Becoming a professional: Exploring EFL pre-service teachers' conceptions of an effective foreign language teacher[*]

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Abstract

The study aims to explore English as a foreign language (EFL) pre-service teachers' conceptions of the characteristics of an effective EFL teacher. Additionally, the study attempts to evaluate the role of EFL teacher education programs on EFL PTs' perceptions of being an effective EFL teacher. The data were collected through concept maps from a group of EFL pre-service teachers attending the same teacher-education program, focus group interviews with 20 pre-service teachers selected randomly from the participant group, and the researcher's notes taken throughout the study. All of the data sources were analyzed through content and frequency analyses. The results indicate that the most important among all characteristics of being an effective EFL teacher, the EFL PTs depict the profile of an effective EFL teacher as having the necessary language skills to be able to use English fluently and accurately in the classroom. Additionally, the EFL PTs referred to the personality traits of effective EFL teachers as being patient, helpful and humorous with good relationships with their students. When the differences between the grades of the teacher education program were considered, both the frequency levels of the emerging themes of the concept maps and the content of the interviews displayed differences in terms of theme distribution indicating that there was not a gradual development in the conceptions of the EFL PTs. Further, it was revealed that EFL PTs reflected on the priorities and the requirements of the courses offered in the EFL teacher education program depending on their grades rather than demonstrating a holistic understanding of an effective EFL teacher.

Keywords: English language teaching (Elt); teacher education; pre-service teachers; concept maps

1. Introduction

Pre-service teachers (hereafter; PTs) and novice teachers generally consider their behaviors, beliefs, and images as teachers to be requirements of their professional reflective practice (Kagan, 1992). Thus, teacher education programs play a vital role in preparing PTs to become reflective practitioners for a number of reasons. First, teacher education programs provide a similar professional context for PTs to cope with the problematic profession-related situations they will encounter during their teaching career and thus empower their perceptions of teaching-related situations. Moreover, as Beyerbach (1986) acknowledged, concepts and their interrelationships are the leading factors that determine people's

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actions by shaping how they perceive the world. Therefore, teacher education programs must monitor PTs' conceptual professional development and provide a context to guide PTs in obtaining the required concepts related to teaching by purposely and critically examining their preconceptions about the profession. Thus, it is reasonable to claim that exploring PTs' perceived concepts of their professional learning practices is essential to guide their reflective professional learning processes throughout their initial professional education.

When the relevant literature on professional teacher learning is considered, Grossman (1990) stated that in addition to the knowledge of subject matter, teachers utilize their pedagogical knowledge so that every student obtains the most significant benefit from the teaching and learning process. Hence, it is essential to examine PTs' professional knowledge development as future professionals to monitor their construction of effective teacher conceptualization and explore the extent to which PTs are empowered with the necessary professional perception to become an effective English as a Foreign Language (EFL) teacher. In this regard, Freeman (1996) stated the importance of researching how PTs' professional knowledge and experience shape the process of learning how to teach. However, the relevant literature reveals a limited number of studies that have been conducted with EFL PTs examining their professional learning processes throughout their professional education (Borg, 2005; Çelik, Arıkan, & Caner, 2013; Lim, 2011; Sheridan, 2016; Weinstein, 1989, 1990). Despite the challenges of monitoring PTs' professional reflections on their conceptualizations of the profession and the lack of cross-sectional evaluation of professional conceptual construction and development within teacher education programs, the necessity of a case study on EFL PTs becomes evident in the current EFL teacher education literature.

1.1. Theoretical background

Kessels and Korthagen (1996) asserted the discrepancies between the features of knowledge in teachers' schemata as professionals that help them to make accurate decisions as well as the knowledge-base that is presented to PTs in teacher education programs. The differences between the two types of knowledge bases result from ignoring how professional learning is affected by communication in the social context of teacher education programs (Canh, 2014) and that PTs should be provided with the opportunity to practice what they learn. Given that learning is a sociocultural phenomenon that is affected by the culture, context, and activities in which it occurs, Lave and Wenger (1991, p. 53) situate Situated Learning Theory (SLT) by asserting that "Learning thus implies becoming a different person with respect to the possibilities enabled by these systems of relations". Accordingly, PTs do not acquire the necessary professional knowledge by studying the theories of the relevant literature; instead, PTs perceive their professional roles and identities throughout their social interactions among the stakeholders of the teacher education program (Derry, 2008). Moreover, Lave (1993) stated that PTs' professional learning should be taken into consideration as the interaction within the social learning community. Thus, it would be plausible to consider the professional learning context in the teacher education program to be unique to PTs' professional learning and examine the constructs accordingly to identify the relevant professional learning processes.

1.2. Literature review

1.2.1. The role of beliefs in PTs' professional development

All of the belief systems that pertain to a PT's knowledge base construct the PT's professional worldview. Such constructed beliefs must be investigated because they play an active role in shaping a PT's decisions on whether to accept or reject his or her teacher education (Nespor, 1987). However, the process of professional learning may be vulnerable to a PT's held beliefs during teacher education programs (Pennington, 1996). Similarly, Calderhead and Robson (1991) investigated how PTs' past

experiences affect their beliefs, and they revealed that PTs have a clear image of their teachers in their minds. These images can affect their choices when they become teachers in the future. Thus, teacher education programs play an essential role in providing the context for self-reflection with regard to professional learning processes to avoid possible erroneous professional beliefs that may or may not be compatible with the principles of effective EFL teaching.

1.2.2. Professional development of PTs

The knowledge-base of teacher education is divided into three categories: content knowledge, pedagogical knowledge, and pedagogical content knowledge (Blömeke & Delanay, 2011). These three categories are derived from Shulman's (1986) definition of the cognitive types of professional knowledge. In the field of foreign language teacher education, content knowledge stands for the knowledge of subject matter related to linguistic components such as syntax, phonology, semantics, and pragmatics in addition to the language aspects of culture and literature (Day, 1991). However, pedagogical knowledge is composed of four main categories: knowledge about the program, which covers goals and content; knowledge about students' learning disabilities; knowledge about teaching techniques and knowledge about assessment and evaluation. Thus, the pedagogical content knowledge of the foreign language teacher education programs would include a variety of theories that are specific to the field. Those field-specific theories cover the opinions and perceptions of how to teach a foreign language and how to transfer the theoretical knowledge into practice throughout the teaching process so that PTs can create the necessary context for students to learn a given language (Richards, 1991).

For the effect of teacher education programs on teachers' professional learning, Varghese, Morgan, Johnston, and Johnson (2005) stated that teacher's identities are mainly structured, adjusted and developed in the context of teacher education programs. Thus, researching PTs' perceptions of an effective EFL teacher will enable teacher educators to identify and monitor the professional learning processes that PTs undergo during their initial professional education. Both teacher education program administrators and PTs themselves will benefit from reflection practices as they will gain a deeper understanding of their professional identity formation by reflecting (Stančić, Radulović, & Perišić, 2012) on the expected profile of an effective teacher. Thus, PTs will have the opportunity to recognize the significance of their professional learning and the related circumstances that have caused changes, if any, in their professional understanding (Izadina, 2013; Putnam & Borko, 2000).

