



ELT STUDENT TEACHERS' PERSPECTIVES OF AN EFFECTIVE ENGLISH TEACHER

(İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ADAYLARININ ETKİLİ BİR İNGİLİZCE
ÖĞRETMENİ HAKKINDAKİ GÖRÜŞLERİ)

Şule ÇELİK KORKMAZ¹
Aysun YAVUZ²

ABSTRACT

This study aims at exploring which competencies are required to be an effective English teacher from the perspective of 4th year English Language Teaching student teachers enrolled in the ELT department at Uludağ University in Turkey. This study identifies both the participants' priorities regarding teacher competencies and the ways in which the student teachers enhance their personal development with the aim of attaining the determined competencies. With regard to the competencies, 50 points emerged as a result of statistical analysis of the data, in the following order of importance; Monitoring and Evaluation of Learning and Development; Knowing the Student; Knowledge of Curriculum and Content; Learning and Teaching Process; Personal and Professional Values-Professional Development; School-Family and Society Relationships. The results are discussed at the end of the paper.

Key Words: Teacher competencies, student teachers, teacher education

ÖZ

Bu çalışma Türkiye'de Uludağ Üniversitesi'nde İngiliz Dili Eğitimi Anabilim Dalı'nda öğrenim gören 4. sınıf öğretmen adaylarının bakış açılarından etkili bir İngilizce öğretmeni olmak için hangi yeterliliklerin gerekli olduğunu keşfetmeyi amaçlamaktadır. Bu çalışma hem katılımcıların öğretmen yeterlilikleriyle ilgili önceliklerinin hem de bu yeterliliklere ulaşmak için kişisel gelişimlerini sağlamada izledikleri yolları belirlemektedir. Yeterliliklerle ilgili olarak, verilerin istatistiksel analizleri sonucunda önem sırasına göre şu 50 nokta ortaya çıkmıştır: Öğrenmenin ve Gelişmenin İzlenmesi ve Değerlendirilmesi; Öğrenciyi Tanıma; Müfredat ve İçerik Bilgisi; Öğrenme ve Öğretme Süreci; Kişisel ve Mesleki Değerler- Mesleki Gelişim; Okul- Aile ve Toplum ilişkileri. Sonuçlar çalışmanın sonunda tartışılmıştır.

Anahtar Sözcükler: Öğretmen Yeterlilikleri, öğretmen adayları, öğretmen eğitimi

¹ Lecturer of English, Faculty of Education, ELT Department, Bursa Uludağ University, Turkey. E-mail: scelik@uludag.edu.tr

² Asst. Prof. Dr., Aysun Yavuz, Faculty of Education, ELT Department, Çanakkale Onsekiz Mart University, Turkey. E-mail: yavuzaysun@hotmail.com

INTRODUCTION

Teachers must know what they teach and develop best practices in order to teach their own subject matter effectively (Amobi, 2006). However, there is no general consensus on what good teaching and a good teacher is, as the complexity of teaching competencies requires teachers represent a constructive clarification of the particular skills, with high knowledge in the subject matter and a pedagogy which considers the values, aims, attitudes and consequences of teaching (Cumming & Storer, 1993; Pollard & Triggs, 1997; Blömeke & Paine, 2008).

Due to a change in teaching methods and teacher roles, there is an increased demand for educating well-qualified teachers who are both the objects and subjects of the process of learning and development, (Avalos, 2011), which brings the importance of teachers and teacher education to the forefront (Turhan and Arıkan, 2009). According to Wingate (1993), 'good teaching is good teacher training' (p.26) and teacher education programs aim at preparing future teachers to gain certain specifications and exhibit teacher competencies. Kutnick (1997) also signifies the effects of legislated changes in initial training courses on students' self-perceived ability and competence in teaching. There appears to be strong pressure on educational institutes and teachers to become more competent in order to better meet the changing demands of the labor market (Baartman et al., 2007). Harding (2010) emphasizes the significance of teacher preparation programs in the preparation of good teachers of creativity by equipping teachers with a culture of creative thinking and behaving.

Moreover, a renewed understanding of teaching and a concomitant form of teacher education was offered by Oberski and McNally (2006) by giving primacy to teacher autonomy. They underline a period in which teaching was seen as an art and a more recent period in which it is seen as a science. Currently, there appears to be a need for transparency and accountability which has led to the development of competence statements as the foundation of professional education. According to Gorski (2009), most of the courses in teacher education programs were designed to prepare teachers with pragmatic skills and personal awareness rather than equipping them with key principles of multicultural education, such as critical consciousness and a commitment to educational equity. Therefore, it has been suggested in many studies in the literature that the role of teacher education should include not only the development of teachers' competencies in teaching subject matter domains but also in understanding global themes such as intercultural competence (Ben-Peretz, 2011; Göbel and Helmke, 2010).

Those who are interested in increasing teaching quality have different views about 'what is it that defines a good teacher?' (White, 1998; Menne, 1993). According to Ur (1996), Demirpolat (2006), and Flores and Day

(2006), the diversity of the points which influence the development of personal values regarding teaching and the characteristics of a good teacher emerge from the background of the person, personal attributes and experiences, beliefs about one's own teaching and the environment in which the person grew up. Although teacher competencies have been considered from various aspects, the studies conducted on this issue revealed similar aspects of being a good teacher.

Teacher Competencies

What makes an effective teacher has been the focus of much research in the field of education with a view to increasing the effectiveness of teachers. Clark and Walsh (2002) investigated the elements required for the model of an effective teacher, and as a result, effectiveness was associated with competencies such as discipline knowledge, pedagogical knowledge, personal knowledge, and knowledge of the context. Moreover, Rotgans and Schmidt (2011) identified three distinct teacher characteristics influencing the effectiveness of student learning and achievement: social congruence regarding a teacher's relationship between his/her students, subject-matter expertise regarding the degree of knowledge a teacher possesses, and cognitive congruence regarding the ability to teach at the students' level. In the study of Ben-Peretz (2011), teacher knowledge has been extended from the knowledge of subject matter including the use of appropriate pedagogical principles and skills, curriculum and pedagogical content knowledge to include general points like multiculturalism.

