Foreign Language Teacher Competences: A Systematic Review of Competency Frameworks

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Abstract

The aim of this study is to determine competences needed in the language teaching profession. For this aim, six frameworks for language teacher competency are examined. Data is analysed by using content analysis method. The required skills and knowledge are categorized under the aspects learning, learner, teaching, assessment and evaluation, linguistic competences, language awareness, professional development, leadership, culture, school and environment, teaching experience and technology. The results revealed that linguistic and language teaching core competences are crucial competences for language teachers. Yet, the frameworks lay diverse focus on knowledge and skills related to these competences. Out of the results, it is evident that a common framework for language teachers is needed, as all frameworks seem to be insufficient to give a full overview regarding the required competences.

Keywords: Teacher education, language teacher, competence, competency, knowledge, skills.

Ethical committee approval: Since the study is a systematic review of language teacher competency frameworks and does not involve people or human samples an ethics committee decision is not required.

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Teachers' role in learners' learning success has been discussed so far widely in literature. It has been debated extensively to what extent teachers play a role in student achievement (Hanushek, 1971; Darling-Hammond, 2000). Nevertheless, studies reveal that there are several factors that affect learning success. These are summed up under the aspects learner, teacher, school, curriculum and family. Within these aspects teacher factor has the highest effect rate on learners' learning success (Beywl and Zierer, 2014). Further studies that emphasis teachers' role in the learning process reveal that learners', who have been taught by competent teachers', were more successful than learners' who have been taught by less competent teachers (Blömeke and Delaney, 2012; Darling-Hammond, 2000; Wayne and Youngs, 2006). Depending on the findings of these studies, it is evident that competent teachers' play a key role in learners' learning success. Yet, when considering the term, *competent*, questions arise on what it means to be a competent teacher and which qualities are required to be accepted as competent. In literature on language teachers there are different views on qualities of language teachers and competences needed in the language teaching profession (Königs, 2014). To clarify this issue, some researchers examine the differences between language teachers and teachers of other subjects. The findings of the study carried out by Borg (2006) suggest that language teachers are seen to be distinctive in terms of the nature of the subject, the content of teaching, the teaching methodology, teacher-learner relationships, and contrast between native and non-native speakers. Hence, out of this statement, it can be inferred that what makes language teachers distinct is related to the subject area of language and language teaching (Deregözü, 2020). Therefore, for language teachers, competences in this both field seem to be crucial to be accepted as competent teachers. Yet, for standardization in the language teaching profession, knowledge and skills which are required need to be specified in detail.

For the clarification of skills and knowledge needed by language teachers for effective teaching, several frameworks are developed. With these frameworks it is aimed "to help teachers to identify where they are in their professional career and help teachers and their employers to think about where to go next and identify development activities to get there" (Cambridge English Teaching Framework [CETF], 2015, p. 2). Further, it is aimed:

> to help practising teachers to assess and reflect on their own language teaching competences, … to encourage teachers to continue their professional development on their own and with the support of their institutions, to help document the design of public training courses for practising teachers, to serve as a tool for evaluating and accrediting teacher training courses. (EAQUALS TD Framework, 2016, p. 4)

Out of these statements, it can be inferred that the frameworks are developed with the aim to standardize competences required in the language teaching profession. However, in general for language teaching and in particular for English language teaching there are several frameworks developed with the aim to standardize

competences. CETF (2015), National Board for Professional Teaching Standards: English as a New Language Standards (NBPTS, 2010), EAQUALS Profiling Grid for Language Teachers (North, 2009), EAQUALS Framework for Language Teacher Training and Development (EAQUALS TD Framework, 2016), European Profiling Grid (EPG, 2013) and the framework English Language Teachers' Domain-Specific Competences (ELTDSC; Milli Eğitim Bakanlığı [MEB], 2015) published by the Turkish National Education Ministry are among these frameworks.

With respect to the amount of these frameworks developed for language teachers, the aim of this study is to examine, the competences defined in these frameworks and examine similarities and diversities regarding the defined skills. Furthermore, it is aimed to determine skills and knowledge required in the language teaching profession and to clarify competence areas defined in the frameworks. For this purpose, the following research questions are to be answered:

1. Which competences are needed for a language teacher according to the frameworks?

2. Which linguistic competences are needed for a language teacher according to the frameworks?

3. Which core competences are needed for a language teacher according to the frameworks?

Method

The research model, data collection and data analysis of the research is as following.

Research Model

In the study qualitative content analysis method is used as "qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns." (Hsieh and Shannon, 2005, p. 1278). Nevertheless, to identify competence areas in the frameworks, a systematic approach is required. In the analysis process, the content of the frameworks is examined, competence areas are determined, and the descriptors are coded according to their content. Hence, the content of each descriptor is analyzed, and competence areas identified systematically as described in the definition of content analysis method.