There have been a number of studies on EFL PTs' professional learning processes throughout teacher education programs (e.g., Palpacuer-Lee, Curtis, & Curran, 2018). The role of the attended course is one of the constructs that have been investigated in the research. Similarly, Urmston (2003) conducted a study with EFL PTs before starting a field-specific course and compared the results after the PTs completed the course. The study revealed that the PTs' teaching philosophy became more student-oriented at the end of the course compared to the beginning of the course. Additionally, the PTs were more inclined to attend professional development activities as they understood that attending professional development activities would ultimately be beneficial to their students and increase student achievement, as the EFL PTs defined being a teacher as a facilitator of learning. Considering the relevant studies on the role of teacher education programs in the professional learning processes of EFL PTs, it is reasonable to examine cross-sectional conceptualizations of the features of an effective EFL teacher throughout teacher education programs in addition to exploring the effect of EFL teacher education programs on EFL PTs' perceptions of an effective EFL teacher**.**

1.2.3. EFL PTS' reflective practices in their professional learning processes

Reflective practices in the teacher education context are beneficial for PTs' professional learning because such practices provide the opportunity to develop a high level of self-awareness about the nature and impact of their teaching and learning performance (e.g., Yeşilbursa, 2011; Yeşilbursa & Çelik,

2014) Moreover, PTs gain recognition of the constructs that help them explore and consider opportunities for learning even during the initial stages of their professional education (Yeşilbursa & Çelik, 2014). Similarly, the proponents of SLT assert that reflective learning is an essential component of professional learning that plays an active role in the initial professional learning process (Osterman & Kottkamp, 1993). In addition to the benefits of reflective practices in professional learning processes, Crandall (2000) highlights the emphasis placed on reflective learning practices in teacher education programs. Additionally, Yeşilbursa (2011) highlights that the activities that require the implementation of PT reflective practices should begin in the first semester of a teacher education program since the provided professional learning processes shape EFL PTs' professional ideas and images with the help of the course content provided in the program. Thus, EFL PTs are expected to utilize reflective practices in their professional learning processes not only for the processing of professional knowledge in the field of study but also in pursuit of their professional development even after they graduate and become a professional in the field.

1.2.4. Concept maps as a form of reflective practice

Ausubel (1963) emphasizes the importance of active participation and cognitive struggle in the process of accumulating new knowledge through which people use mental schemata as they perceive new circumstances around them. Thus, learning is considered as the accumulation of the changes that arise in people's cognitive schemata after continuously encountering new experiences and ideas. However, concept maps have a place in educational studies as a research method (Farrell, 2001) used to illustrate the concrete representations of peoples' schemata created using a pen or other technological tool (e.g., von der Heidt, 2015). Concept maps are based on the principles of Ausubel's (1963) meaningful learning, which emphasizes the effect of previous knowledge on the learning process. Meaningful learning thus relates newly constructed concepts and ideas with those that already exist in the mind of the person. In meaningful learning, knowledge is reorganized, and a renewed and reconstructed version of the meaning is gathered in one's mind in a manner unlike memorized learning, in which knowledge is obtained in a disorganized way without relating it to previously acquired knowledge (e.g., Ausubel, 1968; Novak, 1990). Concept maps are based on the principle that if the information is organized personally by using the proper schemata of an academic field, the piece of information will be learned and remembered easily (Grasha, 2002). Indeed, people's experiences and schemata are necessary for managing the problems they encounter because when they try to solve such problems, they mentally refer to personal experiences and schemata (Darmofal, Soderholm, & Brodeur, 2002). One of the reasons why constructing concept maps is useful for learning attainment is that it facilitates the mental organization of knowledge by presenting learners with a framework that scaffolds the learning process. Therefore, a mentally constructed knowledge framework helps the individual learn, use and adapt knowledge in new contexts and remember such knowledge over extended periods of time (Novak, 1990).

In addition to providing the necessary context to reflect on previously constructed knowledge, the construction of concept maps is a way of reflecting on paper. Similarly, in terms of professional learning, concept maps have been considered as schematic mental representations of teachers' knowledge which could be represented in their classroom practices (e.g., Farrell, 2001; Morine-Dershimer, 1993). Thus, throughout the professional learning, concept maps could be considered as effective tools to trace the conceptual change in a professional learning program (e.g., Meijer, Verloop, & Beijaard, 1999; Morine-Dershimer, 1993). In terms of teachers' professional learning, accordingly, EFL PTs can find unexpected connections, identify gaps and/or conflicts and seek solutions to such conflicts (Maxwell, 1996) making an external evaluation of the program through organizing their cognitive concepts. Novak and Gowin (1984) asserted that concept maps provide an opportunity for reflective thinking, which requires time and mental struggle. Thus, concept maps can be considered a valid tool to facilitate the

process of reflective thinking by monitoring the personal ideas that are constructed in the mind of a professional (Stančić, Radulović, & Perišić, 2012).

1.3. Research questions

Thus, this study attempted to investigate EFL PTs' self-conceptions of being an effective EFL teacher by using concept maps, semi-structured interviews, and the researchers' notes with the aim of gauging the impact of EFL teacher education program on EFL PTs' conceptions of an effective EFL teacher. Based on the aforementioned aims, the following research questions are addressed in the current study:

1. How do EFL PTs define an *effective EFL teacher*?

a. What are the related concepts of being an *effective EFL teacher*?

2. Are there any significant cross-sectional differences among the grades in the conceptions of *an effective EFL teacher* defined by EFL PTs attending the same teacher education program?

2. Method

To achieve our qualitative and quantitative aims, the current study was grounded in the mixed-methods approach (Creswell, 2007) and used a pre-set timeline and related data sources (see Table 1).

Table 1. Data sources and timeline of the study

Research question	Methodology	Data collection instruments and analyses	Timeline
1. How do EFL PTs define an "effective EFL teacher"? a. What are the related concepts of being an "effective EFL teacher"?	Quantitative and Qualitative	Concept maps and focus-group interviews Frequency analysis Content analysis	Concept maps - training session (approximately 15 minutes at the beginning of the data collection session) Concept maps – data collection (approximately 30 minutes) Interviews-second phase of the study (approximately 50 minutes)
2. Are there any significant cross-sectional differences among the grades in the conceptions of *an effective EFL teacher* defined by EFL PTs attending the same teacher education program?			

The study was conducted using an embedded design (Creswell, 2007, p. 37) with a sequential timing strategy (Creswell & Clark, 2011, p. 66). In the first phase of the study, the concept maps constructed by the EFL PTs were first analyzed by means of descriptive statistics to determine the themes related to the PTs' conceptualization of an effective EFL teacher. In the second phase of the study, focus-group interviews conducted by randomly selected participants of the study group were recorded and transcribed verbatim, and the themes of the PTs' definitions were cross-sectionally compared within the groups. The aim of the process was to answer the research questions of the study comprehensively.

In the case studies, the cases could be considered as individuals, groups, programs, critical incidents or, in other words, anything that could be identified as a "specific, unique, bounded system" (Stake, 2005, p. 445). Therefore, any researcher conducting a case study research "explores a bounded system, or multiple bounded systems over time, through detailed, in-depth data collection involving multiple

sources of information and reports a case description and case-based themes" (Creswell, 2007, p. 73). Thus, in the present study, a case was identified as the EFL PTs' perceptions of an effective EFL teacher and the role of the current EFL teacher education program in a PT's professional education.

