

EXPLORING THE PERCEPTIONS OF TEACHERS ABOUT THEIR CURRENT
AND DESIRED COMPETENCIES IDENTIFIED BY CEF AND ELP:
A CASE STUDY

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ABSTRACT

EXPLORING THE PERCEPTIONS OF TEACHERS ABOUT THEIR CURRENT AND DESIRED COMPETENCIES IDENTIFIED BY CEF AND ELP: A CASE STUDY

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The purpose of this study is to find out the required teacher competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio (ELP) and to explore the perceptions of teachers about their current and desired competencies defined by CEF and ELP.

The required competencies for the teachers are defined in the book called *Common European Framework of Reference for Languages*. This book being a reference for the whole European Union countries, identifies required teacher competencies under four common European principles; a graduate profession, a profession placed within the context of lifelong learning, a mobile profession, a profession based on partnerships, and three key competencies; work with information, technology and knowledge, work with their fellow human beings – learners, colleagues and other partners in education, and work with and in society - at local, regional, national, European and broader global levels.

A group of 40 teachers randomly selected at the Department of Basic English, School of Foreign Languages at the Middle East Technical University participated in

this case study. A questionnaire about required teacher competencies in the implementation of the CEF and the English Language Portfolio was administered to these teachers and the results were analyzed quantitatively and with the use of the descriptive and exploratory statistics.

The findings obtained revealed that the teachers that participated in the questionnaire found themselves to be very competent in the required teacher competencies defined in the Common *European Framework of Reference for Languages*, however, they would like to have to be experts in these competencies and also they have found these competencies to be very important.

Key words: Common European Framework (CEF), English Language Portfolio, competencies, implementation

ÖZ

AVRUPA BİRLİĞİ İNGİLİZCE DİL PORTFÖYÜ VE AVRUPA ORTAK BAŞVURU METNİ'DE TANIMLANAN ÖĞRETMENLER İÇİN GEREKLİ ÖZELLİKLERİN ÖĞRETMENLER TARAFINDAN ŞU AN SAHİP OLDUKLARI VE ULAŞMAK İSTEDİKLERİ ÖZELLİKLER ÇERÇEVESİNDE NASIL ALGILANDIĞINI ORTAYA ÇIKARMAK: ÖRNEK OLAY İNCELEMESİ

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Bu çalışma, Avrupa Birliği İngilizce Dil Portföyü ve Avrupa Ortak Başvuru Metni'nin uygulanmasında, öğretmenler için gerekli özelliklerin neler olduğunu ve bu özelliklerin öğretmenler tarafından şu an sahip oldukları ve ulaşmak istedikleri özellikler çerçevesinde nasıl algılandığını ortaya çıkarmaktır.

Öğretmenlerin sahip olmaları gereken özellikler *Common European Framework of Reference for Languages* adlı kitapta kapsamlı olarak ele alınmıştır. Bütün Avrupa ülkeleri için bir referans olma özelliğini taşıyan bu kitap, öğretmenlerin sahip olmaları gereken özellikleri dört temel ilke ve üç ana yeterlilik olarak ele almaktadır. Bu dört temel ilke öğretmenliğin üniversite eğitimi olarak yapılan bir meslek olması, ömür boyu devam eden öğrenmenin gerekli olduğu bir meslek olması, eğitimin değişik seviyelerinde ve farklı ülkelerde değişkenliği gerektiren bir meslek olması, üniversiteler ile okulların, eğitim endüstrisinin ve eğitim sağlayıcılar arasında kurulmuş bir ortaklığın üzerine oturtulmuş bir meslek olması olarak açıklanmaktadır. Üç ana yeterlilik ise bilgi, teknoloji ve ilim ile

çalışmak, insanlarla (öğrenciler, meslektaşlar ve eğitim alanındaki diğer bireyler) çalışmak ve toplumla ve toplum ile birliğe (yerel, bölgesel, ulusal, Avrupa ve dünya seviyesinde) çalışmak olarak açıklanmaktadır .

Orta Doğu Teknik Üniversitesi, Temel İngilizce Bölümü öğretmenlerinden rastgele seçilmiş 40 öğretmen bu çalışmaya katılmıştır. Avrupa Birliği İngilizce Dil Portföyü ve Avrupa Ortak Başvuru Metni'nin uygulanmasında, öğretmenler için gerekli özellikler ile ilgili bir anket bu öğretmenlere uygulanmıştır. Sonuçlar nicel olarak ve tanımsal ve keşif istatistiklerle incelenmiştir.

Elde edilen bulgular, ankete katılan hocaların kendilerini *Common European Framework of Reference for Languages*'de tanımlanan özelliklerde ykendilerini çok ehliyetli buldukları ortaya çarmıştır. Fakat, öğretmenlerin bu özelliklerde usta düzeyde ehliyete sahip olmak istedikleri ve bu özellikler çok önemli buldukları görülmüştür.

Anahtar Kelimeler: Ortak Başvuru Metni, Birliği İngilizce Dil PortföyüAvrupa, özellikler, uygulama

To My Parents, Simge and Olcay

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter presents the background to the study, the purpose, the research questions, and the significance of the study. Finally, the limitations of the study will be presented.

1.1 Background of the Study

The history of teacher education in Turkey went back even before the establishment of the Turkish Republic. Many efforts have been made to improve teacher education and Turkey passed several phases in this improvement process. In 1924, the law on the Unification of Education was accepted in the parliament; which resulted in the unification of all schools under the Ministry of Education. The former teacher education system for primary level teachers had separate systems for urban and rural schools, and a village program that educated students to return to their home villages as teachers. In 1954, separate village institutes were closed and the nation-wide training for primary teachers was started. This nation-wide training for primary teachers lasted six years after primary education or three years after junior high school. In 1971 it was extended to seven years after elementary school. In 1973, the National Education Basic Law mandated that all teachers should have higher education. In 1982 with the law on the Higher Education Reform in Turkey, the Higher Education Council (YÖK) was established and teachers were started to be educated at the universities. With the 1981 higher education reform, all of the four-year teacher training institutions and three-year foreign language high schools were transformed into four-year faculties of education at universities.

Today, there are 77 (53 public and 24 private) universities in Turkey (ÖSYM, 2008). Out of 77, 50 (five private and 45 public) universities have Faculties of Education, most of which offer dual (both regular and evening) programs. Since

1998, all the education faculties in Turkey follow a standardized curriculum outlined by the Higher Education Council (cited in Deniz & Sahin, 2006). Pedagogical certificate programs are also available at education faculties for the students of Faculty of Science and Letters, for those who obtained a bachelor's degree in their fields of study, which prepare them for teaching positions.

Integration in to the European Union (EU) evokes new systemic changes in Turkish education. Since 1987, Turkey has been seeking to become a full member of the European Union. Adaptation to the European Union criteria has been a long and challenging process which requires changes and improvement in many aspects of Turkey from trade, agriculture to education and culture. Turkey is a candidate country and has been continuing with membership negotiations since 2007.

There are certain criteria in the field of Education for Turkey to meet to become a full member of the EU. The Screening Report Turkey (2005) on Education and Culture states that:

The areas of education and training, youth and culture are primarily the competence of the Member States. The European Community Treaty provides that the Community shall encourage cooperation between Member States and support and supplement their actions, while fully respecting their responsibility for the content of teaching, organization of education and vocational training systems, and their national and regional cultural diversity.

The concrete future objectives of education and training systems endorsed in 2001, ..., are providing directions for the improvement and development of the quality of education and training systems. This resulted in the work programme *Education and Training 2010**, which integrates all actions in the fields of education and training at European level.

* *Education and Training 2010 – The Success of the Lisbon Strategy Hinges on Urgent Reforms was adopted jointly by the Council and the Commission on 26 February 2004. This report recommended that European common references and principles in a number of areas, including the competences and qualifications of teachers and trainers, should be developed ‘as a matter of priority’, p.28.*

Again in this report Turkey states its interest and enthusiasm as:

Turkey stated that it fully shares the ambitious set of goals and objectives in the field of education agreed upon by the EU... and aims to converge to those in the process of accession. Turkey takes part in the *Education and Training 2010* process and has submitted a report in 2005 on its progress and national strategies towards the common goals.

In the process of accession to European Union Criteria, the 2005 Progress Report of Turkey on Implementing the 'Education and Training 2010' Work programme states that:

The Ministry of National Education (MoNE) has been renewing foreign languages curricula in accordance with *the Common European Framework of Reference for Languages* which facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency.

It is also stated in this report that the Board of Education has been increasing the number of foreign language lessons in higher education institutions.

The reference book that is used as a guideline in Turkey and across Europe in the teaching of Languages is *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, or CEFR. It is a reference for course designers, textbook writers, testers, teachers and teacher trainers. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, assessing and teaching which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The creation of a "European Language Portfolio" - certification in language ability which can be used across Europe, was a result of a symposium on "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification" held in Switzerland in 1991. This symposium emphasized that a Common European Framework for languages was needed to improve the recognition of language qualifications and help teachers co-operate, eventually leading to improved communication and cooperation in Europe.

1.2 Purpose of the Study

With the emerging needs of the world, boundaries getting smaller and the arrival of the knowledge society, the necessity to provide the learners with more diverse skills for living and working in the knowledge age has become important. In educating the learners and preparing them for life, there is no doubt that teachers play a vital role. Teacher will equip the learners with required skills in this learning experience that will make them more successful in their future life.

Needless to say, teachers are the most important factor in the development of the education system and in the implementation of the changes that will help Turkey become a member of the European Union. Teachers are the ones who will stress the importance of the high quality education that will provide the learners with personal fulfillment, better social skills and more diverse employment opportunities.

Therefore, the role, quality and competencies of language teachers are at most importance to achieve these goals.

The purpose of this case study is to determine the required language teacher competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio and to explore the perceptions of teachers about their current and desired competencies defined by CEF and ELP.

1.3 Research Questions

Therefore the research questions in this study are:

- 1) What are the required teacher competencies in the Common European Framework (CEF) and the English Language Portfolio (ELP)?
- 2) How do the teachers in Turkey perceive themselves in these competencies?
- 3) How would the teachers in Turkey like to be in these competencies?

1.4 Significance of the Study

There is a need to see how the teachers perceive themselves in their current and desired competencies defined by the CEF and ELP. This case study is initiated to

offer an insight to explore this need and better understanding the perceptions of the teachers about the competencies defined in CEF and ELP.

Based on the results of this case study, a perspective of teachers' perceptions regarding their current competencies will be explored and an idea about what the teachers' desire to achieve regarding these competencies will be seen. The outcomes of this study will also show how competent language teachers in are within the Common European Framework and how much they want to develop themselves within these competencies.

In relation to the results of this case study, the teachers may be further informed about the Common European Framework and the required teacher competencies with in this framework. Therefore, the findings of this study may shed light on the lacking competencies of the English Language teachers and ways to develop these competencies may be thought in the future.

1.5 Definition of Terms

Common European Framework of Reference (CEFR) provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner and a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility.

The CEFR is a document which describes in a comprehensive manner i) the competencies necessary for communication, ii) the related knowledge and skills, and iii) the situations and domains of communication.

English Language Portfolio is a means to document a learner's achievements. The portfolio is the property of the learner, and the basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples are texts created by the students, but might also include photos of classroom scenes, audio

recordings, or even DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion or a role play.

Education and Training 2010: In 2002, the European Union stated that by 2010, Europe should be the world leader in terms of the quality of its education and training systems. Ministers of Education agreed for the first time on shared objectives which are set to be achieved by 2010; to improve the quality and effectiveness of EU education and training systems; to ensure that they are accessible to all; to open up education and training to the wider world. *Education and Training 2010* integrates all actions in the fields of education and training at European level, including vocational education and training.

Turkey's Screening Report: The screening report is a part of the negotiations with the European Union which start with the "screening" process. This is a detailed, systematic presentation and examination of all EU legislation so that the candidate country fully understands what is expected and required of it and the European side can see how far the candidate meets its membership criteria and what remains to be done. The screening reports include a number of chapters; e.g. financial control, science and research, customs union, education and culture etc.

Turkey's Progress Report: The progress report is a part of the negotiations with the European Union. These are periodical intermediate reports, prepared by the project management/contractor and submitted to the European Commission and the partner institution, regarding the advancement of the project activities and works. The progress reports were published, where the Commission services monitor and assess the achievements of each of the candidate and potential candidates over the previous year.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, first, what competency means will be presented. Next, the importance of teacher competencies in Common European Framework will be explained. Then, the teacher competencies in some countries in America, Asia and Europe will be discussed. The development of the Common European Framework (CEF) and English Language Portfolio (ELP) will also be discussed followed by definitions of the common competencies and key principles of teachers in Common European Framework. Next, the relationship between the English Language Portfolio and teacher competencies and qualifications will be explained. Information about the adaptation of some EU countries to CEF will also be mentioned. Finally, teacher competencies in Turkey, studies on teacher competencies in Turkey and where Turkey stands in the application of Common European Framework will be discussed.

2.1 Competency

Dictionary definition of competency is a standardized requirement for an individual to properly perform a specific job. When it comes to defining teacher competencies, these competencies can be defined as the knowledge, skills, and dispositions that teachers must hold to effectively teach their learners. Teachers are holding a key role in the education system, and in order to attain a successful learning and for evaluating outcomes in internationally comparable manner, the competencies of a teacher should also be standardized.

2.2 The Development of Common European Framework (CEF)

The aim of the Common European Framework of Reference for Languages (CEF) is “to achieve more coherence and harmony in the field of languages and comparability of language qualifications within the European Community” (Janssen-van Dieten, 2000, p. 143).

292 Swiss foreign language teachers working in secondary education, vocational training and adult education took part in the development of the framework. The project started out with gathering a pool of descriptors, taken from existing scales for the description of levels of language proficiency (North, 1993). Making use of the experience and expertise of the teachers these descriptors were selected, reformulated and categorized. Statistical calibrations made it possible to scale the descriptors and to rank them on the six levels of the proficiency scale. CEF consists of descriptions of communicative activities and matching descriptions of communicative language competence at six levels. Three types of language users are distinguished: Basic user, Independent user and Proficient user.