Data Collection

In the study, language teacher competency frameworks published on national and international level are examined. CETF (2015), NBPTS (2010), EAQUALS Profiling Grid for Language Teachers (North, 2009), EAQUALS Framework for Language Teacher Training and Development (EAQUALS TD Framework 2016), EPG (2013) and the framework ELTDSC (MEB, 2015) published by the Turkish National Education Ministry are examined.

Data Analysis

Data were analysed by using content analysis method. In this regard, CETF (2015), NBPTS (2010), EAQUALS Profiling Grid for Language Teachers (North, 2009), EAQUALS Framework for Language Teacher Training and Development (EAQUALS TD Framework 2016), EPG (2013) and the framework ELTDSC (MEB, 2015) published by the Turkish National Education Ministry were examined in view of knowledge and skills.

In the analysis process, each framework is first examined in an overall view and main aspects are determined. Further, based on the frameworks competency descriptions and their content, main competence areas are identified. Moreover, the descriptors are examined, the required knowledge and skills are identified and the descriptors are coded according to the required competences. The codes of all descriptors are categorized under main aspects. With this analysis process, all frameworks are examined. Thus, the descriptors of each framework are analysed according to their content, the codes are summarized and categorized under main aspects. With this way, main competence areas are determined, and final categories are created. Out of the analysis it can be inferred that competence descriptors of the frameworks contain knowledge and skills in the areas of learning, learner, teaching, assessment and evaluation, linguistic competences, language awareness, professional development, leadership, culture, school and environment, teaching experience and technology. The categories are compared with the competences described for language teachers in literature. Thus, the categories created from the raw data are also theory–based grounded. Hence, the frameworks are compared according to the competences they describe and findings were presented under these aspects. Furthermore, linguistic competence and core competences for language teaching are analysed in detail. The frameworks are compared and similarities and diversities are determined.

In qualitative studies validity is ensured with the criteria's credibility, dependability, conformability and transferability (Lincoln and Guba, 1985, as cited in Elo et al. 2014). In this study the validity of the content analysis is assured with the criteria conformability, which "refers to the objectivity, that is, the potential for congruence between two or more independent people about the data's accuracy, relevance, or meaning" (Elo et al. 2014, p. 2). To prove the congruence between two people about the data's accuracy, a researcher in the field of language teacher education is consulted on the data's accuracy. The researchers' feedback on the data's accuracy indicated congruence between two researchers. Furthermore, one main criteria of ensuring validity in qualitative studies is that the analysis process is reported in detail, and that the researcher explains how the results are obtained (Yıldırım and Şimşek, 2008). Therefore, in the study these criteria is taken into consideration and the analysis process is reported in detail and it is explained clearly how the results are obtained.

For the assurance of reliability, intercoder reliability is assessed. For this aim data is sent to an expert in the field of education and the data is coded by the expert and researcher independently. When the coders were in agreement, the data set was determined as a representation of the code. Disagreements were discussed between coders and with team agreement revised. The agreement on coding used of the final version is compared by calculating the percentage of all segments coded with the same codes. With the formula described by Miles and Huberman (1994) reliability = number of agreements / (number of agreements + disagreements) the percentage of agreement is calculated. Miles and Huberman (1994) proposed minimum 75% agreement for a reasonable reliability. The reliability coefficient between the researcher and the expert was found to be 80%. This percentage indicated that the reliability of the study was on an adequate level of agreement.

Results

The findings of the research are presented in the sections of competence areas, linguistic competences and core competences.

Findings Related to Competence Areas

Table 1 shows the competence areas which are defined in the frameworks CETF (2015), NBPTS (2010), EAQUALS Profiling Grid for Language Teachers (North, 2009), EAQUALS Framework for Language Teacher Training and Development (EAQUALS TD Framework 2016), EPG (2013) and the framework ELTDSC (MEB, 2015).

Table 1

Competence Areas Defined in the Frameworks

Category	EAQUALS (North, 2009)	NBPTS (2010)	EPG (2013)	CETF (2015)	EAQUALS TD (2016)	ELTDSC (MEB, 2015)
Learning	+	-	-	+	+	+
Learner	-	+	-	+	+	-
Teaching	+	+	+	+	+	+
Assessment Evaluation	+	+	+	+	+	+
Linguistic	+	+	+	+	+	+
Language Awareness	+	+	+	+	+	+
Professional Development	+	+	+	+	+	+
Leadership	-	+	+	-	-	-
Culture	-	+	+	-	+	-
School and Environment	-	+	-	-	-	+
Teaching Experience	+	-	+	-	-	-
Technology	+	-	+	-	+	+

The examination of the frameworks for language teachers revealed that the most common competences were defined in the areas of "teaching", "assessment and evaluation", "linguistic", "language awareness", and "professional development". In addition, competences in "learning" and "technology" were specified as a key competence for teachers in four frameworks. Three frameworks defined competences related to learners and culture. Competences at least mentioned were the aspects "leadership", "teaching experience", and knowledge about "school and its environment". These aspects were described just by two frameworks.