2.1. Context of the study

The current study occurred at a state-run university in the Black Sea region of Turkey at the Faculty of Education in the Department of English Language Teaching (ELT). The program offers a four-year undergraduate program of 8 semesters, with the 7th-semester PTs attending field-experience courses and visiting schools for School Experience and Practicum courses. Within the program, there are subject matter courses in addition to field-related pedagogical courses on ELT and general education courses. According to the Council of Higher Education (CoHE, 2007a), pedagogy-related lessons are as essential as subject matter courses to emphasize the practical knowledge of the teacher education program. Thus, the program consists of various courses that are divided into required and elective courses (see Appendix A for a detailed department course list). Graduates of the current teacher education program may work as English language teachers at the primary, secondary, or tertiary levels depending on the type of institution of their choice (e.g., public, private, tertiary). It should be noted that as Turkey is an OECD country, where teachers are trained by attending four-year education programs (OECD, 2005), the current study extends its potential contribution to the relevant teacher education literature because reflection as a form of self-realization in the professional learning process is a typically expected behavior while attending a four-year professional training program.

2.2. Participants

The study's participant group was composed of 170 EFL PTs (M=40, F=130) studying at the department of English Language Teaching at a state-run university located in the Black Sea region of Turkey. The participant EFL PTs willingly participated in the study while they were enrolled in the program (i.e., 48 freshmen, 38 sophomores, 46 juniors, 38 seniors). Because all of the PTs were attending the same program, they were also attendees of the same courses with the same teacher educators throughout their education. The departmental courses are taught by the instructors of the department. Additionally, the education courses are taught by instructors from the educational sciences department. Thus, the context of the teacher education program enables the researchers to examine the role of the program with regard to EFL PTs' self-constructed conception of an effective EFL teacher during the program by providing the same content delivered to a number of EFL PTs.

All PTs in the foreign language education department are enrolled in the program according to their university entrance exam results (CoHE, 2007b). When the study was conducted towards the end of the 2015-2016 academic year, spring term, all the EFL PTs were studying for their final exams. The seniors were not only studying for their final exams but also for various exams based on their choice of profession. Some of the seniors were preparing for a state-run position by attending the Public Personnel Selection Examination (KPSS, in Turkish). According to the researcher notes, some seniors were planning to attend a graduate program (N=5), and some were planning to attend a graduate program after receiving a state-run position as an EFL teacher (N=12). Thus, it is reasonable to claim that although all the participants were attending the same teacher education program, the participant group can be considered as both homogenous in terms of context but heterogeneous in terms of the EFL PTs' priorities and needs.

2.3. Data collection tools and procedures

The present study used the descriptive statistical data (i.e., frequencies and percentages) gathered by frequency analysis of the emerging themes of the content analysis and examining the concept maps to examine the EFL PTs' conceptions of an effective EFL teacher constructed throughout the EFL PTs attending of various grades of an EFL teacher education program. Additionally, the focus-group interviews, the verbatim transcription of interview extracts and the content analysis of the interviews also supported the findings of the theme frequencies of the concept maps in terms of examining the EFL PTs' construction of the ideal image of an effective EFL teacher. The final consideration of the data set was based on the researcher notes throughout the data collection and analysis processes.

2.3.1. Concept maps

For the first part of the study, the PTs were asked to construct concept maps based on their perceived constructs of an effective EFL teacher. Before the PTs began constructing their concept maps, they were offered instructions on how to construct a concept map. The instruction (approximately 20 minutes) focused on the idea that concept maps start with a general idea and continue with more specific ideas and details. The PTs were asked to brainstorm their ideas before they constructed their concept maps. They were given a sample topic (i.e., health) to demonstrate the steps of constructing a concept map. The topic was chosen because of its irrelevance to the targeted theme of the study to avoid giving any clues or misleading information or reminding the participants of anything related to their professional learning process. The delivery of a sample concept map instruction was necessary because constructing a concept map might not be familiar to all of the PTs attending the study, and the training aimed to minimize the potential problems that might be caused by not knowing how to construct a concept map on a particular topic.

To not cause any misunderstanding while constructing the mind-maps (Borg, 2006), the EFL PTs were guided throughout the instruction by one of the researchers. Then, the PTs were given 40 minutes to complete the concept maps on their perceptions of an effective EFL teacher. After they finished their tasks, the concept maps were collected (see Appendix C for sample concept-maps).

2.3.2. Focus-group interviews

The second phase of the study involved focus-group interviews with the volunteer PTs. Semi-structured, face-to-face interviews were conducted to gain a deeper understanding of the EFL PTs' construction of an effective EFL teacher. Semi-structured interviews provide a context for both researchers and participant groups to obtain close contact and a valid and reliable platform of eliciting verbal accounts of teachers' cognitive processes (Borg, 2006) (see Appendix B for an interview protocol). EFL PTs attending the same grade were interviewed as a group of 5 participants from each grade at one point in time arranged according to the EFL PTs' schedules. The duration of the interviews was approximately 50 minutes. During the recorded interviews, the researchers took notes about certain details of the responses, and they identified the EFL PTs' concerns about being an effective EFL teacher.

2.4. Data analysis

Several steps were taken to ensure the validity of the data collection procedures. First, the role of the researcher was ensured as a guide and an objective observer of the EFL PTs while they were undertaking the reflective practices (e.g., constructing the concept maps, conducting the interviews). Moreover, colleague debriefings were conducted among the researchers and field experts while the study was being implemented to increase the reliability of the study (Anfara, Brown, & Mangione, 2002). Additionally, the data were triangulated by combining various data sources (i.e., concept maps, focus-group interviews, and researcher notes) to obtain a detailed understanding of the EFL PTs' concept

construction of an effective EFL teacher. More specifically, the data from the concept maps were supported by the data from the focus-group interviews to develop a coherent understanding of the EFL PTs' perceptions of an effective EFL teacher. Furthermore, the researcher notes taken during the data collection procedures guided the researchers in determining the themes of the data analysis. Thus, it can be claimed that both theory and data-driven approaches were implemented in the thematic analysis of the study (Fereday & Muir-Cochrane, 2006). Finally, the inter-rater and inter-coding reliability of the thematic analysis was ensured (Miles & Huberman, 1994)by two autonomous researchers from the field of language teacher education with a Kohen's kappa estimation of .98 and .97, respectively.

2.4.1. Frequency analysis of the concept maps

The frequency analysis of the concept maps revealed the initial themes and thematic categorization of the content analysis of the data sources. First, each emerging theme was considered in terms of its frequency and listed accordingly. Then, the emerging subthemes were used to construct the main themes, and the main themes were used to construct the emerging concepts. The frequency analysis of the concept maps was conducted by analyzing the qualitative data, with a particular focus on the data segments for categories, themes, and patterns, and by calculating the frequency of the relevant categories. While preparing the frequency tables, two critical issues were considered. One was reducing the data-set to analyze the data by focusing on frequently recurring themes thoroughly. The second data-set reduction was ensured by keeping the themes with the same frequencies in the same row and searching for patterns to label the themes.