The levels A1 (Breakthrough) and A2 (Waystage) are sublevels of the basic level. Within the levels of the Independent and Proficient user, sublevels B1 (Threshold) and B2 (Vantage), C1 (Effective proficiency) and C2 (Mastery) are distinguished. A basic user is someone at an elementary level of competence, but who, in communication situations, is dependent on the willingness of the conversation partner to adapt to his/her level. An independent user is someone who is able to manage in everyday practice, can make himself/herself understood without too much effort and is in general able to understand speech spoken at a normal rate. Proficient users can communicate without any impediments.

2.3 The Development of Language Portfolio

Along with the CEF, a European Language Portfolio was developed. The European Language Portfolio (ELP) aims to collect samples of a learner's language and intercultural competence. It was devised by the Council of Europe's Modern Languages Division that was piloted in 15 Council of Europe member countries, and was launched during the European Year of Languages in 2001.

The portfolio is the property of the learner, and the basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but might also include photos of classroom scenes,

audio recordings, or even DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion or a role play.

Apart from containing evidence of a student's performance, the ELP consists of three parts: a passport, a biography and a dossier (Puchta, 2007 and Janssen-van Dieten, 2003).

1. The Language Passport section gives information about a student's proficiency in one or more languages at given points of time. In this part of the portfolio, students record formal qualifications and give information about their language competencies with regard to the common reference levels in the Common European Framework (CEF). This part of the portfolio can contain evidence of self assessment, assessment by the teacher and assessment by educational institutions and examination boards, e.g. international exams such as Cambridge ESOL.
2. The Language Biography aims to encourage students to get involved in the planning, reflecting upon and assessing of their own learning process and progress. All kinds of language learning experiences, both inside and outside school, can be documented. It gives students an opportunity to state what they can do in their foreign language(s). In this part of the portfolio, students can also list and reflect upon important language and intercultural learning experiences, for example, time they have spent studying abroad, intercultural projects they have taken part in, etc.
3. The Dossier is a collection of materials and data put together by students to document and illustrate their proficiency and the learning experiences which are listed and reflected upon in the Language Passport and the Biography.

2.4 The Importance of Teacher Competencies in Common European Framework (CEF)

When identifying the teacher competencies in Common European Framework, the fact that teachers are the key point in preparing the young and adult learners to life and shaping the society and the future is well-kept in mind. One of the key components in the education system is the teachers. They are the ones who are directly responsible of giving the knowledge and educating learners. As mentioned in *Common European Principles for Teacher Competences and Qualifications*, “They are key players in how education systems evolve and in the implementation of the reforms...” (2005, p. 1). Therefore, the importance given to the teachers has a direct effect on the quality of education. That is the quality of education that provides the learners with the necessary skills to be successful in life. “... High quality education provides learners with personal fulfillment, better social skills and more diverse employment opportunities.” (2005, p. 1). These are the reasons why “the role of teachers and their lifelong learning and career development” (2005, p. 2) are viewed as key priorities in the Common European Framework.

Teachers need to be informed, updated and be a part of the changes and challenges of the knowledge society, and prepare learners to be “autonomous lifelong learners” (2005, p.2). In order to achieve this goal, “they should, therefore, be able to reflect on the processes of learning and teaching through an ongoing engagement with subject knowledge, curriculum content, pedagogy, innovation, research, and the social and cultural dimensions of education.” (2005, p. 2). This can be attained through a well defined graduate education of the teachers; which is supplemented with on-going professional development, and a well-built cooperation between the universities and the schools where the teachers will work.

One of the aims of the Common European Framework is to create equal grounds and be a reference in preparing learners to become EU citizens. Again, the role of teachers in this task is very important. Teachers need to “be able to recognize and respect different cultures, while also being able to identify shared common

values” (2005, p. 2). Learning about cultural differences and respecting them is achievable through gaining experience in European countries. A great deal of importance and respect should be given to the competencies and qualifications of teachers between member states and effort should be made to recognize these competencies and qualifications and further develop them through gaining experience in European countries.

2.5 The Common Principles of Teacher Competencies and Qualifications in Common European Framework (CEF)

There are four common principles defined in the Common European Framework when defining the teacher competencies. The purpose behind these principles is “to support development of policies on teacher education at a national or regional level, as appropriate” (2005, p. 2). With these policies, the quality and efficiency of education in the European Union countries is aimed to be improved.

These common European principles are defined in *the Common European Principles for Teacher Competences and Qualifications* (2005, p. 3) as:

1. A graduate Profession:

All teachers are required to be graduates of higher education institutions or their equivalents. Every teacher should have the opportunity to continue their studies to the highest level in order to develop their teaching competencies and to increase their opportunities for progression within the profession. Teacher education is multidisciplinary. This ensures that teachers have:

- a. a knowledge of their subject matter;
- b. a knowledge of pedagogy;
- c. the skills and competencies required to guide and support learners;
- d. an understanding of the social and cultural dimension of education.

Having these qualities will allow teachers to respond to the needs of individual learners in an inclusive way. Their education, which should have an

emphasis on practical skills and an academic and scientific basis, should provide them with the competence and confidence to be reflective practitioners and discerning in managing information and knowledge.

2. A profession placed within the context of lifelong learning:

Teachers' professional development should continue throughout their careers and should be supported and encouraged by coherent systems at national, regional and/or local level, as appropriate. Teachers should be able to contribute to the process by which young people and adult learners become more autonomous lifelong learners. They should recognize the importance of acquiring new knowledge, and have the ability to innovate and use evidence to inform their work. They need to be fully engaged in the process of lifelong learning and be able to evolve and adapt throughout their whole career. They should participate actively in professional development and this should be recognized within their own systems.

3. A mobile profession:

Mobility should be a central component of initial and continuing teacher education programs. Teachers should, therefore, be encouraged to undertake mobility in other European countries for professional development purposes. Those who do so should have their status recognized in the host country and their participation recognized and valued in their home country. There should also be the opportunity for mobility between different levels of education and towards different professions within the education sector.

4. A profession based on partnerships:

Institutions providing teacher education should work collaboratively in partnership with schools, industry, and work-based training providers. Teachers should be encouraged to review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society. They should also work in learning organizations that reflect

on their own and other's best practice, and which collaborate with a wide range of community groups and stakeholders. Higher education institutions need to ensure that their teaching benefits from their knowledge of current practice. Teacher education, in itself, should be an object of study and research. These common principles ensure the attractiveness and status of the teaching profession. They recognize the role of teachers as key agents for developing values of inclusion within the individual and society. Teachers, therefore, should be highly educated; continually developing and reflecting on their competencies; and appropriately remunerated.

2.6 The Key Competencies and Qualifications of a Teacher In Common European Framework (CEF)

In today's world, teaching and education cover a wider area that includes "economic and cultural aspects of the knowledge society" (2005, p.3). Therefore, teachers are required to work professionally and efficiently in three areas. As defined in *the Common European Principles for Teacher Competences and Qualifications* (2005, p. 3), the teachers should be able to

- work with information, technology and knowledge;
- work with their fellow human beings – learners, colleagues and other partners in education; and
- work with and in society - at local, regional, national, European and broader global levels.

The importance of lifelong learning should be once again emphasized with the teacher education. Teacher's successful working with the above mentioned areas can only be attained through "a professional continuum of lifelong learning" (2005, p.4). These competencies cannot be expected to be present at a newly graduate teacher; however, the institutions where these teachers will work should contribute to the on-going professional development of the teachers.

The key qualifications and competencies of a teacher are explained in *the Common European Principles for Teacher Competences and Qualifications* (2005, p. 4) as:

Teachers should be able to:

1. Work with knowledge, technology and information

Teachers need to be able to work with a variety of types of knowledge. Their education should equip them to access, analyze, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate. Their pedagogic skills should allow them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of education. These skills also allow for innovation and creativity. Their confidence in the use of Information and Communications Technology (ICT) should allow them to integrate it effectively into learning and teaching. They should be able to guide and support learners in the networks in which information can be found and built. They should have a high level of knowledge and understanding of their subject matter and view learning as a lifelong journey. Their practical and theoretical skills should also allow them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners.

2. Work with fellow human beings

Teachers work in a profession which should be based on the values of social inclusion and nurturing the potential of every learner. They need to have knowledge of human growth and development and demonstrate self-confidence when engaging with others. They need to be able to work with learners as individuals and support them to develop into fully participating and active members of society. They should also prepare and develop collaborative activities which increase the collective intelligence of learners and co-operate and collaborate with colleagues to enhance their own learning and teaching.

3. Work with and in society

Teachers contribute to preparing learners for their role as EU citizens and help to ensure that learners understand the importance of lifelong learning. They should be able to promote mobility and co-operation in Europe, and encourage intercultural respect and understanding. They also need to know the contribution that education makes to developing cohesive societies. They should have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values. They also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society. They should be able to work effectively with the local community, partners and stakeholders in education – parents, teacher education institutions, and representative groups. They should be aware that good education provides learners with more and diverse employment opportunities. Their experience and expertise should also enable them to contribute to systems of quality assurance.

2.7 English Language Portfolio and Teacher Competencies and Qualifications

One of the aims of the *Common European Framework of Reference: Learning, Teaching, Assessment*, which is the reference document for the European Language Portfolio, is to help European Union countries to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. In order to have a same level of achievement across European Union, the Council of Europe has developed a European Framework with common reference levels. To have a successful application of the European Language Portfolio, in all member states, the teachers should have the required competencies and qualifications to effectively teach the learners in the organization of language learning and the public recognition of achievement.

2.8 Adaptation of the European Union Countries to Common European Framework (CEF)

In December 2005, the Language Policy Division conducted a survey on the use of the Common European Framework of Reference for Languages (CEFR). The purpose of the survey was to get a general overview of the extent to which the CEFR is known and used and of the experiences gained in using it. The survey was published on the web page of the Language Policy Division and sent to all language contact addresses of the Council to gather information about the use of the CEFR at institutional level. The results are based on questionnaires sent in by 111 respondents from 37 European states, Egypt and Mexico between March and June 2005. They represent the view of the following types of institutions; higher education (39 institutions), central authority (29), teacher training centre (18), teacher education/Teacher college (18), examination provider (16), language school/centre (14), adult education (12), other: Further education, publisher, primary or secondary school, cultural agency/centre (28).

In general, the results of the survey indicate that the documents major impact is in the areas of teacher training and testing/assessment, with its common reference scales of language proficiency being the part mostly looked at. In particular, the questions related to the familiarity with and the usefulness of the CEFR brought the following results:

- The CEFR is rather widely known in the responding institutions (3,16 on a 0-4 scale) and it is quite widely used (2,24 on a 0-4 scale);
- It is used mostly by teachers, teacher trainers, test writers, and material writers;
- It is used mostly in the domains of teacher training (pre-service and in-service), language testing/assessment, language curriculum development, textbook/material production, and communication with stakeholders (learners, parents, teachers, staff, clients, etc.);

- The clearly best known/most frequently used parts of the CEFR are the common reference levels of language proficiency (the global scale, the self assessment grid, and the scales of illustrative descriptors);
- The usefulness of the CEFR has been rated at 2,44 on a 0-3 scale;
- The CEFR proved to be most useful in the domains of testing/assessment/certification (2,70 on a 0-3 scale) and curriculum/syllabus development (2,66 on a 0-3 scale);
- Institutionally, the CEFR proved to be most useful for the examination providers (2,88 on a 0-3 scale).

Goullier (2007) in his report “the Common European Framework of Reference for Languages (CEFR) and the development of language policies: challenges and responsibilities” reported the results of a Forum which was organized by the Language Policy Division with the support of France and the Netherlands. In his report’s (2007) objective was to offer the member states a forum for discussion and debate on a number of policy issues raised by the very speedy adoption of the CEFR in Europe and the increasingly widespread use of its scales of proficiency levels. This is because the clear success of the CEFR has significantly changed the context in which language teaching and assessment of language learning outcomes now take place in Europe. One of the main lessons of this Forum was that the Forum confirmed the consistently established findings regarding the major role played by the CEFR in:

- the shaping of member states' language policies,
- the action of institutions and organizations involved in teaching, assessment or teacher training,
- and European-level initiatives in the modern languages sphere, as illustrated by the presentation on the European Commission's future European Indicator of Language Competence.

Goullier (2007) in his report noted the Forum's most significant conclusion and the weightiest in terms of its implications: it is primarily the member states themselves which should seek solutions to the needs identified in order to promote good practice in making use of the Framework. Everyone's responsibility towards their partners is at least as great as their responsibility towards the Council of Europe, and better use must be made of the possibilities offered by a joint approach and by international co-operation. The Council of Europe's own responsibility is enhanced as regards its guidance, mobilisation and co-ordination roles, in short serving as a catalyst to promote the desirable developments in the fields of language education and assessment. The Council must remain a facilitator and continue to serve as an intermediary between all its partners.

Austria, a European Union member state, participates in Language Education Policy Profiles (LEPP), one of the Council of Europe's initiatives aiming to suggest to member states to reflect on their policies of language teaching and their tertiary languages education policy, and to develop national Language Education Policy Profiles. It was stated in the Language Education Policy Profile: Country Report Austria (2008) that the Austrian Country Report now ready for publication is a first milestone in the LEPP process: its detailed, all-embracing description of the current state of affairs of language education in Austria makes it a central document and reference tool for language policy work in the next few years. Over 30 organizations and more than 70 experts from many different areas of education took part in the making of this Country Report. To complete the LEPP process, Austria will develop a Language Education Profile by the autumn of 2008, as well as a first series of measures designed to implement defined priorities which will get Austria closer to a national framework for language education.

According to the Country Report Austria (2008), CEFR plays a central role in the debate about educational policy and subject specific didactics, in Austria. Ever since its publication, CEFR has been much discussed in professional circles; regarding schools and the educational agenda, it has stimulated a return to

communicative classroom teaching with specific learning goals, as well as coming to terms with questions of transparent testing and assessment. In 2004, the first foreign language curriculum to be entirely geared to CEFR was that of academic upper secondary schools, followed in 2006 by the modern foreign languages curriculum for general (lower stage) secondary schools. Providers of language courses and manufacturers of teaching materials already make reference (in their 'product descriptions') to the scales of competence which are part of CEFR: however, production of CEFR-based teaching materials is a little behind demand. The development of the Austrian versions of the European Language Portfolio and of national educational standards is also based on CEFR as an instrument. In schools, particularly in vocational schools, curriculum work is grounded in CEFR, which also receives close attention in in-service teacher training. Too often, however, CEFR is reduced to assessing language skills and achievements only, and is not sufficiently appreciated in its entirety.

