

KARADENİZ TECHNICAL UNIVERSITY*THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE DOCTORAL PROGRAMME

**A COMPARATIVE STUDY ON SELF-EVALUATIONS OF IN-SERVICE ENGLISH
LANGUAGE TEACHERS WITH A FOCUS ON THE QUALITIES OF EFFECTIVE
LANGUAGE TEACHERS: ELT VS. NON-ELT GRADUATES**

PHD DISSERTATION

Zeynep ÖZTÜRK DUMAN

SEPTEMBER - 2023

TRABZON

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APPROVAL

Upon the submission of the dissertation, **Zeynep ÖZTÜRK DUMAN** has defended the study “A Comparative Study on Self-Evaluations of In-Service English Language Teachers with a Focus on the Qualities of Effective Language Teachers: ELT vs. Non-ELT Graduates” in partial fulfilment of the requirements for the degree of Doctor of Philosophy in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/ majority** vote on **02/11/2023**.

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DECLARATION OF ORIGINALITY

I, **Zeynep ÖZTÜRK DUMAN**, hereby confirm and certify that:

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,
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ABSTRACT

There has been an ongoing debate in Türkiye about which department graduates are more effective English language teachers; however, there remains a paucity of evidence on the characteristics of effective English language teachers graduated from varied departments in the country. With this in mind, the aim of the current cross-sectional descriptive survey study, conducted in a comparative manner, is to investigate how in-service English language teachers evaluate themselves in terms of characteristics of effective English language teachers with a focus on their educational background, i.e. whether they graduated from English Language Teaching (ELT) or Non-ELT (Non-ELT) departments. This nationwide comparative study adopts a mixed methods approach, a combination of quantitative and qualitative research traditions. In the quantitative part of the study, the participants included 1441 in-service English language teachers working at different levels of public schools across Türkiye. English teachers evaluated themselves in terms of personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development, which are considered to be effective English language teacher characteristics, through a comprehensive questionnaire including a total of 312 items under 8 sections. In the qualitative part of the study, follow-up semi-structured interviews were conducted with 80 in-service English teachers. Quantitative data analysis was carried out using SPSS 25.0 with descriptive statistics, the Mann-Whitney U test, and the Chi-square test. Qualitative data analysis was carried out through content analysis of the transcriptions comprising 73516 words gathered from interviews with 80 English teachers using NVivo. The findings revealed that ELT graduates were relatively more qualified in terms of pedagogical content knowledge while Non-ELT graduates, except for graduates from other departments whose medium of instruction was English, were better at English language proficiency. Although there was a difference between the two groups of teachers in terms of theoretical knowledge at the time of graduation, it was found that effective language teaching appeared to depend heavily on teachers' personal characteristics and socio-affective knowledge and skills, considering the practice of teaching for teachers in both groups. It was also revealed that English teachers, regardless of which departments they graduated from, have different problems that need to be solved so as to be effective English language teachers. Lastly, the qualitative data suggested that the continuity of professional development was found to be a vital aspect of effective English language teaching and being an effective English language teacher.

Keywords: Effective English teacher, teacher characteristics, teacher quality, ELT vs. Non-ELT.

ÖZET

Türkiye’de hangi bölüm mezunlarının daha etkili İngilizce öğretmeni olduğu konusunda süregelen bir tartışma vardır, ancak ülkedeki farklı bölümlerden mezun olan etkili İngilizce öğretmenlerinin özelliklerine ilişkin kanıtlar yetersiz kalmaktadır. Bunu dikkate alarak, karşılaştırmalı bir şekilde yürütülen mevcut kesitsel betimleyici anket çalışmasının amacı, hizmet içi İngilizce öğretmenlerinin eğitim geçmişlerine yani İngiliz Dili Eğitimi (ELT) ya da İngiliz Dili Eğitimi dışındaki (Non-ELT) bölümlerden mezun olma durumlarına odaklanarak, kendilerini etkili İngilizce öğretmeni özellikleri açısından nasıl değerlendirdiklerini araştırmaktır. Ülke çapındaki bu karşılaştırmalı çalışma, nicel ve nitel araştırma geleneklerinin bir kombinasyonu olan karma yöntem yaklaşımını benimsemektedir. Çalışmanın nicel kısmında, Türkiye genelinde devlet okullarının farklı kademelerinde görev yapan 1441 hizmet içi İngilizce öğretmeni yer almıştır. İngilizce öğretmenleri, etkili İngilizce öğretmeni özellikleri olarak kabul edilen kişisel özellikler, İngilizce dil yeterliliği, pedagojik içerik bilgisi ve beceriler, sosyo-duyuşsal bilgi ve beceriler, kültürel bilgi ve beceriler ve mesleki gelişim açısından kendilerini 8 bölüm altında toplam 312 madde içeren kapsamlı bir anket aracılığıyla değerlendirmiştir. Nicel veri analizi SPSS 25.0 kullanılarak betimsel istatistikler, Mann-Whitney U testi ve Ki-kare testi ile gerçekleştirilmiştir. Çalışmanın nitel kısmında ise 80 hizmet içi İngilizce öğretmeni ile yarı yapılandırılmış izlem görüşmeleri yapılmıştır. Nitel veri analizi, 80 İngilizce öğretmeniyle yapılan görüşmelerden elde edilen 73516 kelimedenden oluşan transkripsiyonların üzerinde NVivo kullanılarak içerik analizi yoluyla gerçekleştirilmiştir. Bulgular, ELT mezunlarının pedagojik içerik bilgisi açısından nispeten daha nitelikli olduğunu, Non-ELT mezunlarının ise, eğitim dili İngilizce olan diğer bölümlerin mezunları hariç, İngilizce dil yeterliliğinde daha iyi olduğunu göstermiştir. İki öğretmen grubu arasında mezun olduklarında teorik bilgi açısından bir fark olmasına rağmen, öğretim uygulaması söz konusu olduğunda, etkili İngilizce öğretiminin büyük ölçüde öğretmenlerin kişisel özelliklerine ve sosyo-duyuşsal bilgi ve becerilerine bağlı olduğu ortaya çıkmıştır. Ayrıca İngilizce öğretmenlerinin hangi bölümden mezun olduklarına bakılmaksızın, etkili bir İngilizce öğretmeni olabilmeleri için çözülmesi gereken farklı sorunları olduğu ortaya çıkmıştır. Son olarak, nitel veriler mesleki gelişimin sürekliliğinin, etkili İngilizce öğretimi ve etkili bir İngilizce öğretmeni olmak için önemli bir yere sahip olduğunu ortaya koymuştur.

