an effective language teacher.

Although the questionnaire results showed that the ELT Methodology component of the program and the ELT courses under this component were found to be (highly) effective in helping the graduates gain the language teacher competencies by the graduates who filled in the questionnaire, the graduate interviewees mentioned that the ELT courses have some weaknesses as well. Indeed, they criticize the content (overemphasized) and the methodology (presentations) followed in some of these courses. Similarly, while the General Education component was reported to be effective in the questionnaires, the interview results showed that the content, methodology and the assessment of some of the courses under this category were indicated to be ineffective as well. These two professional course components, in spite of being reported as the most effective program components in the questionnaire, were also criticized in the interviews for not having an integration, cooperation and even communication between one another and among their courses. Moreover, the General Education courses were also criticized for the assessment methods used in some of the courses, which may also have a bearing on FLE graduates' perceiving themselves weak in competencies related to assessment because the way assessment is conducted in pre-service teacher education courses may play as a model for the teacher candidates.

According to the questionnaire results, the least effective program component, Literature, was reported to be an important component for contributing to teacher candidates' language development, intellectual development and professional development. While the questionnaire findings demonstrated that this component was not effective in serving FLE graduates gain the language teacher competencies, the responses given to the interview questions showed that the effectiveness of those courses in helping FLE

students become language teachers' changes according to the course instructors and the methodology they follow in these courses. Neither in the questionnaire nor in the interviews did any graduate indicate that these courses help them teach literature or adapt literary texts in class, whereas the methodology of some of the instructors worked as a model for them to achieve those. Although Linguistics component was reported to be the other least effective component, the graduates indicated that the Linguistics courses that focus more on putting theoretical knowledge into practice and that cooperate with professional courses (such as *Language Acquisition*) were beneficial for them both during the undergraduate education and after they start teaching. However, the content and the methodology followed in these courses were also the reasons for the ineffectiveness of some of them in serving teacher candidates gain the foreign language teacher competencies. Besides, all of the courses in the former and most of the courses in the latter component were criticized to be disconnected from the other components, isolated from the other courses of the same component or irrelevant to the needs of the graduates and aims of the program.

The contradictory findings in the results of the two data collection method shows that the FLE graduates order the components of the FLE program differently in terms of their effectiveness. However, the interview results show that not only the program but also each of its components is expected to be stronger, more effective and more beneficial, provided that they work in cooperation and collaboration.

Finally, it was seen in the analysis of the elite and graduate interviews that although the competencies the graduates perceived themselves weak at and the components and courses that need some improvement were mentioned and emphasized, the participants of both groups had positive feelings about the role of the METU FLE education have in their teachers' or their teaching career. The elite employer interviewees also discussed the effect of the program on its graduates' relations with their students and their enthusiasm for professional development as a result of the atmosphere of the department where they have been educated during the pre-service program.

CHAPTER V

CONCLUSIONS

This chapter presents the discussion of the findings and implications for the study. The first section summarizes the significant results of the data analysis collected through the two instruments and presents a comparative discussion of the findings. The second section attempts to suggest some implications and recommendations for the pre-service foreign language teacher education programs and for further research.

5.1. Discussion

The present study aims to investigate the research questions presented in Sections 1.2 and 3.1 before. These questions explore the FLE graduates' competencies from two perspectives (graduates and their employers), and the effect of the components of the FLE undergraduate program on the development of these competencies. Thus, the summary and interpretation of the significant findings are discussed referring to these two areas. The results obtained from different participants and through different data collection methods are compared and contrasted for discussion.

5.1.1 METU FLE Graduates and Foreign Language Teacher Competencies

The first graduate questionnaire, the graduate interview and the elite employer interview of the present study aim to explore the FLE graduates' perceptions of their foreign language teacher competencies. Table 5.1 below shows HEC's foreign language teacher competencies and how the competencies of the METU FLE graduates were perceived by themselves and by their employers according to the results of the first graduate questionnaire

(Likert scale and open-ended items) and interviews. The symbols used in the following table are (+) to represent a positive perception, (-) to represent a negative perception and (+/-) represent a varying perception depending on the level, experience or institution.

Table 5.1 Participants' Perceptions of METU FLE Graduates' Competencies

A. Competence in Language & Subject Area	Graduate Questionnaire	Graduate Interview	Employer Interview
1. Having advanced knowledge of English	+/-	+/-	+/-
2. Using (and understanding) the English language communicatively	+/-	+/-	+/-
3. Being an adequate model of the English language for students	+/-	+/-	+/-
4. Understanding and using the English language appropriate to the situation and level	+/-	+	+
5. Integrating form, function and meaning for grammar teaching	+/-	+/-	+/-
6. Presenting knowledge of language in a clear, simple and stimulating manner	+/-	+/-	+/-
7. Developing learners' vocabulary knowledge	+/-	+	+
8. Developing learners' subskills that assist reading comprehension in English	+/-	+	+
9. Developing learners' subskills that assist listening comprehension in English	+/-	+/-	+
10. Developing learners' subskills that assist written production in English	+/-	+	+
11. Developing learners' subskills that assist spoken production in English	+/-	+/-	+/-
12. Integrating macro language skills (Reading, writing, listening, speaking)	+/-	+	+
13. Having knowledge of general linguistic theory (i.e.: description of languages)	+/-	+/-	+
14. Having knowledge of foreign language teaching theories and methods	+	+	+
15. Selecting and using suitable approaches, procedures and techniques appropriate to the language point	+	+	+
16. Employing a range of teaching strategies suited to learner age	+/-	+/-	+/-
17. Employing a range of teaching strategies suited to learner ability and level	+/-	+/-	+/-

Table 5.1 Participants' Perceptions of METU FLE Graduates' Competencies (continued)

B. Competence in Planning, Teaching and Classroom Management	Graduate Questionnaire	Graduate Interview	Employer Interview
1. Knowing the foreign language teaching curriculum of the school you teach	+	+	+
2. Making appropriate plans concerning students' needs	+	+	+/-
3. Expressing objectives the students will achieve clearly	+	+	+
4. Preparing structural and coherent lesson plans to achieve course objectives	+/-	+	+/-
5. Establishing good connections with previous and following topics	+	+	+
6. Preparing and using a variety of teaching-learning activities related to the aims of the lesson and students' needs	+/-	+	+
7. Selecting and using appropriate and available sources related to aims of the lesson and students' needs	+/-	+	+
8. Selecting and using examples relating the topic to real life	+	+	+
9. Using teaching learning facilities effectively (i.e.: language lab)	+/-	+/-	+
10. Making use of information technology (i.e.: audio-visuals, electronic devices and computer)	+/-	+	+
11. Adjusting instructions and explanations to students' needs, age and level	+/-	+/-	+/-
12. Asking students timely and effective questions	+	+	+
13. Responding to students' questions	+	+	+
14. Developing students' interest in the lesson (i.e.: motivating students towards the course)	+/-	+/-	+
15. Using class time effectively	+/-	+	+
16. Using voice effectively and varying it to attract students' attention during the lesson	+	+/-	+
17. Responding to student feedback (i.e.: students' opinion about an activity)	+	+	+
18. Selecting and using individual, small group or whole class teaching methods <u>appropriate</u> to the class	+/-	+	+
19. Establishing rapport with learners (i.e.: building positive relationship)	+	+	+

Table 5.1 Participants' Perceptions of METU FLE Graduates' Competencies (continued)

C. Competence in Monitoring, Assessment and Professional Development	Graduate Questionnaire	Graduate Interview	Employer Interview
1. Knowing a variety of assessment methods	+/-	+/-	+
2. Using assessment methods relevant to the subject effectively	+/-	+	+
3. Planning assessment in parallel with course objectives	+/-	+	+
4. Monitoring student learning in different classroom activities	+	+	+
5. Evaluating students' progress in relation to the aims of the lesson consistently	+/-	+	+
6. Keeping careful records of students' progress	+/-	+	+
7. Diagnosing students' failure and difficulties	+	+/-	+
8. Giving necessary and useful feedback to the students	+/-	+	+
9. Working cooperatively with professional colleagues and parents	+/-	+/-	+/-
10. Fulfilling the legal, social and administrative responsibilities at school	+	+/-	+
11. Carrying out responsibilities for the spiritual, moral, social and cultural development of the students	+	+	+
12. Contributing to school activities such as meetings, in-service teacher training and materials preparation sessions	+	+	+
13. Being open to consistent professional development	+	+	+
14. Reflecting on your performance for self-development	+	+	+

The findings of the first graduate questionnaire showed that although the responses mainly demonstrated competence in most of the areas, the graduates indicated that they have a lower competence in teaching the productive skills of language; namely, speaking and writing. A high number of FLE graduates indicated having a good command of English language as a competence area they need to further develop and pointed out lack of English language knowledge as a reason for a language teacher's being weak in the competencies. Since Richards (1998, p. 13) indicates that "communication

skills and proficiency in the teaching language would seem to be prerequisites to the development of basic teaching skills”, the graduates’ feeling incompetence in spoken English may have a bearing on their competence in teaching English and developing language skills, especially speaking, in their students.

Moreover, the Likert scale items showed that the graduates feel more competent in the areas where they need to be in interaction with students like having positive rapport, giving feedback and responding to their questions; and in areas that cover professional development such as reflecting on their performance. These two areas of competencies were also mentioned in the open-ended responses as a reason for being competent in the language teacher competencies. In other words, the respondents indicated that a teacher’s love for his/her students and his/her interest in the profession encourage the other competencies to develop. In this sense, teachers’ having a friendly and peaceful atmosphere in class, having rapport with students and having positive attitude towards the teaching profession may have a high effect on the development of other competencies required in the teaching profession.

However, the areas in which the graduates find themselves less competent were instruction and assessment in the responses given to open ended items. While the former includes making use of facilities and tools for planning effective lessons, the latter involves using a variety of assessment methods to evaluate the end results of instruction. Because both instruction and assessment are specific to the teaching context, developing competence in these areas may require more experience and effort, and ignoring those may cause other problems like classroom management. Hence, the graduates may have felt that lack of competence in these stands as an obstacle for being competent in other areas and that developing these competencies may have a positive impact on achieving others.

When the responses of the participants teaching primary/ secondary level students are compared to those of the graduates teaching tertiary levels, it was seen that the latter group found themselves more competent in language

knowledge and developing language skills, which may be due to the fact that tertiary education aims to educate learners from beginner to advanced levels and may focus on higher level language skills such as in ESP and in EAP. However, teachers working at primary and/or secondary schools teach general English to restricted learner profile in terms of their language proficiency. Besides, the tertiary teachers reported higher levels of competence in selecting and using different activities, materials and facilities, whereas the primary/secondary school teachers indicated competence in lesson planning. This difference may be the result of the requirement the latter group has in making plans for each lesson. In contrast, preparing formal lesson plans may not be emphasized in tertiary level institutions. Furthermore, the tertiary level teachers perceived themselves more competent in monitoring, assessment and feedback; while the other group reported higher competence in contributing to school activities and working cooperatively with colleagues, as they may have to be in touch with not only other language teachers but also with the teachers of other branches for sharing the same classes and teaching the same students. The participants teaching at tertiary levels, on the contrary, teach mainly preparatory year students who have to pass a language proficiency test to continue their professional education, which may enable those teachers to develop competencies in monitoring learner progress, assessing their achievement and providing constructive feedback. Moreover, the *independent samples t-test* results revealed that a significant difference was found between the responses given by the graduates working at tertiary level and those at primary/secondary levels in a few items. Particularly, the primary/secondary school teachers showed more competence in *carrying out responsibilities for the spiritual, moral, social and cultural development of the students* compared to those of tertiary level teachers, which may be due to the responsibilities primary and secondary school teachers have according to their students' age and development.

The comparison of the responses given by the graduates who have an experience of one or two years and those who have an experience of three to

five years also demonstrated considerable differences. First of all, while the former group indicated a higher level of competence in knowledge of subject areas, the latter group had a higher mean score for items of language knowledge. This difference may be the result of a fact that the former group may be more competent in subject area for being a newly graduate, and that the latter group may be more experienced in using the language in class and may have improved their language knowledge eventually through teaching the language. Furthermore, the graduates in their third to fifth year in the profession reported a higher degree of competence in items related to classroom interaction, whereas the ones in the first two years had a higher score in preparing different activities and materials. That may also be the result of the participants' different length of experience, since the more experienced ones may in time become more competent in involving students to classroom activities and integrating their ideas and feelings into the classroom routine. However, the first year teachers may develop competence in preparing a variety of materials and activities before the lesson, as they may depend on those to conceal their inexperience especially in classroom management. Besides, the graduates in the first years of the profession demonstrated a higher degree of perception in two competencies: collaboration with colleagues and reflecting on performance, which may again be the result of their lack of experience. As Farrell (2003) indicates the importance of collegial support in the first year of teaching, the participants may need the help of their colleagues to survive in those initial years and may continuously reflect on their teaching in the first years while gaining experience.

Finally, when the responses given by graduates working at a private institution are compared to those given by the participants teaching in state schools, a few minor differences were reported. One of those was the competence of private schools teachers in selecting, using and adapting different activities, examples and facilities compared to the graduates teaching in state schools. Since the private schools have more advantageous working conditions in terms of facilities and equipment, as mentioned by the

participants in the interviews and in their notes for the open ended questions, these teachers may have the chance to use those facilities while conducting a class. Moreover, although the private school teachers indicated higher degree of competence in language knowledge and developing language skills in learners, the state school teachers had a higher perception of competence in vocabulary development. This may result due to the fact that the majority of the participants working at state schools teach at primary and secondary levels where they have less number of English lessons but where they need to focus on vocabulary teaching due to the curriculum followed.

The most popular answer given to the reason for a participant's being good and to a language teacher's being weak in the mentioned competencies was the same; that is to say, the FLE program, which may show the importance and influence of pre-service teacher education in a teacher's career. On the other hand, the teachers working at state and private schools, the ones teaching primary/secondary or tertiary schools and the ones in their first two years or third to fifth year in teaching differ in their answers given to the open ended responses. While the ones working at private schools mentioned the atmosphere of the school as a reason for being competent, the ones teaching in state schools indicated the physical conditions of the working environment as a reason for a teacher's being incompetent, which may demonstrate the need for developing different competencies related to the working environment. Furthermore, classroom management is seen as an important competence to further develop by graduates who are both teaching in private schools and in their first two years. This may also be seen as the effect of student profile on the competencies a language teacher should have. Lastly, all groups of teachers agree on the importance of personality, professional development and love for teaching as a reason for being competent, whereas the novice ones indicate the importance of being experienced. In this sense, as Herbert and Worthy (2001) mentioned the importance of a new teacher's being self-confident, sociable and extravert to solve his/her problems, having personality characteristics that assist teaching may be seen as a prerequisite factor in becoming a teacher.

The analysis of the 11 graduate interviews showed that the graduates see knowledge of language and subject area (English language teaching) as the most important area of competence. While some of them mentioned merely the leading role of these competencies in teaching a foreign language, some others indicated the problems they had experienced due to feeling incompetent in language knowledge and putting theory into practice. Specifically, competence in spoken English (pronunciation, accuracy and fluency) is emphasized as a weakness, which may result because of the fact that the participants are involved with the problems of speaking in English each and every day they teach, and this competence may be considered as an important part of a teacher' being presentable in class and in the working environment.

While language and subject area competencies were mentioned by each of the participants, competence in classroom management was mainly mentioned by graduates working at private primary and secondary schools. Although the participants working at other institutions like state schools or tertiary level indicated some issues about classroom management, they also reported that they have become competent in that area in time. However, the ones teaching young learners and teenagers gave specific problems they had experienced. Moreover, two private school teachers decided to leave the institutions they worked at due to these problems, and one of them even chose to leave the profession for a year. This may also reflect what Macdonald (1999) reported about the reasons for attrition rate in the initial years of teaching, as new teachers believe they cannot cope with their classroom management problems.

The teachers working at state primary and secondary schools, on the other hand, emphasized the importance of developing materials for their classes, since they were not happy with the quality and scope of the course books they had to use. Thus, these teachers, compared to the ones working at private primary and secondary schools, reported having classroom management issues not because of students' misbehavior but because of deficient course material. Likewise, they also indicated having fruitful lessons

when they solved problems with the materials using their own creativity and knowledge. These differences between the teachers of private and state primary/ secondary schools do not show that the private schools do not require teachers of English to be competent in materials adaptation, nor does it mean teachers at state schools do not have problems of misbehavior. However, it may demonstrate that different types of schools may have different orders of priority in terms of the English language teacher competencies required in class.

Regardless of the institution they work at and the level they teach, all of the graduate interviewees mentioned the importance of having good rapport with students, knowing the learners (age, level, interest and needs) and appealing to learner needs as important competencies. However, the ones working at private primary/secondary schools also reported having rapport with parents as an important competence and the ones working at private schools indicated having rapport with the administration, both of which illustrate that different competencies may also be needed depending on the school environment.

Accordingly, the participants of the graduate interview reported that some of the teacher competencies expected foreign language teachers to change from one city to another in Turkey and from one department to another in the same institution. However, it is seen that there is not a great gap between the expectations from an experienced teacher and those from a novice teacher, although the former group is considered to be more competent for having practical solutions in handling problems of classroom management and for being used to accomplishing the requirements. Thus, the more experienced participants talk about their professional development and how much they had achieved in teaching, when talking about their weaknesses. On the contrary, the less experienced ones, especially the ones in the first year, expressed the difficulties they have experienced and how the program should have prepared them. This difference may result due to the phase every beginning year teacher

lives through and what Farrell (2003) and Moir (1990) call a “sink or swim” experience.

When the graduates were asked the areas in which they feel competent and incompetent, knowledge of ELT, materials development and adaptation, and rapport with students were reported to be the areas of strength; while classroom management, language awareness and putting theory into practice were mentioned to be the weaknesses. Similarly, when the graduates discussed the impact of the program on the development of language teacher competencies, all of them indicated the great contribution of the program to their professional development. However, it was also indicated that the program could have been more effective in certain issues, while that it all depends on a teacher candidate’s personal motivation to make best of the program was also mentioned. On the whole, it may be assumed that the program is considered to have a positive impact on the development of competent English language teachers, though some improvements are needed.

The analysis of the eight elite employer interviews showed that the most important competencies a language teacher should have are competence in language and language skills, competence in subject area knowledge, competence in professional development, as agreed by all of the respondents of this interview group. However, it was also seen in the responses that the elites from different types of schools emphasized different competencies. To illustrate, while the administrators of state and private tertiary education institutions indicated the importance of competence in language knowledge, language use and language skills, those of primary and secondary schools highlighted competence in classroom management. Moreover, rapport with parents was one of the issues in the private primary/ secondary school elite interviews, while it was not even mentioned in the interviews with state school elites. These differences may result from the fact that each institution has a unique atmosphere; and the level of the learners, the type of the school and the structure of the institution may change the primary competencies required. That is, while a high level of language competence is necessary in tertiary

education as advanced level of English is taught, classroom management may become a more important area with younger learner groups.

In terms of the areas the METU FLE graduates are strong or weak at, the responses also showed variations according to the type of institution the elites work at. While the elite respondents from tertiary institutions and those from a private secondary school pointed out a need for improvement in the area of language knowledge, language use and spoken English, the state primary and secondary school elites did not indicate such a weakness. This difference may appear due to the fact that the tertiary institutions and private schools aim at advanced English levels in their students, and the teachers have to be competent in language themselves in order to teach it to others.

Lastly, it was agreed that the FLE graduates have good rapport with their students and are enthusiastic about their professional development, even though they have to face some problems at the beginning of their career for their lack of experience. Due to FLE graduates' sincere interest in teaching, the elites think that they can improve in the subject area, in-class and out of class competencies in time. However, language competence plays a prerequisite role in the development of these competencies as emphasized by the tertiary level elites.

5.1.2 The Effect of the METU FLE Program Components

The graduate questionnaires, the graduate interview and the elite employer interview of this study aim to investigate the effect of the components of the METU FLE program on the development of the foreign language teacher competencies in FLE graduates. Table 5.2 below shows the components of the program and how effective these components were reported according to the results of the questionnaires and interviews. The symbols used in the following table are (+), (-) and (+/-), which show a positive perception, a negative perception and a varying perception depending on the courses within the components respectively.

Table 5.2 The Effect of the METU FLE Program Components

Components of the METU FLE Program	Graduate Questionnaire I	Graduate Questionnaire II	Graduate Interview	Employer Interview
1. Language Component	+	+	+/-	+/-
2. Linguistics Component	+/-	+/-	+/-	Not applicable
3. Literature Component	+/-	+	+/-	+/-
4. ELT Methodology Component	+	+	+/-	+
5. General Education Component	+	+	+/-	+

When the results of the rating scale in the first questionnaire are analyzed, it is seen that the ELT Methodology component of the program has the highest mean score in all three areas of language teacher competencies. The comparative analysis of the sections also shows that the highest competence level in the first section, competence in language and subject area, was found for a competence, *presenting knowledge of language in a clear and stimulating manner*, which is gained in the ELT Methodology courses rather than in the language courses. Besides, in the same section the two lowest score items, *developing learners' subskills that assist speaking and writing*, are in the type of a competence that can be developed in the courses of the ELT Methodology component. While the Language component follows the ELT Methodology component in the first group of competencies, the General Education courses had the second place in the other two areas. The comparative analysis of the rating scale with the open-ended items also demonstrated that the graduates find their pre-service English language teacher education as the most important factor of becoming a competent teacher, and think the ELT Methodology and General Education courses have a decisive role in developing these competencies. Thus, it may be assumed that the professional courses and the language courses have a significant role in a teachers' gaining the foreign

language teacher competencies. The lowest mean scores for the rating scale were, on the contrary, found for the Linguistics and Literature components. Even though they have a high mean score for the first group of competencies, very few graduates indicated a degree of effectiveness in the other competence areas: competence in planning, teaching and classroom management; and competence in monitoring, assessment and professional development.

The results of the second questionnaire showed that the FLE graduates who participated in the study found the components and courses successful in general. However, some of the components and some of the courses within these components were reported to be highly successful and effective, whereas some others were indicated to have a little effect. To illustrate, the results of the Likert scale items demonstrated that while the graduates find the productive skill courses (*Advanced Writing Skills, English Composition I/II and Spoken English I/II*) successful in helping them gain the foreign language competencies, the courses that focus on language structure and development (*English-Turkish/ Turkish-English Translation, English Grammar I/II and Advanced English Structure*) were reported to be less effective. The reason for such a difference in graduates' perception may lie in the different methodology followed in those courses. Moreover, it could also be due to the graduates' use of their productive skills not only in teaching English but also in the exams and interviews they took to be hired as English language teachers, especially in private schools and tertiary level institutions.

Despite Ur's (1992) emphasis on the theoretical content as well as practical content and Cullen's (1994) listing linguistics component as a main component of the foreign language teacher education programs, the analysis of the quantitative data shows a dissatisfaction with the Linguistics component in particular with some courses. Two courses (*Turkish Syntax and Semantics; Turkish Phonology and Morphology*) that focus on comparative language structures were reported to be the least successful courses. *Language Acquisition*, on the other hand, was indicated to be the most successful course of that group. The graduates' opinions about those courses may be shaped by

their relevance to their profession and in relation to the professional courses and components.

While all the courses in the Literature component had lower mean scores than the overall mean score, the participants reported a course (*Short Story: Analysis and Teaching*) that is no longer in the program to be the most successful course of this group. This may result from the fact that using short stories is closely associated with foreign language teaching, and short story is the most widely used but least feared literary genre in the foreign language classes (Hirvela and Boyle, 1988) from beginner to advanced levels. As the graduates also reported that the reading courses (*Reading Skills I/II* and *Advanced Reading and Vocabulary Development*) of the Language component successful, *Short Story* may be considered as a joint course of three components: Language, Literature and ELT Methodology. Furthermore, they may have indicated a lower degree of effectiveness for literature courses such as *Poetry: Analysis and Teaching*, and *Survey of English Literature I/II* due to the methodology followed in those courses or due to poetry's being a less used and more difficult genre in the teaching of a foreign language.

The analysis of the responses given for ELT Methodology courses showed that the courses with a lower mean score compared to other courses in this group were actually reported to be more effective than most of the courses in the previous three sections. To illustrate, *School Experience I* (which was deleted from the program before the completion of this study) was found to have the lowest mean score, which may be due to its not having a teaching experience as a practicum course and based only on observing classroom environment and school atmosphere. However, it still had a higher mean score than all of the courses in Literature component and most of the courses (four out of five) in the Linguistics component. In addition, even though 62 of the 109 participants teach at tertiary institutions, *Teaching English to Young Learners* was reported to be effective by 80 of the participants despite having a low score compared to other courses in the same category. This may be because of the fact that the content of this course includes topics such as child

and teenage acquisition, learning styles and strategies, and storytelling, which are necessary for each and every foreign language teacher to be familiar with. Lastly, the most successful course of this category was reported to be *Practice Teaching*, in which the students have the first experience in teaching to a real classroom. Therefore, this course may be considered to be a bridge between the pre-service education and the teaching profession. The results given for the ELT Methodology component also show that the participants evaluated the courses with a practice element higher than the ones without; as Wallace (1999) indicates, trainees evaluate a course effective when they evaluate their own practice, though every course in a teacher education program may not have a practice session.