The implementation of CEFR in Lombardy began with a pilot experiment as stated in the Country Report Lombardy (2008). This pilot experiment began on June 24, 2004 with a registration sent to the Council of Europe, Language Policy Division aimed at experimentation of the Manual and the first results given by the Dutch CEF Construct Project and followed by the final draft of the Lombardy project. The Lombardy project aimed to review and make necessary changes in content, actions, timing and testing teachers' profile. A working group of teachers, trainers, experts and inspectors of Lombardy Regional Education Authority- Progetto Lingue Lombardia has been working on a European Language Portfolio project since 2000. Target group: learners aged 11 to 15. In school year 2001-02 a pilot version was implemented in 12 schools with 500 students. The Council of Europe validated the model (n. 30/2002) that was printed and published by RCS Scuola - La Nuova Italia – Oxford University Press.

2.9 Teacher Competencies in the United States of America (U.S.A.), Canada, New Zealand, Slovakia and China

Information on how teacher competencies developed in some countries like the U.S.A., Canada, New Zealand, Slovakia and China are presented in this section. The circumstances effecting the development of the teacher competencies is tried to be touched up on.

2.9.1 Teacher Competencies in the United States of America

In the U.S.A., teacher competencies are defined and presented in *The Secretary's Fifth Annual Report on Teacher Quality* (2006). The report submits the most current information for 50 states, the District of Columbia, Puerto Rico and outlying areas, on the implementation of the teacher quality provisions of Title II of the Higher Education Act of 1965, as amended (HEA) and the mandates of No Child Left Behind Act (NCLB). The U.S. Department of Education web site states that “the 2005 data show that states have made considerable progress toward the nation's goal of a highly qualified teacher in every classroom, and describes areas where we must work harder to make improvements”.

In *The Secretary's Fifth Annual Report on Teacher Quality* (2006), how the teacher competencies are defined and measured through out the U.S.A. is stated as:

States determine teacher quality by establishing standards and requirements that all teacher candidates must meet before entering the classroom. These standards of what teachers must know and be able to do and the policies related to certification and licensure vary from state to state. Under the HEA Title II accountability provisions, all states are required to report their standards and policies regarding teacher preparation and certification or licensure. As a result, the HEA Title II data collection system now serves as a national clearinghouse on the requirements for teacher preparation and certification or licensure (2006, p.27).

States develop standards for teachers, and by defining what teachers are expected to know and be able to do, standards help ensure that all teachers in a state have the necessary knowledge and skills to address students' educational needs. According to the Secretary's Report (2002) standards focus on "the specific knowledge and skills beginning teachers must demonstrate in order to be effective in the classroom" (2006, p.28).

As per the Secretary's report (2006), fifty states have developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure, an increase from 47 states in 2002. In the Secretary's report (2006), it is stated that "currently, 27 states have set standards for all English or language arts teachers (an increase from 23 states in 2002)" (2006, p.33).

Since passage of the No Child Left Behind Act (NCLB) in 2001 in the U.S.A., teaching standards received increased attention. NCLB requires that "every teacher in core content areas working in a public school must be "highly qualified" in each subject he or she teaches. Under the law, "highly qualified" generally means a teacher is certified or demonstrably proficient in his or her subject matter" (College Board 2005, p. 5).

In the U.S. Department of Education web site, "highly qualified teachers" are defined along with the state requirements as:

Highly Qualified Teachers:

To be deemed highly qualified, teachers must have:

- 1) a bachelor's degree
- 2) full state certification or licensure
- 3) prove that they know each subject they teach.

State Requirements:

NCLB requires states to

- 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students
- 2) adopt goals and plans to ensure all teachers are highly qualified
- 3) publicly report plans and progress in meeting teacher quality goals.

Demonstration of Competency:

Teachers must prove that they know the subject they teach with:

- 1) a major in the subject they teach
- 2) credits equivalent to a major in the subject
- 3) passage of a state-developed test
- 4) High, Objective, Uniform State Standard of Evaluation (HOUSSE)
- 5) an advanced certification from the state
- 6) a graduate degree.

High, Objective, Uniform State Standard of Evaluation (HOUSSE):

NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

As also seen from the above teacher competencies, the current state and geographical conditions affected the definition of the teacher competencies in the US. The fact that the US has a state governmental system influenced the application of state standards to meet the definition of highly qualified teachers. The main aim is to reach a standard for teachers and apply it through out the USA. Apart from the certification of the teachers, importance is given to the competencies related to graduate education, knowledge of subject matter.

In the U.S.A., National Council for Accreditation of Teacher Education (NCATE) is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE outlined the standards for teacher candidates based on current research in teaching and learning and on best practices in professional education. NCATE expects teacher candidates to know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn (NCATE, 2008). These standards are:

1. Content Knowledge

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

2. Pedagogical Content Knowledge

Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop

instructional strategies and technologies, based on research and experience, that help all students learn.

3. Professional and Pedagogical Knowledge and Skills

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

4. Student Learning

Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

5. Knowledge and Skills for Other School Professionals

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use

research and technology to support and improve student learning. All program completers pass the academic content examinations in states that require such examinations for licensure.

6. Student Learning for Other School Professionals

Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

7. Professional Dispositions

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

In short, NCATE expects teacher candidates to demonstrate knowledge, skills, and professional dispositions to provide learning opportunities supporting students' intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage students' development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of content, students, families, the community, and curriculum goals. Teacher candidates evaluate students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow

professionally. They also are able to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well-being.

2.9.2 Teacher Competencies in China

The association of Teachers of English to Speakers of Other Languages (TESOL) has recently provided some leadership on teacher standards in China with Chinese English Language teachers under China English as a Foreign Language Project (Duff, 2006). The project participants worked on how the Chinese education system can offer opportunities, through performance standards, for teachers to engage in their own locally situated professional development. The project looked for ways to encourage teachers and administrators to participate in their own local application of teacher performance standards. The project consulted the Ministry of Education of the People's Republic of China's English Curriculum Standards and was specifically inspired by the stated desire to "change the formal teaching methods that emphasize grammar and vocabulary teaching and ignore the cultivation of language use" (cited in CEFLS, 2006). The project also consulted other standards documents (e.g., California Commission on Teacher Credentialing, 1997; TESOL, 1997, 2001, 2002; Rochester City School District, 1989; National Board for Professional Teaching Standards, 2003; Short, 2000; Snow, 2000) and reviewed the international literature on standards summarized in TESOL Matters' two part series (cited in CEFLS, 2006). And while developing the teacher standards the continuous professional learning was emphasized. The performance standards were built around eight domains. These domains were derived from a review of previously published standards as well as from reflections of the writers, reviewers, and associates on the characteristics of good teaching they have seen in the draft units for this project. The eight domains are as follows:

1. **Knowing Students:** Teachers continually acquire knowledge of students in general and of their own students in particular, and they use that knowledge to enhance student learning and well-being.
2. **Attitudes:** Teachers enhance the learning experience by nurturing healthy, positive attitudes in themselves and in their students.
3. **Planning, Delivering, and Reflecting on Instruction:** Teachers offer a variety of ways for students to interact with English. Teachers reflect on their teaching.
4. **Constructing Knowledge of Languages, Language Learning, and Critical Thinking:** Teachers offer a variety of ways for students to use English to develop content knowledge, general communication skills, and critical thinking skills.
5. **Exploring and Applying Culture:** Teachers present and model culturally appropriate uses of English, and help students examine both Chinese and English-speaking cultures as they relate to language use.
6. **Assessing Teaching and Learning:** Teachers provide and reflect upon a variety of worthwhile assessments for a variety of purposes.
7. **Connecting Beyond the Classroom:** Teachers connect their students' learning to contexts and resources beyond the classroom.
8. **Expanding Professional Horizons:** Teachers expand their professional horizons by engaging with resources both within and beyond their school.

In the eight domains above, cultural aspect of English language teaching is emphasized in a separate domain while setting the standards for teacher standards. Importance is given to skills, knowledge and attitudes of the teachers.

2.9.3 Teacher Competencies in Slovakia

In recent years, Slovakia has been seeking ways on how to improve their schools, have more qualified teachers and to respond better to new social and economic expectations. The fact that teachers need to be capable of preparing students for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime is recognized in Slovakia and social changes, diversity of learner intake and changes in the teaching environment influence the role of teacher and have their impact on definition of the teacher competencies. There are seven factors that have an impact on defining the teacher competencies and the impact of CEF can be very eminently seen:

1. promotion of new learning outcomes contributing to citizenship education of learners such as:
2. living in a multicultural and tolerant society; living as European citizen; and managing their own career development;
3. promotion of the development of competences of learners for the knowledge and lifelong learning society such as: learn how to learn /autonomous learning; creativity and innovation; and problem-solving;
4. linking the development of new curriculum competencies with school subjects
5. working in restructured ways in the classroom; dealing with social, cultural and ethnic diversity of learners; organizing learning environments and facilitating learning processes; and working in teams with teachers and other professionals involved in the learning process of the same learners;
6. working “beyond the classroom” and with social partners; working in school curriculum, organizational development and evaluation and collaborating with parents and other social partners
7. integrating ICT in formal learning situations and in all professional practice
8. increasing levels of teaching professionalism; acting in an investigative or problem-solving way; and assuming greater responsibility for their own professional development in a lifelong learning perspective.

As seen in the seven factors, becoming an EU citizen, lifelong learning and ICT are the areas emphasized. Furthermore, the concern for teacher competencies has been expressed as a need for a more integrated concept denoting teachers' knowledge, skills, and attitudes in context while performing professional tasks.

2.9.4 Teacher Competencies in the Canada

On the Ministry of Education website of Canada, teacher competencies are outlined as part of a New Teacher Induction Program (NTIP), which is the teacher performance appraisal system for new teachers. Essential in the appraisal process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as set out in the Ontario College of Teachers' Standards of Practice for the Teaching Profession which was approved On June 8, 2006, the Council of the Ontario College of Teachers. Throughout the performance appraisal process, new teachers' skills, knowledge, and attitudes are assessed, strengths and areas for growth identified, and next steps for improvement are planned, thereby informing the induction process. New teachers who successfully complete two performance appraisals within the required time period receive a notation of successful completion of the NTIP on their Certificate of Qualification and on the Ontario College of Teachers' public register.

In NTIP Manual for Performance Appraisal of New Teachers (2008), the competency statements are descriptions of the skills, knowledge, and attitudes that are required to meet the Standards of Practice for the Teaching Profession. There are five domains that highlighted competencies for new teachers. These are:

1. Commitment to Pupils (in the Education Act, students are referred to as “pupils) and Pupil Learning
2. Professional Knowledge
3. Professional Practice
4. Leadership in Learning Communities
5. Ongoing Professional Learning

Differently, in Canadian Ministry of Education's definition of the teacher competencies commitment to students and student learning is identified as a competency area. Commitment to students and student learning is considered to be the first and foremost of all competency areas. The reason being new teachers may be taught and through experience will develop the necessary curriculum knowledge, classroom management strategies, and teaching strategies, however, if they do not demonstrate a commitment to teaching and their students, they will never be as effective and competent as they could be. Another different aspect of the appraisal process is the use of the Evidence Log as a resource. Using a tool such as the Evidence Log provided as a resource for teachers to build their understanding about their overall performance. By recording concrete examples of teaching and learning for the duration of the appraisal process, principals and new teachers have rich evidence that can be used to identify strengths, areas for growth, and next steps for improvement. Entries made in Evidence Log provide concrete examples of what the competency looks like in the unique experience of the individual new teacher.

2.9.5 Teacher Competencies in the New Zealand

There is an increasing number of people who want to learn English in New Zealand (Haddock, 1998). Over 21,000 students in primary and secondary schools, tertiary students taking English courses at universities and private language schools and refugees need English Language instruction. In light of this increased demand, ESOL teachers are required to manage a wide range of teaching responsibilities and to meet a diverse range of learner needs (cited in Haddock, 1998). Establishing a set of core competencies has become important to meet this demand in New Zealand. The New Zealand Teacher Registration Board listed thirty competency elements under four major dimensions: knowledge, practice, relationships and leadership (cited in Haddock, 1998).

Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ) is the New Zealand national association of teachers and tutors of ESOL (English for Speakers of Other Languages) at all levels of education from pre-

school to tertiary. The Association was formed at the Second National Conference on Community Languages and ESOL in Wellington in August 1990, and became an incorporated society in 1994. It is affiliated to the international associations *Teachers of English to Speakers of Other Languages Inc.* (TESOL) and the *International Association of Teachers of English as a Foreign Language* (IATEFL).

TESOLANZ has undertaken to investigate and describe the competencies which an English Language teacher exhibits in knowledge, skills, attitudes and experience by establishing minimum competency standards. TESOLANZ Professional Standards Project began the task of selecting the key indicators of competence within the TESOL profession. The findings of the project were grouped under six categories which are all related to the English Language teaching condition in New Zealand and aiming to meet the demand in this field. The six categories outlined below also have the main key principles of the teaching profession such as education, understanding of culture, supporting autonomous learning.

1. An ESOL teacher in New Zealand should have: TESOL training, qualifications in TESOL, experience in learning another language
2. An ESOL teacher in New Zealand is expected to understand: the process of second language development, the broader principles of teaching and learning current, TESOL methodological approaches
3. An ESOL teacher in New Zealand should also have an understanding of: bilingualism, biculturalism, different learning styles
4. An ESOL teacher in New Zealand should recognize the significance of: a classroom environment conducive to learning a classroom centered research teacher-student rapport
5. An ESOL teacher in New Zealand will be able to: use a language level appropriate to the student's ability, provide appropriate models of language in context select and use a range of TESOL methodologies, facilitate independent learning
6. In relation to assessment, an ESOL teacher in New Zealand should be able to: select and apply a range of second language assessment techniques, follow and use appropriate documentation systems, use both formal and informal methods of

assessment, develop suitable assessment tasks for the level and goals of the student group.

2.10 Teacher Competencies in Turkey

Article 45 of the Basic Law on National Education indicates that teacher training consists of knowledge and skills in general and special subject areas, and professional studies. In the National Education Statistics (2006-2007), teacher competencies are defined as “teacher qualification indicators”. A commission consisting of the related units of the Ministry of National Education and the university representatives has identified and grouped teacher qualification indicators into three;

1. General Background Knowledge
2. Subject Matter Expertise
3. Pedagogical Formation Knowledge which was divided into 14 competencies and 206 sub-competencies. These 14 competencies are namely as
 - a. being aware of developmental stages of children,
 - b. instructional planning,
 - c. instructional material preparation,
 - d. methods of teaching,
 - e. classroom management,
 - f. measurement and evaluation,
 - g. guidance,
 - h. development of basic skills,
 - i. special education,
 - j. adult education,
 - k. planning extra-curricular activities,
 - l. self-development,
 - m. development of school,
 - n. development of school-environment relationships.