Elizabeth et al. (2008) identify a number of professional qualities (e.g. classroom management, knowledge of the subject matter) including skills, abilities, attitudes, and knowledge that can be developed and enhanced through specific teacher education programs ,in addition to personal qualities such as caring for students and being responsible, patient, enthusiastic, respectful, fair, and humorous. Besides being knowledgeable in the subject matter and using various methods to present the subject, a prominent feature was for teachers to have crucial affective factors such as being friendly and cooperative so as to have a positive influence on students' achievements, values and attitudes (Telli, den Brok and Çakıroğlu, 2008; Çetin, 2001; Tamblyn, 2000).

Furthermore, Karacaoğlu (2008) aimed at determining the teacher competencies which Turkey needs in the European Union harmonization process. 135 items within four categories were defined as the required teacher competencies in Turkey, namely, competencies regarding professional knowledge, field knowledge, improving oneself, and national and international values.

Moreover, Reis-Jorge (2007) underlines the importance of teachers as researchers of their own practice to control what is to count as professional

knowledge. Thus, being reflective is extremely important for teachers in order to better understand to what extent they have attained the stated qualities. In contrast to the professional issues stated in the literature, there have also been some studies which highlight the importance of examining the role of emotions in the professional development of teachers in order to gain a richer and more complete understanding of teachers' work (Day and Leitch, 2001 & O'Connor, 2008).

Competencies of English Teacher

In the study by Harper and Jong (2009), four general concepts dominated the responses of the teacher candidates regarding the knowledge, skills and dispositions of English language teachers: (1) understanding different English language proficiency levels, (2) knowing how to make instruction comprehensible through a range of strategies (e.g. using visuals, gestures, graphic organizers), (3) knowing students' cultural backgrounds and (4) ensuring a welcoming classroom environment (p. 146). Thus, for language teachers, being aware of students' diversity in terms of their level, learning styles and cultural background seems to be note becoming effective English teachers and creating effective language teaching and learning classes.

In addition to pedagogical content knowledge, English teachers need to be aware of the difficulties English learners face with social and academic language and make students use language in a variety of ways, know the distinction between learning and acquisition and consider their implications in language teaching, know multiple formative measures to assess their learning (Faltis et al., 2010)

Moreover, an effective integration of technology in English language teaching and learning in order to design materials and to provide learners with several opportunities for language practice is one of the most important competencies language teachers must develop in the contemporary world (Egorov et al., 2007; Schmid, 2010).

Teacher competencies have been investigated to increase the quality of teaching and teacher education in Turkey. Demirel (1990) explored the ideas of native and non-native teachers' with regard to ideal and real teacher competencies in terms of pedagogical knowledge, content knowledge and cultural knowledge and found that generally in Turkey and in other countries all over the world, teachers presented similar competencies in real teaching situations and that teacher education programs aimed at equipping teachers with similar competencies. Moreover, in the study by Arıkan, Taşer, and Saraç-Süzer (2008), an effective English teacher was described as one who has a good knowledge of English with the ability to transfer this knowledge, is open to innovations, is friendly and motivating, and uses limited mother tongue. The result of Arıkan's (2010) study revealed that the classroom environment, including a teacher's interaction with students, is the key point

to understanding the effective teacher, in addition to whether she is knowledgeable in the field, pedagogy, and the target culture. Students attached importance to the handouts and materials prepared by the teacher; thus, an effective teacher should know how to prepare suitable materials in order to use the coursebook more effectively.

Kömür (2010) evaluated Turkish pre-service English teachers' teaching knowledge, teacher competencies and their reflections about the practicum and found that the practicum provides opportunities for student teachers to develop their pedagogical skills, to test their knowledge and to understand to what extent they possess the required competencies. Moreover, Yavuz (2007) reported that, throughout their practicum, pre-service teachers mostly had problems related to materials use, classroom management, teaching of grammar and pronunciation and she states that competent teachers are needed in Turkey to take learning beyond what is written in the curriculum guide lines and aiming to make learners more autonomous and active thinkers.

Teacher competencies were also considered important in a broader sense in Turkey. Higher Education Council (YÖK) which administers and organizes Higher Education in Turkey (1998) studied teacher competencies and prepared a booklet called *Faculty- School Partnership* in which the competencies are divided into four categories: 'Subject-Specific Knowledge and Teaching', 'Teaching and Learning Processes', 'Monitoring, Evaluation and Record Keeping' and 'Other Competencies'.

Moreover, again from the national perspective, teacher competencies were described in 2006 as "Generic Teacher Competencies" and were prepared under the coordination of the Turkish Republic Ministry of National Education, General Directorate of Teacher Training. Generic competencies were classified as main competencies, sub-competencies of main competencies and performance indicators of these sub-competencies. As a result of the study, Generic competencies were divided into six main categories of competencies, namely, "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.

When the stakeholders of English language teacher education are taken into consideration, they are divided into two groups acting as suppliers (including teacher trainers, student teachers, the Ministry of Education curriculum committee, members of the teaching profession, academics and researchers, methodologists, authors of teacher training and language teaching materials, publishers) and customers (including the Ministry of Education, local administrators of schools, parents, pupils or in the case of private sector, employers). As can be seen, being an effective English teacher depends on

successful coordination among various stakeholders who might have different perspectives as to teaching and being a teacher.