2.4.2. Content analysis of the concept maps

The data from the concept maps were analyzed with a particular focus on the data segments for categories, themes, and patterns that emerged. This was accomplished by jotting notes, memos, and formulated assertions from within-case and cross-case analyses (Miles, Huberman, & Saldana, 2014). Thus, the EFL PTs' reflections of an effective EFL teacher were examined from the perspective of four main emerging concepts: personal, socio-affective, academic and teaching qualities. Each emerging concept of an effective EFL teacher had particular themes (e.g., personality traits), and each theme was defined and described by subthemes (e.g., being patient). Table 2 shows the concepts, themes and most frequently mentioned subthemes of the content analysis of the concept maps.

2.4.3. Content analysis of the focus-group interviews

The interviews were first transcribed verbatim to obtain a detailed examination of the emerging themes. Then, the categories and their subthemes were tabulated to observe the recurring themes in the content analysis. The focus of the content analysis was to examine the EFL PTs' conceptions of an effective EFL teacher. Since the meaning of the participants' statements is more important than the manner in which they express themselves, some of the details, such as pauses and hesitations, were eliminated (Miles & Huberman, 1994). Table 3 displays how the excerpts from the EFL PT interviews were analyzed to obtain a comprehensive data analysis. To coherently analyze the data, some categorizations of the interviews were done in light of the content and thematic analysis of the concept maps. Then, some extracts of the PTs interview transcripts were categorized as quotes of the subthemes.

3. Results

Due to the thematic similarities between the content analysis of the mind-maps and the interviews, the findings were analyzed by integrating each data source under the thematic codes that emerged from the data analysis and are presented accordingly.

Table 2. Thematic framework of the EFL PTs' perceptions of an effective EFL teacher

Emerging concepts	Themes	Subthemes
Academic competence	Professional knowledge and development (26.5%)	Has the knowledge of pronunciation, grammar, vocabulary, confident with language skills and content knowledge, knows the methods and approaches well, applies accurate and fluent language use, has general knowledge
Personality	Personality traits (22.2%)	Patient, open-minded, helpful, friendly, imaginative, creative, humorous, sense of humor, kind
	Teacher role (12.3%)	Guide, role model, supporter, leader, prompter, facilitator, organizer
Socio-affective skills	Social context (12.7%)	Considers the differences between students, knows them well, motivates the students, communicates with them
	Attitudes toward the profession (1.6%)	Engaged with the profession, Strong connections with the profession
Teaching competence	Instructional process (10.6%)	Has effective communication skills, uses different types of activities, implements the necessary methods and approaches, creates student-centered classes
	Instructional materials and resources (4.1%)	Controls the class, has effective classroom management skills, can control students' anxiety, grabs the attention
	Classroom management (3.9%)	Uses visual, printed and authentic materials actively, uses online language teaching and learning platforms and makes use of the projector and the computer in the classroom
	Lesson and unit planning (3.7%)	Prepares lesson plans and thematic plans
	Evaluation and feedback (2.4%)	Gives feedback

Table 3. The coding scheme for the content analysis of the focus-group interviews

Sample Excerpt	Analyses (Notes/comments)	Thematic construct
Language is a part of the identity. When you change the language, your behaviors and attitudes also change so a language teacher should know the culture of the target language. (PT9)	PT refers to the facts about the nature of language and culture. It should be well known by the EFL teacher as professional knowledge and become a part of a teacher's development.	Professional knowledge and development of EFL teachers.
Nowadays, teaching English is just understood as grammar teaching. It's wrong because the students focus on grammar and their English skills such as speaking and writing do not develop. They know all the tenses entirely, but they cannot speak in the daily life. It's wrong because both the tenses and their usage in the daily life should be taught at the same time. (PT2)	The PT explains a perceived fact/problem about teaching EFL; however, the PT also provides a solution to the perceived problem by adopting specific instructional practices by means of using the communicative approach.	Instructional process

3.1. Overall frequencies of the emerging themes on an effective EFL teacher

The findings gathered from the concept maps revealed ten main thematic categories to define an effective EFL teacher. These themes were as follows: the professional knowledge and development of EFL teachers (26.5%), the personality traits of effective EFL teachers (22.2%), the role of maintaining a social context in the classroom (12.7%), the teacher's role (12.3%), the instructional process (10.6%), the use of instructional materials and resources (4.1%), classroom management (3.9%), the role of lesson and unit planning (3.7%), the role of evaluation and feedback (2.4%), and the role of attitudes towards the teaching profession (1.6%). To examine the subthemes and order them according to their frequencies, each theme was considered within its category; thus, the frequencies were accordingly recalculated within each thematic category.

3.2. Findings on the academic competence of an effective EFL teacher

3.2.1. Findings on the role of professional knowledge and development

A considerable amount of the PTs indicated the importance of knowledge of pronunciation as a requirement of being an effective EFL teacher (See Table 4, 23.4%). Moreover, the knowledge of grammar was also considered necessary by the participants (17.0%). The vocabulary knowledge of an EFL teacher was also highly valued (15.8%).

Table 4. Themes of the professional development and knowledge of an effective EFL teacher as perceived by grades

Themes	Freshmen		Sophomores		Juniors		Seniors		Overall	
	n	%	n	%	n	%	n	%	n	%
Knowledge of pronunciation	7	4.1	6	3.5	15	8.8	12	7.0	40	23.4
Knowledge of grammar	6	3.5	4	2.3	8	4.7	11	6.4	29	17.0
Knowledge of vocabulary	7	4.1	5	2.9	5	2.9	10	5.8	27	15.8
Competency in language skills	5	2.9	4	2.3	8	4.7	7	4.1	24	14.0
Content knowledge	3	1.8	5	2.9	11	6.4	-		19	11.1

Knowledge of methods and approaches	-		8	4.7	3	1.8	6	3.5	17	9.9
General knowledge of language	4	2.3	3	1.8	8	4.7	-		15	8.8
Overall	32	18.7	35	20.5	58	33.9	46	26.9	171	100

Based on the cross-sectional analysis, the freshmen highlighted the importance of knowledge of pronunciation and vocabulary the most (4.1%). For the sophomores, knowing new methods and approaches were one of the prevalent subthemes of the category (4.7%). In a similar vein, pronunciation was noted with a high frequency (3.5%). The juniors placed the knowledge of pronunciation in the first place (8.8%). Similar to the juniors, the seniors also highlighted the importance of knowledge of pronunciation (7.0%), followed by knowledge of grammar (6.4%).

Compatible with the findings of concept maps, during the interviews, the PTs mostly focused on an EFL teacher's language use. In this regard, PT1 indicated that

> a good EFL teacher should be equipped with a variety of skills. When I say equipped. I do not mean the knowledge of grammar. A teacher should be well developed in the areas such as pronunciation and vocabulary knowledge.

Additionally, PT18 stated that "an English teacher should speak English fluently as if they [have lived] abroad".

In sum, when professional knowledge and development were examined, it was noted that EFL PTs of different grades reflected upon different priorities. Additionally, none of the frequencies of the themes displayed gradual development.