Anahtar Kelimeler: etkili İngilizce öğretmeni, öğretmen özellikleri, öğretmen kalitesi, ELT ve Non-ELT.

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LIST OF ABBREVIATIONS

ACL	: American Culture and Literature
BA	: Bachelor of Arts
EFL	: English as a Foreign Language
EL	: English Linguistics
ELL	: English Language and Literature
ELT	: English Language Teaching
ESL	: English as a Second Language
FLPT [YDS]	: Foreign Language Proficiency Test
HECT [YÖK]	: Higher Education Council of Türkiye
HEIFLE [YÖKDİL]	: Higher Education Institutions Foreign Language Examination
IELTS	: International English Language Testing System
MA	: Master of Arts
MoNE [MEB]	: Ministry of National Education
PPSE [KPSS]	: Public Personnel Selection Examination
TI	: Translation and Interpreting (English)
TOEFL	: Test of English as a Foreign Language
TS	: Translation Studies (English)

INTRODUCTION

The world is a click away from us. The only tool needed is a foreign language. Therefore, learning a foreign language is a must in today's globalized world. The need to learn a foreign language, specifically English, has gained significant attention both globally and within the Turkish context since the late 1990s, primarily due to the widespread use of English as a global lingua franca (Kırkgöz, 2009). Following this increase need, various questions and challenges have emerged. Among these questions, a central question arises in our minds: How can the quality of foreign language instruction be achieved effectively?

The quality of foreign language instruction has been on the agenda for a long time in Türkiye. It has been observed that various attempts have been made to improve the quality of foreign language teaching like the reforms made in 1997, 2005, and in 2012 (Bayyurt and Akcan, 2016). In the literature, it is acknowledged that the quality of language education is affected by various factors. Among all, it seems that the role of teachers remains to be a key, especially in English as a Foreign Language (EFL) settings like Türkiye, since EFL classrooms are at the core of EFL learning and practice. However, learning and teaching are not static processes. Due to social, political, technological, educational, and cultural changes around the world, the role of teachers might differ over time. Accordingly, the qualities of teachers may also be influenced by these changes. Numerous studies have been conducted on the role of teachers and their effectiveness in language education (Borg, 2006; Demircan, 1987; de Jong and Harper, 2005; Dinçer et al., 2013; Metruk, 2019; Renandya and Jacobs, 2021; Richards, 2011). It is clear that students' language learning processes are influenced by their English teachers. In other words, "it became apparent that in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al., 2005: 22). There is a relationship between students' language success and the effectiveness of English teachers. Therefore, the effectiveness of language teachers should be one of the components of the evaluation of the language learning process. In the literature, studies on the qualities of language teachers have varied, such as ideal language teachers, good language teachers, effective language teachers, language teacher competence, and language teacher self-efficacy. Although the names of the studies differ, they have something in common; all stress the importance of the role of teachers in language classrooms.

Due to the status of English, the need for learning English has increased, and correspondingly, various reforms, such as the establishment of foreign language intensive high schools and the introduction of English courses in grade 2, have also resulted in a growing need for English teachers (Erten, 2015; Seferoğlu, 2004; Taner, 2017). To fulfil this need, not only graduates of English Language and Literature (ELL), American Culture and Literature (ACL), Translation and Interpreting (English) (TI), English Linguistics (EL), and Translation Studies (English) (TS) took pedagogical formation certificate programmes (MoNE [MEB], 2016) but also graduates of other departments whose medium of instruction was English have been appointed as English teachers. While alternative methods are being implemented to increase the quantity of English teachers, numerous efforts are also being carried out to enhance the quality of teachers (MoNE, 2017).

