HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

Program of English Language and Teaching

AN INVESTIGATION INTO PROFILE OF ELT TEACHER EDUCATION PROGRAMMES IN TURKEY

Fatma Zehra ÖZKAHYA

Master's Thesis

Ankara, (2019)

With leadership, research, innovation, high quality education and change,

To the leading edge… Toward being the best…

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TÜRKİYE`DEKİ İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN EĞİTİMİ PROGRAMLARININ
PROFİLİ ÜZERİNE BİR İNCELEME

Fatma Zehra ÖZKAHYA

Master's Thesis

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **FATMA ZEHRA ÖZKAHYA** and entitled "An Investigation into the Profile of ELT Teacher Education Programmes in Turkey" has been approved as a thesis for the Degree of **Master** in the **Program of English Language and Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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Abstract

The desired outcomes of educational systems necessitate higher levels of quality in the structure of each undergraduate degree programme of the higher education institutions. Assessing the quality of the departments on the basis of reconciled terms in accordance with the national objectives necessitates a systematic internal evaluation procedure for the programme components as a crucial asset for improvement and maintenance of quality. In terms of the quality in the foreign language teacher education programmes, raising qualified language teachers have an increasing value over the improvement of the learners' language profiles since the teachers substitute a critical asset in arousing interest of learners, raising their competences and attainments towards languages. This master's thesis aims to evaluate the efficiency of English language teacher education programmes in Turkey with sets of principles through preservice teachers` perceptions. The study was conducted at 4 undergraduate English Language Teacher Education programmes in Turkey with 116 preservice teachers from Hacettepe, Ufuk, Sabahattin Zaim, and Sakarya University. Throughout the mixed method research design, the quantitative data was collected with 4 questionnaires designed by the researcher while for the qualitative data, in-depth interviews were utilized. The quantitative results indicated that most of the preservice teachers were satisfied with the efficacy of their departments` curriculum, its training in knowledge and understanding, strategies and skills, and values. On the other hand, the qualitative findings proposed some suggestions like rearranging the proportion of theory and practice, increasing connections with other departments and encouraging teacher educators and school mentors for professional development.

Keywords: foreign language teacher education programmes, programme evaluation, foreign language teacher education programme profile, foreign language teacher education programme standards, programme development

Öz

Eğitim sisteminin arzu edilen çıktıları, yükseköğretim kurumları lisans derecesi program yapılarında daha üst seviyelerde kaliteyi gerekli kılar. Milli hedefler ile uyumlu olan uzlaşılmış prensiplere dayanılarak bölümlerin kalitesini değerlendirmek program bileşenleri için sistematik bir iç değerlendirme sürecini gelişim ve kalitenin devamlılığı adına gerekli kılar. Öğretmenlerin öğrencilerin ilgilerini uyandırmada, dile karşı beceri ve yeterliklerini geliştirmede hassas birer varlık olmaları sebebiyle yabancı dil öğretmen eğitimi programları açısından kaliteli yabancı dil öğretmenleri yetiştirmek öğrencilerin dil seviyelerindeki artış üzerinde yükselen bir değere sahiptir. Bu yüksek lisans tezi Türkiye`deki İngiliz dil öğretmen eğitimi programlarının eğitiminin yeterliliğini bir dizi ilkeler yoluyla öğretmen adaylarının perspektifleri doğrultusunda değerlendirmeyi amaçlar. Çalışma Türkiye'de bulunan Hacettepe, Ufuk, Sabahattin Zaim ve Sakarya Üniversitesi`nde lisans düzeyindeki İngiliz Dili Eğitimi programında okumakta olan 116 son sınıf öğrencileri ile yürütülmüştür. Karışık metot deseni süresince nicel veriler araştırmacı tarafından geliştirilen 4 ölçek ile toplanırken nitel verileri elde etmede ise sonuçları yorumlamak için derinlemesine görüşme yöntemi kullanılmıştır. Veri toplama süreçleri sonucunda nicel sonuçlar öğretmen adaylarının çoğunun programlarının müfredatı, bilgi ve anlama, strateji ve beceri ve değerler eğitiminin yeterliliğiyle ilgi memnun olduklarını göstermektedir. Öte yandan nitel bulgular ile teori ve pratik eğitimlerinin oranlarının yeniden düzenlenmesi, diğer departmanlarla olan bağlantının arttırılması ve öğretmen eğitimcileri ile staj okul öğretmenlerinin mesleki gelişimleri için teşvik edilmesi gibi birçok öneriler sunmuştur.

Anahtar sözcükler: Yabancı dil öğretmen eğitimi programı, program değerlendirmesi, yabancı dil öğretmen eğitimi profili, yabancı dil öğretmen eğitimi standartları, program geliştirme

To our precious mother, Nuray ÖZKAHYA (R.I.P)

Acknowledgements

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Symbols and Abbreviations

ACTFL	American Council of the Teaching of Foreign Languages
CEFR	Common European Framework of Reference for Languages
CoE	Council of Europe
CoHE	Council of Higher Education (YÖK in Turkey)
ECTS	The European Credit Transfer and Accumulation System
EF EPI	English Proficiency Index Report of Education First
EFL	English as foreign language
EHEA	The European Higher Education Area
ELP	European Language Portfolio
ELT	English language teaching
ELTEP	English Language Teacher Education Programme
ENQA	The European Association for Quality Assurance in Higher Education
EQF	The European Qualifications Framework
EPLTE	European Profile for Language Teacher Education
FL	Foreign language
FLT	Foreign language teaching
ETUCE	European Trade Union Committee for Education
HE	Higher education
ICT	Information and communication technologies
IELTS GT	International English Language Testing System General Training
L2	Second/Foreign language
MoNE	Ministry of National Education (MEB in Turkey)
NCATE	The National Council for Accreditation of Teacher Education

NQF	The National Qualifications Framework
NQF-HETR	The National Qualifications Framework - Higher Education in Turkey
QF-EHEA	Qualifications Framework for European Higher Education Area
PT	Preservice teacher
SL	Second Language
SPSS	Statistical Package of Social Sciences
TOEFL IBT	Test of English as a Foreign Language Internet-based Test
TQF	The Turkish Qualifications Framework
VQA	Vocational Qualifications Authority

Chapter 1
Introduction

Educational systems are used as a tool for upraising economical goals by raising qualified manpower that is needed in many countries (Aydoğan and Çilsal, 2007; Demirpolat, 2015). To achieve this goal, knowing more than one foreign language becomes one of the primary issues for having equipped generations all over Europe (European Union, 2006; Oktay, 2015). Hence, ensuring the quality in the foreign language teacher education programmes has an increasing value over the improvement of the foreign language learners' language profile since the foreign language teachers are one of the vital means in achieving the desired outcomes of educational systems. 'The European Profile for Language Teacher Education: A Frame of Reference' (2004) has an important role in assuring European Union language teachers' indispensable competences for effective language teaching and for providing efficiency to EU citizens in their native languages and additional two foreign languages (Kelly and Grenfell, 2004; European Commission, 2013). As a comprehensive guide to foreign language teacher education programmes, the profile offers 40 principles for successful teacher education programme design which provide language teachers with necessary professional knowledge, skills, abilities and competences. To improve the foreign language education outcomes, language teacher education programmes are required to be evaluated according to the principles of the EPLTE (2004) (Commission of European Communities, 2007; Karatsiori and Gritter, 2016; Kelly et al., 2002).

This master's thesis aims to evaluate the design of foreign language teacher education programmes of higher education institutions in Turkey based on the European Profile for Language Teacher Education's four dimensions –structure, knowledge an understanding, strategies and skills, and values- in terms of their effectiveness and quality for contributing learners' success in foreign languages education. The triggering phenomena behind conducting the current study will be covered in the background of the study part. Following the causing figures of the research statement of the problem, rationale for the study, research questions, significance of the study, limitations of the study, and definition of the key terms will be described in detail.

Statement of the Problem

To reach the global objectives of European Commission and, in this case, Turkey, foreign language learning is a significant step in 21st century. In the designing procedure of the English language education programme throughout the publicly-supported school grades prior to college, the Turkish Ministry of National Education (MoNE) has grounded the curricula on the principles of the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) (MEB, 2013; YÖK, 2007). Not only learning and teaching but also testing, assessment and evaluation procedures are based upon the CEFR principles (MEB, 2013; 2018). In order to achieve the educational objectives identified in CEFR, a framework to identify the desired competences for English language teachers was cooperatively developed by the Ministry of National Education (MoNE) and the Council of Higher Education CoHE (MEB, 2008).

However, national and international tests on assessing the English language proficiency levels of Turkish students show that CoHE has failed in updating the ELT programme design in line with the EFL programme principles (YÖK, 1998; 2006; 2018) and desired EFL language teacher competence framework (MEB, 2008) to support the foreign language education quality in publicly-supported grades (K-12 grades) (see PISA 2006, 2009, 20012, 2015, and ECTS 2015 test scores). Hence, the mismatch between the design of MoNE`s English language education programme, EFL teacher competence framework, and CoHE's ELT programmes yields unfortunate theoretical and practical failures in the national educational system (OECD, 2003; 2006; 2009; 2012; 2015).

Aim and Significance of the Study

Previous literature which investigates the problems in foreign language education in Turkey identified two causal factors: (1) problems in achieving desired goals in MoNE in foreign language teaching, and (2) problems in foreign language teacher education (Borg, 2015; Demirpolat, 2015; Hismanoğlu, 2013; Işık, 2008; Karataş and Gülşen, 2016; Oral, 2010; Özkan, Türken, 2017; Sanlı, 2009; Seferoğlu, 2006; 2009; Toköz Göktepe, 2015; Yavuz and Topkaya, 201). While the first factor has been investigated and emphasized widely by researchers and institutional authorities, research on the quality of language teacher education

programmes in Turkey remains scarce (Borg, 2015; Hismanoğlu, 2013; Sanlı, 2009; Seferoğlu, 2006; 2009; Toköz Göktepe, 2015; Türken, 2017; Yavuz and Topkaya, 2013). Since future FL teachers will shape the success rate of the English language education outcomes, the lack of theoretical overlapping design in their department curriculum with the objectives of MoNE will be one of the predictors of troubles in FL education system in Turkey. Thus, this study aims to contribute to our understanding of weaknesses and strengths of ELT departments in Turkey by evaluating these programmes based on the standards suggested by European Union in The European Profile for Language Teacher Education: A Frame of Reference (Kelly and Grenfell, 2004).

To reach the desired outcomes in foreign language education, MoNE grounded the curriculum design, theoretical frame of testing, assessment and evaluation of English language teaching procedure on the principles and the descriptors defined in CEFR (British Council, 2015; MEB, 2018). On the basis of administration, the Vocational Qualifications Authority prepared National Qualifications Framework (2015) based on the European Qualifications Framework for lifelong learning (2008). The following work in this multistep procedure was done with the cooperation of MoNE, VQF, CoHE by designing Turkish Higher Education Qualifications Framework (2011) in order to create transparency of qualification in higher education to adapt education and training systems. On the professional basis for English language teachers, MoNE and CoHE designed English Language Teachers Subject Area Competencies (MEB, 2008).

The significance of this master`s thesis can be explained from two angles. The first contribution of this mater`s thesis is to be able to reveal the weaknesses and strengths of adapted English Language Teacher Education Program (ELTEP) curriculum of CoHE. The second one is to relate the lower scores taken from national and international tests which present English language competencies of Turkish students with the missing step of CoHE`s formation of ELT curriculum that needs to be adapted in accordance with European standards. Moreover, the research will be a pioneering study for the evaluation of the whole aspects of ELT teacher education programme in Turkey in terms of all the principles of *European Profile for Language Teacher Education*.

Research Questions

Regarding the research gap on the evaluation of design of Turkish ELT programmes in terms of *European Profile for Language Teacher Education*, the study intends to answer the following main research question:

"What are the preservice teachers` (PTs) perceptions about the quality of ELT programmes in Turkey based on the principles of the European Profile for Language Teacher Education?"

Sub research questions. Based on main research problem, the sub-research questions can be stated as follows:

1. What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the structure section of the European Profile for Language Teacher Education?

2. What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the knowledge and understanding section of the European Profile for Language Teacher Education?

3. What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the skills and strategies section of the European Profile for Language Teacher Education?

4. What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the values section of the European Profile for Language Teacher Education?

Assumptions

Conducting a study requires to consider some points such as data collection instruments and participants. The first assumption is that data collection tools lead the researcher to elicit reliable responses which will contribute to the purpose and the structure of the master`s thesis. The second and the third assumptions are related to the subjects of the research. It is assumed that the respondents will fully understand the items of the questionnaires and interviews. Finally, it is acknowledged that the subjects will provide honest and sincere expressions of their

knowledge and opinions during the data collection procedures to contribute to the study.

Limitations

One of the major limitations of this master's thesis is the number of the items in questionnaires. Since the study is based on the *European Profile for Language Teacher Education*`s 40 principles, it might be time-consuming and tiring for the participants. However, the subjects of the study were given enough time to complete all the items in the questionnaires. Another limitation is that although EPLTE is valid for various foreign language teaching programmes, in this case the study focuses on only ELTEP. On the other hand, the programme curricula that are chosen to be studied on are limited only to 2 state and 2 private universities in Turkey. The last limitation that can be observed is that the programme curricula evaluation encompasses only 2017-2018 academic years.

Definitions

To get a better understanding of the study, the following three crucial terms will be described:

Programme Evaluation: An evaluative process that is made to determine for a need to make alterations, modifications, and adaptions in the program curriculum for improvement (Ornstein and Hunkins, 1998; Tunç, 2010).

Programme Standards: Standards or principles that are the basis for design of a higher education programme and that define the quality levels.

Teacher Competence: Subject-matter knowledge, pedagogical expertise, skills, strategies and attitudes of teachers.

Chapter 2

Literature Review

Globalisation and Language Learning

With globalisation, nations have confronted with the idea of radical and compulsive transition. Authorities must form these changes in a way that are consistent with the nations' social and cultural values (European Council, 2000). Hence, the need of developing a strategic plan to overcome the challenges of new world is of vital importance for survival. A strategic plan must include building knowledge infrastructure, enhancement in innovation, providing continuance in economic reforms, accelerating social prosperity, and continuous improvement on educational systems (European Council, 2000).

Nations must prepare themselves for the transition to a competitive and dynamic structure to have sustainable economic growth and social cohesion. These aims can be accomplished with investigating in citizens; equipping them with the skills that are necessary to live and be useful in the new society since people are the main assets of nations. The European Council (2000) devised an action plan, Lisbon Strategy, in 2000, to deal with the challenges of globalisation. The stated necessary steps in the plan consist of investment in human resources, training youthful population, defining new basic skills like information technology skills, foreign languages, and social skills, and fostering mobility among students, teachers, and academics (European Commission, 2010).

In Turkey, Ministry of Development (2013; 2014) indigenizes the same goals in order to ensure an influential presence in a global world (Kalkınma Bakanlığı, 2013; 2014). According to Tenth Development Plan (2013), 21st century necessitates employing people-oriented development which appeals to citizens on global scale, promotes knowledge by utilizing the previous information, and integrates this procedure with knowledge and communication technologies besides raising qualified workforce. Turkey aims to implement some policies to achieve higher communication and cooperation skills, critical and analytic thinking, and possess lifelong learning strategies since the authorities realize the important place of keeping up-to-date the learning and the people from education community.

Since the education has undertaken such a mission to shape the nations, teachers are seen as active contributors who will raise the future generations that advance their counties (MEB, 2008). Hence, teachers are required to be equipped with the knowledge and skills to be able to take an action in dealing with the global changes (ETUCE, 2008).

According to the report of European Commission in 2008, education and training are indicated as one of the key factors in competitiveness and growth potential in knowledge-based economy. Education systems are exploited for improving the quality of employment. Within this context, educational approaches indigenizing developing individuals' personalities, talents, competences, cooperation and communication skills, entrepreneurial and problem-solving abilities have come to prominence (Kalkınma Bakanlığı, 2013; 2014). In this direction, raising the desired generations for the competitive knowledge economy market falls to teachers.

To achieve the common global objectives of European Commission and, in this case, Turkey, foreign language learning has a significant place in the long list of aims for 21st century since being competent user of at least two FLs is an inevitable fact in today's economic and social area. In the direction of this tendency, expectations from FL teachers have increased and changed over the years (Aydoğan and Çilsal, 2007). One of the solutions for meeting the expectations from the teachers passes through making regulations on their education design. Hence, the FL teacher education systems have been expected to possess certain principles for training future preservice FL teachers. These are listed in Aydoğan and Çilsal' (2007) paper as;

- unifying teacher training and scientific studies,

- improving teaching skills as a part of in-service training,

- offering cross-cultural experiences and environment,

- educating on FL learning and teaching techniques,

- providing working experience in the native country,

- training for information and communication technologies (ICT),

- teaching independent learning strategies,

- educating for peer observation and check, and

- utilizing European Language Portfolio (ELP) to evaluate student teachers themselves (p. 183)

Foreign Language Education

Education systems serve as a tool for achieving global objectives to raise desired man power (European Commission, 2008). For the developing countries, English, the current lingua franca, is seen as an asset for achieving developmental goals in terms of maintenance of connection with other countries for economical improvements and social cohesion (Martins, 2017). Supportively, it has been found that the countries' FL competency level scores are directly proportionate with some social and economic indicators like quality of life and power of earning (EF, EPI. 2015).

The increasing importance placed on foreign language education has led it to be reshaped in a way that evaluation and assessment of the countries' FL teaching outcomes have become more of an issue (MEB, 2018). In terms of identification of FL education reforms for the global objectives, results of national and international studies, and tests have become important assistive tools for observing the quality of FL national education policies. Inasmuch as each country has approached teaching of English as foreign language in a distinctive way with their national curriculums. As one of the examples of international FL proficiency tests, the English Proficiency Index Report of Education First (EF EPI), attempts to rank 72 member countries by their average scores of English language proficiencies. The results of the latest EF EPI (2015) for 70 countries are presented with the table in Appendix A.

As can be seen in the list above, Turkey, based on its 2015 EF EPI score, 47.62, falls into 'very low proficiency' category thereby being listed as 25th country among the 26th European members, which means that it is placed as the penultimate of the list. In addition to that, among all the attendant regions and countries from all over the globe, Turkey is the 50th out of 72 countries around the world. The English proficiency score has shown a decrease of -0.18 point when it is compared to the previous year's score which is 47.62.

Table 1

Turkey's Education First English Proficiency Index Rankings by Years

	Fourth Edition (2013)	Fifth Edition (2014)	Score Change
Turkey	47.80	47.62	-0.18

Source: EF, EPI. (2015). EF English Proficiency Index 2015.

According to the results of the latest Programme for International Student Assessment (PISA) (2015), Turkey got 425 points from science, 428 from reading, and 420 from mathematics while Singapore had the first place in all 3 branches with average 551 point out of 72 countries (Gurria, 2016). In terms of foreign language proficiency results of countries, Human Development Index (2016) shows that Netherlands takes the first place with 72.16 point while Turkey is in the 51th place with 47.89 point out of 70 countries all around world and 25th place out of 26 European countries (EPI. 2016; Oktay, 2015). However, the average score of Turkey at the Test of English as a Foreign Language Internet-based test (TOEFL IBT) in 2017 is 78 while Germany got 98, France had 88 and Spain got 89. (ETS, 2017) (see APPENDIX C).

The average score of Turkey at the International English Language Testing System General Training (IELTS GT) in 2017 is 6.4, while France got 6.74, Germany had 7.04 and Spain`s average was 6.56 (IELTS, 2017). The results of Turkey in EF EPI, IELTS and TOEFL fail to be satisfying when they are compared with the average scores in terms of the 21st century realities and they reveal some bare facts about inefficient FL education policies of Turkey (see Appendix D).

Not only the results of international tests but also the national FL competency test scores are underwhelming. University entrance exam FL competency test scores of Turkish students have showed that there has been a decline in mean score of correct answers in FL test over the years. While the number of students who attended the test increased, the mean score of correct answers presented an obvious drop to an unsatisfying level (ÖSYM. 2010; 2011; 2012; 2013; 2015; 2016; 2017). Unfortunately, statistical information on the results of high school entrance exam FL competency tests have not been published on the official web page of the MoNE.

Table 2

University Entrance Exam Foreign Language Competency Test Scores in Turkey by Years

Year	Correct Answer Mean Score	Number of Attendants	Total Number of Questions
2010	38,7	28244	80
2011	27,75	35563	80
2012	28,62	42443	80
2013	24,90	46386	80
2014	21,48	62129	80
2015	20,07	81946	80
2016	20,02	88327	80
2017	22,73	88672	80

Source: ÖSYM. (2010); (2011); (2012); (2013); (2015); (2016); (2017). University entrance exam results

Foreign language education Systems. The education systems are required to be tailored to meet the needs of both knowledge society and knowledge economy. In line with this purpose, the European Council (EC) has employed the European Council of Education for framing the future objectives of education systems based on the global concerns and priorities by harmonizing them with national and local contexts (European Council, 2000).

Foreign language education systems in Europe. Through the last decade, the purpose of improving linguistic and cultural diversity has shaped the multilingualism policy in Europe with Barcelona Council in 2002 which includes mastery in at least two foreign languages beginning from an early age (EACEA, 2012). To improve the quality of language learning across Europe, Strategic Framework for Education and Training (EC, 2009) covers issues about European Union's overall strategy about learning additional languages. As a prerequisite step for ensuring the FL learning quality within a standardization method, the Barcelona Council aimed to develop a framework for language competences thereby composing the European Survey on Language Competences (EACEA, 2012).

Within the light of the multiculturalism and additional language policies, European countries have shaped their FL education systems based on the regulations and decisions in Lisbon Strategy (2000) and Barcelona Council (2002). According to the education system in Denmark, all students start learning their FL (in this case, English) as a compulsory subject at the age of 9. Their first FL education lasts until the learners are 19 years old. Second FL education may begin at the age of 13 while the students can choose their school types for studying three FLs when they are 16. The entire content of education system is not strictly determined by central education authorities. Therefore, schools have autonomy to decide on the focus of education and to give emphasis on FL education.

In Germany, although the educational regulations prescribe FL education to start at the age of 10, all the learners start learning their first compulsory FL from at the age of 10 to 19 as most of the schools do not completely implement the necessities of the regulation. When the learners become 12 years old, they are expected to choose their educational pathways which they have to study 2 FLs until they are 16 years old. English as compulsory and 2 additional FLs are offered to the students between the ages of 16 and 17.

In the case of the Netherlands, the country has one of the earliest FL education introductions in Europe. All the students have their obligatory English courses beginning from at the age of 6 until they are 18. Till the age of 18, students are expected to learn three foreign languages. As it is the case in Denmark, authorities allow for autonomy to the schools by determining only %70 of the curricula.

Europe's exemplary country for its education system, Finland, has not got a definite age for starting FL courses. Schools are allowed to determine their starting age which can range from 7 to 9 years old. When the students become 13 years old, second compulsory FL courses start and they last until the learners are 19. The same autonomy in deciding which subject to put more emphasis on is left to the schools by the central education authorities.

English language education courses start at the age of 7 in Sweden and they last until the students become 16; however, schools can decide on which age they can start teaching English. In their core curriculum, schools must offer a second FL

in order to give the opportunity to learn an additional FL besides English. From 16 to 19, number of the additional FL increases to three.

In United Kingdom, compulsory FL courses start from at the age of 11 and last until the learners are 14. Although FL courses are not compulsory at primary level, most of the schools place a FL in their curriculum. The decision of putting emphasis on the subjects is left to schools. Thus, all schools having students aged between 3 and 16 have flexibility of designing their core curriculum elements. The United Kingdom does not have a common compulsory core curriculum for students who are between of 16 and 18.

Foreign language education system in Turkey. The FL education and training of educational institutions in Turkey was framed with the Law number 2923 for the Foreign Language Education and Training on the October 14, 1983 (Resmi Gazete, 1983). The law empowered the Council of the Ministries to decide on the FLs to be taught in schools. MoNE is competent authority for the courses to be taught in FL and schools whose medium of instruction would be in FL at primary, secondary and informal education institutions while CoHE and higher education institutions are authorized at deciding on the higher education FL education framework (Resmi Gazete, 1983). As determined with the law, the main goals of FL education and training are to upskill the learners in 4 areas; (1) listening and understanding, (2) reading and understanding, (3) speaking, and (4) writing in order to gain the ability of communication through FL with positive attitude towards FL teaching and learning.

With regards to the FL education in Turkey, over the years, there have been many alterations in the policies that have been made for fulfilling the changing needs and demands of the century. With the 'eight years of compulsory primary education reform' with the law number 4306 in 1998, primary schools started to provide 8 years of period of study which was divided into two stages; first stage was between first grade and fourth grade and second stage was from sixth grade to eight grade while 3 years of period of study in high school education started from ninth grade to 11 grade (Resmi Gazete, 1997).

According to the law number 4306, foreign language courses took place in the curriculum starting from the fourth grade as obligatory courses in primary

schools as being valid from 1997 (Resmi Gazete, 1997). When foreign language education programme, which went through on 17.09.1997 by the Turkish National Ministry of Education, Education Board, is examined, it can be seen that the programme was designed to meet the standardization objective for various school types and different classes (Haznedar, 2004). The programme was shaped under the general purposes and overlapping specific objectives. These regulations and objectives in the programme aimed to bring quantitative improvements in order to address to the problems and limitations of the FL education system. Based on that, 4th and 5th grade learners had 2 hours of compulsory and 1 or 2 hours of elective English language courses. On the other hand, 4 hours of compulsory, 2 hours of elective and 1 or hours of consolidated FL courses were placed in the curriculums.

Table 3

Weekly English Language Course Hours in Primary and Secondary Schools with 1997 MEB Regulation in Turkey

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Compulsory	2	2	4	4	4
Consolidated	1-2	1-2	1-2	1-2	1-2
Elective	-	-	2	2	2

Source: Demirpolat, B. C. (2015, July). Türkiye'nin Yabancı Dil Öğretimiyle İmtihanı: Sorunlar ve Çözüm Önerileri. SETA.

There have been many changes in weekly FL course hours in high schools with termination of preparatory classes. Within the 2005-2006 academic years, the preparatory class implementation was mostly terminated in order to extend FL education and training over a period of time. Foreign language intensive high schools' curriculum was shaped with the regulation by including 24 hours of compulsory FL classes in preparatory class, 8 hours of compulsory and 2 hours of elective FL course in 9th grade and 10 hours of compulsory and 4 hours of elective FL course in 10th and 11th grades in order to solve the problems originated from the FL education system.

Table 4

Weekly English Language Course Hours in Foreign Language Intensive High Schools with 1997 MEB Regulation in Turkey

	Preparatory Class	9th Grade	10th Grade	11th Grade
Compulsory	24	8	10	10
Consolidated	-	2	4	4

Source: Demirpolat, B. C. (2015, July). Türkiye'nin Yabancı Dil Öğretimiyle İmtihanı: Sorunlar ve Çözüm Önerileri. SETA.

In general, at high schools, 9th graders had 4 hours of compulsory and 2 hours of elective FL courses while 10th and 11th grade students had 4 hours of compulsory and 2 hours of elective FL courses when they did not choose to study FL field. For FL field learners in general high schools, 8 hours of compulsory and 4 hours of elective FL courses were presented in 10th and 11th grades.

Table 5

Weekly English Language Course Hours in General High Schools with 1997 MEB Regulation in Turkey

		9th Grade	10th Grade	11th Grade
	Compulsory	4	4	4
	Consolidated	2	2	2
Foreign Language Field	Compulsory	4	8	8
	Consolidated	2	4	4

Source: Demirpolat, B. C. (2015, July). Türkiye'nin Yabancı Dil Öğretimiyle İmtihanı: Sorunlar ve Çözüm Önerileri. SETA.

In spite of minor changes for improvement, aforesaid FL education programme was harshly criticized in Haznedar`s paper on several counts;

- not being designed based on the findings of the FL studies and researches,

- being heavily focused on linguistic aspects,

- having prescribed teaching methods and FL competency levels,

- being failed to order the linguistic structures from simple to complex,

- being established on teacher-centered education model which expects teachers to deliver linguistic structures in mechanical practices for reinforcing, and

- the lack of determined FL competency level since the programme did not include any statement about the aimed FL level at the end of each grade (Haznedar, 2004, p. 21-22).

In 2006, MEB changed the regulations to enhance the retrogressive FL system by implementing the Foreign Language Education and Training Regulations (2006). Scope of FL education and training in Turkey was reshaped by being harmonized with general purposes and fundamental principles of national education. FL learners have hereby been expected to become skillful at listening, speaking, reading, and writing areas, to use FL for communication purposes and to develop positive attitudes towards English language (MEB, 2006). As it has been the case with any field in Turkey, the FL teaching system has followed legislation changes presented with European Union harmonizing process. Revised general objectives have been identified by receiving support from the guiding principles of the Common European Framework References for Languages (CEFR). Coursebook materials, teaching methods and techniques, and assessment and evaluation methods have been substantially defined by Turkish Education Board (Talim ve Terbiye Kurulu in Turkey) by limiting the autonomy of teachers. With another substantial reform in 2006, the compulsory education has become 12 years, which was known as '4+4+4 regulation'.

Table 6

Weekly English Language Course Hours in Primary Schools '4+4+4' Regulation in Turkey

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Compulsory	2	2	2	3	3	4	4
Elective	-	-	-	2	2	2	2

Source: MEB (2014a). İlköğretim kurumları (ilkokul ve ortaokul) haftalık ders çizelgesi.
http://ikgm.meb.gov.tr/upload/TTK%C3%A7izelge.pdf

As the effect of 4+4+4 regulation' on FL education, English language courses have started from second grade with the intention of early start in FL education. In primary schools, first stage learners of 4+4 education system have only 2 hours while second stage learners, in this case 5th, 6th, 7th and 8th graders, have 3 or 4 hours of compulsory English language course in addition to 2 hours of selective course.

In terms of changes of weekly class hours, termination of preparatory classes in high schools has caused to distribute those intense hours into 4 years of high school education. According to the current weekly plan for 2014-2015 academic years, 9th and 10th graders have 4 hours of obligatory and from 2 to 4 hours of elective FL course while 11th and 12th grade learners have 4 hours of obligatory and from 2 to 10 hours of elective English language course (MEB, 2006; 2014b). In spite of termination of preparatory classes in high schools, transformation of general high schools into Anatolian high schools which is a type of school in Turkey with many more hours of FL education courses than the others and increase in course hours as the consequence of this have been evaluated as positive development in FL education system.

Table 7

Weekly English Language Course Hours in Anatolian High Schools '4+4+4' Regulation in Turkey

	9th Grade	10th Grade	11th Grade	12th Grade
Compulsory	4	4	4	4
Consolidated	2-4	2-4	2-10	2-10

Source: MEB (2014b). Ortaöğretim kurumları haftalık ders çizelgesi.
http://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/dosya/6

Changes and developments in FL education system in Turkey have been made not only on course hours but also on the content of English language education and training. While the old programme was based on traditional FL education methods thereby focusing on grammatical rules, the new one adopts process-oriented learning and student-centered teaching approaches (Demirpolat,

2015). The scope of learning a FL is canalized into functionally utilizing the language during the activities of daily living (Haznedar, 2010).

In spite of endless regulations over the years, it has been accepted by the authorities that the performance scores of students in national and international English language proficiency tests are quite unsatisfactory, hence, the graduates of this education system are highly insufficient in terms of the acquisition of necessary knowledge and skills (Kalkınma Bakanlığı, 2014). Based upon the obvious and undesired results, the reasons of problems in Turkish FL education system can be listed as;

- outnumbering of the learners in classes,

- existence of multigrade class teaching,

- quality problems in education,

- inequality in opportunities,

- short-term planning, and

- problems in teacher training and teacher recruitment are threatening standards of education system in general.

Problems of foreign language education system in Turkey. Even though FL courses have been a part of training programmes of education system in Turkey for a long time, it is a broadly accepted fact that Turkey has witnessed some unsatisfactory results in terms of FL education outcomes (see Appendix A, B, C, and D). In spite of the qualitative and quantitative adjustments made for meeting the changing needs and demands, the results of national and international assessment tools have indicated a failure in FL education system (see PISA 2006, 2009, 20012, 2015, EF EPI 2015,TOEFL 2017, IELTS 2017, OSYM 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017 English language test scores).

Based upon these unfortunate results, problems of Turkish educational system and especially failure in foreign language learning have been studied to determine the problematic issues (British Council (TEVAP), 2013; Demirpolat, 2015; Gürüz, 2008; Işık, 2008; Oktay, 2015). Instead of attributing to only one factor for the obvious failure, it would be a wise strategy to analyze the problems of FL education system in Turkey from a holistic viewpoint by taking all contributing

causes into consideration (Demirpolat, 2015). For this purpose, some scholars have conducted research to figure out the root of the problem by identifying contributing factors of the poor quality of FL education system in Turkey (see Bahar, 2011; Başat, 2014; Bayraktaroğlu, 2012; British Council and TEPAV, 2013; Demirpolat, 2015; Deniz, et al., 2016; Gedikoğlu, 2005; Işık, 2008; Oktay, 2014; Oral, 2010).

In his study, Işık (2008) focused on the two possible aspects of the problem: (1) FL teaching methodology and (2) FL education planning. He suggested that dominance of Grammar-Translation Method in curricula and coursebook designs in Turkey contradicts with the goals of the MoNE's FL education and training. He also stated that teacher training programmes' curriculum do not place necessary importance on the practical side of teaching experiences. Besides, Demirel (2007) expressed in an interview with Işık that in-service training is provided without conducting needs analysis and setting goals. These incompatible applications on FL education and FL teacher training support the idea that there is a poor cooperation between the MoNE and the CoHE. The research pointed out that education planning decisions in Turkey are based on opinions of political powers and bureaucrats instead of scientific study findings.

Özoğlu (2010) focuses on the lack of in-service training for FL teachers as they were not encouraged for professional development. The MoNE provides for weekly seminars in the first year of FL teachers, their results are left unfollowed for keeping a track of improvements in teachers' professional capabilities. Furthermore, absence of guiding for seminars, rewarding system and encouragement for personal and professional development are involved in causes of low quality in FL education in Turkey.

In the study of British Council (2013) on need analysis of teaching English at the state schools 22 problems were listed. One of them was that English language was seen as a course not as a communication tool in the schools. Hence, the learners could not learn to use the language for communicative purposes. The use of learners' mother tongue during the class section hindered the FL academic achievement. Another problem is that the course materials and curricula failed to take into consideration of learners' language proficiency levels, needs, and interests. Finally, some of the findings of the report focused on the physical and technological drawbacks of Turkish state schools FL education.

In her study, Oktay (2014) approached the problem from a different perspective. As a candidate for European Union (EU), low quality in FL education in Turkey is perceived as an urgent matter to be solved thereby identifying important problem areas to focus immediately. 117 PTs from English Language Teaching department, 41 instructors from Language Teaching and Practicing Center and 6 staff members contributed to the study. Based on frequency analysis, top ten problems were listed as; (1) FL teaching policy is not sufficient (82,4%); (2) teacher-centered FL courses (75,0%); (3) much emphasis on grammar (73,1%); (4) students' lack of motivation for FL learning (64,8%); (5) crowded classes (63,9%); (6) late language learning (61,1%); (7) insufficient language learning environment (59,3%); (8) absence of FL part in university entrance exam (57,4%); (9) not motivating students for language learning (55,6%); and (10) useless homework (54,6%). With these results, Oktay (2014) provided crucial information for education specialists to work on for high quality in FL education

Demirpolat (2015) attributed the failure in FL education in Turkey to 6 main problem areas; (1) pre-service training of FL teachers, (2) recruitment procedures of FL teachers, (3) physical conditions, (4) poor quality of education materials, (5) problems with FL teaching methods, and (6) problems with FL teaching methods and FL education inspection. In terms of pre-service FL teacher training, Özoğlu (2010) claimed that education faculties remain incapable of raising qualified teachers with regards to providing necessary human source and technological and physical infrastructure. Moreover, training philosophy of departments differs from each other, which yield to future teachers who possess different language learning and teaching philosophy, have different competences, and use different teaching methods. Since both graduates of English Language Teaching (ELT) departments and graduates of different departments like Science of Translation, English Language and Literature, American Culture and Literature, and Linguistics are potential English language teachers, their competences become a debatable issue for the field.

Demirpolat (2015) mentioned physical facilities, equipment and materials as assistive assets of quality of teaching and learning conditions. The number of students in classes and technological infrastructure for creating more learning and practicing opportunities are significant in achieving desired educational outcomes.

With respect to learning and teaching materials, coursebooks prepared and distributed by the MoNE have been harshly criticized on several counts like their poor structure, inadequate number of authentic pieces of language, adoption of unsuitable FL teaching methods (Demirpolat, 2015).