For the last component of the program, the participants indicated that *Classroom Management* as the most successful course in helping them gain the foreign language teacher competencies. This may result from the fact that classroom management is an important issue for each and every language class no matter what the age and level of the students is, as Joerger (2003) and Moir (1990) mentioned the role of classroom management in a beginning teacher's adaptation to his/her professional environment. Similar to *School Experience I* in the ELT Methodology component, the fourth year General Education course, *Guidance*, was reported to be one of the least successful courses in this group, whereas it has a higher mean score than all of the courses of the Literature and most of the courses in the Linguistics components of the program, which may be the result of this course's impact on the FLE graduates' teaching and their interaction with the students compared to other courses.

Similar to the responses given to Likert scale items, the rating scale shows that the ELT Methodology component was reported to be the most effective one among the five components, while the General Education and Language components follow it. Although Language competence is indicated to be a prerequisite to other competencies, this result showed that competencies gained in the ELT Methodology courses were reported to have a more leading role on the career of the FLE graduates who participated in the study.

Moreover, even though the Literature and Linguistics components were considered to be the least effective among the five, having some courses of these two groups that were reported to be highly effective may show the FLE graduates' opinion that the effectiveness of the program focuses specifically on some courses, as well as it does on the program components.

In the graduate interviews, it was seen that the graduates attempted to refer specifically to some courses under each component and some teachers who gave those courses focusing on the competencies developed and/or the competencies ignored or overlooked in these components. First of all, the interviewees were mostly disappointed with the courses in the Language component specifically the grammar courses, which attempt to develop the language and language awareness of the FLE students. This finding goes hand in hand with the responses given to the previous questions, where the graduates mentioned the importance of language competence and their weakness in language use. In addition, the responses also showed some disappointment with the instruction of advanced language skill courses under this component. Although writing courses were considered to be effective for the methodology followed, the reading courses for the authentic materials used and the spoken courses for the presentation skills learnt, the courses of the Language component were also criticized for not presenting a new issue, for lack of guidance, for unsuccessful course instructors and for insufficient opportunities for using spoken English skills. The reason for criticism of those courses may lie in the fact that the graduates do not find themselves competent in the foreign language skills, and they may believe these courses could have served them better during the undergraduate education.

When the responses on the Literature component of the program were analyzed, it was seen that the benefits of these courses were recognized and appreciated by the participants. The interviewees mentioned that these courses not only served them to develop their language knowledge, but also contributed to their intellectual development and world view. Although the methodology followed in those courses was mainly criticized, and paying no attention to

using literature or adapting literary texts in language classes was seen as a drawback, some of the respondents specifically named a number of instructors to illustrate how their methodology served them as a model in teaching. This may show that the Literature component is seen as an important part of a language teacher's pre-service education, but the way these courses was conducted in general may need to be reconsidered taking the FLE graduates' future profession into account, which matches with Cullen's (1994) Literature component that aims to increase trainees' knowledge of texts and of using these texts for language teaching.

In her article titled "*In language teaching, which is more important: language or teaching?*" Ur (1990) indicates that training courses should discuss the principles of pedagogy, and that there should be more integration of theory with practice and of linguistics and pedagogy. Similarly, the results showed such a need for integration for the other three components due to having little or no integration with each other despite having contents that overlap. For the Linguistics component of the program, the interviewed graduates indicated that the content of *Language Acquisition* was highly relevant to their profession, and that they made use of their knowledge of language structures in teaching grammar, both of which may develop their competence in subject area and presenting a language point. However, they also reported that the theoretical knowledge in the other courses of this category was difficult to put into practice, and that the integration between this component and the professional courses was missing. Due to these two limitations, the graduates may have had difficulties in making use of these courses to improve their competence in terms of subject area knowledge and in-class applications.

Furthermore, although the ELT Methodology component of the program was indicated to be the most effective component for contributing to the development of their competence in planning, instruction and materials adaptation; the respondents had some reservations about the ELT Methodology courses as well. The interviewees teaching young learners indicated that those

courses should have provided them with more activities to be used in their classes. Moreover, the less experienced ones complained about the limited chance of experience and overemphasis on observations in practicum courses. Lastly, the participants also criticized those courses, since the content of the methodology courses was not intense, and the course instructors were not experienced with real classroom atmospheres. However, the demonstrations, micro teaching activities, methods and techniques used, the feedback received from their supervisors were appreciated. This may show the graduates' need for building experiential knowledge (Wallace, 1999) and having experiential practice (Ellis, 1990) in a variety of classroom applications during the pre-service education.

In addition, the last component of the program, General Education courses, was mainly criticized for providing irrelevant materials and examples to local context, for the inadequate assessment methods used and for being disconnected from the ELT Methodology courses, though this component was considered to be effective in the questionnaire results. This may be due to the fact that the courses in this component focus on general language teacher competencies, while the ELT Methodology component concentrates on area specific language teacher competencies.

Similarly, as Bear (1992) indicated for each and every component of a teacher education program, the interviewed graduates indicated a need for communication, transition, integration and cooperation among the components, courses, instructors and departments of the whole program. This need was especially more emphasized between the two professional components –ELT and General Education- of the program. The need for cooperation between the instructors of different courses was also found by Ersungur-Odabaşı (1998) in her study comparing the content, methodology and assessment in two professional courses –one of ELT Methodology and one of General Education components- in the FLE program at Çukurova University. She also found that the participants of her study demonstrated a need for more practical focus more than theoretical content in those courses, which was also emphasized by the

participants of this study. This may show that the role these two components play in a language teacher's development in competence areas is clearly recognized by the participants of the program. Therefore, the suggestions given at the end of the interviews of this study mainly focus on the improvement of the professional courses through providing more chances of practice, and of the language courses through designing them and instructing them according to the aims of the whole program.

Some of the elites did not have a full idea of the components of the FLE undergraduate program. Nevertheless, the others indicated that the language and professional courses of the program are the leading components, and a year in the English preparatory should be a must for the language development of the teacher candidates. Since the graduates have problems of inexperience in their first years of teaching, it was also recommended that the program should focus more on practicum and reflective teaching, which was also mentioned by Gebhard, Gaitan and Oprandy (1990) for helping prospective teachers gain insights into the profession.

The comparison of METU FLE graduates to graduates of other ELT departments of other universities or to those of English/ American literature departments also demonstrated that FLE graduates were praised on their interest in teaching, self-confidence and knowledge of English language teaching compared to graduates of other FLE departments at state or private universities. However, their language appeared as a limitation in this aspect as well, which may be considered as a crucial reason for the improvement of the METU FLE undergraduate program. This also matches with Ortaköylüoğlu's (2004) findings that the ELT graduates find themselves more prepared to be in the teaching profession; in contrast, the English language and literature graduates felt more knowledgeable and competent in language.

5.2. Significance of the Study

Although the present study was conducted as a case study, the findings are noteworthy for all pre-service English language teacher education programs. First of all, the results indicate the importance of foreign language competencies in order to be effective language teachers. This finding goes hand in hand with the world (Barnes, 2002; Richards, 1998) and national literature (Bear, 1992; Demirel, 1989; 1990) that put high emphasis on the development of foreign language knowledge and skill use in order to become effective language teachers. Since Turkey is a country where English is used as a foreign language and where the English learning is limited to foreign language classrooms and formal instruction, the role of being highly competent in language competencies for a language teacher may be much more important, as the language teacher stands as the model of the target language.

While the expected competencies of language knowledge and skill use do not change from one institution to the other, some in-class and out-of class competencies showed discrepancies in terms of the importance given depending on the level of students and/or the type of school. To illustrate, while having positive relations with parents is a competence for private primary/secondary schools, this was not listed for state or tertiary institutions. This finding may resemble the different competencies highlighted by APEID (1992), Lipton (1996), MOE (Milli Eğitim Bakanlığı, 2002) and NBPTS (2003) according to the profile of the students and the type of schools.

Since the participants of the present study were language teachers with a one to five-year of experience, the analyses of their perceptions and their ideas on their pre-service education program indicate the importance of having both theoretical and practical components in a language teacher education program. Like Ur (1992) defends, these two components were considered to be complimenting by the participants, since the theoretical component develops their professional knowledge and awareness, the practical component prepares them for actual teaching. Moreover, when the five components of the METU

FLE program were concentrated on, the findings support the view that all parts of a curriculum should contribute to the language, subject and pedagogic knowledge of the teacher candidates (Bear, 1992).

The METU FLE program aims to serve teacher candidates to gain the foreign language teacher competencies through its components. The results of the study support the view that the participants underlined the role of the METU FLE program not only on their theoretical background but also on gaining experience in putting theory into practice during the undergraduate education. Thus, these two areas are considered to be important competencies for a language teacher to have and crucial components for a language teacher education program to be effective in. As Wallace (1999) laid emphasis on the integration of received knowledge (through facts, research findings, theories and skills of the educational courses) and experiential knowledge (through ongoing experience of practice), METU FLE program addresses this integration providing theoretical background and chances of practicum experience. In addition, this integration is also encouraged through reflecting on the experience and providing links between the experiential knowledge and received knowledge. Therefore, in the light of the findings, as the METU FLE graduates perceive themselves competent in general and the program effective on the whole, Wallace's reflective model towards foreign language teacher education can be considered to be successful in the case of METU.

Furthermore, the importance of having model educators in the pre-service education and the role of theoretical background on being an effective teacher in the light of the scientific developments in the field were mentioned as well. Hence, the craft and the applied science models cannot totally be excluded from the foreign language teacher education program, although these models seem to be two opposites. While the former focuses on imitating an expert's techniques disregarding the scientific developments, the latter downgrades the expertise through experience (Wallace, 1999, p.16). However, each serves a different area of knowledge or skill in the foreign language teacher education through professional experience (experiential knowledge)

and scientific research (received knowledge). Therefore, Wallace calls the reflective model as the “compromise solution” between the two (p.17).

Parallel to Al-Gaedd’s findings (1983), the participants of this study underlined their need for further development in spoken English skills and the irrelevance of literature courses to their preparation. Moreover, they highlighted that the pre-service teacher education program should raise their awareness of the possible problems they may experience in their future working environments and should present practical strategies to cope with those problems, as mentioned by Barkhuizen (1997).

Although Erozan (2005) found that the language improvement courses in pre-service teacher education program were found to be effective in terms of objectives, content, methodology, course conduct and assessment, the participants of this study indicated both the strengths and weaknesses of the language courses. In addition, similar to Seferoğlu (2006), the participants called attention to having more opportunities for micro-teaching and practice teaching activities in ELT Methodology and General Education courses in order to see different learning groups, different teaching-learning contexts and different ways of classroom applications. Lastly, although they showed a positive attitude towards some of the Linguistics courses, similar to the findings obtained by Hatipoğlu (in press), some of these courses were criticized for the ineffective methodology followed and being irrelevant for the future profession.

According to the one to five-year experience of the participants, the analysis of the responses of more experienced teachers demonstrated that they had developed competencies through the years, and they find themselves competent in most of the issue related to classroom application, although they had had many difficulties in the initial years of teaching. However, the novice teachers indicated the problems they had experienced in their first year of teaching, the difficulty of managing classrooms and putting theory into practice. It was also seen that the more experienced teachers were less worried about their survival in class compared to less experienced ones, which is

parallel to findings in Ghaith and Shaaban (1999). Therefore, the participants of this study went through similar stages mentioned in the studies conducted on the phases of a teacher's career. Especially, the first year in service is considered to be an experience of "sink or swim" or "keeping the hands above water", similar to how Farrell (2003) and Moir (1990) named this period respectively. Furthermore, as Macdonald (1999) indicates, the reason for attrition for one of the participants was the idea that she would not be able to cope with her teaching problems mainly related to classroom management. Moreover, similar to the results obtained by Farrell (2003), and Flores and Day (2006), collaborative school culture and collegial support affect their success in the first years of teaching.

Lastly, this study was designed as a combination of a summative evaluation and a situation analysis on the English language teacher education program used in the Department of Foreign Language Education at METU. Since this study includes the customer stakeholders (graduates and their employers) of the METU FLE program, the participants not only gave information on their end-program competencies but also pointed out their reflections on the in-program component satisfaction at the end. Therefore, this study favors a product approach to the program investigated.

5.3. Implications of the Study

This present study has some implications on the pre-service English language teacher education programs and for further research on these programs.

5.3.1 Implications for Pre-Service Teacher Education Programs

The findings of the study can be used for the betterment of the program and/or for revising the courses offered in the Department of Foreign Language

Education at Middle East Technical University. Based on those findings, the following recommendations can be made:

1. Since language competence is considered to be the prerequisite competence in teaching a foreign language (Barnes, 2002; Richards, 1998), and since it is listed as the initial competence in ACTFL (2002), HEC (2005a), Lipton (1996) and Thomas (1987), the FLE graduates' stating a lower level of competence in this area points out an important issue to consider. Thus, the courses under the Language component of the program can be revised in terms of their content, methodology and instruction. These courses can be strengthened to provide further language input, and language and skill practice especially in spoken English. Besides, as the students in FLE departments are EFL users, they do not have the chance to use English outside the classroom in their daily lives. Some may not have the chance to talk or listen to a native speaker until they graduate; hence, the distribution of the native speaker members of the faculty should be done carefully to give a chance to each and every student to attend at least one course given by those instructors.
2. The courses under the Literature component should be different from those offered in the Departments of Literature in Faculties of Arts and Letters. They should also take into account the future profession of the teacher candidates, should integrate their content with classroom applications and should aim to develop competencies in teaching and using literature in addition to developing their language knowledge and critical thinking skills. As the instructors of these courses also stand as a model for the teacher candidates, the methodology followed in these courses should also be reconsidered taking the findings of the study into account.

3. The courses under the Linguistics component should be revisited in terms of their integration with the professional courses and their theoretically oriented nature. As Ur (1992) indicates, a teacher education program should neither be purely theoretical nor purely practical; the courses and the components of a teacher education program should be a reflection of the harmony of both knowledge and application.
4. As the amount of practice and experience is considered to be inadequate, the professional courses may provide more chances of experience. As the length and amount of practice teaching is decided by the Higher Education Council, more chances of such experiences through watching the video recordings of real classroom environments and examining case studies (Day, 1991) can be considered as a recommendation.
5. The ELT Methodology component of the program should also be revisited for three reasons. First, it should be strengthened through providing more chances of micro teaching experiences. It is highly recommended to have fewer students in the ELT Methodology courses, where micro teaching experiences convey the practical aspect of the course. Second, it should also include recent research conducted in the local culture and materials published in the other ESL and EFL contexts to help teacher candidates become familiar with current trends, developments and situations. Lastly, the content of the ELT Methodology component should be revisited to avoid overlaps among the courses and shallow content in some of those courses.
6. As the materials used in the professional courses are criticized for being irrelevant to the local culture and needs of the teacher candidates, studies conducted in Turkey can also be referred to and

provided for the teacher candidates to show them the research done in their future working environments and students.

7. The schools which the FLE students visit for School Experience and Practice Teaching should be carefully chosen and the cooperating teachers in those schools should be informed of the aims and requirements of these courses. In order for teacher candidates to see different school environments, they can be taken to different schools for each of these practicum courses, and/or they can visit different classes of different cooperating teachers.
8. The General Education component can be strengthened through providing more input written about or reflecting the classrooms in the local context. It is also recommended that the existing assessment methods used in the courses under this component should be reviewed.
9. As it is seen in the responses of the graduates, some of the courses under different components may have overlaps and/or may have disagreements on certain issues. Since the main aim of each and every course and component in the FLE program is to educate competent English language teachers, the instructors of different components, of different courses within the same component and of different classes should work in cooperation, collaboration and integration in order to consider overlaps and resolve disagreements in terms of the contents of the courses.
10. Lunenberg, Korthagen and Swennen (2007, p.589) define “modeling by teacher educators as the practice of intentionally displaying certain teaching behavior with the aim of promoting student teachers’ professional learning”. In this sense, modeling helps teacher educators contribute to the professional development

of their students, as student teachers experience certain behavior. Therefore, the content of all the courses and the execution of all the lessons should be organized and planned respectively taking into account the fact that the students of the department will become teachers of English, and that the courses and the instruction in those courses serve as a model for the teacher candidates.

11. As the instructors of all FLE courses can stand as a model for the teacher candidates, while hiring the research assistants they can be required to have a teaching background, and/or a degree or a certificate of teaching despite being interested in another discipline like literature or linguistics, as they take part in an institution aiming to educate teacher candidates. Besides, the instructors of the ELT Methodology and General Education courses can be required to have some experience in a school outside the university environment to have the real experience of teaching a language or taking part in the school environment.
12. Since the interview results showed that the instructors of the courses have a role in the effectiveness of those courses, these instructors may be encouraged and/or required to work in collaboration.
13. As the graduates of the FLE program do not choose to work in primary and secondary schools only, and as the need for English language teachers is increasing day by day in the tertiary institutions, the language teacher education programs should also take into account the demands of those institutions. Although it is difficult to address each and every competence expected from an English language teacher, the professional courses can be designed to present the atmosphere of those institutions to have comparisons

of different teaching environments and to prepare teacher candidates for all possible professional settings.

14. As it was seen in the findings that personal qualities and individual effort have an important bearing on the acquisition of teacher competencies in the undergraduate education, it is recommended that the department should provide more chances for its students to attend conferences, seminars and workshops, and should each year arrange meetings to bring undergraduate students and FLE graduates together, which may help the teacher candidates become more familiar with their future teaching environments and develop positive attitude towards the profession.

Although the METU FLE program has changed during the last stages of this dissertation, the five components focused in this present study were all kept the same in the new program. Therefore, the content and instruction of the program components and the courses under these components can still be revised in the light of the research findings.

Besides, the present study also has some implications on the institutions the FLE graduates are working at, since most of the participants of this study indicated that they had participated in an in-service teacher training program in their institutions. Moffitt (1963, p.6) maintains that “regardless of the quality or the quantity of academic education received in a college or university, a teacher new to any given school system needs in-service education”. Therefore, the institutions should also provide an effective institution-based orientation or induction program for the newly hired teachers to introduce them to their teaching environment.

5.3.2 Implications for Further Research

It is believed that the present study is a valuable situation analysis on the perceptions of two customer stakeholders of the English language teacher education program used in the Department of Foreign Language Education at METU. Thus, the findings may contribute not merely to the FLE Department, whose graduates have participated in this study, but also for the other pre-service English language teacher education departments using the same program with some differences. The major strength of the program comes from its two participant groups in order to collect both qualitative and quantitative data, since these two groups - FLE graduates and their employers - are difficult to reach for similar studies.

However, since the study has focused only on the METU FLE graduates and their employers, the findings obtained and the implications mentioned may not be generalizable to other pre-service English language teacher education programs due to two reasons. First, the teacher candidate profile in terms of the academic success measured by ÖSS (Student Selection Examination) and YDS (Foreign Language Examination) could be different in the other departments, and the graduates of those departments may have different perceptions of their foreign language teacher competencies and the role of their undergraduate education on the development of those competencies. Second, the employers of the graduates of those departments may have different perceptions of these graduates' competencies.

Moreover, a study that embraces the perceptions of the FLE instructors and FLE students may have different findings in terms of the role of FLE components and courses in those components, as their perception may be shaped through other variables. In addition, had more graduates and employers working at different parts of Turkey attended the study, this study could also have produced different findings. This may be true due to the fact that the profile of the FLE graduates who participated in this study may not reflect the real profile of the FLE graduates. To illustrate, while the majority of the

participants in this study teach at tertiary institutions, the majority of all the METU FLE graduates may work in primary or secondary schools. Besides, since this study focused on the perception of the FLE graduates in their initial - first five- years of teaching, this perception of competence and of the role of their education may have different results in a longitudinal study that focus on those over time.

The results of this study are based on the perception of the two stakeholder groups of the METU FLE program and on two data collection methods- questionnaires and interviews. However, a research study taking into account the perception of the FLE graduates' students about their teachers' language teacher competencies may reveal different findings. In addition, using observation as one of the methods to collect data on the in-class competencies of the participant graduates and to compare those with their perceptions found in this study may have different results as well.

Lastly, such studies should be conducted at regular intervals by the foreign language education departments and other departments of the Faculties of Education on their graduates in particular, and by the Higher Education Council in general in order to improve the pre-service teacher education for the development of the whole education system in the country.

REFERENCES

- ACTFL. (2002). *Program standards for the preparation of foreign language teachers*. Retrieved November 24, 2005, from www.actfl.org
- Akalın, Y. (1990). *Designing a four-year English language teacher training curriculum for FLE departments of faculties of education in Turkey*. Unpublished M.A. thesis, Middle East Technical University, Ankara.
- Al-Gaeed, I. H. (1983). *An evaluative study of the English as a foreign language teacher preparation programs of Saudi Arabia as perceived by program students and graduates*. Unpublished doctoral dissertation, Indiana University, Indiana, USA.
- Allwright, D., and Bailey, K.M. (1991). *Focus on the language classroom*. Great Britain: Cambridge University Press.
- APEID. (1992). *Towards developing new teacher competencies in response to mega-trends in curriculum reforms: A report of a regional study group meeting on teacher education*. Thailand: UNESCO.
- Barkhuizen, G. (1997). Predicted problems of elementary school ESL teachers: Implications for teacher education. *TESL Reporter*, 30, 17-26.
- Barnes, A. (2002). Maintaining language skills in pre-service training for foreign language teachers. In H. Trappes-Lomax and G. Ferguson (Eds.), *Language in language teacher education* (pp. 199-214). Amsterdam: John Benjamins B.V.
- Bear, J. M. (1992). Context and content in English language teacher education. In A.J Mountford, and H. Umunç, (Eds.), *Tradition and innovation: ELT and teacher training in the 1990's* (Vol.2, pp.24-34). Ankara, Turkey.

- Beijaard, D., Verloopp, N., and Vermunt, J.D. (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.
- Berry, R. (1990). The role of language improvement in in-service teacher training: killing two birds with one stone. *System*, 18, 97-105.
- Bogdan, R., and Biklen, S.K. (1992). *Qualitative research for education*. USA: Allyn and Bacon.
- Bowman, M.S. (2002). *Inclusion of student feedback in the evaluation of English as a second language teacher preparation programs*. Unpublished doctoral dissertation, The Ohio State University, Ohio, USA.
- Brown, J.D. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle Publishers.
- Cohen, L., Manion, L., and Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.
- Cookson, P. W. (2005). *The challenge of isolation*. East Lansing, MI: National center for Research on Teacher learning. (ERIC Document Reproduction Service No. EJ 719 879)
- Crystal, D. (1997). *English as a global language*. United Kingdom: Cambridge University Press
- Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *ELT Journal*, 48, 162-172.
- Daloğlu, A. (1996). *A case study on evaluating "The Certificate for Overseas Teachers of English" curriculum at Bilkent University*. Unpublished doctoral dissertation, Middle East Technical University, Ankara, Turkey.

- Day, R.R. (1991). *Models and the knowledge base of second language teacher education*. East Lansing, MI: National center for Research on Teacher learning. (ERIC Document Reproduction Service No. ED 370 359)
- Demirel, Ö. (1989). Yabancı dil öğretmenlerinin yeterlikleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 4, 5-26.
- Demirel, Ö. (1990). Yabancı dil öğretmenlerinin yeterlikleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 5, 133-161.
- Demirel, Ö. (1992). A model approach to training ELT teachers. In A.J Mountford, and H. Umunç, (Eds.), *Tradition and innovation: ELT and teacher training in the 1990's* (Vol.2, pp. 35-46). Ankara, Turkey.
- De Paul, A. (2000). *Survival guide for new teachers: How new teachers can work efficiently with veteran teachers, parents, principals and teacher educators*. Washington DC: U.S. Department of Education. Retrieved June 1, 2006, from <http://www.ed.gov/teachers/become/about/survivalguide/index.html>
- Diaz-Maggioli, G. (2003). Options for teacher professional development. *English Teaching Forum*, 41 (2), 2-21.
- Dushku, S. (1998). ELT in Albania: project evaluation and change. *System*, 26, 369-388.
- Eekelen, I. M., Vermunt, J.D., and Boshuizen, H.P.A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, 22, 408-423.
- Ellis, R. (1990). Activities and procedures for teacher preparation. In J. C. Richards and D. Nunan (Eds.), *Second language teacher education* (pp.26-36). New York: Cambridge University Press.
- Erozan, F. (2005). *Evaluating the language improvement courses in the undergraduate ELT curriculum at Eastern Mediterranean University: A case study*. Unpublished doctoral dissertation, Middle East Technical University, Ankara, Turkey.