Becoming an effective teacher is a long and complex process (Fradd & Lee, 1997; Flores & Day, 2006), so the researchers in this study aimed at increasing student teachers' awareness of teacher competencies as prospective suppliers of language teaching. As many previous studies were conducted with a variety of, the present study aims at investigating the student teachers' perceptions of an effective English teacher rather than those of other stakeholders. Therefore, in order to investigate what makes an effective English teacher, the choice as participants of fourth year student teachers who were in the final class was crucial. During this period, they had two important opportunities; firstly, to teach a class to a certain extent as student teachers throughout their practicum, and secondly to observe different teachers as students, which enabled them to identify the qualities of an effective English teacher. This study also aims at finding out what they personally do to increase their competencies to be an effective teacher. The investigation of this issue can motivate student teachers to think about the qualities of an effective English teacher more consciously and shed light on methods of personal developments, topics which are not addressed by the current teacher education program. Bearing these purposes in mind, the following research questions were formulated:

1. What are ELT student teachers' perceptions of an effective English teacher?
2. What are the student teachers' priorities regarding English teacher competencies?
3. Which methods do the student teachers adopt to enhance their personal development with the aim of attaining the determined competencies?

METHODOLOGY

Research Design

Different approaches are used to answer different research questions directs researchers to use eclectic methods in the search for the truth (Pring, 2000). Thus, the study was undertaken by using a mixed method, with both quantitative and qualitative paradigms, in order to ascertain how student teachers describe an effective English teacher and which paths they personally pursue in order to be an effective teacher.

Setting and Participants of the Study

This study was conducted with 100 student teachers who were in the 4th (final) year of their training program at Uludag University Faculty of

Education ELT Department. There were 23 male and 77 female participants. Moreover, 10 students, four of whom were male, were interviewed.

Data Collection Instruments and Procedures

Firstly, with the aim of investigating the student teachers' personal ideas regarding an effective English teacher in detail, the participants were asked to respond to the following open-ended question: *"How do you describe an effective English teacher?"* The question was asked in English, but the participants were free to use their native language (Turkish) when answering the question in order not to hamper them sharing their ideas clearly in detail due to a language barrier. 51 themes describing effective English teachers emerged from the content analysis of the participants' written comments.

Secondly, a structured questionnaire, with a five-point Likert-type rating scale was used to determine the qualities of an effective English teacher. The structured questionnaire was formed using the 51 points emerging from the analysis of the answers of the participants to the open-ended question. Moreover, 1 item (item 33: An English teacher could organize national festivals and ceremonies) which was not mentioned by the student teachers, and perceived as questionable by the researchers was also included into the questionnaire, as it was involved in the study of the Ministry of Education (M.E.) (2008). The items of the structured questionnaire were categorized according to the categories of the "Generic Teacher Competencies" ["Personal and Professional Values-Professional Development (A)", "Knowing the Student (B)", "Learning and Teaching Process (C)", "Monitoring and Evaluation of Learning and Development (D)", "School-Family and Society Relationships (E)", "Knowledge of Curriculum and Content (F)"] which emerged from the study conducted at national level with different stakeholders, rather than according to the categories which emerged from the personal study.

Before giving the 52-item five-response Likert-type structured questionnaire (from strongly agree to strongly disagree) to the participants, 3 different teacher educators were requested to examine the items and the categories and present their ideas as experts in order to have a reliable instrument. The content of the questionnaire with its 52 items (see Appendix 1) was approved by each expert and just a few items were rewritten based on their suggestions. The items written in Turkish in the open-ended questionnaire were translated by the researchers before being used in the structured questionnaire. Following this, a pilot study was conducted with 10 students to find out whether each item was comprehensible for the participants. No ambiguity appeared as a result of the pilot study, so the questionnaire was administered without any further correction.

Finally, a semi- structured interview (see Appendix 3) was administered to 10 participants in order to gather data regarding the 3rd research question, to triangulate the data for purposes of validity and to investigate what the participants personally do with regard to personal development to attain the competencies of an effective English teacher. All the interviews were conducted in Turkish and tape-recorded.

Data Analysis

The answers of the participants to the open-ended question were analyzed through content analysis by putting the items under the determined categories of teacher competencies. The quantitative data obtained from the questionnaire were analyzed by the use of descriptive statistics. The data were entered into the SPSS program to undergo simple statistical analysis such as mean and std. deviation. It was not appropriate to use statistical analysis to investigate whether there are significant differences among categories, as the number of the items within the categories is not equal (see table 1).

Table 1. Distribution of the Number of Items according to Category

Competency Categories	Number of Items in Questionnaire
Personal and Professional Values-Professional Development (A)	17
Knowing the Student (B)	1
Learning and Teaching Process (C)	19
Monitoring and Evaluation of Learning and Development (D)	3
School-Family and Society Relationships (E)	5
Knowledge of Curriculum and Content (F)	7

Thus, it was decided to put the categories into an order of importance so as to reflect student teachers' priorities. The mean scores of the data regarding the categories of teacher competencies were used to interpret the data regarding the degree of importance. For the qualitative aspect of the study, content analysis was used to interpret the interview results.

RESULTS

Based on the statistical analysis of the structured questionnaire, basically the mean scores of the items, the competencies are listed in order of their ranked importance. Believing that discussing each competency item in detail was inappropriate, the researchers decided to discuss the extreme points, the first five items and the last five items, emerging from the statistical analysis.

The first five items in order of importance revealed these competencies: knowing how to teach efficiently (mean= 4,86); knowing how to motivate students (mean= 4,82); knowing how to use various methods (mean=4,81); being fair (mean=4,79); and knowing how to develop oneself as a teacher (mean=4,78).

The first five items mentioned above shed light on what student teachers think about an effective English teacher. These points with the highest mean scores revealed that an effective English teacher is one who improves himself/herself in order to teach English efficiently via a variety of methods concomitant with students' motivation.