Quality in foreign language education. The reforms in the field of education to upgrade the educational quality in the 2000s have included various elements such as education management, education finance, revising education programmes and education philosophy, adopting diverse models of teacher training approaches, and so on. Starting point of requirements of these reforms have been enhancing competitive capacity of knowledge economy and society. Because high quality in education and training will yield diverse benefits on societies' economic competitiveness with their levels of employment, rate of qualified men power, growth potential, promotion of lifelong learning and cohesion to knowledge society by raising self-sufficient and informed citizens (European Commission 2008; Kalkınma Bakanlığı, 2014). This view was stated in European Commision's (2008) report on improving the quality of education as;

The European Parliament,

A. whereas high quality education and training have multifaceted benefits that go beyond job creation and the promotion of competitiveness, and are important elements of lifelong learning,

B. whereas the need to educate individuals who are self-sufficient, informed and committed to a cohesive society, and whereas the quality of teaching is a critical factor in contributing to the European Union's social and economic cohesion as well as its job creation, competitiveness and growth potential in a globalising world (p. 4)

To achieve and maintain the high quality in education, the choice of instructional materials, number of learners, administration, and other educational variables are assets in success of student learning, however; the most important factor in the quality of education is derived from the quality of teaching (Cross, 1995). Supportively, the Communication of European Union (2008) asserts that the quality of FL teaching is one of the key factors which improves modern economies in their globalization process. In this direction, it is wise to infer that teacher training is one of the determinants of student success in education systems, hence, teacher

training programmes' curricula should be strategically reexamined (Hismanoğlu, 2013).

Foreign Language Teacher Education

McKinsey's report (2007) on best performing school systems states that quality of teacher is the primary factor behind student success. In this vein, many studies draw the conclusion that there is a parallelism between student learning and the quality of teaching (for example, Barber and Mourshed, 2007; Darling-Hammond and Sykes,1999; Darling-Hammond and Youngs, 2002; Cross, 1995; European Commission, 2008; Goldhaber and Brewer, 2000; Hismanoğlu, 2013; Kalkınma Bakanlığı, 2014; Laczko-Kerr and Berliner, 2002; Rivkin, Hanushek and Kain 2005; UNESCO, 2012). Therefore, English Language Teaching Department curricula are strategically designed and developed according to the needs of FL education goals (Hismanoglu, 2013). In their study, Barber and Mourshed (2007) found that having qualified teachers is the common feature of countries which share the top performance scores in international tests like PISA and TIMSS.

Therefore, initial FL teacher education must be strategically structured to meet the expectations from the teachers and their teaching by providing necessary qualifications since it is the primary stage in educating teachers. Based on consensus in the literature, teacher education should equip teachers with relevant subject matters including academic subjects, knowledge and skills of educational sciences like pedagogy and FL teaching methodology and pedagogical practice which is nourished from real classroom experiences besides being research-based to meet high academic standards (ETUCE 2008). According to the report of the Organisation for Economic Co-operation and Development (OECD) named *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (2005), the main theme in teacher education is to be "flexible and responsive". As it is agreed on the European Trade Union Committee for Education's (ETUCE) policy paper, *Teacher Education in Europe* (2008), this principle covers the applications of providing necessary education for teachers to be able to work in different levels and at different types of schools.

Despite its great importance for the learners' achievements, number of studies on foreign language teacher education in literature is insufficient in many

aspects when it is compared with FL learning and teaching (Bernhardt, and Hammadou, 1987; Freeman, and Johnson, 1996, 1998; Hammadou, 1993; Lafayette, 1993; Vélez-Rendón, 2002; Richards and Nunan, 1990; Schulz, 2000; Tedick and Walker, 1994,1995; Wing, 1993). Supportively, the part for FL teacher education is evaluated as largely absent in a more recent version of the handbook which was written by J. Sikula in 1996.

One of the earliest studies on FL teacher education literature was conducted by Bernhardt and Hammadou in 1987 to review the research from 1977 to 1987 in the field. Their focus of the study was based on 3 questions; (1) what foreign language teachers should know, (2) what they should do, and (3) how foreign language teachers should be prepared (p. 290). The researchers found 28 articles, only 8 of which were research-based. The findings led the authors to conclude that need for research-based FL teacher education studies was underscored.

Freeman and Johnson (1998) touched upon the need for more data in the field. The published articles on the topic of FL teacher training in *TESOL Quarterly* between the years of 1980-1997, which constituted only 9% of all the published studies led to the conclusion of lack of meaningful data in the literature. Limited number of studies conducted in the 1980s focused on process and product-oriented features of the programmes by highlighting behaviors of effective teachers for successful student learning. Thus, FL teaching was "viewed merely as a set of discrete behaviors and techniques carried out by the teacher during instruction" (Vélez-Rendón, 2002, p. 458).

Like Bernhardt and Hammadou, Schulz aimed to review the studies published in *Modern Language Journal* between 1916 and 1999 about main studies in FL teacher education (2000). Inquires made in the study showed that there were only conducted surveys in the field until 1961. Between 2000 and 2010, only two articles on language teacher training were published in the *Modern Language Journal.* Hence, Schulz stated that "FL teacher preparation is still long on rhetoric, opinions, and traditional dogma, and short on empirical research that attempts to verify those opinions or traditional practice" (p. 516–17). For him, there were many unsolved problems related with the training of FL teachers for more than 80 years, however; he listed three major problems of ELTEP which include (1) failure in providing student teachers with the necessary language proficiency level for

effective teaching, (2) lack of cooperation and communication between education and FL departments, and (3) lack of common ground for certification among countries.

In the last two decades, the field has experienced a rapid growth in literature by the virtue of theoretical research on FL teacher education. Vélez-Rendón (2002) attempted to outline FL teacher preparation's "state of the art" by reviewing some previous research. The author expressed that FL teacher education theory and research experienced an enormous growth in the 1990s.

In their research, Aydoğan and Çilsal (2007) studied the foreign language teacher education systems in various counties, including the USA, Morocco, Germany, Finland, Denmark, the Great Britain, Ireland, Spain, China, Norway, Israel, Canada, Japan, Russia and Turkey. In the USA, each state has their own language teacher education system developed by the states' Board of Education. The most extensive teacher exam is National Teacher Examination (NTE) which focuses on communication skills, liberal education, and professional knowledge. Today's most common 3 models for teacher education in the USA are: (1) traditional 4-year-undergraduate degree with early field observation, practice, and teaching experience, (2) 4-year-undergraduate degree and master's degree with 1-year-teaching practice, and (3) 6 years of undergraduate and master's degree with a long teaching practicum.

Becoming a teacher in Germany is a 2-stage process: the first stage is a master's degree which equals to double major undergraduate degree. During foreign language teaching (FLT) degree years, one half of the curricula center upon academic subjects while the other half focuses on applied linguistics and didactics. The second stage is that language teacher candidates take weekly pedagogical and didactics seminars. They have teaching practicum with the supervision of experts for 1.5 year in schools. At the end of the process, trainees take the Second State Examination (Zweites Staatsexamen).

Finland's teacher education system is conducted by universities. It is important that all the teachers in Finland have an academic degree. All the teacher education departments have practice schools and experienced teacher trainers who have doctoral degrees.

In Turkey, teachers are expected to have 4 years undergraduate degree which consists of general knowledge education, field education, and pedagogical formation in accordance with the resolution 119 of Turkish Education Board (MEB, 2008). Foreign language teachers are selected among graduates of Foreign Language Teaching Departments or graduates of Faculty of Science and Arts with pedagogical formation. The candidate teachers need to attend to Public Personnel Selection Examination (KPSS) which has 3 phases: (1) liberal knowledge and general ability examination, (2) educational sciences examination, and (3) professional field knowledge examination.

In 2008, Jack C. Richards conducted a study on changing and redefined needs, scopes, conceptual frameworks, and teaching methods of FL teacher education. Contrary to the optimistic reviews presented in Vélez-Rendón's paper (2002), Richards focused on deficiencies in the field. He highlighted the approach for effective ELTEPs with growing need for accountability in standards, professionalism and international teacher qualifications.

In Turkey, also, the studies in the field still remain scarce. There is an obvious need for focusing on theoretical or implementational aspects of the ELTEPs. Two studies deal with evaluation of specific components of ELTEPs before 2006 (Erozan, 2005; Seferoğlu, 2006), seven evaluation research focus on the programme revised in 2006 (Coşgun Ögeyik, 2009; Coşkun and Daloğlu, 2010; Hismanoğlu, 2012; Karakaş, 2012; Kızıltan, 2011; Salli-Çopur, 2008; Yavuz and Topyaka, 2013) while three studies are conducted to compare Turkey's and other counties' programmes (Aydoğan and Çilsal, 2007; Coşkun, 2008; Sanlı, 2009). Contents of these studies will be discussed under the following titles.

Aside from scantiness of studies in the literature, teacher training itself has experienced plenty of problems like quality of training, philosophy of FL teacher education, training approaches and models, content of courses, and physical conditions. In his study, Raoof (2000) emphasized that changes and developments happened in many countries have revealed a need for revising their FL teacher education systems. Some of the reasons behind this necessity are that (1) FL teacher training systems fails to raise FL teachers in a way that they claimed to do so (Singh and Singh, 2008), and (2) there is a lack of quality in FL teacher education and training approach to be able to meet the needs of local social and cultural

structure particularly in local context (Azar, 2011; Bilir, 2011; Küçükahmet, 1976; Öztürk, 2005; Şendağ and Gedik, 2015; Yıldırım, 2011). Furthermore, Enginarlar (1996), Cangil (2000), Erozan (2005), Seferoğlu (2006), Salli-Çopur (2008), Uzunboylu and Hürsen (2008), Coşgun and Ögeyik (2009), Şanlı (2009), Coşkun and Daloğlu (2010), and Karakaş (2012) conducted research to specify the reasons behind FL teacher education failure in Turkey thereby interpreting on the data collected from student teachers, instructors, mentors and earlier studies in the literature.

Quality in foreign language teacher education. FL teacher training institutions undertake the duty of equipping future teachers with certain competence areas and knowledge by determining what those teachers need to acquire and how these can be taught and understood within their curricular studies. This training must include knowledge about FL teaching and learning theories, practical knowledge of teaching, learning and learner psychology, teaching and learning methodologies and techniques, pedagogy, and knowledge of educational sciences and related disciplines. Besides these subject matters, there are external factors that have influence on the preparation process of FL teachers like pressure of globalization movements, changing needs for language as an asset for international communication, dynamic language politics, growing views of nations on FL teaching and learning. In this respect, Lima (2012) indicated that many FL teacher training programmes comprise of various components; methodological/pedagogical, linguistic and literature contents. On the other hand, Day (1993) claimed that FL teacher education consists of 4 key elements; (1) field knowledge (English language, literature and culture), (2) pedagogical knowledge (general teaching strategies and practices), (3) knowledge of pedagogical formation (specialistic presentation of field knowledge), and (4) knowledge of related disciplines (linguistics, psycholinguistics, sociolinguistics, literature).

Different views on the design of ELT programmes necessitate quality assurance for equivalency among the qualifications of graduates of ELTEPs in different European countries. To be able to create a solution for the variety in the higher education programmes and their outputs, first step was taken by 29 countries with the European Higher Education Area (EHEA) by utilizing common tools for higher education (HE) organization (Bologna Declaration, 1999). These countries

have implemented reforms on the basis of common values, and they have continuously adapted their HE systems for strengthening their quality assurance mechanisms to be more compatible.

In 1999, the participant countries initiated the Bologna Process with Bologna Declaration which was signed by the ministers in charge of HE on June 19, 1999 (Bologna Declaration, 1999). To establish more compatible, comparable and coherent HE system in Europe, 48 ministers from participant countries hold conferences every three years to assess the requirements of principle of transparency and equivalence in their HE systems. The process yielded the European Credit Transfer and Accumulation System (ECTS) to avoid possible problems of differences between national and international HE systems' recognition of educational qualifications (ECTS, 2015).

Table 8

ECTS's Illustrative Example of a Grading Table

Grades used in institution (from highest to lowest passing grade)	Number of passing grades awarded to the reference group	Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded
10	50	5%	5%
9	100	10%	15%
8	350	35%	50%
7	300	30%	80%
6	200	20%	100%
Total	1000	100%	

Source: ECTS (2015). ECTS User's Guide

Another step taken for quality assurance in HE institutions is the European Qualifications Framework (EQF) which is designed as a translation tool to communicate and compare the qualification systems in Europe (EQF, 2008). The Framework has eight reference levels in terms of learning outcomes to allow any

national qualification framework (NQF), national qualification system and qualifications in Europe to relate to the EQF levels (see Appendix E).

The local step taken by Turkey to assure quality starts with structuring the National Qualifications Framework (NQF) by the CoHE under the requirements of Bologna Process in 2005. To strengthen the relationship between employment and education by enhancing the quality of teacher education, the Commission of Qualifications for Higher Education developed the Turkish Qualifications Framework (TQF) by defining knowledge, skills and competences which will be gained at the end of associate's, bachelor's, master's and doctoral degrees. The goal of the TQF is to achieve the integration of qualifications in Turkey and to improve the quality assurance in HE by providing national and international transparency (MYK, 2015). The preparation procedure of the TQF required coordination of the Vocational Qualifications Authority, the National Qualifications Framework Preparation Commission, the MoNE and the CoHE besides consultation and guidance from relevant national and international institutions. The level descriptors of the Qualifications Framework for European Higher Education Area (QF-EHEA) are used as the basis for the designing procedure of the NQF's level descriptors. The Framework has been finalized after consulting all relevant bodies and institutions as well as national and international experts (see Appendix F).

In 2005, Turkey adopted *the Standards and Guidelines for Quality Assurance in the European Higher Education Area* with a proposal prepared by the coordinative work of the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). At the end of this coordination between the national and international bodies and institutions, the National Qualifications Framework for Higher Education in Turkey was designed.

Table 9

Turkish Higher Education System Levels and Qualifications of Different Learning Outcomes for Each Level

Higher Education Levels	Awarded Degree /Qualification

Doctorate QF-EHEA: 3. Level EQF-LLL: 8. Level	Doctorate	Proficiency in medicine	Competence in arts
Master's QF-EHEA: 2. Level EQF-LLL: 7. Level	Master's with thesis	Master's without thesis	
Bachelor's QF-EHEA: 1. Level EQF-LLL: 6. Level	Undergraduate (Faculty Programmes)	Undergraduate (Higher school and conservatoire programmes)	
Associte's QF-EHEA: Short Cycle EQF-LLL: 5. Level	Associate's (Among the bachelor's degree programmes)	Associate's (Vocational higher schools)	

Source: http://tyyc.yok.gov.tr/?pid=20
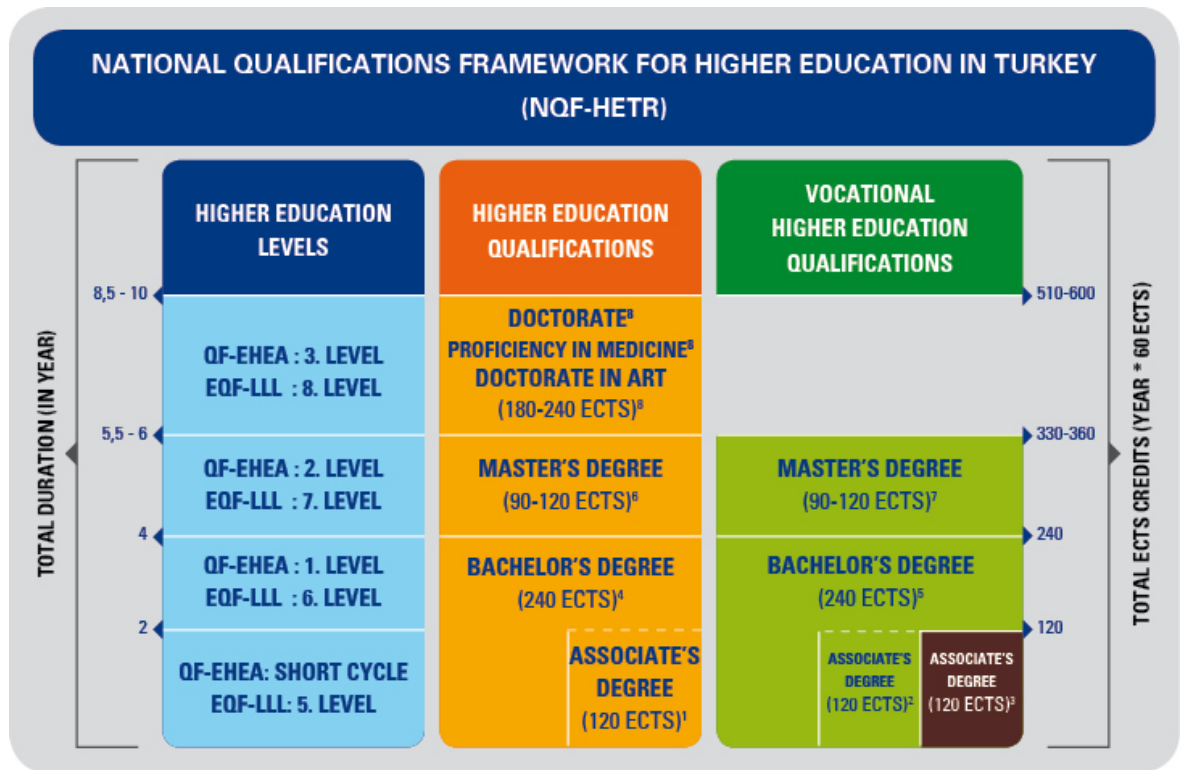
Figure 1. Qualifications' profile for NQF- HETR levels

Source: TYYÇ http://tyyc.yok.gov.tr/?pid=31&dil=eng

>   *1. Academically-oriented associate's degree educational programmes which are related to or within undergraduate programmes.*
>
>   *2. Vocationally-oriented associate's degree educational programmes which are related to or within undergraduate programmes.*

3. Vocationally-oriented associate's degree educational programmes of Vocational Higher Schools

4. Academically-oriented programmes

5. Vocationally-oriented bachelor's degree programmes

6. Academically-oriented master's degree programmes with or without thesis

7. Vocationally-oriented master's degree programmes with thesis or without thesis

8. Doctoral programmes (TYYÇ, 2010)

Foreign language teacher education programme evaluation. The foundations of reforming and restructuring of the ELTEPs for the sake of improving quality can be identified with constant evaluation of the programmes. In many studies, the importance of embodying a system for external and internal evaluation of the programme is indicated to increase the accountability to stakeholders (White, 1998; Lynch, 2003; Peacock, 2009). On the other hand, some other scholars prove the positive effects of existence of programme evaluation system on achievements rates of programme outputs with identification of components which are in need of improvement (Candlin, 1998; Rea-Dickins and Germaine, 1998). Another advantage of a system for regular evaluation is that it is seen as a step that needs to be taken towards the professionalization of the field (Peacock, 2009).

ELTEP evaluations have narrower foci when they are compared to education programmes or other programmes of higher education. In his study named *Language Program Evaluation*, Brown (1989) emphasized four approaches of language programme evaluation; product-oriented, process-oriented, static characteristic and decision facilitation approach. The product-oriented approach to language programme evaluation is summative attitude that focuses on achievement level of programme objectives and goals. The foundation of the process-oriented approach is based on assessing the quality of changes and developments in the programme during the evaluation process. On the other hand, static characteristic approach aims to assess the assets of the programme like its staffs, number of the instructors and other facilities. Finally, decision facilitation approach is an evaluation type which is usually held for administrators of the programme either to support the current programme or to make a decision for restructuring and revising steps.

One of the earliest attempts in the field belonged to Al-Gaeed (1983) who tried to find out the strong and weak points of ELT programmes from the learners' and graduates' perspectives in Saudi Arabia. To reveal the opinions of subjects, Al-Gaeed (1983) developed a questionnaire which covers range of areas such as linguistic courses, language teaching methodologies, teaching practices, and quality of programme members. With the data collected from the insiders who were significantly aware of the implementation and dynamics of their programme, it was found that the students and the graduates had positive evaluations about the areas of the programme covered by the questionnaire while they criticized the courses about teaching spoken English, insufficiency of opportunities to communicate and irrelevancy of literature courses for their preparation.

In 2008, Kapil Dev Regmi (2008) conducted a research to see whether ELT programme in Kathmandu University succeeded its objectives. The evaluation was based on CIPP model (Context, Input, Process, and Product) which was designed by Stufflebeam (Stufflebeam, 2000). In this model, context evaluation includes examining the context of the programme with needs and goals assessment, listing the objectives and answering the question whether the objectives will meet the decided needs. 'Context evaluations assess needs, problems, and opportunities as bases for defining goals and priorities, and judging the significance of outcomes' (Stufflebeam, 2000, p. 4). Input evaluation part consists of describing input and resources of the programme, comparison of success of the programme to others, evaluation of proposed design, examining the alternative strategies for programme-structuring decisions. According to Stufflebeam (2000, p. 4), 'input evaluations assess alternative approaches to meeting needs as a means of planning programmes all allocating resources. Process evaluation is about how the programme is being implemented to provide formative evaluation decisions to programme personnel. 'Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes' (Stufflebeam, 2000, p. 4). Finally, product evaluation is done to examine the outcomes of the programme for conducting a study of effectiveness assessment for the sake of summative evaluation. 'Process evaluations identify intended and unintended outcomes both to help keep the process on track and determine effectiveness' (Stufflebeam, 2000, p. 4). At the end of the study conducted by Regmi (2008), the collected data showed

that ELT programme in Kathmandu University had partially succeeded in its objectives. However, it was suggested that a few steps could be taken for a more contemporary implementation.

In 2009, Peacock presented a new procedure for the evaluation of ELTEPs based on programme evaluation and FL teacher education principles. The proposed new model aims to reveal the beliefs of student teachers. Peacock collected data from students, graduates and instructors of City University of Hong Kong through interviews, questionnaires, and analysis of materials used throughout the training procedure. Data showed that teaching pedagogical skills and promoting self-evaluation and self-reflection constituted the programme's strengths while the amount of teaching practice, insufficient input in classroom management skills and knowledge of teaching according to the local context were categorized as the weaknesses (Peacock, 2009).

One of the earliest studies conducted in Turkish context belongs to Erozan (2005). She aimed to evaluate language art courses in ELTEP through 95 participants' suggestions. She listed the opinions gathered from the subjects as; (1) need for more practice in language improvement courses, (2) a wider variety of authentic materials in the courses, (3) need for various methods and activities, and (4) continuity and coherence among the courses (Erozan, 2005).

In the following year, Seferoğlu (2006) focused on the practical side of pre-service ELTEP by conducting a qualitative study. She collected the opinions of PTs about language teaching methodology and teaching practice courses. the researcher found that there were deficiencies in terms of micro-teaching activities and opportunities to observe experienced FL teachers who worked at different stages.

With the change made by CoHE in the design of ELTEPs in 2006, a few studies intended to evaluate the programmes and their effectiveness. To start with one of the earlier ones, Küçükahmet (2007) expressed essentialness of evaluating the previous ELTEP curriculum based on the curriculum development principles to create a curriculum development procedure in the light of literature studies which were parallel with needs of local context. This study revealed that the new programme retrogressed FL teacher education back to at least 4 decades with the

same courses integrated 40 years ago without any changes in their contents (p. 205). As a caution, the researcher suggested designing an immediate programme development plan based on programme development principles with the efforts of authorities who were capable of programming.

Salli-Copur (2008) aimed to explore the extent to which components of ELTEP helped the graduates to perceive themselves as competent FL teachers. The data collected through questionnaires and interviews revealed that the graduates of programme between 2002 and 2006 perceived themselves mostly competent in the competency areas described by the CoHE although they stated that there was a need for more improvement in language knowledge, spoken use of English, classroom management skills, principles of instruction and FL assessment models (Salli-Copur, 2008).

In the following year, Coşgun-Ögeyik (2009) dealt with language improvement courses of the new ELTEP like Erozan (2005) did for the previous programme design. The survey results of the PTs showed that the programme was consistent according to the outlining goals of the FL teaching profession in spite of lacking culture specific courses.

In 2010, Coşkun and Daloğlu (2010) intended to evaluate the new pre-service ELT programme according to the opinions of student teachers and instructors of a state university in Turkey. They found that the lecturers were not contented with the linguistic components of the new programme while student teachers criticized the pedagogical aspect of it.

In her study, Kızıltan (2011) focused on only one component of the programme, the course of 'Language Acquisition' to obtain student teachers' perceptions of the course. The study indicated that the subjects shared positive thoughts about significance of the course for their profession; however, they reported a suggestion about linguistics courses being prerequisite for the acquisition course.

Different from most of the studies carried out in Turkish context with a specific focus, Hismanoğlu (2012) studied the general aspects of the programme with the viewpoints of student teachers. The results of the study indicated that the programme largely met the expectations and needs of its students, yet it failed to

canalize them to higher thinking skills like creative thinking, problem solving and critical thinking (Hismanoğlu, 2012).

One of the local implementations of Peacock's programme evaluation framework was conducted in 2012. Salihoğlu (2012) sought to collect PTs` and teacher trainers' beliefs on the programme. The results of the study indicated that students found the practice and language proficiency components of the programme problematic while teacher trainers expressed that the programme failed to be grounded on clear philosophy (Salihoğlu, 2012).

The same year, Karakaş (2012) conducted a study for the review of the previous papers about ELTEP evaluation and weaknesses and strengths of the new programme design. He advised that the current programme was in need of being up-to date, a well-defined philosophy, culture specific courses, and increased number of micro-teaching activities (Karakaş, 2012).

On the other hand, Yavuz and Topkaya (2013) collected data in five different state universities and 28 instructors through open-ended questionnaires to compare the previous and current ELT programmes. The findings showed that while addition of some courses was evaluated as appropriate change, the sequence of the courses, their contents, structures, and removal of some courses raised problems for the current programme (Yavuz and Topkaya, 2013).

Uzun (2015) conducted a study with 90 student teachers of a state university in Turkey. In his study, the results presented that student teachers found English educational courses more beneficial than Turkish educational ones and they expressed that their sources of competences were resulted from their own personal qualities rather than the quality of the programme (Uzun, 2015). Results of another study from Uzun (2016) yielded correlation with his earlier study about the latest ELTEP not being the exact source of student teachers' FL teaching skills and knowledge. Moreover, the subjects of the study expressed that the courses like School Experience and Teaching Practice were the most contributory courses since they provided opportunities to practice their knowledge and skills.

In Greece, a researcher from Hellenic Open University, Marianthi Karatsiori and Kris Gritter (2016), wrote article on comparative analysis for the initial teacher education structure of 25 European countries to illustrate what extent the academic

curricula of those universities converge or diverge from European Commission`s document *European Profile for Language Teacher Education* (2004). The study was held with educators of preservice French language teachers and the academic curricula of 25 universities` departments were presented. The data collected through an evaluation paper consisting of 40 items recommended by the European Profile for Language Teacher Education. The findings at the end of the study suggested;

- creating a website for knowledge sharing and communication between all the teacher educators and PTs,

- encouraging mobility of PTs,

- integration of a course on European citizenship into the academic curricula,

- integration of a course which would reinforce using the European Language Portfolio, and

- ensuring teaching practice creates opportunities for PTs integrating theory and practice (Karatsiori and Gritter, 2016).

Finally, the latest study was conducted by Meltem Türken (2017) to evaluate the current programme with the viewpoints of teacher trainees and lecturers. Her study showed that the new programme fell behind satisfying the needs of students and meeting their expectations. The participant suggested an urgent revision for history-based courses which failed to provide contributions to their personal, academic and professional developments.

Since the regulations of the ELTEP in 2006 and 2018, the researches that have tried to evaluate the changes proved that although there are some promising changes and additions in the programme, it hosts many deficiencies that the programme developers should work on. Thus, it is fair to conclude that the new ELTEP fails to contribute the scientific area, to meet the needs of student teachers and to match with the national expectations from the education system.

Standardization in foreign language teacher education programmes. FL teacher preparation programmes bear differences which could give birth to FL teacher education quality problems demanding consistent internal evaluation system to ensure the qualifications of future FL teachers. The differences in

programmes' applications which yield the problems of ELTEPs stated above mainly result from being graduated from different departments and faculties of universities and different curricular designs in each programme to train future FL teachers.

In Turkey, English Language teachers are trained at 1) ELT departments in education faculties or 2) in American or English literature, philology or linguistics departments in art and science faculties of universities on condition of having pedagogic formation training (Aydoğan & Çilsal, 2007; Karakaş, 2012; Tercanlıoğlu, 2004). Even though all the education faculties in the country are required to follow a standardized and compulsory curriculum provided by CoHE, the ELTEPs have acted with a degree of autonomy in the matter of implementing their curriculum (see Appendix I).

Although CoHE set a standardized and compulsory curriculum for all the education faculties to pursue, they have a degree of self-governance regarding how to implement the curriculum in the programme. However, this causes diversity in selective courses, instructional materials, coursebooks and types of examinations administrated in each ELTEP (Karakaş, 2012). While there are no elective courses foreseen by CoHE, each university in Turkey has a set of various options for departmental elective courses based on professionalization of their academic staff. The names of some departmental elective courses in ELTEPS can be listed as;

- sociolinguistics and language teaching,

- field researches,

- history of ideas,

- the short story,

- English grammar and composition,

- masterpieces of World,

- modern drama,

- Shakespeare,

- literature and society,

- modern drama,

- modern fiction,

- from the epic to the novel

- Turkish phonetics and morphology,

- Turkish syntax and semantics,

- creative reading,

- modern poetry,

- comparative English – German,

- modern language use,

- introduction to comparative linguistics,

- general linguistics,

- language and culture,

- language and society,

- discourse analysis for language teachers

- practical applications in language testing,

- errors analysis in ELT,

- integrated teaching of language skills,

- differences in contemporary English,

- language awareness and so on.

To ensure the quality of FL teachers across the country, the MoNE, the CoHE and the VQA should start a coordinative study to determine FL teachers' knowledge areas and their competences to be gained during their preparation process. During this study, the MoNE should state the expected FL education outcomes for students of primary, secondary and high schools. Based on the desired FL education system designed by the MoNE, the VQA should create a list of FL teacher qualifications and competences for achieving quality in language education. Finally, the CoHE should design FL teacher education programme curriculums and course objectives according to the determined FL teacher qualifications needed for high quality FL education system. This coordinated process of authoritized bodies for relevant HE

institutions will yield standardization movement in FL teacher education to ensure the quality of programme outcomes.

Foreign language teacher competence frameworks. Existence of a teacher competence framework is one of the crucial assets in supporting standardization in education for promoting quality in educational systems and encouraging teachers to make progress in their professional development procedures. When a teacher competence framework is devised and implemented according to national contexts in a consisted way with societal educational policies, they become an influential tool for improving educational quality (European Commission, 2013). To achieve the quality in education, frameworks are utilized in reshaping teacher training programmes in higher education institutions thereby creating an overlapped design in teaching profession course contents with generic teaching profession competences.

As a starting point, the European Council (EC) and the European Parliament adopted *Recommendation on Key Competences for Lifelong Learning* in 2006 (European Union, 2006). Following this step, in 2012, the EC adopted *Assessment of Key Competences in Initial Education and Training* accompanying *Rethinking Education: Investing in Skills for Better Socio-economic Outcomes* to assist teachers to understand, deploy, model and assess the key competences for learners to acquire during their education process (European Commission, 2012).

The ministers that are responsible for education have failed to adapt a complete list of teacher competences, yet they agreed on some terms that teachers must possess: knowledge of subjects they teach and pedagogical skills to teach the subject matter. Similarly, (1995) listed four FL teacher characteristics as (1) general level of education, (2) subject competence which means level of English required for teachers, (3) professional competence like planning, management, and so on and (4) positive attitudes and beliefs (Cross, 1995, p. 41). In addition to these, Selvi (2010) explained FL teacher competences in ten different dimensions as (1) field competences, (2) research competences, (3) curriculum competences, (4) lifelong learning competences, (5) socio-cultural competences, (6) emotional competences, (7) communication competences, (8) communication competences, (9) information and communication technologies (ICT) competences, and finally (10) environmental competences (Selvi, 2010).

In accordance with 45th article about teacher competences and employment in the National Education Basic Law no. 1739, the MoNE defines candidate teachers' qualification in terms of their required general knowledge, specific field knowledge and pedagogical formation (Resmi Gazete, 1973). Based on this authoritization, the MoNE collaborated with several HE institutions to define list of teacher competences in order to contribute to achieving national education objectives, to establish a competence framework for comparison of teacher qualifications, to establish more consistent social expectations about quality of teaching, and to set up a quality assurance system for society thereby insuring more transparent teaching profession (MEB, 2006). In concordance with these goals for developing such a framework, the lists of teacher competences are planned to be used in identifying teacher education policies, shaping pre-service and in-service teacher training, selection of teacher in employment procedures, assessment and evaluation of teacher performances, providing feedback to teachers for self-awareness and professional development plans (MEB, 2006). The teacher competence framework consists of generic competences and special field competences which includes 14 different branches of teaching profession (MEB, 2006) (see Appendix G).

Foreign Language Teacher Education Programme Standards. The second movement to be mentioned for standardization of English language learning and teaching can be creating ELT programme standards. To address the accountability issue in ELTEPs, programme standards framework necessitates adapting clear statements for programme outcomes in order to provide guidelines for development of programme curriculum and assessment.

Developing a framework of references for ELTEPs means defining what FL teachers need to know and be able to do after teacher training education. Hence, the framework of standards can help shaping ELTEPs to have an effective teacher education model thereby remaining loyal to programme standards. Some scholars like Darling-Hammond (2000), Kleinhenz and Ingvarson (2007), and Yinger and Hendricks-Lee (2000) see standards as useful tool for the legitimation of teachers' knowledge base since they are one of the strongest assets in quality control for effective professional learning.

Within these directions, the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for Accreditation of Teacher Education (NCATE) set up a writing team to form a framework of ELT programme standards. In 2002, The NCATE Foreign Language Teacher Standards Writing Team outlined a document called *the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers* consisting of six performance-driven standards including (1) language linguistics, comparisons, (2) cultures, literatures, cross-disciplinary concepts, (3) language acquisition theories and instructional practices, (4) integration of standards into curriculum and instruction, (5) assessment of language and cultures, and (6) professionalism (NCATE, 2002).

STANDARD 1: LANGUAGE, LINGUISTICS, COMPARISONS

1.a. Demonstrating Language Proficiency

1.b. Understanding Linguistics

1.c. Identifying Language Comparisons

STANDARD 2: CULTURES, LITERATURES, CROSS-DISCIPLINARY CONCEPTS

2.a. Demonstrating Cultural Understandings

2.b. Demonstrating Understanding of Literary and Cultural Texts and

Traditions

2.c. Integrating Other Disciplines in Instruction

STANDARD 3: LANGUAGE ACQUISITION THEORIES AND INSTRUCTIONAL PRACTICES

3.a. Understanding Language Acquisition and Creating a Supportive Classroom

3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity

STANDARD 4: INTEGRATION OF STANDARDS INTO CURRICULUM AND INSTRUCTION

4.a. Understanding and Integrating Standards in Planning

4.b. Integrating Standards in Instruction

4.c. Selecting and Designing Instructional Materials

STANDARD 5: ASSESSMENT OF LANGUAGES AND CULTURES

5.a. Knowing assessment models and using them appropriately

5.b. Reflecting on assessment

5.c. Reporting assessment results

STANDARD 6: PROFESSIONALISM

6.a. Engaging in Professional Development

6.b. Knowing the Value of Foreign Language Learning (p. 4-39)

TESOL/NCATE Standards for P-12 Teacher Education Programs has been developed by the TESOL organization. This EFL teaching programme standards framework has five domains: (1) language, (2) culture, (3) planning, implementing and managing instruction, (4) assessment, and (5) professionalism (TESOL, 2003).

Domain 1: LANGUAGE

Standard 1.a. Describing Language

Standard 1.b. Language Acquisition and Development

Domain 2: CULTURE

Standard 2.a. Nature and Role of Culture

Standard 2.b. Cultural Groups and Identity

Domain 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Standard 3.c. Using Resources Effectively in ESL and Content Instruction

Domain 4: ASSESSMENT

Standard 4.a. Issues of Assessment for ESL

Standard 4.b. Language Proficiency Assessment

Standard 4.c. Classroom-Based Assessment for ESL

Domain 5: PROFESSIONALISM

Standard 5.a. ESL Research and History

Standard 5.b. Partnerships and Advocacy

Standard 5.c. Professional Development and Collaboration (p. 2-3)

Foreign language teacher education programme profile. Securing level of quality of national FL education by securing quality of FL teachers can be accomplished with a meaningful shift to certification-based teacher competences from certification-based perspective of programme curricula mastery (ETUCE, 2008). Putting much emphasis on specific field competences that FL teachers are expected to know, fulfill and apply throughout their professional lives overlaps with the aims of developing clear, concise and evidence-based programme profiles. The OECD (2005) stresses the importance of programme profiles as one of the educational policy suggestions to identify what FL teachers are expected to know and be able to do besides performance standards defining what is successful teaching.