The above mentioned teacher qualification indicators are used in providing the services such as defining teacher training policies, pre-employment teacher training, selecting teachers, auditing teachers and evaluating their performance and teachers' self-improvement. Effort is made to train teachers within the indicators identified. As part of the National Education Development Project (MEGP), the teacher training process in the education faculties has been reorganized with the cooperation of the Ministry of Education and the Higher Education Institution. The new system that has been implemented since 1998-1999 academic year is based on the principles of;

1. Training Pre-primary and primary school teachers with bachelor's degrees,
2. Training secondary school teachers;
 - with bachelor's degrees of four years for Foreign Language, Music, Art, Physical Education, Special education, Computer Teaching Technologies subjects
 - with non-dissertation graduate degrees (3.5+1.5=5 years or 4+1.5=5.5 years) for Science, Mathematics and Social subjects.

The Ministry of National Education now has 5 members in the "Turkish National Committee of Teacher Training" which audits, evaluates and develops programs implemented in the teacher training higher education institutions and acts as an advisory council of the Higher Education Institution in making decisions related to teacher training activities.

National Education at the Beginning of 2002 (MEB, 2001) states that in order to ensure that Turkish Education System conforms to the education system and standards of the EU countries; a European Union Desk has been established within the Ministry of National Education and this group has separately reported on European Union Education Policy, organization and management structure of the education systems in the EU countries, education systems of France, England and Republic of Germany from the EU countries and the Japanese education system because of its characteristics, Orientation in some of the EU countries, transition to

higher education in European Union countries, teacher training models in some European Union countries, and teacher training models in Turkey. Conclusions drawn from the initial findings related to the research on the management structures and education systems in Germany, France and England.

Under the heading of this qualification domain, the Commission documented several indicators by placing emphasis on the use of alternative assessment tools in teaching and learning. One of the indicators specifically states that teachers should identify and use alternative assessment tools (MEB, 2006). Additionally, this indicator raises the critical need for having teachers to get familiar with and comprehend different ways of using alternative assessment tools, including portfolio in their classrooms to assess student performance.

Additionally, non-formal education opportunities based on an understanding of lifelong learning in the community are developed by the MoNE in conformance to daily requirements and EU standards. The understanding of lifelong learning was based on the consensus reached on the conclusion of the Lisbon meeting. In this meeting, the following principle was adapted: "Implementation of transparent methods in cooperation and adaptation of lifelong learning." Upon these main principles, the Chairman of the European Education and Culture Commission sent a letter to each of the ministers attending the meeting from 35 countries to request the appointment of an expert for developing indicators related to lifelong learning. Topics of Consensus are as follows:

1. In line with the memorandum and employment policies related to lifelong learning, defining lifelong learning as all the meaningful learning activities which have a continuous nature, either formal or non-formal, and are aimed at the development of knowledge, skills and abilities.
2. Identifying the means to make international comparisons in order to share experiences in putting things into practice and determine common policy difficulties.

3. Taking into consideration the interaction among formal, non-formal and non-formal learning systems when identifying the quality-related policy areas in lifelong learning.
4. Initially, defining the areas related to lifelong learning according to the existing indicators.
5. Taking into consideration a large area in the business market based on social, economical and cultural data.
6. Developing each policy area, keeping in mind issues of equality such as gender, ethnic roots, disabilities, etc.

In that framework, separate importance is given to “lifelong learning” competency and the expert group has identified the below listed areas and indicators in relation to this competency. Ways to learn about lifelong learning, finding resources regarding this topic is searched and importance is given to make this competency a required teacher competency. Also the way to be effective citizens in relation to becoming a EU citizen is also mentioned under the lifelong learning indicators.

Quality Indicators in Lifelong Learning

1. Skills, Abilities and Behavior; Literacy and arithmetic, new skills for the learning society, skills in learning how to learn, effective citizenship, cultural and social skills and business market related to the outputs
2. Transitions and Participation, transition and participation
3. Resources for lifelong learning; investment in lifelong learning, educators and learning and communication technologies in learning
4. Lifelong learning; strategies and system development; strategies, material supply, quality acquisition, identification of certificates and certification and guidance and advisory services

2.11 Studies on Teacher Competencies in Turkey

In Turkish context, the studies done in order to define teacher competencies of an English Language teacher are very few.

Demirel (1989) in his study on “Foreign Language Teacher Competencies” has defined the effective English teacher as someone who has subject matter, professional, and cultural competencies.

The cooperative study of the Higher Education Council and the World Bank (1998) states that an English Language teacher has needed the following competency areas in order to function effectively:

- mastery of subject matter
- application of subject matter
- management of the teaching-learning process (planning, using teaching methods, communication, class management)
- evaluation of student learning and record keeping
- student personality (guidance) services
- personal and professional characteristics

Demirel (1989) compared two populations of English language teachers, Turkish and non-Turkish teachers by making use of a questionnaire on “ideal” and “real” competencies of an EFL teacher. He categorized the competencies under three areas; the subject matter competency, professional competency, and cultural competency. He reached the conclusion that Turkish and non-Turkish teachers had almost the same competencies and they did not differ significantly in their professional qualities.

In Senemoğlu and Özçelik’s (1989) study on teacher competencies compared the teachers trained from two different sources; Faculty of Education and Faculty of Science and Arts based on the data of their raw scores obtained from “Compulsory Adequacy Exam” in 1987. They concluded that in the field of ELT, ELT and ELL

Departments show a significant difference in language teacher training: the ELL Departments were found to train more qualified teachers than ELT Departments. Yet, it was stated that this difference aroused from the scores of the graduates of the ELL department at Selçuk University.

Karhan's (2001) study regarding English language teacher competencies was conducted to determine the efficiency of the English language teachers teaching at the 4th and 5th grades in the primary schools in İstanbul related to general teaching skills, English language teaching, and classroom management. Another aim of the study was to find out whether there was a difference between teachers with an ELT background, and teachers with no such an educational background considering the effectiveness of teachers in these areas. The data in this study was collected by means of a 52-item questionnaire related to these areas. According to research findings, there was not a considerable difference between groups of teachers in teaching skills, English language teaching, and classroom management. The study also revealed that both groups of teachers are in need of in-service training on teaching English to children and that they have also expressed a need to improve their English.

Ortakoylu's (2004) primary concern of her study is to find out to what degree the senior students of the Department of English Language Teaching (ELT) at Abant İzzet Baysal University and those, authorized with a teaching certificate, of the Department of English Language and Literature (ELL) at Erciyes University feel knowledgeable and competent in meeting the international standards that an English Language teacher should have. The findings of the study, collected through a questionnaire, revealed that the senior students of the ELT Department felt better prepared than those of the ELL Department in achieving the desired standards.

Seferoglu's (2004) study aimed at investigating the extent to which teacher candidates believe they possess the teacher competencies specified by the Ministry of Education. The study was conducted with senior year students at Hacettepe

University and the data were collected through an instrument developed by Mahiroglu (2004). The scale used was a 4 point Likert type scale with a 0.98 reliability coefficient. The students were asked to evaluate their own competencies with reference to the given items in the instrument using a scale ranging from “poor” to “excellent”. The findings indicate that in most of the competency areas, students find themselves “average” or “good”. It was a positive finding that in at least half of the items, “poor” was not selected by any of the participants. The participants’ evaluation of their competencies do not show any differences based on gender, the high school type graduated, or GPA.

In 2006, through the “Support to Basic Education Programme”, run by the Ministry of National Education, the European Union supports enhancing the quality of formal and non-formal education in Turkey as well as improving access to education. The Programme, with a budget of 100 million Euros funded by the EU, encompasses a broad range of activities covering various areas such as improving the primary education curriculum; training of teachers and school principals; improving access to education particularly for girls; construction of schools, dormitories, teachers’ residences, etc.

Support to Basic Education Project (SBEP) “Teacher Training Component” (2006) defined Generic Teacher Competencies. “Generic Teacher Competencies” tested by means of stakeholder opinions and current status surveys prepared under the coordination of General Directorate of Teacher Training during meetings and workshops with participation of many experts and teachers is one of the most significant studies as it serves for the development of teacher’s status who is considered among the corner stones of education. (SBEP, 2006) Generic competencies consist of six main competencies, “Personal and Professional Values-Professional Development”, “Knowing the Student”, “Learning and Teaching Process”, “Monitoring and Evaluation of Learning and Development”, “School-Family and Society Relationships”, “Knowledge of Curriculum and Content”, 31 sub-competencies and 233 performance indicators. These competencies will prove

very useful in terms of identifying task definitions of teachers and setting clear objectives for their personal and professional development. Six main Generic Teacher competencies are:

1. Personal and Professional Values - Professional Development

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

2. Knowing the Student

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

3. Teaching and Learning Process

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

4. Monitoring and Evaluation of Learning and Development

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students.

The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

5. School, Family and Society Relationships

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

6. Knowledge of Curriculum and Content

The teacher knows and implements fundamental values and principles that Turkish National Education System is based on, and approaches, targets, principles and techniques of the subject-specific curriculum.

2.12 Comparison of Teacher Competencies in Turkey and Other Countries

Research provided in this study shows that the teacher competencies are shaped around the needs of that particular country apart from the basic standards for teachers. In countries where refugees are provided with English language teaching, TESOL standards and teacher qualifications are taken into account to meet a diverse range of learner needs; like in the U.S.A., and New Zealand. The countries which are close to Europe are currently shaping the teacher competencies around Common European Framework like in Turkey and Slovakia.

Although teacher competencies in general show very common points, also seen in this research there might be some differences. For instance in Canada definition of teacher competencies commitment to students and student learning is identified as a competency area. Again in Canada performance appraisal process is used, new teachers' skills, knowledge, and attitudes are assessed, strengths and areas for growth identified, and next steps for improvement are planned. In the U.S., for example, the teacher are requires to get full state certification or licensure, so that standards regarding the teacher competencies can be reached throughout the country.

The framework of teacher competencies in Turkey is also being shaped under the influence of the Common Framework of European Union. The important highlights of the teacher competencies defined in CEF such as lifelong learning, autonomous learning and respecting cultural diversity are the areas that have been worked on with the Turkish teacher qualification indicators. Teaching profession is a graduate profession and in Turkey foreign language teachers are also required to be a graduate of bachelor's degrees of four years, like the other countries.

2.13 Current State of Teacher Competencies in Turkey: Where Turkey Stands in the Application of Common European Framework

In Screening Report Turkey 2006, it is stated that “in the objectives and priorities of Turkey’s education, training and youth policies are largely in line with those of the EU” (2006, p.6). Turkey’s willingness to participate in the EU cooperation framework including the open method of coordination and the fact that Turkey has already taken part in the Education and Training 2010 process is also mentioned.

According to Screening Report Turkey (2005), the Ministry of National Education provides in-service training for teachers on “knowledge refreshment, development and preparation for senior positions” (2005, p.88). These trainings are aiming to expand the usage of computer and technology in education, integrate international training management standards into the education system, develop curriculum, prepare supplementary educational materials and ensure branch teacher improvement and update their knowledge and competencies in parallel with educational developments.

Screening Report Turkey (2005) also mentions that “the curricula are being revised taking into account innovations in technology, the subject field, educational sciences and European Union standards” (2005, p. 62). Specialized commissions were established to conduct needs analysis was conducted on the issue taking into

account the opinions of non-governmental organizations, universities, inspectors, administrators and teachers.

In Screening Report Turkey 2006, Turkey has stated that lifelong learning has been a priority for the last two decades. There has been an increase in the number of applications, and Turkey showed interest to enhance participation in the future of lifelong learning. In the Progress Report Turkey 2006, it is stated that:

Turkey participates in the development of a European Qualifications Framework, but a national qualifications system has not been established yet. Participation rates in lifelong learning are very low but have increased to 2% in 2005, compared to 1.1% in 2000 (2006, p. 66).

The Progress Report Turkey 2006 states that “Turkey has started to participate actively in the *Education and Training 2010* Work Programme Coordination Group” (2006, p. 66). It is also mentioned in the Progress Report that although there has been an increasing enrolment ratios at all educational levels, the ratios are below Organization for Economic Cooperation and Development (OECD) averages.

In the Screening Report Turkey 2006, it is stated that “Turkey shares the fundamental aims of the European Union to encourage the development of culture and to promote cultural diversity” (2006, p.5). Regarding this issue, Turkey is willing to pursue EU policies in seeking to foster cooperation with other countries, including EU Member States and in cooperating with international organizations, such as UNESCO, and the Council of Europe.

In the Progress Report Turkey 2006, regarding the issue of culture, Turkey’s participation in the Community programme Culture 2000 and Istanbul’s candidacy to become European Capital of Culture for 2010 is mentioned. “Turkey has supported the adoption of the UNESCO Convention on the Protection and Promotion of

Diversity of Cultural Expression, and has launched internal procedures for ratification” (2006, p.66).

The Progress Report Turkey 2007; however, it is mentioned that although Turkey signed an agreement to participate in the new Culture Programme (2007-2013), “not yet ratified the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions” (2007, p.68).

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graduate profession and in Turkey foreign language teachers are also required to be a graduate of bachelor's degrees of four years, like the other countries.

CHAPTER III

METHOD

3.0 Presentation

This chapter presents the overall design of the case study, the participants, the research questions, population and sample, the data collection instrument along with data collection procedures, and assumptions and limitations of the study.

3.1 Overall Design of the Case Study

The purpose of this case study is to determine the required teacher competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio (ELP) and to explore the perceptions of teachers about their current and desired competencies defined by CEF and ELP. A case study design was used to match the purpose of the study, thus a combination of components found in descriptive, case study and exploratory research was used to analyze the data. This case study doesn't aim to reach a generalization about Turkey; it is a descriptive and exploratory study. In order to collect the data, a survey (see Appendix A) was developed by the researcher and the data were collected via this quantitative data collection instrument. The survey consists of 30 items, 28 four point scale items, eight YES/NO items and two open-ended items. The collected data through the survey are subject to descriptive and exploratory statistical analyses.