On the other hand, the last five items in order of importance were reported as: knowing how to promote harmonious relationships with people (mean= 4, 36); knowing how to contact parents (mean=4,31); being a leader in the society (mean=4,12); being self sacrificing (mean=3,99); and being able to organize national festivals and ceremonies (mean=3,44). As can be seen, the last five items are related to teachers' competencies regarding the wider social network (community) in which teachers play an important role as educators. The last point in the order of importance was taken from the competencies determined by the M.E., so it is clear that student teachers think that it is not crucially important for an English teacher to organize national festivals and ceremonies.

After presenting the most and the least important qualities of an effective English teacher at item level, regardless of the categories of teacher competencies, the results of the 2nd research question related to the priorities of the participants at category level are presented in Table 2.

In addition to the presentation of the categories in order of priority for student teachers, the items under each competency category are again shown in order of priority, based on their mean scores (for detailed descriptive statistics see Appendix 2). The statistical analysis revealed the following order regarding the categories of English teacher competencies.

Table 2. Competency Categories and Items in Order of Priority

Categories and Items	Mean	S.D.
Monitoring and Evaluation of Learning and Development (D)	4,74	0,42718
1. Knowing how to provide feedback to students about their performance.	4, 78	0,46
2. Knowing how to assess and evaluate students' performance and success.	4, 72	0,51
3. Knowing what to assess and evaluate.	4, 71	0,57
Knowing the Student (B)	4,72	0,45126
4. Having knowledge of students regarding interests, attitude, aptitude etc.	4,72	0,45
Knowledge of Curriculum and Content (F)	4,70	0,35859
5. Developing students' speaking skill.	4,77	0,45

6. Developing students' reading skill.	4,74	0,46
7. Developing students' listening skill.	4,73	0,47
8. Developing students' writing skill.	4,73	0,53
9. Speaking English accurately.	4,65	0,48
10. Speaking English fluently.	4,64	0,50
11. Having knowledge of English culture.	4,63	0,58
Learning and Teaching Process (C)	4, 65	0,30299
12. Knowing how to teach efficiently.	4, 86	0,38
13. Knowing how to motivate students.	4,82	0,39
14. Knowing how to use various methods.	4,81	0,42
15. Knowing how to provide good interactions with students.	4,74	0,48
16. Being creative.	4,74	0,46
17. Knowing how to use body language to support his/her teaching.	4,73	0,45
18. Knowing how to use materials efficiently.	4,72	0,51
19. Knowing how to create a positive classroom atmosphere.	4,7	0,52
20. Knowing how to foster positive attitudes towards learning.	4,68	0,51
21. Being a good classroom manager.	4,68	0,63
22. Being patient.	4,68	0,58
23. Knowing how to teach to cater for different levels.	4,64	0,58
24. Knowing how to use technology.	4,63	0,54
25. Knowing how to prepare materials efficiently.	4,59	0,57
26. Being active and energetic.	4,55	0,64
27. Having a smiling face within the classroom.	4,54	0,67
28. Knowing how to make learning fun in the classroom.	4,46	0,66
29. Knowing how to plan his/her lesson according to English Language Teaching Methodology.	4,43	0,69
30. Knowing how to make students use limited L1.	4,36	0,77
Personal and Professional Values-Professional Development (A)	4,52	0,30044
31. Being fair.	4,79	0,41
32. Knowing how to develop oneself as a teacher.	4,78	0,44
33. Being self-confident.	4,77	0,45
34. Being sensitive to the needs and feelings of students.	4,73	0,49
35. Being humane, kind.	4,7	0,54
36. Loving his/her job.	4,69	0,58
37. Using activities considering the students who need special education.	4,65	0,58
38. Believing in his/her students that they can learn and achieve.	4,63	0,56
39. Respecting Atatürk and following his principles.	4,62	0,69

40. Having knowledge of oneself to undertake self-evaluation (reflection).	4,61	0,57
41. Being empathetic.	4,59	0,62
42. Being a good classroom researcher.	4,51	0,61
43. Being strong-minded.	4,47	0,69
44. Loving students.	4,46	0,90
45. Adopting national and universal values to make students acquire these values.	4,36	0,73
46. Being self-sacrificing.	3,99	1,05
47. Being able to organize national festivals and ceremonies.	3,44	1,03
School-Family and Society Relationships (E)	4, 39	0,42947
48. Knowing how to cooperate with colleagues and other people.	4,59	0,57
49. Acting wisely in human relations (socially intelligent).	4,55	0,58
50. Knowing how to promote harmonious relationships with people.	4,36	0,73
51. Knowing how to contact parents.	4,31	0,75
52. Being a leader in the society.	4,12	0,81

The results presented in Table 2 emphasize that the student teachers expect English teachers firstly to be aware of different assessment techniques and apply the most appropriate one/ones to evaluate students' performances and successes by being aware of what to evaluate and how to give feedback to students.

The fact that student teachers perceived "knowing the students" as the second most important issue indicates that teachers' curriculum knowledge and knowledge of the process become more meaningful when a teacher considers students in order to adjust his/her teaching. S6 in the interview stated that knowledge of the students was very crucial in order to decide which methods, activities, and materials were to be used when teaching. S9 shared an observation based on school experience that his/her mentor did not understand the needs of a seventh grade boy who was moving around and misbehaving. S/he realized at that time how important it was for a teacher to understand students changing characteristics, needs and differences. The quotation "*I decided to read psychology books to understand human beings*" can be associated with the student teacher's observation about the inability to cope with misbehavior. Two more student teachers also stated that they were trying to read books aiming at improving their empathy skills.

The third category indicated that knowing the curriculum and content including linguistic competence and language use, is prior to competence in language teaching and processes for student teachers. The competency regarding subject knowledge is seen as a prior condition for the competency that needs to be possessed for use throughout the learning and teaching process.