In line with this objective, European Commission`s Directorate General for Education and Culture commissioned a team of researchers at the University of Southampton in England. Michael Kelly and Michael Grenfell as head of the team developed *European Profile for Language Teacher Education A Frame of Reference* (Kelly and Grenfell, 2004). The experts of consultative groups were chosen among European counties to represent a broad range of areas expertise in language education in a wide geographical spread (Karatsiori and Gritter, 2016). The profile is designed as a reference for guidance to policy makers, education authorities, higher education institutions and language teacher educators to improve FL teacher education programmes thereby adapting their existing programme structure. It has been established as a non-mandatory frame of reference containing examples of good practice and innovation, as well as information about the issues language teacher education programmes encounter` (Kelly and Grenfell, 2004;9). The profile can be used as a checklist to get feedback from student teachers, teacher trainers and programme specialists to evaluate the existing programmes in order to reveal the weaknesses and the strengths of the current designs (Kelly and Grenfell,

2004,4). It was designed in such a way to correspond with Common European Framework of Reference for Languages (Council of Europe, 2001). It is also an attempt for improving mobility, a base for dual qualifications and recognition of components of language teaching education (Kelly and Grenfell, 2004;12). In the light of this information, the document`s intent` was to summarize the principles of foreign language teacher education, focusing on the structure, content and values of teacher education programmes` (Kelly and Grenfell, 2004, p. 11).

The profile proposes that a foreign language teacher education curriculum objectives should include items like that `deal with the structure of educational courses, the knowledge and understanding central to foreign language teaching, the diversity of teaching and learning strategies and skills, and the kinds of values language teaching should encourage and promote` (Kelly and Grenfell, 2004,4). Therefore, the profile consists of 40 items divided into four sections to define crucial elements of FL teacher education in Europe. The sections are (1) structure, (2) knowledge and understanding, (3) strategies and skills, and (4) values. In the first section, different constituent elements of FL teacher education and their organization are depicted with 13 key elements. Knowledge and understanding part describe what student teachers are expected to know and be able to do at the end of their education within 8 items. The third section is about application of professional knowledge to real teaching and learning situation with 13 main principles while the final part includes 6 items about the values FL teachers should possess in a professional manner (see Appendix H).

Chapter 3
Methodology

Throughout this chapter, the followed methodological procedures will be presented to explain the research in detail. It starts with describing the theoretical framework behind the study and continues with clarifying the reasons why mixed method study was applied. Next, four university settings where the data were collected and the participants who contributed to this study will be discusses. Finally, in the data collection section, the instruments that were utilized and the data analysis procedures will be covered in a detailed way.

The theoretical framework of this study has its origins in the truce of two major research paradigms; positivist paradigm (in this case quantitative research) and constructivist or interpretivist paradigm (in this case qualitative research) (Terrel, 2012). While the quantitative methods give `if` possibilities for correlations with close ended questions from questionnaires, qualitative studies explain `how` and `why` of the research problems with the tendency to have open-ended and undetermined responses. In between 1980s and 1990s, scholars put forward the term `paradigm relativism` which means "the use of whatever philosophical and/or methodological approach (that) works for the particular research problem under study" (Tashakkori and Teddlie, 2008, p. 9). It is now widely believed that `there is no major problem area that should be studied exclusively with one research method` (Terrel, 2012, p. 258).

The existence of pragmatist paradigm gave birth to mixed methods research which include the combination of qualitative and quantitative data collection approaches within the research process (Tashakkori and Teddlie, 2008, p. 22). The logic behind the emergence of mixed method is to eliminate the biases, limitations and weaknesses that one research method may potentially have and to get a better understanding of the research problems than either research approach can provide (Johnson, Onwuegbuzie, and Turner, 2007; Creswell, 2003; 2008; 2009; 2010; Tashakkori and Teddlie, 2008; Terrel, 2012).

In Johnson, Onwuegbuzie and Turner`s study (2007), there are many definitions of mixed methods available. The common features in those definitions from many scholars are; (1) focusing on the research questions with a contextual

understanding and multi-level perspectives (2) employing quantitative data collection processes to assess the magnitude and frequency of constructs beside qualitative data collection processes to explore the meaning and understanding of the constructs, and (3) intentionally utilizing multiple methods of data collection to eliminate the weaknesses of each and to maximize the strength of each type of data (Creswell and Plano Clark, 2011). Mainly, mixed method is a research methodology that includes collecting both quantitative and qualitative data, analyzing them separately and interpreting the result within sequential or concurrent strategies.

Utilizing the mixed methods research is a `natural complement to using either of the traditional qualitative or quantitative research methods in isolation` (Johnson and Onwuegbuzie, 2004, p. 1). In a single language study, mixed methods research allows researchers to combine or mix both qualitative and quantitative research approaches, methods, techniques and concepts since neither quantitative nor qualitative research methods are self-sufficient to capture the whole details of a study (Creswell, 2003; 2008; 2009; 2010; Johnson and Onwuegbuzie, 2004; Johnson, Onwuegbuzie, and Turner, 2007; Tashakkori and Teddlie, 2008; Terrel, 2012). Beside Johnson and Onwuegbuzie, there are several scholars in the filed believing in the advantages of combining traditional research methods like Sale, Lohfeld and Brazil (2002, p. 46):

> Both approaches can be combined because they share the goal of understanding the world in which they live. They share a unified logic and the same rules of perspectives from which a particular phenomenon can be studied, and they share a common commitment to understanding and improving the human condition, a common goal of disseminating knowledge for practical use. Both approaches provide for cross-validation or triangulation -combining two or more theories or sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon (interdependence of research methods) and they also provide for the achievement of complementary results, by using the strengths of one method to enhance the other (independence of research methods).

Supportively, Onwuegbuzie and Leech (2006, p. 479) put forward 4 rationales to use mixed methods research; (1) participant enrichment, (2) instrument fidelity, (3) treatment integrity, and (4) significance enhancement. Participant

enrichment is related to increasing the number of research participants since larger groups of samples will yield more reliable and valid findings. Instrument fidelity indicates maximizing the suitability, appropriateness and utility of instruments of the study by combining many types of data collection instruments. Treatment integrity refers to mixing quantitative and qualitative research methods for assessing the intervention fidelity. Finally, significance enhancement is about maximizing the researcher`s interpretation of findings of the collected data.

In spite of all the rationales for utilizing two traditional research methods, integration of multiple forms of data is a challenge since the investigator needs to figure out studiously how to merge, connect and embed those different forms of data. Moreover, Driscoll et al. (2007) claimed that control of the abundant amount of data, required time and resources, sample size, and duration of the study are other challenges for conducting a mixed methods research design.

Depending of the nature of the research questions, mixed methods research offers many research design choices involving a range of concurrent and sequential strategies (Creswell, 2003). (1) Sequential explanatory design attempts to explain the research question rather than describing it within two phases. First, quantitative data is collected and analyzed. For the second step, qualitative data is collected to explain and interpret on the quantitative results. (2) Sequential exploratory design is also a two-phase method which starts with collection and analysis of qualitative data, followed by quantitative data collection and analysis to explore a phenomenon or develop and test a new data collection instrument. (3) Sequential transformative design allows to start with either of the traditional data collection strategies. The results of both data are integrated for interpretation of the findings. (4) Concurrent triangulation design attempts to concurrently collect the qualitative and quantitative data to confirm, cross-validate or corroborate the findings within the study in order to overcome the weaknesses of using only one data collection method. (5) Concurrent nested (embedded) design enables to give priority to one data collection method. The second data collection design is embedded into the study to guide the project. (6) The last mixed methods resign design strategy is concurrent transformative design. This method includes concurrent collection of both qualitative and quantitative methods with a guidance from a theoretical perspective in the

research question to evaluate the perspectives at different levels of analysis (Creswell, 2003).

In this study, mixed methods concurrent triangulation design is applied. In his book Denzin (1978) defines triangulation as `the combination of methodologies in the study of same phenomenon` (Denzin, 1978, p. 291). It facilitates corroborating different data types and supporting their results for the same phenomenon in order to strengthen internal and external validity. Convergence of two methods of data collection `… enhances our belief that the results are valid and not a methodological artifact" (Bouchard, 1976, p.  268). The effectiveness of triangulation results from ` premise that the weaknesses in each single method will be compensated by the counter-balancing strengths of another` (Jick, 1979, p. 604). The nature of triangulation supports exploiting the assets and neutralizing the weaknesses of both methods rather than exploiting the liabilities (Jick, 1979). Hence, it provides researcher to have confidence of results.

Qualitative-oriented researches provide for the systematization of observations while quantitative-oriented researches aim to reveal the potentials in those social observations (Vidich and Shapiro, 1955). Vidich and Shapiro interpret that ` without the survey data, the observer could only make reasonable guesses about his area of ignorance in the effort to reduce bias` (Vidich and Shapiro, 1955, p. 31). On the other hand, Campbell (1955), Diesing (1971) and Sieber (1973) claim that in order to validate the quantitative data and to interpret on those results for the clarification purposes, it is logical to benefit from qualitative tools. In brief, Jick (1979, p. 604) concluded that ` that the variety of combinations is so great that survey research and fieldwork are better viewed as two ends of a continuum rather than as two distinct kinds of methods`.
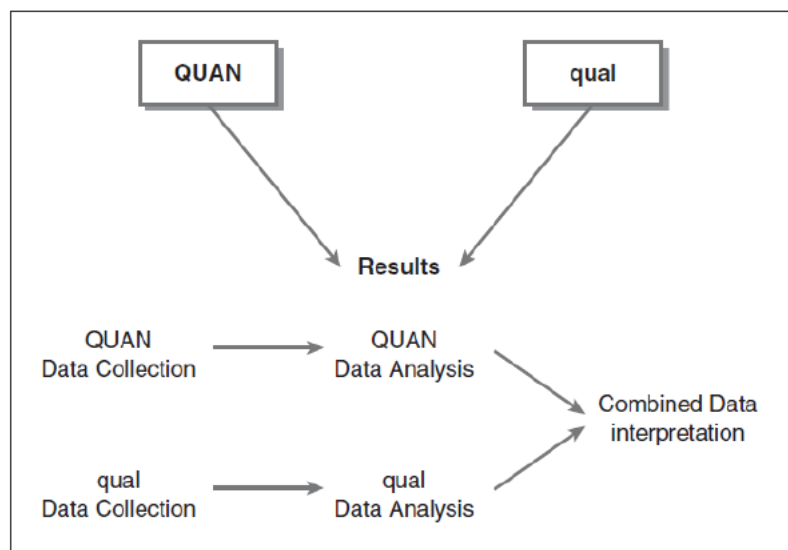
Figure 2. Concurrent triangulation design

Source: Concurrent triangulation design by Creswell, Plano Clark, Gutmann, and Hanson (2003).

Setting and Participants

This study was conducted at 4 ELT Departments of Faculty of Education in Turkey between 2017-2018 and 2018-2019 academic years. The data collection settings were selected as 2 state and 2 private universities; (1) Hacettepe University, (2) Sakarya University, (3) Ufuk University, and (4) Sabahattin Zaim University. The only reason behind having these universities in the research is that the researcher is an instructor at Ufuk University, student at Hacettepe University and an alumni at Sakarya University and has a connection with Sabahattin Zaim University. The medium of the instruction in all of departments is English; thus, all the student teachers enrolled to the programmes are required to study English language in preparatory schools unless they pass English proficiency exams of their universities or present a valid score from national and international exams such as YDS, YÖKDiL, TOEFL IBT, and IELTS. In case of failure at the proficiency exam at the end of the second year, the student teachers are expelled from their departments according to the CoHE regulations. On the other hand, if the student teachers succeed in the proficiency tests at the end of the allowed years, they can proceed with their studies in their departments.

All of the ELT departments included in this study aim to raise qualified English language teachers who are ideally equipped with requisite subject area competence

including theoretical and practical knowledge and skills, competent at individual and group work and adopt professional attitudes. Until their last year, the prospective teachers respectively take some language arts courses (i.e. Listening and Pronunciation, Reading and Writing Skills, Contextual Grammar, etc.), some educational sciences courses (i.e. Introduction to Educational Sciences, Educational Psychology, etc.) and some courses theoretical and practical field-specific courses (i.e. Approaches to ELT, ELT Methodology, Curriculum Design and Development, Material Design and Technology, Teaching English to Young Learners, etc.). Throughout their last year in their department, the teacher candidates are presented with the chance of observing and experiencing real life education contexts in School Experience and Teaching Practices hours (see Appendix J, K, L, and M).

From one of the nonrandom sampling methods, convenience sampling was employed for this study. As Fraenkel, Wallen and Hyun (2006; 2012) stated that `a convenience sample is a group of individuals who (conveniently) are available for study` (2012, p. 98). The participants were selected from those who were easy to access and willing to take part in this research hence each of the respondents signed a consent form to show their willingness before participating the study (Teddlie and Yu, 2007). The second reason behind the rationale of this sampling design is that convenience sampling is widely used in educational contexts since it is time and energy saving sampling method for the researcher (Muijs, 2004).

In programme evaluation studies, the researchers employ administrators, instructors, student teachers or programme materials for data collection procedures (see Al-Gaeed, 1983; Coşgun-Ögeyik, 2009; Coşkun and Daloğlu, 2010; Erozan, 2005; Hismanoğlu, 2012; Karakaş, 2012; Kızıltan, 2011; Peacock, 2009; Regmi, 2008; Salihoğlu, 2012; Salli-Copur, 2008; Seferoğlu, 2006; Stufflebeam, 2000; Uzun, 2015; 2016; Türken, 2017; Yavuz and Topkaya, 2013). The subjects of the study were selected among the PTs on purpose in order to get insiders` perspectives as the outputs of the ELT programmes. Since the study is about the overall evaluation of the whole programme, only PTs who took all of the courses and spent at least 4 academic years at their departments were selected to collect data. From ELT Department of Hacettepe University, 42 females and 7 males (n = 49), from Ufuk University 18 females and 8 males (n = 26), from Sakarya University

16 female and 9 males (n = 25), and from Sabahattin Zaim University 15 female and 1 male 4th grade PTs were participated in this study (in total n=116).

Table 10

Descriptive of Participants in the Study

			Female		Male	
	N	%	N	%	N	%
Hacettepe University	49	42,2	42	25,3	7	6
Ufuk University	26	22,4	18	15,5	8	6,8
Sakarya University	25	21,5	16	13,7	9	7,7
Sabahhattin Zaim University	16	13,7	15	12,9	1	0,8
TOTAL	116		91		25	

Data Collection

Before starting with the data collection procedures, the researcher got in contact with one of the writers of *European Profile for Language Teacher Education. A Frame of Reference* (2004), Prof. Dr. Michael Grenfell, via e-mail to get a permission (Appendix N). Following the requisite permission, the researcher applied to Hacettepe University Ethics Commission for the necessary approval by submitting some documents, petitions for research settings and developed research instruments both in Turkish and in English. After the examination of commission documents and data collection tools, permission for conducting this master's thesis was granted (see Appendix U). Along with the permission from the owners of the original paper and Hacettepe University Ethics Commission, Hacettepe University Graduate School of Educational Sciences contacted with the administrations of these 4 universities for the necessary permission to collect data for the study.

The data were collected in between May and June, in 2017-2018 Spring term. The participants of the study were selected through convenience sampling method since the researcher was a lecturer at Ufuk University, student at Hacettepe University and Sakarya University and had connection with Sabahattin Zaim University. The researcher visited all of the universities with permission from the instructors to collect data. First, the researcher, briefly explained the aims of the study, data collection tools and its procedure. In addition to the oral explanation, a brief explanation about the study was added to the first page of the data collection

tool. The participants were given a speech on the voluntary participation, risks and benefits, confidentiality issues, compensation, participation and withdrawal which were also included in the consent form distributed to the respondents when they voluntarily accepted to contribute the study (see Appendix O). Following these steps, necessary appointments with the instructors of the PTs were set at each university. In every data collection setting, the appointment weeks were dedicated to application of questionnaires and recording of interviews concurrently. The data collection tools were collected after all the participants filled them voluntarily, accurately and sincerely. The procedure finished with the expression of gratitude of researcher to the participants. After all these steps, the data were transferred to be analyzed with Statistical Package for the Social Sciences 23 (SPSS).

Instruments

Since the current study is based on a mixed methods research design, qualitative and quantitative data collection tools were utilized. For the study, the researcher developed 4 questionnaires and an in-depth semi-structured interview (See Appendix P, Q, R, S, and T). Both of the instruments were designed to reveal the structure of ELT departments in terms of their theoretical backgrounds, methodological basis, underlying curriculum, course contents, selected teaching materials, professional values, and so forth from the PTs` perspectives.

In order to collect the quantitative data, the researcher benefited from *European Profile for Language Teacher Education. A Frame of Reference* which was developed by European Commission with a team at University of Southampton under the presidency of Professor Michael Kelly and Doctor Michael Grenfell with the help of their collaboration with a group of international teacher educators (Kelly and Grenfell, 2004). The profile was designed as a voluntary frame of reference for the policy makers and language teacher educators to adopt their existing programmes. To that end, the framework offers 40 principles under the 4 headings -structure, knowledge and understanding, skills and strategies and values- to be used as `a checklist for institutions with longstanding strengths in language teacher education, and as a reference document providing guidance to institutions with plans to improve their language teacher education programmes` (Kelly and Grenfell, 2004, p. 8).

To gather quantitative data for the study, four questionnaires derived from EPLTE principles designed by the researcher was utilized. In his study, James D. Brown (2001) defines questionnaires like `written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting from the given answers` (p. 6). In the light of these information and with the research questions, the strategies for implementation and application of 40 principles in the original document were converted into 5-point Likert Scale format as the document itself suggested. However, it was adopted to Turkish higher education domain since the paper was originally designed for the European countries.

The European Profile for English Language Teacher Education Programs Preservice Teacher Structure Questionnaire. The scale is composed of two sections. In the first part of the questionnaire, demographic information of the participants like their names, surnames, age, gender and university is required. The heading of the second section is structure which consists of 23 items related with a curriculum that integrates academic study and the practical experience of teaching (items 14,16, 17, and 18), an explicit framework for teaching practice (items 1,2,3,9,10, and 11), close links between trainees who are being educated to teach different languages (items 6, 7, 8, and 12), teaching practice mentors (items 22 and 23), intercultural and multicultural issues in language teaching and learning (items 13 and 15), continuing professional development for teacher educators (items 19, 20, and 21), and recruitment (items 4 and 5) (See Appendix P). Cronbach`s alpha coefficiency for reliability was found as α=.837. There are 7 factors with .705 of Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

The European Profile for English Language Teacher Education Programs Preservice Teacher Knowledge and Understanding Questionnaire. This scale has two sections. In the first part, demographic information of the participants like their names, surnames, age, gender and university is asked. The second section is knowledge and understanding which includes 16 items about training of PTs in methodologies and state-of-the-art classroom techniques (items 2 and 3), training in development of a critical and enquiring approach to teaching and learning (items 4, 5, 6, 7, 8, and 9) training in theory and practice of internal and external programme evaluation (items 1, 15, and 16) training in information and

communication technologies for personal planning, organization and resource discovery (items 13 and 14) and training in information and communication technologies for pedagogical use in the classroom (items 10, 11, and 12) (See Appendix Q). Cronbach`s alpha coefficiency for reliability was found as $\alpha=.853$. There are 5 factors with .753 of Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

The European Profile for English Language Teacher Education Programs Preservice Teacher Skills and Strategies Questionnaire. This scale consists of two sections. First, the demographic information of the participants like their names, surnames, age, gender and university is asked. The next part of the questionnaire is named strategies and skills which has 25 items concerning training in teaching methods of learning to learn (items 1, 4, 7, 16, and 20), training in the development of independent language learning strategies (items 5, 14, 17, 18, and 22), training in the critical evaluation, development and practical application of teaching materials and resources (items 3, 10, 12, 15, 24, and 25), training in the development of reflective practice and self-evaluation (items 2, 9, 11, and 19), training in action research (items 6, 13, and 21), and training in ways of adapting teaching approaches to the educational context and individual needs of learners (items 8 and 23) (See Appendix R). Cronbach`s alpha coefficiency for reliability was found as $\alpha=.922$. There are 6 factors with .844 of Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

The European Profile for English Language Teacher Education Programs Preservice Teacher Values Questionnaire. This scale includes two sections. In the first part, the demographic information of the participants like their names, surnames, age, gender and university is required. The second part in the questionnaire is values which involves 9 items related with training in social and cultural values in language teaching (items 2, 3, 4, and 7), training in importance of teaching and learning about foreign languages (items 1, 6, and 8), training in team-working, collaboration, and networking (items 5 and 9) (See Appendix S). Cronbach`s alpha coefficiency for reliability was found as $\alpha=.842$. There are 3 factors with .795 of Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

The European Profile for English Language Teacher Education Programs Preservice Teacher Interview. Interviews helps to understand the

experiences and the meanings gained by those experiences (Seidman, 2006). In their paper, Perakyla and Ruusuvuori (2001) state that `by using interviews, the researcher can reach areas of reality that would otherwise remain inaccessible such as people's subjective experiences and attitudes" (p. 529). In another word, they enable researchers to collect more information when the need of clarification arises during the data collection procedure.

In order to collect qualitative data as the complementary phase of the research method, the researcher developed a guided, semi-structured and in-depth 17 questions covering the issues in the research questions (See Appendix T)

The questions number 1, 11, 12, 13 and 14 addresses the first research question concerning the structure of the ELTEP curriculum while the questions number 2, 3, 4, 8, 9 and 10 are related with the second research question to find the place of methodologies, techniques, activities, evaluation and assessment types and information and communication technologies in the curricula. In order to elaborate on the opinions of subjects on training in teaching materials, learning methods, strategies, application of curricula and syllabuses, peer observation and peer review, the questions number 5, 6, and 7 are form while the qualitative data for the last research question is collected through questions number 15, 16, and 17 which aim to get the perspectives of ELTEP PTs on social and cultural values, diversity of languages, importance of teaching and learning, team-working, collaboration, networking and importance of life-long learning. Finally, those questions were presented to three different experts in the field for their opinions before the data collection procedure. At the end of the procedure, the questions were subjected to necessary alterations in terms of wording.

Data Analysis

As the current study employed the concurrent triangulation from mixed methods research design, both quantitative and qualitative data analyses were utilized to get answers for the research questions of the study.

To determine whether the collected quantitative data sets would require to be analyzed by parametric or non-parametric tests, normality tests were performed by administrating Kolmogorov-Smirnov test and Shapiro-Wilk statistics. The results of normality tests indicated normal distribution of the data for each questionnaire.

Tests employed. The collected data were analyzed both quantitatively and qualitatively for answering the research questions of the study. The quantitative data sets were analyzed through SPSS 23 after the employment of factor analysis, reliability and normality tests for each of the questionnaires. On the other hand, the qualitative data was subjected to content analysis for coding.

The data collected for all the sub-research question was tested to check the normality in order to determine whether the data requires to be analyzed by parametric or non-parametric tests. Since the number of the participants in the study is higher than 50, Kolmogorov-Smirnov, normal Q-Q plot and histogram are used to assess the normality of the distribution (Ahad, et. al., 2011; Shapiro and Wilk, 1965; 1972; Yazıcı and Yolacan, 2007).

As it can be seen in Table 11, significance of the Kolmogorov-Smirnov test for the first questionnaire based on the first sub-research question stating `What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the structure section of the European Profile for Language Teacher Education?` is >.05 (p=.170) which implies normal distribution of the data to use parametric statistical tests. 4 outliers were deleted in the data set.

Table 11

Normality Test of for EPLTE Preservice Teachers Structure Questionnaire

| | Tests of Normality | | | | | |
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
	Statistic	df	Sig.	Statistic	df	Sig.
mean structure	,074	116	,170	,987	116	,355

a. Lilliefors Significance Correction

Accordingly, normal Q-Q plot and histogram also support using parametric tests by going along with the numeritical results provided by Kolmogorov-Smirnov test.

The Cronbach`s alpha coefficiency score of the questionnaire for reliability tests was found as α=.837. The construct validity was checked through an exploratory factor analysis, Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the questionnaire was found to be .705 which is the indicator of almost a perfect adequacy of items along with Bartlett's Chi square=1060; p<.000. The factor analysis was implemented with Varimax rotation which extracted 7 factors while the

number of the factors explain 66,64% of the total variance in questionnaire scores. Table 15 presents the factor loadings while Figure 5 illustrates the screeplot.

Table 12

Reliability Statistics for EPLTE Preservice Teachers Structure Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,837	23

Table 13

KMO and Bartlett`s Test for EPLTE Preservice Teachers Structure Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,705
Bartlett's Test of Sphericity	Approx. Chi-Square	1060,7328
	df	253
	Sig.	,000

Table 14

Total Variance for EPLTE Preservice Teachers Structure Questionnaire

				Total Variance Explained					
					Extraction Sums of Squared			Rotation Sums of Squared	
	Initial Eigenvalues				Loadings			Loadings	
		% of	Cumulative		% of	Cumulative		% of	Cumulative
Items	Total	Variance	%	Total	Variance	%	Total	Variance	%
1	5,388	23,424	23,424	5,388	23,424	23,424	3,204	13,931	13,931
2	2,267	9,856	33,280	2,267	9,856	33,280	2,472	10,748	24,678
3	1,856	8,069	41,349	1,856	8,069	41,349	2,447	10,640	35,319
4	1,831	7,960	49,309	1,831	7,960	49,309	2,139	9,298	44,617
5	1,565	6,806	56,115	1,565	6,806	56,115	1,983	8,622	53,238
6	1,405	6,109	62,224	1,405	6,109	62,224	1,626	7,069	60,308
7	1,017	4,420	66,644	1,017	4,420	66,644	1,457	6,337	66,644
8	,942	4,096	70,740						
9	,822	3,574	74,314						
10	,766	3,329	77,643						
11	,720	3,130	80,773						
12	,648	2,818	83,591						
13	,613	2,663	86,254						
14	,541	2,351	88,605						
15	,485	2,110	90,714						

16	,449	1,952	92,666				
17	,401	1,741	94,408				
18	,309	1,344	95,752				
19	,278	1,208	96,960				
20	,235	1,020	97,979				
21	,202	,879	98,859				
22	,170	,741	99,599				
23	,092	,401	100,000				

Extraction Method: Principal Component Analysis.

Table 15

Rotated Component Matrix for EPLTE Preservice Teachers Structure Questionnaire

	Rotated Component Matrix[a]						
	Component						
	1	2	3	4	5	6	7
Item 17	**,890**	,065	,119	,122	,016	-,012	,107
Item 16	**,854**	,096	,054	,137	,097	-,021	,014
Item 18	**,825**	,152	,092	,004	,023	,182	,137
Item 14	**,795**	,169	,162	,057	,002	,193	,141
Item 11	,100	**,729**	,062	-,142	,010	,239	,087
Item 10	,160	**,676**	,171	-,056	-,006	,206	,205
Item 9	,150	**,608**	-,177	,143	,234	-,187	-,168
Item 3	,019	**,605**	-,122	,337	,007	,123	,058
Item 1	,100	**,595**	,379	,144	-,161	-,126	,098
Item 2	,213	**,466**	,423	-,027	-,286	-,081	-,007
Item 6	,029	-,123	**,763**	,121	,125	,263	,255
Item 7	,083	,141	**,704**	,173	,170	,237	-,006
Item 8	,098	,034	**,681**	-,087	,171	,109	,072
Item 12	,270	,124	**,534**	,122	-,121	-,233	,160
Item 21	,055	,029	,108	**,804**	,058	-,164	-,051
Item 19	,190	,104	,145	**,776**	,128	,209	,089
Item 20	,061	,028	-,019	**,724**	,013	,205	,099
Item 23	,063	-,005	,116	,043	**,911**	,110	,068
Item 22	,054	,006	,142	,123	**,909**	-,047	,022
Item 15	,062	,119	,093	,057	,140	**,722**	-,027
Item 13	,236	,097	,225	,214	-,131	**,709**	-,020
Item 5	,105	,147	,155	,133	-,002	-,169	**,774**
Item 4	,209	,051	,130	-,004	,086	,108	**,771**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

As it can be seen in Table 16, significance of the Kolmogorov-Smirnov test of the second questionnaire based on the second sub-research question stating `What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the knowledge and understanding section of the European Profile for Language Teacher Education?` is >.05 (p=.200) which implies normal distribution of the data to use parametric statistical tests. 5 outliers were deleted in the data set.

Table 16

Normality Test of for EPLTE Preservice Teachers Knowledge and Understanding Questionnaire

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean_knowledgeandunderstanding	,064	116	,200*	,989	115	,515

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Accordingly, normal Q-Q plot and histogram support using parametric tests by going along with the numeritical results provided by Kolmogorov-Smirnov test.

The Cronbach`s alpha coefficiency score for reliability tests was found as α=.853. The construct validity of the EPLTE Preservice Teachers Knowledge and Understanding Questionnaire was checked through an exploratory factor analysis. Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the questionnaire was found to be .753 along with Bartlett`s Chi square=789; p<.000. The factor analysis was implemented with Varimax rotation which extracted 5 factors while the number of the factors explain 69,27%, of the total variance in questionnaire scores. Table 20 presents the factor loadings while Figure 8 illustrates the screeplot.

Table 17

Reliability Statistics for EPLTE Preservice Teachers Knowledge and Understanding Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,853	29

Table 18

KMO and Bartlett`s Test for EPLTE Preservice Teachers Knowledge and Understanding Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,753
Bartlett's Test of Sphericity	Approx. Chi-Square	789,635
	df	120
	Sig.	,000

Table 19

Total Variance for EPLTE Preservice Teachers Knowledge and Understanding Questionnaire

				Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Items	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,119	31,997	31,997	5,119	31,997	31,997	3,011	18,817	18,817
2	1,747	10,920	42,916	1,747	10,920	42,916	2,287	14,292	33,109
3	1,569	9,808	52,725	1,569	9,808	52,725	2,063	12,893	46,002
4	1,497	9,354	62,079	1,497	9,354	62,079	1,909	11,933	57,935
5	1,152	7,197	69,276	1,152	7,197	69,276	1,815	11,341	69,276
6	,920	5,751	75,026						
7	,732	4,573	79,599						
8	,578	3,611	83,209						
9	,550	3,436	86,646						
10	,480	3,002	89,648						
11	,433	2,708	92,356						
12	,364	2,278	94,633						
13	,308	1,927	96,560						
14	,245	1,529	98,090						
15	,185	1,157	99,247						
16	,121	,753	100,000						

Extraction Method: Principal Component Analysis.

Table 20

Rotated Component Matrix for EPLTE Preservice Teachers Knowledge and Understanding Questionnaire

	Rotated Component Matrix[a]				
	Component				
	1	2	3	4	5
Item 7	**,739**	,079	,048	,208	,039
Item 4	**,714**	,013	,013	,318	,172
Item 6	**,699**	,074	,010	-,014	,157
Item 8	**,691**	,205	,293	,143	-,088
Item 5	**,622**	,141	,078	-,044	,199
Item 9	**,595**	,174	,392	,269	-,030
Item 15	,138	**,872**	,040	,101	,083
Item 16	,043	**,869**	,078	,107	,115
Item 1	,263	**,769**	,176	,018	-,006
Item 14	,115	,094	**,915**	,039	,169
Item 13	,154	,132	**,901**	,056	,100
Item 2	,191	,089	,106	**,866**	,090
Item 3	,165	,101	,002	**,856**	,157
Item 12	,092	,127	-,001	,148	**,827**
Item 11	,140	-,006	,138	,010	**,803**
Item 10	,170	,122	,309	,373	**,539**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

As it can be seen in Table 21, significance of the Kolmogorov-Smirnov test for the third questionnaire based on the third sub-research question stating `What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the skills and strategies section of the European Profile for Language Teacher Education?` is >.05 (p=.200) which implies normal distribution of the data to use parametric statistical tests. 4 outliers were deleted in the data set.

Table 21

Normality Test of for EPLTE Preservice Teachers Strategies and Skills Questionnaire

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean_strategiesnadskills	,059	116	,200[*]	,982	116	,715

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Accordingly, normal Q-Q plot and histogram also support using parametric tests by going along with the numeritical results provided by Kolmogorov-Smirnov test.

The Cronbach`s alpha coefficiency score for reliability tests was found as α=.922. The construct validity of the EPLTE Preservice Teachers Strategies and Skills Questionnaire was checked through an exploratory factor analysis. Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the questionnaire was found to be .844 along with Bartlett`s Chi square=1353; p<.000. The factor analysis was implemented with Varimax rotation which extracted 6 factors while the number of the factors explain 62,46%, of the total variance in questionnaire scores. Table 25 presents the factor loadings while Figure 11 illustrates the screeplot.

Table 22

Reliability Statistics for EPLTE Preservice Teachers Strategies and Skills Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,992	25

Table 23

KMO and Bartlett`s Test for EPLTE Preservice Teachers Strategies and Skills Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,844
Bartlett's Test of Sphericity	Approx. Chi-Square	1353,233
	df	300
	Sig.	,000

Table 24

Total Variance for EPLTE Preservice Teachers Strategies and Skills Questionnaire

			Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
items	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %

1	8,920	35,681	35,681	8,920	35,681	35,681	3,182	12,727	12,727
2	1,821	7,284	42,965	1,821	7,284	42,965	3,052	12,209	24,936
3	1,305	5,220	48,185	1,305	5,220	48,185	2,961	11,845	36,781
4	1,281	5,125	53,310	1,281	5,125	53,310	2,514	10,057	46,838
5	1,183	4,731	58,041	1,183	4,731	58,041	2,044	8,176	55,014
6	1,107	4,428	62,469	1,107	4,428	62,469	1,864	7,454	62,469
7	,981	3,923	66,392						
8	,936	3,745	70,136						
9	,848	3,393	73,529						
10	,781	3,125	76,654						
11	,636	2,544	79,198						
12	,622	2,487	81,686						
13	,607	2,429	84,114						
14	,580	2,322	86,436						
15	,530	2,121	88,557						
16	,478	1,910	90,467						
17	,421	1,683	92,150						
18	,394	1,575	93,725						
19	,334	1,338	95,062						
20	,270	1,081	96,143						
21	,242	,969	97,112						
22	,220	,879	97,991						
23	,186	,744	98,735						
24	,174	,697	99,432						
25	,142	,568	100,000						

Extraction Method: Principal Component Analysis.

Table 25

Rotated Component Matrix for EPLTE Preservice Teachers Strategies and Skills Questionnaire

	Rotated Component Matrix[a]					
	Component					
	1	2	3	4	5	6
Item 16	**,776**	,204	,073	,238	-,009	,210
Item 20	**,767**	,228	,135	,025	,229	,144
Item 7	**,646**	,290	,051	,324	,085	,104
Item 4	**,544**	,207	,356	,047	,233	,217
Item 1	**,529**	,113	,368	,152	,149	,006
Item 18	,146	**,782**	,071	,154	-,012	-,026
Item 22	,221	**,732**	,188	,144	,051	,162
Item 14	,166	**,679**	,056	,099	,102	,400
Item 5	,242	**,572**	,157	,211	,367	-,054

Item 17	,293	**,541**	,220	,271	-,056	,348
Item 25	,275	-,001	**,773**	,137	-,049	,089
Item 24	,368	,336	**,644**	,214	,026	,097
Item 3	,197	,437	**,582**	-,006	,147	,053
Item 12	-,145	,176	**,567**	,134	,373	,300
Item 10	-,013	,077	**,488**	,395	,410	-,090
Item 15	,115	,147	**,369**	,295	,357	,257
Item 11	-,035	,266	,054	**,678**	,098	,229
Item 2	,268	,048	,328	**,660**	,026	-,067
Item 9	,243	,106	-,083	**,574**	-,093	,541
Item 19	,315	,173	,145	**,531**	,199	,153
Item 21	,284	,248	,212	,312	**,524**	-,017
Item 6	,098	,018	,011	,020	**,783**	,033
Item 13	,256	,074	,176	,165	**,680**	,178
Item 8	,270	,203	,135	,076	,141	**,691**
Item 23	,107	,076	,526	,119	,212	**,601**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

The results of Kolmogorov-Smirnov normality test of the fourth sub-research question stating `What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the values section of the European Profile for Language Teacher Education?` show that there is a violation of the normality assumption. As Pallant (2011) stated that this is quite common case for larger samples. Moreover, Dörnyei (2007) the assumption of normality was also proved through histogram and Q-Q plot. These figures strengthened the normal distribution of the collected data. 4 outliers were deleted.

Table 26

Normality Test of for EPLTE Preservice Teachers Values Questionnaire

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean values	,103	116	,004	,973	116	,019

a. Lilliefors Significance Correction

The Cronbach`s alpha coefficiency score for reliability tests was found as α=.842. The construct validity of the EPLTE Preservice Teachers Values Questionnaire was checked through an exploratory factor analysis. Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the questionnaire was found to be .795

along with Bartlett's Chi square=374; p<.000. The factor analysis was implemented with Varimax rotation which extracted 3 factors while the number of the factors explain 69,19%, of the total variance in questionnaire scores. The Table 30 presents the factor loadings while Figure 14 illustrates the screeplot.