Findings Related to Linguistic Competences

Competences related to linguistic competences are defined in the frameworks EAQUALS Profiling Grid for Language Teachers (North, 2009), NBPTS (2010), EPG (2013), CETF (2015), EAQUALS TD Framework (2016) and MEB (2015). Whereas NBPTS (2010) and ELTDSC (MEB, 2015) summarize linguistic competences as "accomplished teachers have deep knowledge of domains of language-listening, speaking, reading, writing, and visual literacy-in order to assess their students' English language ability and to effectively address their linguistic needs in school settings" (NBPTS, 2010, p. 34) and "Teachers are models for their students in using English language fluently" (MEB, 2015, p. 63), EAQUALS Profiling Grid for Language Teachers (North, 2009), EPG (2013), CETF (2015) and EAQUALS TD Framework (2016) define them in detail.

EAQUALS TD Framework (2016) describes linguistic competences for teachers under the main category *language, communication and culture* as *using the target language effectively with learners*. It defines linguistic skills in three development phases. Language proficiency needed at phase 1 is B2 and at phase 2 C1 level. In development phase 3 it is required to be able to communicate at all levels. Whereas in EAQUALS TD framework linguistic proficiency is defined in three phases, in CETF (2015) it is given in four phases: *Foundation*, *developing*, *proficient* and *expert*. According to CETF (2015), language teachers should be able to provide "accurate examples of the language points being taught at A1–C2 levels of the CEFR." (p. 8) to be expert teachers. Furthermore, they should be able to use classroom language at each phase accurately. Whereas EAQUALS TD Framework (2016) and CETF (2015) define linguistic competences required for language teachers in three and four main phases, EAQUALS Profiling Grid for Language Teachers (North, 2009) and EPG (2013) describe them in three main phases with two sub–categories.

In EAQUALS Profiling Grid for Language Teachers (North, 2009) at the basic phase, language proficiency has to be between B1 and B2. At the independent phase, a certificate at B2 and C2 level and at proficient phase C2 certificate is needed. Whereas in EPG (2013) in the development phase 2 stage 2.2, and development phase 3 an examination certificate at C1 level is sufficient, EAQUALS (North, 2009) requires a certificate at C2 level.

Findings Related to Core Competences

Core language teaching competences for teaching and assessment are defined in all frameworks. Core competence in teaching a language is given in the frameworks CETF (2015), ELTDSC (MEB, 2015) and EAQUALS TD Framework (2016) under the categories teaching and assessment, in NBPTS (2010) under the category instructional practice and assessment. In EAQUALS Profiling Grid for Language Teachers (North, 2009) and EPG (2013) they are summed up under the categories' methodology, lesson and course planning, interaction management and monitoring and assessment.

In EAQUALS Profiling Grid for Language Teachers (North, 2009) knowledge and skills defined under the category methodology covers knowledge about learning theories and features of language and familiarity with techniques and materials. Lesson planning requires being able to prepare and develop lesson plans. Interaction management and monitoring, covers the management of teacher – class interaction effectively, monitoring resulting activity and giving feedback at each stage in a higher competence grade. The aspect assessment requires at the basic stage to be able to mark class quizzes and progress tests, at the proficient stage being able to write progress tests, develop assessment tasks, and use Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) criteria reliably to assess spoken and written proficiency.

NBPTS (2010) defines instructional practices as being competent in preparing and providing effective instruction, individualizing instruction and differentiating instruction in the language domains. Further, providing students with focused language instruction, selecting materials and resources, building on students' prior knowledge, experiences, and interests, encouraging students to become independent learners and engaging and motivating learners are core competences related to instructional practice. Integrating language and content, interacting in the classroom, using the primary language as a tool, managing learning in the classroom are defined also as core competences. Furthermore, teaching collaboratively, thinking critically, incorporating assessment and reflection are essential parts of the instructional practice.

EPG (2013) presents core competences under the categories' *methodology*, *lesson and course planning*, *interaction management and monitoring* and *assessment* in the development phases 1–3. Methodology covers knowledge and skills in language learning theories and methods, techniques and materials. Competence in the area assessment requires being able to conduct and mark tests or oral tests at different stages. Lesson planning covers knowledge and skills in preparing and planning lessons and deciding on activities. Interaction management and monitoring, includes being able to give instructions, involving learners in pair and group work, monitoring individual and group activities and providing feedback.

CETF (2015) defines knowledge and skills under the main area Teaching, Learning and Assessment in four development phases: *Foundation*, *developing*,

proficient and *expert*. These phases consist of three sub-skills. Having an understanding of key principles of teaching, learning and assessment, to be able to plan and deliver lessons with an awareness of learners' needs, using core-teaching techniques and to be able to use tests and assessment procedures to support and promote learning.

EAQUALS TD Framework (2016) defines core competences under the aspects *Teaching and supporting learning* and *Assessment of learning*. The core competence Teaching and supporting learning comprises teaching methodology, resources/materials, interacting with learners, lesson management, using digital media, monitoring learning and learner autonomy. Assessment of learning covers, assessment and the curriculum, test types-selection, design and administration, impact of assessment on learning and assessment and learning processes.