Personal development as a competency of an effective English teacher is given particular importance in the study in order to answer the 3rd research question. Therefore, the participants were also asked to share what they do individually to develop the competencies required to be an effective English teacher.

With regard to personal development, S2 stated that s/he had problems about speaking in front of others. The fact that s/he became red and very excited when expressing his/her ideas in front of a group led him/her to be involved in an effective speaking course, which helped him/her to gain self confidence and speak without stammering. One of the researchers, who was also the tutor of the student, observed the student when teaching throughout the school experience period and noticed that s/he had overcome his/her problem regarding the lack of confidence and the high level of anxiety when speaking in front of peers.

S5 emphasized that s/he had been reading the books of Mevlana Celaleddin Rumi who was a 13th century philosopher, Muslim saint and an Anatolian mystic particularly known for his exquisite poems and words of wisdom (<http://www.mevlana.net/>) and the books regarding the philosophy of Mevlana, in order to develop himself/herself to understand, accept and be respectful to differences among people, including their ideas, beliefs and behaviors, as s/he believes that an effective teacher is one who could be sensitive to student differences. It can be understood that, firstly, teachers should be sensitive to diversity in the classroom, acting as a model for students to create a democratic classroom environment, and then students could learn how to embrace the diversity appearing in the classroom.

S10 stated that she was involved in the “Young Guru Academy” which was founded to educate people to realize their potential to be leaders in society. Moreover, this academy aimed at increasing the awareness of people regarding the concept of social responsibility. S/he mentioned that *“I had a problem that I could not easily speak of in front of people; I could not even look people in the eye while speaking. When I realized this was decreasing my self-confidence, I decided to become a member of the Young Guru Academy. Moreover, I first heard the term conscientious intelligence in this academy”*. As can be inferred from the interview results of the participants, they more or less tended to contribute to their individual development to become effective English teachers by trying to find solutions for their weaknesses as prospective teachers.

DISCUSSION

When the extreme points at item level are discussed, it is clear that being an effective English teacher depends mostly on the extent to which a teacher can transfer his/her knowledge as comprehensively as possible. The

transferral of knowledge is also emphasized by the references to the use of various methods. Moreover, the results emphasize the importance of motivating students, which requires teachers to be aware of their students' needs from different perspectives so that they can motivate students more easily. Another point is the importance of being fair in the assessment and evaluation of student achievement, which is so crucial especially the case of student diversity

The importance of teacher competencies regarding monitoring and evaluating learning and development was also signified in the study of Elizabeth et al. (2008), who stated that effective teachers should have the abilities required for providing feedback, and monitoring programs and student progress, using both traditional and alternative assessment methods, besides being fair in assessment and grading procedures. The interview results in our study revealed that the reason for this prerequisite competency being placed in the front rank at the category level resulted from the participants' own negative experiences throughout their educational life. As can be seen, students associated motivation with reliable assessment and the fairness of teachers.

Both the questionnaire and especially the interview results revealed that the participants emphasized the significance of several factors: creating a positive pedagogical environment as a result of knowledge of learners with numerous individual backgrounds; following different social and individual values such as justice, self-esteem, autonomy; being sensitive to individual differences by discovering multiple perspectives; valuing diversity with the classroom community; and understanding the feelings of learners. These were all in line with the related research findings (Martin, 2010; Telli, den Brok and Çakıroğlu, 2008; Hussu and Tirri, 2007; Clark and Walsh, 2002; Taşkafa, 1989).

The qualities which emerged from this study regarding knowledge of the curriculum and content were in line with the literature (Ben Perez, 2011; Elizabet et al., 2008; Arıkan, Taşer, and Saraç-Süzer, 2008). Andrews and McNeil (2005) also specify the necessity of having a high degree of language awareness in order to be an ideal teacher. Gaining knowledge of subject matter is mainly related to the quality of teacher education programs, and whether well-designed courses equip prospective teachers with the required competencies (Baartmant et al., 2007& Kutnick, 1997).

When the complexity of teaching is taken into consideration, the necessity for personal development is indispensable. Knowledge of the curriculum can be obtained via the courses in teacher education whereas knowledge of self can be gained through critical thinking. Thus, it is important for teachers to develop reflective thinking to gain deep insight into teaching and teaching contexts and to increase personal development.

Katzenmeyer and Moller (2009) emphasize that teacher leaders can reach people in the community to reach the necessary people, funding, and other resources to support their action plan to improve their schools for all students by knowing how to establish collaboration and dialogue with people outside of the classroom. Moreover, in the study of Karacaoğlu (2008), six items were described relating to professional competencies regarding school, family, colleagues, and society relations. However, the participants in this study ordered the items in the last rank with regard to teachers' roles within society, such as being leaders, and contacting parents by establishing good relationships. That is to say, teacher effectiveness was not mainly associated with the roles of the teachers in the community, but in the classroom.

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

There are various points teachers should consider while teaching, as the competencies teachers should attain are numerous due to the complexity of teaching and the diversity of teaching and learning environments, in addition to students' differences. However, the present study did not aim at determining which competencies an English teacher should possess in a broad perspective according to different stakeholders in the education community. This study only aimed at describing an effective English teacher according to the views of student teachers. Thus, it was not possible for the researchers to include an equal number of items under each category which might enable the researchers to discover whether there are significant differences among groups of items. Therefore, further research could be conducted by combining the items emerging from the present study with previously determined competencies in the literature to equate the number of items within each category and carry out a more detailed statistical analysis.

It is believed that further research can be carried out to investigate teacher competencies in Turkey in the light of studies already conducted, as competencies might change in respect of changes in the political, economic, and social lives of the people. Moreover, whether true knowledge has been gained is open to question, indicating that replications of the studies should be conducted to justify or disprove the results emerging from the previous studies. Therefore, there appears to be a need for follow-up studies to investigate teacher competencies taking into account the differences within teaching contexts reflecting different contexts and cultures.