3.3. Findings on the personal qualities of an effective EFL teacher

3.3.1. Findings on personality traits

When the thematic constructs were analyzed, it was observed that being patient was the first among all the subthemes (25%) of the personality traits of an effective EFL teacher (See Table 5). Being open-minded (15.8%) and being helpful (15.8%) were the second most frequently stated subthemes on the concept maps. The freshmen highlighted the role of being patient both on their concept maps (8.3%) and in the interviews. Being friendly was the least frequently (2.5%) highlighted theme. When the cross-sectional analysis was considered, the freshmen referred to being patient (8.3%), and the sophomores mostly cited being open-minded (4.2%). Similar to the freshmen, the juniors emphasized being patient (8.3%). However, the seniors featured being friendly as a prominent trait of an effective EFL teacher (6.7%).

Table 5. Themes on personality traits of EFL teacher as perceived by grades

Themes	Freshmen		Sophomores		Juniors		Seniors		Overall	
	n	%	n	%	n	%	n	%	n	%
Patient	10	8.3	4	3.3	10	8.3	6	5.0	30	25.0
Open-minded	4	3.3	5	4.2	4	3.3	6	5.0	19	15.8
Helpful	8	6.7	4	3.3	4	3.3	3	2.5	19	15.8
Friendly	3	2.5	4	3.3	-		8	6.7	15	12.5
Imaginative	4	3.3	3	2.5	4	3.3	2	1.7	13	10.8
Creative	4	3.3	4	3.3	4	3.3	-		12	10.0
Humorous	8	6.7	4	3.3	-		-		12	10.0
Overall	41	34.2	28	23.3	26	21.7	25	20.8	120	100.0

Although it was observed that, in some grades, some of the themes (e.g., being friendly) did not appear at all, some themes showed consistent emergence (e.g., being patient). When the overall theme of the personality traits was obtained, some themes highlighted by certain grades (e.g., being humorous) did not appear in the data analysis. However, some themes (e.g., being friendly) disappeared and were gradually not observed among the grades.

During the interviews, some of the traits of being an effective teacher were emphasized more by the PTs when compared to the concept maps, such as being creative. For example, PT11 acknowledged that

> English is a very serious lesson [as an essential course in general] for the students. Additionally, it is a lesson that awakens the curiosity of the students. Therefore, the teachers should encourage them [the students] to monitor the activities [what activities the teacher is going to do throughout the course]. The teachers of other fields [can] present the knowledge to the students directly [deductively]; however, EFL teachers have to find activities which [that] are examples of real life. Thus, EFL teachers need to be creative in order to maintain authenticity.

When the findings on personal qualities were examined, it was observed that PTs from different grades had varied priorities and there was no consistency among the conceptual definitions of being an effective EFL teacher. Thus, a gradual growth of professional conceptions was not reflected and observed.

3.3.2. Findings on the perceived role of a teacher

According to the findings (see Table 6), the most prominent subtheme of the personality characteristics of an effective EFL teacher was the teacher as a guide (26.8%). The teacher as a role model also obtained prominent frequency (18.2%). The third most frequent characteristic was the teacher as a supporter (15.8%). For the freshmen, the most frequently acknowledged role of an effective EFL teacher was being the authority (3.6%). For the sophomores, the most frequently mentioned subtheme was the teacher as a guide (13.4%). For the juniors, it was the teacher as a guide (8.5%). However, for the seniors, it was the teacher as a role model (8.5%).

Table 6. Themes on the teacher role as perceived by grades

Themes	Freshmen		Sophomores		Juniors		Seniors		Overall	
	n	%	n	%	n	%	n	%	n	%
Guide	-		11	13.4	7	8.5	4	4.9	22	26.8
Role model	-		6	7.3	2	2.4	7	8.5	15	18.3
Supporter	-		3	3.7	4	4.9	6	7.3	13	15.9
Leader	-		5	6.1	2	2.4	3	3.7	10	12.2
Prompter	-		6	7.3	-		-		6	7.3
Facilitator	-		-		4	4.9	3	3.7	7	8.5
Organizer	-		7	2	2	2.44	-		9	11
Overall	-		38	46.3	21	25.6	23	28.0	82	100.0

According to the cross-sectional comparisons, there were some remarkable findings. While some of the categories showed similar findings for each grade, there were some categories that showed discrepancies among the grades. These discrepancies appeared under the subthemes of social context

and background, lesson and unit planning, evaluation and feedback and the teacher role. In terms of monitoring the professional learning process, the findings were distinguished as the frequencies increased; however, in terms of conceptual professional development, there was no consistent and gradual development of the concepts related to learning and teaching processes.

3.4. Findings on the socio-affective skills of an effective EFL teacher

3.4.1. Findings on the role of maintaining a social context in the classroom

In the thematic analysis of the concept maps, considering the differences among students and knowing them well had the highest frequency (64.7%) as a socio-affective skill of a teacher (see Table 7). Second, motivating the students (20.6%) and, third, communicating with the students (11.8%) emerged in the analysis.

When the cross-sectional comparison among the grades was considered, the most commonly stated subtheme was knowing or recognizing the differences among students (freshmen, 5.9%; sophomores, 20.6%; juniors, 10.3%; seniors, 27.9%). As a similarity between the findings on the personality traits of an effective EFL teacher, the findings on the role of the social context in the classroom revealed that some of the subthemes were not observed in some grades (e.g., communicating with the students) or did not display gradual observance (e.g., increasing attendance).

Table 7. Themes of social context and students' background as perceived by grades

Themes	Freshmen		Sophomores		Juniors		Seniors		Overall	
	n	%	n	%	n	%	n	%	n	%
Considering the differences between students	4	5.9	14	20.6	7	10.3	19	27.9	44	64.7
Motivating students		-	6	8.8	4	5.9	4	5.9	14	20.6
Communicating with students	4	5.9		-	2	2.9	2	2.9	8	11.8
Increasing the attendance	2	2.9		-		-		-	2	2.9
Overall	10	14.7	20	29.4	13	19,1	25	36.8	68	100.0

In the interviews, the EFL PTs described considered learners' individual differences such as their needs, interests, and levels while preparing and conducting their lessons as a prerequisite of being an effective EFL teacher. To illustrate this in detail, when the content analysis of the themes emerged from the focus-group interviews, one of the PTs (PT7) acknowledged that students have different learning styles; some learn by reading, and others learn by listening. Thus, EFL teachers should not teach the students while depending only on one mode. We should teach in a variety of ways. If we want to achieve success, our teaching must address all students and not just one student.

Another emphasized subtheme in the social context, i.e., having positive relationships with the students, was also acknowledged. PT7 described the positive relationship between students and teachers by saying

> …when students make mistakes; teachers should not get angry quickly. The teacher should not be strict towards the students. They have to support the students even when they make mistakes by correcting them with a soft tone.

Overall, when the role of the social context in a classroom is considered, it was noted that the EFL PTs at different grades varied in their concerns and priorities. Thus, a gradual evolvement of the concepts was not observed.

3.4.2. Findings on attitudes towards the teaching profession

When the data on the attitudes towards the profession were considered, the most popular subtheme was loving the job (71.2%). When the attitudes towards the profession as an English teacher were considered, PT3 stated that

> a teacher firstly must be enthusiastic about the profession. Before the methods that they are going to use [in the lesson], they have to be enthusiastic. If they consider the profession [just] as a source of money, even if they use the most effective methods, they cannot be successful [as a teacher].