A case study is defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (Yin, 1994). In case studies, quantitative and exploratory researches can be used to gain a rich understanding of the findings, and in this case study they are used to gain a rich understanding of the perceptions of teachers in their current and desired teacher competencies defined by CEF and ELP.

Descriptive studies aim to describe and to interpret the studied conditions.

According to Best (1970):

Descriptive research is concerned with conditions or relationships that exist, practices that prevail; beliefs points of views or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times descriptive research is concerned with how, what is or what exists is related to some preceding event that has influenced or affected a present condition or event (cited in Cohen, Manion, and Morrison, 2000, p.169).

Descriptive studies investigate individuals, groups, institutions, methods and materials in order to describe, analyze and interpret the entities and the events (Cohen, et al, 2000). The rationale behind the use of descriptive statistics in this study is to obtain complete and detailed perceptions of language teachers' ideas regarding teacher competencies in the implementation of the Common European Framework and the English Language Portfolio, and to explore teachers' perceptions about their current and desired competencies defined by CEF and ELP.

Exploratory studies provide significant insight into a given situation. The results of exploratory research are not usually useful for decision-making by themselves. The objective of exploratory research is to gather preliminary information (Kotler et al. 2006, p. 122). In this study, exploratory research is used to gain a greater understanding of what teachers perceptions are about their current and desired competencies defined by CEF and ELP.

In the survey that the researcher developed, teachers were asked to provide their email addresses if they wanted to receive more questions related to the competencies defined by CEF and ELP. The information collected through the emails was believed to provide qualitative data about teachers' perceptions. However, none of the teachers provided their email addresses.

3.2 Research Questions

The research questions in this study are:

- 1) What are the required teacher competencies in the Common European Framework (CEF) and the English Language Portfolio?

- 2) How do the teachers in Turkey perceive themselves in these competencies?
- 3) How competent would the teachers in Turkey like to be in these competencies?

3.3 Population and Sample

The English language instructors at the Department of Basic English, School of Foreign Languages at the Middle East Technical University in Ankara, Turkey were identified as the target population of this study. The reason why the teachers at the School of Foreign Languages at the Middle East Technical University were identified as the target population is the fact that School of Foreign Languages made changes in its curriculum to align with the CEF. Prof. Dr. Hüsnü Enginarlar, Director of the School of Foreign Languages, stated his view regarding the adaptation as to CEF as follows on School of Foreign Languages web page under the Rationale behind the Studies heading of the Curriculum and Assessment Alignment Studies with the Common European Framework:

First of all, SFL departments have just completed a cycle of curriculum development, renewal and evaluation and thus gained experience and expertise both at institutional and individual levels. Second, CEF is by no means a set of prescriptive standards regarding curriculum, materials and assessment which we must adopt right away. Rather, it is an evolving, multi-faceted language project of EU-supported applied linguists, which we can no longer afford to ignore. (2006, p.1)

Ayçe Barışık, Chairperson of Department of Basic English, stated the adaptations to CEF at the Department of Basic English as follows:

Like many institutions in Turkey including the Ministry of Education, we've started looking into the possibilities of alignment with the CEF for some time. The studies carried out over the past few months have proved that this process is going to be both demanding and long-term in nature. Bearing this fact in mind, we felt the need to start the alignment studies as soon as possible.

After attending several conferences and carefully examining the CEF documents, we feel that we should begin our adjustment with speaking, which has historically been one of our most neglected skills here at DBE. We've set up a research team to work on this issue and they have begun to analyze our speaking materials, objectives, and the CEF exit level descriptors for each group to see how we can further integrate speaking and its assessment into our programs. (2006, p.2)

As stated by Nihal Cihan, Chairperson of Department of Modern Languages, on the same School of Foreign Languages web page:

...the CEF attempts to bring together, under a single umbrella, a comprehensive tool for enabling syllabus designers, materials writers, examination bodies, teachers, learners, and others to locate their various types of involvement in modern language teaching in relation to an overall, unified, “descriptive” frame of reference. It is not ‘prescriptive’; that is, it does not prescribe how a language teaching program should proceed but establishes a common meta-language across Europe and aims to promote plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion.

Considering that becoming a part of this common language will be inevitable, we felt the need to initiate studies of alignment with the CEF. This does not necessarily mean establishing a new curriculum, but will involve studies that will enable linking the levels of the different language courses, namely French, German, Russian, Spanish, Italian, Japanese and Arabic, and the language levels in the various domains of academic English courses offered at our department of Modern Languages to those of the CEF. (2006, p.3).

A total of 180 were employed at the Department of Basic English at the time of the study. In the study, the convenience sampling method (StatPac, 2007) was used, and the survey was conducted with a group of 40 teachers in May 2008.

3.4 Instrument

In this study, the instrument was developed by the researcher to assess language teachers’ perceptions and evaluation of themselves regarding teacher competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio. The survey covers all of the four common principles defined in the Common European Framework (1. a graduate profession, 2. a profession placed within the context of lifelong learning, 3. a mobile profession, 4. a profession based on partnerships) and the three key competencies and qualifications of a teacher in Common European Framework (1. work with information, technology and knowledge, 2. work with their fellow human beings – learners, colleagues and other partners in education; and 3. work with and in society - at local, regional, national, European and broader global levels).

The survey starts with four questions related to “graduate profession” principles with items inquiring about the university education, departments, trainings and the experience of the teachers. There are also nine more items related to this principle (items 3, 4, 8, 9, 10, 17, 18, 19 and 20). There are five items related to “profession placed within the context of lifelong learning” principle (items 1, 2, 25, 26 and 28), three items related to “mobile profession” principle (items 21, 22, and 23), once item related to “profession based on partnerships” principle (item 24), three items related to “work with information, technology and knowledge” key competency (items 5, 6 and 7), four items related to “work with their fellow human beings – learners, colleagues and other partners in education” key competency (items 11, 12, 13 and 27), three items related to “work with and in society - at local, regional, national, European and broader global levels” key competency (items 14, 15 and 16). At the end of the survey there are two open-ended questions aiming for the teachers to evaluate themselves regarding teacher competencies, asking for their strengths as a teacher and what competencies they would like to develop. At the end of the survey, the participants were asked if they would like to answer more questions related to teacher competencies. Those who want to answer more questions are asked for their email addresses.

At the beginning of the development process, *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* and *Common European Principles for Teacher Competences and Qualifications* (2005) were examined. The common principles and key competencies and qualifications are divided into simple sentences each of which covers only one point. The survey was examined by my thesis supervisor, proposal jury members and Ethics Board of the Educational Sciences Department. The survey was revised according to the feedback gathered.

3.5 Procedure

The study started with a comprehensive review of the literature. After the thorough examination of *The Common European Framework of Reference for*

Languages: Learning, Teaching, Assessment and Common European Principles for Teacher Competences and Qualifications (2005), European Union publications and web site, Ministry of Education publications and web site, periodical journals and internet (e.g.: Google) were searched systematically. During the examination of the studies conducted abroad, MS and PhD theses written in Turkey were also searched from Higher Education Council (YÖK), Hacettepe Journal of Education, METU and Bilkent University Library and online publications. Photocopies of available documents were taken from METU library, and Bilkent University Library.

After examining the resources, the survey was developed by making use of the findings from the literature. Similar studies made in the field of teacher competencies provided a fruitful resource in the development of the instrument. With the help of the experts, the survey was analyzed and evaluated and the necessary changes were made. Following the selection of subjects, necessary permission has been granted for the administration of the survey to access the teachers. The final form of the survey was administered to the English Language instructors at the Department of Basic English, School of Foreign Languages at the Middle East Technical University, in Ankara, Turkey on four different days to reach the target of 40 participants.

The researcher administered the survey to the English Language instructors on the second and third week in May 2008. The teachers spent at most 15 minutes to complete the survey. Directions were read and necessary explanations about the survey were made by the researcher. No problems were encountered during the administration of the survey.

The data gathered by the survey was analyzed through descriptive and exploratory statistics.

3.6 Data Analysis

The case study was based on quantitative data in order to provide a broader perspective. The quantitative data came from the survey results. If the participants of

the survey had provided email addresses to answer more questions regarding teacher competencies, the researcher would have been able to collect qualitative data from these email correspondence with the teachers. However, no such data is available. To be able to answer the second and third research question, the data gathered from the survey was analyzed utilizing descriptive and exploratory statistics.

3.7 Assumptions and Limitations

In this section, assumptions and limitations of this study are presented.

3.7.1 The Assumptions of This Study

▶ This case study is conducted at the Department of Basic English, School of Foreign Languages at the Middle East Technical University with 40 teachers and the sample size represented the population for this case study.

▶ The instrument was administered under standard conditions. The questionnaire was conducted with 40 teachers and it took 10-15 minutes for the teachers to finish up the questionnaire.

▶ Data collectors were not biased during the application of the instrument. The teachers participated in the questionnaire were randomly selected and they volunteered in answering the questions. Those who didn't want to participate weren't given a questionnaire.

▶ The participants completed the instrument accurately and truthfully.

▶ The teachers did not interact with each other to affect the results of the study. All the teachers who answered the questionnaire had 10-15 minutes (which was the allocated time for a break between two lessons) to finish up the questionnaire and there were no interaction between the teachers.

▶ The implementation process of the study instrument was the same for all participants. No extra time or help is provided to the teachers to complete the survey.

3.7.2 The Limitations of This Study

▶ Subjects of this study were limited to 40 teachers at the Department of Basic English, School of Foreign Languages at the Middle East Technical

University, in Ankara, Turkey in May 2008. So, the results of this case study cannot be generalized to all English Language teachers. The results of the present study can be generalized to subjects having the same characteristics in the similar settings.

CHAPTER IV

RESULTS

4.0 Presentation

In this chapter, the findings of the study are presented in three sections. First section presents teachers' perceptions and evaluations in regard to the four common principles defined in the Common European Framework (1. a graduate profession, 2. a profession placed within the context of lifelong learning, 3. a mobile profession, 4. a profession based on partnerships) and the three key competencies and qualifications of a teacher in Common European Framework (1. work with information, technology and knowledge, 2. work with their fellow human beings – learners, colleagues and other partners in education; and 3. work with and in society - at local, regional, national, European and broader global levels). The second section presents how competent the teachers want to be in regard to the competencies defined in the Common European Framework. The third section will present the data collected through open ended questions.

Unfortunately, none of the teachers provided their email addresses to receive more questions regarding teacher competencies.

In this study Likert type five-point scales, from one to five, was used. In this chapter “not competent” stands for the means between 1.00 and 1.80, “little competent” stands for the means between 1.81 and 2.60, “competent” stands for the means between 2.61 and 3.40, “very competent” stands for the means between 3.41 and 4.20, and “excellent” stands for the means between 4.21 and 5.00 as indicated in Figure 4.1.

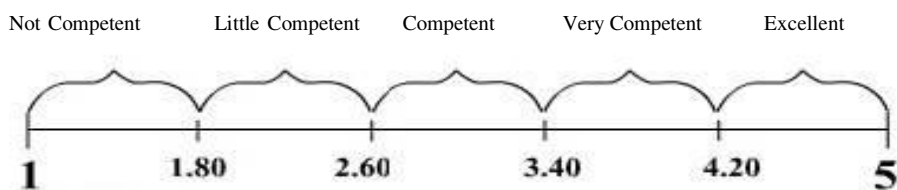


Figure 4.1 Indicators for Competencies

In this study, another Likert type five-point scales, from one to five was used. “Not at all important” stands for the means between 1.00 and 1.80, “somewhat important” stands for the means between 1.81 and 2.60, “important” stands for the means between 2.61 and 3.40, “very important” stands for the means between 3.41 and 4.20, and “extremely important” stands for the means between 4.21 and 5.00 as indicated in Figure 4.2.

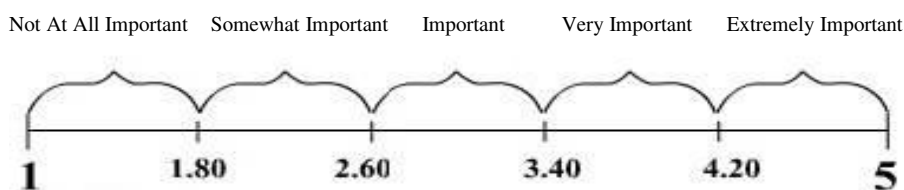


Figure 4.2 Indicators for Importance

4.1 Teachers' perception for four common competencies defined in the Common European Framework

Teachers' perception for four common competencies defined in the Common European Framework will be explained in seven different sections. The sections are, (1) a graduate profession, (2) a profession placed within the context of lifelong learning, (3) a mobile profession, (4) a profession based on partnerships, (5) work with information, technology and knowledge, (6) work with their fellow human beings – learners, colleagues and other partners in education; and (7) work with and in society - at local, regional, national, European and broader global levels.

4.1.1 Teachers' perception of their competencies in "graduate profession" competency

The participants of this study were all university graduates. Table 4.1 displays the distribution of the universities that the teachers were graduated from.

Table 4.1 Distribution of Teachers by the Universities

University	Number of Participants
Ankara University	7
Hacettepe University	9
METU	16
Bilkent University	3
Boğaziçi University	2
Gazi University	1
Ege University	1
Moray House College of Education	1

Table 4.2 displays the departments that the teachers studied at. Most of the teachers either studied at the Department of English Language Teaching or English Language and Literature.

Table 4.2 Distribution of Teachers by the Departments

Departments	Number of Participants
English Language Teaching	18
English Language & Literature	15
English Linguistics	2
Other	5

Table 4.3 displays the experience of the teachers by years. The teachers' experiences range from 3 to 13 years.

Table 4.3 Experience of Teachers by years

Experience	Number of Participants
1-5 years	13
6-10 years	9
11-15 years	10
15-20 years	5
Over 20 years	3

Table 4.4 displays the trainings received by the teachers. 14 teachers out of 40 were enrolled in CERT/ELT certificate program. 32 of the teachers received in-service training. 21 of the teachers received trainings such as DOTE, COTE, MS Educational Sciences and MA in ELT.