Many educators and researchers have focused on effective English language teaching because the aim of English language teacher education programmes including Non-ELT departments (ELL, ACL, TI, EL, TS, and others) is to have qualified English teachers. Since there has been an ongoing debate about the effectiveness of English teachers depending on their graduation (Demiröz and Yeşilyurt, 2015; Durmaz, 2015; Kayaoğlu et al., 2013; Ortaköylüoğlu, 2004; Seferoğlu, 2004a; Seferoğlu, 2004b; Taner, 2017; Yalçın-Arslan, 2014), the current study aims to investigate the self-evaluations of in-service English language teachers who have graduated from ELT and Non-ELT departments and are employed by the Turkish Ministry of National Education. This study investigates effective language teachers' characteristics, with a specific focus on personal characteristics, English language proficiency, pedagogical content knowledge and skills, cultural knowledge and skills, socio-affective knowledge and skills, and professional development.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Statement of the Problem

Many scholarly investigations worldwide have attempted to delineate the concept of an effective language teacher and the characteristics associated with this role. With respect to the studies in Turkish context, it becomes evident that numerous researchers have been preoccupied with the concept of effective language teaching and the qualities that define an effective language teacher (Açıkgöz, 2005; Akcan et al., 2016; Altan, 2006; Arıkan et al., 2008; Arslan, 1998; Baytur and Razi, 2015; Çakmak, 2009; Çelik-Korkmaz and Yavuz, 2011; Çelik et al., 2013; Çubukçu, 2010; Demiröz and Yeşilyurt, 2015; Dinçer et al., 2013; Duran, 2021; Durmaz, 2015; Erbay et al., 2014; Gönenç-Afyon, 2005; Hişmanoğlu, 2019; Kesen-Mutlu and Özkan, 2017; Külekçi, 2018; Önem, 2009; Özkan, 2014; Paker and Duran, 2022; Taner, 2017; Tılfarlıoğlu and Akıl, 2012; Uygun, 2013; Yalçın-Arslan, 2014; Yıldız-Ekin and Atak-Damar, 2013). Some of the studies delved into the examination of the viewpoints held by pre-service English teachers, some of them evaluated a limited number of in-service English teachers' perceptions, and some of them compared English teachers' perceptions and students' perceptions. Nevertheless, there has been a dearth of research concerning the comparison of in-service English teachers' self-evaluations on the characteristics of effective language teachers, with particular emphasis on their educational background, specifically the department in which they pursued their undergraduate studies, within the Turkish educational context.

Today, in order to become an English language teacher in Türkiye, it is necessary to complete the education in the following specific departments: departments of English Language and Literature (ELL), American Culture and Literature (ACL), Translation and Interpreting (English) (TI), English Linguistics (EL), and Translation Studies (English) (TS) (MoNE [MEB], 2016) in addition to the English Language Teaching (ELT) departments. The demand for English language proficiency has triggered an increased need for English teachers in Türkiye. The graduates or current students of one of these departments can have the opportunity to be appointed as an English teacher by the MoNE after completing the required pedagogical formation certificate programme and getting enough scores from the Public Personnel Selection Examination (PPSE [KPSS]). Graduates from departments other than ELT generally have short and intense pedagogy courses within the framework of pedagogical formation certificate programmes while ELT graduates

receive this training as an integral component of their four-year undergraduate education period. Following the completion of these programmes, both ELT and Non-ELT graduates are eligible to participate in the same selection examination and have equal chances of being English teachers at state schools. Theoretically, teachers in both groups seem to have similar qualifications; however, in actual classroom settings, any challenges encountered in English language teaching are often attributed to the effectiveness of in-service English teachers.

In Türkiye, English teachers basically consist of two groups of graduates: ELT and Non-ELT. This study addresses the continuous debate regarding the effectiveness of these two groups of in-service English teachers. While existing research primarily focuses on the comparison of pre-service English teachers from both groups (Demiröz and Yeşilyurt, 2015; Kayaoğlu et al., 2013; Ortaköylüoğlu, 2004; Yalçın-Arslan, 2014), there has been limited exploration of the comparison of in-service English teachers as graduates from different departments across different aspects (Durmaz, 2015; Taner, 2017). Consequently, the present study endeavours to bridge this gap in the existing literature by comparing in-service English language teachers who graduated from ELT and Non-ELT departments. This point constitutes the impetus for the current study. On the one hand, ELT graduates stress the duration of their pedagogical education, highlighting the methodological courses integrated into their undergraduate programs, the intensity of their training, the diversity of their coursework, and the quality of practical teaching experiences; on the other hand, Non-ELT graduates argue that pedagogical education alone does not guarantee effective language teaching and that being an ELT graduate does not inherently equate to becoming an effective language teacher.