- Ersungur-Odabaşı, G. (1998). *An evaluation of pedagogical courses in English language teaching department at Çukurova University: Teachers' and students' point of view*. Unpublished M.A. thesis, Çukurova University, Adana, Turkey.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. United States of America: Mc Graw Hill.
- Farrell, T. S. C. (2003). Learning to teach English language during the first year: Personal influences and challenges. *Teaching and Teacher Education, 19*, 95-111.
- Farrell, T. S. C. (2006). The first year of language teaching: Imposing order. *System, 34*, 211-221.
- Flores, M. A., and Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education, 22*, 219-232.
- Freeman, D., and Johnson, K. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly, 32*, 397-417.
- Gaies, S. J. (1992). *An approach to the evaluation of ELT preparation programs*. East Lansing, MI: National center for Research on Teacher learning. (ERIC Document Reproduction Service No. ED 369 276)
- Gebhard, J.G., Gaitan, S., and Oprandy, R. (1990). Beyond prescription: the student teacher as investigator. In J.C. Richards and D. Nunan (Eds.), *Second language teacher education* (pp.16-25). New York: Cambridge University Press.
- Ghaith, G., and Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy and selected teacher characteristics. *Teaching and Teacher Education, 15*, 487-496.
- Gillham, B. (2000). *Case study research methods*. London: Continuum

- Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, California: Corwin Press.
- Güçeri, M. (2005). *The impacts of in-service teacher training on change agency role of teachers and their contribution to school improvement*. Unpublished doctoral dissertation, Middle East Technical University, Ankara, Turkey.
- Gürbüz, N. (2006). Differing perceptions of pre-service English teachers' strengths and weaknesses in the practicum: A case study in Turkey. *English Language Teacher Education and Development*, 9, 39-46.
- Hatipoğlu, Ç. (in press). Dilbilim derslerinin YDEB'de okuyan öğrencilere etkileri/ katkıları. *Türkiye'de Yabancı Dil Eğitimi Ulusal Kongresi Bildirileri*, 22-23 Kasım, Gazi Üniversitesi, Ankara.
- Herbert, E., and Worthy, T. (2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education*, 17, 897-911.
- Jensen, M.C. (1986). Induction programs support new teachers and strengthen their schools. *Oregon School Study Council Bulletin*, 30 (1). (ERIC Document Reproduction Service No. ED 273 012)
- Joerger, R. (2003). A comparison of the impact of teaching events upon the experience of entry-level agricultural education teachers. *Journal of Career and Technical Education*, 20 (1). Retrieved May 27, 2006, from <http://scholar.lib.vt.edu/ejournals/JCTE/v20n1/index.html>
- Kızılcık, H. (2007). *Program evaluation in English language teaching programs*. Unpublished manuscript. Department of Foreign Language Education, Middle East Technical University, Ankara, Turkey.
- Kreidler, C. (1987). *ESL teacher education*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED 289 361)

- Lange, D. L. (1990). A blueprint for a teacher development program. In J.C. Richards and D. Nunan (Eds.), *Second language teacher education* (pp. 245-268). New York: Cambridge University Press.
- Lipton, G. (1996). FLES* Teacher preparation: competencies, content and complexities. In Z. Moore (Ed.), *Foreign language teacher education* (pp. 37- 58). USA: University Press of America.
- Lunenberg, M., Korthagen, F., and Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23, 586-601.
- Macdonald, D. (1999). Teacher attrition: a review of literature. *Teaching and Teacher Education*, 15, 835-848.
- Madsen, H.S. (1975). Achieving certification through a modified competency-based TESL teacher education program. *TESOL Quarterly*, 9, 353-365.
- Marshall, C., and Rossman, G.B. (2006). *Designing qualitative research*. (4th ed.) USA : Sage Publications.
- METU. (2005). *METU catalog*. Ankara: METU.
- Milli Eğitim Bakanlığı. (2002). *Öğretmen yeterlilikleri*. Ankara: MEB Basımevi.
- Moffitt, J. C. (1963). *In-service education for teachers*. United States of America: The Center for Applied Research in Education, Inc.
- Moir, E. (1990). Phases of first-year teaching. *New Teacher News*, 2 (2), 6-7.
- Mok, W. E. (1994). Reflecting on reflections: A case study of experienced and inexperienced ESL teachers. *System*, 22, 93-111.
- NBPTS. (2003). *National board for professional teaching standards*. Retrieved November 24, 2005, from www.nbpts.org

- Nolan, J. and Hoover, L.A. (2004). *Teacher supervision and evaluation: Theory into practice*. USA: John Wiley and Sons Inc.
- Ortaköylüoğlu, H. (2004). *A comparison of professional qualities of two groups of prospective English teachers*. Unpublished M.A. thesis, Middle East Technical University, Ankara, Turkey.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park: Sage Publications.
- Pepper, K., and Hare, D. (1999). Development of an evaluation model to establish research-based knowledge about teacher education. *Studies in Educational Evaluation*, 25, 353-377.
- Prabhu, N.S. (1990). There is no best Method-Why? *TESOL Quarterly*, 24, 161- 176.
- Rawlings, J.A.A. (1993). *Educational attitudes of alternatively certified teachers*. Unpublished doctoral dissertation, Georgia State University, Georgia, USA.
- Rea-Dickens, P. & Germaine, K. (1993). *Evaluation*. Hong Kong: Oxford University Press.
- Reynolds, A., Ross, S. M., and Rakow, J. H. (2002). Teacher retention, teaching effectiveness, and professional preparation: a comparison of professional development school and non- professional development school graduates. *Teaching and Teacher Education*, 18, 289-303.
- Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J.C. Richards and D. Nunan (Eds.), *Second language teacher education* (pp. 3-15). New York: Cambridge University Press.
- Richards, J. C. (1998). *Beyond training*. United States of America: Cambridge University Press.

- Richards, J.C. (2001). *Curriculum development in language teaching*. USA: Cambridge University Press.
- Richards, J.C. (2008). Growing up with TESOL. *English Teaching Forum*, 46 (1), 2-11.
- Richards, J.C., and Nunan, D. (1990). *Second language teacher education*. New York: Cambridge University Press.
- Ruane, J.M. (2005). *Essentials of research methods: A guide to social science research*. United Kingdom: Blackwell Publishing.
- Rubin, H. J., and Rubin, I. S. (1995). *Qualitative interviewing: The art of hearing data*. United States of America: Sage Publications
- Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey. *Journal of Education for Teaching*, 32, 369-378.
- Şallı-Çopur, D. (2006). *Who's afraid of in-service teacher training? A situation analysis*. Paper presented in the 2nd International ELT Conference in Eastern Mediterranean University. Famagusta, North Cyprus.
- TESOL (2002). *Adult education standards for teachers of adult learners*. Alexandria VA: TESOL.
- Thomas, A. L. (1987). Language teacher competence and language teacher education. In C.J. Brumfit (Ed.), *Language teacher: An integrated programme for ELT teacher training: ELT Documents 125* (pp. 33-42). Oxford: Modern English Publications in associations with the British Council.
- UNICEF. (1996). *Children and their families in the Lao People's Democratic Republic. A situation analysis*. Vientiane.

- UNICEF. (1998). *Children and women in Croatia. A summary of the 1998 situation analysis*. Zagreb: UNICEF
- Ur, P. (1990). In language teaching, which is more important: language or teaching? *The Teacher Trainer*, 4 (3). Retrieved December 14, 2007, from http://www.tttjournal.co.uk/index.php?page=back_articles
- Ur, P. (1992). Teacher learning. *ELT Journal*, 46, 56-61.
- Wallace, M. J. (1999). *Training foreign language teachers: A reflective approach* (7th Ed.). United Kingdom: Cambridge University Press.
- Weir, C., and Roberts, J. (1994). *Evaluation in ELT*. Oxford: Blackwell.
- White, R. (1998). What is quality in English language teacher education? *ELT Journal*, 52, 133-139.
- Wong, E.K.P., and Yeung, A. S. (2003). Evaluation of teacher development programs: Participant satisfaction and recommendation. *Studies in Educational Evaluation*, 29, 57-66.
- Worthen, B.R., Sanders, J.R. & Fitzpatrick, J.L. (1998). *Program evaluation: Alternative approaches and practical guidelines*. New York: Longman.
- Yıldırım, A., and Ok, A. (2002). Alternative teacher certification in Turkey: Problems and issues. In R.G. Sultana (Ed.), *Teacher education in the Mediterranean region: Responding to the challenges of society in transition* (pp. 259-276). USA: Peter Lang.
- Yıldırım, A., and Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. (5th ed.) Ankara: Seçkin
- Yin, R. (1994). *Case study research: Design and methods*. (2nd ed.) USA: Sage Publishing.

- YÖK. (1998). *Eđitim fakóltesi öđretmen yetiřtirme lisans programları*. Ankara: Yüksek Öđretim Kurulu Bařkanlıđı.
- YÖK. (1999 Mart). *Türk yükseköđretiminin bugünkü durumu: YÖK raporları*. Retrieved March 14, 2006, from <http://www.yok.gov.tr/egitim/raporlar/raporlar.htm>
- YÖK. (2004 Kasım). *Türk yükseköđretiminin bugünkü durumu: YÖK raporları*. Retrieved March 14, 2006, from: <http://www.yok.gov.tr/egitim/raporlar/raporlar.htm>
- YÖK. (2005a). *Öđretmen eđitiminde standartlar ve akreditasyon*. Retrieved March 14, 2006, from www.yok.gov.tr/egitim/ogretmen/ogretmen_egitiminde_standartlar_ve_akreditasyon.htm
- YÖK. (2005b). *English language teaching: Introduction to language teaching*. Retrieved February 20, 2006, from www.yok.gov.tr/egitim/ogretmen/kitaplar/eng/moduler/1MODULE.html

APPENDICES

APPENDIX A

First Graduate Questionnaire

Dear FLE graduate,

The following questionnaire has been designed to investigate our (METU FLE) graduates' perceptions of their English language teacher competencies and to what extent the FLE program components has helped FLE graduates gain these competencies. Since the results of this questionnaire will contribute to the METU FLE undergraduate program as feedback, it is absolutely essential that you express your views sincerely. Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes. Thank you for your participation.

Deniz Şallı- Çopur
Middle East Technical University

Part I: Demographic Questions

When did you graduate from METU FLE undergraduate program? _____

How long have you been teaching English? _____ (years/ months)

Which level are you teaching at present?

Primary (grades 1-8) Secondary (grades 9-11) Tertiary (university)

Other:

What kind of a school are you working at? State Private

What is the name of your school and the city that you work in?

Have you studied/been studying a graduate program on ELT?

MA PhD No

Please indicate the MA/PhD program name _____

Have you ever participated in an in-service teacher training program?

Yes No

If yes, what is the name of the program? _____

Part II: Likert Scale Items

Please tick the appropriate box for the following statements.

<i>As a teacher of English, how competent are you in ...?</i>				
A. Competence in Language & Subject Area	Incompetent	Somewhat competent	Competent	Highly competent
1. Having advanced knowledge of English				
2. Using (and understanding) the English language communicatively				
3. Being an adequate model of the English language for students				
4. Understanding and using the English language appropriate to the situation and level				
5. Integrating form, function and meaning for grammar teaching				
6. Presenting knowledge of language in a clear, simple and stimulating manner				
7. Developing learners' vocabulary knowledge				
8. Developing learners' subskills (i.e.: inference) that assist reading comprehension in English				
9. Developing learners' subskills (i.e.: note taking) that assist listening comprehension in English				
10. Developing learners' subskills (i.e.: drafting) that assist written production in English				
11. Developing learners' subskills (i.e.: intonation) that assist spoken production in English				
12. Integrating macro language skills (Reading, Listening, Writing and Speaking)				
13. Having knowledge of general linguistic theory (i.e.: description of languages)				
14. Having knowledge of foreign language teaching theories and methods				
15. Selecting and using suitable approaches, procedures and techniques <u>appropriate</u> to the foreign language point				
16. Employing a range of teaching strategies suited to learner age (young learners, teenagers, adults)				
17. Employing a range of teaching strategies suited to learner ability and proficiency level (beginner to advanced)				

Please turn the page →

<i>As a teacher of English, how competent are you in ...?</i>				
B. Competence in Planning, Teaching and Classroom Management	Incompetent	Somewhat competent	Competent	Highly competent
1. Knowing the foreign language teaching curriculum of the school you teach				
2. Making appropriate plans concerning students' needs				
3. Expressing objectives the students will achieve clearly				
4. Preparing structural and coherent lesson plans to achieve course objectives				
5. Establishing good connections with previous and following topics				
6. Preparing and using a variety of teaching-learning activities related to the aims of the lesson and students' needs				
7. Selecting and using appropriate and available sources related to aims of the lesson and students' needs				
8. Selecting and using examples relating the topic to real life				
9. Using teaching learning facilities effectively (i.e.: language lab, library)				
10. Making use of information technology (i.e.: audio-visuals, electronic devices and computer)				
11. Adjusting instructions and explanations to students' needs, age and level				
12. Asking students timely and effective questions				
13. Responding to students' questions				
14. Developing students' interest in the lesson (i.e.: motivating students towards the course)				
15. Using class time effectively				
16. Using voice effectively and varying it to attract students' attention during the lesson				
17. Responding to student feedback (i.e.: students' opinion about an activity)				
18. Selecting and using individual, small group and whole class teaching methods <u>appropriate</u> to the class				
19. Establishing rapport with learners (i.e.: building positive relationship)				

Please turn the page →

<i>As a teacher of English, how competent are you in ...?</i>				
C. Competence in Monitoring, Assessment and Professional Development	Incompetent	Somewhat competent	Competent	Highly competent
1. Knowing a variety of assessment methods				
2. Using assessment methods relevant to the subject effectively				
3. Planning assessment in parallel with course objectives				
4. Monitoring student learning in different classroom activities				
5. Evaluating students' progress in relation to the aims of the lesson consistently				
6. Keeping careful records of students' progress				
7. Diagnosing students' failure and difficulties				
8. Giving necessary and useful feedback to the students				
9. Working cooperatively with professional colleagues and/or parents in forwarding observation and evaluation results				
10. Fulfilling the legal, social and administrative responsibilities at school				
11. Carrying out responsibilities for the spiritual, moral, social and cultural development of the students				
12. Contributing to school activities such as meetings, in-service teacher training and materials preparation sessions				
13. Being open to consistent professional development				
14. Reflecting on your performance for self- development				

Part III: Open-ended Questions

Please answer the following questions as detailed as possible.

1. What might be the reasons for your being competent in the competencies above?
2. What are the competencies you need to further develop? (indicate at most 3)

Please turn the page →

3. What might be the reasons for an English language teacher's being weak in some of the competencies in Part II?

4. Please indicate at most three competencies that were **NOT** mentioned in Part II but you think important for an English language teacher to have.

Part IV: Rate each of the following *FLE program components* in terms of their effectiveness in helping you gain the English language teacher competencies in the three specified areas. You can use the same rating for multiple cases.

1= ineffective 2= somewhat effective 3= effective 4= highly effective

	Competence in Language and Subject Area	Competence in Planning, Teaching & Classroom Management	Competence in Monitoring, Assessment & Development
1. Language Component (i.e.: English Grammar I/II, Advanced Writing Skills, Translation)			
2. Literature Component (i.e.: Introduction to Literature, Survey of English Literature, Drama: Analysis and Teaching)			
3. Linguistics Component (i.e.: Language Acquisition, Introduction to Linguistics, Turkish Syntax and Semantics)			
4. ELT Methodology Component (i.e.: ELT Methodology, Materials Adaptation and Evaluation, Practice Teaching)			
5. General Education Component (i.e.: Classroom Management, Instructional Planning and Evaluation, Guidance)			

Thank you for filling in the questionnaire. If you would you like to participate in the interview phase of the study, please indicate your name, your cell phone number and your e-mail address. _____

APPENDIX B

Second Graduate Questionnaire

Dear FLE graduate,

In order to complete the data collected through the first questionnaire, the following questionnaire has been designed to investigate to what extent the FLE program has helped FLE graduates gain English language teacher competencies. Since the results of this questionnaire will contribute to the METU FLE undergraduate program as feedback, it is absolutely essential that you express your views sincerely. Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes. Thank you for your participation.

Deniz Şallı- Çopur
Middle East Technical University

Part I: Likert Scale Items

Please tick the appropriate box for the given questions.

<i>To what extent were the Language courses successful in helping you gain the English language teacher competencies mentioned in the previous questionnaire?</i>				
A. Language Component	Very little	Little	Much	Very much
1. English Grammar I&II				
2. English Composition I &II				
3. Reading Skills I&II				
4. Spoken English I&II				
5. Advanced Reading and Vocabulary Development				
6. Advanced Writing Skills				
7. English-Turkish & Turkish-English Translation				
8. Advanced English Structure				

Please turn the page →

To what extent were the Linguistics courses successful in helping you gain the English language teacher competencies mentioned in the previous questionnaire?

B. Linguistics Component	Very little	Little	Much	Very much
1. Introduction to Linguistics I (Universals of language)				
2. Introduction to Linguistics II (Functions of language)				
3. Turkish Syntax and Semantics				
4. Turkish Phonology and Morphology				
5. Language Acquisition				

To what extent were the Literature courses successful in helping you gain the English language teacher competencies mentioned in the previous questionnaire?

C. Literature Component	Very little	Little	Much	Very much
1. Introduction to Literature				
2. Survey of English Literature I &II				
3. Drama: Analysis and Teaching I &II				
4. Novel: Analysis and Teaching I&II				
5. Poetry: Analysis and Teaching				
6. Short Story: Analysis and Teaching				

Please turn the page →

<i>To what extent were the ELT Methodology courses successful in helping you gain the English language teacher competencies mentioned in the previous questionnaire?</i>				
D. ELT Methodology Component	Very little	Little	Much	Very much
1. School Experience I (second year)				
2. School Experience II (fourth year)				
3. Approaches to English Language Teaching				
4. ELT Methodology I (Teaching Speaking, Listening and Vocabulary)				
5. ELT Methodology II (Teaching Reading, Writing and Grammar)				
6. Teaching English to Young Learners				
7. Materials Adaptation and Evaluation				
8. English Language Testing and Evaluation				
9. Practice Teaching				

<i>To what extent were the General Education courses successful in helping you gain the English language teacher competencies mentioned in the previous questionnaire?</i>				
E. General Education Component	Very little	Little	Much	Very much
1. Introduction to Teaching Profession				
2. Development and Learning				
3. Instructional Planning and Evaluation				
4. Instructional Technology and Materials Development				
5. Classroom Management				
6. Guidance				

Please turn the page →

Part II

Rank order the following *FLE program components* from **least effective (1)** to **most effective (5)** in terms of their effectiveness in helping you gain the English language teacher competencies. Please do not use the same rank for multiple cases.

- _____ **Language Component** (i.e.: Reading Skills I/II, Advanced Writing Skills, Advanced English Structure, Translation)
- _____ **Linguistics Component** (i.e.: Language Acquisition, Introduction to Linguistics I/II, Turkish Syntax and Semantics)
- _____ **Literature Component** (i.e.: Introduction to Literature, Survey of English Literature I/II, Novel: Analysis and Teaching)
- _____ **ELT Methodology Component** (i.e.: ELT Methodology I/II, Materials Adaptation and Evaluation, School Experience I/II, Practice Teaching)
- _____ **General Education Component** (i.e.: Introduction to Education, Development and Learning, Classroom Management, Instructional Technology and Materials Development)

Thank you for filling in the questionnaire.

If you would you like to participate in the interview phase of the study, please indicate your name, your cell phone number and your e-mail address below.

APPENDIX C

Cover Letter for Snowball Sampling

Sevgili Hocalarım,

Doktora tezimde mezunlarımızın İngilizce öğretmeni olarak YÖK'ün yabancı dil öğretmeni yeterliliklerini (foreign language teacher competencies) ne kadar karşıladıklarını ve bölüm (FLE) programımızın bu konuda ne kadar etkili olduğunu araştırıyorum. Ekte, tezimde kullanacağım anketlerden biri var.

Elimden geldiği kadar çok mezunumuza ulaşmak istiyorum ki sağlıklı bilgi alayım. 2002-2006 arası yaklaşık 600 mezunumuz var ve amacım bu sayının en az beşte birine ulaşmak. Anketleri "kartopu" tekniğiyle dağıtıyoruz yani anketi yanıtlayan her mezun tanıdığı başka mezunlara da iletiyor ki birçok mezunumuz anketi yanıtlayabilsin. Sizden ricam anketimi doldurmaları için görüşmekte olduğunuz ve/veya mastır/doktora derslerinizdeki mezunlarımıza iletmeniz. Anketin sonunda bana yanıtlarını ulaştırabilmeleri için e-mail adreslerim var.

Şimdiden çok teşekkür ederim,

Sevgiler,

DenizSC

Deniz ŞALLI-ÇOPUR
Orta Doğu Teknik Üniversitesi
Yabancı Diller Eğitimi Bölümü
dsalli@metu.edu.tr/denizsalli@yahoo.com

APPENDIX D

Postal Questionnaire Cover Letter

Değerli mezunumuz,

Orta Doğu Teknik Üniversitesi, Yabancı Diller Eğitimi Bölümü lisans programı mezunlarının, kendilerini İngilizce öğretmeni olarak ne kadar yetkin bulduklarını ve mezun oldukları kurumun bundaki rolünü doktora tezim için değerlendirmekteyim.

Çalışma sonuçları olası program değişikliklerine, ders içeriklerinin belirlenmesine, yenilenmesine veya değiştirilmesine ve öğrencilerimizin öğretmenlik mesleğine uyum sağlamaları için yapılacak girişimlere ışık tutacaktır. Bu nedenle, 2002-2006 yılları arasında bölümümüz programını başarıyla tamamlayan 600'ü aşkın mezunumuzun görüşleri çalışmada çok önemli rol oynamaktadır.

Mezunumuz olarak, zarfın içinde size gönderdiğim 1. ve 2. anketi sırasıyla yanıtlarsanız çalışmaya çok büyük katkıda bulunacaksınız. Yanıtladığınız anketleri yine zarfın içinden çıkacak pullu küçük zarfla ücretsiz olarak bana Mart ayı sonuna kadar postalayabilirsiniz. Anketleri cevaplayan mezunlarımızın kimlikleri gizli tutulacaktır.

Şimdiden katkıda bulunduğunuz için çok teşekkür ederim.

Sevgi ve saygılarımla,

Deniz ŞALLI-ÇOPUR
Orta Doğu Teknik Üniversitesi
Yabancı Diller Eğitimi Bölümü
dsalli@metu.edu.tr/denzsalli@yahoo.com

APPENDIX E

Interview Questions for FLE Graduates

Giriş

Merhaba, adım Deniz Şallı-Çopur. Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi bölümünde araştırma görevlisi ve doktora öğrencisiyim. Doktora tezimde bölümümüz mezunlarının mezuniyet sonrası kendilerini yabancı dil öğretmeni olarak nasıl değerlendirdiklerini ve bölüm programının buna etkisini araştırmaktayım. Bu sebeple de mezunumuz olarak sizin görüşleriniz çalışma için çok büyük önem teşkil etmektedir.

Görüşmemize geçmeden önce bu görüşmenin gizli olduğunu, görüşmemizde konuşulanları yalnız benim bileceğimi ve araştırma raporlarında isminizin ve kurumunuzun adının sizin izniniz olmadan kesinlikle yer almayacağını belirtmek isterim.

Görüşme sırasında konuşmalarımızı kaydedeceğim ancak bundan rahatsız olursanız kaydetmeyebilirim ya da istediğiniz zaman kaydı durdurabiliriz.

Görüşmemizin yaklaşık 1 saat süreceğini tahmin ediyorum. İzin verirseniz sorulara başlamak istiyorum.

Sorular

1.
 - a. Ne kadar süredir öğretmenlik yapıyorsunuz?
 - b. Ne kadar süredir bulunduğunuz okulda öğretmenlik yapıyorsunuz?
2. Nitelikli bir İngilizce öğretmenini nasıl tanımlarsınız? Bir başka deyişle bir İngilizce öğretmenin sahip olması gereken yeterlikler ve özellikler nelerdir?
 - a. Dil ve dil öğretimi bilgisi açısından
 - b. Ders planlama, sınıf yönetimi ve değerlendirme açısından
 - c. Sınıf dışı mesleki nitelikler açısından (öğretmen-veli/ öğretmen-öğretmen)
3. Bir İngilizce öğretmenin sahip olması beklenen niteliklerin öğretmenlik yapılan kuruma, seviyeye ve deneyime göre nasıl bir değişkenlik gösterdiğini düşünüyorsunuz? Somut örnekler veriniz.
4. ODTÜ İngilizce Öğretmenliği Bölümü mezunu bir İngilizce öğretmeni olarak kendinizi bu yeterlikler ışığında nasıl değerlendiriyorsunuz?

- a. Kendinizi başarılı bulduğunuz yeterlikleri/özellikleri tanımlayınız.
 - b. Kendinizi başarılı bulduğunuz yeterlikleri dikkate aldığınızda, sizi memnun eden bir olayı ya da etkinliği anlatınız.
 - c. Geliştirmeye ihtiyaç duyduğunuz yeterlikleri tanımlar ya da örneklendiriniz.
 - d. Geliştirmeye ihtiyaç duyduğunuz yeterlikleri dikkate aldığınızda, bu ihtiyacınızı gösteren bir olayı ya da etkinliği anlatınız.
5. Bir öğretmen olarak ODTU İngilizce Öğretmenliği Bölümü programı mesleki açıdan sizi nasıl etkiledi?