Table 27

Reliability Statistics for EPLTE Preservice Teachers Values Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,842	9

Table 28

KMO and Bartlett`s Test for EPLTE Preservice Teachers Values Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,795
Bartlett's Test of Sphericity	Approx. Chi-Square	374,470
	df	36
	Sig.	,000

Table 29

Total Variance for EPLTE Preservice Teachers Values Questionnaire

				Total Variance Explained					
		Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings	
Items	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,014	44,599	44,599	4,014	44,599	44,599	2,456	27,286	27,286
2	1,126	12,508	57,107	1,126	12,508	57,107	2,074	23,049	50,335
3	1,088	12,091	69,198	1,088	12,091	69,198	1,698	18,863	69,198
4	,664	7,380	76,578						
5	,595	6,614	83,192						
6	,530	5,887	89,079						
7	,407	4,520	93,599						
8	,316	3,509	97,108						
9	,260	2,892	100,000						

Extraction Method: Principal Component Analysis.

Table 30

Rotated Component Matrix for EPLTE Preservice Teachers Values Questionnaire

	Rotated Component Matrix[a]		
	Component		
	1	2	3
V3	**,826**	,080	,121
V2	**,704**	,141	,161
V4	**,694**	,171	,293
V7	**,688**	,358	,105
V1	,041	**,865**	,193
V8	,424	**,783**	-,024
V6	,226	**,687**	,322
V5	,156	,153	**,873**
V9	,257	,181	**,810**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

The main research question and all of the subresearch questions also require gathering qualitative data through semi-structured interview questions. Content analysis for qualitative data was handled according to Dörnyei (2007)`s latent content analysis which `the qualitative categories used in the content analysis are not predetermined but are derived inductively from the data analyzed` (p. 245). In parallel with Dörnyei, Perakyla and Ruusuvuori (2011) indicated that qualitative content analysis necessitates reading the raw transcription material repetitively to find out main themes. Hence, the transcriptions of the collected data were reread over and over again and coded to order to initially get a general idea for defining key categories and themes. Miles and Huberman (1994) defines coding as `tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study… attached to chunks of varying size -words, phrases, sentences, or whole paragraphs, connected or unconnected to a specific setting` (p. 56). In Dörnyei (2007)`s book coding is defined as underlining and labeling processes of some extractions of transcriptions in order for easy identification of themes and categories.

For the current study, the researcher produced the interview questions in accordance with questionnaires and the purpose of the study. The semi-structured interview questions were reviewed by three professors in the field. Following the

revisions, some questions were subjected to some alterations in terms of wording according to the feedbacks taken from the professors. Also, the questions were translated into Turkish by the researcher in order to eliminate any kind of problem caused by the interviewers in terms of anxiety to speak in second language although there were no international PTs among interviewees. The Turkish versions of the interview questions were reviewed by the master`s thesis`s supervisor. Furthermore, the process of interview was piloted with the advice of the supervisor before administrating actual interviews to enable the researcher and interviewers to figure out any problem about wording, understanding, expressing thoughts and reflecting on interviewing skills. Also, the piloted interview was recorded and transcribed so that the researcher and the supervisor could interpret and improve the interviewing skills.

There were 18 open ended questions in total including 1 question for demographic information and 17 questions in accordance with the purpose of the study. The reason behind forming open ended questions was to obtain rich and in-depth answers about their perceptions of quality of ELTEP`s curriculum from the interviewers in terms of the qualitative data. Semi-structured interview questions provide a prepared list of open-ended questions to follow; however, they enable researcher to deviate and manipulate the questions with some follow ups in case of eliminating the ideas of the interviewees for clarification and elaboration (Mackey and Gass, 2005).

After the following procedures, the researcher implemented the interviews with 17 PTs in between May and June, in 2017-2018 Spring term. Later, the interviews were transcribed word by word by using Microsoft Word 2016 and QuickTime Player. The researcher and a peer coder separately reread the documents many times for coding and identifying themes and categories. Then, the codes obtained by the researcher and the peer coder were compared until they achieved an agreement. Following the final decision, the codes were transferred to a Microsoft Excel 2016 document for matching with the appropriate categories and themes independently by the coders. The intercoder reliability which explains the extent of the agreement between two independent coders was checked (Campbell, Quincy, Osserman and Pedersen, 2013). Miles and Huberman (1994) and Neuendorf (2002) stated that check-coding provides a good reliability check

providing establishing at least coefficiency of .90. At the end of the independent coding procedures, intercoder reliability is achieved greater than .90.

Chapter 4

Findings

Introduction

Throughout this section of the study, quantitative and qualitative results of research data will be presented along with the analyses. Since the study is conducted with concurrent triangulation design, the quantitative and qualitative data results will be given separately. In the first section, the quantitative data analyses and results will be provided in an order for the sub-research questions. Later, in the second section, the qualitative data results will be reported and supported with some extracts from the interviews again ordered according to the sub-research questions.

Quantitative Data Findings

In this part of the study, the main research question, "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the European Profile for Language Teacher Education?", is answered with four questionnaires. The data collected through these questionnaires were analyzed with descriptive statistics and frequencies to answer the main research question throughout four sub-research questions individually.

Preservice teachers` perceptions of ELTEP`s curriculum structure. This section aims to get the PTs ` perceptions about structure of the academic curriculum for initial language teacher education with the first sub-research question stating "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the structure section of the European Profile for Language Teacher Education?"

A curriculum that integrates academic study and the practical experience of teaching. Four items of the questionnaire (14, 16, 17 and 18) aim to assess participants` perceptions on theory education in the curriculum, its place and effectiveness.

Table 31

Descriptive Statistics of a Curriculum That Integrates Academic Study and the
Practical Experience of Teaching

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
14. The course is designed in such a way that all theory is related in some way to what the preservice teachers will see or do in the classroom.	1	,9	18	15,5	27	23,3	54	46,6	16	13,8	3,56	,94
16. Preservice teachers are able to recognise theory working in practice, either through peer observation or through teacher observation.	1	,9	12	10,3	27	23,3	58	50,0	18	15,5	3,68	,88
17. Preservice teachers are able to demonstrate an understanding and evaluation of the theoretical part of their education.	1	,9	12	10,3	26	22,4	57	49,1	20	17,2	3,71	,90
18. Through action research tasks or similar, preservice teachers are able to apply the theory to their teaching.	1	,9	12	10,3	34	29,3	51	44,0	18	15,5	3,62	,89

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

When looked into the result of the first factor in structure questionnaire, the majority of the subjects (46,6%, 54 out of 116) agreed with the item 14 stating "The course is designed in such a way that all theory is related in some way to what the PTs will see or do in the classroom." while 16 participants agreed with the statement. The 23,3% of PTs (27 out of 116) were neutral while 19 of 116 (16,4%) disagreed that their curricula succeeded in forming courses combining theory with real classroom practices.

For the 16th item, half of the participants (58 out of 116) agreed that they are able to recognize theory in observations while 18 of the PTs indicated that they

strongly agreed with the item, "Preservice teachers are able to recognise theory working in practice, either through peer observation or through teacher observation.". The other results showed that 27 PTs (23,2%) were neutral toward the item. The number of the participants who disagreed (10,3%, 12 out of 116) outnumbered the ones who strongly disagreed (,9%, 1 out of 116).

Similarly, majority of the PTs (49,1%, 57 out of 116) agreed with the item 17, "Preservice teachers are able to demonstrate an understanding and evaluation of the theoretical part of their education." Besides, a few participants (22,4%, 26 out of 116) stated that they were neutral about demonstrating an understanding and evaluation of theory in their education. The number of the participants who disagreed (10,3%, 12 out of 116) was more than the participants who strongly disagreed with the item (11,2%, 13 out of 116).

Finally, the participants (44,0%, 51 out of 116) who agreed with the item 18, "Through action research tasks or similar, preservice teachers are able to apply the theory to their teaching." had a higher percentage than the ones whose thoughts were neutral (29,3%, 34 out of 116). Furthermore, the number of the subjects who strongly agreed (15,5%, 18 out of 166) was higher than the total number of the participants who either disagreed (10,3%, 12 out of 116) or strongly disagreed (,9%, 1 out of 116).

An explicit framework for teaching practice (stage/practicum). The items numbered 1, 2, 3, 9, 10, and 11 were designed to get the participants` perceptions on teaching practice in terms of duties of PTs, mentors, tutors and institutions.

Table 32

Descriptive Statistics of An Explicit Framework for Teaching Practice (Stage/Practicum)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
1. Institution provides preservice teachers with written guidelines outlining how their teaching practice will be organised.	1	,9	11	9,5	21	18,1	60	51,7	23	19,8	3,80	,89

Item											Mean	SD
2. Tutors keep track of their preservice teachers' progress.	2	1,7	13	11,2	37	31,9	53	45,7	11	9,5	3,50	,87
3. Each preservice teacher is assigned a mentor for the duration of the school experience.	3	2,6	6	5,2	23	19,8	44	37,9	40	34,5	3,96	,99
9. Preservice teachers keep a teaching practice diary or log recording their experiences.	3	2,6	17	14,7	20	17,2	52	44,8	24	20,7	3,66	1,04
10. Teaching practice is monitored by the institution through regular contact with the preservice teachers and their mentor.	4	3,4	10	8,6	22	19,0	60	51,7	20	17,2	3,70	,96
11. During the teaching practice, mentors complete a number of tasks and responsibilities with the preservice teachers such as observing them teaching, giving them feedback, checking over their lesson plans and offering general pastoral support.	-	-	10	8,6	19	16,4	50	43,1	37	31,9	3,98	,91

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

The table above shows that more than half of the participants (51,7%, 60 out of 116) approved that their ELT programme gave a written guideline about teaching practice while 12 of them (10,4%) reported that they did not have a guideline for that purpose. There were fewer neutral answers (18,1%, 21 out of 116) than quite positive ones (19,8%, 23 out of 116) for the item 1, "Institution provides preservice teachers with written guidelines outlining how their teaching practice will be organised.".

In the questionnaire, the item 2 is about tutors` duty of keeping a diary for PTs. For this statement, the percentage of the agreeing participants (45,7%, 53 out of 116) was the highest while the percentage of the participants who strongly disagreed (1,7%, 2 out of 116) was the lowest. On the other hand, the respondents

who had neutral perceptions outnumbered the ones either disagreed (11,2%, 13 out of 116) or strongly agreed (9,5%, 11 out of 116) with the item 2 stating "Tutors keep track of their preservice teachers' progress.".

For the third item in the factor, 'strongly disagree' responses (2,6%, 3 out of 116) were doubled by the 'disagree' ones (5,2%, 6 out of 116). The highest two percentages belonged to the positive thoughts (37,9%, 44 out of 116 and 34,5%, 40 out of 116) about the item 3, "Each preservice teacher is assigned a mentor for the duration of the school experience.". Nearly one-fifth of the ELTEP PTs (19,8%, 23 out of 116) reported their neutral opinions.

When looked into the analyses, one-fifth of the participants strongly agreed with the item 9, "Preservice teachers keep a teaching practice diary or log recording their experiences." while 52 of them (44,8%) only agreed. 17,2% (20 out of 116) held neutral opinions about keeping teaching a diary or log. There were a few ELTEP PTs (17,3%, 20 out of 116) stated that they did not keep that diary.

As the results in the table indicate that, slightly over half of the participants (51,7%, 60 out of 116) agreed with the item 10 stating that "Teaching practice is monitored by the institution through regular contact with the preservice teachers and their mentor.". There were 20 ELTEP PTs (17,2%) who strongly agreed with item although 22 (19,0%) of the PTs stated their neutrality. The number of the participants who disagreed (8,6%, 10 out of 116) was more than the ones who had a strong disagreement on regular contact with PTs and their mentor for teaching practice.

Surprisingly, there was no participant who had a total disagreement with the item 11, "During the teaching practice, mentors complete a number of tasks and responsibilities with the preservice teachers such as observing them teaching, giving them feedback, checking over their lesson plans and offering general pastoral support.". 10 of them (8,6%) only disagreed while 19 participants (16,4%) were neutral. Most of the PTs either agreed (43,1%, 50 out of 116) or totally agreed (31,9%, 37 out of 119).

Close links between trainees who are being educated to teach different languages. The items numbered 6, 7, 8, and 12 are based on collecting the ideas

of ELTEP PTs about cooperation and collaboration between different languages, their teachers and teacher education programmes.

Table 33

Descriptive Statistics of Close Links between Trainees Who Are Being Educated to Teach Different Languages

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
6. Tutors in teacher education programmes of different languages collaborate to preservice teachers would be beneficial.	-	-	17	14,7	32	27,6	53	45,7	14	12,1	3,55	,88
7. Cooperation between preservice teachers in teacher education programmes of different languages deals with linguistic, cultural, educational, historical and methodological comparisons.	1	,9	13	11,2	28	24,1	50	43,1	24	20,7	3,71	,94
8. Preservice teachers in different languages' teaching programmes have comparative methodology seminars and workshops, taught by their respective tutors.	1	,9	21	18,1	27	23,3	50	43,1	17	14,7	3,52	,98
12. Preservice teachers have experience of studying or working in another country.	15	12,9	32	27,6	25	21,6	32	27,6	12	10,3	2,94	1,22

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

The table above presents the descriptive statistics for the sub-construct related with the collaboration and coordination of different languages teaching programmes. The greatest majority in the factor was gained with the 6th item "Tutors in teacher education programmes of different languages collaborate to preservice teachers would be beneficial.". A slightly below half of the participants (45,7%, 53

out of 116) held positive thoughts with the item while 32 PTs (27,6%) could not decide on what to think. Moreover, there were more PTs who were in disagreement (14,7%, 17 out of 116) with the item than the ones who had strong agreement (12,1%, 14 out of 116). The results of the item did not include any opinion expressing quite negative belief about benefit of collaboration of tutors of different languages teaching programmes.

For the item 7, "Cooperation between preservice teachers in teacher education programmes of different languages deals with linguistic, cultural, educational, historical and methodological comparisons.", over two-fives of the ELTEP PTs (43,1%, 50 out of 116) had an agreement with the statement while the second highest percentage in the item (24,1%, 28 out of 116) belonged to the neutral participants. Then, these statistics were followed by the ones who strongly agreed (20,7%, 24 out of 116). With 13 subjects (11,2%), there were a disagreement about collaboration with PTs of different languages teacher education programmes, only one participant (,9%) was in a strong disagreement with this cooperation.

It was the same case for the item 8, "Preservice teachers in different languages' teaching programmes have comparative methodology seminars and workshops, taught by their respective tutors.". There was only 1 PT (9%) who strongly disagreed with the item. Once again, the vast majority (43,1%, 50 out of 116) was in an agreement and they were followed by the neural ones (23,3%, 27 out of 116). The number of the negative responses to the item (18,1%, 21 out of 116) outnumbered the ones who strongly agreed (14,7%, 17 out of 116).

In response to the item 12, "Preservice teachers have experience of studying or working in another country.", the numbers of the PTs who disagreed (27,6%, 32 out of 116) and agreed (27,6%, 32 out of 116) with the item were surprisingly the same. Following these number, the second highest percentage belonged to neutral respondents (21,6%, 25 out of 116). Another surprising fact that attracted the attention was that the numbers of the ELTEP PTs who strongly disagreed (12,9%, 15 out of 116) with the item and strongly agreed (10,3%, 12 out of 116) were so close.

Continuing professional development for teacher educators. The perceptions of the respondents about continuing professional development opportunities were gathered with the items 19, 20, and 21.

Table 34

Descriptive Statistics of Continuing Professional Development for Teacher Educators

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
19. Education of educators can be planned in advance to ensure that its benefits are passed on to colleagues through workshops and seminars.	-	-	2	1,7	7	6,0	66	56,9	41	35,3	4,25	,64
20. Ongoing education of educators can be organized effectively using an institution's own resources.	1	,9	-	-	13	11,2	71	61,2	31	26,7	4,12	,66
21. Funding must be made available for the continuing education of teacher educators.	-	-	1	,9	11	9,5	69	59,5	35	30,2	4,18	,63

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

The results of the fourth sub-construct in the questionnaire indicated that majority of the participants (92,2%, 107 out of 116) had positive perceptions while 6 percent of them (7 out of 116) were neutral and only 2 participants (1,7%) disagreed with the first item of the factor stating that "Education of educators can be planned in advance to ensure that its benefits are passed on to colleagues through workshops and seminars.".

Similarly, the statistics for item 20, "Ongoing education of educators can be organized effectively using an institution's own resources." shows that once again most of the participants (61,2%, 71 out of 166 and 26,7%, 31 out of 116) had positive

views while 13 participants (11,2%) indicated their neutrality. There was only 1 participant (,9%) who had negative perception toward the item.

Finally, the results of the last item in the table shows that again the vast majority (59,5%, 69 out of 116 who agreed and 30,2%, 35 out of 116 who strongly agreed) belonged to the ones who expressed their favoring thoughts. Apart from them, the number of the participants who were neutral (9,5%, 11 out of 116) were followed by the one who disagreed with the item 21, "Funding must be made available for the continuing education of teacher educators.".

Teaching practice mentors. The items 22 and 23 in the questionnaire present the perceptions of ELTEP PTs about studies done in their programme for teaching practice mentors.

Table 35

Descriptive Statistics of Teaching Practice Mentors

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
22. A framework for mentor training is needed to outline the key areas of mentor training.	-	-	10	8,6	21	18,1	58	50,0	27	23,3	3,87	,86
23. Mentors need to be professionally recognized for being involved in mentoring.	-	-	9	7,8	20	17,2	54	46,6	33	28,4	3,95	,87

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As shown in the table above, there were no strong negative ideas in response to the item 22 stating "A framework for mentor training is needed to outline the key areas of mentor training.". On the other hand, exactly the half of the subjects (50,0%, 58 out of 116) in the study agreed while slightly below the quarter of the responses (23,3%, 27 out of 116) were of the opinion that they strongly agreed with the idea of a need for a framework for mentor training. 21 ELPTE PTs (18,1%) had neutral perceptions with the item while 10 PTs (8,6%) disagreed.

Once again, for the last item stating, "Mentors need to be professionally recognized for being involved in mentoring.", there was no answer expressing strong disagreement. A vast majority of the PTs (46,6%, 54 out of 116) agreed while about two-thirds of the participants (28,4%, 33 out of 116) held strong positive ideas on professional recognition of mentors. The number of the PTs who were neutral (17,2%, 20 out of 116) outnumbered the ones who disagreed (7,8%, 9 out of 116).

Multicultural and intercultural issues in language teaching and learning.
PTs` perception on multicultural and intercultural aspects of their profession were analyzed with the statements number 13 and 15.

Table 36

Descriptive Statistics of Multicultural and Intercultural Issues in Language Teaching and Learning

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
13. Preservice teachers are able to develop an intercultural understanding and appreciate the importance of culture, and sensitivity to it, when building relationships in a professional setting.	2	1,7	7	6,0	35	30,2	56	48,3	16	13,8	3,66	,85
15. Preservice teachers understand that multicultural and intercultural issues affect most teaching and learning contexts.	-	-	8	6,9	25	21,6	62	53,4	21	18,1	3,82	,80

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

In the table above, the item 13 was designed to find out ELTEP PTs` perceptions about developing intercultural understanding and appreciating the culture. Nearly half of them (48,3%, 56 out of 116) thought that ELT PTs can develop this understanding although slightly above one-third of the participants (30,2%, 35 out of 116) could not decide on the item 23 stating that "Preservice

teachers are able to develop an intercultural understanding and appreciate the importance of culture, and sensitivity to it, when building relationships in a professional setting.". While 16 of them (13,8) were in a strong agreement with the expression, 9 PTs (7,7%) had disagreement in total.

The highest percentage in the results of this sub-construct belonged to the item 15, "Preservice teachers understand that multicultural and intercultural issues affect most teaching and learning contexts.". 62 of the respondents (53,4%) agreed while none of them had pretty negative ideas about the item. The number of the participants who strongly agreed (18,1%, 21 out of 116) and the number of the ones who were neutral (21,6%, 25 out of 116) were quite close to each other. Finally, there were only 8 responses which reflected negative perceptions of the PTs about relationship of multicultural and intercultural issues with teaching and learning contexts.

Recruitment in language teaching. Two items in the questionnaire (4 and 5) aim to assess participants` perceptions on getting help from their programme in terms of their options after graduation.

Table 37

Descriptive Statistics of Recruitment in Language Teaching

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
4. Preservice teachers are aware which organizations and institutions provide specialized in-service education for language teaching.	-	-	11	9,5	33	28,4	59	50,9	13	11,2	3,63	,80
5. Preservice teachers are given assistance in finding relevant work or university placements abroad by their educational institution.	1	,9	23	19,8	39	33,6	46	39,7	7	6,0	3.30	,88

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

The results in the table above indicated that none of the subjects had quite negative perceptions about the item 4, "Preservice teachers are aware which organizations and institutions provide specialized in-service education for language teaching.". However, a vast majority of the respondents (62,1%, 72 out of 116) stated that they agreed while only 11 of them (9,5%) disagreed and 28,4% of the answers (33 out of 116) showed neutral perceptions.

For the second item in the factor, the numbers of the participants who stated that they were neutral (33,6%, 39 out of 116) and agreed (39,7%, 46 out of 116) were quite close. Nearly one-fifth of them (19,8%, 23 out of 116) responded disagreed while only one participant (,9%) totally disagreed. However, between the negative respondents` percentages, 6% of them (7 out of 116) held quite positive perceptions about the item 5, "Preservice teachers are given assistance in finding relevant work or university placements abroad by their educational institution."

Preservice teachers` perceptions of ELTEP`s Training in knowledge and understanding. This section aims to get the PTs` perceptions about knowledge and understanding intended to be gained through initial language teacher education with the second sub-research question stating "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the knowledge and understanding section of the European Profile for Language Teacher Education?"

Training in development of a critical and enquiring approach to teaching and learning. In the questionnaire, items 4, 5, 6, 7, 8, and 9 try to assess participants` perceptions on their training of language teaching and learning methodologies for a reflective perspective.

Table 38

Descriptive Statistics of Training in Development of a Critical and Enquiring Approach to Teaching and Learning

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
4. Preservice teachers encounter a range of different language	2	1,7	5	4,3	23	19,8	59	50,9	26	22,4	3,86	,86

	SD		D		N		A		SA		Mean	SD
teaching methodologies to enable them to think reflectively about their teaching approaches.												
5. Preservice teachers make the vital link between their own learning and their teaching.	-	-	6	5,2	20	17,2	57	49,1	32	27,6	3,97	,81
6. A mixture of micro-teaching, team-teaching, classroom-based observation and peer observation allows preservice teachers to see different teaching techniques in action.	1	,9	5	4,3	18	15,5	44	37,9	47	40,5	4,11	,93
7. Preservice teachers learn to build flexibility into existing curricular frameworks.	2	1,7	7	6,0	33	28,4	49	42,2	24	20,7	3,72	,89
8. Preservice teachers are able to reflect on what they have learnt and what they have seen or done.	1	,9	7	6,0	15	12,9	69	59,5	23	19,8	3,89	,80
9. Preservice teachers are able to assess the value of reflecting on what they have learnt, seen or done against the intended learning outcomes for a given group of learners.	1	,9	3	2,6	20	17,2	71	61,2	20	17,2	3,89	,72

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As shown in the table above, slightly over the half of the participants (50,9%, 59 out of 115) agreed with the item 4 stating "Preservice teachers encounter a range of different language teaching methodologies to enable them to think reflectively about their teaching approaches." while nearly the quarter of them (22,4%, 26 out of 115) had quite strong positive perceptions about it. On the other hand, the ones who reported neutral ideas (19,8%, 23 out of 115) were more than the total number of those who did not encountered different language teaching methodologies for thinking reflectively about teaching approaches (6,0%, 7 out of 115).

Similarly, the majority of the subjects in the study (49,1%, 57 out of 115 and 27,6%, 32 out of 115) thought that ELTEP PTs should create links their own learning and teaching. 20 of them (17,2%) were neutral about the item although 6 participants (5,2%) did not agree. Nobody strongly disagreed with the item 5, "Preservice teachers make the vital link between their own learning and their teaching.".

In response to the item 6, the PTs who ticked the boxes of agree (37,9% 44 out of 115) and strongly agree (40,5%, 47 out of 115) were nearly equal in numbers. The lowest percentage in the responses of the statement belonged to the PT who totally disagreed (,9%, 1 out of 115). This number is followed by the ones who were in a disagreement with the item stating "A mixture of micro-teaching, team-teaching, classroom-based observation and peer observation allows preservice teachers to see different teaching techniques in action.". 15,5% (18 out of 115) of the participants could not decide what to think about the statement.

The number of the participants who had an agreement (42,2%, 49 out of 115) were nearly two times of the ones who strongly agreed (20,7%, 24 out of 115) with the item 7 "Preservice teachers learn to build flexibility into existing curricular frameworks.". 33 of them (28,4%) were indecisive while 6% (7 out of 115) were in a disagreement and 2 (1,7%) strongly disagreed with the statement 7.

For the item 8, the majority of the responses (59,5%, 69 out of 115) showed that the ELTEP PTs believed they are had the ability of reflecting what they had learned, seen and done. On the other hand, nearly one-fifth of them (19,8%, 23 out of 115) totally accepted while 15 of them (12,9) were in between with the statement. The minority of the subjects (6,0%, 8 out of 115) thought that they did not have the ability to reflect their knowledge to their teaching.

The highest percentage in the answers of the sub-construct belongs to the last item. 61,2% of the PTs (71 out of 115) stated that they had the ability of assessing the value of reflecting on their professional knowledge for the intended learning outcomes of a specific group. Surprisingly, the numbers of the PTs who were neutral (17,2%, 20 out of 115) and had strong positive ideas (17,2%, 20 out of 115) about the item were equal. The participants disagreeing (2,6%, 3 out of 116) outnumbered the one who had strong negative perfections (,9%, 1 out of 115) about

the item 9, "Preservice teachers are able to assess the value of reflecting on what they have learnt, seen or done against the intended learning outcomes for a given group of learners.".

Training in the theory and practice of internal and external programme evaluation. Three items of the questionnaire (1, 15 and 16) aim to elicit the participants` training in the theory and practice of internal and external programme evaluation.

Table 39

Descriptive Statistics of Training in the Theory and Practice of Internal and External Programme Evaluation

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
1. During the school experience, preservice teachers become familiar with the internal quality standards of the institutions.	-	-	4	3,4	30	25,9	57	49,1	24	20,7	3,85	,77
15. Preservice teachers follow the procedures relating to internal and external programme evaluation.	-	-	11	9,5	22	19,0	67	57,8	15	12,9	3,72	,80
16. Preservice teachers carry out extra tasks relating to internal and external programme evaluation when required.	-	-	10	8,6	26	22,4	62	53,4	17	14,7	3,72	,81

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

When looked at the table presenting the statistical results related with the items about internal and external programme evaluation, the lowest percentage in the answers belonged to the ELTEP PTs who disagreed (3,4%, 4 out of 115) with the statement. On the other hand, the highest percentage was taken from the PTs who agreed (49,1%, 57 out of 115) that they were familiar with the internal quality standards of their internship schools while nearly half of the agreeing PTs (20,7%,

24 out 115) had had quite positive beliefs with the statement. However, one-fourth of the participants (25,9%, 30 out of 115) were indecisive.

For the item related with following the procedures of programme evaluation, 67 respondents (57,8%) accepted that they could handle the steps while nearly one-fifth of them (19,0%, 22 out of 115) were neutral about it. However, half of the number of the neutral participants (9,5%, 11 out of 115) were in a disagreement while those respondents were outnumbered by the ones who strongly agreed (12,9%, 15 out of 115) with the item 15 stating "Preservice teachers follow the procedures relating to internal and external the programme evaluation.".

The majority of the ELTEP PTs (53,4%, 62 out of 115) accepted that they could fulfill the extra tasks of programme evaluation whereas 10 of them (8,7%) stated that they failed to carry out those extra assignments. The number of the participants who were in a strong agreement (14,7%, 17 out of 115) was less than the respondents who were neutral (22,4%, 26 out of 115) about the item 16 "Preservice teachers carry out extra tasks relating to internal and external programme evaluation when required.".

Training in information and communication technology for personal planning, organisation and resource discovery. Two items of the questionnaire (13 and 14) assess participants` perceptions on their training in ICT for personal planning, organization and resource discovery.

Table 40

Descriptive Statistics of Training in Information and Communication Technology for Personal Planning, Organisation and Resource Discovery

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
13. Preservice teachers who manage their work using ICT are able to track their own and learners' progress more effectively.	1	,9	11	9,5	34	29,3	51	44,0	18	15,5	3,62	,89
14. Preservice teachers who manage	1	,9	11	9,5	33	28,4	51	44,0	19	16,4	3,63	,89

their work using ICT
are able to disseminate
the results of
assessment and
research more
efficiently.

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree;
5, Strongly Agree

As shown in the table above, the perceptions of the participants about using information and communication technologies for personal planning were quite the same. In terms of the responses of the items 13 and 14 stating "Preservice teachers who manage their work using ICT are able to track their own and learners' progress more effectively." and "Preservice teachers who manage their work using ICT are able to disseminate the results of assessment and research more efficiently.", the number of the ELTEP PTs who were both strongly disagreed (,9%, 1 out of 115) and only disagreed (9,5%, 11 out of 115) were same for those two items. The majority of the participants (44,0%, 51 out of 116) were in an agreement with the item 13 and 14. While the percentage of the subjects who expressed their uncertainty for the first item was 29,3% (34 out of 115), the percentage of the subjects who expressed their uncertainty for the second item was 28,4% (33 out of 115). On the other hand, the number of PTs strongly agreeing with item 13 was 18 out of 116 (15,5%) while for the second item, the number was 19 out of 116 (16,4%).

Training in methodologies and in state-of-the-art classroom techniques. The third sub-construct in the questionnaire was designed to get the ideas of ELTEP PTs about training in language teaching methodologies with item 2 and 3.

Table 41

Descriptive Statistics of Training in Methodologies and in State-of-the-art Classroom Techniques

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
2. Preservice teachers have a significant amount of classroom experience before they	5	4,3	19	16,4	21	18,1	52	44,8	18	15,5	3,49	1,07

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
are able to use a variety of techniques effectively.												
3. Preservice teachers' experiments with different classroom techniques are recorded to build upon.	4	3,5	21	18,1	25	21,6	44	37,9	21	18,1	3,47	1,09

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

When looked at the table of the sub-construct trying to assess participants` perceptions on methodology training in the programmes, the results of the statistics were quite close to each other. The greatest percentages for both items belonged to the PTs who were in an agreement (44,8%, 52 out of 115 and 37,9%, 44 out of 115). On the other hand, the lowest percentages for both items belonged to the PTs who had a strong disagreement (4,3%, 5 out of 115 and 3,5%, 4 out of 115). The number of the participants who were in disagreement with item 3 (16,1%, 19 out of 115) outnumbered participants who were in disagreement with item 2 (16,4%, 19 out of 115). 21 of the PTs in the first item (18,1%) and 25 of the PTs in the second item (21,6%) were undecisive. The greatest percentages belonged the ones who agreed with both items (44,8%, 52 out of 116 and 37,9%, 44 out of 115). Finally, 15,5% of the participants (18 out of 115) had quite positive opinions about the item 2 stating "Preservice teachers have a significant amount of classroom experience before they are able to use a variety of techniques effectively." while 21 of them (18,1%) strongly agreed with the item 3 stating "Preservice teachers' experiments with different classroom techniques are recorded to build upon.".

Training in information and communication technology for pedagogical use in the classroom. Three items in the questionnaire (10, 11, and 12) intend to gather the participants` perceptions on training for information and communication technologies for professional requirements.

Table 42

Descriptive Statistics of Training in Information and Communication Technology for Pedagogical Use in the Classroom

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Descriptive

Items	f	%	f	%	f	%	f	%	f	%	M	SD
10. The value added by using ICT is always clear.	1	,9	10	8,6	62	53,4	27	23,3	15	12,9	3,37	,85
11. ICT is used as an integral part of a lesson rather than an add-on to it.	-	-	15	12,9	45	38,8	43	37,1	12	10,3	3,43	,85
12. Preservice teachers learn how to use ICT to maximise a lesson's learning outcomes and the interest and enthusiasm of their learners.	-	-	13	11,2	47	40,5	44	37,9	11	9,5	3,43	,81

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

The table above presents the perceptions of ELTEP PTs about using information and communication technologies for professional needs. In response to the item 10 stating "The value added by using ICT is always clear.", more than the half of the participants (53,4%, 62 out of 115) had uncertainty. Slightly over one-fifth of the respondents (23,3%, 27 out of 115) agreed with the item. That statistic was followed by the ones who strongly appreciated clearness of the value given to ICT (12,9%, 15 out of 115). While 10 of the participants (8,6%) had disagreement, only 1 of them (,9%) had quite negative ideas.

Looking at the responses of 11th item, the numbers of the PTs who were neutral (38,8%, 45 out of 116) and had agreement (37,1%, 43 out of 116) were quite close to each other. Surprisingly, the numbers of the PTs who were in a disagreement (12,9%, 15 out of 116) and were in a strong agreement (10,3%, 12 out of 116) were also quite close. There was no participant who totally disagreed with the item 11 stating "ICT is used as an integral part of a lesson rather than an add-on to it.".

Likewise, the numbers of the participants who were neutral (40,5%, 47 out of 116) and who had agreement (37,9%, 44 out of 116) with the item 12 stating "Preservice teachers learn how to use ICT to maximise a lesson's learning outcomes and the interest and enthusiasm of their learners" were close to each other. Surprisingly, 11 of the respondents (9,5%) strongly agreed while 13 of them

(11,2%) disagreed with the item. There was no answer in the data indicating total disagreement.

Preservice teachers` perceptions of ELTEP`s training in strategies and skills. This section aims to get the PTs` perceptions about strategies and skills gained through initial language teacher education with the third sub-research question stating "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the strategies and skills section of the European Profile for Language Teacher Education?"

Training in methods of learning to learn. Five items of the questionnaire (1, 4, 7, 16 and 20) aim to assess participants` perceptions on their ELTEP`s training in methods of learning to learn.

Table 43

Descriptive Statistics of Training in Methods of Learning to Learn

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
1. Preservice teachers are introduced to self-study methods that they can foster in learners.	-	-	9	7,8	18	15,5	64	55,2	25	21,6	3,90	,82
4. Preservice teachers are taught to analyze the learning strategies of their learners during their classroom-based teaching practice.	2	1,7	7	6,0	23	19,8	61	52,6	23	19,8	3,82	,87
7. Teacher educators emphasise a range of learning methods when teaching preservice teachers to raise their awareness of how they are learning as well as what they are learning.	-	-	3	2,6	24	20,7	69	59,5	20	17,2	3,91	,69
16. Preservice teachers use different teaching styles for the needs of learners in order to ensure a high motivation in the	1	,9	5	4,3	21	18,1	56	48,3	33	28,4	3,99	,84

classroom for effective learning.												
20. Through their education, preservice teachers will become more aware of their own learning styles in order to implement strategies to address their learning.	-	-	2	1,7	16	13,8	70	60,3	28	24,1	4,06	,66

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As the results indicate in the Table 43, none of the participants thought in a quite negative way about the item 1 which stated "Preservice teachers are introduced to self-study methods that they can foster in learners." While only 9 of them (7,8%) disagreed with it. Twice of the negative answers (15,5%, 18 out of 116) belonged to neutral participants. The greatest percentage (55,2%, 64 out of 116) came from the PTs agreeing with the item while 21,6% of the responses (25 out of 116) checked the `strongly agree` box.

The item 4 stated: "Preservice teachers are taught to analyze the learning strategies of their learners during their classroom-based teaching practice.". Interestingly, the numbers of the responses expressing neutrality (19,8%, 23 out of 116) and strong agreement neutrality (19,8%, 23 out of 116) with the statement were the same. Slightly above the half of the answers (52,6%, 61 out of 116) was for implying an agreement while 6% (7 out of 116) was formed by disagreements.

Nearly half of the participants (59,5%, 69 out of 116) agreed that their instructors deliberately emphasise some learning methods to raise their awareness while 20 of them strongly agreed with this statement. There were no PTs who totally disagreed whereas 24 respondents (20,7%) were unsure what to think about for the item 7 which stated that "Teacher educators emphasise a range of learning methods when teaching preservice teachers to raise their awareness of how they are learning as well as what they are learning.". Only 3 (2,7%) had a disagreement.

In terms of the item 16, a lower percentage of the ELTEP PTs (5,2%, 6 out of 116) either disagreed or agreed. On the other hand, a high percentage of them (76,7%, 89 out of 116) either agreed or strongly agreed. The percentage of the subjects who were neutral with the item stating "Preservice teachers use different

teaching styles for the needs of learners in order to ensure a high motivation in the classroom for effective learning." was 18,1% (21 out of 116).

Three-fifths of the PTs (60,3%, 70 out of 116) and nearly quarter of them (24,1%, 28 out of 116) expressed their positive perception with the last item of this subconstruct. The ones who felt in between what to think (13,8%, 16 out of 116) outnumbered the ones who had negative perceptions (1,7%, 2 out of 116) of the item 20 which stated "Through their education, preservice teachers will become more aware of their own learning styles in order to implement strategies to address their learning.".