Table 4.4 Trainings the Teachers Received

Experience	Number of Participants
A teaching certificate Program	
○ CERT/ELT	14
○ TESOL	--
○ CELTA	2
In service training	32
Others? Please specify: (DOTE, COTE, MS Educational Sciences, MA in ELT)	21

The Table 4.5 shows teachers' perceptions of their competencies in "graduate profession" competency. Overall mean score for these nine items for 40 teachers was 3,90, which stands for the descriptor "very competent". The range of overall mean scores for this group of survey items were between 3,65 and 4,37. Only 23,6 % of the teachers found themselves to be "experts" in the "graduate profession" principle, 44,7% found themselves to be very competent 30% found themselves to be competent and only 1,6% found themselves to be little competent.

Table 4.5 Results for the “graduate profession” competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q3(have skills and competencies required to guide my learners)	4,37	0,70	0	0	12,5	37,5	50	40
Q4 (have the understanding of the social dimension of education)	4,17	0,74	0	0	20	42,5	37,5	40
Q8 (build and manage learning environments)	3,85	0,48	0	0	20	75	5	40
Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	3,70	0,79	0	0	50	30	20	40
Q10 (contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences)	4	0,71	0	0	25	50	25	40
Q17 (carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies)	3,87	0,60	0	0	25	62,5	12,5	40
Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	3,80	0,91	0	7,5	30	37,5	25	40
Q19 (be informed about and aware of range of assessment techniques and their standards)	3,65	0,86	0	7,5	37,5	37,5	17,5	40
Q20(see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	3,70	0,79	0	0	50	30	20	40
Overall Mean	3,90	0,73	0	1,6	30	44,7	23,6	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.1.2 Teachers' perception of their competencies in “profession placed within the context of lifelong learning” competency

The Table 4.6.1 shows the results for the “profession placed within the context of lifelong learning” competency. Overall mean score for these two items for 40 teachers was 3,66 which stands for the descriptor “very competent”. 50% of the teachers found themselves to be very competent in contributing to their learners to become lifelong learners. 10% think they are experts, 36,25 % think they are competent, and 37,5% think they are little competent. The range of mean scores for this survey item was between 3,65 and 3,67.

Table 4.6.1 Results for the “profession placed within the context of lifelong learning” competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q1 (contribute to my learners to become lifelong learners)	3,67	0,79	0	7,5	30	50	12,5	40
Q2 (contribute to learners to become autonomous learners)	3,65	0,62	0	0	42,5	50	7,5	40
Overall Mean	3,66	0,71	0	37,5	36,25	50	10	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

The Table 4.6.2 shows the results for the “profession placed within the context of lifelong learning” competency for items 25, 26 and 28. The highest overall score for this survey item was 68,3, which means that %68,3 of the teachers found an opportunity to be place their profession within the context of lifelong learning. The range of scores for this group of survey items were between 31, 7 and 68,3.

For survey item 25, 87,5% of the teachers chose "Yes" which means they had opportunity to develop new knowledge about education and training in their work place through the contribution of research and evidence based practice. For survey item 26, 62,5% of the teachers stated that they had the opportunity for continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training. On the other hand, for survey item 28, 45% of the teachers chose "No" which means they don't have an opportunity to have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning.

Table 4.6.2 Results for the “profession placed within the context of lifelong learning” competency

Survey Item	F Y	F N	Y %	N %	Total N
Q25 (develop new knowledge about education and training in my work place through the contribution of research and evidence based practice)	35	5	87,5	12,5	40
Q26 (have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training)	25	15	62,5	37,5	40
Q28 (have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning)	22	18	55	45	40
Overall	27,3	12,6	68,3	31,7	40

S.D. = Standard Deviation, Y=Yes, N=No, F =Frequency

4.1.3 Teachers' perception of their competencies in “mobile profession” competency

The Table 4.7 shows results for the "mobile profession" competency. 50 % of the teachers found an opportunity to be mobile. The range of scores for this group of survey items were between 50 and 50, which means the scores were equal for this group of survey items. For item 21, 75% of the teacher chose "Yes" which means that they had the opportunity to be mobile between different levels of education. For item 22, 62,5% of the teachers had the opportunity to be mobile in different professions within the education sector. On the other hand, for survey item 23, 87,5 of the teachers chose "No" which means the teachers didn't have the opportunity to be mobile outside of Turkey.

Table 4.7 Results for the "mobile profession" competency

Survey Item	F Y	F N	Y %	N %	Total N
Q21 (be mobile between different levels of education)	30	10	75	25	40
Q22 (be mobile in different professions within the education sector)	25	15	62,5	37,5	40
Q23 (teach English outside of Turkey)	5	35	12,5	87,5	40
Overall	20	20	50	50	40

S.D. = Standard Deviation, Y=Yes, N=No, F=Frequency

4.1.4 Teachers' perception of their competencies in "profession based on partnerships" competency

The Table 4.8 shows the results for the "profession based on partnerships" competency. For item 24, 32,5 % of the teachers chose "Yes" which means only 32,5 of the teachers found an opportunity to base the profession on partnership. For survey item 24, 67,5 % of the teachers chose "No" which means they didn't have opportunity to work collaboratively in partnership with schools, industry, and work-based training providers while doing their undergraduate studies. The range of scores for this survey item was between 32,5 and 67,5.

Table 4.8 Results for the "profession based on partnerships" competency

Survey Item	F Y	F N	Y	N	Total N
Q24 (work collaboratively in partnership with schools, industry, and work-based training providers while doing my undergraduate studies)	13	27	32,5	67,5	40
Overall	13	27	32,5	67,5	40

S.D. = Standard Deviation, Y=Yes, N=No, F=Frequency

4.1.5 Teachers' perception of their competencies in "work with information, technology and knowledge" key principle

The Table 4.9 shows teachers' perceptions of their competencies in the "work with information, technology and knowledge" key principle. Overall mean score for these three items for 40 teachers was 3,87, which stands for the descriptor "very competent". The range of mean scores for this group of survey items were between

3,67 and 4,07. Only 19,2 % of the teachers found themselves to be "experts" in the “work with information, technology and knowledge” key competency. 49,2% found themselves to be very competent and 31,7% found themselves to be competent. For this group of items, "not competent" or "little competent" choices are not chosen.

For question item 5, 42,5 % of the teachers found themselves to be very competent, 32,5 % of them found themselves to be experts and 25% of them found themselves to be competent in working with information, technology and knowledge. . For question item 6, 62,5 % of the teachers found themselves to be very competent, 12,5 % of them found themselves to be experts and 25% of them found themselves to be competent in being equipped to access, analyze, validate, reflect on and transmit knowledge. For question item 7, 42,5 % of the teachers found themselves to be very competent, 12,5 % of them found themselves to be experts and 45% of them found themselves to be competent in making effective use of technology.

Table 4.9 Results for the “work with information, technology and knowledge” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q5 (work with information, technology and knowledge)	4,07	0,76	0	0	25	42,5	32,5	40
Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	3,87	0,60	0	0	25	62,5	12,5	40
Q7 (make effective use of technology)	3,67	0,69	0	0	45	42,5	12,5	40
Overall Mean	3,87	0,68	0	0	31,7	49,2	19,2	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.1.6 Teachers' perception of their competencies in “work with their fellow human beings – learners, colleagues and other partners in education” key principle

The Table 4.10.1 shows the results for the “work with their fellow human beings –learners, colleagues and other partners in education” key principle for items 11, 12 and 13. Overall mean scores for those three items for 40 teachers was 4,06

which stands for the descriptor "very competent". None of the teachers placed their competency as "not competent" or little competent" for this group of survey items. The range of mean scores for this group of survey items were between 3,70 and 4,42.

For question item 11, 37,5 % of the teachers found themselves to be experts, 32,5 % of them found themselves to be very competent and 30% of them found themselves to be competent in having knowledge of human growth and development. For question item 12, 55 % of the teachers found themselves to be experts, 32,5 % of them found themselves to be very competent and 12,5% of them found themselves to have self-confidence when engaging with their learners. For question item 13, 7,5 % of the teachers found themselves to be experts, 55 % of them found themselves to be very competent and 37,5% of them found themselves to be competent in preparing and developing collaborative activities which increase the collective intelligence of learners.

Table 4.10.1 Results for the “work with their fellow human beings – learners, colleagues and other partners in education” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q11 (have knowledge of human growth and development)	4,07	0,82	0	0	30	32,5	37,5	40
Q12 (have self-confidence when engaging with my learners)	4,42	0,71	0	0	12,5	32,5	55	40
Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	3,70	0,60	0	0	37,5	55	7,5	40
Overall Mean	4,06	0,71	0	0	26,7	40	33,3	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

The Table 4.10.2 shows the results for “work with their fellow human beings – learners, colleagues and other partners in education” key principle. For item 27, 100 % of the teachers chose "Yes", which means the teachers found an opportunity to work with their fellow human beings – learners, colleagues and other partners in education.

Table 4.10.2 Results for the “work with their fellow human beings – learners, colleagues and other partners in education” key principle

Survey Item	F Y	F N	Y	N	Total N
Q27 (co-operate and collaborate with my colleagues to enhance my own learning and teaching)	40	0	100	0	40
Overall	40	0	100	0	40

S.D. = Standard Deviation, Y=Yes, N=No, F=Frequency

4.1.7 Teachers' perception of their competencies in “work with and in society - at local, regional, national, European and broader global levels” key principle

The Table 4.11 shows the results for the “work with and in society - at local, regional, national, European and broader global levels” key principle for items 14, 15 and 16. Overall mean score for those three items for 40 teachers was 3,44 which stands for the descriptor "very competent". The range of overall mean scores for this group of survey items were between 3,17 and 3,40. Only 10 % of the teachers found themselves to be "experts" in the " work with and in society " principle, 35% found themselves to be very competent 44,2% found themselves to be competent and only 10,8% found themselves to be little competent.

For question item 14, 4,5 % of the teachers found themselves to be very competent, 32,5 % of them found themselves to be competent and 25% of them found themselves to be competent for this survey item. For question item 15, 25 % of the teachers found themselves to be experts, 25 % of them found themselves to be very competent and 50% of them found themselves to be competent. For question item 16, 5 % of the teachers found themselves to be experts, 37,5 % of them found themselves to be very competent, and 50% of them found themselves to be competent and 7,5% of them found themselves to be little competent.

Table 4.11 Results for the “work with and in society - at local, regional, national, European and broader global levels” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	3,17	0,81	0	25	32,5	42,5	0	40
Q15 (contribute to my learners' understanding of cultural diversity and identify common values)	3,75	0,83	0	0	50	25	25	40
Q16 (contribute to preparing my learners to become an EU citizen)	3,40	0,70	0	7,5	50	37,5	5	40
Overall Mean	3,44	0,78	0	10,8	44,2	35	10	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.2 Teachers' perceptions of their desired competencies defined in CEF: How competent the teachers would like to be in regard to the competencies defined in CEF and how important they think these competencies are

In this section, how competent the teachers would like to be in regard to the competencies defined in the Common European Framework and how important they think these competencies are will be explained in seven different sections. The sections are, (1) a graduate profession, (2) a profession placed within the context of lifelong learning, (3) a mobile profession, (4) a profession based on partnerships, (5) work with information, technology and knowledge, (6) work with their fellow human beings – learners, colleagues and other partners in education; and (7) work with and in society - at local, regional, national, European and broader global levels.

4.2.1 How competent the teachers would like to be in "graduate profession" competency

The Table 4.12 shows how competent the teachers would like to be in "graduate profession" competency. Overall mean score for these nine items for 40 teachers was 4,51, which stands for the descriptor “expert”, which means that the teachers want to be "experts" in "graduate profession" principle. The range of mean scores for this group of survey items were between 4,15 and 4,92. 60 of the teachers thought they needed to be "experts" in the “graduate profession" principles. 34,2 %

of the teachers thought they needed to be very competent, 3,3% thought they needed to be competent and only 2,5% thought they didn't need to be competent.

For item 19, 80% of the teacher wanted to have expert level of competency in being informed about and aware of range of assessment techniques and their standards. Again for question item 3, 75% of the teachers wanted to have expert level of competency in having skills and competencies required to guide their learners.

Table 4.12 Results for the "graduate profession" competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q3(have skills and competencies required to guide my learners)	4,52	1,08	7,5	0	0	17,5	75	40
Q4 (have the understanding of the social dimension of education)	4,15	1,02	7,5	0	0	55	37,5	40
Q8 (build and manage learning environments)	4,67	0,49	0	0	0	32,5	67,5	40
Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	4,30	0,60	0	0	7,5	55	37,5	40
Q10 (contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences)	4,15	1,02	7,5	0	0	55	37,5	40
Q17 (carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies)	4,60	0,63	0	0	7,5	25	67,5	40
Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	4,92	0,61	0	0	7,5	17,5	75	40
Q19 (be informed about and aware of range of assessment techniques and their standards)	4,72	0,59	0	0	7,5	12,5	80	40
Q20(see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	4,62	0,47	0	0	0	37,5	62,5	40
Overall Mean	4,51	0,78	2,5	0	3,3	34,2	60	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.2.2 How competent the teachers would like to be in “profession placed within the context of lifelong learning” competency and how important they think this competency is

The Table 4.13.1 shows the results for the “profession placed within the context of lifelong learning” competency. Overall mean score for the for those two items for 40 teachers was 4,63 which stands for the descriptor "expert". The range of mean scores for this survey item was between 4,60 and 4,67.

For survey item 1, 80% of the teachers thought they needed to be experts in contributing to their learners to become lifelong learners. For survey item 2, 75% of the teachers thought they needed to be experts in contributing to learners to become autonomous learners.

Table 4.13.1 Results for the “profession placed within the context of lifelong learning” competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q1 (contribute to my learners to become lifelong learners)	4,60	0,81	0	0	20	0	80	40
Q2 (contribute to learners to become autonomous learners)	4,67	0,61	0	0	7,5	17,5	75	40
Overall Mean	4,63	0,71	0	0	7,5	17,5	75	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

The Table 4.13.2 shows the results for the “profession placed within the context of lifelong learning” principle for items 25, 26 and 28. Overall mean scores for those three items for 40 teachers was 4,15 which stands for the descriptor "very important". The range of mean scores for this group of survey items were between 4,07 and 4,20. 39,2 % of the teachers found this competency to be extremely important. 36,7 % of the teachers found this competency to be very important and 24,2% found this competency to be important. None of the teachers placed their evaluation as "not important at all" or "somewhat important" for this group of survey items.