Alternatif: Nitelikli bir öğretmen olduğunuzu düşünüyorsanız, ODTU İngilizce Öğretmenliği Bölümü programının nitelikli bir öğretmen olmanızdaki etkisini nasıl değerlendiriyorsunuz?
6. ODTÜ İngilizce Öğretmenliği programındaki dersler 5 ana başlık altında toplanmıştır. *Dil Gelişimi dersleri, Dil bilim dersleri, İngiliz Edebiyatı dersleri, İngiliz Dili Öğretimi dersleri ve Genel Eğitim dersleri:* Sizce bu 5 içeriğin İngilizce öğretmen eğitiminde önem derecesi eşit midir yoksa bazıları daha mı çok önemlidir? Neden?
7. ODTÜ İngilizce öğretmenliği programındaki *Dil Gelişim* dersleri üzerine (örneğin: English Grammar, Advanced Writing Skills, Translation) anketimdeki sayısal soruları yanıtlamıştınız. Bu derslerin etkisi konusundaki düşüncelerinizi ve değerlendirmeleriniz nelerdir?
 - a. *Dil Gelişim* derslerinin, sizin dil ve alan bilgisi; ders planlama, sınıf yönetimi ve değerlendirme ve mesleki gelişim alanlarındaki yeterlikleri kazanmanıza nasıl bir katkısı oldu?
 - b. Bu gruptaki derslerin sayısını, içeriğini ve işlenişini düşündüğünüzde eksiklikler olduğunu düşünüyor musunuz?
 - c. Sizce hangi yeterliklerin üzerinde durulması gerekliydi? Neden?
 - d. Bu ders grubundaki derslerle ilgili bir değişiklik önermeniz istense neleri neden önerirdiniz? (Sayısı, içeriği, veriliş tarzı, eklemeler, çıkarmalar)
8. ODTÜ İngilizce öğretmenliği programındaki *İngiliz Edebiyatı* dersleri üzerine (örneğin: Short Story, Survey of English Literature, Drama) anketimdeki sayısal soruları yanıtlamıştınız. Bu derslerin etkisi konusundaki düşüncelerinizi ve değerlendirmeleriniz nelerdir?

- a. *İngiliz Edebiyatı* derslerinin sizin dil ve alan bilgisi; ders planlama, sınıf yönetimi ve değerlendirme ve mesleki gelişim alanlarındaki yeterlikleri kazanmanıza nasıl bir katkısı oldu?
 - b. Bu gruptaki derslerin sayısını, içeriğini ve işlenişini düşündüğünüzde eksiklikler olduğunu düşünüyor musunuz?
 - c. Sizce hangi yeterliklerin üzerinde durulması gerekliydi? Neden?
 - d. Bu ders grubundaki derslerle ilgili bir değişiklik önermeniz istense neleri neden önerirdiniz? (Sayısı, içeriği, veriliş tarzı, eklemeler, çıkarmalar)
9. ODTÜ İngilizce öğretmenliği programındaki *Dil Bilim* dersleri üzerine (örneğin: Language Acquisition, Turkish syntax & Semantics, Introduction to Linguistics) anketimdeki sayısal soruları yanıtlamıştınız. Bu derslerin etkisi konusundaki düşüncelerinizi ve değerlendirmeleriniz nelerdir?
 - a. *Dil Bilim* derslerinin sizin dil ve alan bilgisi; ders planlama, sınıf yönetimi ve değerlendirme ve mesleki gelişim alanlarındaki yeterlikleri kazanmanıza nasıl bir katkısı oldu?
 - b. Bu gruptaki derslerin sayısını, içeriğini ve işlenişini düşündüğünüzde eksiklikler olduğunu düşünüyor musunuz?
 - c. Sizce hangi yeterliklerin üzerinde durulması gerekliydi? Neden?
 - d. Bu ders grubundaki derslerle ilgili bir değişiklik önermeniz istense neleri neden önerirdiniz? (Sayısı, içeriği, veriliş tarzı, eklemeler, çıkarmalar)
10. ODTÜ İngilizce öğretmenliği programındaki *İngiliz Dili Öğretimi* dersleri üzerine (örneğin: Teaching English to Young Learners, English Language Testing, Practice Teaching) anketimdeki sayısal soruları yanıtlamıştınız. Bu derslerin etkisi konusundaki düşüncelerinizi ve değerlendirmeleriniz nelerdir?
 - a. *İngiliz Dili Öğretimi* derslerinin sizin dil ve alan bilgisi; ders planlama, sınıf yönetimi ve değerlendirme ve mesleki gelişim alanlarındaki yeterlikleri kazanmanıza nasıl bir katkısı oldu?
 - b. Bu gruptaki derslerin sayısını, içeriğini ve işlenişini düşündüğünüzde eksiklikler olduğunu düşünüyor musunuz?
 - c. Sizce hangi yeterliklerin üzerinde durulması gerekliydi? Neden?
 - d. Bu ders grubundaki derslerle ilgili bir değişiklik önermeniz istense neleri neden önerirdiniz? (Sayısı, içeriği, veriliş tarzı, eklemeler, çıkarmalar)

- 11.** ODTÜ İngilizce öğretmenliği programındaki *Genel Eğitim* dersleri üzerine (örneğin: Introduction to Education, Instructional Design and Technologies, Classroom management) anketimdeki sayısal soruları yanıtlamıştınız. Bu derslerin etkisi konusundaki düşüncelerinizi ve değerlendirmeleriniz nelerdir?
- Genel Eğitim* derslerinin sizin dil ve alan bilgisi; ders planlama, sınıf yönetimi ve değerlendirme ve mesleki gelişim alanlarındaki yeterlikleri kazanmanıza nasıl bir katkısı oldu?
 - Bu gruptaki derslerin sayısını, içeriğini ve işlenişini düşündüğünüzde eksiklikler olduğunu düşünüyor musunuz?
 - Sizce hangi yeterliklerin üzerinde durulması gerekiyordu? Neden?
 - Bu ders grubundaki derslerle ilgili bir değişiklik önermeniz istense neleri neden önerirdiniz? (Sayısı, içeriği, veriliş tarzı, eklemeler, çıkarmalar)
- 12.** Bu 5 ders grubunun birbiriyle ilişkisi olmalı mı?
- Neden?
 - Nasıl bir ilişkisi olması gerektiğini düşünüyorsunuz?
- 13.** Mezun olduğunuz programın daha nitelikli İngilizce öğretmenleri yetiştirebilmesi için sizce neler yapılabilir? Neden?
- 14.** Bu konuda belirtmek istediğiniz başka görüşleriniz ve önerileriniz var mı?

Bana zaman ayırarak sorularımı yanıtladığınız için çok teşekkür ederim. Bu konuda eklemek istediğiniz başka görüş ve önerileriniz olursa lütfen bildiriniz. Yaptığımız ses kaydının tam metnini size ileticeğim. Değiştirmek istediğiniz bir nokta olursa hiç çekinmeden belirtebilirsiniz.

APPENDIX F

Interview Questions for Elite Employers

Giriş

Merhaba, adım Deniz Şallı-Çopur. Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi bölümünde araştırma görevlisi ve doktora öğrencisiyim. Doktora tezimde bölümümüz mezunlarının mezuniyet sonrası kendilerini yabancı dil öğretmeni olarak nasıl değerlendirdiklerini ve bölüm programının buna etkisini araştırmaktayım. Bu sebeple de mezunlarımızın işverenleri olarak sizin görüşleriniz çalışma için çok büyük önem teşkil etmektedir.

Görüşmemize geçmeden önce bu görüşmenin gizli olduğunu, görüşmemizde konuşulanları yalnız benim bileceğimi ve araştırma raporlarında isminizin ve kurumunuzun adının sizin izniniz olmadan kesinlikle yer almayacağını belirtmek isterim.

Görüşme sırasında konuşmalarımızı kaydedeceğim ancak bundan rahatsız olursanız kaydetmeyebilirim ya da istediğiniz zaman kaydı durdurabiliriz.

Görüşmemizin yaklaşık 1 saat süreceğini tahmin ediyorum. İzin verirseniz sorulara başlamak istiyorum.

Sorular

1.
 - a. Ne kadar süredir okul yöneticiliği yapıyorsunuz?
 - b. Ne kadar süredir bulunduğunuz okulda yöneticilik yapıyorsunuz?
2. Nitelikli bir İngilizce öğretmenini nasıl tanımlarsınız? Bir başka deyişle bir İngilizce öğretmenin sahip olması gereken yeterlikler ve özellikler nelerdir?
 - a. Dil ve dil öğretimi bilgisi açısından
 - b. Ders planlama, sınıf yönetimi ve değerlendirme açısından
 - c. Sınıf dışı mesleki nitelikler açısından (öğretmen-veli/ öğretmen-öğretmen)
3. Bir İngilizce öğretmenin sahip olması beklenen niteliklerin öğretmenlik yapılan kuruma, seviyeye ve deneyime göre nasıl bir değişkenlik gösterdiğini düşünüyorsunuz? Somut örnekler veriniz.

4. ODTÜ İngilizce Öğretmenliği Bölümü mezunlarını genel olarak bu yeterlikler ışığında nasıl değerlendirmektesiniz?
- Mezunlarımızı başarılı bulduğunuz yeterlikleri tanımlayınız.
 - Mezunlarımızı başarılı bulduğunuz yeterlikleri dikkate aldığımızda, sizi memnun eden bir olayı ya da etkinliği anlatınız.
 - Mezunlarımızın geliştirmelerini gerekli gördüğünüz yeterlikleri tanımlayıp örneklendiriniz.
 - Mezunlarımızın gelişmeye ihtiyacı olduğunu düşündüğünüz yeterlikleri dikkate aldığımızda, bu ihtiyacı gösteren bir olayı ya da etkinliği anlatınız.
5. ODTU İngilizce Öğretmenliği Bölümü programının mezunlarımızın nitelikli bir öğretmen olmasında ne kadar ve hangi açılardan etkisi olmuş olabilir?
- Alternatif soru: ODTU İngilizce Öğretmenliği Bölümü programının mezunlarımızın nitelikli bir öğretmen olmasında nasıl bir rol oynadığını düşünüyorsunuz?
6. ODTÜ İngilizce Öğretmenliği programındaki dersleri gruplara ayırsanız en önemli sırada hangi ders grubu ya da grupları yer alır? Neden?
- Alternatif soru: ODTÜ İngilizce Öğretmenliği programındaki dersler 5 ana başlık altında toplanmıştır: *Dil Gelişimi dersleri, Dil Bilim dersleri, İngiliz Edebiyatı dersleri, İngiliz Dili Öğretimi dersleri ve Genel Eğitim dersleri*. Sizce bu 5 içeriğin İngilizce öğretmen eğitiminde önem derecesi eşit midir yoksa bazıları daha mı çok önemlidir? Neden?
7. Mezunlarımız size göre bu ders grupları dikkate alındığında hangi yönlerden kuvvetli olarak tanımlanabilir?
8. Hangi yönlerden gelişmeleri gereklidir? Neden? (bir önceki sorunun sondası değil, ayrı bir soru olsun)
9. ODTÜ İngilizce Öğretmenliği programının daha nitelikli İngilizce öğretmenleri yetiştirebilmesi için sizce neler yapılabilir? Neden?
- Ders sayısı
 - Ders içerikleri
 - Ders işlenişi

- 10.** ODTÜ İngilizce Öğretmenliği mezunlarını başka üniversitelerden mezun olmuş İngilizce öğretmenleriyle kıyaslamamız gerekse nasıl bir değerlendirme yapardınız?
- a.** Bilgi (örneğin?)
 - b.** sınıf içi yeterlikler (örneğin?)
 - c.** sınıf dışı yeterlikler (örneğin?)
 - d.** Bu düşüncenizi destekleyen bir olaydan, etkinlikten ya da rapordan örnek veriniz.

- 11.** Bu konuda belirtmek istediğiniz başka görüşleriniz ve önerileriniz var mı?

Bana zaman ayırarak sorularımı yanıtladığınız için çok teşekkür ederim. Bu konuda eklemek istediğiniz başka görüş ve önerileriniz olursa lütfen bildiriniz. Yaptığımız ses kaydının tam metnini size iletteceğim değiştirmek istediğiniz bir nokta olursa hiç çekinmeden belirtebilirsiniz.

APPENDIX G

Independent Sample T-test Results

According to Years of Experience (1-2 years and 3-5 years)		Levene's Test for Equality of Variances	Sig.	t-test for Equality of Means	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F		t					Lower	Upper
		Item A-1	Equal variances assumed	2,297	,133	-,773	107	,441	-,1037	,1341
Equal variances not assumed				-,775	101,213	,440	-,1037	,1338	-,3692	,1618
Item A-2	Equal variances assumed	,469	,495	-,371	107	,711	-4,8822E-02	,1314	-,3094	,2118
	Equal variances not assumed			-,372	106,881	,711	-4,8822E-02	,1314	-,3093	,2116
Item A-3	Equal variances assumed	,082	,776	,785	107	,434	9,731E-02	,1239	-,1483	,3429
	Equal variances not assumed			,786	106,559	,434	9,731E-02	,1238	-,1481	,3427
Item A-4	Equal variances assumed	,072	,789	-,472	107	,638	-6,7003E-02	,1418	-,3481	,2141
	Equal variances not assumed			-,472	105,782	,638	-6,7003E-02	,1419	-,3484	,2144
Item A-5	Equal variances assumed	,000	,993	-,459	107	,647	-6,7677E-02	,1473	-,3597	,2244
	Equal variances not assumed			-,459	105,255	,647	-6,7677E-02	,1475	-,3601	,2247
Item A-6	Equal variances assumed	,937	,335	-,637	107	,526	-8,3838E-02	,1317	-,3448	,1772
	Equal variances not assumed			-,636	104,049	,526	-8,3838E-02	,1318	-,3453	,1776
Item A-7	Equal variances assumed	,489	,486	-,962	107	,338	-,1226	,1274	-,3752	,1301
	Equal variances not assumed			-,961	104,903	,339	-,1226	,1276	-,3755	,1304
Item A-8	Equal variances assumed	,004	,949	,401	107	,689	5,724E-02	,1427	-,2256	,3401
	Equal variances not assumed			,401	107,000	,689	5,724E-02	,1427	-,2256	,3401
Item A-9	Equal variances assumed	,023	,881	1,567	107	,120	,2566	,1637	-6,8035E-02	,5812
	Equal variances not assumed			1,567	106,875	,120	,2566	,1638	-6,8087E-02	,5812
Item A-10	Equal variances assumed	2,021	,158	,416	107	,678	7,205E-02	,1730	-,2709	,4150
	Equal variances not assumed			,417	104,666	,677	7,205E-02	,1727	-,2705	,4146
Item A-11	Equal variances assumed	,173	,678	1,002	107	,319	,1603	,1599	-,1568	,4773
	Equal variances not assumed			1,002	106,999	,318	,1603	,1599	-,1567	,4773
Item A-12	Equal variances assumed	,198	,658	,159	107	,874	2,290E-02	,1438	-,2622	,3080
	Equal variances not assumed			,159	105,988	,874	2,290E-02	,1437	-,2619	,3077
Item A-13	Equal variances assumed	,323	,571	-,531	107	,597	-9,3266E-02	,1757	-,4416	,2551
	Equal variances not assumed			-,530	106,018	,597	-9,3266E-02	,1758	-,4419	,2554

Item A-14	Equal variances assumed	,814	,369	1,779	107	,078	,2626	,1476	-2,9970E-02	,5552
	Equal variances not assumed			1,785	98,041	,077	,2626	,1472	-2,9410E-02	,5547
Item A-15	Equal variances assumed	,017	,897	,274	107	,785	4,007E-02	,1462	-,2497	,3298
	Equal variances not assumed			,274	106,974	,785	4,007E-02	,1462	-,2497	,3298
Item A-16	Equal variances assumed	,069	,794	,577	107	,565	7,744E-02	,1343	-,1887	,3436
	Equal variances not assumed			,577	106,786	,565	7,744E-02	,1342	-,1886	,3434
Item A-17	Equal variances assumed	,423	,517	,875	107	,383	,1158	,1323	-,1464	,3781
	Equal variances not assumed			,876	106,199	,383	,1158	,1322	-,1462	,3779
Item B-1	Equal variances assumed	,911	,342	-,938	107	,350	-,1391	,1482	-,4329	,1548
	Equal variances not assumed			-,937	104,288	,351	-,1391	,1484	-,4334	,1553
Item B-2	Equal variances assumed	,704	,403	,790	107	,431	9,899E-02	,1253	-,1494	,3474
	Equal variances not assumed			,789	105,096	,432	9,899E-02	,1254	-,1497	,3477
Item B-3	Equal variances assumed	,137	,712	-,898	107	,371	-,1222	,1361	-,3921	,1477
	Equal variances not assumed			-,897	106,043	,372	-,1222	,1362	-,3923	,1479
Item B-4	Equal variances assumed	2,711	,103	,728	107	,468	,1118	,1536	-,1926	,4162
	Equal variances not assumed			,727	102,288	,469	,1118	,1538	-,1933	,4169
Item B-5	Equal variances assumed	2,894	,092	-,888	107	,377	-,1195	,1346	-,3864	,1473
	Equal variances not assumed			-,886	99,048	,378	-,1195	,1350	-,3873	,1483
Item B-6	Equal variances assumed	,581	,447	,379	107	,706	5,960E-02	,1574	-,2524	,3716
	Equal variances not assumed			,378	105,872	,706	5,960E-02	,1575	-,2527	,3719
Item B-7	Equal variances assumed	,720	,398	1,876	107	,063	,2441	,1301	-1,3899E-02	,5021
	Equal variances not assumed			1,876	106,887	,063	,2441	,1301	-1,3780E-02	,5020
Item B-8	Equal variances assumed	2,364	,127	1,353	107	,179	,1744	,1289	-8,1058E-02	,4299
	Equal variances not assumed			1,355	105,867	,178	,1744	,1287	-8,0801E-02	,4296
Item B-9	Equal variances assumed	,080	,778	1,831	107	,070	,3111	,1699	-2,5644E-02	,6479
	Equal variances not assumed			1,831	106,642	,070	,3111	,1699	-2,5780E-02	,6480
Item B-10	Equal variances assumed	1,443	,232	,553	107	,581	9,428E-02	,1704	-,2436	,4322
	Equal variances not assumed			,553	105,544	,582	9,428E-02	,1706	-,2440	,4325
Item B-11	Equal variances assumed	,775	,381	-,836	107	,405	-,1027	,1228	-,3461	,1407
	Equal variances not assumed			-,836	105,111	,405	-,1027	,1229	-,3464	,1410
Item B-12	Equal variances assumed	1,645	,202	-1,394	107	,166	-,1774	,1273	-,4298	7,493E-02
	Equal variances not assumed			-1,395	106,769	,166	-,1774	,1272	-,4297	7,479E-02

Item B-13	Equal variances assumed	1,819	,180	-,664	107	,508	-8,2492E-02	,1243	-,3289	,1640
	Equal variances not assumed			-,662	96,373	,510	-8,2492E-02	,1247	-,3300	,1650
Item B-14	Equal variances assumed	,372	,543	,151	107	,880	2,256E-02	,1496	-,2740	,3191
	Equal variances not assumed			,151	105,299	,881	2,256E-02	,1498	-,2744	,3195
Item B-15	Equal variances assumed	,677	,412	-,221	107	,826	-3,0640E-02	,1387	-,3056	,2443
	Equal variances not assumed			-,221	106,646	,825	-3,0640E-02	,1386	-,3054	,2441
Item B-16	Equal variances assumed	1,304	,256	-1,312	107	,192	-,1939	,1478	-,4870	9,910E-02
	Equal variances not assumed			-1,310	104,405	,193	-,1939	,1480	-,4874	9,957E-02
Item B-17	Equal variances assumed	,078	,781	,449	107	,654	6,094E-02	,1357	-,2080	,3299
	Equal variances not assumed			,450	106,536	,654	6,094E-02	,1356	-,2078	,3297
Item B-18	Equal variances assumed	1,169	,282	,172	107	,864	2,323E-02	,1352	-,2447	,2912
	Equal variances not assumed			,172	105,715	,864	2,323E-02	,1353	-,2450	,2915
Item B-19	Equal variances assumed	1,875	,174	-,385	107	,701	-4,3771E-02	,1138	-,2694	,1818
	Equal variances not assumed			-,383	95,217	,702	-4,3771E-02	,1142	-,2704	,1829
Item C-1	Equal variances assumed	,193	,661	-,751	107	,454	-,1088	,1448	-,3957	,1782
	Equal variances not assumed			-,751	105,778	,455	-,1088	,1449	-,3960	,1785
Item C-2	Equal variances assumed	,782	,379	-,477	107	,634	-7,2727E-02	,1524	-,3748	,2294
	Equal variances not assumed			-,477	106,118	,634	-7,2727E-02	,1525	-,3751	,2296
Item C-3	Equal variances assumed	,432	,512	-,317	107	,752	-5,1515E-02	,1624	-,3734	,2704
	Equal variances not assumed			-,318	105,921	,751	-5,1515E-02	,1622	-,3731	,2701
Item C-4	Equal variances assumed	,351	,555	-,225	107	,822	-3,0640E-02	,1362	-,3006	,2394
	Equal variances not assumed			-,225	106,730	,822	-3,0640E-02	,1362	-,3007	,2394
Item C-5	Equal variances assumed	,092	,763	-,110	107	,913	-1,3805E-02	,1260	-,2636	,2360
	Equal variances not assumed			-,109	106,631	,913	-1,3805E-02	,1261	-,2637	,2361
Item C-6	Equal variances assumed	,003	,958	-,315	107	,754	-5,2189E-02	,1659	-,3811	,2768
	Equal variances not assumed			-,314	106,377	,754	-5,2189E-02	,1660	-,3813	,2770
Item C-7	Equal variances assumed	,493	,484	-1,750	107	,083	-,2138	,1222	-,4560	2,836E-02
	Equal variances not assumed			-1,750	106,882	,083	-,2138	,1222	-,4560	2,840E-02
Item C-8	Equal variances assumed	,235	,629	-,395	107	,694	-4,6801E-02	,1185	-,2816	,1880
	Equal variances not assumed			-,395	106,881	,693	-4,6801E-02	,1184	-,2815	,1879
Item C-9	Equal variances assumed	,060	,806	,136	107	,892	2,222E-02	,1637	-,3023	,3467
	Equal variances not assumed			,136	106,218	,892	2,222E-02	,1638	-,3025	,3470

Item C-10	Equal variances assumed	3,795	,054	-1,208	107	,230	-,1758	,1455	-,4642	,1127
	Equal variances not assumed			-1,205	100,338	,231	-,1758	,1459	-,4651	,1136
Item C-11	Equal variances assumed	,298	,586	-,533	107	,595	-8,5859E-02	,1610	-,4050	,2333
	Equal variances not assumed			-,533	106,999	,595	-8,5859E-02	,1610	-,4050	,2332
Item C-12	Equal variances assumed	,001	,974	-,089	107	,930	-1,3468E-02	,1519	-,3146	,2877
	Equal variances not assumed			-,089	106,990	,930	-1,3468E-02	,1519	-,3145	,2876
Item C-13	Equal variances assumed	,474	,493	-,498	107	,620	-6,2963E-02	,1265	-,3137	,1877
	Equal variances not assumed			-,497	105,523	,620	-6,2963E-02	,1266	-,3139	,1880
Item C-14	Equal variances assumed	,158	,692	,227	107	,821	2,694E-02	,1188	-,2085	,2624
	Equal variances not assumed			,227	106,935	,821	2,694E-02	,1187	-,2084	,2623

Item	According to Level of School (Primary/ Secondary and Tertiary)	Levene's Test for Equality of Variances	Sig.	t-test for Equality of Means	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				F					t	Lower
Item A-1	Equal variances assumed	,036	,850	1,012	97	,314	,1455	,1437	-,1397	,4307
	Equal variances not assumed			,982	76,368	,329	,1455	,1481	-,1495	,4405
Item A-2	Equal variances assumed	1,406	,239	1,894	97	,061	,2603	,1375	-1,2529E-02	,5331
	Equal variances not assumed			1,899	87,155	,061	,2603	,1371	-1,2137E-02	,5327
Item A-3	Equal variances assumed	,057	,813	-,615	97	,540	-8,2843E-02	,1348	-,3504	,1847
	Equal variances not assumed			-,616	86,904	,540	-8,2843E-02	,1345	-,3502	,1846
Item A-4	Equal variances assumed	,470	,495	,568	97	,571	8,663E-02	,1524	-,2159	,3892
	Equal variances not assumed			,546	73,437	,586	8,663E-02	,1585	-,2293	,4025
Item A-5	Equal variances assumed	,283	,596	,480	97	,632	7,653E-02	,1593	-,2397	,3928
	Equal variances not assumed			,465	75,448	,643	7,653E-02	,1647	-,2515	,4046
Item A-6	Equal variances assumed	,024	,878	,695	97	,489	9,966E-02	,1434	-,1850	,3844
	Equal variances not assumed			,696	86,873	,488	9,966E-02	,1432	-,1849	,3842
Item A-7	Equal variances assumed	3,249	,075	,003	97	,998	4,205E-04	,1382	-,2739	,2747
	Equal variances not assumed			,003	75,751	,998	4,205E-04	,1427	-,2839	,2847
Item A-8	Equal variances assumed	,412	,523	1,407	97	,162	,2140	,1521	-8,7795E-02	,5159
	Equal variances not assumed			1,419	88,766	,159	,2140	,1508	-8,5636E-02	,5137
Item A-9	Equal variances assumed	,558	,457	,795	97	,428	,1392	,1750	-,2082	,4866
	Equal variances not assumed			,784	81,607	,435	,1392	,1776	-,2141	,4925