Thus, because attitude towards the profession was the most reflected in the data analysis, it was acknowledged as a subtheme of the thematic analysis.

3.5. Findings on the teaching competence of an effective EFL teacher

The teaching competence theme received the highest frequency of subthemes (See Table 8, 26.1%) from the overall data analysis and was the broadest theme highlighted by the EFL PTs in the study. Teaching competence was divided into five main categories according to the content analysis of the data. The main subthemes were instructional practices, classroom management, lesson planning, assessment and evaluation, and teacher roles. The most important aspect of instructional practice (see Table 7) was the use of effective communication skills (41.2%). Using different types of activities obtained outstanding frequency (30.9%). For the freshmen PTs, communication skill had the highest frequency (8.2%). Use of different activities was prominent (3.0%). For the sophomores, the use of different activities was the most popular subtheme (4.5%). Having student-centered classes was also outstanding (4.1%). For the junior PTs, the most critical subtheme was communication skills (16.4%). Using different activities was also prominent (8.2%). For the seniors, the use of communication skills during the lessons was substantial (13.4%).

Table 8. Themes on the instructional process as perceived by grades

Themes	Freshmen		Sophomores		Juniors		Seniors		Overall	
	n	%	n	%	n	%	n	%	n	%
Having communication skills	8	8.2	3	3.1	16	16.5	13	13.4	40	41.2
Using different types of activities	3	3.1	9	9.3	8	8.2	10	10.3	30	30.9
Conducting appropriate methods and approaches during lessons	-		-		4	4.1	7	7.2	11	11.3
Having student-centered lessons	2	2.1	4	4.1	7	7.2	3	3.1	16	16.5
Overall	13	13.4	16	16.5	35	36.1	33	34.0	97	100.00

Compared with the concept maps, in the interviews, the EFL PTs elaborated on the importance of the communicative approach to attain an effective language teaching context. One of the PTs conveyed that "A teacher should be creative but also should make use of the creativity of the students". Thus, to integrate the students in the learning process "the teacher should make the students participate in the lessons" (PT22). Another PT stated that

> Students should participate in the lessons actively. The teachers in the class always use course books all of which lecture on the topic and ask you [the students] to complete the exercises. The students never produce anything even a simple sentence. They just write down what the teacher wrote on the board by making some subtle changes. (PT13)

As a second subtheme, classroom management was mentioned by some of the PTs (n=20). The most prominent subtheme of classroom management was controlling the classroom (40%). The freshmen and sophomores did not refer to the role of the classroom management. For the juniors, controlling the classroom (25.7%) was mainly emphasized. They also perceived classroom management in terms of controlling language learning anxiety and providing discipline (5.7%) in the classroom. For the seniors, classroom management was also highlighted (30.4%), and they mostly commented on knowing how to control a classroom (8.6%). Additionally, the seniors noted that classroom management was related to knowledge of classroom management and preventing distractions (5.7%). In the interviews, the PTs mostly mentioned their lack of self-confidence regarding their management skills. In terms of classroom management skills, PT5 reflected that

> I believe that I can teach English; however, I have doubts about how I can manage class [which I expect I will learn in the senior year]. I can teach a class about speaking, grammar, listening; on the other hand, I have questions about the classroom management strategies that I can use when they get distracted.

In terms of lesson planning, the PTs reflected on the role of lesson planning the most (27.5%). The freshmen did not acknowledge lesson and unit planning at all, whereas for the sophomores, planning the curriculum was the most frequently mentioned subtheme (7.5%) of teaching competence. When both the juniors and seniors were considered, they equally highlighted the role of preparing a lesson plan (15%). In the interviews, with regard to lesson planning, PT6 marked that

> the first thing an effective English teacher do is to get well prepared for the classes. A teacher must be prepared to be able to speak English all the time. If the teacher has difficulty [in using English in the classes] and uses Turkish instead of English as a medium of instruction, it disrupts the flow of the lessons. That does not give students a good impression [in terms of language use].

With regard to lesson planning and being well-prepared for lessons, the EFL PTs referred to the effective use of language in the classrooms and highlighted the competence of language use. In terms of evaluation, the interviews showed that the PTs mostly considered feedback to be a form of evaluation (18.6%). According to the findings, the freshmen did not address the role of feedback and evaluation in any of the data sources. When the sophomores were considered, they both mentioned and highlighted the role of giving feedback by referring to its role in the first place (9.3%). For juniors and seniors, feedback was considered to be giving and receiving reinforcement (9.3%), which has a constructive role in the learning process.

4. Discussion

The study aims to explore English as a Foreign Language pre-service teachers' self-constructed concepts of an effective EFL teacher. Additionally, the study attempts to explore the effect of an EFL teacher education program on EFL PTs' perceptions of being an effective EFL teacher by comparing the obtained data cross-sectionally among the grades of the teacher education program.

First, the findings revealed that the EFL PTs emphasized the importance of language proficiency and effective language use rather than highlighting pedagogical skills. In the related literature, there are some similarities with the results of the current study. For instance, Yuwono and Harbon (2010) claimed that studying the professional development of EFL teachers provides a considerable amount of value. The most popular subtheme was the necessary knowledge of pronunciation. In the same vein, according to Mattheoudakis (2006), most EFL PTs enter their teacher education with the belief that correct pronunciation is essential for being able to speak fluently and correctly. Pennigton and Urmston (1998) suggested that EFL PTs emphasize language skills rather than teaching or pedagogical skills because they are foreign language speakers, and, consequently, they mostly care about language-

related concerns by means of monitoring the correct use of English, thus ignoring the importance of pedagogical skills. Moreover, emphasizing language skills may be a reaction to the teachers encountered by EFL PTs during their early years of education (Borg, 2005). Thus, the results may imply that PTs who attended an education system in which they did not have the opportunity to participate in speaking activities may have an image of a teacher who speaks very fluently and accurately in their minds. However, it was highlighted that PTs in language teacher education programs should focus on becoming successful bilinguals with intercultural perceptions in using English as an International Language (EIL) (Alptekin, 2002). Additionally, Sifakis et al. (2018, Section 4) emphasized the critical role of intelligibility, comprehensibility, and interpretability and their connection to English language teaching (ELT) and English as a lingua-franca (ELF) by highlighting that it is essential to "be understood by the interlocutors regardless of [their] being native or non-native" (Sifakis et al., 2018, p. 177). Indeed, according to Munro and Derwing (1995), achieving fully native-like pronunciation is unnecessary for effective communication in English. In terms of preparing teachers for the current needs of the era, Weber (2013) highlighted that professionalism is an essential aspect of teacher education and teaching by proposing a framework for developing teacher competence by increasing teachers' awareness in terms of their role in the classroom, not by imitating native speakers but through acting as a competent multilingual and deepening the understanding of plurilingualism.