Training in the development of independent language learning strategies. Items 5, 14, 17, 18, and 22 in the third questionnaire assess the participants` perceptions of their training in the development of independent language learning strategies.

Table 44

Descriptive Statistics of Training in the Development of Independent Language Learning Strategies

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
5. Independent language learning is particularly important in teacher education programmes where there is no provision for continued language learning.	-	-	7	6,0	29	25,0	55	47,4	25	21,6	3,82	,82
14. Preservice teachers take formal and informal opportunities to work on their language skills.	-	-	7	6,0	20	17,2	56	48,3	33	28,4	3,99	,83
17. Preservice teachers are aware of tools like DIALANG that allow them to monitor their language proficiency.	2	1,7	16	13,8	48	41,4	32	27,6	18	15,5	3,41	,96

18. Preservice teachers use their European Language Portfolio as a tool for addressing lexical areas that need improvement.	2	1,7	17	14,7	32	27,6	43	37,1	22	19,0	3,56	1,01
22. Preservice teachers use resources like a self-access learning environment or multimedia centres to develop independent language learning skills.	1	,9	7	6,0	30	25,9	52	44,8	26	22,4	3,81	,88

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

When looked at Table 44, the results of this subconstruct showed that 80 of the PTs (69%) agreed with the first item. Supportively, none of the participants stated quite negative perception about item 5 stating "Independent language learning is particularly important in teacher education programmes where there is no provision for continued language learning.". However, quarter of the data collected from them (29 out of 116) revealed their neutrality.

For the next item, while there was no response expressing strong disagreement, 6% of them (7 out of 116) showed a disagreement. The majority of the data was piled with positive ideas taken from the participants both who agreed 48,3%, 56 out of 116) and who strongly agreed (28,4%, 33 out of 116). 20 of the PTs stated that they felt neutral about the item 14 which indicated that "Preservice teachers take formal and informal opportunities to work on their language skills.".

In response to the next item, the total number of the PTs both who strongly disagreed (1,7%, 2 out of 116) and who only disagreed (13,8%, 16 out of 116) was the same with the participants strongly agreeing (15,5%, 18 out of 116). For the first time in the data set so far, the great majority of the answers belonged to the ones who were neutral (41,4%, 48) about item 17 stating "Preservice teachers are aware of tools like DIALANG that allow them to monitor their language proficiency.". Only 27,6% (32 out of 116) of the data expressed PTs` agreement with the statement.

The responses given for the next item presented that most of the participants (37,1%, 43 out of 116) agreed that they used ELP for their lexical improvement.

They were followed by the ones who were neutral with this statement (27,6%, 32 out of 116). Nearly one-fifth of them (19,0%, 22 out of 116) had strong positive ideas while 17 (14,7%) were in a disagreement with item 18 stating "Preservice teachers use their European Language Portfolio as a tool for addressing lexical areas that need improvement.".

In terms of the last item`s responses, the minority of the data (6,9%, 8 out of 116) belonged to the participants who had negative opinions. The PTs who were neutral (25,9%, 30 out of 116) outnumbered the ones who strongly agreed (22,4%, 26 out of 116). Finally, 52 of them (44,8%) expressed that they were in an agreement with the item 22 which stated that "Preservice teachers use resources like a self-access learning environment or multimedia centres to develop independent language learning skills.".

Training in the critical evaluation, development and practical application of teaching materials and resources. Six of the items (3, 10, 12, 15, 24, and 25) intent to assess participants` perceptions about their programmes' training in critical evaluation, development and practical application of teaching materials and resources.

Table 45

Descriptive Statistics of Training in the Critical Evaluation, Development and Practical Application of Teaching Materials and Resources

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
3. Preservice teachers understand the methodology and theory which underpins the use of materials and resources.	-	-	3	2,6	21	18,1	64	55,2	28	24,1	4,00	,72
10. Preservice teachers understand the theories surrounding learning styles.	-	-	1	,9	18	15,5	67	57,8	30	25,9	4,08	,66
12. Preservice teachers know the ways of tackling	-	-	7	6,0	13	11,2	68	58,6	28	24,1	4,00	,77

										Mean	SD
different learning styles by using a variety of materials and resources.											
15. Preservice teachers are also encouraged to find, make or adapt their own materials to meet their learners' needs.	-	-	3	2,6	14	12,1	63	54,3	36	31,0	4,13	,72
24. Preservice teachers are encouraged to think critically about the value of a certain material or resource.	-	-	5	4,3	17	14,7	65	56,0	29	25,0	4,01	,75
25. Preservice teachers understand that materials should act only as an aid to the teaching-learning process.	-	-	8	6,9	14	12,1	65	56,0	29	25,0	3,99	,80

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

Throughout this subconstruct, none of the participants stated quite negative perceptions with any of the items. For the first statement, 92 of the PTs (79,3%) held positive ideas about it. While 18,1 percent of the responses (21 out of 116) showed neutral opinions, only 3 of the PTs (2,6%) were in disagreement with the item 3 stating "Preservice teachers understand the methodology and theory which underpins the use of materials and resources.".

The second item in the subconstruct stated that "Preservice teachers understand the theories surrounding learning styles.". the lowest percentage belonged to one participant who disagreed (,9%). On the other hand, the highest percentage (57,8%, 67 out of 116) was taken from the PTs who agreed with the item. While 15,5% of the data (18 out of 116) showed neutral responses, 25,9% (30 out of 116) presented strong agreement.

For the item 12, 7 of the respondents (6,0%) reported that they did not know how to use different learning styles with variety of materials and resources even though 58,6% of the responses (68 out of 116) presented opposite perceptions. Nearly quarter of the participants (24,1%, 28 out of 116) held strong positive ideas

about the statement. This percentage was followed by the ones who were neutral (11,2%, 13 out of 116) with the item 12 which stated "Preservice teachers know the ways of tackling different learning styles by using a variety of materials and resources.".

The number of the participants who were in agreement (54,3%, 63 out of 116) with the item 15 exceeded the total of other responses. They were followed by 36 PTs (31,%) who strongly agreed. There were more PTs who reported neutral (12,1%, 14 out of 116) than the ones who felt negative (2,6%, 3 out of 116) about the statement indicating "Preservice teachers are also encouraged to find, make or adapt their own materials to meet their learners' needs.".

The numbers of the participants both who agreed (56,0%, 65 out of 116) and strongly agreed (25,0%, 29 out of 116) were same for the last two items of the factor. While there were 17 PTs (14,7%) who stated their neutral ideas about item 24, the number was 14 (12,1%) for the item 25. Finally, the disagreements were more in the item 25 stating "Preservice teachers understand that materials should act only as an aid to the teaching-learning process." (6,9%, 8 out of 116) than the item 24 expressing "Preservice teachers are encouraged to think critically about the value of a certain material or resource." (4,3%, 5 out of 116).

Training in the development of reflective practice and self-evaluation. Four items of the questionnaire (2, 9, 11, and 19) aim to assess participants` perceptions on training in the development of reflective practice and self-evaluation.

Table 46

Descriptive Statistics of Training in the Development of Reflective Practice and Self-evaluation

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
2. Preservice teachers establish criteria for self-evaluation, detecting patterns and recurring issues.	-	-	8	6,9	23	19,8	55	47,4	30	25,9	3,92	,85
9. Preservice teachers may only be able to	1	,9	3	2,6	26	22,4	65	56,0	21	18,1	3,87	,75

undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.											
11. During methodology seminars, preservice teachers work closely with peers to develop reflective techniques.	4	3,4	17	14,7	19	16,4	56	48,3	20	17,2	3,61	1,04
19. From the start of their initial teacher education, preservice teachers are taught to engage in reflective practice and self-evaluation in a structured and progressive way.	-	-	3	2,6	31	26,7	55	47,4	27	23,3	3,91	,77

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As can be seen in the table above, a high proportion of the PTs either agreed (47,4%, 55 out of 116) or strongly agreed (25,9%, 30 out of 116) with the item 2 which indicated that "Preservice teachers establish criteria for self-evaluation, detecting patterns and recurring issues.". While 23 of the participants (19,8%) were unsure about their perceptions, 8 of them (6,9%) were in a disagreement.

For the second item of the factor, the results showed that 4 participants (3,5%) claimed they were not able to handle informed reflective practice although their significant teaching experiences. On the other hand, 86 of them (74,1%) had the opposite idea. Beside of these, 22,4% of the data reported participants` neutral opinions about the item 9 stating "Preservice teachers may only be able to undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.".

The item 11 stated that "During methodology seminars, PTs work closely with peers to develop reflective techniques.". Surprisingly, total number of the PTs who had negative thoughts (18,1%, 21 out of 116) was more than those who had quite positive ideas (17,2%, 20 out of 116). While the highest percentage was taken from answers indicating agreement (48,3%, 56 out of 116), 16,4% of the data (19 out of

116) was formed by neutral responses to the item 11 stating "During methodology seminars, preservice teachers work closely with peers to develop reflective techniques.".

In response to the item 19 which stated "From the start of their initial teacher education, preservice teachers are taught to engage in reflective practice and self-evaluation in a structured and progressive way.", there was no strong disagreement. Yet, 3 of the respondents (2,6%) did not agree with it. The PTs who were in a neutral position (26,7%, 31 out of 116) outnumbered those who held quite strong opinions (23,3%, 27 out of 116). Finally, the highest amount of the responses belonged to the ones who stated that they agreed (47,4%, 55 out of 116) with the last statement of the factor.

Training in action research. Three items of the questionnaire (6,13, and 21) aim to assess PTs` opinions about their ELTEP training in action research.

Table 47

Descriptive Statistics of Training in Action Research

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
6. Schools form action research networks coordinated by an experienced teacher or mentor.	1	,9	5	4,3	30	25,9	63	54,3	17	14,7	3,77	,78
13. Teaching action research outlines the key steps in the process.	-	-	5	4,3	24	20,7	70	60,3	17	14,7	3,85	,71
21. Preservice teachers gradually build up the key skills in action research, undertaking a full action research project towards the end of their course.	-	-	9	7,8	25	21,6	54	46,6	28	24,1	3,87	,87

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

When looked into the results of the table above, the only quite negative answer (,9%, 1 out of 116) belonged to the item 6 stating "Schools form action research networks coordinated by an experienced teacher or mentor.". 5 of the participants (4,3%) reported that they disagreed while six times of them (25,9%, 30 out of 116) were in between. The number of the respondents who agreed (54,3%, 63 out of 116) with the item outnumbered every answer whereas only 17 PTs (14,7%) had a total agreement.

Surprisingly, none of the PTs checked `strongly disagree` box in the questionnaire for the next item. The majority of the responses (60,3%, 70 out of 116) piled up for agreement while one-third of those answers (20,7%, 24 out of 116) stated that the participants were neutral. Neither the ones who disagreed (4,3%, 5 out of 116) nor the ones who totally agreed (14,7%, 17 out of 116) could exceed the neutral responses in the item 13 which stated that "Teaching action research outlines the key steps in the process.".

Once again, there was no one in the participants who strongly disagreed with the last item in this sub-construct. The number of the responses reporting neutrality (21,6%, 25 out of 116) and strong agreement (24,1%, 28 out of 116) were quite close to each other. Besides, the PTs who agreed (46,6%, 54 out of 116) were six times more than the ones who had negative perceptions with the item 21 stating "Preservice teachers gradually build up the key skills in action research, undertaking a full action research project towards the end of their course.".

Training in ways of adapting teaching approaches to the educational context and individual needs of learners. Items 8 and 23 in the third questionnaire assess PTs` perceptions of their training in ways of adapting teaching approaches to the educational context and individual needs of PTs.

Table 48

Descriptive Statistics of Training in Ways of Adapting Teaching Approaches to The Educational Context and Individual Needs of Learners

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD

8. Preservice teachers are encouraged to use a variety of materials and resources, including multi-sensory aids.	2	1,7	1	,9	15	12,9	70	60,3	28	24,1	4,04	,75
23. During school experience, preservice teachers have the opportunity to adapt their teaching to their learners by creating a positive classroom environment.	1	,9	4	3,4	20	17,2	63	54,3	28	24,1	3,97	,79

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As can be seen from Table 48, the highest percentage in the answers belonged to the first item`s participants who agreed (60,3%, 70 out of 116) with the item 8 stating "Preservice teachers are encouraged to use a variety of materials and resources, including multi-sensory aids.". That was followed by the `strongly agreed` result which consisted of nearly one-fourth of the respondents (24,1%, 28 out of 116). While 15 of the PTs (12,9%) had neutral perceptions, 3 of them (2,6%) were in a disagreement.

Above half of the answers (54,3%, 63 out of 116) had positive perceptions for the item 21 stating "During school experience, preservice teachers have the opportunity to adapt their teaching to their learners by creating a positive classroom environment." whereas slightly below the quarter of the participants (24,1% 28 out of 116) possessed quite positive thoughts. 20 of them felt neutral for answering the item. On the other hand, 4,3% of the responses (5 out of 116) were negative.

Preservice teachers` perceptions of ELTEP`s training in values. This section aims to get the PTs` perceptions about values intended to be gained through initial language teacher education with the fourth sub-research question stating "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the values section of the European Profile for Language Teacher Education?"

Training in social and cultural values in language teaching. Four items in this questionnaire (2, 3, 4, and 7) are formed to get participants` perceptions on social and cultural issues in language learning and teaching.

Table 49

Descriptive Statistics of Training in Social and Cultural Values in Language Teaching

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD
2. Preservice teachers understand that the language they teach is spoken in a number of different ways, contexts and countries.	1	,9	6	5,2	17	14,7	49	42,2	43	37,1	4,09	,89
3. Preservice teachers learn about their peers' social and cultural perspectives (particularly in relation to teaching and learning).	-	-	6	5,2	20	17,2	56	48,3	34	29,3	4,01	,82
4. Preservice teachers are aware of the benefits of life-long learning for social interaction, cultural competence and general education.	1	,9	4	3,4	11	9,5	58	50,0	42	36,2	4,17	,80
7. Preservice teachers are taught about using teaching materials that reflect social and linguistic diversity.	-	-	5	4,3	19	16,4	68	58,6	24	20,7	3,95	,73

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

By looking at the table of the first factor, it can be stated that there was the predominance of positive thoughts for the item 2 stating "Preservice teachers understand that the language they teach is spoken in a number of different ways, contexts and countries.". The number of the PTs strongly agreeing (37,1%) was 43 whereas 49 of them (42,2%) only agreed. The percentage of the participants who were indecisive (14,7%, 17 out of 116) about what to think about the item were higher than the ones who either disagreed (5,2%, 6 out of 116) or strongly disagreed (,9%, 1 out of 116).

In terms of the responses given to item 3, there was no body having a quite strong disagreement; however, there were only 6 participants (5,2%) who disagreed that they learned about their peers` social and cultural perspectives. Nearly one-fifth of the PTs (17,2%, 20 out of 116*) had neutral ideas about the item. Slightly below half of the participants (48,3%,* 56 out of 116) had positive opinions while roughly one-third of them expressed that they strongly agreed with the item stating "Preservice teachers learn about their peers' social and cultural perspectives (particularly in relation to teaching and learning).

Exactly the half of the ELTEP PTs (50,0%, 58 out of 116) were in an agreement with the item 4 which stated that "Preservice teachers are aware of the benefits of life-long learning for social interaction, cultural competence and general education.". That number was followed by the ones who strongly agreed (36,2%, 42 out of 116) with the statement. Approximately one-tenth of the PTs (9,5%, 11 out of 116) were neutral while totally 5 of them (4,3%) had negative perceptions.

In response to the last item of the factor, nobody stated that they had quite strong negative perceptions while 5 of them (4,3%) expressed their disagreement. On the other hand, the majority of the PTs (58,6%, 68 out of 116) agreed with the item 7 which stated that "Preservice teachers are taught about using teaching materials that reflect social and linguistic diversity.". That positive perception was followed by 24 respondents (20,7%) who also strongly agreed. Finally, 16,4% (19 out of 116) participants felt uncertainty about how to decide about the statement.

Training in importance of teaching and learning about foreign languages. Item number 1, 6, and 8 are designed to elicit the participants` perceptions about their training for internalizing the importance of teaching and learning about foreign languages.

Table 50

Descriptive Statistics of Training in Importance of Teaching and Learning about Foreign Languages

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
	f	%	f	%	f	%	f	%	f	%	M	SD

Item	f	%	f	%	f	%	f	%	f	%	Mean	SD
1. Preservice teachers have methodology classes focused on language learning for professional, vocational and cultural perspectives.	1	,9	6	5,2	16	13,8	56	48,3	37	31,9	4,05	,86
6. Preservice teachers are introduced to a number of self-study techniques.	1	,9	6	5,2	22	19,0	51	44,0	36	31,0	3,99	,88
8. Practical methodology classes show preservice teachers how to use language learning to develop other areas such as presentation skills, oral fluency, self-confidence, team-working and so on.	-	-	6	5,2	14	12,1	57	49,1	39	33,6	4,11	,81

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As results indicated in the table above for the responses gathered from the PTs, vast majority of them (48,3%, 56 out of 116) agreed with item 1 stating "Preservice teachers have methodology classes focused on language learning for professional, vocational and cultural perspectives.". About one-third of the participants (31,9%, 37 out of 116) were in a strong agreement whereas 13,8% of them were indecisive. The PTs who disagreed with the item (5,2%, 6 put of 116) outnumbered the one who had totally negative perception (,9%, 1 out of 116).

The number of the participants who either only disagreed (5,2%, 6 put of 116) or totally disagreed (,9%, 1 out of 116). with the next item were same with the previous one. A great number of the responses were belonged to the agreeing PTs (44,0%, 51 out of 116). The second highest percentage (31,0%, 36 out of 116) was taken from the participants who filled the `strongly agree` box of the questionnaire. Nearly one-fifth of them (19,0%, 22 out of 116) were neutral about the item 6 that stated "Preservice teachers are introduced to a number of self-study techniques.".

While there was no PT who had strong disagreement, the highest number on the answers belonged to the agreeing PTs (49,1%, 57 out of 116) with the item 8 stating "Practical methodology classes show preservice teachers how to use

language learning to develop other areas such as presentation skills, oral fluency, self-confidence, team-working and so on.". On the other hand, 6 of them (5,2%) disagreed whereas 39 (33,6%) had quite positive perceptions about the benefit of their practical methodology classes to develop the ability of using language learning in other areas. Only 12,1% of the ELTEP PTs (14 out of 116) were neutral.

Training in team-teaching, collaboration, and networking. Item 5 and 9 aim to assess participants` perceptions on their education`s quality in team-working, collaboration and networking inside and outside their programmes, schools and countries.

Table 51

Descriptive Statistics of Training in Team-teaching, Collaboration, and Networking

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Descriptive	
Items	f	%	f	%	f	%	f	%	f	%	M	SD
5. Preservice teachers team-teach with other preservice teachers and qualified teachers.	-	-	8	6,9	21	18,1	63	54,3	24	20,7	3,88	,81
9. Preservice teachers work closely with their mentor to develop team-working and networking skills.	-	-	7	6,0	21	18,1	62	53,4	26	22,4	3,92	80

a. Means are based on a 5-point scale: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; 5, Strongly Agree

As can be seen in the table above, the statistics that gathered for item 5 and 9 were quite same. There was no answer of strongly disagreeing with both of the statements. Besides, the number of the neutral participants who were neutral (18,1%, 22 out of 116) about the items were equal. However, 8 of the respondents (6,9%) disagreed with the statement 5 while 7 of them (6,0%) disagreed with the statement 9. The percentage of the responses expressing agreement for the first statement (54,3%, 63 out of 116) was higher than the percentage of the responses expressing agreement for the second statement (53,4%, 62 out of 116). On the contrary, the number of the PTs who strongly agreed with the item 5 (20,7%, 24 out

of 116) were less than the number of the PTs who strongly agreed with the item 9 (22,4%, 26 out of 116).

Qualitative Data Findings

As the research method of this study suggested that qualitative data was collected through interviews concurrently with the application of the questionnaires in order to support the same phenomenon for the sake of internal and external validity. Due to this reason, the semi-structured interviews which formed the second step of concurrent triangulation method was completed. As it was explained in the setting and participants (see Chapter 3), one of the nonrandom sampling methods, convenience sampling, was found to be appropriate considering the numbers, locations, and academic schedules of the settings and the willingness of the participants in the study. The guided semi-structured interview consisted of 18 questions for 17 ELTEP PTs (see Appendix T). The questions were developed to serve the four sub-research questions thereby mainly asking about the ELTEP`s curriculum, training in learning and teaching, and values of the profession. The interviews were approximately 20 minutes long. The interviews were held out of class hours on different days by assuring the anonymity of the interviewees. Dörnyei (2007)`s latent content analysis which suggested deducing categories from transcriptions was applied to the qualitative data. The transcriptions were reread several times and coded by two independents coders. Following the identification of categories and themes, check-coding was conducted. Since reaching more than 90% agreement between the coders was suggested by Miles and Huberman (1994), Cohen`s kappa was calculated as K= .988, $p < .0005$ which presented an almost perfect agreement.

Table 52

The Results of Cohen`s Kappa Statistics

		Values	Asynptotic Standard Error[a]	Approximate[b]	Approximate Significance
Measure of Agreement	Kappa	988	005	136.36	.000
N of Valid Cases		493			

a. Not assuming the null hypotheses.

b. Using the asymptotic standard error assuming the null hypothesis.

During the qualitative data analysis procedure, primary 10 broad themes emerged since they recurred several times throughout the dataset.

Table 53

The Primary Emergent Themes

Themes	Codes	*f*
	Theoretical and practical balance	26
Curriculum	Structure of the curriculum	9
	Course language	9
	Proportion of theory and practice	38
Courses	Content of the courses	37
	Delivery of the courses	15
	Separate course	4
	Variety in topics	3
Training in Action Research	Assessing learners` needs	3
	Practicality	1
	Self and peer evaluation	10
	Curricula Evaluation	5
Training in Assessment, Evaluation and Testing	Assessment, Evaluation and Testing tools	4
	Assessment, Evaluation and Testing techniques	2
	Technological properties	15
	Applicability	10
Training in ICT	Inadequacy in training	3
	Prerequisite knowledge and competence	2
Teaching Practice	Theoretical and practical preparedness	5

	duration	5
	Application and observation opportunities	5
	Professional competency	19
Instructors and Mentors	expectations	6
	Professional development	2
	Teaching and Studying Abroad	31
Cooperation, Collaboration Team-working and Networking	Connections with other institutions, departments and partners	18
	Networking with native speakers	10
	Course-based cooperation and collaboration	1
	Encouragement	5
Life-long Learning	Opportunities	4
	Training for life-long learning	4
	Instructors and mentors	4
	Training in target culture	5
Values	Cultural activities	3
	Professional values	2

The qualitative data serves as supplementary information to the main research question which aims to reveal the ELTEP PTs` perceptions of their programmes. In order to delve into the subject area with a systematic approach, the sub-research questions were designed to focus on different competent of the programme framework. The first sub-research question centers upon the structure of the curriculum while the second sub-research question deals with the theoretical knowledge. On the other hand, the third sub-research question concentrates on gathering participants` perceptions about practical side of their training while the last sub-research question is based on the programmes` social, cultural and professional values. 17 semi-structured interview questions were formed coordinatively with them in order for contributing the main research problem.

Preservice teachers` perceptions of ELTEP`s curriculum structure. The first research question, "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the structure section of the European Profile for Language Teacher Education?", is derived from the first section of *European Profile for Language Teacher Education A Frame of Reference* (Kelly and Grenfell, 2004). It aimed to provide a deeper understanding about ELT programmes` curriculum structure through PTs` perceptions. At the end of the latent content analysis of the collected qualitative date resulted in 5 categories: (1) weight of theory and practice, (2) teaching practice, (3) competence of instructors and mentors, (4) links with other institutions, departments and partners, and (5) opportunities for teaching and studying abroad. The categories are discussed below along with some excerpts from the interviewees.

Table 54

ELTEP Preservice Teachers` Perceptions about the Weight of Theory and Practice

Categories	Codes	*f*
	reducing intensity of theory education	10
Weight of Theory and Practice	reducing intensity of practice education	2
	balancing weight between theory and practice	2

The weight of theory and practice education in ELTEPs is one of the major categories in this study. As it can be seen from the Table 56, the majority of the answers gathered from the participants are related with the intensity of the theoretical education (*f*=10). The PTs suggested reducing the hours of language teaching theory training by complaining like the following examples:

Most of our lessons are based on theory. We have lots of books to deal with. Our instructors come to the class and only teach what is written in those books. Of course, theory is important; however, we need to practice what we have learned in those theory lessons. Hence, the theory lessons must be reduced. (PT 9)

I can say that 70% of our lessons are based on theory. Maybe more than 70%... It can be 80% sometimes. I think, this percentage is higher for us to become competent language teachers. (PT 1)

This department is English Language Teaching Department; however, our instructors are teaching us the theory of our profession. The place of the theoretical training here must be reduced. (PT 13)

Regardless of the point of views of the ELTEP PTs who thought that theoretical training in their department was intense, there were two participants asserted the opposite:

If the proportion of theory in our department is 30%, then the proportion of practice is 70%. We had chance to practice and apply every, approach, method or techniques that we have learned. We could have watched some of them on the Internet instead of doing everything by ourselves. (PT 8)

In our department, we had to do lots of practice for every course so that we wrote hundreds of pages of lessons plans, we did lots of presentations for each lesson, and we tried to apply everything that we had learned in theory courses in micro-teachings. (PT 16)

The same number of PTs (2 out of 17) with the ones thinking that practice hours should be reduced, put forward the idea of balanced theory and practice training:

The amount of the practice and theory should be balanced. By this way, we can have a chance to learn the knowledge and apply it at the same amount. Hence, we can solve the problem of having a lot of theoretical knowledge only. (PT 10)

Table 55

ELTEP Preservice Teachers` Perceptions about the Teaching Practice

Categories	Codes	*f*
Teaching Practice	adequate amount of practice before and during teaching practice	8
	longer teaching practice duration	3

When the PTs were asked what should be done to improve in their teaching practice, the results taken from their answers show that great majority (*f*=8) suggested providing abundant practicing opportunity before and during the teaching practice. Their opinions are as follows:

When we go to our teaching practice school, our mentor teacher does not allow us to teach the lesson as we think. We thought that observation and practice part would be different, and we would be able to teach some of the lessons. I think we should have more opportunities to teach at practice schools. (PT 1)

We are experiencing lots of difficulties just because of the fact that we did not have many chances to practice, attend micro-teachings, and make presentations before. (PT 16)

Some of the participants reported that the semesters of observation and application parts of their teaching practice should be changed by allow them to start earlier than their current curriculum (*f*=6). Their ideas on this subject as follows:

According to me, observation section of teaching practice should start earlier. We could start to observe in 3rd grade. I am not sure that it could be for one or two semesters, but we should have definitely started doing so last year. (PT 6)

I think the two semesters of the last year in this department should be left for application part of teaching practice. By this way, we could have more opportunities to practice before we graduate and meet our real students. (PT 5)

I do not feel ready to teach in my real classroom for the days I will be assigned to teach English. Because I could not have enough chances to practice during the teaching practice. It should be one-year long at least if they want to raise competent teachers. (PT 11)

Two of the participants recommended having an application class before going through teaching practice procedure. One of the utterances as follows:

If you ask me, it should be an application class before teaching practice. Because, we are not ready to meet with real students suddenly. If we have done our all micro-teachings with real students in second and third grade, we would have gotten used to be in front of real students. (PT 8)

Table 56

ELTEP Preservice Teachers` Perceptions about Competence of Instructors and Mentors

Categories	Codes	*f*
Competence of Instructors and Mentors	having competent instructors and mentors	20
	encouraging professional development	9
	Informing mentors	5

When participants were asked about their instructors at their departments and their teaching practice mentors at schools, the results in the Table 58 above illustrated that having professionally competent instructors and mentors was frequently mentioned (*f*=20):

For example, we have an instructor -I am not going to give her name-, she does not know what is doing. The name of the course is Teaching English to Young Learners but all we did was to read a book from English literature. Because she was graduated from that department. She was not an actual English language teacher, so she did not know the real content of the course. I think the departments should assign instructors to the courses according to their area of specialization. Every instructor should give the courses that they are competent. (PT 4)

Two of our instructors do not know what they are doing. Their departments are different than ours. They are actually instructors of literature. Besides one of them do not have good pronunciation skills but we took public speaking course from her. In my judgement, all the instructors should give the courses according to their area of specialization (PT 7)

I have a lot to say about that. In our teaching practice school, our mentor is graduated from international affairs department. However, he works as

English language teacher. The department should have checked our teaching practice mentor`s background and found us a competent, professional and real English language teacher. (PT 15)

Our mentor teacher at school does not speak in English. However, in the department our instructors taught that we should use the target language. She is not competent in speaking in English. (PT 16)

When the participants were asked what should be done with their instructors and mentors, the answers included a need of encouragement for professional development (*f*=9). Their expressions of that as follows:

What needs to be done is that the department must push them to develop themselves if they want to continue the jobs here or to teach that lesson. The department should present them opportunities to attend conferences, seminars or workshops. (PT 4)

Our teaching practice instructors or the department should push the mentors to keep themselves updated and competent thereby attending to some conferences and seminars every year. As a matter of fact, they should choose among the ones who have attending a certain number of seminars. (PT 15)

There were five participants who uttered the need for informing mentor teachers about teaching practice framework of their departments before the procedure begins. Some of their utterances were like in the following examples:

Our mentor teacher is unaware of what we have been taught. Our instructors taught us to use English as the medium of instruction. However, our mentor teacher does not know that. Our teaching practice instructor should have spoken to our mentor about what he should have showed us during the observations. (PT 6)

It would be better that our department should have informed teaching practice mentors about what was expected from them. What we have been taught in our department and what we have seen at school were totally different. (PT 8)

Table 57

ELTEP Preservice Teachers` Perceptions about Links with Other Institutions and Partners

Categories	Codes	*f*
Links with Other Institutions, Departments and Partners	Increasing connections with abroad	16
	Cooperative and collaborative course	2

Regarding perceptions of PTs about links with other institutions and partners, the PTs were mostly the opinion that department`s connections with abroad should be increased (*f*=18):

> *I do not know whether we have any connection with other departments abroad. We have Erasmus programme that I know. Our instructors may have personal connections with other instructors abroad. There should be more than Erasmus programme for our department. (PT 1)*

> *… our department have organized some conferences here and abroad. However, we could not attend them. Hence, there should be more opportunities for links that we also can attend and have benefit. (PT 12)*

> *I have never heard of a conference or a project that our department organized or contributed. If there had been some projects, seminars or conferences with other universities, our instructors should have informed us. I only know Erasmus as a link with others. There should be more contexts that we also participate with our instructors. (PT 16)*

Only two suggested having some courses designed and delivered collaboratively with other departments. The utterance behind this idea as follows:

> *I have no idea about our connections, but our lessons do not match with the lessons in other universities. When we talk about our courses with some friends from other universities in Turkey and abroad, even though the name of the course is the same, the contents do not match. The some of the courses should be designed collaboratively with other universities` ELTEPs. (PT 4)*

> *Unfortunately, we have no connection with other languages` teaching departments yet we belonged to the same faculty. it is certain that we have*

some common courses with them. Hence, some educational science courses
should be delivered collaboratively to learn from each other. (PT 7)

Table 58

ELTEP Preservice Teachers` Perceptions about Opportunities for Teaching and
Studying Abroad

Categories	Codes	*f*
Opportunities for Teaching and Studying Abroad	more chances	15
	informing preservice students	5

When PTs were posed the question related to opportunities that their
departments offer for studying and teaching abroad, some of the answers included
lack of support (*f*=15). The some of the participants stated that:

I have never heard that one student from our department could go to work
abroad. If I am not mistaken, we only have Erasmus programme. Our
department should support us studying and working abroad in order to
develop ourselves (PT 2)

We know that some of our instructors went abroad to work. We are so happy
for them and also, we envy. Our department has Erasmus programme
connections with some countries and universities. However, we do not have
connections with many of them. Students should be encouraged and
supported like our instructors. (PT 11)

There is Erasmus programme for student exchange activity in our
department. Some of our friends went abroad. However, we only have few
connections with other countries` ELT departments for this programme. Most
of my friends like me couldn't participate to this. I think our department should
find some sponsors for us to study abroad. (PT 17)

Half of the utterances (*f*=5) of the need for support was related with
suggestions of informing PTs about the opportunities of teaching and studying
abroad. The some of the participants` statements were like:

I only heard about Erasmus. I have no idea if we have any other option except than that. If there have been, we should have been informed by our instructors about our options. (PT 14)

When the students finish their first year, the department should organize a meeting to inform all the students about their opportunities to study abroad. When the students finish their third year, they should be informed about how to work abroad by the department. (PT 17)

Preservice teachers` perceptions of ELTEP`s training in knowledge and skills. The second sub-research question which is "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the knowledge and understanding section of the European Profile for Language Teacher Education?", is derived from the second section of *European Profile for Language Teacher Education A Frame of Reference* (Kelly and Grenfell, 2004). It is designed to elaborate on PTs` perception of ELTEP training in professional knowledge. With the latent content analysis, the qualitative data yielded 5 categories: (1) language teaching and learning approaches, (2) language teaching methods, (3) language teaching techniques, (4) training in assessment, evaluation and testing, and finally (5) training in ICT.