Item A-10	Equal variances assumed	2,721	,102	1,320	97	,190	,2439	,1848	-,1229	,6107
	Equal variances not assumed			1,271	73,852	,208	,2439	,1919	-,1385	,6263
Item A-11	Equal variances assumed	,390	,534	-,670	97	,504	-,1152	,1719	-,4564	,2260
	Equal variances not assumed			-,677	89,306	,500	-,1152	,1701	-,4533	,2228
Item A-12	Equal variances assumed	4,310	,041	2,111	97	,037	,3133	,1484	1,879E-02	,6078
	Equal variances not assumed			1,969	63,701	,053	,3133	,1591	-4,6228E-03	,6312
Item A-13	Equal variances assumed	1,608	,208	-,756	97	,451	-,1409	,1862	-,5105	,2288
	Equal variances not assumed			-,761	88,186	,449	-,1409	,1851	-,5086	,2269
Item A-14	Equal variances assumed	,018	,895	,003	97	,998	4,205E-04	,1611	-,3194	,3203
	Equal variances not assumed			,003	90,538	,998	4,205E-04	,1588	-,3150	,3158
Item A-15	Equal variances assumed	,002	,961	,117	97	,907	1,892E-02	,1614	-,3015	,3393
	Equal variances not assumed			,115	81,137	,908	1,892E-02	,1640	-,3075	,3453
Item A-16	Equal variances assumed	,219	,641	1,340	97	,183	,1955	,1459	-9,4115E-02	,4852
	Equal variances not assumed			1,329	83,702	,187	,1955	,1471	-9,7085E-02	,4882
Item A-17	Equal variances assumed	5,319	,023	,951	97	,344	,1354	,1424	-,1471	,4179
	Equal variances not assumed			,910	71,788	,366	,1354	,1488	-,1612	,4320
Item B-1	Equal variances assumed	1,208	,274	,170	97	,865	2,649E-02	,1558	-,2827	,3356
	Equal variances not assumed			,163	72,753	,871	2,649E-02	,1623	-,2970	,3500
Item B-2	Equal variances assumed	,003	,953	-1,000	97	,320	-,1358	,1358	-,4054	,1337
	Equal variances not assumed			-,996	85,055	,322	-,1358	,1363	-,4069	,1353
Item B-3	Equal variances assumed	,032	,858	-1,241	97	,218	-,1804	,1453	-,4689	,1081
	Equal variances not assumed			-1,262	90,921	,210	-,1804	,1430	-,4645	,1036
Item B-4	Equal variances assumed	,909	,343	-,824	97	,412	-,1362	,1654	-,4645	,1920
	Equal variances not assumed			-,856	95,401	,394	-,1362	,1593	-,4524	,1799
Item B-5	Equal variances assumed	,728	,396	-,612	97	,542	-8,8310E-02	,1443	-,3748	,1982
	Equal variances not assumed			-,630	93,866	,530	-8,8310E-02	,1402	-,3667	,1901
Item B-6	Equal variances assumed	,104	,748	,878	97	,382	,1468	,1672	-,1851	,4786
	Equal variances not assumed			,849	75,394	,399	,1468	,1729	-,1976	,4911
Item B-7	Equal variances assumed	,100	,752	-,530	97	,597	-7,5694E-02	,1428	-,3591	,2077
	Equal variances not assumed			-,533	87,901	,595	-7,5694E-02	,1420	-,3579	,2065
Item B-8	Equal variances assumed	,046	,831	,380	97	,705	5,383E-02	,1415	-,2271	,3347
	Equal variances not assumed			,383	88,706	,702	5,383E-02	,1404	-,2251	,3328

Item B-9	Equal variances assumed	2,137	,147	,824	97	,412	,1535	,1862	-,2161	,5231
	Equal variances not assumed			,802	77,168	,425	,1535	,1915	-,2278	,5348
Item B-10	Equal variances assumed	,172	,679	-,100	97	,921	-1,8503E-02	,1850	-,3857	,3487
	Equal variances not assumed			-,098	81,336	,922	-1,8503E-02	,1879	-,3924	,3554
Item B-11	Equal variances assumed	,152	,697	,180	97	,857	2,355E-02	,1307	-,2359	,2830
	Equal variances not assumed			,181	88,093	,857	2,355E-02	,1300	-,2347	,2818
Item B-12	Equal variances assumed	1,449	,232	-,520	97	,604	-7,2750E-02	,1398	-,3502	,2047
	Equal variances not assumed			-,534	93,313	,594	-7,2750E-02	,1362	-,3431	,1976
Item B-13	Equal variances assumed	,011	,915	-1,595	97	,114	-,2132	,1337	-,4785	5,211E-02
	Equal variances not assumed			-1,536	73,835	,129	-,2132	,1388	-,4899	6,347E-02
Item B-14	Equal variances assumed	1,684	,197	,227	97	,821	3,616E-02	,1596	-,2805	,3529
	Equal variances not assumed			,228	87,490	,821	3,616E-02	,1589	-,2797	,3520
Item B-15	Equal variances assumed	,733	,394	-,162	97	,872	-2,3970E-02	,1478	-,3173	,2694
	Equal variances not assumed			-,167	94,018	,868	-2,3970E-02	,1435	-,3088	,2609
Item B-16	Equal variances assumed	,419	,519	,632	97	,529	9,966E-02	,1577	-,2133	,4127
	Equal variances not assumed			,626	83,151	,533	9,966E-02	,1593	-,2171	,4164
Item B-17	Equal variances assumed	,278	,599	-,046	97	,963	-6,7283E-03	,1454	-,2954	,2819
	Equal variances not assumed			-,046	85,041	,963	-6,7283E-03	,1460	-,2971	,2836
Item B-18	Equal variances assumed	,151	,698	2,599	97	,011	,3650	,1405	8,623E-02	,6438
	Equal variances not assumed			2,541	79,019	,013	,3650	,1437	7,908E-02	,6509
Item B-19	Equal variances assumed	9,987	,002	2,371	97	,020	,2851	,1202	4,648E-02	,5237
	Equal variances not assumed			2,188	60,635	,033	,2851	,1303	2,453E-02	,5457
Item C-1	Equal variances assumed	,243	,623	-1,001	97	,319	-,1535	,1533	-,4578	,1509
	Equal variances not assumed			-1,020	91,507	,311	-,1535	,1505	-,4525	,1455
Item C-2	Equal variances assumed	,114	,736	-,088	97	,930	-1,4298E-02	,1629	-,3376	,3090
	Equal variances not assumed			-,088	85,560	,930	-1,4298E-02	,1633	-,3389	,3103
Item C-3	Equal variances assumed	,041	,840	-,451	97	,653	-7,8638E-02	,1745	-,4250	,2677
	Equal variances not assumed			-,453	88,133	,651	-7,8638E-02	,1734	-,4233	,2660
Item C-4	Equal variances assumed	5,312	,023	,193	97	,847	2,775E-02	,1435	-,2571	,3126
	Equal variances not assumed			,184	69,797	,855	2,775E-02	,1509	-,2732	,3287
Item C-5	Equal variances assumed	5,982	,016	-,755	97	,452	-,1030	,1365	-,3739	,1679
	Equal variances not assumed			-,728	74,321	,469	-,1030	,1416	-,3851	,1790

Item C-6	Equal variances assumed	3,040	,084	-,668	97	,506	-,1161	,1738	-,4611	,2289
	Equal variances not assumed			-,689	94,351	,492	-,1161	,1684	-,4505	,2184
Item C-7	Equal variances assumed	1,273	,262	,079	97	,937	1,051E-02	,1337	-,2549	,2759
	Equal variances not assumed			,080	91,901	,936	1,051E-02	,1310	-,2497	,2708
Item C-8	Equal variances assumed	,043	,836	1,845	97	,068	,2275	,1233	-1,7289E-02	,4723
	Equal variances not assumed			1,833	84,385	,070	,2275	,1241	-1,9242E-02	,4742
Item C-9	Equal variances assumed	,067	,796	-,558	97	,578	-9,8823E-02	,1772	-,4506	,2529
	Equal variances not assumed			-,555	84,997	,580	-9,8823E-02	,1780	-,4526	,2550
Item C-10	Equal variances assumed	1,159	,284	,039	97	,969	6,308E-03	,1600	-,3112	,3238
	Equal variances not assumed			,038	72,745	,970	6,308E-03	,1667	-,3260	,3386
Item C-11	Equal variances assumed	,338	,562	-2,061	97	,042	-,3499	,1698	-,6868	-1,2961E-02
	Equal variances not assumed			-2,124	94,041	,036	-,3499	,1648	-,6770	-2,2754E-02
Item C-12	Equal variances assumed	,000	,987	-1,153	97	,252	-,1863	,1616	-,5070	,1344
	Equal variances not assumed			-1,166	89,534	,247	-,1863	,1598	-,5038	,1312
Item C-13	Equal variances assumed	,870	,353	-,671	97	,504	-9,2515E-02	,1378	-,3660	,1810
	Equal variances not assumed			-,685	91,993	,495	-9,2515E-02	,1350	-,3606	,1756
Item C-14	Equal variances assumed	6,220	,014	-1,907	97	,059	-,2405	,1261	-,4908	9,754E-03
	Equal variances not assumed			-2,014	96,933	,047	-,2405	,1194	-,4776	-3,4795E-03

According to the Type of the Institution (state and private)		Levene's Test for Equality of Variances	Sig.	t-test for Equality of Means	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F		t					Lower	Upper
		Item A-1	Equal variances assumed	,176	,676	-,701	101	,485	-9,9161E-02	,1415
	Equal variances not assumed			-,693	91,381	,490	-9,9161E-02	,1431	-,3835	,1852
Item A-2	Equal variances assumed	,157	,693	-1,060	101	,292	-,1426	,1346	-,4097	,1244
	Equal variances not assumed			-1,049	92,327	,297	-,1426	,1359	-,4126	,1273
Item A-3	Equal variances assumed	,449	,504	-,992	101	,323	-,1293	,1303	-,3877	,1291
	Equal variances not assumed			-,978	90,074	,331	-,1293	,1322	-,3919	,1333
Item A-4	Equal variances assumed	,764	,384	-,137	101	,891	-2,0595E-02	,1498	-,3178	,2766
	Equal variances not assumed			-,140	100,935	,889	-2,0595E-02	,1468	-,3118	,2706
Item A-5	Equal variances assumed	,393	,532	-1,323	101	,189	-,1995	,1507	-,4985	9,952E-02
	Equal variances not assumed			-1,322	95,969	,189	-,1995	,1509	-,4990	,1001

Item A-6	Equal variances assumed	,001	,979	-,722	101	,472	-9,9924E-02	,1383	-,3743	,1745
	Equal variances not assumed			-,725	97,926	,470	-9,9924E-02	,1377	-,3733	,1734
Item A-7	Equal variances assumed	,427	,515	-,674	101	,502	-9,0008E-02	,1335	-,3549	,1749
	Equal variances not assumed			-,666	91,528	,507	-9,0008E-02	,1351	-,3583	,1783
Item A-8	Equal variances assumed	,000	,983	-1,853	101	,067	-,2674	,1443	-,5536	1,891E-02
	Equal variances not assumed			-1,830	90,998	,071	-,2674	,1461	-,5576	2,292E-02
Item A-9	Equal variances assumed	2,582	,111	-3,360	101	,001	-,5366	,1597	-,8534	-,2198
	Equal variances not assumed			-3,285	85,906	,001	-,5366	,1633	-,8613	-,2119
Item A-10	Equal variances assumed	3,000	,086	-1,959	101	,053	-,3486	,1780	-,7016	4,447E-03
	Equal variances not assumed			-1,905	83,065	,060	-,3486	,1829	-,7125	1,528E-02
Item A-11	Equal variances assumed	2,229	,139	-,702	101	,484	-,1156	,1645	-,4419	,2108
	Equal variances not assumed			-,696	92,396	,488	-,1156	,1661	-,4454	,2143
Item A-12	Equal variances assumed	,487	,487	-3,334	101	,001	-,4603	,1381	-,7342	-,1864
	Equal variances not assumed			-3,260	85,924	,002	-,4603	,1412	-,7410	-,1796
Item A-13	Equal variances assumed	5,463	,021	-2,161	101	,033	-,3787	,1752	-,7263	-3,1100E-02
	Equal variances not assumed			-2,110	84,990	,038	-,3787	,1795	-,7356	-2,1803E-02
Item A-14	Equal variances assumed	,020	,887	-2,144	101	,034	-,3257	,1519	-,6271	-2,4292E-02
	Equal variances not assumed			-2,122	92,193	,037	-,3257	,1535	-,6305	-2,0883E-02
Item A-15	Equal variances assumed	,027	,869	-1,147	101	,254	-,1762	,1537	-,4810	,1286
	Equal variances not assumed			-1,136	92,568	,259	-,1762	,1551	-,4842	,1318
Item A-16	Equal variances assumed	,128	,721	-1,593	101	,114	-,2246	,1410	-,5044	5,509E-02
	Equal variances not assumed			-1,582	93,552	,117	-,2246	,1420	-,5066	5,736E-02
Item A-17	Equal variances assumed	1,544	,217	-1,495	101	,138	-,2037	,1362	-,4739	6,660E-02
	Equal variances not assumed			-1,465	86,960	,147	-,2037	,1391	-,4800	7,272E-02
Item B-1	Equal variances assumed	,840	,361	-1,053	101	,295	-,1568	,1488	-,4519	,1384
	Equal variances not assumed			-1,040	90,940	,301	-,1568	,1507	-,4561	,1426
Item B-2	Equal variances assumed	,150	,700	-,690	101	,492	-9,0770E-02	,1315	-,3517	,1701
	Equal variances not assumed			-,695	98,668	,489	-9,0770E-02	,1306	-,3500	,1684
Item B-3	Equal variances assumed	1,317	,254	-,022	101	,983	-3,0511E-03	,1414	-,2836	,2775
	Equal variances not assumed			-,021	89,920	,983	-3,0511E-03	,1435	-,2882	,2821
Item B-4	Equal variances assumed	,348	,557	-1,949	101	,054	-,3108	,1594	-,6271	5,469E-03
	Equal variances not assumed			-1,952	96,844	,054	-,3108	,1593	-,6270	5,296E-03
Item B-5	Equal variances assumed	,001	,978	,309	101	,758	4,386E-02	,1417	-,2373	,3250
	Equal variances not assumed			,309	95,667	,758	4,386E-02	,1420	-,2381	,3258

Item B-6	Equal variances assumed	,427	,515	-1,639	101	,104	-,2639	,1610	-,5833	5,543E-02
	Equal variances not assumed			-1,640	96,502	,104	-,2639	,1610	-,5834	5,558E-02
Item B-7	Equal variances assumed	,365	,547	-,969	101	,335	-,1335	,1378	-,4068	,1398
	Equal variances not assumed			-,952	88,295	,344	-,1335	,1403	-,4122	,1453
Item B-8	Equal variances assumed	,312	,578	-1,226	101	,223	-,1659	,1353	-,4342	,1024
	Equal variances not assumed			-1,225	96,127	,223	-,1659	,1354	-,4346	,1028
Item B-9	Equal variances assumed	1,835	,179	-1,506	101	,135	-,2700	,1793	-,6257	8,569E-02
	Equal variances not assumed			-1,479	88,184	,143	-,2700	,1826	-,6329	9,283E-02
Item B-10	Equal variances assumed	,087	,769	-,201	101	,841	-3,5850E-02	,1784	-,3897	,3180
	Equal variances not assumed			-,200	95,211	,842	-3,5850E-02	,1789	-,3911	,3194
Item B-11	Equal variances assumed	,230	,633	,248	101	,805	3,127E-02	,1263	-,2193	,2819
	Equal variances not assumed			,246	94,287	,806	3,127E-02	,1270	-,2209	,2834
Item B-12	Equal variances assumed	1,353	,247	-,803	101	,424	-,1076	,1340	-,3733	,1582
	Equal variances not assumed			-,809	98,995	,420	-,1076	,1329	-,3712	,1561
Item B-13	Equal variances assumed	1,145	,287	,369	101	,713	4,805E-02	,1304	-,2105	,3066
	Equal variances not assumed			,380	100,414	,705	4,805E-02	,1264	-,2027	,2988
Item B-14	Equal variances assumed	,028	,867	-,207	101	,837	-3,2418E-02	,1569	-,3436	,2788
	Equal variances not assumed			-,207	97,605	,836	-3,2418E-02	,1564	-,3427	,2779
Item B-15	Equal variances assumed	,149	,700	,224	101	,823	3,204E-02	,1432	-,2521	,3162
	Equal variances not assumed			,227	100,061	,821	3,204E-02	,1414	-,2485	,3126
Item B-16	Equal variances assumed	1,847	,177	-,682	101	,497	-9,9924E-02	,1465	-,3906	,1907
	Equal variances not assumed			-,665	84,752	,508	-9,9924E-02	,1502	-,3985	,1987
Item B-17	Equal variances assumed	,701	,405	-1,755	101	,082	-,2429	,1384	-,5176	3,168E-02
	Equal variances not assumed			-1,715	85,656	,090	-,2429	,1416	-,5245	3,865E-02
Item B-18	Equal variances assumed	,004	,947	-2,154	101	,034	-,2948	,1369	-,5664	-2,3270E-02
	Equal variances not assumed			-2,125	90,605	,036	-,2948	,1387	-,5704	-1,9230E-02
Item B-19	Equal variances assumed	,257	,613	-,375	101	,708	-4,4622E-02	,1190	-,2807	,1915
	Equal variances not assumed			-,387	100,333	,700	-4,4622E-02	,1153	-,2734	,1842
Item C-1	Equal variances assumed	,405	,526	1,204	101	,231	,1781	,1479	-,1152	,4715
	Equal variances not assumed			1,233	101,000	,221	,1781	,1445	-,1085	,4648
Item C-2	Equal variances assumed	,261	,610	,697	101	,487	,1087	,1559	-,2005	,4179
	Equal variances not assumed			,711	100,861	,479	,1087	,1529	-,1946	,4120
Item C-3	Equal variances assumed	,254	,615	1,118	101	,266	,1857	,1662	-,1439	,5154
	Equal variances not assumed			1,130	99,681	,261	,1857	,1644	-,1403	,5118

Item C-4	Equal variances assumed	,952	,332	-,338	101	,736	-4,6529E-02	,1377	-,3196	,2265
	Equal variances not assumed			-,332	88,388	,741	-4,6529E-02	,1401	-,3250	,2319
Item C-5	Equal variances assumed	,560	,456	,986	101	,327	,1289	,1308	-,1306	,3884
	Equal variances not assumed			,985	96,195	,327	,1289	,1309	-,1309	,3887
Item C-6	Equal variances assumed	,416	,521	-,139	101	,890	-2,3265E-02	,1676	-,3556	,3091
	Equal variances not assumed			-,140	98,657	,889	-2,3265E-02	,1664	-,3535	,3070
Item C-7	Equal variances assumed	1,497	,224	-,801	101	,425	-,1034	,1291	-,3594	,1527
	Equal variances not assumed			-,808	99,249	,421	-,1034	,1279	-,3572	,1504
Item C-8	Equal variances assumed	,127	,722	-,758	101	,450	-9,1533E-02	,1208	-,3312	,1481
	Equal variances not assumed			-,755	95,129	,452	-9,1533E-02	,1212	-,3322	,1491
Item C-9	Equal variances assumed	,398	,529	-1,486	101	,140	-,2506	,1686	-,5851	8,396E-02
	Equal variances not assumed			-1,459	88,124	,148	-,2506	,1717	-,5919	9,073E-02
Item C-10	Equal variances assumed	,210	,647	-,563	101	,575	-8,6575E-02	,1539	-,3918	,2186
	Equal variances not assumed			-,564	96,972	,574	-8,6575E-02	,1536	-,3915	,2183
Item C-11	Equal variances assumed	,028	,868	-,303	101	,762	-5,0725E-02	,1673	-,3827	,2812
	Equal variances not assumed			-,304	97,266	,762	-5,0725E-02	,1670	-,3821	,2806
Item C-12	Equal variances assumed	,327	,568	-1,143	101	,256	-,1770	,1548	-,4840	,1301
	Equal variances not assumed			-1,139	94,841	,258	-,1770	,1554	-,4855	,1316
Item C-13	Equal variances assumed	,125	,725	,358	101	,721	4,729E-02	,1323	-,2151	,3097
	Equal variances not assumed			,359	98,236	,720	4,729E-02	,1316	-,2138	,3084
Item C-14	Equal variances assumed	,559	,456	-,455	101	,650	-5,6445E-02	,1240	-,3025	,1896
	Equal variances not assumed			-,451	92,605	,653	-5,6445E-02	,1252	-,3050	,1921

APPENDIX H

Sample Graduate Interview

Graduate Interviewee I

Ne kadar zamandır öğretmenlik yapıyorsunuz?

5 yıl oldu

5 yıldır aynı kurumda mısınız?

Aynı kurumda

5 yıldır burada edindiğin öğretmenlik deneyimine göre sence nitelikli bir öğretmenin sahip olması gereken yeterlikler nelerdir?

Bütün öğretmenlerin sahip olması gereken özellikler, bizim bölüme has bir takım gereklilikler var yani burada çok anlayışlı aynı zamanda çok disiplinli olmalısın, ikisi bir arada bazen zor olabiliyor. Öğrenci ile iletişiminin iyi olması lazım çünkü dönem boyunca almaları gereken derslerle çakışan bir İngilizce, yoğun bir İngilizce programı var. O yüzden sürekli motive eden, arkadaşça yaklaşan, başları sıkıştığında yardımcı olan bir öğretmene ihtiyaçları var. O şekilde olmak gerekiyor, bölüm bana onu öğretti. İlk etapta, ilk senemi hatırlıyorum, çok strict idim notlar konusunda ama zamanla bunu esnetip daha anlayışlı bir hoca haline dönüşmüş bulunuyorum bu yıl itibarıyla özellikle.

Disiplinli olmak çok önemli çünkü her şeyi zamanında tamamlamak gerekiyor. Hocaya çok görev düşüyor. Commercial bir kitabı açıp da anlatmadığımız için her şey kendi elimizden çıkartıyoruz, o yüzden disiplinli olmak en önemlilerinden bir tanesi. Onun dışında her öğretmenin sahip olması gereken sosyal olmak, güler yüzlü olmak gibi şeyleri sayabilirim.

Peki alan bilgisi, dil gibi alanlardaki yeterlikler?

Alan bilgisi, dil bilgisi zaten given. Onlardan bahsetmeye gerek bile yok. Çok iyi derecede İngilizce bilmek gerekiyor, kendine güvenmedikten sonra, özellikle skills teaching'de için öyle bir şey yapmak yani dili bilmeden öğretmek çok zor. çok iyi İngilizce bilmek, methodology bilgisi gerekli özellikle skills teaching ile ilgili olan.

Bu saydığın niteliklerin mesela kurumdan kuruma değişiklik gösterdiğini düşünüyor musun?

Kesinlikle düşünüyorum. Kurum 1'de bizim geliştirdiğimiz birçok beceri tecrübeyle olsun ya da bizden beklenen şeyler olsun, Hazırlıkla bile ki aynı kurum içinde, bizden beklenenle karşılaştırıldığında çok daha farklı. Yani genel İngilizce öğretirken mesela kullanman gereken

beceriler daha çok gramer teachinge yönelik, bir gramer kuralını manalı, mantıklı bir kontekt içinde anlatabilme, buna uygun pratik aktivitelerini dizayn edebilme, sınıfta interaktif ortam oluşturabilme gibi şeyler daha ön plana çıkıyor. İnsanlarda bunu daha çok kullandıkları için daha çok geliştirebiliyor.

Biz de daha fazla bu reading, writing kullanımı üzerine, kocaman bir teksti alıp bunun derinliklerine nasıl inilir, daha çok critical thinking, yani higher order thinking skills üzerinde daha çok duruyoruz. Bu tür şeyler daha fazla geliştirmeye yönlendiriyor insanı. Onlarda mezun olurken sahip olunan şeyler değil çok fazla. Teorik bilgi, alt yapı var ama anlatarak, öğrenerek geliştirdiğimiz şeyler, o yüzden çok farklı. Başka üniversitelerde durum daha farklı, işte başkenti biliyorum eşimden dolayı. Başkent'te öğretmen gereken şeyler daha sınırlı, öğrenci tipi çok farklı. Dolayısıyla farklı öğrenci ve farklı ihtiyaçlar devreye girdikçe farklı beceriler geliştiriyorsun.