Table 4.13.2 Results for the “profession placed within the context of lifelong learning” competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NAI	SI	I	VI	EI	
Q25 (develop new knowledge about education and training in my work place through the contribution of research and evidence based practice)	4,17	0,81	0	0	25	32,5	42,5	40
Q26 (have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training)	4,20	0,72	0	0	17,5	45	37,5	40
Q28 (have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning)	4,07	0,82	0	0	30	32,5	37,5	40
Overall Mean	4,15	0,78	0	0	24,2	36,7	39,2	40

S.D. = Standard Deviation, NAI=Not At All Important, SI= Somewhat Important, I=Important, VI= Very Important, EI=Extremely Important

4.2.3 How competent the teachers would like to be in “mobile profession” principle or how important they think this competency is

The Table 4.14 shows results for the "mobile profession" competency. Overall mean scores for those three items for 40 teachers was 3,60 which stands for the descriptor "very important". The range of mean scores for this group of survey items were between 3,47 and 3,77.

23,4 % of the teachers found this competency to be extremely important. 29,2 % of the teachers found this competency to be very important, 36,7% found this competency to be important and only 4,2 % found this competency to be not at all important.

Table 4.14 Results for the "mobile profession" competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NAI	SI	I	VI	EI	
Q21 (be mobile between different levels of education)	3,77	1,04	0	12,5	30	25	32,5	40
Q22 (mobile in different professions within the education sector)	3,47	0,81	0	7,5	50	30	12,5	40
Q23 (teach English outside of Turkey)	3,57	1,23	12,5	0	30	32,5	25	40
Overall Mean	3,60	1,03	4,2	6,7	36,7	29,2	23,4	40

S.D. = Standard Deviation, NAI=Not At All Important, SI= Somewhat Important, I=Important, VI= Very Important, EI=Extremely Important

4.2.4 How important the teachers think the “profession based on partnerships” competency is

The Table 4.15 shows the results for the “profession based on partnerships” competency. For item 24, overall mean score for this survey item for 40 teachers was 3,45 which stands for the descriptor "very important". 12,5 % of the teachers found this competency to be extremely important. 32,5 % of the teachers found this competency to be very important, 42,5% found this competency to be important and 12,5 % found this competency to be somewhat important.

Table 4.15 Results for the “profession based on partnerships” competency

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NAI	SI	I	VI	EI	
Q24 (work collaboratively in partnership with schools, industry, & work-based training providers while doing my undergraduate studies)	3,45	0,87	0	12,5	42,5	32,5	12,5	40
Overall Mean	3,45	0,87	0	12,5	42,5	32,5	12,5	40

S.D. = Standard Deviation, NAI=Not At All Important, SI= Somewhat Important, I=Important, VI= Very Important, EI=Extremely Important

4.2.5 How competent the teachers would like to be in “work with information, technology and knowledge” key principle

The Table 4.16 shows how competent the teachers want to be in the “work with information, technology and knowledge” key principle. Overall mean score for these three items for 40 teachers was 4,74, which stands for the descriptor “extremely important”. The range of mean scores for this group of survey items were between 4,37 and 4,97. 78,3 % of the teachers thought they needed to be experts in the “work

with information, technology and knowledge” key competency. 17,5% thought they needed to be very competent and only 2,5% thought they needed to be competent. None of the teachers placed their evaluation as "little competent" or "not competent" for this group of survey items.

For survey item 5, 92,5 % of the teachers thought they needed to be "experts" in the “work with information, technology and knowledge” key competency. For survey item 7, 87,5% of the teachers thought they needed to be very competent in making effective use of technology.

Table 4.16 Results for the “work with information, technology and knowledge” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q5 (work with information, technology and knowledge)	4,97	0,26	0	0	0	7,5	92,5	40
Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	4,37	0,99	5	0	7,5	32,5	55	40
Q7 (make effective use of technology)	4,87	0,33	0	0	0	12,5	87,5	40
Overall Mean	4,74	0,53	1,7	0	2,5	17,5	78,3	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.2.6 How competent the teachers would to be in “work with their fellow human beings” key principle and how important they think this principle is

The Table 4.17.1 shows the results for the “work with their fellow human beings – learners, colleagues and other partners in education” key principle for items 11, 12 and 13. Overall mean scores for those three items for 40 teachers was 4,49 which stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,20 and 4,49.

61,7 of the teachers thought they needed to be experts in “work with their fellow human beings” competency. 32,5% thought they needed to be very competent and only 2,5% thought they needed to be competent. Only 3,3% thought they didn’t need to be competent.

Table 4.17.1 Results for the “work with their fellow human beings – learners, colleagues and other partners in education” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q11 (have knowledge of human growth and development)	4,20	0,96	5	0	7,5	45	42,5	40
Q12 (have self-confidence when engaging with my learners)	4,60	0,92	5	0	0	20	75	40
Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	4,67	0,47	0	0	0	32,5	67,5	40
Overall Mean	4,49	0,78	3,3	0	2,5	32,5	61,7	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

The Table 4.17.2 shows the results for “work with their fellow human beings – learners, colleagues and other partners in education” key principle. For item 27, overall mean score for 40 teachers was 4,37 which stands for descriptor "extremely important". For survey item 27, 50% of the teachers thought that this competency is extremely important. 37,5 of the teachers found this competency to be very important and 12,5 of the teachers found this competency to be important. For this survey item, "not at all important" or "somewhat important" choices are not chosen.

Table 4.17.2 Results for the “work with their fellow human beings – learners, colleagues and other partners in education” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NAI	SI	I	VI	EI	
Q27 (co-operate and collaborate with my colleagues to enhance my own learning and teaching)	4,37	0,70	0	0	12,5	37,5	50	40
Overall Mean	4,37	0,70	0	0	12,5	37,5	50	40

S.D. = Standard Deviation, NAI=Not At All Important, SI= Somewhat Important, I=Important, VI= Very Important, EI=Extremely Important

4.2.7 How competent the teachers would like to be in “work with and in society” key principle

The Table 4.18 shows the results for the “work with and in society - at local, regional, national, European and broader global levels” key principle for items 14, 15 and 16. Overall mean scores for those three items for 40 teachers was 4,27 which

stands for the descriptor "expert". The range of mean scores for this group of survey items were between 4,20 and 4,32.

49,2 of the teachers thought they needed to be experts in “work with and in society” principle. 35,8% thought they needed to be very competent and only 11,7% thought they needed to be competent. Only 3,3% thought they didn’t need to be competent.

Table 4.18 Results for the “work with and in society - at local, regional, national, European and broader global levels” key principle

Survey Item	Mean	S.D.	Frequencies (Valid Percent) %					Total N
			NC	LC	C	VC	E	
Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	4,30	0,79	0	0	20	30	50	40
Q15 (contribute to my learners’ understanding of cultural diversity and identify common values)	4,20	0,96	5	0	7,5	45	42,5	40
Q16 (contribute to preparing my learners to become an EU citizen)	4,32	0,97	5	0	7,5	32,5	55	40
Overall Mean	4,27	0,91	3,3	0	11,7	35,8	49,2	40

S.D. = Standard Deviation, NC=Not Competent, LC= Little Competent, C=Competent, VC= Very Competent, E=Expert

4.3 Results for all the competencies and principles

4.3.1 Results for all the competencies and principles in relation to survey items

Table 4.19 shows the results for the first 20 survey items. The overall mean for the first 20 questions regarding how competent the teachers feel is 3.82, which stands for the descriptor “very competent”. The overall mean for the first 20 questions regarding how competent the teachers would like to be is 4.93, which stands for the descriptor “excellent”.

Table 4.19 Results for the first 20 survey items

How competent do you feel?	Survey Item	How competent would you like to be?
Mean		Mean
3,67	Q1 (contribute to my learners to become lifelong learners)	4,60
3,65	Q2 (contribute to learners to become autonomous learners)	4,67
4,37	Q3(have skills and competencies required to guide my learners)	4,52
4,17	Q4 (have the understanding of the social dimension of education)	4,15
4,07	Q5 (work with information, technology and knowledge)	4,97
3,87	Q6 (be equipped to access, analyze, validate, reflect on and transmit knowledge)	4,37
3,67	Q7 (make effective use of technology)	4,87
3,85	Q8 (build and manage learning environments)	4,67
3,70	Q9 (be up-to-date with the latest developments in my specialist subjects and in pedagogy)	4,30
4	Q10 (contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences)	4,15
4,07	Q11 (have knowledge of human growth and development)	4,20
4,42	Q12 (have self-confidence when engaging with my learners)	4,60
3,70	Q13 (prepare and develop collaborative activities which increase the collective intelligence of learners)	4,67
3,17	Q14 (have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity)	4,30
3,75	Q15 (contribute to my learners' understanding of cultural diversity and identify common values)	4,20
3,40	Q16 (contribute to preparing my learners to become an EU citizen)	4,32
3,87	Q17 (carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies)	4,60
3,80	Q18 (make use of materials that my learners need to deal receptively, productively, interactively and in mediation)	4,92
3,65	Q19 (be informed about and aware of range of assessment techniques and their standards)	4,72
3,70	Q20(see not only what the learner can do, but also how well they do it, by using continuous self or teacher assessment)	4,62
3.82	Overall Mean	4.93

Table 4.20 shows the results for the survey items 21 to 28 regarding the opportunities the teachers have. The overall percentage for the teachers who found an

opportunity regarding the competencies is 60.9 and the overall percentage for the teachers who didn't find an opportunity regarding the competencies is 39.1.

Table 4.20 Results for the survey items 21 to 28 regarding the opportunities the teachers have

Survey Item	Y%	N%
Q21 (be mobile between different levels of education)	75	25
Q22 (be mobile in different professions within the education sector)	62,5	37,5
Q23 (teach English outside of Turkey)	12,5	87,5
Q24 (work collaboratively in partnership with schools, industry, and work-based training providers while doing my undergraduate studies)	32,5	67,5
Q25 (develop new knowledge about education and training in my work place through the contribution of research and evidence based practice)	87,5	12,5
Q26 (have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training)	62,5	37,5
Q28 (have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning)	55	45
Q27 (co-operate and collaborate with my colleagues to enhance my own learning and teaching)	100	0
Overall	60.9	39.1

Table 4.21 shows the results for the survey items 21 to 28 regarding how important they found the competencies. The overall mean for the survey items 21 to 28 is 3.81, which stands for the descriptor “very important”.

Table 4.21 Results for the survey items 21 to 28 regarding how important teachers found the competencies

Survey Item	How important do you think the item is?
	Mean
Q21 (be mobile between different levels of education)	3,77
Q22 (be mobile in different professions within the education sector)	3,47
Q23 (teach English outside of Turkey)	3,57
Q24 (work collaboratively in partnership with schools, industry, and work-based training providers while doing my undergraduate studies)	3,45
Q25 (develop new knowledge about education and training in my work place through the contribution of research and evidence based practice)	4,17
Q26 (have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training)	4,20
Q28 (have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning)	4,07
Overall Mean	3.81

4.3.2 Results for the four common competencies and three key principles

Table 4.22 shows the results for the four common competencies and three key principles. The overall mean for the four common competencies and three key principles regarding how competent the teachers feel is 3.82, which stands for the descriptor “very competent”. The overall mean for the four common competencies and three key principles regarding how competent the teachers would like to be is 4.93, which stands for the descriptor “excellent”.

Table 4.22 Results for the four common competencies and three key principles

How competent do you feel?	Competency or Principle	How competent would you like to be?
Mean		Mean
3,90	<i>“graduate profession” competency</i>	4,51
3,66	<i>“profession placed within the context of lifelong learning” competency</i>	4,63
3,87	<i>“work with information, technology and knowledge” key principle</i>	4,74
4,06	<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	4,49
3,44	<i>“work with and in society - at local, regional, national, European and broader global levels” key principle</i>	4,27
3.82	Overall Mean	4.93

Table 4.23 shows the results for the four common competencies and three key principles regarding the opportunities the teachers have. The overall percentage for the teachers who found an opportunity regarding the competencies is 60.9 and the overall percentage for the teachers who didn’t find an opportunity regarding the competencies is 39.1.

Table 4.23 Results for the four common competencies and three key principles; Yes/No Questions

Competency or Principle	Y%	N%
<i>“profession placed within the context of lifelong learning” competency</i>	68,3	31,7
<i>“mobile profession” competency</i>	50	50
<i>“profession based on partnerships” competency</i>	32,5	67,5
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	100	0
Overall	60.9	39.1

Table 4.24 shows the results for the four common competencies and three key principles regarding how important they found the competencies. The overall mean for the survey items 21 to 28 is 3.81, which stands for the descriptor “very important”.

Table 4.24 Results for the four common competencies and three key principles; "How important do you think the item is" questions

Competency or Principle	How important do you think the item is?
	Mean
<i>“profession placed within the context of lifelong learning” competency</i>	4,15
<i>“mobile profession” competency</i>	3,60
<i>“profession based on partnerships” competency</i>	3,45
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	4,37
Overall Mean	3.81

4.3.3 Results for the four common competencies and three key principles of English Language Teaching Department Graduate Teachers

Below are the overall means for the 18 teachers who are graduates of English Language Teaching Departments.

Table 4.25 Results for the four common competencies and three key principles for teachers who are graduates of English Language Teaching Departments

How competent do you feel?	Competency or Principle	How competent would you like to be?
Mean		Mean
0.702	<i>“graduate profession” competency</i>	0.812
0.659	<i>“profession placed within the context of lifelong learning” competency</i>	0.834
0.697	<i>“work with information, technology and knowledge” key principle</i>	0.853
0.731	<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.808
0.619	<i>“work with and in society - at local, regional, national, European and broader global levels” key principle</i>	0.769
0.688	Overall Mean	0.887

Table 4.26 Results for the four common competencies and three key principles; Yes/No Questions for teachers who are graduates of English Language Teaching Departments

Competency or Principle	Y%	N%
<i>“profession placed within the context of lifelong learning” competency</i>	12.294	5.706
<i>“mobile profession” competency</i>	9	9
<i>“profession based on partnerships” competency</i>	5.850	12.150
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	18	0
Overall	10.962	7.038

Table 4.27 Results for the four common competencies and three key principles; “How important do you think the item is” questions for teachers who are graduates of English Language Teaching Departments

Competency or Principle	How important do you think the item is?
	Mean
<i>“profession placed within the context of lifelong learning” competency</i>	0.747
<i>“mobile profession” competency</i>	0.648
<i>“profession based on partnerships” competency</i>	0.621
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.787
Overall Mean	0.686

4.3.4 Results for the four common competencies and three key principles of English Language and Literature Department Graduate Teachers

Below are the results for the 15 teachers who are graduates of English Language and Literature Department.