The framework ELTDSC, published by the Turkish Ministry of Education (MEB, 2015), describes knowledge and skills related to core competences in three development phases under the aspects teaching and assessment. Teaching competence requires competence in lesson planning and to be able to prepare lesson plans considering learners' general and linguistic needs and learning styles, to arrange learning settings, preparing and using materials adequate to learners' age, learning style and linguistic needs. Further, using appropriate teaching methods and techniques and preparing activities suitable to learners' daily life usage, to apply technology for effective learning and to support learners using them are accepted as core competences in teaching. In addition, language teachers should be able to use language teaching techniques, methods and approaches to enable learners' development in the language skills, reading, writing, speaking and listening. Assessing learners' linguistic development with suitable tests and to give feedback are furthermore defined as English language teachers' domain–specific competences.

Discussion, Conclusion and Suggestions

The first research question of the study was "Which competences are needed for a language teacher according to the frameworks?". The review of teachers' competency frameworks, revealed that competences defined in the frameworks could be categorized under the aspects learning, learner, teaching, assessment and evaluation, linguistic, language awareness, professional development, leadership, culture, school and environment, teaching experience, and technology. However, not in all frameworks these aspects are considered. Competences in teaching, assessment and evaluation, linguistic, language awareness and professional development are defined in all frameworks. Least focus is given on school and its environment, leadership, and teaching experience. Only EAQUALS Profiling Grid defined teaching experience as a key factor in developing professional competences for language teachers (North, 2009) and EPG (2013).

As Terhart (2005) emphasizes, the basis of professional competences are laid in the phase of teacher education and is developed by experiencing teaching. Yet, this development undergoes various stages, each stage showing particular characteristics,

that indicates the level of competency. Therefore, to determine language teachers' teaching experience in phases may be contributory to specify the actual state of language teachers' competency. Nevertheless, competence is regarded as not being a static fact, but it is shaped by knowledge and skills that are acquired in the learning process. Hence, competences are developed within this process (Jones et al., 2002). When accepting teachers as being learners in a lifelong learning process, then it is obvious that professional competences are acquired in the learning process that is shaped by teaching experiences. In addition to define professional development as a key aspect, language teacher competency frameworks need to specify teaching experiences in accordance to experiences teachers gain at various stages during their professional life.

Furthermore, the study revealed that not all frameworks focus on the learner itself and the learning process as a separate competence area. However, learners' needs and interests are taken into account in the teaching dimension. When considering the fact that language teachers are distinct because of special characteristics of their profession, then it is obvious, that these are related to the nature of the subject and the teaching of it (Borg, 2006). Hence, language teachers' core competences are related to language teaching methods, approaches and techniques.

The second research question of the study was "Which linguistic competences are needed for a language teacher according to the frameworks?" No doubt that teachers' linguistic competences shape the quality of teaching, as they act as models when they use the language in class. When examining the frameworks regarding linguistic competences required, it is obvious that the requirements vary. Two frameworks (NBPTS, 2010 and MEB, 2015) give only a definition of linguistic competence. NBPTS (2010) points to the fact that "accomplished teachers have deep knowledge of domains of language-listening, speaking, reading, writing, and visual literacy-in order to assess their students' English language ability and to effectively address their linguistic needs in school settings." (NBPTS, 2010, p. 34) and ELTDSC (MEB, 2015) defines language teachers' linguistic competence, as teachers are "models for their students in using English language fluently." (MEB, 2015, p. 63). Both of these frameworks neglect to determine a language proficiency level required in the profession. When examining other frameworks, it can be seen that they define linguistic competences at diverse stages. EAQUALS TD Framework (2016) determines three and CETF (2015) four stages, whereas EAQUALS Profiling Grid for Language Teachers (North, 2009) and EPG (2013) specify six stages. When examining the language proficiency level, then it is evident that in all frameworks the level C2 or native-like level are targeted. Yet, at the first development phase, the requirements are diverse. In CETF (2015) at the first development stage teachers should be able to provide "accurate examples of the language points being taught at A1 and A2 levels of the CEFR." (p. 8), in EAQUALS Profiling Grid for Language Teachers (North, 2009) and EPG (2013) language proficiency level B1 and in EAQUALS TD Framework (2016) the level B2 is targeted. Hence, in the frameworks, a consensus related to the language proficiency level at the first stage is missing.

It is acknowledged that a certain level of language ability is required in order to teach language effectively, as well as to communicate with other professionals appropriatly; however, any minimum language level required of the teacher is likely to vary depending on the teaching context and language levels of the group of learners being taught (see CEFR levels 1 for guidance on language proficiency) (CETF, 2015). Yet, being compatible regarding development stages and language proficiency level would be favourable for a standardization. At least language proficiency level B2 should be required as it stands for independent user that means that someone "can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party" (Council of Europe, 2001, p. 24).