CONCLUSION AND RECOMMENDATION

As can also be seen in this study, the list of various competencies regarding what an effective teacher should possess share a number of similar

points in the literature from having well-established knowledge of the field, pedagogy, students (Telli, den Brok and Çakıroğlu, 2008; Elizabeth et al., 2008), and culture (Arıkan, 2010), to having good personality traits (Arıkan, Taşer, and Saraç-Süzer, 2008). The studies conducted to investigate teacher competencies have some implications in the field of education for the improvement of national education in Turkey, and in particular to the stakeholders in this field. Firstly, teachers should use the competencies as a tool for reflection leading to personal and professional development, which are inextricably linked to each other. Secondly, the inspectors who evaluate English teachers should be aware of the competencies that an English teacher should possess in order to provide effective feedback to teachers. Thirdly, the present issue could be an important research subject of teacher educators with a view to redesigning their course objectives to follow the most appropriate way of training student teachers to gain competencies. Moreover, student teachers need to increase their awareness about the requirements of being a teacher, such as personal issues including personality traits and how learning could be affected by those who are not considered to be within the scope of teacher education. The development of the required personality traits for being an effective English teacher needs to be embedded in teacher education programs as indicated by the results of this study. In accordance with this purpose, an elective course, the content of which should be formed to develop student teachers personally, could be included in any teacher education program. This course should be given by an instructor who is an expert in educational psychology and methodology. Additional opportunities for student teachers can also be provided to develop themselves personally and socially, such as attending social clubs and seminars available at university, especially throughout their first year of education. Additionally, the fact that teachers should promote lifelong learning requires teachers to be autonomous, so student teachers should be taught in to develop some strategies in their learning enabling them to be autonomous. Finally, policy makers who make decisions on teacher education programs need to take teacher competencies into consideration when addressing the issue of identifying teacher training policies.

REFERENCES

- Amobi, F. A. (2006). Beyond the call: Preserving reflection in the preparation of 'Highly Qualified' Teachers. *Teacher Education Quarterly*, 33(2): 23-35.
- Andrews, S. & Mcneil, A. (2005). Knowledge about language and the 'good language teacher'. In By. Nat Bartels (Ed). *Applied Linguistics and Language Teacher Education*, Springer.

- Arıkan, A. (2010). Effective English language teacher from the perspectives of prospective and in-service teachers in Turkey, *Electronic Journal of Social Sciences*, Winter, 9(31), 209-223.
- Arıkan, A., Taşer, D. & Saraç-Süzer, H. S. (2008). The effective English language teacher from the perspectives of Turkish preparatory school students, *Education and Science*, 33 (150), 42-51.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years, *Teaching and Teacher Education*, 27: 10-20.
- Baartmant, L. K. J. , Bastiaens, T. J. , Kirschner, P. A., & Van der Vleuten, C. P. M. (2007). Teachers' opinions on quality criteria for competency assessment programs, *Teaching and Teacher Education*, 23: 857–867.
- Ben-Peretz, M. (2011). Teacher knowledge: What is it? How do we uncover it? What are its implications for schooling? *Teaching and Teacher Education*, 27: 3-9.
- Blömeke, S. & Paine, L. (2008). Getting the fish out of the water: considering benefits and problems of doing research on teacher education at an international level, *Teaching and Teacher Education*, 24: 2027– 2037.
- Clark, J. C., & Walsh, J. (2002). Elements of a model of effective teachers. *AARE 2002 Conference Papers*. [Online]: Retrieved on April 4, 2007 from <http://www.aare.edu.au/02pap/wal02220.htm>
- Cumming, J. & Storer, G. (1993). Language training in development: New strategies and roles, *System*, 20(4): 507-516.
- Çetin, Ş. (2001). İdeal öğretmen üzerine bir araştırma, *Milli Eğitim Dergisi*, 149 (18), 4-6.
- Day, C. & Leitch, R. (2001). Teachers' and teacher educators' lives: The role of emotion, *Teaching and Teacher Education*, 17: 403-415.
- Demirel, Ö. (1990). Yabancı Dil Öğretmenlerinin Yeterlikleri, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 5, 133-165.
- Demirpolat, A. O. (2006). Education faculty students' tendencies and beliefs about the teacher's role in education: A case study in a Turkish university, *Teaching and Teacher Education*, 22: 1068- 1083.
- Egorov, V. V. , Jantassova, D. D. & Churchill, N. (2007). Developing pre-service English teachers' competencies for integration of technology in language classrooms in Kazakhstan, *Educational Media International*, 44 (3) 255–265.
- Elizabeth, C. L. , May, C.M. & Chee, P. K. (2008). Building a model to define the concept of teacher success in Hong Kong, *Teaching and Teacher Education*, 24: 623–634.
- Faltis, C. , Arias, M. B. & Ramirez-Marin, F. (2010). Identifying relevant competencies for secondary teachers of English learners, *Bilingual Research Journal*, 33: 307–328.