Özelle devlet arasında da bir fark olduğunu söyleyebilir misin?

Olabilir. Olabilir. Öğrencilerin ihtiyaçları çok farklı. İngilizce eğitim görüp görmedikleri ilk etapta fark ediyor, o zaman %30 İngilizce gibi bir tanımlama varsa ya da hiç İngilizce görmeyeceklerse motivasyonları o derece düşüyor. Zaten özel öğrenci olmaları, hep özel derslerle gelmiş olmaları, kapasitesinin devlet üniversitesindeki öğrencilere göre biraz daha düşük, onun etkisi olabiliyor. İngilizce'ye ne derece ihtiyaç duyacakları ilerde etkili oluyor. Bunların hepsi fark yaratan şeyler.

Deneyime göre bir farklılık olduğunu düşünüyor musun? Mesela yeni gelen bir öğretmenden beklenen ile deneyimliden beklenen nitelikler arasında fark var mı?

Asında aynı şeyler bekleniyor diye düşünüyorum kendi bölümümü düşününce. İlk yıl yapmam gerekenlerle bu yıl yapmam gerekenler arasında bir fark yok. Yani aynı beceriyle aynı deneyimle yapmam bekleniyor zaten Reading, writing falan her şeyi. Bu yüzden gelip izliyorlar zaten o yapmam gereken şeyi karşılayıp karşılamadığımı görmek için. Aynı şeyler bekleniyor ama kişinin kendi gelişimi fark yaratıyor bu beş yıl içinde.

Mezun olduğun bölüm bir İngilizce öğretmenliği programı. Sence bu program seni mesleğe ne kadar hazırladı?

Çok hazırladı diye düşünüyorum. Ben gerçekten çok faydasını gördüm. Öğretilen her şeyi benimsediğimi ve özümsemişimi düşünüyorum. İlk yıllarda hatta çok fazla özümsemiş olmanın dezavantajını bile yaşıyorsun, her şeyi kitaba göre yapma ihtiyacı doğuyor, herkeste oluyordur mutlaka. Her konuda çok iyi yetiştirildiğimizi düşünüyorum. Yani hocaların kalitesi, programın yeterliliği açısından. Bizde program değişmişti edebiyat ağırlığı azaltıldı, linguistics kısmına

daha çok kaymıştık. Onun da çok yerinde bir şey olduğunu düşünüyorum. O yüzden her konuda kendimi çok yeterli hissederek başladım göreve.

Peki, başta sahip olunması gereken yerliklerden bahsettin. Sen ODTÜ İngilizce Öğretmenliği bölümünden mezun birisi olarak “evet, ben bu yeterliğe sahibim” diyor musun? Böyle söylemene neden olan bir olay yaşadysan anlatır mısın?

Metodoloji bilgisi açısından, İngilizce yeterliliği açısından bölümün beni çok geliştirdiğine inanıyorum. Ama bunun birazcık da kişisel bir şey olduğuna inanıyorum yani aynı programdan mezun olan herkesin de aynı seviyede olmadığı açık bir şey. Biz mezun olduğumuzda iyi yerlere girebilen saksak 5-6 kişi vardı belki. Diğer insanlar, hiç İngilizce konuşmadan mezun olanlar bile olmuştu. Yani kişinin kendisini ne kadar geliştirdiği çok daha fazla önemli. Kendimi düşünenecek olursam, en çok geliştirdiğim nokta, İngilizcem zaten iyiydi çok daha iyi boyutlara ulaştı, metodoloji bilgisi çok iyi boyutlara ulaştı. Onun dışında edebiyat ve Linguistics falan onlar da tabii ki önemli ama daha geri planda kalıyor. Ders hazırlayabilme, becerileri öğretebilme gibi şeylerde çok rahat hissediyordum kendimi başladığım andan itibaren.

Peki programın hiç değinmediği ama senin ihtiyaç duyduğun bir özellik var mıydı? Mesela “ben kendimi eksik hissediyorum” dediğin bir durum oldu mu?

Hiç yok. Gerçekten yok. İlk yıl inservice traininge başladığımızda her şey bana çok tekrar geliyordu. Yani “niye ben buradayım”, hiç gerek yok ki bunları öğrenmeye gibi şeyler. Yani stratejilerle ilgili olsun, diğer skills teachingle ilgili olsun, bir takım temel şeyler öğretilmeye çalışılıyordu teorik olan sessionlarda. Hepsi gayet tanıdık geliyordu bana. Eksik olan hiçbir şey yoktu. Eksik olan şey tecrübe. O da mümkün olduğunca verilmeye çalışılıyor ama bir yere girip çalışmaya başlamadan bölümün bunu vermesini bekleyemeyiz. En son yılki practice teaching onu yapmaya çalışıyor, o artırılabilir mi bilmiyorum, yani pratikte mümkün mü? O da kendi sınıfın olmadan kendi öğrencilerin olmadan başkasının sınıfına girerek de pek olmuyor. Bence her şey yeterince yapılıyor.

Peki bölümdeki derslerden bahsederken çok kullanıyoruz, Linguistics dersleri, edebiyat dersleri gibi beş grup ders var. ELT Metot dersleri, eğitim dersleri, bir de ilk seneden başlayarak alınan dil dersleri. Bu 5 gruba baktığında hangi grubun yada hangi grupların seni daha iyi hazırladığına inanıyorsun mesleğe?

Language derslerini hatırlamaya çalışıyorum. Çok fazla yapılması gereken yapılmıyor gibi geliyor bana. Yani speaking dersleri özellikle çok zayıfı content olarak. Şimdi nasıl bilmiyorum ama benim zamanımda 5 yıl öncesi 98 yılından bahsediyorum ben kötüydü. Hoca gelirdi bir konu atardı, konuşan konuşur konuşmayan konuşmazdı. Bir konu seçin gelin sunum yapın gibi, böyle gayet free aktivitelerdi, ondan notlanıyorduk. Çok amacına ulaştığını düşünmüyorum language derslerinin ki hiç kendini geliştirmeden mezun olan insanları gördüm ben. Bu yüzden de olabilir bu. Başka gramer dersi vardı. Gramer dersleri üzerinde

duruluyordu hatırlıyorum. Bunun dışında Writing çok iyiydi, ben çok yararlandım. Process approach yapıyordu, Hoca B hocamız olmuştu bizim sürekli ondan feedback alarak geliştiriyoorduk kendimizi. Belki Gramer ve speaking üzerinde durarak geliştirilmesi gerekebilir.

Metod derslerinin hepsi çok iyiydi bence. Gereksiz olan hiçbir metot dersi yoktu. Gereksiz şeyler var içinde ama onların hiç birini bilmeden bir teaching tarzı oluşturmak çok mümkün değil. Belki mesela silent way'i hiçbir yerde kullanmayacaksın ama o bir şeyin var olduğunu bilmek, onu tecrübe etmek güzel oluyor. Öğrenciye çok fazla görev sorumluluk veriliyor o derslerde. Demolar, sunum yapıyor. Onun çok faydasını gördüğümü söylemem lazım.

Edebiyat grubu dil olarak geliştiriyor insanı. Short story falan gibi dersler vardı. Çok fazla eğlenmiyorsun öğrenci olarak. Biraz angarya gibi geliyor. Edebiyat alanına yönelmek isteyen insanlar için olabilir ama öğretmen olmak isteyenler için biraz angarya gibi. Sayısının azaltılması çok iyi oldu. Onun yerine dil ile ilgili bir şeyler yapmak çok daha iyi.

Linguistics de hatırladığım dersler...

Mesela Turkish Syntax Semantix, Phonology-Morphology. Linguistics I ve II?

Translationin bir işe yaradığını düşünmüyorum. Çok basic şeyler yapıyorduk. Çok da eğlenceli geçmiyordu, çok kek ders tabir edilen derslerden bir tanesiydi. Onun dışınd memnundum ben, ilgimi çektiği için. Yararlı olmadı diyebileceğim yok aslında.

Eğitim dersleri için ne düşünüyorsun?

Lesson planning falan vardı, Curriculum. Çok yararlı değil galiba. Bilmiyorum ki, içeriğini de hatırlamıyorum. Hiç iz bırakmamış bende. Hiçbir şey hatırlamıyorum. Zaten aynı şeyleri metod derslerinde de görüyoruz. Orda gördüğümüz farklı bir şey yok. Çok tekrar oluyor ve çok ezbere dayalı, eğitim hocalarının sistemi biraz daha farklı bizimkilerden, kocaman kitapları okuyup, biraz ezber yapıp girmek gerekiyor. Pek olumlu şeyler bırakmıyor bende eğitim dersleri.

Bu 5 grubun birbiriyle bir ilişkisi olması gerekir mi?

Tamamlayıcı olması faydalı olur. O zaman öğrenci psikolojisiyle Linguistics derslerinin sana nasıl faydalı olacağını pek bilmiyorsun. Transfer olmuyor dersler arasında. Hocaların da yaklaşımıyla ilgili bir şey. Yani hoca bir derse öyle bir yaklaşır ki hayatının dersi oluverir o. O yüzden hocalar belki o bağlantıyı anlatırken kurabilirler. Ben Linguistics'de öğrendiğim bir şeyin öğretirken nasıl işime yarayacağını bilirim motivasyonum o derece artar o dersle ilgili. Ezber olmaktan çıkar.

Dil derslerinde mesleki olarak bir katkısı olduğunu düşünüyor musun? Belki konu olarak üzerinde durulmamıştır ama model oluşturan dersler oldu mu?

Writing çok model oluşturdu. Yine hocanın yaklaşımıyla ilgili o. Bizim hocanın yaklaşımı çok olumluydu ve çok manalı feedback veriyordu. Şu anda benim yaptığım işte o olduğu için, orada yapılan şeyleri hatırlıyorum. Beni neyin etkilediğini, olumlu bir şeyin üzerimde nasıl bir etki bıraktığını nasıl motive ettiğini falan gördüğüm için orda; çok fazla tekrar yazmak zorunda kalmamıştım ama düzeltmem gereken şeyleri çok iyi ifade etmişti hoca. Ben de onu model aldığımı düşünüyorum. Tarzımız çok benziyor o anlamda. O yüzden hoca olarak da model alınabiliyor.

Ama diğer dersler için Gramer için Speaking için aynı şeyleri söyleyemeyeceğim. Onlar çok benim tasvip etmediğim tarzlardı, o yüzden şu anda da hiç benimsemeyeceğim bir şey olduğu için çok etki bırakmadı. Ama dil gelişimi çok önemli bence, hiç kimsenin bir kelime İngilizce konuşmadan mezun olabileme ihtimali olmaması gerekir diye düşünüyorum. O yüzden de çok ihtiyacı oluyor insanın. Classroom language konuşuyorsun çoğunlukla çıktığında ama biraz daha güncel dilin gelişimine katkıda bulunan dersler olursa, daha güncel konularla ilgilenilirse speaking de, reading de aynı şekilde yararlı olur diye düşünüyorum.

Linguistics ve Edebiyat derslerinin örnek oluşturduğunu düşünüyor musun?

Hiç düşünmüyorum. Edebiyatında örnek olduğunu düşünmüyorum. Daha çok metodoloji dersleri örnek oldu. ELT: daha çok metodoloji dersleri bizi hoca olarak geliştirdi. Hem ilk kez hoca olarak tecrübe ettiğin şeyler, arkadaşlarıyla çıkıp 10 dakikalık demo yapmak, sahnede nasıl duruyorsun, İngilizceyi nasıl kullanıyorsun gibi. İlk kez insan kendi kendini görüyor hoca olarak “ben nasıl bir insanım” diye. O yüzden ben onların çok yararlı olduğunu ve şekillendirdiğini düşünüyorum birçok şeyi. Hata yaparak öğreniyorsun onlar da, daha sonra school experience, practice teaching gibi derslerde gerçek sınıfla karşı karşıya kalınca görüyorsun bir takım şeyleri.

Direk bağlantılı olduğunu düşünmüyorum. Edebiyat dersinin en önemli avantajı öğrenciler açısından, çok fazla dünya görüşünü değiştirdiğini düşünüyorum. Bu iyi bir şey, yararlı bir şey. Çok fazla okumak durumunda olduğun için dil gelişimine katkı sağlıyor mutlaka, onu hiç tartışmıyorum bile. Orada yapılması gereken bir şey varsa, çok fazla traditional yöntemlerle o dersler veriliyor. İşte Ankara üniversitesinin bilmem kaç yılından kalma yöntemleriyle yapılıyor bir takım şeyler. Ondan çok hoşnut değildim ben. Çok ezberci bir yöntem izleniyor. Mesela Hamlet dersinde Hoca H bir line verirdi oyundan, bunu kim kime söylemiş, hangi kontekste söylemiş ve bunun oyunun bütünü açısından anlamı önemi gibi şeyler vardı. Oturup line line böyle onları ezberleyerek vaktimiz geçiyordu. Bunların yerine daha böyle kritik düşünmeye yönelik şeyler olursa hem kişisel becerileri geliştirir, dil becerilerini geliştirir yanı sıra, dünya görüşü kazandırır. Derse yaklaşımla ilgili sorunların çözülmesi gerektiğini

düşünüyorum. Onun dışında belki içerik olarak belki daha modern edebiyata kayarsak daha güzel olur, insanlar daha çok zevk alır. Tabi Shakspeare okumak gerekir ama belli sınırlar içinde olup modern edebiyata kaymak daha güzel ben tercih ederdim.

Anlattıklarından mesela ELT derslerinden çok yararlandığımı ve sevdiğini çıkarıyorum ben. O derslere baktığında “Eksik kaldı, buna da değinseydik” dediğin bir şey var mıydı mesela?

Eksik kaldı dediğim olmuştur belki ama hatırlamıyorum.

Peki eğitim dersleri? aslında birbirini tamamlayan 2 grup bu, ELT ile eğitim...

İngilizceydi ve hocalarda sürekli İngilizce materyal okuyorsun, İngilizce'ye bir katkısı olmuştur mutlaka. İngilizce konuşuluyordu hatırlıyorum. Eğitimin İngilizce olması tabii ki çok geliştiriyor, kelime açısından, konuşma açısından, sürekli duyuyor olmak bile çok önemli bir şey. O yüzden kesinlikle geliştirmiştir.

Bir sürü teori bir şeyler vardı. Kocaman kitaplar hatırlıyorum. Pek işime yaramadığını düşünüyordum öğrenciyken ve motivasyonum düşüktü. Çok teoriye giriliyordu. İşime yaramayacağını düşünüyorum. Mutsuz olmamın sebebi odur. Çok ezber yaptığımı hatırlıyorum. Demek ki beni ilgilendirmiyordu, ezberleyip giriyordum sonra unutmuşum belli ki.

Bölüm programını gelişmesi için neler önerirsin? Ne değişmeli, ne artmalı?

Daha çok pratik olan şeyler arttırılabilir. Öğrencinin daha çok konuşmasını ve öğretmenliği tecrübe etmesini sağlayan şeyler arttırılabilir. Practice teaching gibi. İlk yıl dersleri bence çok önemli ama insanlar önemsemiyorlar, öğrenciler özellikle zaten bildiğimiz şeyler diye. Belki gramer teachingle ilgili başka yöntemler izlenebilir. Gramer derslerinin sayısı arttırılmalı mı bilmiyorum, öğrenci ihtiyacına göre belki. Speaking daha çok arttırılmalı. Mesela bizim burada öğrettiğimiz presentation skills dersi var, bu tür şeyler eklenilebilir. O anlamda kendimi eksik hissetmişim ilk kez sunum yapmaya çıktığım zaman. Çünkü bir insana öğretmeden kalk sunum yap demek olmuyor. Önce bu becerileri geliştireceksiniz sonra notlama şansına sahip olabilirsiniz. Bunlar öğretilir. Hoca olarak da organize bir şekilde öğrenciye sunmak her hangi bir konuyu önemli. Bunun öğretmenliğe de çok katkısı olabilir, sunum becerilerini, konuşma becerilerinin geliştirilmesi. Onun dışında bence metod dersleri gayet iyiydi. Onlara bir şey eklemeye gerek yok, her şeyi gerektiği kadar yaptık.

Benim sorularım bu kadar. Eklemek istediğin bir şey var mı acaba?

Programı ne kadar mükemmel yaparsan yap, bence tamamen kişinin kendi gelişimiyle ve anlatılanları ne kadar özümlediğiyle alakalı bir şey. Bunun önemini vurgulamak isterim belki: kişisel gelişim çok daha önemli.

APPENDIX I

Sample Elite Employer Interview

Elite Employer Interviewee I

Kaç senedir yöneticilik yapıyorsunuz?

2 yıl bölüm başkan yardımcılığı yaptım, 6 yıl bölüm başkanlığı, 3 yıl da müdür yardımcılığı yaptım. Toplam 11 yıl. Hepsi de bu kurumda.

Yönetici ve İngilizce öğretmeni olarak, deneyiminize dayanarak, nitelikli bir İngilizce öğretmeni nasıl tanımlanabilir?

Nasıl tanımlanır? Bir kere son derece bilgili olması gerekiyor. Her şeyden önce İngilizce'sinin çok iyi olması gerekir. Konu ile ilgili bilgisine gelince yoksa bile, bizim eğitim programlarımız olduğu için ona sırtımızı dayayabiliyoruz. Bir takım şeyler öğretebiliyoruz ama tabii bir de ilgili olmasını beklerim, bilgisi olmasa bile. İşte "elt dünyasında neler oluyor" ya da "ben şunu nasıl öğreteyim, şuna bir bakayım" gibi bir ilgi, bilgi, esneklik, bir yurt dışı görmürlük... Çünkü dil sadece dil olarak değil, kültürü de çok önemli ve benim kafamda bir İngilizce öğretmeni profili var, yani her profilden gelen arkadaş buna uygun olmuyor. Yurtdışı görmürlük şöyle, hani o kültürü tanımak, iletişim kurabilmek çok çok önemli. Hani günlük hayatta işler nasıl yürüyor onu görmek ve de bir de bakış açısı açısından çok önemli diye düşünüyorum. Yani bilgili olsun, İngilizcesi çok iyi olsun, çok ilgili olsun, kültürlü olsun, yurtdışı görmüş olsun yani öyle biri.

Peki sınıf içi ve sınıf dışındaki yeterlikler açısından ne söylersiniz?

Bir kere İngilizce hocalarının adı çıkmış böyle anaç, böyle öğrenciyle çok yakın, tabii ki yakın olmakta zarar yok ama o sınırı çok iyi bilmek lazım, İngilizce hocası olarak biz her telden çalmak zorundayız. Yalnız İngilizce öğretmekle kalmıyoruz, İngilizce öğretirken değişik metinler, değişik konular konusunda bilgi sahibi olmamız gerekiyor. Bunları öğrencilerimizle böyle bir friendly bir atmosphere içinde paylaşmak. Çünkü lecturing yapmıyoruz, çocukların bir şeyi anlamasını sağlamaya çalıştığımız için. Böyle yumuşak bir ortam ama bunu abartmamak gerekiyor. Profesyonel limitler içinde kalması gerekiyor. Kurallardan ödün vermemek gerekiyor, çünkü bizim gibi bölümlerde çok büyük kitlelere ders verdiğimiz için standart olmamız gerekiyor. Öğrencilerle aşırı samimiyet bu standartların bozulmasına sebep olabiliyor, o yüzden o ilişkiyi çok iyi ayarlamak gerekiyor.

Hocalarla iletişime gelince bence çok paylaşımcı olması gerekiyor. Yani bizde bir birini çekememezlik, işte ben daha iyi yaparım şeklinde değil de ben şunu biliyorum arkadaşlarımla

paylaşayım, bizim meslekte çok önemli, insanlar konferanslara gidiyor, değişik çalışmalar yapıyor. Bunları bilmemiz gerekiyor diye düşünüyorum.

Bu saydığımız yeterliliklerin seviyeden seviyeye, öğretmenin deneyimine göre veya çalışılan kuruma göre değişiklik gösterdiğini düşünüyor musunuz?

Düşünüyorum. Çünkü Öğrenci profillerinin çok farklı olduğunu düşünüyorum. Örneğin sıkıntılarımız da oluyor. Kurum G bir devlet üniversitesi, bizim buradaki öğrencilerimiz belli ailelerden gelme çocuklar, çok saygılı, çok rahat ders yapabildiğimiz, çok akıllı yani Türkiye'nin en üst tabakasından bilgi açısından aldığımız ama sosyal olarak düşük ailelerden yani doğudan gelen, köylü bir yaşam süren ama çok hırslı, bunun getirdiği bir hirs var. Bu tür çocuklara ders vermekle biz bir takım imkânsızlıkları başarıyoruz, yani İngilizce seviyeleri çok düşük olmasına rağmen çok akıllı oldukları için bunlara bir şeyler öğretebiliyor. Bize çok büyük görev düşüyor burada, ama biz Kurum G'de rahatız. Astığımız astık, kestiğimiz kestik diye tabir edebilirim bunu. Ne desek öğrenci bunu yapmaya hazır. Ama Kurum E, Kurum F tarzı üniversitelerde profil farklı, yönetimler farklı, orda siz 8:30-17:00 çalışıyorsunuz. Kurum G'deki esneklik yok. Dolayısıyla orda biraz daha kurallara uymak gerekiyor, bir de öğrenci kitlesi biraz farklı. Kurum G öğrencisi kadar akıllı değil. Sosyal statüsü farklı, daha zengin ve parası olduğu için bir yere girebilmiş sonuçta. Ama classroom management mesela bu tarz üniversitelerde çok daha fazla önem kazanıyor.

Bir dershaneye gelince, dershanelerde de farklılıklar var. Mesela memurlara ders veriyorsun, çok daha kolay çünkü aynı kültürdesin, disipline etmek kolay; bir de mesela Kurum E öğrencilerini COPE sınavına hazırlıyorsun, yine aynı, orda da çok zor bir iş seni bekliyor. Bir yandan da dersane para alıyorsun, bu öğrencileri geçirmekle yükümlüsün. Onun için İngilizce öğretmenlerinin bu şeylere uyması yani çok esnek olması gerekiyor. Burada ders veren çok başarılı öğretim görevlisi elemanlarımız haftasonu kurslarında başarısız oluyor. Çünkü o tarz öğrenciye ders veremiyor, o kıvraklığı gösteremiyor, işte “bilmem kim hanım” demesini bekliyor. O her dediğinin sınıfta uygulanmasını istiyor, böyle değil. Para verdiği için farklı beklentileri olabiliyor, biraz daha kıvrak olmak öğrencinin ihtiyaçlarına saygı duymak gerekiyor.

Bizim bölümden mezun olup burada çalışan öğretmenlerimiz var, başvuran ve elenen mezunlarımız da var. Bunlara bakarak ODTÜ İngilizce Öğretmenliği bölümü mezunlarını nasıl değerlendiriyorsunuz?

Şimdi şöyle değerlendireceğim, maalesef son zamanlarda hiç memnun olmadığımızı yani işe aldıklarımızdan tabii ki memnunuz ama bir karşılaştırma yapmamız gerekirse çok eskiden aldıklarımızla arasında anormal farklılıklar var. Dil açısından çok büyük farklılıklar var, meslek bilgisi anlamında da farklılıklar var. Ayrıca davranış anlamında da farklılıklar var.

Bunları sıralayabilirim. Fakat bunun sorumlusu nedir, yani neden böyle oluyor bir fikrim var benim tabi. Son zamanlarda bir de şöyle bir durum var, biz eskiden ELT mezunlarını çantada keklik, oh ne güzel ODTU ELT'den şu kadar müracaat var biz bunları alırsanız derken şimdi büyük bir çoğunluğunu elemek zorunda kalıyoruz yani sınavımızı daha kazanamıyorlar. Tabi bunların altında yatan faktörler şu: Eskiden aldıklarımız English medium bir okuldan gelen, kolej mezunu ve onun devamı olarak ELT okumuş, mutlaka benim ilk başta verdiğim profile uygun bir yurtdışı görmüş ve çok büyük rahatlıkla bu sınavı atlayabilmiş çocuklar. Ama şimdi öğretmen meslek liselerinden geliyor bu çocuklar, İngilizce'leri çok fena ve ELT bölümünün de zorlukları var. Şimdi bu çocuklara İngilizce mi öğretilsin, hazırlık kesinlikle yeterli değil 1 yıl, hele ki İngilizce öğretmeni olacak birinin 1 yıl hazırlık okuyup ELT bölümüne geçmesi hiç hiç uygun değil. Ve ne oluyor, bu çocuklar doğru dürüst dili öğrenmeden mesleği öğrenmeye çalışıyor, dili iyi olmadığı için okuduğunu da doğru dürüst anlayamıyor, bizim sınavlarımızda çok başarılı olamıyorlar. Yani ELT bölümünün zorluklarını bilemiyorum ama iyi mezun çıkaramıyorlar artık diye düşünüyorum. Yani acı gerçek bu! Eskiden gerçekten çok iyiydi ama hakikaten artık çıkaramıyorlar. Okul yani bölüm şey konusunda da eksik kalıyor, hani bu çocuklara bir fırsatlar verilse, yurtdışına gitseler, dillerini geliştirseler. Böyle şeyler de yok. Bunlar bütçeyle ilgili olabilir ama ODTÜ mezunu İngilizce öğretmeniym gururla diyebilmesi için çok büyük bir revizyon gerekiyor diye düşünüyorum.