Table 4.28 Results for the four common competencies and three key principles for teachers who are graduates of English Language and Literature Department

How competent do you feel?	Competency or Principle	How competent would you like to be?
Mean		Mean
0.585	<i>“graduate profession” competency</i>	0.677
0.549	<i>“profession placed within the context of lifelong learning” competency</i>	0.695
0.581	<i>“work with information, technology and knowledge” key principle</i>	0.711
0.609	<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.674
0.516	<i>“work with and in society - at local, regional, national, European and broader global levels” key principle</i>	0.641
0.573	Overall Mean	0.740

Table 4.29 Results for the four common competencies and three key principles; Yes/No Questions for teachers who are graduates of English Language and Literature Department

Competency or Principle	Y%	N%
<i>“profession placed within the context of lifelong learning” competency</i>	10.245	4.755
<i>“mobile profession” competency</i>	7.5	7.5
<i>“profession based on partnerships” competency</i>	4.875	10.125
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	15	0
Overall	9.135	5.865

Table 4.30 Results for the four common competencies and three key principles; “How important do you think the item is” questions for teachers who are graduates of English Language and Literature Department

Competency or Principle	How important do you think the item is?
	Mean
<i>“profession placed within the context of lifelong learning” competency</i>	0.623
<i>“mobile profession” competency</i>	0.540
<i>“profession based on partnerships” competency</i>	0.518
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.656
Overall Mean	0.572

4.3.5 Results for the four common competencies and three key principles of English Linguistics Department Graduate Teachers

Below are the results for the two teachers who are graduates of English Linguistics Department.

Table 4.31 Results for the four common competencies and three key principles for teachers who are graduates of English Linguistics Department

How competent do you feel?	Competency or Principle	How competent would you like to be?
Mean		Mean
0.078	<i>“graduate profession” competency</i>	0.090
0.073	<i>“profession placed within the context of lifelong learning” competency</i>	0.093
0.077	<i>“work with information, technology and knowledge” key principle</i>	0.095
0.081	<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.090
0.069	<i>“work with and in society - at local, regional, national, European and broader global levels” key principle</i>	0.085
0.076	Overall Mean	0.098

Table 4.32 Results for the four common competencies and three key principles; Yes/No Questions for teachers who are graduates of English Linguistics Department

Competency or Principle	Y%	N%
<i>“profession placed within the context of lifelong learning” competency</i>	1.366	0.634
<i>“mobile profession” competency</i>	1	1
<i>“profession based on partnerships” competency</i>	0.650	1.350
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	2	0
Overall	1.218	0.782

Table 4.33 Results for the four common competencies and three key principles; "How important do you think the item is" questions for teachers who are graduates of English Linguistics Department

Competency or Principle	How important do you think the item is?
	Mean
<i>"profession placed within the context of lifelong learning" competency</i>	0.083
<i>"mobile profession" competency</i>	0.072
<i>"profession based on partnerships" competency</i>	0.069
<i>"work with their fellow human beings – learners, colleagues and other partners in education" key principle</i>	0.087
Overall Mean	0.076

4.3.6 Results for the four common competencies and three key principles of Teachers who are graduates of other departments

Below are the results for the five teachers who are graduates of other departments. The departments those teachers graduate include economics (two teachers), management (two teacher) and tourism (one) teacher.

Table 4.34 Results for the four common competencies and three key principles for teachers who are graduates of other departments

How competent do you feel?	Competency or Principle	How competent would you like to be?
Mean		Mean
0.195	<i>"graduate profession" competency</i>	0.226
0.183	<i>"profession placed within the context of lifelong learning" competency</i>	0.232
0.194	<i>"work with information, technology and knowledge" key principle</i>	0.237
0.203	<i>"work with their fellow human beings – learners, colleagues and other partners in education" key principle</i>	0.225
0.172	<i>"work with and in society - at local, regional, national, European and broader global levels" key principle</i>	0.214
0.191	Overall Mean	0.247

Table 4.35 Results for the four common competencies and three key principles; Yes/No Questions for teachers who are graduates of other departments

Competency or Principle	Y%	N%
<i>“profession placed within the context of lifelong learning” competency</i>	3.415	1.585
<i>“mobile profession” competency</i>	2.5	25
<i>“profession based on partnerships” competency</i>	1.625	3.375
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	5	0
Overall	3.045	1.955

Table 4.36 Results for the four common competencies and three key principles; “How important do you think the item is” questions for teachers who are graduates of other departments

Competency or Principle	How important do you think the item is?
	Mean
<i>“profession placed within the context of lifelong learning” competency</i>	0.208
<i>“mobile profession” competency</i>	0.180
<i>“profession based on partnerships” competency</i>	0.173
<i>“work with their fellow human beings – learners, colleagues and other partners in education” key principle</i>	0.219
Overall Mean	0.191

4.4 Open-ended Questions

The teachers were asked two open-ended questions. First question was aiming to find out what the teachers ideas regarding “their strength and weaknesses as a teacher” are. The second question was aiming to find out the teaching competencies the teachers want to develop.

Out of 40 teachers, 24 replied to the open-ended questions. For the first question “What do you think are your main strengths and weaknesses as a teacher?”, the replies are listed below:

Strengths

- Communication of knowledge
- Educational background (3 teachers)
- Enthusiasm to teach
- Good communication skills
- Knowing one’s students

Weaknesses

- Lacking technological supplies (4 teachers)
- Low payment
- Lack of teaching experience
- Difficulty in classroom management
- Being too sentimental

For the question “what teaching competencies do you want to develop?” the replies are listed below:

- Competencies regarding new technology (3 teachers)
- Fostering learner autonomy
- Materials development
- Testing
- Develop techniques for speaking skills of the students

CHAPTER V

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.0 Presentation

The findings of the study were presented in detail in the previous chapter under the title of results. In the light of the findings, a discussion of conclusions, implications and recommendations were presented in this chapter.

In an effort to shade light on the current state of the qualifications and competencies of teachers in Turkey while Turkey is seeking to become a member of the European Union, this study tried to determine the required language teacher competencies in the implementation of the Common European Framework (CEF) and the English Language Portfolio and explored the perceptions of teachers about their current and desired competencies defined by CEF and ELP.

Specifically, the study to explore the perceptions of teachers about their current competencies defined by CEF and ELP, how competent they would like to be in these competencies and how important they think these competencies are. In this chapter, the research findings are summarized and in the light of these findings some implications and recommendations for further research on the concern of teachers' competencies are put forward.

5.1 Conclusions

This case study defined the required teacher competencies in the Common European Framework (CEF) and the English Language Portfolio (ELP) under two main headings; the four common principles defined in the Common European Framework (1. a graduate profession, 2. a profession placed within the context of lifelong learning, 3. a mobile profession, 4. a profession based on partnerships) and the three key competencies and qualifications of a teacher in Common European

Framework (1. work with information, technology and knowledge, 2. work with their fellow human beings – learners, colleagues and other partners in education; and 3. work with and in society - at local, regional, national, European and broader global levels). In regards to these competencies and principles, a survey is conducted to find out the teachers perceptions and evaluations.

Analysis of the survey indicated that the teachers have quite positive perception of themselves regarding the four common principles and three key competencies defined in the CEF. The analysis of the survey showed that for “graduate profession”, “profession placed within the context of lifelong learning” and “profession based on partnerships” competencies, the teachers perceived themselves to be very competent. Only for “mobile profession” competency, the analysis indicated a natural perception of the teachers. For this competency, although the teachers had opportunities to be mobile within the different levels and different professions of education, most of them didn’t have the opportunity to be mobile outside of Turkey. Furthermore, the analysis of the survey showed that for “work with information, technology and knowledge”, “work with their fellow human beings” and “work with and in society” principles, the perception of the teachers are quite positive. For these three principles, the teachers perceived themselves to be very competent. The fact that “not competent at all” and “little competent” choices were not selected at all by the teachers for most of the competencies was something to attract attention and a very positive indication for Turkey which has been seeking to become a full member of the European Union.

Analysis of the survey regarding the evaluation of the teachers on how competent they would like to be in these competencies and principles in CEF are also quite positive. The analysis of the survey showed that for all the competencies and principles, most of the teachers would like to be experts and found the competencies and principles to be very important.

The replies to the open-ended questions revealed that teachers would like to develop some competencies related to required teacher competencies and principles in CEF and ELP, like learner autonomy and competencies regarding new technologies. However, none of the teachers provided their email addresses to answer more regarding competencies.

5.2 Implications for Future Study

In this section, in the light of the research findings some implications for future study are put forward. This study has the following implications:

- Analysis indicated that, although a big majority of the teachers perceived themselves to be very competent in four common principles and three key principles of CEF and ELP, they still would like to develop these competencies and have expert level of competency. Yet, in order to confirm the results, there is a need for further studies.
- The results of the study may give us an idea about perceptions and evaluation of the teachers regarding the required teacher competencies in CEF and ELP. Yet, since the study was conducted only on one sample university, the number of institutions would not be considered sufficient to yield reliable and adequate insights to generalize the findings of the study to other teachers. Therefore, if a further study includes other institutions, the results will probably be different.
- The main data collection instrument in this study was a kind of self-evaluation questionnaire based on the perceptions and evaluations of the instructors at the Department of Basic English, School of Foreign Languages at the Middle East Technical University. Therefore, the objectivity of its results is open to discussion although the two parts of the questionnaire employed in the study were tried to be prepared parallel to get more confident results. If larger-scale studies on required teacher competencies are supported with interviews with a limited number of randomly selected instructors from the groups, the results will be more reliable and healthier.

- A similar study can be conducted with undergraduate teachers to see how they perceive and evaluate themselves within the required teacher competencies in CEF and ELP.
- A study can be conducted to investigate how the results of this study reflect to the performance.
- The questionnaire employed in this study can be revised and used for similar studies.

5.3 Recommendations for Practice

In this section, recommendations for practice are put forward.

- In-service teacher education should be provided at institutions regarding the required teacher competencies in CEF and ELP.
- The required teacher competencies in CEF and ELP should also be provided at pre-service teacher education.
- Importance should be given to the required teacher competencies in CEF and ELP at teacher education programs at institutions and universities.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

This questionnaire is designed as a part of my research in my master's thesis. Please read each item in the questionnaire carefully and mark the most appropriate choice for you and please give an answer for every item by grading it on the left and right side. You don't have to write your name on the questionnaire. Please be assured that the data collected through the questionnaires will be treated confidentially. Thank you for your contribution. (My contact information: Işıl Tandıroğlu, isil_tan@yahoo.com, 0-532-347-2525)

Which university did you graduate from? Which department? _____	
Experience: € 1-5 years € 6-10 years € 11-15 years € 15-20 years € Over 20 years	What kind of trainings did you receive? € A teaching certificate Program ○ CERT/ELT ○ TESOL ○ CELTA € In service training € Others? Please specify: _____

For questions 1-20, please give your answers **circiling** the boxes on the left and right which belong to the appropriate choice for you using the given key below.

0	1	2	3	4
Not Competent	Little Competent	Competent	Very Competent	Expert

How competent do you feel?	I feel competent that ...	How competent would you like to be?
0 1 2 3 4	1. I can contribute to my learners to become lifelong learners.	0 1 2 3 4
0 1 2 3 4	2. I can contribute to my learners to become autonomous learners.	0 1 2 3 4
0 1 2 3 4	3. I have the skills and competencies required to guide my learners.	0 1 2 3 4
0 1 2 3 4	4. I have the understanding of the social dimension of education.	0 1 2 3 4
0 1 2 3 4	5. I can work with information, technology and knowledge.	0 1 2 3 4
0 1 2 3 4	6. I am equipped to access, analyze, validate, reflect on and transmit knowledge.	0 1 2 3 4
0 1 2 3 4	7. I can make effective use of technology.	0 1 2 3 4
0 1 2 3 4	8. I can build and manage learning environments.	0 1 2 3 4
0 1 2 3 4	9. I am up-to-date with the latest developments in my specialist subjects and in pedagogy.	0 1 2 3 4

<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	10. I can contribute to meet the needs of my learners with a wide range of teaching and learning strategies and with my own experiences.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	11. I have knowledge of human growth and development.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	12. I have self-confidence when engaging with my learners.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	13. I can prepare and develop collaborative activities which increase the collective intelligence of learners.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	14. I have the knowledge and experience of European co-operation that enables me to value and respect cultural diversity.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	15. I can contribute to my learners' understanding of cultural diversity and identify common values.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	16. I can contribute to preparing my learners to become an EU citizen.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	17. I can carry out communicative tasks in which my learners have to engage in communicative language activities and operate communicative strategies.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	18. I can make use of materials that my learners need to deal receptively, productively, interactively and in mediation.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	19. I am informed about and aware of range of assessment techniques and their standards.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	20. By using continuous self or teacher assessment, I can see not only what the learner can do, but also how well they do it.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

For questions 21-27, please give your answers by **circiling** the boxes on the left and right which belong to the appropriate choice for you using the given key below and selecting **YES** or **NO**.

0 Not Competent	1 Little Competent	2 Competent	3 Very Competent	4 Expert
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YES/NO	There has been an opportunity for me ...	How important do you think the item is?
<input type="checkbox"/> Y <input type="checkbox"/> N	21. to be mobile between different levels of education.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	22. to be mobile in different professions within the education sector.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	23. to teach English outside of Turkey.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	24. to work collaboratively in partnership with schools, industry, and work-based training providers while doing my undergraduate studies.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

<input type="checkbox"/> Y <input type="checkbox"/> N	25. to develop new knowledge about education and training in my work place through the contribution of research and evidence based practice.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	26. to have continuous professional development for teachers in terms of coherent and adequately resourced lifelong learning strategies, covering activities that include subject based and pedagogical training.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	27. to co-operate and collaborate with my colleagues to enhance my own learning and teaching.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<input type="checkbox"/> Y <input type="checkbox"/> N	28. to have initial and continuous professional development programs that reflect the importance of interdisciplinary and collaborative approaches to learning.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Please answer the questions below:

29. What do you think your main strengths and weaknesses are as a teacher?

30. What teaching competencies do you want to develop?

If you would like to answer more questions about teacher competencies, please provide your email address:

Thank you! ☺