Table 59

ELTEP Preservice Teachers` Perceptions about Training in Language Teaching and Learning Approaches

Categories	Codes	*f*
Training in Language Teaching and Learning Approaches	having emphasis on communicative approaches	14
	More opportunity to see practices of the approaches	3
	English as the medium of instruction	2
	changing the teaching technique	2

When the PTs were asked how to improve their training in language teaching approaches, the majority of the answers (*f*=14) included suggestions to change

emphasis on the approaches. The opinions of the participants on this matter as follows:

I think we should focus on more humanistic approaches. The earlier ones are out of date now. (PT 5)

The course was based on structural approach. Also, the instructor taught the class with this approach. The emphasis should be on more psychologic and functional approaches. (PT 11)

I believe that we should learn all the approaches; however, the focus should be changed. Instead of spending lots of hours with more structural and old-fashioned approaches, we should dedicate our time to more humanistic, pedagogic and communicative ones. (PT 12)

Three of the ELTEP PTs advised including more applications of approaches to the course contents. Their statements were like:

We have learned every approach written on the books. Theoretically I know what these approaches are, what advantages and disadvantages they have. However, we are incompetent to discuss about their practicality. Because we have not seen how to apply these approaches to real classroom environment. (PT 3)

I think the course should include a video following the end of theoretical teaching section of every approach. The video should present the application of the approaches. By this way, we could have had an idea about which one was better in theory, which one was better in practice. (PT 11)

Concerning the delivery of the course, some PTs (*f*=4) uttered about the language of the course and its teaching technique:

Even though this department is English Language Teaching Department, our instructor was talking in Turkish during the language teaching and learning approaches course. This is not a good example of what they have taught us. (PT 5)

The course is totally based on memorization of teaching approaches. We should internalize the knowledge instead of memorizing for the exams. (PT 6)

Table 60

ELTEP Preservice Teachers` Perceptions about Training in Language Teaching and Learning Methods

Categories	Codes	*f*
Training in Language Teaching and Learning Methods	need for more micro-teaching	26
	focusing on contemporary/communicative methods	7
	not memorizing the methods	2

The results related with the interview question about ELTEP PTs` perceptions about their training in language teaching learning and teaching methods were given in the table above. The participants reported need for more opportunity to have micro-teachings (*f*=26), focusing on more contemporary and communicative methods (*f*=7) and inefficiency of memorizing the methods (*f*=2). Their comments on lack of micro-teaching opportunities were like:

We have seen more than 20 language teaching methods. However, we could not do micro-teachings for each of them. (PT 1)

In the course, we had 2 books for language teaching methods. One was based on theoretical sides of the methods while the other one had practical applications. Instead of reading how to apply the methods in real classrooms, we should have micro-teachings for them. (PT 8)

In this lesson, I could not have a change to do micro-teachings alone. There were lots of methods and the classroom was crowded. We skipped some methods even not doing one micro-teaching at all. (PT 10)

I think we should have done more micro-teaching section about the methods we would more likely to use with real classrooms. However, we spent our limited time with doing only one micro teaching for all the methods. (PT 16)

Those responses were followed by the recommendations of having more focus on contemporary and communicative methods (*f*=7). The utterances were like:

When we had language teaching methods course, the instructor spent more time on the earlier methods. If you ask me, I can still remember GTM, Direct

Method and Audiolingualism. However, we skipped the contemporary ones quickly. I think should have spent more time on communicative methods of language teaching. (PT 2)

Our language teaching methods course was based on learning GTM. What I have seen in my observations is also GTM. We know that in Turkey, people cannot learn English because our teachers use this method. Yet still, we focus on GTM in our department. (PT 7)

The course was mostly based on Direct Method. I know from the essays and journals that I follow, CLIL and Task-based methods are the most popular right now. However, we could not focus on this method like we focused on Direct Method. We should have practiced it more. (PT 8)

We need to think practically. What will we need when we graduate from this university and meet with real students? The problem of learning English in this country is obvious. We should learn and practice the methods with communicative purposes. (PT 12)

Finally, there were two participants whose statements included negative perceptions about teaching technique of that course:

In that course, the instructor gave us two books. We studied every sentence in those books. He distributed every chapter to the students to present. We just memorized all the methods and their principles. I think we should have internalized and used them. (PT 9)

Table 61

ELTEP Preservice Teachers` Perceptions about Training in Language Teaching and Learning Techniques

Categories	Codes	*f*
	need for variety	8
Training in Language Teaching and Learning Techniques	need for more practice/practical knowledge	6
	having competent instructors	2

The results of ELTEP PTs` perception about improving their training in language teaching and learning techniques were presented in the table above. The findings showed the programme needs to incorporate various techniques to its curriculum (*f*=8):

Throughout our education, we have learned to use pen and paper or coursebook and notebook-based teaching and learning techniques. The focus should be on having more visual, audial and kinesthetic language teaching techniques. (PT 1)

The course should include several language teaching techniques which allow to use four skills integratively. (PT 3)

There should be more options of techniques in the course. (PT 9)

I think having various new teaching techniques would be great. (PT 11)

Some of the PTs thought that their department needs to offer more practical knowledge on this subject (*f*=6). Their utterances were like in the following examples:

Our department should teach us the practical aspect of techniques. However, the courses are based on theoretical sides of language teaching techniques. The students should be supported with more practical knowledge and practice. (PT 6)

The course should focus on practicing what is written in the coursebook. (PT 7)

We need to see examples of all the teaching techniques. Even, we should have applied those techniques by ourselves as homework. (PT 12)

Two of the participants stated a problem related with incompetent instructors giving the course while one of them suggested learning some special language teaching techniques for English language. Their ideas were like:

I think the course should be given by totally competent instructors. (PT 4)

We can improve the course by including some special techniques to English language teaching. (PT 10)

Table 62

ELTEP Preservice Teachers` Perceptions about Training in Assessment Evaluation and Testing

Categories	Codes	*f*
Training in Assessment, Evaluation and Testing	need for more practice/practical knowledge	11
	variety in assessment, evaluation and testing	6
	testing tools increasing weight of curriculum evaluation	4

When the interviewees were asked to share their opinions about what should be done to improve their training on assessment, evaluation and testing, majority of their answers (*f*=1) contained need for more practice or practical knowledge. Their ideas were like in the following excerpts:

In this course, we learned how to calculate the mean score. We can do this with calculators. I do not think that we will need the knowledge of this formula when we become teachers. We should need to learn how to use, where to use and when to use the assessment, evaluation and testing techniques. (PT 3)

We have learned lots of techniques to evaluate students` performances. However, we have learned them through coursebooks or presentations. It would be better to apply all of them before our graduation. (PT 13)

Three of the participants suggested to increase the variety of assessment, evaluation and testing tools for language teaching and learning (*f*=6):

I know from the coursebook that we used for this course there are lots of assessment, evaluation and testing techniques. However, we only focused on multiple choice test, fill in the blanks and true/false practices. Those are for testing the students, not for assessing or evaluating their long-term successes. Instructors should teach more techniques. (PT 1)

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Instructors should present various techniques other than the traditional ones. (PT 11)

As for improving their training in curriculum evaluation, the participants expressed their dissatisfaction about the insufficiency of the content in their curriculum (*f*=4). Two of their utterances were like:

*I do not remember that we had a course or even a lesson dedicated to curriculum evaluation. There should be a separate course for this. (*PT*1)*

Once our instructor asked to bring English language course curriculum in MoNE to evaluate. However, I do not think that we made enough time to evaluate and analyze it. We should have more time to discuss on it. (PT 4)

Table 63

ELTEP Preservice Teachers` Perceptions about Training in ICT

Categories	Codes	*f*
	increasing technological facilities	15
	offering practical training	10
Training in ICT	improving the quality of training	3
	providing prerequisite courses	2

The last interview question of the second sub-research question was related with ELTEP`s ICT training. Half of the utterances (f=15) expressed an urgent need for increasing technological facilities in the department:

If the department opens an ICT course, as the students we can expect to have various technological facilities like computer and language laboratories, free internet connections, projectors, speakers, and so on. (PT 5)

The training must include using more technological properties like videos, visual things, listening tracks, etc. (PT 11)

We have been experiencing lots of technological problems in our classrooms. When we want to make a presentation, the projectors do not work. If we want to play an audio, the speakers were not enough. I do not think that a

department can provide a sufficient ICT training before possessing various good quality technological equipment. (PT 15)

One-third of the responses (*f*=10) were based on strengthening the practical aspect of ICT education. The ideas were as follows:

The course should offer more practical knowledge. (PT 3)

We should be able to apply what we have learned to design a lesson. (PT 4)

We learn what kind of options we have; however, we do not know how to use them for our professional needs. The education should teach us how to use these options to be a competent teacher. (PT 11)

Three of the PTs stated the inefficacy of the department in terms of quality of ICT training while two of them reminded the importance of a prerequisite course. Their utterances were like in the following examples:

I do not think out department give enough importance to ICT training. (PT 2)

The department should have a special course dedicated to ICT. (PT 11)

The ICT training is poorly delivered. The department should increase the importance of it. (PT 15)

I am experiencing problems in ICT lessons because we could not have a high-quality computer course in our first academic year. The departments should offer better computer skills courses for ICT. (PT 12)

Preservice teachers` perceptions of ELTEP`s training in strategies and skills. The third sub-research question, "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the skills and strategies section of the European Profile for Language Teacher Education?", is originated from the third part of *European Profile for Language Teacher Education A Frame of Reference* (Kelly and Grenfell, 2004). 3 interview questions were specially formed to gather qualitative data from the participants. The latent content analysis of this sub-research question had 3 categories in total: (1) training in language learning materials, (2) training in action research, and (3) training in self and peer evaluation.

Table 64

ELTEP Preservice Teachers` Perceptions about Training in Language Learning and Teaching Materials

Categories	Codes	*f*
Training in Language Learning and Teaching Materials	variety in teaching and learning materials	23
	visual materials	5
	smartboards	2
	coursebooks	2
	tablets	1

When the participants were asked their ideas about how to develop the quality of their training language learning and teaching materials, the majority of the responses were related with the variety (*f*=23). Some of those answer taken from the PTs were like:

The education is based on traditional teaching materials. There should be more various options. (PT 1)

We have been taught to use some old-fashioned materials. We should have learned using more contemporary ones. (PT 2)

As teaching materials, we have learned how to prepare worksheets, presentations, how to use coursebooks and workbooks. However, the course should concentrate on various materials addressing all types of learners. (PT 11)

The course should teach us using every kind of language teaching material like pictures, presentations, games, smartboards, worksheets, tablets, songs, and etc. (PT 12)

Five of the responses taken from the participants included focusing on more visual materials:

The education should follow the technological improvements and it should inform us how to use more visual materials. (PT 3)

When we graduate, we will have more visual learners. Hence, language teaching and learning materials course should provide us the information to use more visual materials for future. (PT 7)

We need to learn how to use more visual materials. (PT 10)

Other responses related with the language teaching and learning were based on smartboards (f=2), coursebooks (f=2) and tablets (f=1):

Some of the schools have smartboards. I think the course should teach us how to utilize the smartboads to teach English. (PT 2)

The department should teach us how to use cousebooks distributed by MoNE to get the best out of them. (PT 6)

At some school students are using tablets. I think we also need to learn how to use tablets. (PT 11)

Table 65

ELTEP Preservice Teachers` Perceptions about Training in Action Research

Categories	Codes	*f*
	practicality of the topics	9
	practicing/seeing samples	7
	variety in action research topics	4
Training in Action Research	assessing learners' needs	3
	increasing the weight in curriculum	3
	separate course	1

The sixth question in the interview was designed to have the participants elaborate on how to improve their action research training. The greater part in the responses were related with practicality of action research topics (*f*=9). Some of the suggestion were like:

The examples we saw or the researches that we were asked to conduct were totally theoretical. I do not think that they would serve for a problem. The

action research assignments should be given to solve practical problems. (PT 1)

When we see the problems of English language teaching that Turkey is in and look at our teaching practice classes, the example action researches in our course do not match. The action research examples must be locally practical. (PT 4)

The participants also referred their wish to see more examples from their instructors or conduct some action research by theirselves (*f*=7):

What was missing in this training that we did not see any examples from our mentor teachers or instructors. (PT 5)

In my opinion, we should have studied some examples of action research of our instructors or mentors before conducting our assignments. (PT 9)

I do not find logical to assign students with an action research when the instructor has never done one. The instructor who is responsible to give this lesson should have completed some action researches before. (PT 11)

We did not have the opportunity to conduct an action research for our teaching practice classes. (PT 14)

Another topic that the participants came up with was the variety of the topics for action research (*f*=4):

I think there should be more topics for action research. (PT 8)

We are not given lots of options to conduct an action research. The topics were predetermined by the instructors or mentors beforehand. We should be set free to choose our action research topics in our assignments. (PT 14)

Three of the participants touched upon assessment of learners` needs topic while the same number of the PTs suggested an improvement about the weight of their action research training in the curriculum. Their comments were like in the following statements:

Our training should include how to assess learners` needs to conduct and action research. (PT 5)

Theoretically we know that before conducting an action research, we need to know our students` needs. However, we have never learned how to do so. (PT 7)

We learned what action research is in our third year at the department. Unfortunately, the instructors did not lay emphasis upon it. (PT 12)

One of the participants expressed an idea to have a separate course for action research:

I think we should have an action research course to see lots of examples and conduct our owns. (PT 11)

Table 66

ELTEP Preservice Teachers` Perceptions about Training in Self and Peer Evaluation

Categories	Codes	*f*
Training in Self and Peer Evaluation	variety in self and peer evaluation techniques	8
	increasing the weight	4
	sharing evaluations	3
	training to use rubric	2
	seeing samples	1
	evaluation rubric alteration	1

When the PTs were asked about their self and peer evaluation education of their departments, the results in the table above illustrated that the greater part in the answers belonged to need of variations in techniques in this evaluation type (*f*=8):

After the micro-teachings or presentations or teaching practices, we use a rubric to evaluate each other. I think there should be other types of tools to give feedback to each other. (PT 3)

We only know using rubrics to evaluate each other or ourselves. We should use other things. (PT 13)

For micro-teachings and teaching practices and observations we have a fixed rubric. However, we can have a diary, or I do not know other things like checklists to see our development. (PT 14)

Three participants were unsatisfied about the importance given to peer and self-evaluation during their training procedure. The utterances were like:

We had no training for this. The instructors should have taught us. (PT 3)

After some of the micro-teachings and mentor observations at schools, we filled evaluation rubrics for our friends. However, we have never had self-evaluation or its training. We need to learn those. (PT 12)

We had no training for self or peer evaluation. This topic should be in our curriculum. (PT 16)

In three utterances, the PTs made suggestions about sharing their feedback with their peers. The statements were as follows:

The peer evaluation feedbacks can be shared face to face rather than shared them in class. (PT 11)

The training and the application processes should include creating a positive atmosphere for accepting the feedbacks. (PT 12)

Other recommendations included having a training about how to use rubrics (*f*=2), having more examples of peer and self-evaluations (*f*=1), and altering the rubric (*f*=1):

I think the instructors should provide samples for peer and self-evaluation after the presentations, micro-teachings and teaching practices. (PT 5)

The type of peer and self-evaluation tool can be changed. (PT 11)

The rubric for the peer and self-evaluation should be changed I do not think that it is useful for us. (PT 1)

Preservice teachers` perceptions of ELTEP`s training in values. The last sub-research question, "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of values section of the European Profile for Language Teacher Education?", is originated from the fourth part of *European Profile for Language Teacher Education A Frame of*

Reference (Kelly and Grenfell, 2004). The question is designed to collect PTs` ideas about ELTEP`s training of professional values and cultural issues in language teaching. At the end of latent content analysis of the sub-research question, the qualitative data resulted in 3 categories: (1) team-working, collaboration and networking, (2) training for life-long learning, and (3) training in social and cultural values.

Table 67

ELTEP Preservice Teachers` Perceptions about Team-working, Collaboration and Networking

Categories	Codes	*f*
	for preservice teachers	11
	for instructors	6
Team-working, Collaboration and Networking	for mentors	3
	for department	2

The interviewees were asked to share their ideas on how to improve team-working, collaboration and networking in their departments. The results were illustrated in the Table 69 above. The participants` advices were gathered around increasing these kinds of opportunities for PTs (f=11), instructors (f=6), mentors (f=3), and departments (f=2). Some of them were like as follows:

There should be more changes to connect with partners from abroad tin order for improving our and our mentors` language teaching competences. (PT 1)

There should be more seminars, workshops, etc. to create connections between preservice teachers and instructions from other departments and institutions. (PT 2)

There should be more team, group activities, and collaboration between preservice teachers. (PT 6)

Connections between preservice teachers should be encouraged. (PT 11)

I think our department can organize some projects, seminars or workshops with other departments in our faculty thereby having team-works with among the instructors and some volunteer students. (PT 17)

Table 68

ELTEP Preservice Teachers` Perceptions about Training for Life-long Learning

Categories	Codes	*f*
Training for Life-long Learning	encouragement/motivation	13
	increasing opportunities	8
	conducting research/projects	3
	being informed	2

Regarding their education about life-long learning, the participants were mostly of the opinion that they need to be encouraged or motivated to continue at out-of-school hours or after graduation (*f*=13):

Most of the people do nothing when they finish their work or study. We know that. That is the truth. What needs to be done is to sufficiently motivate the students to continue learning outside the school and after the graduation. (PT 14)

I think if the instructors want their students to continue life-long learning, they should encourage them by teaching how important it is. (PT 15)

A few of the comments taken from the PTs were related with insufficient number of opportunities for life-long learning (*f*=8). Their statements were like:

If we are asked to keep improving ourselves, there should be more options for us like projects, workshops, conferences and congresses. (PT 4)

Our instructors have been attending conferences however, they do not tell us about them. We can also want to attend. They should inform us. (PT 11)

Other responses centralized upon teaching how to conduct a research (*f*=3) and informing PTs about life-long learning opportunities (*f*=2):

Some of my friends from other departments of universities went to seminars and conferences and they presented their researches. However, we have not

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been taught how to conduct research and how to write a research paper. They should teach us. (PT 10)

Once I saw one of my instructors' CV on our website. I learned that she attended lots of events and published and presented her researches. However, our department did not inform us about those conferences. (PT 13)

I have a lot to say about that. Lots of conferences were held all the year and we had never heard about any of them. The department should at least hang some posters. (PT 16)

Lots of universities organize their own conferences. Our instructors should also organize at least one that can be held annually. (PT 17)

Table 69

ELTEP Preservice Teachers` Perceptions about Training in Social and Cultural Values

Categories	Codes	*f*
	more social and cultural activities	11
	increasing the exposure to every culture	8
Training in Social and Cultural Values	increasing the exposure to target language`s culture	4
	involving students` cultural and social backgrounds	2

When the participants were asked about their recommendations for ELTEP training in social and cultural values, most of the answers focused on increasing the number of those activities in their curriculum (*f*=11). Their ideas were like in the following examples:

There should be more activities about teaching and learning values. (PT 6)

Our department does not teach us what kind of activities we can use for cultural and social aspects. (PT 7)

İ think we are not competent in including social and cultural activities into our teaching. We should have learned to do this in our courses. (PT 11)

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The majority of the perceptions consisted of target language`s and other countries` culture and values (*f*=12):

> *The training should include not only the target culture and its values but also the other cultures and their values. (PT 1)*

> *There should be more training in target language`s culture and values. (PT 5)*

> *The coursebooks in MoNE mostly are based on American or English culture. However, English is a universal language. It is the lingua franca of the world.* Hence, we need to be able to teach every culture and value. Our education must include them all. (*PT* 11)

Only two participants stated that they feel incompetent about reflecting their students` cultural and social aspects to their teaching. Their utterances were as follows:

> *It should also include teaching us how to integrate our students` cultural and social backgrounds. (PT 8)*

> *I think language learning cannot be isolated from learners` own culture. Hence, we need to learn how to do it with* some activities. (*PT* 13)

Chapter 5

Discussion, Conclusion and Suggestions

Throughout this chapter, first, the main findings of qualitative and quantitative data of the study will be discussed in relation to the main and sub-research questions with reference to previous researches and studies of this subject area. Following the discussions, implications of the study will be provided before a brief summary of this master`s thesis. Finally, some suggestions will be presented for further researches.

Discussion

This study was conducted to have a programme evaluation of ELTEPs in Turkey thereby exploring ELTEP PTs` perceptions of their programmes` quality based on the principles of *European Profile for Language Teacher Education* (Kelly and Grenfell, 2004). The main research question to serve this purpose is that "What are the PTs` perceptions about the quality of ELT programmes in Turkey based on the principles of the European Profile for Language Teacher Education?". Concurrently, questionnaires` and semi-structure interviews` results which were gathered from the participants will be discussed in an order of sub-research questions.

Preservice teachers` perceptions of ELTEP`s curriculum structure. The first sub-research question aimed to explore ELT PTs` perceptions of ELTEP`s curriculum structure with the question "What are the PTs` perceptions about the quality of ELT programmes in Turkey based on the principles of the structure section of the European Profile for Language Teacher Education?". In order to get answers to this question, a questionnaire consisting of 23 items with 7 factors and 5 semi-structured interview questions were utilized. When the overall mean score of these 23 questionnaire items were calculated it was found to be 3,71. It can be concluded with the results of the descriptive statistics done with these 23 items` quantitative data that in general, the participant ELTEP PTs find quality of their departments` curriculum structure nearly adequate.

A curriculum that integrates academic study and the practical experience of teaching. The first subconstruct of the first questionnaire focused on integration of the academic studies and the practical experiences of English

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language teaching. Following the descriptive statistical processes, the qualitative findings gathered from the data set put forward that the overall mean score of the factor was 3,64. It can be concluded with the results that ELT departments` success of integrating theory and practice aspects of the profession was found to be slightly over mediocre by the participants of this study. A great number of the respondents expressed that the courses were designed in such a way that theory was related in what they would see or do in classrooms (M=3,56). It was also indicated that they could recognise theory working in practice (M=3,68). These findings are evidenced by Peacock (2009)`s study. Also similarly, the results demonstrated that the PTs could develop an understanding and evaluation of theoretical aspects of their training beside applying theory to their teaching through action researches (M=3,71 and M=3,62 respectively). However, the quantitative results observed that a considerable number of PTs possessed neutral or opposite perceptions (45,76%) although majority agreed (approximately 55 out of 116 for all of the factor items) that their curriculum attached adequate importance to the balance of theoretical and practical side of language teaching. Generally, most of the PTs believed that their departments had integrated curriculum for theory and practice. Yet, those findings are not consistent with Erozan (2005), Seferoğlu (2006), Regmi (2008), Salli-Copur (2008), Peacock (2009), Coskun-Ögeyik (2009), Coskun and Daloğlu (2010), Karakaş (2012), Toköz Göktepe (2015) and Uzun (2016) since in those studies, it was proved that the ELT curriculum of their settings failed to balance these aspects. However, it was stated in Karakaş (2010)`s paper that new curriculum courses enabled student teachers to have lots of opportunities for application as well as teaching of theory.

Throughout the interviews, most of PTs reported that their curriculum was heavily based on theoretical training. (12 out of 17). When they were asked to give details about this imbalance, they clearly stated some percentages like 70%, and 80% for the weight of theory part in their courses. The primary focus on theory is an overlapping issue in earlier researches (Karakaş, 2012; Peacock, 2009; Regmi, 2008; Seferoğlu, 2006; Toköz Göktepe, 2015). In Peacock (2009)`s study, the findings demonstrated that theory teaching makes up 36% of the curriculum while teaching practice has 24% and pedagogical competence teaching possesses 60% of the curriculum. However, two of the study subjects considered that their practical

hours were higher than their theoretical ones. Once they were required to give some suggestions to improve their curriculum in terms of this aspect, three ideas were uttered; (1) reducing the intensity of theoretical training (*f*=10), (2) establishing a balance between them (*f*=2), and (3) reducing the intensity of practical training (*f*=10). Considering the excessive theory in the courses, the qualitative findings revealed that decreasing proportion of the theoretical knowledge which were impractical for local context and today`s state of language learning would be beneficial since the PTs stated that they found hard to apply what they had learned to their teaching practice classes because of those reasons. On the contrary, there were some PTs considering their practical training was overwhelmingly redundant. This might be resulting from lots of presentations and micro-teachings for each language teaching approach, method or technique they have learned. Another possible suggestion for improving the effectiveness of their curriculum was creating a balance between `knowing what` and `knowing how`. Some of them considered there should have been a practical equation with regard to this subject since they indicated overloading of either knowledge or application.

An explicit framework for teaching practice (stage/practicum). The next subconstruct was designed to gather information about ELTEP PTs` perceptions of their programmes` framework for teaching practice. The results of qualitative data revealed that the overall mean score of this factor was found to be 3,76. It can be deduced from the findings that PTs were not quite satisfied with their teaching practice framework. Although most of them found their departments` current outline sufficient, a respectable number of PTs expressed exactly the opposite. It was asserted by over half of them that their institution provided a written guideline about how the teaching practice would be organized. The results also revealed that they were assigned by mentors. Majority of them thought their mentors completed several responsibilities and tasks like observing, providing feedback and checking their lessons plans during the teaching practice. Besides, they stated that their tutors kept track of their progress and visited the school for watching their practices throughout the procedure. Only 74 of the responses (out of 116) pointed out a regular diary or log recording kept by PTs for their teaching experiences.

Even though the greater part reported that their departments` work on organization of teaching practice was consistent with the principles of EPLTE, they

listed some advices to improve the conditions. Most of they expressed the inadequacy of their opportunity to practice in their courses and during the teaching experiences. They uttered that their department failed to make them feel competent about their teaching skills. This might be the result of the insufficient number of chances to apply what they had learned in the courses. The qualitative results also showed that the PTs were unsatisfied by the length of practicum. The reason behind this finding could be the same with previous opinion. The need for practice classes for micro-teaching was also affirmed to improve their practical capabilities with real students before the practicum. They considered themselves incompetent to teach and were worried about how to handle their jobs after graduation. Hence, the suggestion which was put forward to was increasing the duration of teaching practice to a whole academic year and increasing the opportunity to practice at schools. Some of them also specified that this could be done by starting observations at the sixth semester. Similar recommendations concerning some alterations for duration of observation and teaching practices also take place in Peacock (2009)`s, Coskun and Daloğlu (2010)`s and Karakaş (2012)`s studies. On the other hand, in Uzun (2016) study, the participants evaluated teaching practice and school experience as the most beneficial and effective courses in their curriculum.

   Close links between trainees who are being educated to teach different languages. The third domain was developed to investigate ELTEP PTs` perceptions of their close links between trainees who are being educated to teach different languages. The overall mean score of the factor was 3,43. The result propounded that most of the participants had positive opinions about their departments` encouragement to cooperate with other foreign language teaching departments. These findings are consistent with the results of Karatsiori and Gritter (2016)`s paper which proved close links between the trainees of different languages departments. The PTs expressed the collaboration of tutors in other foreign language teaching programmes would be beneficial to their departments and education while they also reported that cooperation between those departments` PTs might be resulted in comparison of linguistic, cultural, educational, historical and methodological aspects of their special trainings. The finding is also observed previous researches (Işık, 2008; Toköz Göktepe, 2015). When they were asked

about their opinions of the possibility to interact with those programmes, 74 of them agreed that their department organized these kinds of events to have comparative seminars and workshops. These qualitative findings were also evidenced by Karatsiori and Gritter (2016). However, the observed results exposed that their perception of links with other foreign languages` programmes was deficient. The reason for this might be the fact that less importance was given to arrangement of cooperative events like congresses, conferences, seminars, workshops and meetings between tutors or PTs of those departments. In general, most of the ELTEP PTs were content with their existed links with trainees of French and German language teaching departments.

In order to elaborate on this, the PTs were asked to come up with some options to enhance their opportunities to interact. The answers gathered from the qualitative data showed that the PTs found the number of the common courses of educational sciences in their faculties unsatisfactory. Although some fundamental courses for teaching profession, local educational system and history were overlapping in general, these programmes preferred to form separate courses for their PTs as asserted by the interviewees. The advice taken from the subjects was the availability of those common courses to all faculty members thereby designing their curriculum which would suit the shared purposes. The same advice was also put forward in Karatsiori and Gritter (2016)`s paper. The findings of interviews provided convincing evidences for the immediate need of incorporated academic occasions inside educational faculties, different languages' teaching departments, and some programmes of foreign languages, cultures, literatures and translation since they share common grounds like teaching and foreign languages.

Continuing professional development for teacher educators. The fourth factor of the first questionnaire was designed to elaborate on ELTEP PTs` perceptions of their programmes' education about continuing professional development. As the descriptive statistical processes revealed that the overall mean score of this factor was found to be 4,18. The result yielded by the findings that the departments were successful at providing opportunities to teacher educators in order to carry on their professional developments. Concerning the planning stages of educations of teacher educators, the participants stated that their departments efficiently made the arrangements beforehand to secure its benefits. Moreover, it

was revealed by the majority of the answers that the ongoing education organizations of teacher educators were handled accomplishedly with PTs` institutions`. The possible explanation for this finding may be because of the fact that departments utilized their own sources to fund the occasions and they assumed full or partial responsibility of organizing them. In total, it can be said that majority of the participants were content with their educators` professional development efforts.

However, qualitative results about how to improve the training through instructors resulted in PTs` complaints about professional competency of their educators. The conclusion might result from the participants who indicated that their educators did not pay attention to their ongoing professional developments. Another possible explanation might be the fact that when some institutions experience difficulty in finding specialists for a particular course, they sometimes assign the instructors whose professional backgrounds fall short to teach that subject area. The same finding is also observed in Regmi (2008), Coskun and Daloğlu (2010) and Toköz Göktepe (2015). In Coşkun and Daloğlu (2010)`s study, the students suggested regularly evaluating their own teachers so that both PTs and their instructors can improve themselves professionally.

Teaching practice mentors. The next subconstruct was developed to investigate ELTEP PTs` perceptions of their teaching practice mentors. The qualitative findings of the data showed that the overall mean score of the factor was 3,91. It can be concluded that PTs nearly agreed upon the fact that mentor training framework is needed to establish a consensus about the key areas for that education. Supportively, in Karatsiori and Gritter (2016)`s paper, 12 European universities incorporated their trainings for mentor teachers in how to do mentoring. Although in her study, there were significant incoordination in terms of the mentor teachers` roles and their trainings, the current study founded that mostly positive perceptions of professional recognition of mentors in each university (Karatsiori and Gritter, 2016). These positive approaches to the subject may be because of the fact that the existence of mentor training framework and professionally recognition will provide benefit to teaching practice procedure thereby precisely operating it with schools. Therefore, mentor teachers occupy a crucial position in the development of PTs` teaching competences since they function as role models and advisors for

teaching experiences of PTs in real classrooms. The quantitative data findings were also supported by the qualitative inputs.

Multicultural and intercultural issues in language teaching and learning. The sixth domain of the questionnaire was related to multicultural and intercultural issues in language teaching and learning. Following the descriptive statistical processes, the qualitative findings gathered from the data set revealed that the overall mean score of the factor was found to be 3,74. It can be concluded that the participants were almost content with their capability of developing an intercultural understanding and appreciation for the importance of culture to build a relationship in professional settings. The statistical evidences also asserted that PTs practically believed in effectiveness of multicultural and intercultural issues on most teaching and learning contexts. These findings might be explained by the unimpeachable place of culture in language learning and teaching as it was partially succeeded to be transferred to ELTEP PTs.

Recruitment in language teaching. The last subconstruct in the first questionnaire which was developed to investigate ELTEP PTs` perceptions of their programmes' curriculum structure centered upon recruitment in language teaching profession. The overall mean score of this factor was found as 3,46. It can be concluded that the participants of the study were not completely glad about their programmes' assistance in terms of informing them regarding the organizations and institutions providing specialized in-service education. Also, their perceptions of their department`s assistance in finding relevant work opportunities in Turkey or abroad were in between (M=3,30). This might be originated from the neglection of departments about informing and directing the PTs to possible work options after the graduation.

Preservice teachers` perceptions of ELTEP`s training in knowledge and understanding. The second sub-research question aimed to explore ELT PTs` perceptions of ELTEP`s training in knowledge and understanding of language teaching and learning with the question "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the knowledge and understanding section of the European Profile for Language Teacher Education?". In order to get answers to this question, a questionnaire consisting of 16 items with 5 factors and 6 semi-structured interview questions were

utilized. When the overall mean score of these 16 questionnaire items were calculated it was found to be 3,69. It can be concluded with the results of the descriptive statistics done with these 16 items` quantitative data that the participant ELTEP PTs find the quality of their departments` training in knowledge and understanding of language teaching and learning sufficient.

Training in development of a critical and enquiring approach to teaching and learning. The first subconstruct in the second questionnaire focused on ELTEP PTs` perceptions of their training in development of a critical and enquiring approach to teaching and learning. At the end of descriptive statistics, the qualitative findings indicated that the overall mean score of the factor was 3,90. The study proved that PTs encountered various different language teaching methodologies that enabled them to think reflectively for their own teaching approaches. They could only achieve this through creating links with their own learning and teaching with the help of various micro-teachings, team-teachings, observations they had made. Additionally, they were able to reflect on what they had learnt, seen and done. Hence it could be deduced from the findings of the study that ELTEP PTs successfully appreciated the value of reflecting.

Training in the Theory and Practice of Internal and External Programme Evaluation. The second factor of the questionnaire is related with ELTEP PTs` perceptions of their training in the theory and practice of internal and external programme evaluation. The overall mean score of the qualitative data in this factor was 3,76. The study showed that most of the PTs became familiar with institutions` internal quality standards during their school experiences. Furthermore, the PTs were given extra tasks for internal and external programme evaluation as it was reported that most of them followed programme evaluation procedures.

Training in information and communication technology for personal planning, organisation and resource discovery. The next domain was developed to investigate ELTEP PTs` perceptions of their programmes' training in ICT for personal planning, organisation and resource discovery. At the end of the descriptive statistical processes, findings of data set revealed overall mean score of this factor as 3,62. The majority of the responses asserted that the PTs could manage their work by using ICT. Departments` ICT training enabled them to effectively track their PTs` and their own progresses. It also helped them to

disseminate the assessments` and researches` results. Nonetheless, all of the qualitative findings of the domain are not aligned with the results of Karatsiori and Gritter (2016)`s study presenting a great incorporation of ICT by all 25 academic curricula due to infrastructural problems or other unspecific reasons.

However, the negative perceptions represented by the minority suggested that to give qualified ICT training, the departments needed to possess sufficient amount of technological equipment. Those facilities should be utilized for offering more practical training to the PTs. Similar findings are evidenced by Peacock (2009).

Training in methodologies and in state-of-the-art classroom techniques. the following subconstruct was about ELTEP PTs` perceptions of their training in methodologies and in state-of-the-art classroom teaching techniques. The qualitative findings indicated that the overall mean score of the factor was found to be 3,48. Most of the answers displayed that PTs had had a significant amount of classroom experience before effectively using variety of techniques. On the other hand, 55 of the PTs reported that their experiments with different language teaching techniques were recorded in order to build upon later. The previous research conducted by Peacock (2009) demonstrated that 62% of the learners thinks their department uses variety of teaching methods while 80% of them stated that it does not utilize lots of language teaching techniques.

As the results showed partial satisfaction with methodology and state-of-the-art classroom techniques, the interviews pinpointed the problem as insufficient number of practice of methodologies and techniques. It is supported in earlier studies, the departments are responsible from providing adequate amount of opportunities that the PTs can benefit from to develop their professional abilities and knowledge (Seferoğlu, 2006; Toköz Göktepe, 2015). It was also indicated during the interviews that the methodologies and the techniques taught had better to focus on addressing communicative and interactive purposes of language learning with more modern ones. The same recommendation was stated at Coşkun and Daloğlu (2010)`s paper.

Training in information and communication technology for pedagogical use in the classroom. The last subconstruct in the second questionnaire which

was developed to investigate ELTEP PTs` perceptions of their programmes' training in knowledge and understanding of language teaching and learning focused on their training in ICT for pedagogical use in the classroom. Following the descriptive statistical processes, the qualitative findings gathered from the data set revealed that the overall mean score of this factor was found to be 3,41. It can be deduced that the respondent were not quite sure about clearness of the value which was added using ICT. Yet, most of them reported that ICT was an integral part of their lessons. The study revealed that nearly half of the PTs were taught how to use ICT for maximizing learning outcomes thereby increasing the interest and enthusiasm. However, the all of the qualitative findings in this domain do not match with Karatsiori and Gritter (2016) and Peacock (2009)`s studies. In Karatsiori and Gritter (2016)`s paper, it was concluded an incorporation of ICT by all 25 academic curricula because of probable infrastructure or other unspecific reasons while they are supported by Toköz Göktepe (2015).

When the interviewees were asked to what needed to be done to improve the situation in their ICT training for pedagogical purposes, most of the utterances were based on complaints about the departments` insufficient technological facilities. Unfortunately, this problem causes giving limited importance ICT and ELTEP PTs learn about ICT and how to use it only in theory (Peacock, 2009). In other respects, two of the interviews considered that prerequisite computer skills course in the first academic year was crucial for the beginning of ICT education. The departments must see the course as a vital step for learning of ICT by taking cognizance of its weight and place in the curriculum. Supportively, it is stated Under (2008)`s paper that identification of practice and teaching philosophies requires looking at the content of teacher education courses through technological innovations` aspects.

Preservice teachers` perceptions of ELTEP`s training in strategies and skills. The second sub-research question aimed to explore ELT PTs` perceptions of ELTEP`s training in strategies and skills of language teaching and learning with the question "What are the preservice teachers` perceptions about the quality of ELT programmes in Turkey based on the principles of the skills and strategies section of the European Profile for Language Teacher Education?". In order to get answers to this question, a questionnaire consisting of 25 items with 6 factors and 3 semi-structured interview questions were utilized. When the overall mean score

of these 25 questionnaire items were calculated it was found to be 3,72. It can be concluded with the results of the descriptive statistics done with these 25 items` quantitative data that the participant ELTEP PTs find the quality of their departments` training in strategies and skills of language teaching and learning efficient.

Training in methods of learning to learn. The first subconstruct of this questionnaire was designed to elaborate on ELTEP preservice teachers` perceptions of their training in methods of learning to learn. The overall mean score of the qualitative findings was found to be 3,93. The study revealed that the participants were introduced self-study methods which they could also foster in learners. Based on the results it was evident that in an attempt to provide motivation in the classroom ELTEP PTs learnt to use various teaching styles to address their learners` needs for securing effective learning. To achieved that their education could ensure teaching them how to analyze their learners` learning strategies through teaching practices. In addition to that, they also became aware of their own learning styles during their training. All of these could be accomplished through instructors` emphasis on a range of learning methods once they teach PTs thereby raising their awareness of how and what they are learning. The findings are aligned with the previous research (Karatsiori and Gritter, 2016; Peacock, 2009).

Training in the development of independent language learning strategies. The following factor in the third questionnaire developed for ELTEP`s training in strategies and skills of language teaching and learning was related with development of independent language learning strategies. It was revealed that the overall mean score of this factor was found to be 3,71 according to the qualitative findings. The current study offered vital evidences for participants` positive feelings towards the importance of independent language learning since there was no provision for continuing language learning after graduation. Most of the attendant reported that they were using tools like DIALANG, ELP, self-access resources and multimedia centres to monitor and develop their own language proficiency by addressing some special areas that needed improvement. It is fair to say that all of these were the consequences of PTs` efforts to take formal and informal opportunities to improve language skills. The results are consistent with the previous

research (Karatsiori and Gritter, 2016; Peacock,2006). Those researches found out that PTs needed more adequate training in their English learning procedures.

Training in the critical evaluation, development and practical application of teaching materials and resources. The next subconstruct of ELTEP PTs` strategies and skills of language teaching and learning education was about their training in the critical evaluation, development and practical application of teaching materials and resources. With the help of descriptive statistical processes, the qualitative findings showed that the overall mean score of the factor was found to be 4,03. It can be inferred that the departments provided efficient education on language learning materials and resources. Supporting this result, it was stated by the participants that they understood the theory and methodology behind the use of materials and resources since they knew the theory of differences in learning styles. Hence, the participants could tackle different learning styles with various materials and resources to meet their learners` needs. The departments were found sufficiently successful to encourage their PTs for critical thinking about values of certain materials and resources. That way the PTs clearly understood and appreciated the place of language teaching materials and resources as aids in the process. The results overlap with previous research (Karatsiori and Gritter, 2016).