The third research question of the study was "Which core competences are needed for a language teacher according to the frameworks?" The examination related to core competences revealed that all of the frameworks lay diverse focus on knowledge and skills that is required in language teaching. Nevertheless, when examining the frameworks with an overall view, the required knowledge and skills can be compiled. The described knowledge areas related to core competences in the frameworks indicate that language teachers need knowledge in language learning theories, key principles of teaching, learning and assessment, language features, language teaching methods and techniques.

Knowledge and skills defined in the frameworks can be summarized, and it can be concluded that it is required that language teachers are able to:

- Plan and deliver lessons while considering learners' general and linguistic needs and learning styles

- Build on students' prior knowledge, experiences, and interests

- Select materials and resources adequate to learners' age, learning style and linguistic needs

- Prepare activities suitable to learners' daily life usage

- Arrange learning settings

- Engage and motivate learners

- Use technology for effective learning

- Interact in the classroom

- Provide students with focused language instruction

- Manage lesson

- Monitor learning and individual/ group activities

- Involve learners in pair and group work

- Individualize instruction

- Differentiate instruction in the language domains

- Provide feedback

- Incorporate assessment and reflection

It can be concluded that according to the competency frameworks professional competences develop in phases and while determining language teachers' competency state; it has to be considered that teachers might be at a different stage at each competence area. It can be inferred that not in general but in particular it is possible to specify to what an extent competency exists in a special competence area. Hence, not an overall evaluation but a partial evaluation just related to a special competence area can be carried out with the help of competency frameworks.

In conclusion, it is recommended to create a common theoretical and practical basis to define knowledge and skills that is required for the language teaching profession and to create a common competency framework for language teachers that encompasses all essential areas with its sub–skills that are described in diverse development phases. Hence, a consensus is needed on a common competence framework for language teachers that could be used as an orientation in the profession.

Ethical Committee Approval

Since the study is a systematic review of language teacher competency frameworks and does not involve people or human samples an ethics committee decision is not required.

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Yabancı Dil Öğretmen Yeterlikleri: Yeterlik Çerçevelerinin Sistematik Bir İncelemesi

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Öz

Bu çalışmanın amacı, yabancı dil öğretmenleri için gerekli olan yeterliklerin belirlenmesidir. Bu amaç kapsamında altı yabancı dil öğretmeni yeterlik çerçevesi içerik analizi yöntemi ile incelenmiştir. Çerçevelerde, yabancı dil öğretmenleri için gerekli olan yeterlikler bilgi ve beceri açısından incelenmiş ve kategorilere ayrılmıştır. Yeterliklerin, öğrenme, öğrenci, öğretme, ölçme ve değerlendirme, dilsel yeterlik, dilsel farkındalık, profesyonel gelişim, liderlik, kültür, okul ve çevre, öğretim deneyimi ve teknoloji başlıkları altında ele alınabildiği görülmektedir. Elde edilen bulgular, çerçevelerde ana öğretim yeterlikleri için gerekli olan dilsel ve dil öğretme konularında bilgi ve becerilere farklı ağırlıklar koyarak tanımlama yaptığını göstermektedir. İnceleme sonucunda, yabancı dil öğretmenleri için gerekli olan yeterlikler konusunda çerçevelerde uzlaşıya varılmış genel bir standardın olmadığı, bu konuda yabancı dil öğretmenleri için temel yeterlik konularını kapsayacak çerçeve çalışmalarına gereksinim duyulduğu anlaşılmaktadır.

Anahtar sözcükler: Öğretmen eğitimi, yabancı dil öğretmeni, yetkinlik, yeterlik, bilgi, beceri.

Etik kurul kararı: Bu araştırma doküman analizi yöntemi ile dil öğretmeni yeterlik çerçevelerini incelediğinden dolayı etik kurul kararı zorunluluğu taşımamaktadır.

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Amaç ve Önem

Bu çalışmanın amacı, yabancı dil öğretmenlerinin meslekleri için gerekli olan bilgi ve becerilerin belirlenmesidir. Bu amaç kapsamında, yabancı dil öğretmenleri için geliştirilen yeterlik çerçeveleri incelenmekte ve çerçevelerde yer alan bilgi ve beceri alanları belirlenmeye çalışılmaktadır. Alanyazın, yabancı dil öğretmenleri için gerekli olan bilgi ve beceriler konusunda farklı görüşler ileri sürmekte ve yabancı dil öğretmenlerinin yetkinliklerini sağlayan bilgi, beceri ve yeterlikler konusunda bir fikir birliği olmadığı anlaşılmaktadır. Ancak yabancı dil öğretmenlerinin gerek eğitimleri sırasında gerek mesleklerini yerine getirirken, yeterlik durumlarını belirlemek ve gelişimlerini önceden belirlenmiş olan ölçütler doğrultusunda izlemek, onların mesleki yeterlik gelişimlerini sağlayabilmeleri açısından önemlidir. Yabancı dil öğretmenlerinin yeterlik durumlarının belirlenmesi amacıyla çeşitli çerçevelerin geliştirilmiş olduğu görülmekte ancak standart bir çerçevenin kullanılmadığı da anlaşılmaktadır. Yeterlikler konusunda ise, standartlara gereksinim duyulmaktadır. Bundan dolayı geliştirilmiş olan yeterlik çerçevelerinin içerdikleri bilgi ve beceriler açısından ele alınması ve mesleki açıdan bir yabancı dil öğretmeninin sahip olması gereken yeterlikler konusunda ne ölçüde karşılık verdiklerinin belirlenmesi gerekmektedir. Bununla birlikte geliştirilmiş olan çerçeveler arasında esas alınabilecek çerçevenin de belirlenmesi gereklidir. Bunun ötesinde, çerçevelerde yer alan yeterlik göstergeleri, mesleki yeterliğe ulaşma konusundaki hedefleri yansıtmaktadır. Bu hedeflere hangi bilgi ve beceriler ile ulaşılabileceği ise ancak göstergelerin içeriklerinin yakından incelenmesiyle olanaklı olacaktır.