- Flores, M. A. & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study, *Teaching and Teacher Education*, 22: 219–232.
- Fradd, S. H. & Lee, O. (1997). Teachers' voices in program evaluation and improvement: A case study of a TESOL program, *Teaching and Teacher Education*, 13 (6): 563-577.
- Gorski, P.C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi, *Teaching and Teacher Education*, 25: 309–318.
- Göbel, K. & Helmke, A. (2010). Intercultural learning in English as foreign language instruction: The importance of teachers' intercultural experience and the usefulness of precise instructional directives, *Teaching and Teacher Education*, 26: 1571-1582.
- Harding, T. (2010). Fostering creativity for leadership and leading change, *Arts Education Policy Review*, 111: 51–53. Copyright C _ Taylor & Francis Group, LLC
- Harper, C. A. & Jong, E. J. (2009). English language teacher expertise: The elephant in the room, *Language and Education*, 23(2):137–151.
- Hussu, j. & Tirri, K. (2007). Developing whole school pedagogical values—A case of going through the ethos of “good schooling”, *Teaching and Teacher Education*, 23: 390–401.
- International Mevlana Foundation. (n.d.). Retrieved April 24, 2011, from <http://www.mevlana.net/>
- Karacaoğlu, Ö. C. (2008). Determining the Teacher Competencies Required in Turkey in the European Union Harmonization Process, *World Applied Sciences Journal*, 4: 86-94, ISSN 1818-4952, IDOSI Publications.
- Katzenmeyer, M. & Moller, A. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*, Sage Ltd.
- Kömür, Ş. (2010). Teaching knowledge and teacher competencies: a case study of Turkish preservice English teachers, *Teaching Education*. 21 (3): 279-296.
- Kutnick, P (1997). Perceptions of preparation for teaching competence by PGCE students: a comparison of cohorts over time and changes due to legislated demands on a school-based primary course, *Journal of Further and Higher Education*, 21(2).
- Martin J. K. (2010). Student attitudes and the teaching and learning of race, culture and politics, *Teaching and Teacher Education*, 26: 530–539.
- MEB (2008). İngilizce öğretmeni özel alan yeterlilikleri, *Öğretmen Yeterlilikleri El Kitabı*, 59-73. <http://otmg.meb.gov.tr/alaningilizce.html>
- Menne, S. (1993). Why train? *The Teacher Trainer*, 7 (2):28-30.
- Oberski I & McNally, J. (2007). Holism in teacher development: A Goethean perspective, *Teaching and Teacher Education*, 23: 935–943.

- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity, *Teaching and Teacher Education*, 24:117–126
- Pollard, A. & Triggs, P. (1997). *Reflective teaching in secondary education*, London: Cassell Education.
- Pring, R. (2000). *Philosophy of Educational Research*. Continuum
- Reis-Jorge, J. (2007). Teachers' conceptions of teacher- research and self-perceptions as enquiring practitioners—A longitudinal case study, *Teaching and Teacher Education*, 23: 402–417.
- Rotgans, J. I. & Schmidt, H. G. (2011). The role of teachers in facilitating situational interest in an active-learning classroom, *Teaching and Teacher Education*, 27: 37-42.
- Schmid, E. C. (2010). Developing competencies for using the interactive whiteboard to implement communicative language teaching in the English as a Foreign Language classroom, *Technology, Pedagogy and Education*, 19(2): 159–172.
- Turkish Republic Ministry Of National Education General Directorate of Teacher Training (2006). Support to Basic Education Project (SBEP). "Teacher Training Component". Generic Teacher Competencies, Ankara: Milli Eğitim Basımevi. www.meb.gov.tr/tkkg
- Tamblyn, P. (2000). Qualities of success: Lessons from a teacher career. *Education Canada*, 40 (1): 16–19.
- Taşkafa, G. (1989). As teachers we are evaluating our students constantly: have you ever thought how our students evaluate us? *Çağdaş Eğitim*, 14, 27-30.
- Telli, S., den Brok, P. & Çakıroğlu, J. (2008). Teachers' and students' perceptions of the ideal teacher, *Eğitim ve Bilim*, 33(149), 118-129.
- Turhan, I. E. & Arıkan, A. (2009). English language teacher development with and without a teacher trainer: ELT instructors' perceptions, *e-Journal of New World Sciences Academy*, 4(2), Article Number: 1C0031.
- Ur, P. (1996). *A course in language teaching: Practice and theory*, CUP.
- White, R. (1998). What is quality in English language teacher education? *ELT Journal*, 52(2), 1333-139. OUP.
- Wingate, J. (1993). Teaching is teacher training, *The Teacher Trainer*, 7(2) :26-28.
- Yavuz, A. (2007). Understanding student teachers' effectiveness through journals at an English language teaching department: A Turkish university case, *Mediterranean Journals of Educational Studies*, 12 (2), 1-17.
- YÖK/Dünya Bankası (1998). *Cooperation of faculty and school*. [In Turkish] Ankara: YÖK.

APPENDIX 1

Dear Students, the questionnaire below was prepared to investigate the competencies an effective English teacher should pose. The items of the questionnaire were formed by the student teachers' ideas gathered through the open-ended questionnaire. Thanks for your participation.

Gender:

Age:

	(1) Certainly Disagree (2) Disagree (3) Neutral (4) Agree (5) Certainly Agree	1	2	3	4	5
1	An English teacher should know how to use various methods.					
2	An English teacher should know how to teach efficiently.					
3	An English teacher should know how to use technology.					
4	An English teacher should know how to motivate students.					
5	An English teacher should know how to teach to cater for different levels.					
6	An English teacher should know how to develop themselves as teachers.					
7	An English teacher should know how to make students use limited L1.					
8	An English teacher should know how to foster positive attitudes towards learning.					
9	An English teacher should know how to create positive classroom atmosphere					
10	An English teacher should know how to prepare materials efficiently.					
11	An English teacher should know how to use materials efficiently.					
12	An English teacher should know how to contact with parents.					
13	An English teacher should know how to cooperate with colleagues and other people.					
14	An English teacher should use body language to support his/ her teaching.					
15	An English teacher should know how to provide good interaction with students.					
16	An English teacher should know how to plan his/ her lessons according to ELT methodology.					
17	An English teacher should have knowledge of himself/herself to make self-evaluation.					
18	An English teacher should speak English fluently.					
19	An English teacher should speak English accurately.					
20	An English teacher should have knowledge of English culture.					