1.2. Significance of the Study

While there is no formal academic debate on the effectiveness of ELT and Non-ELT graduate teachers, there exists a prevailing perception of this issue, albeit not extensively discussed in public discourse, but widely felt. Despite the ongoing debate, there have been a limited number of studies conducted on in-service English teachers compared to pre-service English teachers and students' viewpoints in terms of the characteristics of effective language teachers. With this objective, it is expected that this study may potentially offer valuable insights into the fields of English language teacher education and English language teaching in Türkiye. In other words, the current study is an attempt to portray the self-evaluations of in-service English language teachers with a focus on effective language teacher characteristics, and to deliberate upon any differences that may arise between teachers in these two groups if any exists.

Furthermore, this study aimed at reaching over 1000 in-service teachers in order to ensure a representative sample size. Hence, such a large scale study is expected to provide insights into the continuous debate about ELT and Non-ELT graduate teachers in practice. The outcomes of this

study hold the potential to bring about practical improvements in the field of English language teacher education in Türkiye. By understanding the self-evaluations and perceptions of in-service teachers, teacher training programs can be tailored to better equip educators with the skills and attributes that lead to more effective language teaching. This, in turn, benefits students and enhances the quality of English language education. With this, policymakers or those involved in decision-making are believed to make well-informed decisions about the current situation of in-service English teachers and pave the way for future policy changes in English language teaching education.

1.3. Purpose of the Study

The purpose of this study is to conduct a comparative analysis of self-evaluations provided by two distinct groups – ELT and Non-ELT – of in-service English language teachers regarding the characteristics of effective language teachers in terms of personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. By doing so, this study aims to contribute to the fields of English language teacher education and English language teaching in Türkiye. It also seeks to inform policy decisions and pave the way for future improvements in the training and support of English language teachers, ultimately benefiting students and the broader educational community.

1.4. Research Questions

The present comparative cross-sectional survey study is guided by the following research questions:

1. What are the professional characteristics of the two groups – ELT and Non-ELT – of in-service English language teachers?

In terms of;

1.1. employment?

1.2. educational levels worked at?

1.3. grades taught?

1.4. years of teaching experience in state schools and former teaching experiences in private schools?

1.5. weekly course load and average number of students?

1.6. working conditions?

1.7. four main language skills?

1.8. in terms of language proficiency test taking experiences?

1.9. the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes?

1.10. focus on diverse language aspects?

2. Do the characteristics of the two groups – ELT and Non-ELT – of in-service English language teachers differ?

2.1. Is there any statistically significant difference in terms of types of employment?

2.2. Is there any statistically significant difference in terms of educational levels worked at?

2.3. Is there any statistically significant difference in terms of grades taught?

2.4. Is there any statistically significant difference in terms of years of teaching experience in state schools and former teaching experiences in private schools?

2.5. Is there any statistically significant difference in terms of weekly course load and the average number of students?

2.6. Is there any statistically significant difference in terms of working conditions?

2.7. Is there any statistically significant difference in terms of four main language skills?

2.8. Is there any statistically significant difference in terms of language proficiency test taking experiences?

2.9. Is there any statistically significant difference in terms of the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes?

2.10. Is there any statistically significant difference in terms of the focus on diverse language aspects?

3. How do two groups – ELT and Non-ELT – of in-service English language teachers evaluate themselves by focusing on specific characteristics of effective language teachers?

3.1. How do teachers evaluate themselves in terms of personal characteristics?

3.2. How do teachers evaluate themselves in terms of English language proficiency?

3.3. How do teachers evaluate themselves in terms of pedagogical content knowledge and skills?

3.4. How do teachers evaluate themselves in terms of socio-affective knowledge and skills?

3.5. How do teachers evaluate themselves in terms of cultural knowledge and skills?

3.6. How do teachers evaluate themselves in terms of professional development?

4. Do two groups – ELT and Non-ELT – of in-service English language teachers' self-evaluations on specific characteristics of effective language teachers differ?

4.1. Is there any statistically significant difference between the two groups in terms of their personal characteristics?

4.2. Is there any statistically significant difference between the two groups in terms of their English language proficiency?

- 4.3. Is there any statistically significant difference between the two groups in terms of their pedagogical content knowledge and skills?
- 4.4. Is there any statistically significant difference between the two groups in terms of their socio-affective knowledge and skills?
- 4.5. Is there any statistically significant difference between two groups in terms of their cultural knowledge and skills?
- 4.6. Is there any statistically significant difference between two groups in terms of their professional development?

5. How do two groups – ELT and Non-ELT – of in-service English language teachers define effective English language teachers?

6. What do two groups – ELT and Non-ELT – of in-service English language teachers think about the relationship between the department they graduated from and being an effective English language teacher?

7. What do two groups – ELT and Non-ELT – of in-service English language teachers think about the debate on the comparison of ELT and Non-ELT teachers' effectiveness in language teaching?

8. What do two groups – ELT and Non-ELT – of in-service English language teachers think about philosophy of English language teaching and being an English language teacher?

1.5. Research Design

The current study is a nationwide cross-sectional descriptive survey study, conducted in a comparative manner. It adopts a mixed methods approach, a combination of quantitative and qualitative research traditions including a questionnaire and semi-structured interviews.

1.6. Definition of Key Terms

ELT teachers: In-service English teachers who graduated from the department of English Language Teaching and were employed at state schools by the Turkish Ministry of Education.