Yöntem

Çalışmada nitel araştırma yöntemlerinden olan doküman analizi yöntemi kullanılmakta ve içerik analizi ile yabancı dil öğretmenleri için yeterlik konularını içeren çerçeveler incelenmektedir. Bu kapsamda uluslararası çalışmalar arasında bulunan Cambridge İngilizce Öğretme Çerçevesi (Cambridge English Teaching Framework [CETF], 2015), Ulusal Profesyonel Öğretim Standardı: Modern Bir Dil Olarak İngilizce Standardı (National Board for Professional Teaching Standards: English as a New Language Standards [NBPTS], 2010), EAQUALS Yabancı Dil Öğretmenleri İçin Profil Tablosu (EAQUALS Profiling Grid for Language Teachers; North, 2009), EAQUALS Yabancı Dil Öğretmen Eğitimi ve Gelişimi Çerçevesi (EAQUALS Framework for Language Teacher Training and Development; EAQUALS TD Framework 2016), Avrupa Profil Tablosu (European Profiling Grid [EPG], 2013) ve ulusal bağlamda geliştirilmiş olan İngilizce Öğretmenleri Özel Alan Yeterlikleri (Milli Eğitim Bakanlığı [MEB], 2015) ele alınmaktadır. Çerçevelerde, yabancı dil öğretmenleri için gerekli olan yeterlikler bilgi ve beceriler açısından incelenmekte ve kategoriler oluşturulmaktadır. Bununla birlikte çerçevelerde ana öğretim yeterlikleri incelenmekte, bilgi ve beceriler yeterlik başlıkları altında irdelenmektedir. Ayrıca çerçevelerde dilsel yeterlik göstergeleri ve öngörülen düzeyler ele alınmakta ve karşılaştırılmaktadır.

Bulgular

Yapılan inceleme sonucunda, çerçevelerde yer verilen bilgi ve becerilerin "öğrenme", "öğrenen", "öğretme", "ölçme ve değerlendirme", "dilsel yeterlik", "dilsel farkındalık", "profesyonel gelişim", "liderlik", "kültür", "okul ve çevre", "öğretim deneyimi ve teknoloji" başlıkları altında toplanabildiği görülmektedir. Ancak çerçevelerin bu kategoriler altında yer alan bilgi ve becerilere farklı ağırlıklarda yer verdikleri görülmektedir. Ayrıca her çerçevede bu kategoriler altında ele alınan bilgi ve becerilere yer verilmediği de görülmektedir. Çerçevelerde en çok yer verilen yeterliklerin öğretme, ölçme ve değerlendirme, dilsel yeterlikler, dilsel farkındalık ve mesleki gelişim kategorileri altında olduğu belirlenmektedir. İncelenen dört çerçeve ise öğrenci ve teknoloji ile ilgili yeterliklere değinmektedir. En az değinilen yeterliklerin liderlik, öğretme deneyimi ve okul ve çevresi konularında olduğu görülmektedir. Bunlara sadece iki çerçevede değinilmektedir.