21	An English teacher should develop students' listening skills.					
22	An English teacher should develop students' speaking skills					
23	An English teacher should develop students' reading skills					
24	An English teacher should develop students' writing skills					
25	An English teacher should have knowledge of students (interest, attitude, aptitude etc.)					
26	An English teacher should act wisely in human relations.					
27	An English teacher should apply activities in his /her lesson considering the students who need special need and special education.					
28	An English teacher should know how to assess and evaluate students' performance and success.					
29	An English teacher should know how to provide feedback to students about his/ her performance.					
30	An English teacher should know what to assess and evaluate.					
31	An English teacher should believe in his/her students that they can learn and achieve.					
32	An English teacher adopts national and universal values to make students acquire these values.					
33	An English teacher could organize national festival and ceremony.					
34	An English teacher should love his/ her jobs, teaching.					
35	An English teacher should respect Atatürk and follow his principles.					
36	An English teacher should love students.					
37	An English teacher should be compatible.					
38	An English teacher should be self-confident.					
39	An English teacher should be sensitive to the needs and feeling of students.					
40	An English teacher should be a good classroom manager.					
41	An English teacher should be the leader in the society.					
42	An English teacher should be a good classroom researcher.					
43	An English teacher should be merry (smiling)					
44	An English teacher should be empathetic.					
45	An English teacher should be patient.					
46	An English teacher should be creative.					
47	An English teacher should know how to make learning fun.					
48	An English teacher should be humane, kind.					
49	An English teacher should be active & energetic.					
50	An English teacher should be self sacrificing.					
51	An English teacher should be strong-minded.					
52	An English teacher should be fair.					

APPENDIX 2

The results of the descriptive statistics presenting the categories regarding English teacher competencies in order of importance

	Mean	Median	Mode	Std. Deviation	Range	Minimum	Maximum
GROUP_D	4,74	5	5	0,42718	2	3	5
GROUP_B	4,72	5	5	0,45126	1	4	5
GROUP_F	4,70	4,8571	5	0,35859	1,43	3,57	5
GROUP_C	4,65	4,7368	4,89	0,30299	1,26	3,74	5
GROUP_A	4,52	4,5882	4,76	0,30044	1,24	3,76	5
GROUP_E	4,39	4,4	4,4	0,42947	2,2	2,08	5

The results of the descriptive statistics presenting the items regarding English teacher competencies in order of importance

	N	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
ITE0002	100	4,86	5	5	0,38	3	5
ITE0004	100	4,82	5	5	0,39	4	5
ITE0001	100	4,81	5	5	0,42	3	5
ITE0052	100	4,79	5	5	0,41	4	5
ITE0006	100	4,78	5	5	0,44	3	5
ITE0029	100	4,78	5	5	0,46	3	5
ITE0022	100	4,77	5	5	0,45	3	5
ITE0038	100	4,77	5	5	0,45	3	5
ITE0015	100	4,74	5	5	0,49	3	5
ITE0023	100	4,74	5	5	0,46	3	5
ITE0046	100	4,74	5	5	0,46	3	5
ITE0014	100	4,73	5	5	0,45	4	5
ITE0021	100	4,73	5	5	0,47	3	5
ITE0024	100	4,73	5	5	0,53	2	5
ITE0039	100	4,73	5	5	0,49	3	5
ITE0011	100	4,72	5	5	0,51	2	5
ITE0025	100	4,72	5	5	0,45	4	5
ITE0028	100	4,72	5	5	0,51	3	5
ITE0030	100	4,71	5	5	0,57	1	5
ITE0009	100	4,7	5	5	0,52	3	5
ITE0048	100	4,7	5	5	0,54	2	5
ITE0034	100	4,69	5	5	0,58	1	5

ITE0008	100	4,68	5	5	0,51	3	5
ITE0040	100	4,68	5	5	0,63	1	5
ITE0045	100	4,68	5	5	0,58	1	5
ITE0019	100	4,65	5	5	0,48	4	5
ITE0027	100	4,65	5	5	0,58	2	5
ITE0005	100	4,64	5	5	0,58	3	5
ITE0018	100	4,64	5	5	0,50	3	5
ITE0003	100	4,63	5	5	0,54	3	5
ITE0020	100	4,63	5	5	0,58	2	5
ITE0031	100	4,63	5	5	0,56	2	5
ITE0035	100	4,62	5	5	0,69	1	5
ITE0017	100	4,61	5	5	0,57	3	5
ITE0010	100	4,59	5	5	0,57	3	5
ITE0013	100	4,59	5	5	0,57	2	5
ITE0044	100	4,59	5	5	0,62	2	5
ITE0026	100	4,55	5	5	0,58	3	5
ITE0049	100	4,55	5	5	0,64	1	5
ITE0043	100	4,54	5	5	0,67	1	5
ITE0042	100	4,51	5	5	0,61	2	5
ITE0051	100	4,47	5	5	0,69	2	5
ITE0036	100	4,46	5	5	0,90	1	5
ITE0047	100	4,46	5	5	0,66	2	5
ITE0016	100	4,43	5	5	0,69	2	5
ITE0007	100	4,36	5	5	0,77	1	5
ITE0032	100	4,36	4	5	0,73	1	5
ITE0037	100	4,36	4	5	0,73	2	5
ITE0012	100	4,31	4	5	0,75	2	5
ITE0041	100	4,12	4	4	0,81	2	5
ITE0050	100	3,99	4	5	1,05	1	5
ITE0033	100	3,44	3	3	1,03	1	5

APPENDIX 3

Semi-structured Interview Questions

- 1- How do you define an effective English teacher?
- 2- To what extent do you pose the points you are mentioning?
- 3- What do you personally do to attain the competencies required to be an effective English teacher?
- 4- Are there any opportunities for you to develop yourself within the current teacher education program?