Bu grubun içerisinde almanları düşünürseniz, hangi yeterliklerini beğendiğiniz için iş alıyorsunuz?

Şimdi bu çocuklarda şey çok önemli, dil çok önemli ama dil hariç soruyorsanız, böyle gelişme isteği mesela mülakatta sorduğumuz sorulardan biri şudur: 5 yıl içinde sen kendini nerelerde görüyorsun yani ne yapacaksın, bu 5 yılı nasıl değerlendireceksin diye sorduğumuzda, bir kere her biri mastır yapmak istediğini, değişik kurslar dersler vererek bölümü daha iyi tanımak istediğini söylüyorlar. Mesela bu pırlıtyı görürsek içimize sınıyor. Ayrıca zeka da çok önemli bizim için mesela sorularımız var, dersle ilgili, sınıf problemleriyle ilgili yani “şöyle bir şey olsa ne yapardın” gibi. Bazen öyle cevaplar veriyorlar ki diyoruz “tamam ya bu geleceğin yöneticisi”. Bu tarz sorulara verdikleri zekice cevaplar ve yönetimle işbirliği içinde olup olmayacakları. Birçok kişiyi biz, İngilizceleri çok iyi, çok zekiler ama ukala bulduğumuz, yönetimle yeterince uyum içinde çalışmayacağını düşündüğümüz birçok elemanı almadık. Ve daha sonra bu elemanlar baksa yerlere gitti ve almadığımızı çok sevindik. Yani mülayim olmak da çok güzel bir özellik çünkü bizim bölümümüzün kültüründe böyle bir şey var, yani yeni gelen elemanlar bir durur, bir inceler, bir büyüklerini dinler, ondan sonra konuşmaya başlar, şimdi biz bunu baştan yapacak ve insanları kırabilecek kişilik özelliklerine sahip insanları baştan eleriz. Çünkü bu insanlarla rahat çalışamayacağımızı düşünüyoruz, çünkü

mastır ve çömez ilişkisi çok var bizim bölümde. Bunu içine sindirebilen insanlar gerekiyor diye düşünüyorum.

İngilizce Öğretmenliği Bölümü programının aldığımız öğretmenlerin saydığımız bu yeterliklere sahip olmasına ne kadar katkısı olduğunu düşünüyorsunuz?

Büyük yararı olduğunu düşünüyorum. En azından kendi bölümlerinde bir takım makale okuma alışkanlığı edinmiş oluyor, critical thinking gibi bir takım beceriler vurgulanıyor, çünkü bu çocuklarda görüyoruz biz bunu, hatta çok enteresan bu son dönemlerde değil ama 3-5 yıl öncesinde gelenlerin daha da critical olduklarını düşünüyorum. Bu belki şeyden de olabilir mi acaba hani gençlik de değişiyor olabilir, arkadaşlarından hocalarından aldığı bir takım şeyler var. Mesela saygılı oluşları bence bölümde kazandıkları bir özellik.

Şeyleri çok iyi olur: bir reading dersini nasıl yapardın diye sorduğunuzda teorik olarak bunu çok iyi bilir: bir pre-reading, while, post bunları tık tık tık yerine koyabilir. Yani mesleki anlamda bence donanımlı geliyorlar ama dilleri iyi olmadığı için tabi bu bir çıkmaz, biliyorsun ama aktaramıyorsun. Ama iyi yetiştiklerini düşünüyorum yalnız eksik yetiştiklerini düşünüyorum.

Bölümde öğrencilerimize 5 grup ders veriyoruz. Bu gruplar Dil dersleri, ELT dersleri, eğitim dersleri, Edebiyat ve dil bilim dersleri. Bu 5 gruba baktığımız zaman sizce en önemlileri hangileridir?

Dil önemli... ve eğitim çok çok önemli. Yani öncelik sırası vermek gerekirse. İkisini ayırmam çok zor: ELT ve eğitimi bir arada gider diye düşünüyorum ve en önemlisi bence dil. Dil olayını çözmeden kişi İngilizce öğretmeni olamaz diye düşünüyorum. Bölüme de bütün faturayı çıkarmak istemiyorum, doğru da olmayabilir çünkü hazırlık eğitimi yeterli gelmiyor herhalde, ikincisi bölüm meslek mi öğretsin, dil mi öğretsin. Bir de bunlar belli bir yaşın üstündeki insanlar kemikleşmiş hataları düzeltmek çok zor oluyor. Ama böyle bir eksiklik var. Çünkü şeyler öğretiliyor, ELT ile ilgili şeyleri bölümde alıyor ama daha ilerisini falan... yani ne bileyim eğitim belki 3. sraya girebilir. Çünkü classroom management falan gibi şeyleri biz teacher training programlarımızda da ele alıyoruz. Ama dil çok önemli.

Bizim programımız için bir öneride bulunmak isteseydiniz ne olurdu?

Çok zor öneride bulunmak. Dil derslerine yönelik olurdu. Ama şöyle bir şey isterdim. Ben İngiliz dili edebiyatı okudum Hacettepe de, o yıllarımı düşünüyorum. Ben bol bol bu çocukların dillerini geliştirip... daha doğrusu language awareness edinmeleri çok önemli. Yani sadece dilin kurallarını öğrenmek değil de okudukları, dinledikleri metinlerde belli kalıplar, neden kullanılıyor, niçin. Yazar yada konuşmacı ne gibi bir etki yaratıyor. Bunun bilincinde. Ayrıca bol bol grup çalışmalı, bol bol böyle simulationlar yapılması, problem çözümü ile ilgili sınıfta oluşabilecek, dil öğretiminde oluşabilecek problemler. ELT dünyasındaki son gelişmeleri

bilmeleri, takip etmeleri. Bu çocuklara böyle konferanslara katılma yurtdışına gitme imkânlarının sunulması. Staj programlarının biraz daha ciddiye alınması olabilir, biraz eften püften gibi geliyor bana.

Staj dersleri konusunda böyle düşünmenize neden olan bir deneyiminiz mi oldu acaba?

Konuşan çocuklar oldu, ELT bölümünden değil ama Eğitim bölümünden staja gittiklerini öyle bir kenarda oturduklarını, ama yani o gün niye o çocuk o dersi izledi. Onların eline bir şey veriliyor mu, bir post conferencing yapılıyor mu? Bunlarda bir ciddiyetsizlik olduğunu düşünüyorum. Gerçi bu ciddiyetsizlik neden kaynaklanıyor, ELT bölümünden mi, gidilen okuldan mı, dersin hocasından mı onları bilmiyorum ama yani çok sistematik yapılmadığını düşünüyorum.

Bizim mezunlarımız sürekli başka üniversite mezunları ile kıyaslanır. Hem diğer İngilizce öğretmenliği mezunlarıyla hem de edebiyat mezunlarıyla, Amerikan dili ve edebiyatı mezunları gibi. Siz böyle bir kıyasa gitseniz arada nasıl bir fark olduğunu düşünüyorsunuz?

Farklılıklar var. Başka okullar karlı çıkabilir bundan. Ama şu faktör çok önemli. Mesela bir Kurum E Amerikan dili edebiyatı mezunu sizin mezunlarınızdan daha iyi olabilir ama hangi açılardan iyi olabilir: dil açısından iyi olabilir ama mesleki anlamda kötü oluyorlar. Onlara reading nasıl öğretilir, şu nasıl yapılır bu nasıl olur verilmiyor, ha babam edebiyat yapıyorlar, bir son dönemde biraz methodology okuyorlar ama çok eksik geliyorlar ama dilleri çok iyi oluyor, onun da sebebi bu çocuklar kolej mezunu oldukları için oluyor. Kolej mezunu olmayan bir çocuk, çok zor o tür yerlere girebilmesi. Öyle kıyaslayabilirim. Dilleri daha iyi olabilir, öz güvenleri çok daha iyi fakat mesleki bilgileri kıt. Bizde de mesleki bilgi var, bir özgüven problemi var, bir profil sorunu yaşıyoruz son zamanlarda, İngilizce Öğretmenliği'nin yüzü değişmeye başladı.

Edebiyattan mezun olanların dilleri çok daha iyi oluyor dediniz. ODTÜ İngilizce öğretmenliği programında da edebiyat dersleri var. Bu derslerin olmasını nasıl değerlendirirsiniz.

Ben edebiyat dersleri olmasını iyi karşılarım, kesinlikle olması gerektiğini düşünüyorum. Bugün ben iyi bir öğretmensem ve her konuda İngilizce öğretebiliyorsam, bunu kesinlikle edebiyat bilgime borçluyum diye düşünüyorum çünkü edebiyat çalışırken o kadar çok şeyiniz geliyor ki: mesela İngiltere'nin bir dönemi nasıldı, Amerika'da bir dönem nasıl geçti, mesela Martin Luther King orada ateşli konuşuncaya kadar ne oldu. Ve bence çok well-rounded bir insan oluyorsun. Son derece önemli çünkü biz bir tek fizik öğretmiyoruz, bir tek içinde milyonlarca değişik konularda metin olan kitaplar öğretiyoruz. Ne kadar bilgili ve kültürlü olursak o kadar iyi. Ayrıca edebiyat okumak, critical thinking'i geliştiriyor bir, kelime

hazinesini çok geliştiriyor iki, language awareness olayını geliştiriyor üç. Yani bence tüm dil öğreniminde reading çok önemli. Dili en iyi öğrenmenin yolu okumak diye düşünüyorum.

Son olarak bölüm mezunlarını düşünerek neler söylemek istersiniz önerileriniz nelerdir?

Bölümünüzün ELT konusundaki derslerin çok başarılı olduğunu düşünüyorum. Yani hakikaten o konuda çok donanımlı çıkıyorlar. Yani bir reading dersini nasıl yapması gerektiğini çok iyi biliyor öğrencimiz, ya da ne biliyim gramer dersi nasıl yapılır biliyor ama grameri eksik olabilir. Bir de şey konusunda çok beğeniyorum: Mezunlar birbirleriyle çok güzel bir ilişki içinde diye düşünüyorum ve bu ortamı hocaların sonuçta sağladığına inanıyorum. Hocalarından çok memnun olduklarını, hiçbir hocayı eleştirdiklerini duymadım bugüne kadar. O takım ruhu çok önemli ve onun yansımaları ben bölümünüzde görüyorum. İnsanlar gereksiz dedikodu yapacaklarına oturup mesleki anlamda paylaşımlara girebiliyorlar. Önerim mezunların okudukları süre içinde her şeyi okuldan beklemeyip, kendilerini geliştirebilirler. ELT'cinin hakikaten bir yurtdışı deneyimi olması gerekiyor, Exchange programlar da bunun bir cevabı olsa gerek.

APPENDIX J

TURKISH SUMMARY

GİRİŞ

20. Yüzyılda İngilizce'nin bilim, tıp, iletişim, ticaret, eğitim, sanat ve spor dallarında ortak bir lisan haline gelmesiyle, İngilizce'yi ikinci dil ya da yabancı dil olarak kullananların sayısı bu dili anadili olarak kullananların sayısını geçmiştir. Bu nedenle İngiliz Dili Öğretimi dünyada çok yaygın bir hale gelmiş ve İngilizce yüksek, orta, ilk ve hatta okul öncesi eğitim programlarının bir parçası olmuştur. Bu gelişme de İngilizce'yi gelecek nesillere öğretecek olan İngilizce öğretmenlerine yönelik ihtiyacı doğurmuştur.

Aynı dönemde ülkemizde de İngilizce, öğrenilecek ilk yabancı dil konumuna gelmiş, ilk ve orta öğretimin yanı sıra birçok yüksek öğretim kurumunda öğretim dili olarak benimsenmiştir. Bu da dünyada olduğu gibi ülkemizde de (devlet ya da özel) eğitim kurumlarındaki İngilizce öğretmeni ihtiyacını ortaya çıkarmıştır. Bu ihtiyacı karşılamak adına hükümetler tarafından çeşitli düzenlemeler yapılmıştır.

Bu reform hareketlerinden biri de 1982 yılından itibaren üniversitelerin eğitim fakültelerindeki sorunları gidermek ve 1997 yılından sonra sekiz yıllık kesintisiz eğitime geçilmesiyle ortaya çıkan öğretmen açığını karşılamak için başlatılan *Hizmet Öncesi Öğretmen Eğitimi Projesi*'dir. Bu proje uyarınca Yüksek Öğretim Kurumu (YÖK) ve Milli Eğitim Bakanlığı'nca (MEB) Eğitim Fakültesi programlarının yeniden yapılandırılması için, öğretmen yeterlilikleri ve standartları yeniden belirlenmiş, öğretmen adaylarına verilecek eğitim programları yeniden düzenlenmiş ve 1998-99 öğretim yılından başlayarak ülkemiz üniversitelerinde bulunan tüm eğitim fakültelerinde uygulanmaya başlanmıştır. Orta Doğu Teknik Üniversitesi (ODTÜ), Yabancı Diller Eğitimi Bölümü (YDE) de YÖK tarafından sunulan İngilizce Öğretmeni yetiştirme programını ufak değişikliklerle uygulamaktadır.

Gerek öğretmen eğitiminin gelişen bir alan olması, gerekse bir İngilizce öğretmeninden beklenen yeterliliklerin ülke şartlarına, ekonomik, toplumsal ve siyasi koşullara, öğrencilerin dil ve yaş düzeyine ve dil öğretimi alanındaki yeniliklere göre değişkenlikler göstermesi nedeniyle, hizmet öncesi öğretmen eğitimi programları üzerinde hassasiyetle durulması gereken bir konudur. Bu çalışmanın amacı 1998-99 öğretim döneminde başlanan programla ilgili olarak 2002 ile 2006 yılları arasında ODTÜ Yabancı Diller Eğitimi Bölümü mezunlarına ve onların işverenlerine ulaşarak program ürününü değerlendiren ve program içeriği ile ilgili görüşleri yansıtan bir durum çalışması yapmaktır. Bu amaçla aşağıdaki araştırma soruları hazırlanmıştır:

1. ODTÜ Yabancı Diller Eğitimi Bölümü mezunları öğretmenlik hayatlarının ilk yıllarında *YÖK İngilizce Öğretmeni yeterlilikleri* temel alındığında kendilerini ne kadar etkin İngilizce öğretmenleri olarak görüyorlar?
2. ODTÜ Yabancı Diller Eğitimi Bölümü mezunlarının işverenleri onları ne kadar etkin İngilizce öğretmenleri olarak değerlendiriyor?
3. ODTÜ Yabancı Diller Eğitimi Bölümü programı mezunlarının yeterli İngilizce öğretmeni olmasında ne kadar etkin?

LİTERATÜR TARAMASI ÖZETİ

Bu çalışmada dört alanı kapsayan bir literatür taraması yapılmıştır. Birinci alan öğretmen yeterliliklerini içine alır. Yapılan tarama göstermiştir ki öğretmen yeterlilikleri hem ülkemizde hem de dünyada farklılıklar göstermekle birlikte belirli noktalarda bir uyum içerisindedir. Buna göre bir İngilizce öğretmenin sahip olması gereken yeterlilikler göz önüne alındığında başta dil bilgisi ve o dili kullanma becerisi gelmektedir. Bu yeterlilik o kadar büyük bir önemdedir ki diğer sıralanan yeterliliklere ön koşul teşkil etmektedir. Onu takip eden diğer yeterlilikler ise sınıf yönetimi, ders planlama, materyal kullanımı, ölçme değerlendirme, meslektaşlar ile uyumlu çalışma ve mesleki gelişim gibi alanları kapsamaktadır. Yapılan tarama göstermiştir ki İngilizce öğretmenlerinden beklenen yeterlilikler çalışılan kurumun niteliğine, öğrenci profiline ve öğretim amaçlarına göre değişkenlikler göstermektedir.

Taramanın kapsadığı ikinci alan ise, (yabancı dil) öğretmen yetiştirme yaklaşımları ve öğretmen yetiştiren programların içerikleridir. Zaman içinde gelişen öğretmen yetiştirme yaklaşımları, bilgiyi öğretmen eğitimcisinden öğretmen adayına aktarma ve bir usta-çırak ilişkisi kurma üzerine yapılırsa da, daha sonraki dönemlerde öğretmen adaylarının bireysel deneyimleri ve bilgi birikimleri önem kazanmış ve öğretmen yetiştirme programlarının Wallace'ın (1999) değindiği “*yanstııcı yaklaşım*” ile şekillendirilmesi yoluna gidilmiştir. Buna göre ilk olarak öğretmen yetiştirme programlarının iki ana hedefi vardır: Birinci hedef, öğretmen adaylarına teorik bilgi sunmak ve adaylara mümkün olduğunca sınıf içi yeterliliklerin uygulanmasında deneyim kazandırmak, ikinci amaç ise ilk hedefte gerçekleştirilenlerin uygulanmasını içerir. Ancak öğretmen adayları uygulama boyutunda öğretmen eğitimcilerinden geri bildirim aldıkları gibi, kendilerini değerlendirme ile de mesleki gelişimlerine katkıda bulunurlar. Teorik ve pratik olarak iki ana başlıkta toplanan İngilizce öğretmeni eğitim programı içerik olarak ülkemizde ve dünyada benzer içeriklere bölünmüştür. Buna göre, hizmet öncesi yabancı dil öğretmeni yetiştirme programları şu içerikleri kapsar: (1) Dil Gelişim dersleri, (2) Dilbilim dersleri, (3) Hedef dilin edebiyatını ve kültürünü içeren dersler ve (4) Mesleki eğitim dersleri. Son içerikte yer alan mesleki eğitim dersleri iki kola ayrılır: (a) Yabancı dil öğretim yöntemlerini içeren dersler ve (b) Genel Eğitim konularını içeren dersler. Farklı yazarların bu içerikleri farklı şekillerde ayırdığı ve farklı şekilde isimlendirdikleri görülse de temel olarak tüm hizmet öncesi yabancı dil eğitim programları bu içerikleri hedef alan dersler bütününden oluşmaktadır. Bu çalışmaya konu olan ODTÜ Yabancı Diller Eğitimi Bölümü programı da literatür taramasında belirlenen içerikleri kapsar.

Taramanın kapsadığı üçüncü alan ise, dünyada ve ülkemizde öğretmen yetiştirme programları üzerine yapılan çalışmaları içerir. Bu çalışmalar hizmet öncesi programları kapsadığı gibi hizmet içi programları konu olan çalışmaları da içermektedir. Bunun nedeni bu çalışmanın yönteminin belirlenmesinde her iki tip öğretmen eğitimi üzerine eğilen araştırmalardan yararlanılmasıdır. Tarama sonuçları göstermiştir ki, öğretmen adaylarının ve öğretmenlerin,

katıldıkları öğretmen eğitimi programları hakkındaki görüşleri ve memnuniyetleri farklı olsa da genel kanı öğretmen eğitimi programlarının öğretmen adaylarının dil becerilerini geliştirici, uygulamada kolaylık sağlayıcı ve son gelişmeleri takip eden özelliklerinin bulunmasıdır. Taramada, ODTÜ Yabancı Diller Eğitimi Bölümü programı üzerine, bölümün öğretmen eğitimcileri tarafından yapılan çalışmalara da yer verilmiş ve görülmüştür ki bu çalışmaların sonuçları da dünyada ve ülkemizde yapılan diğer çalışmalarla örtüşen bulgulara ulaşmıştır.

Taramanın kapsadığı dördüncü ve son alan ise araştırma yönteminin belirlenmesine ve bu yöntemin detaylandırılmasına katkıda bulunmuştur. Bu nedenle, bu bölümde faydalanılan kaynaklar sadece öğretmen yetiştirme programlarını değil tüm sosyal bilimlerde kullanılan nitel ve nicel araştırmaların yapılandırılması üzerine yazılan kaynakları ve program değerlendirme üzerine geliştirilen yaklaşımları içermiş ve çalışmanın araştırma yöntemlerini betimleyen bölümünde değinilmiştir.

ARAŞTIRMA YÖNTEMİ

Bu çalışma *ürün* etkinliğini değerlendiren bir *durum değerlendirmesi* olarak tasarlanmıştır. Richards'a (2001) göre durum değerlendirmeleri hem ihtiyaç analizinin bir boyutu olarak hem de değerlendirme çalışmalarının bir şekli olarak düşünülebilir. Aynı zamanda çalışma tek bir bölümün programına ve belli tarih aralığındaki mezunları üzerine eğildiği için *örnek olay/vaka analizi* olarak adlandırılmalıdır. Ayrıca çalışmada doğalcı bir yaklaşım kullanılmıştır; bir başka deyişle araştırmacının amacı hipotezleri test etmekten ya da kendiliğinden oluşan olaylara müdahale etmek değil kendine özgü alanında gelişen vakayı incelemek ve betimlemektir.

Yin'in (1994) söylediği gibi olay analizleri nitel araştırmalarla karıştırılmamalıdır. Bu durumda bu çalışmalarda kullanılacak veri, hem nitel hem de nicel veri toplama yöntemleri ile sağlanabilir. O nedenle de bu çalışmada, nicel verileri toplamak için anket, nitel verileri toplamak için mülakat/ yüzyüze görüşme yöntemlerine başvurulmuştur.

Çalışmada iki grup katılımcı yer almıştır: Birinci grup katılımcılarını, 2002 ile 2006 yılları arasında ODTÜ Yabancı Diller Eğitimi Bölümü'nden mezun olan ve öğretmenlik kariyerlerinin bir ila beşinci yılında yer alan 109 *YDE mezunu* oluşturmaktadır. Bu grup aynı yıllar içinde mezun olan toplam öğretmen adayı sayısının (604) yüzde 18'ini oluşturmaktadır. Bu 109 mezun çalışmanın nicel bölümü için *mezun anketlerini* yanıtlamıştır. Anketleri yanıtlayan mezunları belirlemek ve yüksek sayıda mezuna ulaşmak amacıyla, *kartopu örnekleme* ve *kolay ulaşılabilir durum örnekleme* birlikte kullanılmıştır. Buna göre, kolay ulaşılabilen mezunlara anketler elektronik ortamda yollanmış ve anketi tanıdıkları diğer mezunlara iletmeleri rica edilmiştir. Ancak beklenen düzeyde katılımcıya ulaşılamayınca, anketler posta adreslerine ulaşılabilen mezunlara posta ile gönderilmiştir.

Anketlerin sonunda, çalışmanın ikinci ayağını oluşturan mülakatlara katılacağını belirten gönüllü mezunlardan *maksimum çeşitlilik örnekleme* yardımıyla mezun mülakatı katılımcıları belirlenmiştir. Buna göre, çalıştıkları kuruma ve seviyeye göre oluşturulan 6 farklı gruptan 11 YDE mezunuyla mülakatlar gerçekleştirilmiştir.

Çalışmaya katılan ikinci grubu ise mezunların *işverenleri* oluşturmaktadır ve çalışmanın sadece nitel ayağını oluşturan mülakatlarda yer almışlardır. İşverenlerin belirlenmesinde rol oynayan faktör işverenlerin çalıştıkları kurumda yönetici ya da öğretmen seçiminde ve/veya eğitiminde belirleyici pozisyonunda olmalarıdır. Bu açıdan çalışmaya katılan sekiz işveren, *elite/seçilmiş* olarak adlandırılmış ve kendilerine *maksimum çeşitlilik örnekleme* temel alınarak ulaşılmıştır.

Çalışmada kullanılan araçlar ise araştırma yöntemiyle uyumlu olarak ikiye ayrılır: *anketler* ve *mülakatlar*. Çalışmada kullanılan iki anket birbirini tamamlayıcı niteliktedir. İlk anket, YDE mezunlarının YÖK tarafından belirlenen öğretmen yeterliliklerine göre kendilerini ne kadar yeterli bir yabancı dil öğretmeni olarak algıladıklarını araştırırken, ikinci anket YDE programında yer alan beş ders içeriğinin bu yeterliliklerin kazanımında nasıl bir rol oynadığı üzerinde durur. İlk anket dört bölümden oluşur: Katılımcıların

demografik özellikleri hakkında bilgi almayı amaçlayan bölüm, Likert ölçekte sunulan 50 öge, 4 açık uçlu soru ve derecelendirme ölçeği. İkinci ankette ise iki bölüm yer almaktadır: Likert ölçekte sunulan 34 öge ve sıralama ölçeği. Her iki anket de öncelikle 3 YDE mezunu ve konusunda uzman olan kişilerce incelenmiş, önerilen değişiklikler dikkate alınarak yeniden yapılandırılmış ve pilot çalışma uygulaması için 25 YDE son sınıf öğrencisine sunulmuştur. Pilot çalışma sonuçlarına göre tekrar yenilenen iki anket sırasıyla 0.96 ve 0.88 veri güvenilirliği sağlamıştır.