Non-ELT teachers: In service English teachers who graduated from the departments other than English Language Teaching including the Department of English Language and Literature (ELL), American Culture and Literature (ACL), Translation and Interpreting (TI), English Linguistics (EL), and Translation Studies (TS) and were employed by Turkish Ministry of Education. It also includes teachers who graduated from any undergraduate degree departments

whose medium of instruction is English and were employed at state schools by the Turkish Ministry of Education.

1.7. Outline of the Study

Chapter One, Framework of the Study, introduces the statement of the problem. It also explains the significance of the study and the purpose of the study. Then research questions and research design are presented. Lastly, key terms are defined.

Chapter Two, Literature Review, presents the role of an English teacher at first. Then it elaborates on the characteristics of and effective English language teachers and the categorization of effective language teachers' characteristics including personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. Lastly, it explains being an English language teacher in Türkiye.

Chapter Three, Methodology, presents a detailed description of the research methodology and research design used in the current study. In this respect, this chapter consists of the nature of the study, research questions, and setting. Also, the participants in the quantitative and qualitative phases of the study are described in detail and data collection instrument, including the questionnaire and semi-structured interviews are presented. The piloting phase of the study and the piloting findings are explained. In addition to the piloting findings, the analysis of the questionnaire evaluation form, including five questions, is described. The issues regarding reliability and validity in quantitative research, and trustworthiness and authenticity in qualitative research are explained. The data collection procedure and ethical considerations of the study are described. Finally, the overall design of the study is explained.

Chapter Four, Findings, introduces the data gathered through questionnaires and semi-structured interviews and their quantitative and qualitative analyses. The findings are presented in accordance with the research questions. This was carried out by first presenting the quantitative and qualitative findings of the questionnaire data, followed by the analysis of the semi-structured interview data.

In conclusion, the results are discussed in relation to the relevant literature. Based on the conclusions, pedagogical implications and suggestions for further studies are explained.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. The Role of an English Teacher

The inquiry into what constitutes an effective teacher holds significance across all educational settings, especially in the field of English as a Foreign or Second Language education. Although the current understanding of the teaching and learning process involves a complex set of interrelated factors, the teacher still seems to be at the centre of education (Darling-Hammond, 2000). In today's world, it has been greatly recognized that a significant number of people need to know English in a country where citizens intend to engage effectively in the global economy and gain access to information essential for not only economic progress, but also social development. According to Burns and Richards (2009), this intention can be accomplished with the help of English language teaching and English language teachers. In this respect, there is an obvious relationship between the qualities of English language teachers and the quality of the English language teaching and learning processes.

As Altan (1998: 407) briefly explains that “well-trained and motivated teachers are the most vital component of high-quality education.” Similarly, Brown and Rodgers (2002: 118) assert that “trained teachers are more likely to be aware than untrained ones of their options in language teaching.” Both statements have in common by highlighting the necessity of well-trained and motivated teachers and considering teachers' central role in providing high-quality education. Educational background equips English teachers with the knowledge and skills needed to make effective decisions in their teaching practices, and this contributes positively to students' learning experiences.

From the late 1800s to the early 1900s, the roles given to a traditional model in which English teachers held the position of authority within the classroom and students followed teachers' instructions to gain knowledge from them. In this vein, a study conducted by Richards et al. (1992: 92) focused on English teachers' perceptions of their primary roles as English teachers and obtained the following roles:

1. to provide useful learning experiences,
2. to provide a model of correct language usage,
3. to answer learners' questions, and
4. to correct learners' errors.

However, with the introduction of new teaching methods, the roles attributed to the English teacher have begun to change. This change can be clearly seen in the definitions of teachers' roles regarding teaching methods as follows (Larsen-Freeman and Anderson, 2011):

The roles are very traditional. The teacher is the authority in the classroom. (Grammar-Translation method, 39)

Although the teacher directs the class activities, the student role is less passive than in the Grammar-Translation Method. (the Direct Method, 52)

The teacher is like an orchestra leader, directing and controlling the language behaviour of her students. (the Audio-Lingual Method, 70)

The teacher is a technician or engineer. 'Only the learner can do the learning,' but the teacher, relying on what his students already know, can give what help is necessary, focus the students' perceptions, 'force their awareness,' and 'provide exercises to insure their facility' with the language. (the Silent Way, 92)

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. (Desuggestopedia, 110)

The teacher's initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language. (the Community Language Learning Method, 127)

Initially, the teacher is the director of all student behavior. (Total Physical Response, 144)

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. (the Communicative Language Teaching, 161)

The teacher needs to set clear learning objectives for both content and language. The teacher then creates activities to teach both, scaffolding the language needed for study of the content. (Content-Based Instruction, 181)

The teacher's role is to choose tasks, based on an analysis of students' needs, that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. The teacher also monitors the students' performance, and intervenes as necessary. (Task-based Language Teaching, 200)

The teacher dialogues with the students in order to identify problems they are having. She then looks for ways to incorporate these problems into the lessons. These problems become the content she focuses on in language instruction. (the Participatory Approach, 221)

The teacher's role is to plan activities that students accomplish via technological means. Then the teacher monitors their work and guides the students as they learn the language. (Emerging Uses of Technology in Language Teaching and Learning, 260)

Along the same lines, Harmer (2015: 116-117) defines the roles that teachers play as "controller", "monitor and evidence gatherer", "prompter and editor", "resource and tutor", "organiser/task-setter". Overall, these two viewpoints underline the dynamic and complex nature of English language teaching. English teachers are not mere transmitters of information but are active participants in the teaching and learning processes. The metaphors used for teachers exemplify the variety of roles they play in their teaching profession. This collective perspective highlights the importance of recognizing and valuing the complex work of English teachers in language education.