Second, when the emerged themes were compared across the grades, it was observed that the frequency of some of the themes in defining an effective language teacher was stable, some increased and some even decreased in terms of the frequency of the themes. As it has been underscored in most of the studies in the relevant literature, to explore the qualities of an effective teacher, personality traits were the first to come to the mind (Gönenç, 2005). The current results indicated that after being patient, the essential characteristic of an EFL teacher is to have positive personality traits such as being friendly and helpful. Similarly, Weinstein (1989) confirmed that PTs give importance to the positive personality traits of an effective EFL teacher. However, there were themes gradually not observed among the grades. For instance, the freshmen mentioned that an effective teacher acts as the authority in the class; however, this view differed when it was compared to other grades. This change may be due to the effect of the courses in which the EFL PTs were enrolled that called for an immediate recall of the constructed image of an EFL teacher. Accordingly, the juniors and seniors considered an effective teacher as a guide, facilitator or prompter and considered effective teaching as a requirement of student-centered teaching practice. The metaphors used by EFL PTs to describe the role and the process of evaluation and feedback was either ignored or mostly insufficiently stated. As highlighted in the literature by Nitko (1996), Hatipoğlu and Erçetin (2014) also discussed that the number of courses on testing and evaluation is limited which is insufficient for developing the necessary skills to value the importance of evaluation and assessment and to define more than just considering assessment and evaluation as a form of feedback. Thus, it was evident that the EFL PTs did not have a notion of evaluation other than feedback (n = 8, 18.6%). The finding leads to the need for examining the content and implication process of teacher education courses to contribute to professional learning and provide the opportunity for EFL PTs to create personalized assessment tools to assess and evaluate students' learning processes and evaluate the learning process.

Third, according to the findings of the study, the degree of the professional knowledge and the related priorities of the EFL PTs differed among the grades. Some advances and decreases in the frequency of the thematic representations were observed among the grades, unlike the study of Pennington and Urmston (1998), which proved that PTs develop their professional knowledge gradually. Pennington and Urmston (1998) compared freshmen and seniors' conceptions of an effective EFL teacher and found

that the seniors focused more on the importance of implementing various activities in language classes so that students can be exposed to a context in which the target language was predominantly used. One of the most frequently mentioned themes was having communication skills as a part of the instructional process. Similarly, Ceylan and Turhan (2010) asserted that PTs of different grades give importance to communicational skills. In addition to communicational skills, the factor that PTs linked to effective teaching was student participation and conducting different activities (Sandholtz, 2011). It is evident that the juniors were the most competent in terms of highlighting the role of implementing a variety of techniques for teaching English. The reason for this finding may be that the juniors were enrolled in a community service course, which is one of the field-experience courses in which EFL PTs have the opportunity to attend and experience a real classroom setting in which they meet with real students, prepare lesson plans and keep a reflective log of their teaching experiences.

The findings display both development as an increase in the thematic representations and a decrease in the PTs' conceptions. Thus, considering the prominent role of SLT, the most significant factor is not the requirements of the whole teacher education program but the application of each grade in the teacher education program that needs to be carefully monitored and coherently organized. Thus, it is reasonable to claim that the application in the current teacher education program may not lead to a gradual professional learning process; however, coherence in the course content application among the teacher educators of education programs will lead to a probable observation of the continuous professional learning of EFL PTs. Moreover, involving teacher educators in the study could offer convincing and corroborating suggestions to the findings of the current study.

5. Conclusion

Three main conclusions can be derived from the current findings. First, EFL teachers' pronunciation competence is highly valued by the EFL PTs. Second, there was not a gradual development of the professional concepts observed in the mind-maps and the interviews with the PTs. Third, based on the cross-sectional analysis, the emergence of the conceptual development was not systematic and consistent and showed variations among the grades.

5.1. Theoretical and practical implications of the study

An English language teacher must have a variety of qualifications to fulfill the requirements of the profession. One of the most important qualifications of an English teacher is to obtain qualified pre-service training. The answer to the question of what it means to become an effective language teacher is holistically offered to PTs throughout teacher education programs. In this regard, EFL teacher education programs must analyze the extent to which PTs internalize the professional knowledge they receive from the teacher education program. Thus, the thorough comprehension of PTs' conceptions of becoming an effective teacher will provide an opportunity to monitor current EFL teacher education programs to examine how PTs adopt professional knowledge about teaching and the extent to which a teacher education program contributes to EFL PTs' professional development.

To explore the definition of an effective EFL teacher; many researchers have conducted a considerable amount of research by studying samples of students, in-service teachers and/or experts in the field. However, few attempts have been made to examine the perceptions of EFL PTs about being and becoming an effective EFL teacher. Thus, exploratory studies, such as the current one, are essential to compare the ideas of PTs with the ideas of the stakeholders in the field. Comparing these findings will allow the examination of the effectiveness of teacher education programs and the deficiencies of such programs in preparing PTs for the profession (Freeman, 1996). As a result, more opportunities

should be given to EFL PTs to experience and reflect on their professional learning throughout their initial professional learning process (Ng, Nicholas, & Williams, 2010) because observable changes in behavior, even in the planning and application stages, will motivate them to maintain such changes (Girvan, Conneely, & Tangney, 2016).

Because PTs come to teacher education programs with tightly held beliefs and because these beliefs can continue throughout their teacher education process (Lortie, 1975), to develop profound insights into the professional development process, longitudinal studies of each grade of a program could be conducted. Studies examining PTs' ideas from a developmental perspective by means of various data collection procedures (e.g., observations, journals) is essential to identify their professional developmental processes in the early phases of their teacher education. Thus, revealing PTs' ideas that are compatible with the teacher education program will provide an effective basis for professional learning contexts for prospective EFL professionals.

5.2. Limitations and directions for further studies

The current study has several limitations. First, although the conceptualization of an effective EFL teacher of a group of EFL PTs has been examined in detail, other relevant constructs (e.g., effective teaching, students) were not addressed. Thus, further research in which the probable concepts with regards to teaching are considered to examine EFL PTs' professional learning processes would provide a comprehensive understanding of the professional learning processes of the EFL PTs. Second, the study was based on data gathered by means of self-reports. Although the data collection tools were both valid and reliable, future studies could utilize observational methods (e.g., micro-teaching observations) to explore the professional learning processes comprehensively. Third, the study is restricted to the context of an EFL teacher education program. Thus, the findings could not be generalized to all English language teacher education departments of all universities in Turkey. Thus, a similar design in a different national and/or international context might provide detailed insights into the topic, which would provide an opportunity to compare the ideas about effective EFL teachers of PTs who study at different universities, which in return will provide the necessary framework to develop a network of applications in foreign language teacher education programs. Finally, the effects of the demographic variables were not considered because the aim of the study was based on the professional understanding of the EFL PTs. Future studies could group the demographics of the participant group to explore the possible effects of such variables on professional learning processes.

Despite the limitations, it is clear that gaining an in-depth insight into the professional learning processes of EFL PTs requires teacher educators and program administrators to have a comprehensive understanding of the importance of coherently implementing and collaboratively sharing the requirements of the EFL teacher education programs and courses.