Mülakatlar ise hem gönüllü olan mezunlarla hem de YDE mezunları hakkında yeterince bilgisi ve deneyimi olan işverenlerle farklı açık uçlu soru ve sondalarla yarı planlı olarak gerçekleştirilmiştir. Tıpkı anketlerde olduğu gibi yarı planlı mülakat soruları da alanında uzman kişilere ve YDE mezunlarına pilot çalışma sırasında gösterilmiş ve edinilen dönütlerle geliştirilmiştir. Mülakatlar, katılımcıların ana dili olduğu için Türkçe olarak yapılmış, hepsinin ses kayıt cihazıyla kaydedilmiştir, yapılan kayıtlar yazıya dökülmüş ve sorular ışığında kodlama işlemi gerçekleştirilmiştir.

VERİLER

Veri toplama yöntemleriyle dört farklı grup bulguya ulaşılmıştır. Birinci grup bulgular ilk mezun anketi sonunda elde edilmiştir. Buna göre mezun anketini yanıtlayan 109 YDE mezunu Likert ölçekte sunulan 50 ögeyi 4 puan üzerinden değerlendirmiş ve kendilerine en uygun olan şıkkı seçmişlerdir. Bu şıklar sırasıyla (1) yetersiz, (2) biraz yeterli, (3) yeterli ve (4) oldukça yeterli olarak yer almıştır. Buna göre bulgu analizleri yapılırken 1 ve 2 olarak gösterilen yeterlilik düzeyleri “olumsuz”, 3 ve 4 olarak gösterilenler ise “olumlu” olarak kabul edilmiştir. Böylelikle SPSS’de yapılan ortalama analizinde 2,5’un üstündeki değerler olumlu, altındaki değerler olumsuz olarak yorumlanmıştır. Her ne kadar hiçbir yeterlilik belirtir öge için negatif olarak yorumlanabilecek bir ortalama değer bulunmasa da, verilen yanıtların yüzde analizi YDE mezunlarının kendilerini bazı alanlarda yetersiz veya biraz yeterli bulduklarını göstermiştir. Bu yeterlilik alanları, öğrencilerin İngilizce konuşma

ve yazma becerilerinin geliştirilmesi, genel dilbilim teorileri hakkındaki bilgileri, kütüphane ve/veya laboratuvar gibi öğretim tesislerinin ve bilişim teknolojilerinin kullanılması, yapısal ve uyumlu ders planı hazırlanması, konuya uygun değerlendirme yöntemlerinin bilinmesi ve kullanılması, ve öğrenci gelişiminin kaydının tutulmasıdır. YDE mezunlarını kendilerini yeterli ya da oldukça yeterli gördükleri yeterlilik alanları ise şöyledir: Dili açık, net ve ilgi çekici şekilde sunmak, ileri düzey İngilizce bilgisine sahip olmak ve uygun ortama göre kullanmak, öğrencilerle pozitif iletişim kurmak, konuya uygun örnek seçmek ve kullanmak, öğrencilerin sorularına yanıt vermek, gerekli ve kullanılabilir dönüt vermek, kendi başarımını değerlendirmek ve kişisel gelişime açık olmak. Aynı ankette yer alan açık uçlu sorulara verilen yanıtlar ise, YDE mezunlarının yeterliliklerini değerlendirmeleri hakkında daha çok bilgi vermektedir. Buna göre mezunlar kendilerini daha çok geliştirmek istedikleri alan olarak ilk sıraya değişik değerlendirme metotları ile ilgili bilgi sahibi olma ve uygulama, konuşma İngilizce'sine hakim olma, sınıf yönetiminde etkin olma gibi yeterlilikleri sıralamışlardır. Ankette bahsedilmeyen ama ek olarak geliştirmek istedikleri yeterlilik alanları olarak da öğrencileri güdüleme, bir çok farklı sınıf aktivitesini bilme ve uygulama, sorun yaratan öğrencilerle başa çıkma gibi yeterlilikleri belirtmişlerdir. Ayrıca mezunlar yeterlilik alanlarında başarılı olmalarının sebebi olarak ODTÜ YDE eğitimini ilk sırada gösterirken motive olma, yaratıcılık veya kişisel disiplin gibi kişilik özelliklerini ikinci sırada belirtmişlerdir. Aynı şekilde, bir öğretmenin bu alanlarda başarısız olmasının nedeni olarak ilk sırada hizmet öncesi öğretmen eğitiminin yetersizliği yer alırken deneyimsizlik, öğretmenin kişisel özellikleri ve çalışma ortamı onu izlemiştir.

İkinci ankette ise mezunlardan yine Likert ölçeğini kullanarak 5 içeriğe göre ayrılmış YDE derslerini 4 şık üzerinden yabancı dil öğretmenin sahip olması gereken yeterlilikleri edinmelerine sağladığı yarar bakımından değerlendirmeleri istenmiştir. Bu şıklar sırasıyla (1) çok az, (2) az, (3) çok ve (4) oldukça çok olarak yer almıştır. İlk ankette olduğu gibi, bulgu analizleri yapılırken 1 ve 2 olarak gösterilen yeterlilik düzeyleri “olumsuz”, 3 ve 4 olarak

gösterilenler ise “olumlu” olarak kabul edilmiştir. Böylelikle SPSS’de yapılan ortalama analizi verilerinde 2,5’un üstündeki değerler olumlu, altındaki değerler olumsuz olarak yorumlanmıştır. Buna göre, Dil Gelişim içeriği altında yer alan derslerden dil bilgisi üzerinde durulan dersler, dil becerileri üzerine durulan derslerden daha az başarılı olarak değerlendirilmiştir. Dilbilim içeriği göz önüne alındığında iki ders için olumsuz ortalama değerler çıkmış ancak bu bölümde yer alan *Dil Edinimi* dersi en başarılı olarak düşünülen ders olmuştur. Edebiyat içeriğindeki tüm dersler ortalama açısından olumlu olarak değerlendirilse de bu grupta yer alan *Kısa Öykü: İnceleme ve Öğretim* adlı ders programdan çıkarılmış olmasına karşın en başarılı ders olarak belirtilmiştir. YDE mezunlarını mesleğe hazırlayan dersler olarak ikiye ayrılan mesleki eğitim derslerinin ilk grubunu oluşturan İngiliz Dili Eğitimi Yöntem dersleri içerisinden en başarılı olarak görülen dersler son sınıfta yer alan staj ve okul deneyimi dersleri olmuştur. Katılımcıların büyük çoğunluğu üniversite düzeyinde çalıştığı için *Çocuklara İngilizce Öğretimi* dersi bu grup için nispeten düşük bir ortalamaya sahip olmuş ama bu ortalama önceden bahsedilen grupların yüksek ortalamaya sahip çoğu derslerinden daha başarılı bulunmuştur. Genel Eğitim dersleri olarak gruplanan son bölümde ise en başarılı bulunan ders *Sınıf Yönetimi* dersi olmuştur. İkinci anketin son bölümünü oluşturan sıralama ölçeğine göre katılımcılar YDE programının 5 içeriği arasından yabancı dil öğretmeninin sahip olması gereken yeterlilikleri edinmelerine sağladığı yarar bakımından İngiliz Dili Eğitimi Yöntem derslerini ilk sıraya, Genel Eğitim derslerini ikinci sıraya Dil Gelişim derslerini üçüncü sıraya yerleştirmişlerdir. Dilbilim ve Edebiyat içerikleri ise sonraki iki sırayı paylaşmışlardır.

Çalışma için gerçekleştirilen mülakat serisinden ilkinin YDE mezunları ile yapılanlar oluşturmaktadır. Bu grupta 11 gönüllü YDE mezunu ile 30-45 dakikalık yarı planlı mülakat yapılmıştır. Mülakata katılan mezunlar meslekteki deneyimleri, çalıştıkları kurum ve öğretmenliğini yaptıkları öğrencilerin İngilizce seviyesi açısından birbirlerinden farklılık göstermektedirler. Bu grubun mülakat analizlerine göre, katılımcılar bir

yabancı dil öğretmeninin sahip olması gereken yeterlilikleri listelemeleri istendiğinde İngiliz dili öğretimi ilk sıraya yerleştirirken, dil farkındalığı, dil bilgisi ve sınıf yönetimi gibi yeterlilikleri ilk sırada belirtmişlerdir. Bu yeterliliklerin, çalışılan seviyeye, okula ya da yıla göre değişkenlik gösterip göstermediği sorusuna ise çoğunluk olumlu yanıt vermiş ancak farklı şekillerde açıklama getirmişlerdir. Mezunlar kendilerini hem kuvvetli hem de zayıf hissettikleri yeterlilik alanlarından bahsederken İngiliz dili öğretimi bilgisi, materyal geliştirme ve uygulama, kişisel gelişim gibi alanları güçlü oldukları alanların en başına yazarken, sınıf yönetimi, dil farkındalığı ve teorik bilgiyi pratiğe uyarlama gibi yeterlilikleri zayıf oldukları alanlar arasında göstermişlerdir. Bununla birlikte, kendilerine ODTÜ YDE programının yeterliliklerini kazanmalarındaki etkileri sorulduğunda kimi katılımcılar olumlu yanıt vererek etkinin hangi alanlarda olduğunu -İngiliz dili öğretimi bilgisi- açıklamış, kimi katılımcılar ise olumsuz yanıt vererek bunun kişisel özelliklere bağlı olduğunu belirtmişlerdir. Tek tek YDE programı içeriklerini değerlendirmeleri istendiğinde, Dil Gelişim dersleri içindeki dil becerisini geliştirmeye yönelik bazı derslerin katkısını dile getirirken bazı dersleri de – dil bilgisi/ gramer ağırlıklı dersler başta olmak üzere- gerek içerik, gerek işleyiş gerekse ilintili olma açısından eleştirmişlerdir. YDE programındaki Edebiyat içeriğinde yer alan dersler ise dil, öğretim yöntemleri ve genel kültür gelişimi açısından yararlı bulunurken, bu derslerde edebiyat öğretiminin yabancı dil öğretiminde kullanılması konusunun üzerinde durulması gerektiği ve derslerde izlenen yöntemlerin geliştirilmesi gerektiği belirtilmiştir. Üçüncü olarak Dilbilim ders içerikleri üzerine mülakat katılımcısı YDE mezunları bu derslerin dil edinimi konusunda kendilerini bilgi sahibi yaptığını ve gramer anlatımında bir model oluşturduğunu söylerken mesleki eğitim dersleri ile aralarında bir bağlantı ve iletişim kurulmamasının ve pratiğe dökülememesinin olumsuzlarından söz etmişlerdir. Mesleki eğitim derslerine gelindiğinde, her ne kadar İngiliz Dili Öğretim Yöntemlerinin kapsadığı dersler sınıf içi öğretim uygulamaları, sunulan öğretim metot ve yaklaşımları açısından etkili olarak değerlendirilse de, bu grupta yer alan dersler içeriklerinin birbiriyle fazlaca

örtüşmesi, pratik çalışmalara yeterince zaman ayrılmaması ve öğretim elemanının deneyimsiz olması gibi nedenlerle eleştirilmiştir. Aynı şekilde Genel Eğitim dersleri de kullanılan ölçme değerlendirme teknikleri, yerel kültürle örtüşmeyen kaynak ve örnek kullanımı açılarından eleştirilmiştir. Bu beş ders içeriğinin birbiriyle ve kapsadıkları derslerin kendi aralarında bir bütünlük içinde olması gerektiği belirtilirken, özellikle mesleki eğitim derslerini oluşturan iki grubun –İngiliz Dili Öğretimi ve Genel Eğitim- birbiriyle uyum içerisinde olması gerektiği ve bu dersleri veren bölümlerin işbirliği yapması gerektiği belirtilmiştir.

Çalışma için gerçekleştirilen mülakat serisinden ikincisini YDE mezunlarının işverenleri ile yapılan mülakatlar oluşturur. Bu grupta 8 seçilmiş işveren ile 30-45 dakikalık yarı planlı mülakat yapılmıştır. Mülakata katılan seçilmiş işverenler meslekteki deneyimleri, çalıştıkları kurumdaki görevleri, meslek alanları ve buldukları kurumun niteliği açısından birbirlerinden farklılık gösterirler. Bu grubun mülakat analizlerine göre, tüm katılımcıların belirttiği bir yabancı dil öğretmeninde aranan yeterlilikler, dil kullanma becerisi ve dil öğretim bilgisidir. Bunun yanı sıra katılımcılar görev yaptıkları kurumun niteliklerine göre farklı sınıf içi ve sınıf dışı niteliklerin öneminden bahsetmişlerdir. ODTÜ Yabancı Diller Eğitimi programının YDE mezunlarının bir yabancı dil öğretmeninde aranan yeterlilikleri kazanmasında etkili ve önemli olduğu konusunda da aynı görüşte olan seçilmiş işverenler, mezunların en güçlü oldukları ve en zayıf oldukları alanlar konusunda farklı fikirler ileri sürmüşlerdir. Örneğin, katılımcıların yarıya yakını mezunların dil kullanımı konusundaki başarısından söz ederken diğer yarısı aynı yeterlilikte gelişmeleri gerektiğini belirtmiştir. YDE program içerikleri açısından ise İngiliz Dili Öğretim Yöntemleri ve Dil Becerisi grubunda yer alan derslerin diğerlerine göre daha önemli olduğunu belirtirken Edebiyat ve Dilbilim alanlarındaki derslerin de çeşitli etkilerine değinmişlerdir. Son olarak, verdikleri öneriler arasında öğretmenlik uygulamasına, dil becerileri gelişimine ve dil farkındalığına daha çok önem verilmesi gerektiğini belirtmişlerdir.

SONUÇ ve ÇIKARIMLAR

Bu çalışma, YDE programı ürününü değerlendirmeye ve bir durum değerlendirmesi yapmaya yöneliktir. Buna göre sonuçlar göstermiştir ki, YDE mezunları her ne kadar doldurdıkları ankette sahip oldukları yeterlilikler konusunda olumlu görüşlere sahip olsalar da, mülakatlarda gelişim ihtiyacı duydukları alanları daha açıklıkla dile getirmişlerdir. Buna göre katılımcı mezunların büyük çoğunluğu İngilizce'ye egemen olma ve dil becerilerini kapsayan yeterliliklerde gelişmeye gereksinimleri olduğunu dile getirmişlerdir. Bu yeterliliklerdeki gelişme ihtiyacının açıkça dile getirilmesi, dil kullanımının İngilizce öğretimindeki öncelikli ve ön koşul oluşturan yeterlilik alanı olmasından kaynaklanmış olabilir.

Katılımcı mezunlar her ne kadar kişisel gelişim, öğrencilerle iletişim ve öğrenci gelişimine yönelik dönüt verme gibi yeterlilik alanlarında olumlu bir algıya sahip olsalar da, ölçme değerlendirme, sınıf yönetimi ve kaynak kullanımı gibi alanlarda gelişme ihtiyacı ortaya koymuşlardır. Yeterliliğin algılamasındaki bu farklılığın sebebi sınıf yönetimi ve ders anlatımı gibi alanlarda olan başarısızlığın diğer alanlara da olumsuz etki etmesinden kaynaklandığı söylenebilir.

Katılımcılar her ne kadar lisans eğitimlerinin öğretmen yeterliliklerini kazanmalarındaki etkisinden ve eksikliğinden ilk sırada bahsetseler de, farklı okullarda görev yapan mezunlar karşılaştırmalı olarak dikkate alındığında sonuçlar değişkenlik göstermiştir. Buna göre, özel okullarda çalışan katılımcılar, yeterliliklerin gelişiminde okul ortamının ne kadar önemli olduğuna değinirken, devlet okullarında çalışanlar, fiziksel koşulların yeterliliklerin kazanılmasındaki rolünden bahsetmişlerdir. Bunun yanı sıra, sınıf yönetiminin, hem ilk iki yılında olan hem de özel okulda çalışan katılımcılar tarafından önemli bir yeterlilik alanı olarak belirtilmiş olması, öğrenci profilinin öğretmenlerin sahip olduğu yeterlilikleri algılayışında ve geliştirmelerindeki etkisini ortaya koymuş olabilir.

Öte yandan, devlet ilköğretim ve orta öğretim okullarında çalışan katılımcıların, materyal geliştirme ve uygulama gibi yeterliliklerin üzerinde durmaları ve bu konunun sınıf yönetimini etkilediğini belirtmeleri, farklı okul tiplerinde farklı yeterliliklerin öncelik aldığı belirtilir. Aynı şekilde, katılımcı işverenlerle yapılan mülakatlar da farklı öğretim kurumlarında okulun niteliğine, imkânlarına, öğrencilerin dil seviyesine ve sosyal durumuna göre bir yabancı dil öğretmenin sahip olması gereken yeterliliklerin değişiklik gösterdiği ve/veya farklı öncelikler aldığı söylenebilir.

YDE mezunları her ne kadar doldurdıkları ankette YDE programını oluşturan değişik ders grupları ve o grupları oluşturan dersler hakkında genelde olumlu görüşlere sahip olsalar da, mülakatlarda ders gruplarının ve grupları oluşturan kimi derslerin geliştirilmesinde yarar olduğunu dile getirmişlerdir. Ayrıca mesleki eğitim dersleri öğretmen adaylarına gerekli yeterlilikleri kazandırmada ilk sırada yer alsa da, bu dersleri oluşturan İngilizce Dil Öğretim ve Genel Eğitim ders gruplarının birbiriyle daha çok iletişim içerisinde bulunması ve pratik çalışmalara daha çok zaman ayrılması bu dersler için önerilenler arasında gelmektedir. Buna ek olarak, Dil Gelişim derslerinin önemi vurgulanmakla beraber bu derslerin işleniş, içeriği ve kapsamı konusundaki kaygılar da dile getirilmiştir. Yukarıda söz edilen 3 grubun en çok katkı sağlayan ders grupları olmasına rağmen en çok öneri getirilen gruplar olmasının nedeni bu derslerin bir İngilizce öğretmenin sahip olması gereken yeterlilikleri kazanmasında öncelikli rol oynamasından kaynaklanabilir. Öte yandan, her ne kadar Dil Bilim ve Edebiyat dersleri diğer üç grup ders kadar etkin bulunmasa da, bu durum bu iki ders grubunun programdan çıkarılması gerektiği gibi anlaşılmalıdır. Aksine bu ders gruplarının öğrencilerin kişisel ve mesleki gelişimlerinde rol oynadıkları da çeşitli mezun ve işveren katılımcılar tarafından belirtilmiştir. Ancak bu iki grupta yer alan derslerin de yine birbiri ve diğer gruplarla iletişim içinde olması ve bu gruplarda yer alan bazı derslerin içerik, işleyiş ve değerlendirme açısından gözden geçirilmesi gereklidir.

Mezun mülakatlarında görülen bir başka konu da, kimi derslerin içeriğinin ve etkisinin dersi veren hocaya göre değiştiğidir. Her ne kadar bu çalışmanın amacı ders hocalarının etkinliği hakkında veri toplamak olmasa da, mülakat verilerinin toplanması sırasında katılımcılar bu konudan bahsetmişlerdir. Aynı ders ve/veya ders grubu hakkında hem olumlu hem olumsuz görüşlerin yer almasının nedeni dersi veren öğretim görevlilerinin ders içeriği ve ders işleyişi üzerindeki etkilerinin bir sonucu olabilir.

İşveren mülakatlarında her ne kadar program dersleri ve ders grupları konusunda detaylı veriye ulaşılmassa da, işverenlerin hemfikir olduğu konu programın, derslerin ve ders gruplarının yabancı dil öğretmeni adaylarının yabancı dil gelişimine katkıda bulunması ve onlara mümkün olduğunca uygulama deneyimi kazandırması olarak belirtilmiştir. Bu sonuç da, literatürde yer alan birçok çalışma sonucuyla uyumludur.

Çalışma sonunda şu çıkarımları yapmak mümkündür:

1. Hem literatürde öğretmen yeterlilikleri hakkında yapılan çalışmalarda hem de bu çalışmanın verilerinde görülmüştür ki, dil ve dil becerilerinin etkin bir biçimde kullanılması yabancı dil öğretmeni adaylarının ulaşması gereken öncelikli yeterliliktir. Bu nedenle, ODTÜ YDE programındaki gerek Dil Gelişim dersleri gerekse diğer ders gruplarının, bu amaca hizmet eder şekilde yeniden içerik ve işleyiş anlamında planlanması gerekmektedir.
2. Edebiyat grubu içeriğinde yer alan dersler, gerek içerik gerekse işleyiş anlamında Edebiyat bölümlerinin programında yer alan derslerden farklı olmalı ve öğretmen adaylarının sahip olması gereken yeterlilikleri geliştirmeyi hedeflemelidir.
3. Dilbilim grubunda yer alan dersler, sadece teorik bilgi üzerine eğilmek yerine uygulama veren derslerle iletişim içerisinde olmalı ve teorik bilginin pratiğe uygulanması konusunu da kapsamalıdır.
4. İngiliz Dili Öğretimi derslerinde daha az öğrenci olmalı ve bu derslerin içeriğinde gerek küçük, gerek geniş çaplı uygulamalara ağırlık

verilmelidir. Bu grupta yer alan derslerin içerikleri gereksiz konu tekrarının önlenmesi açısından yeniden belirlenmelidir.

5. Hem İngiliz Dili Öğretimi hem de Genel Eğitim ders grupları içerisinde yer alan dersler, öğretmen adaylarının muhtemel çalışma kurumları ve ortamları hakkında daha çok bilgi vermeli, kullanılan kaynaklar yerel İngilizce öğretimi ihtiyaçlarına ve niteliğine uygun olmalıdır.
6. Hizmet öncesi öğretmen eğitiminde görev yapan tüm öğretim elemanları öğretmen adayları için bir model oluşturmaktadırlar, bu nedenle bu bölümlere atanan öğretim elemanlarının- özellikle mesleki eğitim derslerini verenlerin- üniversite dışında gerçek sınıf ortamları hakkında birebir deneyimleri olmasında fayda vardır. Ayrıca görev yapan tüm hocaların öğretim yöntemleri hakkında bir programa katılmış olmaları da yarar sağlayacaktır.
7. Programda yer alan tüm derslerin hocaları kendi grupları ve diğer gruplarla iletişim içerisinde bulunmalıdır. Aynı iletişim programının sürekli gelişimi için, program mezunları ve mezun işverenleriyle de kurulmalı, değişen ihtiyaçlar ve gelişmeler doğrultusunda program devamlı bir yenilenme içerisinde bulunmalıdır.

Bu çalışma her ne kadar anket ve mülakat yöntemleri ile veri toplama üzerine kurulu olsa da, YDE mezunlarının sınıflarında gözlem yapılması ve onların öğrencileriyle görüşülmesi sonucunda toplanacak verilerle daha farklı sonuçlara ulaşılabilir. Ayrıca katılımcı mezun sayısının daha yüksek olması ve/veya işverenlerin daha çeşitli bölgelerden ve kurumlardan seçilmesi de farklı sonuçlar doğurabilir.

APPENDIX K

VITA

Deniz Şallı-Çopur was born in Ankara, Turkey on February 7, 1976. She received her B.A. and M.A. degrees in English Language Teaching from Middle East Technical University (METU) in 1999 and 2002 respectively. Over the years, she has worked as a teacher of English to young learners in Bilkent Primary School, a research assistant at the Department of Foreign Language Education and an instructor at the Department of Modern Languages in METU. She has published articles and presented papers in the fields of ELT methodology, program evaluation, teacher education and training in EFL setting.

Publications and Paper Presentations

Birlik, N. and Şallı-Çopur, D. (2007). Short stories in teaching foreign language skills. *Academic Exchange Quarterly*, 11 (1), 93-97.

Şallı-Çopur, D. (2004). *What do the prospective English language teachers think of the dominance of English as an International Language?* Paper presented in the 3rd ELT Conference in Trakya University. Edirne, Turkey.

Şallı-Çopur, D. (2005). Coping with the problems of mixed ability classes. *The Internet TESL Journal*, Vol. XI, No. 8, August 2005. Available at <http://iteslj.org/Techniques/Salli-Copur-MixedAbility.html>

Şallı-Çopur, D. (2005). *An ELT content-based academic writing course for prospective teachers of English: Evaluation Stage*. Paper presented in the 4th ELT Research Conference in Çanakkale 18 Mart University. Çanakkale, Turkey.

Şallı-Çopur, D. (2006). *Who's afraid of in-service teacher training? A situation analysis*. Paper presented in the 2nd International ELT Conference in Eastern Mediterranean University. Famagusta, North Cyprus.

Şallı-Çopur, D. (2007). A training session on autonomy for language teachers. *The Teacher Trainer*, 21 (2), 6-7.

Şallı-Çopur, D. (2008). Using anecdotes in language classes. *English Teaching Forum*, 46 (1), 34-39.