Considering EFL contexts such as Türkiye, it appears that the role of English teachers continues to be pivotal because EFL classrooms constitute the heart of EFL learning and practical

applications. Given the numerous publications investigating the characteristics of an effective English teacher, it is evident that the English teacher is still of great importance in English language teaching process (Açıkgöz, 2005; Akcan et al., 2016; Altan, 2006; Arıkan et al., 2008; Arslan, 1998; Baytur and Razi, 2015; Çakmak, 2009; Çelik-Korkmaz and Yavuz, 2011; Çelik et al., 2013; Çubukçu, 2010; Demiröz and Yeşilyurt, 2015; Dinçer et al., 2013; Duran, 2021; Durmaz, 2015; Erbay et al., 2014; Gönenç-Afyon, 2005; Hişmanoğlu, 2019; Kesen-Mutlu and Özkan, 2017; Külekçi, 2018; Önem, 2009; Özkan, 2014; Paker and Duran, 2022; Taner, 2017; Tılfarlıoğlu and Akıl, 2012; Uygun, 2013; Yalçın Arslan, 2014; Yıldız-Ekin and Atak-Damar, 2013). From this point of view, it can be said that there is a consensus that the effectiveness of English language teachers directly affects students' success of English language learning. In simple terms, qualified and effective English language teachers play a crucial role in making meaningful contributions to language teaching and learning processes. Hence, it is crucial to emphasise the need to define what constitutes effective English teachers.

2.2. Characteristics of an Effective English Language Teacher

The concept of effective teachers has been widely discussed in the field of general education, especially English language teacher education. There is broad consensus among educators and scholars that teachers play an integral role in education. Therefore, teachers are believed to significantly influence the quality of teaching and the success of students. Therefore, it is worthwhile to delve into the characteristics of effective language teachers. Focusing on the qualities of effective language teachers paves the way for improving English language instruction and students' learning processes. This may also help teachers overcome possible challenges that may arise from the teacher's side (Dinçer et al., 2013: 2).

The distinctiveness of foreign language education highlights the necessity for a detailed exploration of the characteristics that define effective foreign language teachers. This approach goes beyond the mere application of findings from general education to the field of foreign language education (Borg, 2006). Examining the characteristics of effective English language teachers in terms of in-service English teachers is believed to contribute to English teachers, students, and the process of language learning and teaching. Therefore, this study aims to provide an opportunity for English teachers to assess their teaching practices and enhance their teaching approaches.

Similar to the numerous studies conducted on the qualities of effective teacher in general education (Adams and Pierce, 1999; Arnon and Reichel, 2007; 2009; Ay and Yurdabakan, 2015; Bullock, 2015; Burke, 1952; Clark and Walsh, 2002; Cruickshank and Haefele, 2001; Harris and Sass, 2009; Hativa et al., 2001; Hunt, 2009; Işıktas, 2015; Karakelle, 2005; Koutsoulis, 2003; Liakopoulou, 2011; Malikow, 2006; Markley, 2004; Miller, 2012; Minor et al., 2002; Özkan and

Arslantaş, 2013; Reed, 1989; Rüzgar, 2021; Stronge, 2007; Stronge et al. 2004; Telli et al., 2008; Thompson et al., 2004; Wilson et al., 1973; Witcher and Onwuegbuzie, 1999; Yılmaz, 2011), there is a noticeable number of research focused on identifying the characteristics of effective English language teacher in general (Akcan et al., 2016; Al-Seghayer, 2017; Al-Sharah et al., 2021; Borg, 2006; Costa and Norton, 2017; de Jong and Harper, 2005; Dinçer et al., 2013; Erbay et al., 2014; Heredia-Arboleda et al., 2021; Metruk, 2019; Al-Muslim and İsmail, 2020; Renandya and Jacobs, 2021; Richards, 2010; Richards, 2011).