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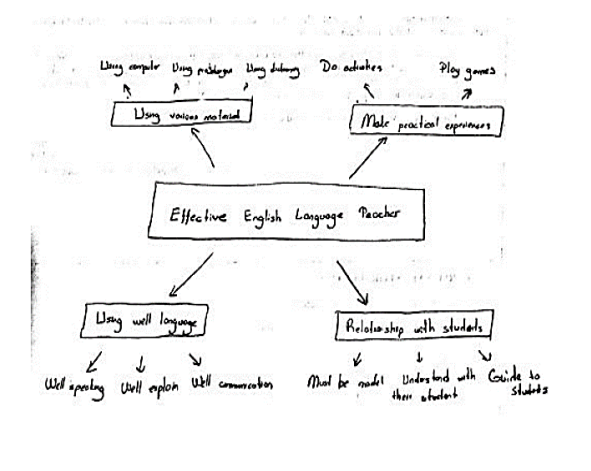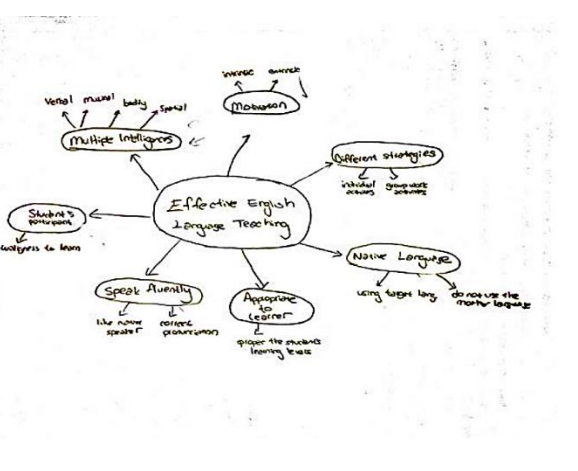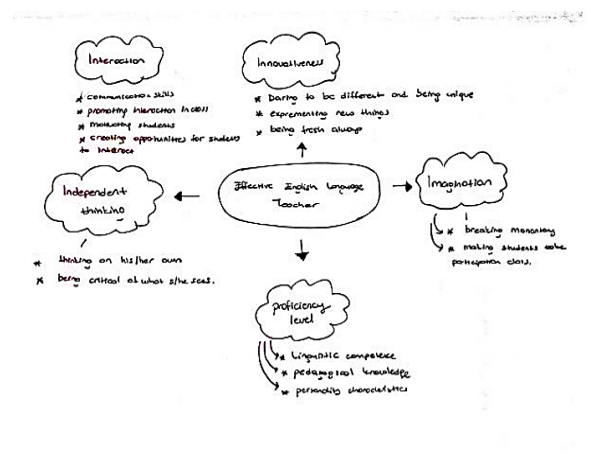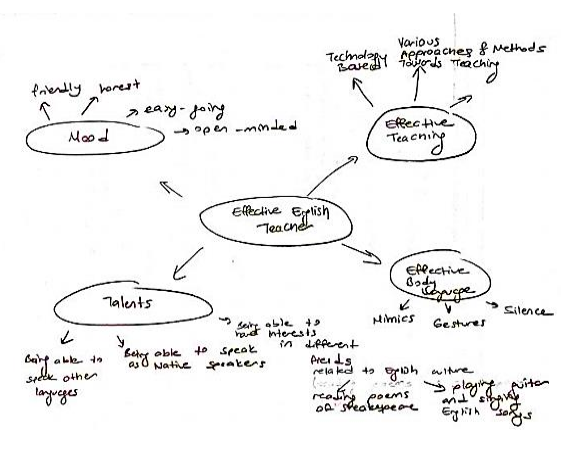
Appendix A. The course list of the EFL teacher education program

Semester 1	Semester 2
Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Computer I	Lexical Competence
Turkish I: Effective Communication	Turkish II: Effective Communication
Introduction to Educational Sciences	Computer II
	Educational Psychology
Semester 3	**Semester 4**
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English- Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Research Techniques
History of Turkish Education	Special Educational Techniques I
Educational Principles and Methods	ELT methodology
	Educational Technologies and Material Design
Semester 5	**Semester 6**
Teaching English to Young Learners	Teaching English to Young Learners II
Special Educational Techniques II	Turkish-English Translation
ELT Methodology II	Teaching Language Skills II
Teaching Language Skills	Literature and Language Teaching II
Literature and Language Teaching I	Second Foreign Language II
Second Foreign Language I	Community Service
Drama	Testing and Evaluation
Classroom Management	
Semester 7	**Semester 8**
Language Teaching Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Atatürk's Principles and Reforms II
Atatürk's Principles and Reforms	Comparative Education
Teaching Practicum	Turkish Educational System and School Management
Guidance	Teaching Practicum
Special Education	

Appendix B. Interview protocol

1. How do you define effective EFL teaching?
2. How do you define effective EFL teacher?
3. How has the ELT department contributed to your professional competencies to become an effective English language teacher?

Appendix C. Sample mind-maps of the EFL PTs

A concept map constructed by a freshmen	A concept map constructed by a sophomore

A concept map constructed by a junior	A concept map constructed by a senior

Profesyonel olmak: İngilizce öğretmen adaylarının etkili yabancı dil öğretmeni olmaya ilişkin kavramlarının incelenmesi

Öz

Bu çalışma, İngilizce öğretmeni adaylarının etkili yabancı dil öğretmeninin özellikleri ile ilgili kavramsallaştırmalarını incelemeyi amaçlamaktadır. Ek olarak, bu çalışma İngiliz Dili Eğitimi öğretmen yetiştirme programının, İngilizce öğretmeni adaylarının etkili bir yabancı dil öğretmeni ile ilgili kavramlarının üstündeki rolünü incelemeyi amaçlamaktadır. Veriler, aynı İngiliz Dili Eğitimi öğretmen yetiştirme programına devam eden bir grup İngilizce öğretmen adayı tarafından oluşturulan kavram haritaları, katılımcı grup içerisinden rastgele seçilen 20 İngilizce öğretmeni adayı ile yapılan grup odaklı görüşme ve araştırmacı notları yoluyla toplanmıştır. Tüm veri kaynakları içerik analizi yoluyla analiz edilmiştir. Elde edilen bulgulara göre, etkili bir yabacı dil öğretmeni olmak için gerekli tüm özelliklerin arasında İngilizce öğretmeni adayları tarafından en önemli olarak vurgulanan kavram İngilizceyi akıcı ve doğru bir şekilde kullanabilmek için gerekli olan dil yeterliliklerine sahip olmak olarak ortaya çıkmıştır. Ek olarak, İngilizce öğretmenliği adayları etkili İngilizce öğretmeninin kişilik özellikleri olarak sabırlı, yardımsever ve öğrencilerle iyi ilişkiler kurabilmek olarak belirtmişlerdir. İngiliz Dili Eğitimi öğretmen eğitimi programındaki farklı sınıflar arasında ortaya çıkan değişiklikler göz önünde bulundurulduğunda; kavram haritalarından ortaya çıkan temaların sıklığı ve yarı-yapılandırılmış röportajlardan elde edilen içerikler incelendiğinde, İngilizce öğretmen adaylarının profesyonel öğrenme sürecinde kademeli gelişen bir mesleki öğrenme sürecinde olmadıklarını gösteren bir dağılım ortaya çıkmıştır ve bu da İngilizce öğretmen adaylarının içinde bulundukları programın ve dönemin ders içeriklerine, önceliklerine ve gerekliliklerine göre kavrayış kazandıklarını göstermektedir.

Anahtar Sözcükler: İngiliz Dili Eğitimi; öğretmen eğitimi; etkili dil öğretmeni; öğretmen adayı; kavram haritaları

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