Dilsel yeterlikler açısından elde edilen bulgular göstermektedir ki dilsel yeterlikler konusu çerçevelerde farklı biçimlerde ele alınmaktadır. MEB tarafından oluşturulan İngilizce Öğretmeni Özel Alan Yeterlikleri (MEB, 2015), bir cümle ile öğretmenlerin, İngilizceyi akıcı kullanmada öğrencilerine model olduklarını belirtmekte; NBPTS (2010) ise yetkin öğretmenlerin, dilin, dinleme, konuşma, okuma, yazma gibi alanlarında derin bilgiye sahip olduklarını, bu derin bilgi ile öğrencilerinin İngilizce beceri durumlarını değerlendirme ve gereksinimlerini belirleme konularında yararlanabileceklerini belirtmektedir. İki çerçevede de yabancı dil öğretmenlerinin sahip olmaları gereken yabancı dil düzeyine ilişkin bir bilgi verilmemektedir. Buna karşılık diğer dört çerçevede ayrıntılı bir biçimde yabancı dil öğretmenleri için gerekli olan dilsel yeterlik düzeylerine ilişkin bilgiler sunulmaktadır. Bu çerçevelerde dil düzeyi aşamaları ile birinci, ikinci ve üçüncü düzeyde sahip olunması gereken dilsel yeterlik düzeyi belirlenmektedir. Ancak aşamalara bağlı tanımlamada da çerçeveler arasında farklılıklar söz konusudur. Dil düzeyleri belirtilen çerçeveler incelendiğinde, düzey tanımlamaları arasında farklılıkların olduğu ancak üç ile dört düzey arasında dil yeterliklerinin verildiği görülmektedir. Düzeylere bağlı dil yeterliklerinde de farklılıklar söz konusudur. CETF (2015) temel düzeyde dil yeterliğini A1 ve A2 olarak verirken, EAQUALS Yabancı Dil Öğretmenleri İçin Profil Tablosu (North, 2009), EAQUALS Yabancı Dil Öğretmen Eğitimi ve Gelişimi Çerçevesi (EAQUALS TD Framework 2016) ve EPG (2013) B düzeylerini öngörmektedir. Bununla birlikte EAQUALS Yabancı Dil Öğretmenleri İçin Profil Tablosu (North, 2009) ve EPG (2013) 2. ve 3. düzeylerde dilsel yeterlikleri gösteren bir dil sertifikasının olması gerektiğini belirtmektedir. EAQUALS Yabancı Dil Öğretmenleri İçin Profil Tablosu (North, 2009), 2. Düzey için B2 ve C2 dil sertifikası gerektiğini ifade ederken, EPG (2013), B2 ve C1 düzeylerinde bir dil sertifikasının olması gerektiğine yer vermektedir. Dolayısıyla çerçevelere göre yabancı dil öğretmenlerinin sahip olması gereken dil düzeyleri farklılık göstermektedir.

Ana öğretim yeterlikleri açısından elde edilen bulgular ele alındığında ise, çerçevelerin ana öğretim aşaması için gerekli olan bilgi ve becerilere farklı ağırlıklar

koydukları görülmektedir. Ancak tüm çerçeveler bütünsel olarak ele alındığında ana öğretim aşaması için gerekli olan yeterlikler oluşturulabilmektedir. Dolayısıyla yabancı dil öğretmenlerinin ana öğretim yeterliğine ulaşabilmeleri için hangi konu ve alanlarda bilgi ve becerilere gereksinim duydukları ancak bütünsel bir bakış açısıyla incelendiğinde ortaya çıkmaktadır. Bu bakış ile bakıldığında, yabancı dil öğretmenlerinin dil öğrenme kuramları, öğretme, öğrenme, ölçme ve değerlendirme, dilin özellikleri, dil öğretme yöntem ve teknikleri konusunda bilgi ve becerilere sahip olmaları gerektiği de anlaşılmaktadır.

İncelemede diğer bir önemli bulgu, çerçevelerde düzeylere bağlı olarak oluşturulmuş gelişim aşamalarının yer aldığıdır. Yeterliklerin genel olarak başlangıç, orta düzey ve ileri düzey olmak üzere üç ana gelişim aşaması altında sıralandıkları görülmektedir. Yeterlikleri düzeyler altında göstermeyen tek çerçevenin, NBPTS (2010) olduğu görülmektedir.

Tartışma, Sonuç ve Öneriler

Yabancı dil öğretmenleri için gerekli olan yeterlikleri belirlemek amacıyla yapılan bu çalışmada, yabancı dil öğretmenleri için geliştirilen çerçeveler incelenmiştir. Elde edilen bulgular, gerek uluslararası gerek ulusal bağlamda oluşturulmuş olan yeterlik çerçevelerinde, yabancı dil öğretmeni yeterlik durumunu yansıtacak göstergeler konusunda eksikliklerin olduğunu ortaya çıkarmaktadır. Çerçevelerde, yabancı dil öğretmenleri için özellikle gerekli olan dilsel yeterlikler ve yabancı dil öğretme yeterlik göstergelerinde geliştirilmesi gereken konuların olduğu belirlenmiştir. Örneğin, ancak çerçevelere bütünsel bir yaklaşım ile bakıldığında, yabancı dil öğretmenleri için ana öğretim yeterlik göstergeleri oluşturulabilmektedir. Bütünsel bir yaklaşım ile bakıldığında, bir yabancı dil öğretmenin ana öğretim yeterliğine ulaşmış olması, aşağıda sıralanan ana maddelerde bilgi ve becerilere sahip olduğunu göstermektedir:

- Öğrenenin genel ve dilsel gereksinim ve öğrenme biçimine uygun ders planlaması

- Öğrenenin önceki bilgi, deneyim ve ilgisi üzerine öğrenmelerini sağlaması

- Öğrenin yaş, öğrenme biçimi ve dilsel gereksinimlerine göre materyal ve kaynak kullanması

- Öğrenenin günlük yaşam kullanımına uygun etkinlikler hazırlaması

- Öğrenme ortamını hazırlaması

- Öğreneni öğrenme sürecine güdüleyerek katması

- Etkili öğrenme için teknoloji kullanması

- Sınıf içi iletişim kurması

- Öğrenenin odaklanmasını sağlayan dersler oluşturması

- Dersi yönetmesi

- Bireysel/ grup etkinliklerini ve öğrenmeleri gözlemlemesi

- Öğrencileri eşli ve grup çalışmalarına katması

- Bireyselleştirilmiş dersler vermesi

- Çeşitli dil konu ve alanlarında farklılaştırılmış dersler vermesi

- Geribildirim vermesi

- Değerlendirme ve yansıtmaya yer vermesi

Çerçevelerin, bu maddeler altında ele alınan yeterlikleri kapsayan ayrıntılı ve gelişim aşamalarını yansıtan göstergeler ile tanımlanması gerekmektedir.