Some studies on the characteristics of effective English teachers have focused on students' perspectives (Açıkgöz, 2005; Altheyab, 2023; Alzebare and Hasan, 2020; Alzubi, 2022; Alzobiani, 2020; Arıkan et al. 2008; Barnes and Lock, 2010; 2013; Baytur and Razi, 2015; Bremner, 2020; Chen and Lin, 2009; Chen, 2012; Cordia, 2003; Çelik et al., 2013; Febriyanti, 2018; Ghasemi and Hashemi, 2011; Gönenç-Afyon, 2005; Hişmanoğlu, 2019; Hung, 2023; İslam, 2017; Kamar et al. 2021; Khan and Rahman, 2017; Mahmoud and Thabet, 2013; Metruk, 2021; Narvaez-Cantos, 2022; Nghia, 2015; Nourn, 2023; Nushi et al., 2022; Olaniya-Shobwale et al., 2021; Phern and Abidin, 2012; 2013; Richter and Herrera, 2016; Richter and Rivas, 2017; Salahshour and Hajizadeh, 2013; Sundari, 2016; Tatipang et al., 2022; Tılfarlıoğlu and Akıl, 2012; Timina, 2021; Vong and Abidin, 2012; Waelateh et al., 2019; Wangdi and Shimray, 2022; Wichadee, 2010a; Wirantaka and Wahyudianawati, 2021; Xiang and Jia, 2011; Yıldız-Ekin and Atak-Damar, 2013; Yu-Hsin, 1999; Zamani and Ahangari, 2016), while others have investigated pre-service English teachers (Abu-Rahmah, 2008; Çakmak, 2009; Çalışkan et al., 2013; Çelik-Korkmaz and Yavuz, 2011; Çubukçu, 2010; Demiröz and Yeşilyurt, 2015; Duran, 2021; Hien, 2019; Kesen-Mutlu and Özkan, 2017; Külekçi, 2018; Paker and Duran, 2022) and in-service English teachers' opinions (Bell, 2005; Carmel and Badash, 2021; Khojastehmehr and Takrimi, 2009; Khosrojerdi et al., 2023; Mohammaditabar et al., 2019; Mullock, 2003; Özkan, 2014; Reber, 2001; Richards et al., 1992; Tavakoli and Baniasad-Azad, 2017; Werbinska, 2009; Xiang and Borg, 2014).

There are also studies that examine and compare the characteristics of effective English teachers from both students' and teachers' viewpoints (Al-Mahrooqi et al., 2015; Brosh, 1996; Brown, 2006; 2009; Casta et al., 2020; Çalışkan, 2022; Demir and Koçyiğit, 2014; Hajizadeh and Salashour, 2014; Huang, 2010; Kadha, 2009; Kalay, 2017; Metruk, 2020; Moradi and Sabeti, 2014; Önem, 2009; Park and Lee, 2006; Pham, 2021; 2022; Quieti and Nanni, 2022; Shishavan and Sadeghi, 2009; Shojaei et al., 2021; 2022; Tarajova and Metruk, 2020; Thompson, 2007; Uygun, 2013; Werbinska, 2010; Wichadee, 2010b; Zhang and Watkins, 2007).

Finally, few studies have focused on the comparison of pre-service and in-service English language teachers' perspectives in terms of effective English language teacher characteristics (Arıkan, 2010; Ata-Kıl, 2015; Levrints et al., 2021; Metruk, 2020; Walker, 2008).

As can be understood from the long list given above, studies on effective teacher characteristics have mostly focused on students' perspectives. There are few studies concerning English teachers, focusing on the viewpoints of pre-service English teachers, in-service English teachers, and both. Therefore, the sample of this study consisted of only in-service English language teachers with the aim of filling the gap in the literature.

In light of the literature, many categorizations have been proposed to delineate the characteristics of an effective language teacher and to present guidelines for researchers. Nevertheless, due to the complex nature of the language teaching process, there is no consensus on the specific characteristics of effective language teachers (Brosh, 1996). A review of the most frequently cited studies reveals certain overlapping categorizations attributed to the specific characteristics in addition to some different categorizations. Also, some categorizations refer to the same points although they are labelled differently. Table 1 illustrates a selection of categorizations used to identify the characteristics of effective language teachers.

Table 1: Categorization of Effective Language Teachers' Characteristics

Personal characteristics
Personal characteristics (Brosh, 1996)
Personal qualities (Arıkan, Taşer, and Saraç-Süzer, 2008)
Individual qualities (Önem, 2009)
Personality traits (Çelik, Arıkan, and Caner, 2013)
Language Proficiency
Subject matter knowledge (Park and Lee, 2006)
Subject matter knowledge (Ghasemi and Hashemi, 2011)
Academic qualities (Önem, 2009)
Pedagogical Content Knowledge and Skills
Pedagogical characteristics (Brosh, 1996)
Pedagogical content knowledge (Park and Lee, 2006)
Pedagogical skills (Arıkan, Taşer, and Saraç-Süzer, 2008)
Pedagogical content knowledge, (Ghasemi and Hashemi, 2011)
Pedagogy-specific knowledge, (Çelik, Arıkan, and Caner, 2013)
Professional skills and classroom behaviour (Çelik, Arıkan, and Caner, 2013)
Teacher practices (Brown, 2009)
Classroom behaviours, (Xiang and Borg, 2014)
Teaching qualities (Önem, 2009)
Professional qualities (Arıkan, Taşer, and Saraç-Süzer, 2008)
Interactional characteristics (Brosh, 1996)
Socio-affective Knowledge and Skills
Socio-affective skills (Ghasemi and Hashemi, 2011)
Socio-affective skills (Önem, 2009)
Socio-affective skills (Park and Lee, 2006)

The existing research literature presents that there are four fundamental categories for assessing the characteristics of effective English language teachers. Briefly, the first category, personal characteristics, includes characteristics such as being friendly, creative, understanding, fair, sincere, and organized. The second category, subject matter knowledge, as its name suggests, includes the knowledge of English language. The third category, pedagogical content knowledge and skills, includes the teachers' knowledge of teaching English, classroom behaviours, and focuses on the roles of teachers in their classrooms. The last category, socio-affective skills, embodies the interests for the subject, the relationship between teachers and students, and the classroom atmosphere.