However, the minority put some problematic aspects their education into words regarding this factor. Their utterances were mostly composed of insufficient number of teaching materials and resources. In addition to that the training sometimes failed to overcome the deficiencies in including more visual and modernist materials and resources that could address different language learners as it was stated by the interviewees. This could be resulted from the intensity or pre-preparedness curriculum. Nevertheless, language teaching materials and resources should be presented in a wide range and a great number in order to meet different needs of various learning types. The qualitative findings are consistent with those of Peacock (2009) who found that PTs had difficulty in adapting the limited numbers of materials they had learned.

Training in the development of reflective practice and self-evaluation. The fourth domain to investigate ELTEP PTs` perceptions of their programmes' training in strategies and skills of language teaching and learning focused on their training in the development of reflective practice and self-evaluation. The descriptive

statistical results indicated that the overall mean score of this factor was found to be 3,82. It can be concluded that preponderance belonged to the ones who had positive attitude towards their training in reflective practices and self-evaluation. The results are parallel those of Karatsiori and Gritter (2016) and Karakaş (2012). However, in Peacock (2009)`s study, the students expressed that they need to learn how to evaluate themselves as teachers. The majority of the PTs in the current study believed that they could only undertake informed reflective practices when they gained great amount of teaching experience during their education. As for the features of their education for this particular domain, the data showed that it was delivered in a structured and progressive way. According to the results, establishment of self-evaluation criteria which could detect the patterns and recurring issues was achieved by most of the participants. It was also stated that they worked closely with peers in order to develop their reflective techniques through methodology seminars.

When the interviewees were asked about their ideas for sharing some options to improve the quality of their education on this subject, their advice was to increase the weight of it in the curriculum since they thought that the departments could provide them limited reflective practice and self-evaluation techniques. Due to these reasons, the programme must have more opportunities to present more samples serving better than what they had and to show how to use them. Use of same and old-fashioned tools was another issue that stated to be changed. These qualitative findings are supported by previous researches (Coşkun and Daloğlu, 2010; Karakaş, 2012). On the other hand, Karakaş (2012) found out that the new curriculum of the programme encouraged learners to utilize CEFR and EPOTL more to evaluate themselves than the previous one.

Training in action research. The fifth subconstruct of this questionnaire was related to ELTEP PTs` perceptions of their training in action research. The qualitative findings gathered from the data set revealed that the overall mean score of this factor was found to be 3,83 after the descriptive statistical processes. The participants reported about action research networks formed by the mentors of teaching practice schools. However, some of them were not quite sure whether the teachers created such networks since they were informed about neither any connection nor any action research conducted by their mentors. On the other hand,

it was stated by a great number of the PTs that their training in action research enabled them to undertake an action research project completely. The deduced findings implied that the PTs knew the requirements of action research teaching since the majority of the ELTEP PTs had action research training both theoretically and practically throughout their education. Positive perceptions towards action research training were also evidenced by earlier studies (Karatsiori and Gritter, 2016; Regmi 2008).

Due to the minority of participants who were not satisfied and who had no with their action research education, one of the interview questions aimed to elaborate on their ideas of how to improve that domain. The most frequently echoed disapprobation was the unpracticality of research contents (*f*=9). This could be resulted from easiness of having an action research focusing on more theoretical solutions to the classroom problems. Another mostly uttered suggestion was about increasing the number of the samples of action researches that their instructors or mentors would provide. Since some of them complain about the inadequate weight given to action research training in their curriculum, they might have fewer opportunities to see more examples. The issue could be solved by having a separate course for this or at least attaching more importance to it.

Training in ways of adapting teaching approaches to the educational context and individual needs of learners. The last factor of this questionnaire which was developed to investigate ELTEP PTs` perceptions of their programmes' training in strategies and skills of language teaching and learning concerned with their training in ways of adapting teaching approaches to the educational context and individual needs of learners. At the end of the descriptive statistical processes, the qualitative findings of the data set presented that the overall mean score of this factor was found to be 4,00. The PTs were content with their opportunities to adapt their teaching experiences thereby creating a positive environment. They also predicated about their positive thoughts that they felt encouraged to utilize resources and materials, including multi-sensory aids. The results of this domain were quite satisfying in terms of accommodation to the principles of EPLTE. The results match those in previous study (Karatsiori and Gritter, 2016).

Preservice teachers` perceptions of ELTEP`s training in values. The second sub-research question aimed to explore ELT PTs` perceptions of ELTEP`s

training in values of language teaching and learning with the question "What are the PTs` perceptions about the quality of ELT programmes in Turkey based on the principles of the values section of the European Profile for Language Teacher Education?". In order to get answers to this question, a questionnaire consisting of 9 items with 3 factors and 3 semi-structured interview questions were utilized. When the overall mean score of these 9 questionnaire items were calculated it was found to be 4,01. It can be concluded with the results of the descriptive statistics done with these 9 items` quantitative data that the participant ELTEP PTs find the quality of their departments` training in values of language teaching and learning satisfactory.

Training in social and cultural values in language teaching. The first subconstruct in the fourth questionnaire focused on their trainings in social and cultural values of language teaching. Following the descriptive statistical processes, the qualitative findings gathered from the data set revealed that the overall mean score of this factor was found to be 4,05. This means that the participants were aware of the fact that English is spoken in many different ways, contexts and countries. Furthermore, the results indicated that their education informed them about their peers` social and cultural perspectives. The gathered qualitative findings provided convincing evidences indicating that most of the PTs were familiar with the benefits of life-long learning in terms of the social interactions, cultural competences and general education of them. As for practical application of social values to learning and teaching contexts, the majority of the responses reported that the departments taught how utilize materials to represent social and linguistic diversities. However, this finding is not observed in Peacock (2009)`s paper in which teachers stated that the programme needed to `promote the culture of teaching and what it means to be a teacher` (p. 270). Also, in the same paper, 64% of the students expressed in their essays that their programme failed to provide awareness for understanding language learning, teaching in terms of sociocultural contexts since they were not taught about it once they had started their education. The findings are not aligned with earlier study (Karakaş, 2012).

When the participants were asked what needed to be improved in their training of social and cultural, most of them found the number of materials and activities they had learned inadequate for promoting to enable cultural take place in teaching and learning contexts. Possible remedy in this condition could be the

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integration of great number of activities and materials to the department`s curriculum concerning these aspects. The same suggestion takes place in Karakaş (2012)`s paper. They also uttered that a great number of them felt distant with the target language`s culture and social values. This may be solved with increasing the amount of the PTs` exposure to not only the target culture`s but also cultures of other societies since the profession they would perform is inseparable from social and cultural aspects.

Training in importance of teaching and learning about foreign languages. The second factor in the fourth questionnaire was about their training in importance of teaching and learning about foreign languages. Considering the descriptive statistical processes, the qualitative findings revealed that the overall mean score of this domain was found to be 4,05. It can be concluded from the results that the subjects possessed positive attitudes towards their methodology classes in terms of focusing on language learning for cultural, professional and vocational perspectives. Majority of the answers demonstrated convincing evidence for the contents of those classes which included teaching of language learning to develop ELTEP PTs` in terms of their presentation skills, oral fluencies, self-confidences and team-working competencies. It was also indicated that the education included a number of self-study techniques. The findings were also support those of Toköz Göktepe (2015) who stated foreign languages learning is essential for future professional opportunities. Having a compulsory second foreign language course in the curriculum was expressed as `milestone` in Karakaş (2012)`s study in terms of consolidating the importance of learning foreign languages (p. 6).

Training in team-teaching, collaboration, and networking. The last subconstruct in the fourth questionnaire developed to elaborate on ELTEP PTs` perceptions of their programmes' training in values of language teaching and learning centered upon their training in team-working, collaboration, and networking competences. After the descriptive statistical processes, the qualitative findings of the data showed that the overall mean score of the factor was found to be 3,90. The result proved that the participants experienced team-teaching with their peers and qualified teachers. The findings are parallel those of Karatsiori and Gritter (2016) who founded that 20 of the universities out of 25 incorporated training in networking, collaboration and networking. In Karakaş (2012)`s paper, it was found out that there

was an increased cooperation between trainees and teachers in schools when it was compared with previous curriculum structure in Turkey. However, this subject was stated as weaknesses of the programme in Karakaş (2012)`s paper since the department was lack of collaboration between outside and local experts. It was also reported by this paper that during the teaching practice procedure, they grabbed changes of working with their mentors in order to improve their team-working and networking skills. These answers were uttered as the outcomes of sharing some presentations, micro-teachings and teaching experiences with their peers throughout their training.

However, the qualitative data showed that the participants were not satisfied with the number of the chances they had to team-work with their peers. Furthermore, the wish for having more collaboration opportunities among the PTs, tutors, mentors with other schools, departments and institutions of the same and different languages in Turkey and abroad was substantially uttered during the interviews. They suggested to organize more projects, seminars and workshops in order for creating more connections with their peers and other instructors abroad. A few of interviewees expressed that their departments should have encouraged them to get in contact with those who were abroad. Since this profession necessitates being in touch with the globe considering the place of English language around the world, the PTs could reject the idea of isolation from other peers, instructors and institution.

Summary of the Study

This master`s thesis was conducted to explore ELTEP PTs` perceptions of their departments` training quality in terms of the *European Profile for Language Teacher Education* criteria determined by European Union (Kelly and Grenfell, 2004) as the subject focus of the main research question. So as to get detailed information about their perceptions, the research was framed according to four main sections of EPLTE; (1) structure, (2) knowledge and understanding, (3) strategies and skills, and finally (4) values. The four sub-research questions are formed to investigate English language teaching department PTs` perceptions in these main sections. While the first one aims to evaluate ELT departments` curriculum structure, the second question seeks finding out the opinions of participants on their programmes` training in knowledge and understanding. The study also analyzed the

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efficiency of strategies and skills training of the departments with the third question whereas last sub-research question deals with trainees` training in professional, cultural and social values.

Considering these evaluation purposes, concurrent triangulation mixed-method design was adopted to the study to optimize the productivity of the results. The qualitative and quantitative data were collected concurrently and analyzed separately. Given the fact that PTs are the ones who nearly completed their training and the best options as the outputs of the department to evaluate the adequateness of their education, 116 PTs from 2 state and 2 private universities were participated to the quantitative part whereas 17 of them were involved in qualitative section of the study. As for the collection of the qualitative data, 4 different 5-point Likert scale were utilized respectively based on 4 subdivisions of EPLTE following validity and reliability processes. The European Profile for English Language Teacher Education Programs Preservice Teacher Structure, Knowledge and Understanding, Strategies and Skills, and finally Values questionnaires were developed to explore the participants` perceptions of structure of the curriculum, training in knowledge and understanding, strategies and skills, and values with respectively 23, 16, 25, and 9 items (73 items in total). With regards to collecting qualitative data, 17 semi-structured interview questions under the name of The European Profile for English Language Teacher Education Programs Preservice Teacher Semi-Structured Interview Questions were designed in parallel to the scopes of sub-research questions with the help of three expert opinions. Throughout the whole data collection procedures, the process was carried with convenience sampling method. While the data gathered from the questionnaires were analyzed through SPSS Statistics 23.0, the analysis of the interviews was performed through latent content analysis (Dörnyei, 2007).

The main findings of the data collection instruments are presented below;

- The first sub-research question aimed to find out ELTEP PTs` perceptions of their ELT departments` curriculum structure. The results revealed that most of the participants had positive perceptions about how the curriculum integrates theoretical and practical aspects of the field, their programmes` explicit framework for teaching practice, close links with other foreign language teaching departments' trainees, their teacher educators`

professional developments, training of mentor teachers and multicultural and intercultural issues of language learning and teaching. Yet, during the interview sessions, the PTs mostly echoed about regulating the weight of theory and practice, protracting the duration of teaching practice, organizing some seminars, conferences and workshops or including some common courses to the curriculum which they can share with the trainees of other foreign languages teaching departments.

- The second sub-research question was designed to investigate ELTEP PTs` perceptions of their ELT departments` training in knowledge and understanding. The quantitative findings revealed that a great number of the responded possessed positive perceptions on their training in reference to development of critical and enquiring approach to language learning and teaching, external and internal programme evaluation, ICT for personal and professional purposes, and methodologies and in-state-of-art classroom techniques. On the other hand, the interviewees proposed some suggestions to improve their education in terms of these aspects. The suggestions were mostly focused on increasing the opportunities for practicing and enhancing the technological facilities for ICT training in their departments.

- The third sub-research question attempted to provide detailed information about ELTEP PTs` perceptions of their ELT departments` training in strategies and skills. According to the findings, many of the PTs reported that they found their education efficient in terms of their training in methods of learning to learn, development of independent language learning strategies, evaluation, development and application teaching materials and resources, reflective practice and self-evaluation, action research and adapting their teaching approaches. In other respects, the qualitative data results were centered on increasing the weight of application opportunities of those strategies, imbedding more various strategy types into the courses, and having more purposeful, communicative and modern strategies in the curriculum which will suit the needs of the future foreign language learners.

- The last sub-research question sought to explore ELTEP PTs` perceptions of their ELT departments` training in values. The qualitative data yielded in the highest satisfactory results for efficacy of ELT training in this domain. The PTs stated that their education for social and cultural values in language teaching, importance of teaching and learning about foreign languages and team-teaching, collaboration and networking was highly productive. Even so, the interviews revealed that the PTs needed more options for integration of cultural and social aspect of languages and networking, team-teaching and collaboration with other peers, departments, institutions and schools in Turkey and abroad.

Pedagogical and Methodological Implications

Throughout this section of the study, a few pedagogical implications will be presented for opening new horizons to decision-makers, administrators, teacher educators, curriculum developers, and researchers in the field of foreign language teacher education departments and higher education commissions.

Pedagogical implications. The findings of the current study could be used for improving the ELTEP design thereby regulating its structure, curriculum, contents and delivery ways of the courses. First of all, excellence in the outcomes of FL learning in educational systems is the fundamental aim for foreign languages teacher education departments of educational faculties and the ministries of education (Tezel, 2006). The desired outcomes require existence of higher levels of quality and efficacy in the structure of each undergraduate degree of foreign languages teacher education programmes in higher education institutions. To assess the quality and adequacy of the departments on the basis of reconciled terms in accordance with the national objectives, the presence of a programme evaluation model principle is a prerequisite step. In terms of professionalization, a systematic and regular internal evaluation procedure is a crucial asset for improvement and maintenance of efficiency (Coşkun and Daloğlu, 2010; Herman, et al., 1987; Lynch, 2003; Peacock, 2009; Rea-Dickens and Germaine, 1993; Reid, 1996; Richards, 1990; Tezel, 2006; Wallace, 1991). Raising qualified language teachers have an increasing value over the improvement of the learners' language competencies as the teachers are the ones who arouse interest of learners, raise

their competences and attainments towards languages. As one of the pioneering studies *The European Profile for Language Teacher Education: A Frame of Reference* (2004) has a significant role as a programme evaluation tool for graduating effective foreign language teachers (Kelly and Grenfell, 2004; European Commission, 2013). The present study is a preliminary work as it is the first large scaled research conducted for exploring PTs` perceptions of their ELTEP training based on the principles of EPLTE by developing four questionnaires and one set of semi-structured interview to offer detailed information for the efficiency of the education.

As it was remarked in the papers of Seferoğlu (2006), Regmi (2008), Peacock (2009), Karakaş (2012), and Toköz Göktepe (2015) so many times, giving the primary focus on theoretical aspects of foreign language teaching fails to prepare future teachers as being competent English language teachers in terms of applying their professional knowledge into real classrooms. Since the programmes dedicate a greater proportion for teaching of the theory in the curriculum structure, knowledge of `how` remains underdeveloped. However, regulating the weight of theory and practice in curricula subjected to the national and international objectives of MoNE will yield in lots of opportunities to practice what they have learned before teaching experience or in-service years.

Another significant pedagogical implication obtained from the findings of the study is about the content of the courses. The research revealed that major area courses have the scarcity of including convenient language teaching approaches, methods, techniques, and materials in regard to making use of according to the needs of FL learners and the immediate learning contexts. The courses should be designed to serve the best for providing various practical options which will optimally suit contemporary and communicative purposes of FL learning situations (Peacock, 2009; Seferoğlu, 2006).

As for the connections with peers and instructors from ELT and other languages teaching departments, schools and institutions with the intend of having common courses, organizing seminars, conferences, congresses and student exchange programmes or projects, the departments could put more effort for increasing the opportunities with connecting, networking and collaborating with administrators, teacher educators, and teachers from local and abroad (Karatsiori

and Gritter, 2016). Since being a language teacher and PTs requires keeping in touch with peers and colleagues in order to be informed about local and global changes in FL learning and teaching, it is crucial for trainees to learn and experience new perspectives of their subject area by studying abroad and being encouraged to attend various collaborative events.

The other pedagogical implications that can be obtained from the findings of the current study are presented below;

- improving technological properties,

- eliminating memorization technique for major area courses,

- encouraging teacher educators and mentor teachers for professional developments,

- increasing the amount and content of the peer and self-evaluation training,

- delivering major area courses with the use of target language,

- changing duration and semesters of teaching practice and observation.

Methodological implications. The current master`s thesis aimed to explore ELTEP PTs` perceptions of their departments` training quality. To achieve this, the study used concurrent triangulation mixed methods research design in order to supplement quantitative data results with qualitative findings for a better understanding of the research problem contexts. By looking discoveries, it can be said that questionnaire results served as the primary sources while qualitative data assisted expanding more on the quantitative findings.

Considering planning further implementations, researchers could focus on studying with trainees, instructors, graduates of the programme and in-service English language teachers from different levels in order to compare their perceptions as they are both inputs and outputs of the training. Furthermore, trainees grade point averages could be associated with their perceptions of ELT education. Also, further studies can work with both private and state universities` ELTEPs to compare the efficacy of their training. Due to these suggestions, it can be understood that evaluation of English language teacher education program is scarce in in the domain of internal and external programme evaluation literature therefore, there is an immediate and significant need for further studies to improve

education provided by ELT departments (Al-Gaeed, 1983; Borg, 2015; Candlin, 1998; Hismanoğlu, 2013; Karatsiori and Gritter, 2016; Peacock, 2009; Rea-Dickins and Germaine, 1998; Richards, 2008; Sanlı, 2009; Seferoğlu, 2006; 2009; Stufflebeam, 2000; Toköz Göktepe, 2015; Türken, 2017; Vélez-Rendón, 2002; Yavuz and Topkaya, 2013).

Conclusion

One of the most fundamental factors in achieving a great degree of success in English language teaching in MoNE schools is achieving high quality in English language teacher education. Evaluation of ELT departments training efficiency can be carried out with a set of common standards which takes national and international foreign language learning objectives into consideration. European Commission`s EPLTE (2004) which corresponds with CEFR provides 40 principles under 4 subtitles to serve as a tool for internal foreign language teacher education programme evaluation.

The emergent quantitative results of the study mostly showed incongruity with previous studies which indicated highly insufficient findings in terms of the trainees` and instructors` perceptions of ELT programme training adequateness (Al-Gaeed, 1983; Borg, 2015; Candlin, 1998; Hismanoğlu, 2013; Peacock, 2009; Karatsiori and Gritter, 2016; Rea-Dickins and Germaine, 1998; Richards, 2008; Sanlı, 2009; Seferoğlu, 2006; 2009; Stufflebeam, 2000; Toköz Göktepe, 2015; Türken, 2017; Vélez-Rendón, 2002; Yavuz and Topkaya, 2013;). With regard to the first sub-research question of the study, the ELTEP PTs reported their contentment with the integration of theory and practice, contributions of teaching practice framework, close links with other foreign languages departments, instructors` and mentors` continuous professional developments, multicultural and intercultural issues of their profession, and recruitment supports of their departments. Considering the knowledge and understanding training, the results represented that great number of the respondents were satisfied with their training in language teaching and learning approaches, methods and techniques, theoretical and practical aspects of internal and external programme evaluation, and ICT usage for personal and professional purposes. The study also revealed positive perceptions of PTs regarding their training in strategies and skills which includes education of learning methods,

adaptation of approaches, materials and resources, independent language learning strategies, self-evaluation, and reflective practice action research. The highest incidence of appreciation was observed in the results of the last domain. The findings showed that ELT departments` training in social and cultural values, importance of learning and teaching about foreign languages and team-teaching collaboration, and networking was found to be effective by most of the fourth-year-trainees.

Mostly for improving the quality of foreign language teacher education programmes, the suggestions from the minority who had neutral or negative perceptions about their training were elaborated on with the interviews. The primary emergent codes indicated that the weight of the practical and theoretical sides of their education was stated to be improper. In order to eliminate this problem, proportion of theory and practice can be rearranged according to the objectives of the department. Furthermore, the course contents were found impractical, more theoretical and outdated to serve the best in real classrooms. The recommendations provided for this reason involved inclusion of purposeful, communicative, humanistic and more modern language learning and teaching approaches, methods, strategies, techniques, and materials into the course curriculum. Another frequently uttered advice was to encourage and support the instructors for increasing their professional competencies mostly in terms of the courses they taught. The last cause for the suggestions was the insufficiency of technological facilities for ICT training. At the end of all the qualitative and quantitative findings of the study, it can be concluded that the efficiency of the ELT programmes` education is nearly satisfactory according to the EPLTE criteria yet it requires several regulations in order to become more promising for increasing the outcomes of English language learning at national level.

Suggestions for Further Studies

In the light of present study`s qualitative and quantitative findings and based on its limitations, some suggestions that may shed light on further investigation for this model presented below:

- The current study can be replicated with a greater sample size from many universities in order to achieve more generalizable results.

- Different participant groups consisting of instructors, trainees from different grades and graduates should be included in further studies.

- The difference between the quality of state and private universities can be investigated.

- Quality of the same ELT programmes` training can be analyzed through comparative studies with other programme evaluation methods to test the validity of the results.

- Perceptions of PTs about their trainings` efficacy in ELT programmes can be associated with their academic performances in another research.

- A further study should be conducted to reveal the differences in the perceptions of trainees who aim to work in different levels.

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APPENDIX-A: Education First English Proficiency Index Rankings

Ranking	Country/Economics	Score	Ranking	Country/Economics	Score
01	Sweden	70.94	36	Chile	51.88
02	Netherlands	70.58	37	France	51.84
03	Denmark	70.05	38	Ecuador	51.67
04	Norway	67.83	39	Russia	51.59
05	Finland	65.32	40	Mexico	51.32
06	Slovenia	64.97	41	Brazil	51.05
07	Estonia	63.73	42	United Arab Emirates	50.87
08	Luxembourg	63.45	43	Costa Rica	50.53
09	Poland	62.95	44	Uruguay	50.25
10	Australia	61.97	45	Pakistan	49.96
11	Germany	61.83	46	Guatemala	49.67
12	Singapore	61.08	47	China	49.41
13	Portugal	60.61	48	Panama	48.77
14	Malaysia	60.30	49	Sri Lanka	47.89
15	Argentina	60.26	50	Turkey	47.62
16	Romania	59.69	51	Yemen	47.60
17	Belgium	59.13	52	Morocco	47.40
18	Czech Republic	59.01	53	Jordan	47.33
19	Switzerland	58.43	54	Kazakhstan	47.04
20	India	58.21	55	Egypt	46.73
21	Hungry	57.90	56	Iran	46.59
22	Latvia	57.16	57	Colombia	46.55
23	Spain	56.80	58	Oman	46.34
24	Dominican Republic	56.71	59	Venezuela	46.14
25	Slovakia	56.34	60	Azerbaijan	46.12

26	Lithuania	55.08	61	El Salvador	45.52
27	South Korea	54.52	62	Thailand	45.35
28	Italy	54.02	63	Qatar	43.72
29	Vietnam	53.81	64	Mongolia	43.64
30	Japan	53.57	65	Kuwait	42.65
31	Taiwan	53.18	66	Iraq	40.69
32	Indonesia	52.91	67	Algeria	40.34
33	Hong Kong	52.70	68	Saudi Arabia	39.93
34	Ukraine	52.61	69	Cambodia	39.15
35	Peru	52.46	70	Libya	37.86

Source: EF, EPI. (2015). EF English Proficiency Index 2015.

APPENDIX-B: PISA 2015 - Snapshot of Performance in Reading

Geographic Region and Native Country	Reading Mean Score in PISA 2015	Reading Average Three-Year Trend	Geographic Region and Native Country	Reading Mean Score in PISA 2015	Reading Average Three-Year Trend
	Mean	Score Dif.		Mean	Score Dif.
OECD Average	493	-1	**OECD Average**	493	-1
Singapore	535	5	Lithuania	472	2
Japan	516	-2	Croatia	487	5
Estonia	519	9	CABA (Argentina)	475	46
Chinese Taipeo	497	1	Iceland	482	-9
Finland	526	-5	Israel	479	2
Macao (China)	509	11	Malta	447	3
Canada	527	1	Slovak Republic	453	-12
Viet Nam	487	-21	Greece	467	-8
Hong Kong (China)	527	-3	Chile	459	5
B-S-J-G (China)	494	M	Bulgaria	432	1
Korea	517	-11	United Arab Emirates	434	-8
New Zeland	509	-6	Uruguay	437	5
Slovenia	505	11	Romania	434	4
Australia	503	-6	Cyprus	443	-6
United Kingdom	498	2	Moldova	416	17
Germany	509	6	Albania	405	10
Netherlands	503	-3	Turkey	428	-18
Switzerland	492	-4	Trinidad and Tobago	427	5
Ireland	521	13	Thailand	409	-6
Belgium	499	-4	Costa Rica	427	-9
Denmark	500	3	Qatar	402	15
Poland	506	3	Colombia	425	6
Portugal	498	4	Mexico	423	-1
Norway	513	5	Montenegro	427	10
United States	497	-1	Georgia	401	16
Austria	485	-5	Jordan	408	-2
France	499	2	Indonesia	397	2
Sweden	500	1	Brazil	407	-2
Czech Republic	478	5	Peru	398	14
Spain	496	7	Lebanon	347	M

Latvia	488	2	Tunisia	361	-21
Russia	495	17	FYROM	352	M
Luxembourg	481	5	Kosovo	347	M
Italy	485	0	Algeria	350	M
Hungary	470	-12	Dominican Republic	358	M

Source: https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf

APPENDIX-C: TOEFL IBT Total and Section Score Means – Europe

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Aland Islands	*	*	*	*	*
Albania	18	21	22	21	81
Andorra	21	23	22	21	88
Armenia	18	19	21	20	78
Austria	25	26	25	24	100
Belarus	21	22	22	21	86
Belgium	25	26	25	24	99
Bosnia and Herzegovia	21	23	23	22	88
Bulgaria	22	23	23	23	91
Croatia	22	24	23	22	90
Cyprus	20	22	22	22	86
Czech Republic	22	23	22	21	89
Denmark	23	25	26	23	98
Estonia	23	25	24	23	95
Faroe Islands	*	*	*	*	*
Finland	23	25	24	23	95
France	22	23	22	21	88
Georgia	20	22	22	21	85
Germany	23	25	25	24	98
Greece	23	24	23	23	93
Greenland	*	*	*	*	*
Holy See (Vatican City State)	*	*	*	*	*
Hungary	23	24	23	23	93
Iceland	22	25	24	23	94
Ireland	25	26	26	25	101

Italy	24	23	22	22	91
Kosovo, Republic of	18	20	22	21	82
Latvia	20	23	23	22	88
Liechtenstein	*	*	*	*	*
Lithuania	21	23	24	22	90
Luxembourg	23	25	25	24	96
Macedonia, Former Yugoslav Republic of	20	22	23	22	87
Malta	*	*	*	*	*
Moldova, Republic of	20	21	22	21	85
Monaco	21	21	22	21	85
Montenegro	19	21	22	20	83
Netherlands	25	26	25	24	100
Norway	21	25	25	22	93
Poland	22	24	23	22	90
Portugal	23	25	24	23	94
Romania	22	24	23	22	91
Russian Federation	21	22	22	21	87
San Marino	*	*	*	*	*
Scotland	*	*	*	*	*
Serbia	20	23	23	21	87
Slovakia	22	23	23	22	90
Slovenia	22	25	24	23	93
Spain	23	23	22	22	89
Sweden	21	24	25	22	93
Switzerland	25	26	25	24	99
Turkey	19	20	19	20	78
Ukraine	20	22	22	21	84

United Kingdom	23	25	25	24	96
Wales	*	*	*	*	*

Source: ETS (2017). Test and Score Data Summary for TOEFL IBT Test

APPENDIX-D: IELTS GT Mean Band Score for the Most Frequent Countries or Regions of Origins

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Overall
Australia	7.32	6.92	6.44	7.55	7.12
Bangladesh	6.47	6.01	6.05	6.48	6.32
Brazil	6.68	6.76	6.11	6.72	6.63
Canada	7.10	6.79	6.28	7.15	6.89
China (People's Republic of)	6.06	6.03	5.61	5.74	5.93
Colombia	6.09	6.17	5.79	6.33	6.16
Egypt	6.67	6.35	5.96	6.52	6.44
France	6.91	6.83	6.15	6.83	6.74
Germany	7.22	6.91	6.40	7.38	7.04
Hong Kong	6.65	6.59	5.93	6.28	6.42
India	6.86	6.34	6.22	6.68	6.59
Indonesia	6.08	5.84	5.59	6.02	5.95
Iran, Islamic Republic of	6.38	6.06	5.81	6.53	6.26
Italy	6.28	6.09	5.68	6.40	6.17
Japan	5.86	5.53	5.39	5.71	5.68

Jordan	6.42	6.03	5.75	6.60	6.26
Korea, Republic of	5.89	5.53	5.39	5.63	5.67
Lebanon	6.80	6.41	6.05	6.73	6.56
Malaysia	7.11	6.89	6.31	6.87	6.86
Mexico	6.36	6.38	5.91	6.63	6.38
Nepal	6.32	5.67	5.79	6.23	6.07
Nigeria	6.77	6.38	6.80	7.22	6.85
Pakistan	6.75	6.28	6.21	6.75	6.56
Philippines	6.46	5.99	5.98	6.46	6.29
Poland	6.83	6.64	6.13	6.82	6.67
Russian Federation	6.90	6.88	6.13	6.68	6.71
Saudi Arabia	4.78	3.90	4.39	5.17	4.63
Singapore	7.71	7.49	6.78	7.48	7.43
South Africa	7.66	7.27	7.00	8.26	7.61
Spain	6.61	6.80	6.05	6.56	6.56
Sri Lanka	6.69	6.20	6.06	6.65	6.46
Sudan	6.31	5.84	5.80	6.55	6.19
Syrian Arab Republic	6.36	6.02	5.73	6.60	6.25

Taiwan, China	5.98	5.61	5.55	6.05	5.86
Thailand	5.37	4.83	5.06	5.45	5.24
Turkey	6.50	6.42	5.98	6.46	6.40
Ukraine	6.25	6.10	5.83	6.29	6.18
United States of America	7.92	7.67	7.48	8.44	7.95
Vietnam	6.16	6.12	5.83	6.00	6.09
Zimbabwe	7.15	6.78	6.84	7.55	7.14

Source: www.ielts.org (2017). Test Taker Performance 2017

APPENDIX-E: Descriptors of Defining Levels in the European Qualification Framework

	Knowledge	*Skills*	*Responsibility and Autonomy*
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for

relevant to Level 4 are			the evaluation and improvement of work or study activities
Level 5 The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 The learning outcomes relevant to Level 6 are	dvanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research

Critical awareness of knowledge issues in a field and at the interface between different fields | Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| Level 8 The learning outcomes relevant to Level 8 are | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields | The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to | Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the |

| | extend and redefine existing knowledge or professional practice | forefront of work or study contexts including research |

Source: https://ec.europa.eu/ploteus/content/descriptors-page

APPENDIX-F: Turkish Qualifications Framework Level Descriptors

	Knowledge	*Skill*	*Competence*
Level 1	Have a general knowledge of self and environment	Have basic skills required to carry out simple tasks	Carry out simple tasks under guidance and supervision
Level 2	Have an elementary factual knowledge in a field of work or study	Have basic skills required to use necessary information in order to carry out tasks and to solve potential simple problems	Carry out simple tasks under supervision with limited autonomy Have awareness of own learning needs within the scope of lifelong learning approach
Level 3	Have an elementary theoretical knowledge and moderate factual knowledge in a field of work or study	Have skills required to select and apply data, methods, tools and materials in order to carry out tasks and solve problems	Take responsibility in carrying out tasks Complete tasks in consideration of changing situations Identify and meet own learning needs under guidance within the scope of lifelong learning approach
Level 4	Have a moderate theoretical and operational knowledge and good factual knowledge in a field of work or study	Have cognitive and practical skills required to perform procedures and generate solutions to problems specific for a field of work or study	Take full responsibility in completing tasks within predictable, but changeable contexts Supervise the ordinary tasks of others, and take limited responsibility in evaluating and improving such tasks Meet own learning needs, and define proactive learning goals under guidance within the scope of lifelong learning approach Have awareness of the relationship between knowledge, skills, behaviours and attitudes in a field of work

			or study and social and moral issues and responsibilities
Level 5	Have comprehensive, theoretical and factual knowledge in a field of work or study in aware of the boundaries of that field	Have comprehensive, cognitive and practical skills required to develop creative solutions to abstract problems, whose limits are defined, and concrete problems	Carry out management and supervision tasks in contexts with unpredictable changes Evaluate and improve own and others' performance levels Be in interaction for operations in contexts of work or study including the management of projects Have general awareness of the scope of lifelong learning approach for a field of work or study as well as the relationship of this scope with formal, non-formal and informal ways of learning Be aware of the relationship between knowledge, skills, behaviours and attitudes in a field of work or study and social and moral issues and responsibilities
Level 6	Have an advanced theoretical, methodological and factual knowledge in a field of work or study, including inquiring thinking	Have advanced skills, including the quality of mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Make decisions by taking responsibility in unpredictable work or study contexts, and manage complex technical or professional activities or projects in such contexts Take responsibility in managing the professional development of individuals and groups Have experience in the concepts, policies, tools and practices of lifelong learning approach for a field of work or study as well as the relationship of them with

			formal, non-formal and informal ways of learning Have awareness of social and moral issues in assessing work or study
Level 7	Have advanced specialised knowledge, some of which is at the forefront in a field of work or study, as the basis for original ideas and/or research Have an inquiring approach for knowledge issues in his/her field and at the interface between different fields related to his/her field	Have advanced problem-solving skills required in research and/or innovation activities that are carried out to develop new knowledge and methods in a field of work or study and to integrate knowledge from different fields Have skills required to understand, design, apply and adapt advanced research operations as a team member or partially autonomously	Manage and transform unpredictable and complex work or study contexts that require new strategic approaches Have experience in managing changes within a complex context Take responsibility in contributing to professional knowledge and practice and/or evaluating the strategic performance level of teams Show leadership in the concept, policy, tools and practices of lifelong learning approach for knowledge in a field of work or study and the interface between different fields as well as the relationship of them with formal, non-formal and informal ways of learning Integrate knowledge and make judgements in a field of work or study in consideration of social and moral issues and responsibilities
Level 8	Have the most advanced systematic knowledge and inquiry analysis capacity in the theory, practice,	Have the most advanced and specialised skills, including synthesis and evaluation, that require the use of knowledge, methods and techniques, required to solve critical problems in the most advanced	Demonstrate competence in the development of new ideas and processes at the forefront of work or study contexts, including strong competence, innovation, autonomy,

method and techniques of a field of work or study Have the most advanced interface knowledge in different fields of work or study related to a particular field of work or study	research and/or innovation within a field of work or study and to extend and redefine existing knowledge or professional practice Have skills required to understand, design, apply and adapt advanced research processes autonomously Have problem-solving skills, including the use of methods and approaches from different fields, required to solve new and complex problems in his/her field	scientific and professional consistency and research Show leadership in developing new and original approaches to redefine or extend existing knowledge or professional practice in a field of work or study Develop original policies and practices for the promotion of lifelong learning approach for knowledge in a field of work or study as well as the interface between different fields in unpredictable and complex contexts that require innovation, and for the promotion of this approach through formal, non-formal and informal ways of learning Create new knowledge in a field of work or study in consideration of social and moral issues and responsibilities

Source: MYK (2015). Turkish Qualifications Framework

APPENDIX-G: Teacher Competence Framework (MEB, 2006)

GENERIC TEACHER COMPETENCIES

A. PERSONAL AND PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT

A1. Valuing, Understanding and Respecting the Students

A2. Believing that Students Can Learn and Achieve

A3. Attaching Importance to National and Global Values

A4. Making Self-Evaluation

A5. Ensuring Personal Development

A6. Following and Making Contribution to Professional Developments

A7. Making Contribution to Improve and Develop the School

A8. Following Professional Laws and Realising Tasks and Responsibilities

B. KNOWING THE STUDENT

B1. Knowing the Developmental Characteristics

B2. Considering Interests and Needs

B3. Valuing the Student

B4. Guiding the Student

C. TEACHING AND LEARNING PROCESS

C1. Planning the Lesson

C2. Preparation of Materials

C3. Organising Learning Environments

C4. Organising Extra-Curricular Activities

C5. Diversifying Education by Taking into Account the Individual Differences

C6. Time Management

C7. Behaviour Management

D. MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT

D1. Identifying Testing and Assessment Methods and Techniques

D2. Testing Student Learning by Using Different Testing Techniques

D3. Data Analysis and Interpretation, Providing Feedback on Student Learning and Development