Çalışmadan elde edilen diğer bir bulgu ise dilsel yeterliklerin verilmesi konusudur. Yabancı dil öğretmenleri için temel bir beceri olan dilsel açıdan yeterlik, ulusal bağlamda geliştirilmiş olan İngilizce Öğretmeni Özel Alan Yeterlikleri (MEB, 2015) çalışmasında yer almamaktadır. NBPTS (2010) da bu konuya yüzeysel sayılabilecek bir yeterlik ifadesi ile yer vermektedir. Dolayısıyla özellikle ulusal bir yabancı dil öğretmeni yeterlik çerçevesinin geliştirilmesinde, dilsel yeterliklerin dil düzeyini yansıtacak biçimde oluşturulması gerektiği anlaşılmaktadır. Yeterlik çerçeveleri arasında dilsel yeterliklerin, gelişim düzeylerine ve dil düzeylerine göre tanımlanmasında farklılıkların olduğu göz önünde bulundurulmalı, bu konuda da bir standardın oluşturulması zorunluluğun olduğu bilinmelidir. Ulusal bir çerçeve geliştirilirken dil yeterliklerini de kapsayan ve seviyelere göre dil yeterliklerini içeren göstergelerin oluşturulmasının uygun olacağı anlaşılmaktadır. Dilsel yeterliğinin düzeylere göre belirlenmesi ile birlikte, bir dil sertifikası ile belgelenmesinin de önemli olduğu görülmektedir. Bu şekilde yabancı dil öğretmeninin öngörülen dil düzeyinde olduğu kanıtlanmış olacaktır. Aksi takdirde yabancı dil öğretmenin, dilsel yeterlik durumu belirlenmemiş ve dilsel bilgi ile beceriler açısından ilgili yeterlik düzeyini karşılayıp karşılamadığı da anlaşılmamış olacaktır.

Yapılan bu çalışmada, genel olarak yabancı dil öğretmenleri, özel olarak İngilizce öğretmenleri için geliştirilmiş olan çerçevelerde hem dilsel hem de dil öğretme yeterlik göstergeleri konusunda eksikliklerin olduğu belirlenmiştir. Uluslararası bağlamda oluşturulmuş olan çerçevelerde gözlemlenen bu eksiklikler, ulusal bağlamda oluşturulmuş olan İngilizce Öğretmeni Özel Alan Yeterliklerinde (MEB, 2015) de görülmektedir. Bununla birlikte ulusal bağlamda kullanılabilecek genel bir yabancı dil öğretmeni yeterlik çerçevesinin bulunmadığı da görülmektedir. Uluslararası alanda yabancı dil öğretmenleri yeterliklerine bir standart getirme ve öğretmenlerin yetkinlik gelişimlerini belirleme ve gelişimlerini sağlama amacıyla geliştirilmiş olan çerçevelerde yer alan göstergelerin, yabancı dil öğretmenleri için bir ulusal yeterlik çerçevesi geliştirme konusunda yol gösterici olabileceği ancak çerçevelerdeki bilgi, beceri ve yeterlik göstergelerinin bütünsel bir yaklaşım ile ele alınması gerektiği de anlaşılmaktadır. Çerçeve çalışmalarında, genel olarak yetkinlik

gelişimini yansıtan bilgi ve becerilerin düzeylere bağlı verilmesi önerilir. Dilsel yeterlik ve ana öğretim yeterlik konularının ayrıntılı bir biçimde ele alınması ve yabancı dil öğretmenleri için gerekli olan bilgi ve becerilerin ayrıntılı göstergeler ile tanımlanmasının gerekli olduğu da anlaşılmaktadır. Uygulayıcıların, esas aldıkları çerçevelerde eksik kalan kısımların olabileceğini göz önünde bulundurarak değerlendirmelerde bulunmaları gerektiği de vurgulanması gerekmektedir. Araştırmacıların ise, yabancı dil öğretmenlerinin mesleki yeterliklerini yansıtacak göstergeler üzerinde durması ve bunların geliştirilmesi için çalışmalar yürütmesi önerilmektedir.

Etik Kurul Kararı

Bu araştırma doküman analizi yöntemi ile dil öğretmeni yeterlik çerçevelerini incelediğinden dolayı etik kurul kararı zorunluluğu taşımamaktadır.