D4. Reviewing the Teaching-Learning Process according to Results

E. SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

E1. Knowing the Environment

E2. Making Use of Environmental Opportunities

E3. Making the School a Culture Centre

E4. Knowing the Families and Impartiality in Relationships with Families

E5. Ensuring Family Involvement and Cooperation

F. KNOWLEDGE OF CURRICULUM AND CONTENT

F1. Objectives and Principles of Turkish National Education

F2. Knowledge of Subject-Specific Curriculum and Practice Skills

F3. Monitoring-Evaluation and Development of Subject-Specific Curriculum (p. 11-43)

ENGLISH LANGUAGE TEACHER FIELD COMPETENCES

A. PLANNING AND REGULATING ENGLISH LANGUAGE TEACHING PROCEDURES

A1. Making Appropriate Plans for English Language Teaching

A2. Arranging Appropriate Settings for English Language Teaching

A3. Using Appropriate Resources and Materials for English Language Teaching Procedures

A4. Using Appropriate Methods and Techniques for English Language Teaching Procedures

A5. Using technological Sources in English Language Teaching

B. DEVELOPING LANGUAGE SKILLS

B1. Helping Students Improve Effective Language Learning Strategies

B2. Ensuring Students Use Language Effectively and Clearly

B3. Improving Students' Listening/Watching Skills

B4. Improving Students' Speaking Skills

B5. Improving Students' Reading Skills

B6. Improving Students' Writing Skills

B7. Performing Practices Regarding Students with Special Needs and Special Educational Needs in English Language Teaching

C. MONITORING AND EVALUATING LANGUAGE DEVELOPMENT

C1. Identifying the Objectives of Assessment and Evaluation Practices in English Language Teaching

C2. Using Assessment and Evaluation Methods and Tools in English Language Teaching

C3. Interpreting on Evaluation Results Regarding Students' Language Developments and Providing Feedback

C4. Turning the Assessment and Evaluation Results Regarding Students' Language Developments into Practices

D. COLLABORATION WITH SCHOOL, FAMILY AND SOCIETY

D1. Collaborating with Families for Students' Language Development

D2. Collaborating with Institutions, Organizations and People for Showing Students the Importance of Foreign Language Speaking

D3. Ensuring Students' Understanding of the Importance of National Holidays and Ceremonies and Encouraging Active Participation

D4. Organizing and Administrating National Holidays and Ceremonies

D5. Collaborating with Society to Make Schools the Culture and Learning Centers

D6. Taking Societal Leadership

E. IMPROVEMENT IN PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING

E1. Identifying Professional Competences

E2. Ensuring Personal and Professional Development Regarding English Lanaguge Teaching

E3. Benefiting from Scientific Research Methods and Techniques Regarding Professional Development Applications

E4. Reflecting Professional Development Application Researches in Instructional Practices

APPENDIX-H: Principles of European Profile for Language Teacher Education A Frame of Reference (EPLTE) (Kelly and Grenfell, 2004)

STRUCTURE

1. A curriculum that integrates academic study and the practical experience of teaching

2. The flexible and modular delivery of initial and in-service education

3. An explicit framework for teaching practice (stage/practicum)

4. Working with a mentor and understanding the value of mentoring

5. Experience of an intercultural and multicultural environment

6. Participation in links with partners abroad, including visits, exchanges or ICT links

7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native

8. The opportunity to observe or participate in teaching in more than one country

9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility

10. Continuous improvement of teaching skills as part of in-service education

11. Ongoing education for teacher educators

12. Training for school-based mentors in how to mentor

13. Close links between trainees who are being educated to teach different languages

KNOWLEDGE AND UNDERSTANDING

14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities

15. Training in the development of a critical and enquiring approach to teaching and learning

16. Initial teacher education that includes a course in language proficiency and assess trainees' linguistic competence

17. Training in information and communication technology for pedagogical use in the classroom

18. Training in information and communication technology for personal planning, organisation and resource discovery

19. Training in the application of various assessment procedures and ways of recording learners' progress

20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes

21. Training in the theory and practice of internal and external programme evaluation

STRATEGIES AND SKILLS

22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners

23. Training in the critical evaluation, development and practical application of teaching materials and resources

24. Training in methods of learning to learn

25. Training in the development of reflective practice and self-evaluation

26. Training in the development of independent language learning strategies

27. Training in ways of maintaining and enhancing ongoing personal language competence

28. Training in the practical application of curricula and syllabuses

29. Training in peer observation and peer review

30. Training in developing relationships with educational institutions in appropriate countries

31. Training in action research

32. Training in incorporating research into teaching

33. Training in Content and Language Integrated Learning (CLIL)

34. Training in the use of the European Language Portfolio for self-evaluation

VALUES

35. Training in social and cultural values

36. Training in the diversity of languages and cultures

37. Training in the importance of teaching and learning about foreign languages and cultures

38. Training in teaching European citizenship

39. Training in team-working, collaboration and networking, inside and outside the immediate school context

40. Training in the importance of life-long learning

APPENDIX-I: Current Undergraduate ELT Programme's Curriculum Designs by CoHE

I. Term Courses	T	A	C	II. Term Courses	T	A	C
Contextual Grammar I	3	0	3	Contextual Grammar II	3	0	3
Advanced Reading and Writing I	3	0	3	Advanced Reading and Writing II	3	0	3
Listening and Pronunciation I	3	0	3	Listening and Pronunciation II	3	0	3
Oral Communication Skills I	3	0	3	Oral Communication Skills II	3	0	3
Turkish I (Written Expression)	2	0	2	Vocabulary Knowledge	3	0	3
Computer I	2	2	3	Turkish II (Oral Expression)	2	0	2
Effective Communication I	3	0	3	Computer II	2	2	3
Introduction to Educational Sciences	3	0	3	Educational Psychology	3	0	3
	22	2	23		22	2	23

III. Term Courses	T	A	C	IV. Term Courses	T	A	C
English Literature I	3	0	3	English Literature II	3	0	3
Linguistics I	3	0	3	Linguistics II	3	0	3
Approaches to English Languauge Teaching I	3	0	3	Approaches to English Languauge Teaching II	3	0	3
English - Turkish Translation	3	0	3	Language Acquisition	3	0	3
Expression Skills	3	0	2	Scientific Research Methods	2	0	2
History of Turkish Education	3	0	3	Special Teaching Methods I	2	2	3
Instructional Principles and Methods	2	0	2	Instructional Technology and Material Development	2	2	3
	3	0	3				
	20	0	20		18	4	20

V. Term Courses	T	A	C	VI. Term Courses	T	A	C
Teaching English to Young Learners I	2	2	3	Teaching English to Young Learners II	2	2	3
Special Teaching Methods II	2	2	3	Turkish – English Translation	3	0	3
Teaching Language Skills I	2	2	3	Teaching Language Skills II	2	2	3
Literature and Language Teaching I	3	0	3	Literature and Language Teaching II	3	0	3
Second Foreign Language I	2	0	2	Second Foreign Language II	2	0	2
Drama I	2	2	3	Community Service Practices	1	2	2
Classroom Management I	2	0	2	Assessment and Evaluation	3	0	3
	15	8	19		16	6	19

VII. Term				VIII. Term			
Courses	T	A	C	Courses	T	A	C
Material Adaptation and Development	3	0	3	Foreign Language Testing and Evaluation	3	0	3
Second Foreign Language III	2	0	2	Elective II	2	0	2
Elective I	2	0	2	Elective III	2	0	2
Atatürk's Principles and History of Turkish Revolution I	2	0	2	Atatürk's Principles and History of Turkish Revolution II	2	0	2
School Experience	1	4	3	Contrastive Education	2	0	2
Counseling	3	0	3	Turkish Educational System and School Management	2	0	2
Special Training	2	0	2	Teaching Practice	2	6	5
	15	4	17		15	6	18

Source: YÖK. (2007). Eğitim fakültesi öğretmen yetiştirme lisans programları.

I. Term				II. Term			
Courses	**T**	**A**	**C**	**Courses**	**T**	**A**	**C**
Introduction to Education	2	0	3	Educational Psychology	2	0	3
Sociology of Education	2	0	3	Philosophy of Education	2	0	3
Atatürk's Principles and History of Turkish Revolution I	2	0	3	Atatürk's Principles and History of Turkish Revolution II	2	0	3
Foreign Language I	2	0	3	Foreign Language II	2	0	3
Turkish I	3	0	3	Turkish II	3	0	3
Information Technologies	3	0	3	Reding Skills II	2	0	2
Reding Skills I	2	0	2	Writing Skills II	2	0	3
Writing Skills I	2	0	2	Listening and Pronunciation II	2	0	3
Listening and Pronunciation I	2	0	2	Oral Communication Skills II	2	0	3
Oral Communication Skills I	2	0	2	Structure of English Language	2	0	2
	22	0	30		21	0	30
III. Term				IV. Term			
Courses	**T**	**A**	**C**	**Courses**	**T**	**A**	**C**
Teaching Technologies	2	0	3	Turkish Educational History	2	0	3
Instructional Principles and Methods	2	0	3	Research Methods in Education	2	0	3
Elective Course I	2	0	4	Elective Course II	2	0	4
Elective Course I	2	0	3	Elective Course II	2	0	3
Elective Course I	2	0	4	Elective Course II	2	0	4
Approaches to English Language Teaching	2	0	3	English Language Teaching Programmes	2	0	3
English Literature I	2	0	4	English Literature II	2	0	4
Linguistics I	2	0	3	Linguistics II	2	0	3
Critical Reading and Writing	2	0	3	Language Acquisition	2	0	3
	18	0	30		18	0	30
V. Term				VI. Term			
Courses	**T**	**A**	**C**	**Courses**	**T**	**A**	**C**
Classroom Management I	2	0	3	Assessment and Evaluation in Education	2	0	3
Moral and Ethics in Education	2	0	3	Turkish Educational System and School Management	2	0	3
Elective Course III	2	0	4	Elective Course IV	2	0	4
Elective Course III	2	0	3	Elective Course IV	2	0	3
Elective Course III	2	0	4	Elective Course IV	2	0	4
Teaching English to Young Learners I	3	0	5	Teaching English to Young Learners II	3	0	5

Teaching English Language Skills I	3	0	5	Teaching English Language Skills II	3	0	5
Teaching Language and Literature I	2	0	3	Teaching Language and Literature II	2	0	3
	18	0	30		18	0	30

VII. Term				*VIII. Term*			
Courses	*T*	*A*	*C*	*Courses*	*T*	*A*	*C*
Teaching Practice I	2	6	10	Teaching Practice II	2	6	15
Inclusion and Special Training	2	0	3	Guidance in Schools	2	0	3
Elective V	2	0	4	Elective VI	2	0	4
Community Service Practices	1	2	3	Elective VI	2	0	4
Elective V	2	0	4	Preparing Exams in English Language Teaching	3	0	4
Developing Course Contents in English Language Teaching	3	0	3				
Translation	3	0	3				
	15	8	30		11	6	**30**

Source: YÖK. (20018). Eğitim fakültesi öğretmen yetiştirme lisans programları.

APPENDIX-J: Undergraduate ELT Programme's Curriculum Design at Hacettepe University

I. Term					II. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Introduction to Educational Sciences	3	0	3	4	Education Psychology	3	0	3	4
Turkish Language I	2	0	2	2	Turkish Language II	2	0	2	2
Contextual Grammar I	3	0	3	4	Contextual Grammar II	3	0	3	3
Advanced Writing I	3	0	3	4	Advanced Writing II	3	0	3	4
Listening and Pronunciation I	3	0	3	4	Listening and Pronunciation II	3	0	3	4
Oral Communication Skills I	3	0	3	4	Oral Communication Skills II	3	0	3	3
Advanced Reading I	2	0	2	4	Vocabulary Knowledge	3	0	3	3
Computer Technology	1	0	1	2	Advanced Reading II	2	0	2	2
Effective Communication Skills	3	0	3	5	Computer II	1	1	1	5
Computer I	1	0	1	2					

III. Term					IV. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Instructional Principles and Methods	3	0	3	4	Assessment and Evluation	3	0	3	4
English Literature I	3	0	3	4	English Literature II	3	0	3	4
Linguistics I	3	0	3	4	Linguistics II	3	0	3	4
Approaches to English Language Teaching I	3	0	3	5	Approaches to English Language Teaching II	3	0	3	4
English – Turkish Translation	3	0	3	4	Special Teaching Methods I	2	2	3	5
Expression Skills	3	0	3	4	Language Acquisition	3	0	3	4
History of Turkish Education	2	0	2	5	Scientific Research Methods	2	0	2	5

V. Term					VI. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Classroom Management	2	0	2	3	Teaching English to Young Learners II	2	2	3	4
Teaching English to Young Learners I	2	2	3	4	Turkish – English Translation	3	0	3	4
Special Teaching Methods II	2	2	3	5	Teaching Language Skills II	2	2	3	5

Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Teaching Language Skills I	2	2	3	5	Literature and Language Teaching II	3	0	3	4
Literature and Language Teaching I	3	0	3	4	Instructional Technologies and Material Design	2	2	3	4
Drama	2	2	3	5	Community Service Practice	1	2	2	5
Second Foreign Language	2	0	2	4	Second Foreign Language II	2	0	2	4

VII. Term					*VIII. Term*				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Special Training	2	0	2	3	Atatürk's Principles and History of Turkish Revolution II	2	0	2	2
Guidance	3	0	3	4	Contrastive Education	2	0	2	3
Materials Adaptation and Development	3	0	3	5	Turkish Educational System and School Management	2	0	2	3
Atatürk's Principles and History of Turkish Revolution I	2	0	2	2	English Language Testing and Evaluation	3	0	3	5
School Experience	1	4	3	7	Teaching Practices	2	6	5	7
Elective Course					Elective Course				
Elective Course					Elective Course				

Source: http://fs.hacettepe.edu.tr/elt/dosyalar/ogretim-programlari/lisansop.pdf

APPENDIX-K: Undergraduate ELT Programme's Curriculum Design at Ufuk University

I. Term Courses	T	A	C	ECTS	II. Term Courses	T	A	C	ECTS
Introduction to Education	2	0	2	3	Educational Philosophy	2	0	2	3
Educational Sociology	2	0	2	3	Educational Psychology	2	0	2	3
Atatürk's Principles and History of Turkish Revolution I	2	0	2	3	Atatürk's Principles and History of Turkish Revolution II	2	0	2	3
Foreign Language I	2	0	2	3	Foreign Language II	2	0	2	3
Turkish Language I	3	0	3	5	Turkish Language II	3	0	3	5
Information Technologies	3	0	3	5	Reading Skills II	2	0	2	2
Reading Skills I	2	0	2	2	Writing Skills II	2	0	2	3
Writing Skills I	2	0	2	2	Listening and Pronunciation II	2	0	2	3
Listening and Pronunciation I	2	0	2	2	Oral Communication Skills II	2	0	2	3
Oral Communication Skills I	2	0	2	2	Structure of English	2	0	2	2

III. Term Courses	T	A	C	ECTS	IV. Term Courses	T	A	C	ECTS
Instructional Techonologies	2	0	2	3	History of Turkish Education	2	0	2	3
Teaching Principles and Methods	2	0	2	3	Research Methods in Education	2	0	2	3
Elective Course	2	0	2	4	Elective Course	2	0	2	4
Elective Course	2	0	2	3	Elective Course	2	0	2	3
Elective Course	2	0	2	4	Elective Course	2	0	2	4
Approaches of English Learning and Teaching	2	0	2	3	Programmes of Instruction	2	0	2	3
English Literature I	2	0	2	4	English Literature II	2	0	2	4
Linguistics I	2	0	2	3	Linguistics II	2	0	2	3
Critical Reading and Writing	2	0	2	3	Language Acquisition	2	0	2	3

V. Term Courses	T	A	C	ECTS	VI. Term Courses	T	A	C	ECTS
Classroom Management	2	0	2	3	Assessment and Evaluation in Education	2	0	2	3

Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Moral and Ethic in Education	2	0	2	3	Turkish Education System and School Management	2	0	2	3
Elective Course	2	0	2	4	Elective Course	2	0	2	4
Elective Course	2	0	2	3	Elective Course	2	0	2	3
Elective Course	2	0	2	4	Elective Course	2	0	2	4
Foreign Language Teaching to Young Learners I	3	0	3	5	Foreign Language Teaching to Young Learners II	3	0	3	5
Teaching of English Language Skills I	3	0	3	5	Teaching of English Language Skills II	3	0	3	5
Teaching Language and Literature I	2	0	2	3	Teaching Language and Literature II	2	0	2	3

VII. Term					VIII. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Teaching Practice I	2	6	5	10	Teaching Practice II	2	6	5	15
Special Education and Inclusive Education	2	0	2	3	Guidance in School	2	0	2	3
Social Service Practices	1	2	2	3	Elective Course	2	0	2	3
Elective Course	2	0	2	4	Elective Course	2	0	2	4
Elective Course	2	0	2	4	Preparing an Exam in English Teaching	3	0	3	4
Developing Course Content in English Teaching	3	0	3	3					
Translation	3	0	3	3					

Source: *https://www.ufuk.edu.tr/uploads/page/fakulteler/egitim-fakultesi/ingiliz-dili-egitimi-/ngilizce-retmenlii-lisans-program.pdf*

APPENDIX-L: Undergraduate ELT Programme's Curriculum Design at Sakarya University

I. Term					II. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Introduction to Educational Sciences	3	0	3	5	Educational Psychology	3	0	3	5
Contextual Grammar	5	0	5	6	Listening and Speaking Skills II	3	0	3	4
Listening and Speaking Skills I	3	0	3	4	Reading and Writing Skills II	6	0	6	7
Reading and Writing Skills I	6	0	6	7	Language Acquisition	5	0	5	6
Linguistics	3	0	3	4	Drama	4	4	6	8
Turkish Language	4	0	4	4					

III. Term					IV. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Teaching Principles and Methods	3	0	3	5	Atatürk's Principles and History of Turkish Revolution	4	0	4	4
Turkish Educational System and School Management	2	0	2	5	Instructional Technologies and Material Development	2	2	3	5
English Literature	4	0	4	5	American Literature	4	0	4	5
Approaches to ELT	3	0	3	6	Special Teaching Methods	3	2	4	5
Oral Expression and Public Speaking	4	0	4	5	Scientific Research Methods	2	2	3	6
Basic Information Technologies	2	1	3	4	Program Development	3	0	3	5

V. Term					VI. Term				
Courses	*T*	*A*	*C*	*ECTS*	*Courses*	*T*	*A*	*C*	*ECTS*
Guidance	3	0	3	5	Classroom Management	2	0	2	5
Assessment and Evaluation	3	0	3	5	Teaching English to Young Learners	4	4	6	7
Teaching Speaking and Listening Comprehension Skills	4	4	8	8	Teaching English Reading and Writing	4	4	6	8
Language Teaching through Literature	6	0	6	8	Applied School Experience	1	4	3	5

Second Foreign Language	4	0	4	4	Special Training	2	0	2	5

VII. Term					VIII. Term				
Courses	**T**	**A**	**C**	**ECTS**	**Courses**	**T**	**A**	**C**	**ECTS**
Teaching Practice I	2	6	8	10	Teaching Practice II	2	6	5	10
English Language Testing and Evaluation	4	0	4	5	Entreprenuership and Project Administration				5
Critical Thinking into Teachers' Language Use	4	0	4	5	Elective Course				
Community Service Practice	1	2	3	5	Elective Course				5
					Elective Course				5

Source:

APPENDIX-M: Undergraduate ELT Programme's Curriculum Design at Sabahattin Zaim University

I. Term					II. Term				
Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Ataturk's Principles and History of Turkish Revolution I	2	0	0	2	Ataturk's Principles and History of Turkish Revolution II	2	0	0	2
Departmental Elective Course	2	0	0	2	Departmental Elective Course	2	0	0	2
Introduction to Educational Sciences	3	0	0	3	Contextual Grammar-II	3	0	0	3
Contextual Grammar-I	3	0	0	3	Listening and Pronunciation-II	3	0	0	3
Listening and Pronunciation-I	3	0	0	3	Advanced Reading and Writing-II	3	0	0	3
Advanced Reading and Writing-I	3	0	0	3	Oral Communication Skills-II	3	0	0	3
Oral Communication Skills-I	3	0	0	3	Introduction to Translation	3	0	0	3
Turkish Language I	2	0	0	2	Turkish Language II	2	0	0	2

III. Term					IV. Term				
Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Turkish Educational History	3	0	0	3	Teaching Methods in Special Education-I	2	2	0	4
Teaching Principles and Methods	3	0	0	3	Teaching Technologies and Material Preparation	2	2	0	4
Linguistics-I	3	0	0	3	Scientific Research Methods	2	0	0	2
English Turkish Translation	3	0	0	3	Oral Expression Skills	3	0	0	3
English Literature-I	3	0	0	3	Linguistics-II	3	0	0	3
Vocabulary	2	0	0	2	English Literature-II	3	0	0	3

V. Term					VI. Term				
Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Departmental Elective Course	2	0	0	2	Departmental Elective Course	2	0	0	2

Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
Educational Psychology	3	0	0	3	Measurement and Assessment	3	0	0	3
Teaching Methods in Special Education II	2	2	0	4	Application of Public Services	1	2	0	3
Classroom Management	2	0	0	2	Teaching English to Children-II	2	2	0	4
Teaching English to Children-I	2	2	0	4	Teaching Language Skills-II	2	2	0	4
Teaching Language Skills-I	2	2	0	4	Turkish-English Translation	3	0	0	3
Literature and Language Teaching-I	3	0	0	3	Literature and Language Teaching-II	3	0	0	3
French-I	2	0	0	2	French-II	2	0	0	2

VII. Term					VIII. Term				
Courses	T	A	C	ECTS	Courses	T	A	C	ECTS
School Experince	1	4	0	5	Turkish Educational System and School Management	2	0	0	2
Special Education	2	0	0	2	Comparative Education	2	0	0	2
Guidance	3	0	0	3	Evaluation and Measurement in Foreign Language Learning	3	0	0	3
Human Rights and Democracy	2	0	0	2	Practicum	2	6	0	8
Examination and Development of Material in Teaching Foreign Language	3	0	0	3	Academic Writing Techniques	2	0	0	2
University Elective Course	2	0	0	2	Applied Linguistics	3	0	0	3
French-III	2	0	0	3	University Elective Course	2	0	0	2

Source: https://www.izu.edu.tr/akademik/fakulteler/egitim-fakultesi/bolumler/yabanci-diller-egitimi-bolumu/ingiliz-dili-egitimi-anabilim-dali/ingilizce-ogretmenligi

APPENDIX-N: Permission Letter from Michael Grenfell

Grenfell M.J. <M.Grenfell@soton.ac.uk>   20 Mart 2018 23:32
Alıcı: zehra özkahya <zehra.ozkahya@gmail.com>

I am happy to give you permission to use our work as stated. Indeed, thank you for your interest in it.

Please send us a copy of the completed document.

Best regards

Michael

....
Professor Michael Grenfell
The Southampton Education School
Faculty of Social, Human and Mathematical Sciences
University of Southampton
Highfield
Southampton
SO171BJ

E-mail: grenfell@soton.ac.uk

Tel: +44 (0) 23 8059 8406

From: zehra özkahya [zehra.ozkahya@gmail.com]
Sent: 19 March 2018 20:17
To: Grenfell M.J.
Subject: permission to use your study

APPENDIX- O: Consent Form for Participants of the Study

INTRODUCTION:

You are invited to consider participating in this research study that has already had the approval of Hacettepe University Ethics Committee (Bu çalışma ile ilgili Hacettepe Üniversitesi Etik Kurulundan gerekli izin alınmıştır). You are going to answer a questionnaire consisting of 4 parts and you are asked to answer some semi-structured, interview questions during a video recording session. Please take as much time as you need to make your decision. Feel free to discuss your decision with whomever you want, but remember that the decision to participate, or not to participate, is yours. If you decide that you want to participate, please sign in your name in the space provided at the bottom of this page.

PURPOSE:

The purpose of this study is to evaluate the designs of foreign language teacher education programmes of higher education institutions in Turkey based on the European Profile for Language Teacher Education's four dimensions –structure, knowledge an understanding, strategies and skills, and values- in terms of their effectiveness and quality for contributing learners' success in foreign languages education. You are being asked to participate in this study by completing one survey related to this topic.

RISKS & BENEFITS:

When you participate in this research study, there are no known risks that can affect the participants' everyday life. While the study may not provide any direct benefits to you, your participation will contribute to the professional knowledge base on English Language Teacher education.

COMPENSATION FOR PARTICIPATION:

There will be no monetary compensation to you. Nor will there be any costs to you for participating in the study.

CONFIDENTIALITY:

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. However, it is impossible to guarantee absolute

confidentiality. In order to keep information about you safe, computerized data will be kept in a password-protected file on the personal computer which only the researcher can access. Your name or other identifiable information will not be included in the final product that reports the research results. Please note that, even if your name is not used in publication, the researcher will still be able to connect you to the information gathered about you in this study.

PARTICIPATION & WITHDRAWAL:

Participation is completely voluntary. You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon your request.

VOLUNTARY CONSENT

Participant's:

Name and Surname:

Address:

GSM:

(SIGNATURE): _____

By completing and submitting this questionnaire to the researcher, you are voluntarily agreeing to participate. If you have any questions about the study, please contact the researcher and/or the thesis supervisor via email or phone.

F. Zehra ÖZKAHYA, MA Candidate	Hatice ERGÜL – Thesis Supervisor
Hacettepe University	Assistant Professor
ELT Department	Hacettepe University
Beytepe, Çankaya 06800, Ankara	ELT Department
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	E-mail : hatice.ergul@me.com

APPENDIX-P: The European Profile for English Language Teacher Education Programs Preservice Teacher Structure Questionnaire

	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Institution provides preservice teachers with written guidelines outlining how their teaching practice will be organised.	1	2	3	4	5
2.	Tutors keep track of their preservice teachers' progress.	1	2	3	4	5
3.	Each preservice teacher is assigned a mentor for the duration of the school experience.	1	2	3	4	5
4.	Preservice teachers are aware which organisations and institutions provide specialised in-service education for language teaching.	1	2	3	4	5
5.	Preservice teachers are given assistance in finding relevant work or university placements abroad by their educational institution.	1	2	3	4	5
6.	Tutors in teacher education programmes of different languages collaborate to preservice teachers would be beneficial.	1	2	3	4	5
7.	Cooperation between preservice teachers in teacher education programmes of different languages deals with linguistic, cultural, educational, historical and methodological comparisons.	1	2	3	4	5
8.	Preservice teachers in different languages' teaching programmes have comparative methodology seminars and workshops, taught by their respective tutors.	1	2	3	4	5
9.	Preservice teachers keep a teaching practice diary or log recording their experiences.	1	2	3	4	5
10.	Teaching practice is monitored by the institution through regular contact with the preservice teachers and their mentor.	1	2	3	4	5
11.	During the teaching practice, mentors complete a number of tasks and responsibilities with the preservice teachers such as observing them teaching, giving them feedback, checking over their lesson plans and offering general pastoral support.	1	2	3	4	5
12.	Preservice teachers have experience of studying or working in another country.	1	2	3	4	5
13.	Preservice teachers are able to develop an intercultural understanding and appreciate the importance of culture, and sensitivity to it, when building relationships in a professional setting.	1	2	3	4	5
14.	The course is designed in such a way that all theory is related in some way to what the preservice teachers will see or do in the classroom.	1	2	3	4	5
15.	Preservice teachers understand that multicultural and intercultural issues affect most teaching and learning contexts.	1	2	3	4	5
16.	Preservice teachers are able to recognise theory working in practice, either through peer observation or through teacher observation.	1	2	3	4	5
17.	Preservice teachers are able to demonstrate an understanding and evaluation of the theoretical part of their education.	1	2	3	4	5
18.	Through action research tasks or similar, preservice teachers are able to apply the theory to their teaching.	1	2	3	4	5
19.	Education of educators can be planned in advance to ensure that its benefits are passed on to colleagues through workshops and seminars.	1	2	3	4	5
20.	Ongoing education of educators can be organised effectively using an institution's own resources.	1	2	3	4	5
21.	Funding must be made available for the continuing education of teacher educators.	1	2	3	4	5
22.	A framework for mentor training is needed to outline the key areas of mentor training.	1	2	3	4	5

23.	Mentors need to be professionally recognised for being involved in mentoring.	1	2	3	4	5

APPENDIX-Q: The European Profile for English Language Teacher Education Programs Preservice Teacher Knowledge and Understanding Questionnaire

	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	During the school experience, preservice teachers become familiar with the internal quality standards of the institutions.	1	2	3	4	5
2.	Preservice teachers have a significant amount of classroom experience before they are able to use a variety of techniques effectively.	1	2	3	4	5
3.	Preservice teachers' experiments with different classroom techniques are recorded to build upon.	1	2	3	4	5
4.	Preservice teachers encounter a range of different language teaching methodologies to enable them to think reflectively about their teaching approaches.	1	2	3	4	5
5.	Preservice teachers make the vital link between their own learning and their teaching.	1	2	3	4	5
6.	A mixture of micro-teaching, team-teaching, classroom-based observation and peer observation allows preservice teachers to see different teaching techniques in action.	1	2	3	4	5
7.	Preservice teachers learn to build flexibility into existing curricular frameworks.	1	2	3	4	5
8.	Preservice teachers are able to reflect on what they have learnt and what they have seen or done.	1	2	3	4	5
9.	Preservice teachers are able to assess the value of reflecting on what they have learnt, seen or done against the intended learning outcomes for a given group of learners.	1	2	3	4	5
10.	The value added by using ICT is always clear.	1	2	3	4	5
11.	ICT is used as an integral part of a lesson rather than an add-on to it.	1	2	3	4	5
12.	Preservice teachers learn how to use ICT to maximise a lesson's learning outcomes and the interest and enthusiasm of their learners.	1	2	3	4	5
13.	Preservice teachers who manage their work using ICT are able to track their own and learners' progress more effectively.	1	2	3	4	5
14.	Preservice teachers who manage their work using ICT are able to disseminate the results of assessment and research more efficiently.	1	2	3	4	5
15.	Preservice teachers follow the procedures relating to internal and external programme evaluation.	1	2	3	4	5
16.	Preservice teachers carry out extra tasks relating to internal and external programme evaluation when required.	1	2	3	4	5

APPENDIX-R: The European Profile for English Language Teacher Education Programs Preservice Teacher Strategies and Skills Questionnaire

	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Preservice teachers are introduced to self-study methods that they can foster in learners.	1	2	3	4	5
2.	Preservice teachers establish criteria for self-evaluation, detecting patterns and recurring issues.	1	2	3	4	5
3.	Preservice teachers understand the methodology and theory which underpins the use of materials and resources.	1	2	3	4	5
4.	Preservice teachers are taught to analyse the learning strategies of their learners during their classroom-based teaching practice.	1	2	3	4	5
5.	Independent language learning is particularly important in teacher education programmes where there is no provision for continued language learning.	1	2	3	4	5
6.	Schools form action research networks coordinated by an experienced teacher or mentor.	1	2	3	4	5
7.	Teacher educators emphasise a range of learning methods when teaching preservice teachers to raise their awareness of how they are learning as well as what they are learning.	1	2	3	4	5
8.	Preservice teachers are encouraged to use a variety of materials and resources, including multi-sensory aids.	1	2	3	4	5
9.	Preservice teachers may only be able to undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.	1	2	3	4	5
10.	Preservice teachers understand the theories surrounding learning styles.	1	2	3	4	5
11.	During methodology seminars, preservice teachers work closely with peers to develop reflective techniques.	1	2	3	4	5
12.	Preservice teachers know the ways of tackling different learning styles by using a variety of materials and resources.	1	2	3	4	5
13.	Teaching action research outlines the key steps in the process.	1	2	3	4	5
14.	Preservice teachers take formal and informal opportunities to work on their language skills.	1	2	3	4	5
15.	Preservice teachers are also encouraged to find, make or adapt their own materials to meet their learners' needs.	1	2	3	4	5
16.	Preservice teachers use different teaching styles for the needs of learners in order to ensure a high motivation in the classroom for effective learning.	1	2	3	4	5
17.	Preservice teachers are aware of tools like DIALANG that allow them to monitor their language proficiency.	1	2	3	4	5
18.	Preservice teachers use their European Language Portfolio as a tool for addressing lexical areas that need improvement.	1	2	3	4	5
19.	From the start of their initial teacher education, preservice teachers are taught to engage in reflective practice and self-evaluation in a structured and progressive way.	1	2	3	4	5
20.	Through their education, preservice teachers will become more aware of their own learning styles in order to implement strategies to address their learning.	1	2	3	4	5
21.	Preservice teachers gradually build up the key skills in action research, undertaking a full action research project towards the end of their course.	1	2	3	4	5
22.	Preservice teachers use resources like a self-access learning environment or multimedia centres to develop independent language learning skills.	1	2	3	4	5
23.	During school experience, preservice teachers have the opportunity to adapt their teaching to their learners by creating a positive classroom environment.	1	2	3	4	5
24.	Preservice teachers are encouraged to think critically about the value of a certain material or resource.	1	2	3	4	5

| 25. | Preservice teachers understand that materials should act only as an aid to the teaching-learning process. | 1 | 2 | 3 | 4 | 5 |

APPENDIX-S: The European Profile for English Language Teacher Education Programs Preservice Teacher Values Questionnaire

	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Preservice teachers have methodology classes focused on language learning for professional, vocational and cultural perspectives.	1	2	3	4	5
2.	Preservice teachers understand that the language they teach is spoken in a number of different ways, contexts and countries.	1	2	3	4	5
3.	Preservice teachers learn about their peers' social and cultural perspectives (particularly in relation to teaching and learning).	1	2	3	4	5
4.	Preservice teachers are aware of the benefits of life-long learning for social interaction, cultural competence and general education.	1	2	3	4	5
5.	Preservice teachers team-teach with other preservice teachers and qualified teachers.	1	2	3	4	5
6.	Preservice teachers are introduced to a number of self-study techniques.	1	2	3	4	5
7.	Preservice teachers are taught about using teaching materials that reflect social and linguistic diversity.	1	2	3	4	5
8.	Practical methodology classes show preservice teachers how to use language learning to develop other areas such as presentation skills, oral fluency, self-confidence, team-working and so on.	1	2	3	4	5
9.	Preservice teachers work closely with their mentor to develop team-working and networking skills.	1	2	3	4	5

APPENDIX-T: The European Profile for English Language Teacher Education Programs Preservice Teacher Semi- Structured Questions

1. What should be done to improve the curriculum of your department to integrate theory and practice?

2. What should be done to improve your department`s training in language teaching and learning approaches?

3. What should be done to improve your department`s training in language teaching and learning methodologies?

4. What should be done to improve your department`s training in language teaching and learning techniques?

5. What should be done to improve your department`s training in language teaching and learning materials?

6. What should be done to improve your department`s training in action research?

7. What should be done to improve your department`s training in self and peer evaluation techniques?

8. What should be done to improve your department`s training in assessment, evaluation and testing techniques?

9. What should be done to improve your department`s training in programme and curricula evaluation?

10. What should be done to improve your department`s training in information and communication technologies?

11. What should be done to improve your department`s training in teaching practice?

12. What should be done to improve the mentoring for both lecturers and school-based mentors?

13. What should be done to create the links with other institutions and partners for your department and preservice teachers?

14. What should be done to create opportunities of teaching and studying abroad at your department?

15. What should be done to improve your department`s training in team-working, collaboration and networking?

16. What should be done to improve encouragement for life-long learning of preservice teachers at your department?

17. What should be done to improve your department`s training in social and cultural values?

APPENDIX-U: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-755.02.06
Konu : Etik Komisyonu Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Fatma Zehra ÖZKAHYA**'nın **Dr. Öğr.Üyesi Hatice ERGÜL**'ün danışmanlığında yürüttüğü **"İngilizce Öğretmeni Eğitiminde Türk Profili/An Investigation into Turkısh Profile for English Language Teacher Education"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 17 **Nisan 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX V: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

13/05 /2019

Fatma Zehra ÖZKAHYA

APPENDIX-W: Thesis Originality Report

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Languages Teaching

Thesis Title: An Investigation into the Profile of ELT Teacher Education Programmes in Turkey

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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01/07/2019	240	63390	30/05/2019	16%	1148389362

Filtering options applied:

1. Bibliography excluded
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Fatma Zehra ÖZKAHYA

Student No.: N14225957

Department: Foreign Languages Teaching Department

Program: English Language Teaching Program

Status: ☑ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assist. Prof. Dr. Hatice ERGÜL

APPENDIX-X: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

01 /07 /2019

Fatma Zehra ÖZKAHYA

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

[1] Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

[2] Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

[3] Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7. 2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.