With the aim of providing a comprehensive description of effective English language teachers' characteristics, cultural knowledge and skills, and professional development were added into the list of categorizations. At the end, a total of six different categories were formed according to the relevant studies in literature.

2.2.1. Personal Characteristics

In the context of teaching, personal characteristics refer to the innate qualities, traits, and attributes that teachers possess and bring into their teaching profession. These qualities play an important role in shaping an effective teacher and fostering a positive learning environment while not strictly related to knowledge or pedagogical skills. According to Brosh (1996), while a teacher may have a remarkable academic background, extensive teaching experience, sound knowledge of teaching methodologies, and strong communication abilities, these factors alone do not guarantee effective classroom communication. Effective teaching extends beyond these qualities and consists of the teacher's entire personal characteristics. As Penner (1992: 45) states that "one who teaches effectively, teaches not only his subject but himself. Personality is that part of the teacher's self which he projects into every classroom activity, thereby affecting and conditioning every learning situation". In other words, effective teachers overdo merely by transferring subject matter knowledge. Teachers with their own personalities and qualities might facilitate their teaching profession from very different perspectives. In this respect, personality constitutes the aspects of the teacher's self that extend to all aspects of classroom interactions. As a result, the teacher's personality may contribute to language learning processes. Personality can be defined as follows:

1. physical appearance: dress, hair style, height, weight, age, general health, and neatness;
 2. intelligence: natural abilities and acquired knowledge and aptitudes;
 3. social capacity: adjustment to situations and interaction with others;
 4. cultural qualities: speech and manners;
 5. psychological makeup: emotional stability and ability to cope with life problems, enthusiasm, ability to stimulate, inspire, and arouse positive reactions
- (Penner, 1992: 50)

Effective language teachers, in particular, exhibit various personal characteristics that contribute not only to their success in their teaching profession, but also to that of students in the classroom. Some of the key personal characteristics commonly associated with effective language teachers include being friendly, creative, caring, strict, fair, enthusiastic, tolerant, creative, and caring (Arıkan et al., 2008; Brosh, 1996; Yu-Hsin, 1999). Being challenging and having reasonably high expectations of their students are also considered effective personal qualities of English teachers (Malikow, 2006). A sense of humour is another valuable trait, as it can create a relaxed and engaging classroom atmosphere through making language learning experiences enjoyable (Yu-Hsin, 1999). Enthusiasm and creativity are vital personal characteristics that enable teachers to design engaging lessons and inspire students. Optimism and enthusiasm for new ideas encourage teachers to develop innovative teaching methods and adapt to changing educational settings (Cheung, 2006). Flexibility allows teachers to adapt to various learning styles and needs, according to their students. This aspect also ensures that every student has the opportunity to succeed (Malikow, 2006). Having positive attitudes toward their students' potential and caring for their comfort sincerely contribute to create a sense of trust and rapport between teachers and students (Prabhu, 1990). Sensitivity, warmth, and tolerance are also among the personal qualities that effective English teachers should possess (Vadillio, 1999).

In summary, personal characteristics encompass a wide collection of qualities that effective teachers embody. These qualities enhance the language teaching and learning processes for both teachers and students, promote a positive classroom atmosphere, and contribute to the overall success of language instruction. In this respect, personal characteristics are an integral part of what makes teachers not only proficient but also impactful and memorable in the lives of their students. That is to say, these characteristics are not solely related to subject-matter knowledge or pedagogical skills and are considered vital components of an English language teacher's effectiveness and success in their teaching profession. Various studies have identified key personal characteristics that effective teachers should possess (Arıkan et al., 2008; Brosh, 1996; Cheung, 2006; Çelik et al., 2013; Dinçer et al., 2013; Hişmanoğlu, 2019; Malikow, 2006; Önem, 2009; Shishavan and Sadeghi, 2009; Thompson, 2007; Werbinska, 2009; Wichadee, 2010a; 2010b). All in all, personal characteristics are believed to constitute an essential dimension of effective language teaching, which may influence the overall classroom environment and the relationship between English teachers and students.

2.2.2. English Language Proficiency

Subject matter knowledge often refers to content knowledge within the field of education and constitutes a fundamental component of effective teaching, particularly in specialized fields such as language instruction. Vélez-Rendón (2002: 462) defines subject matter knowledge as “what teachers know about what they teach.” That is to say, this concept includes English teachers' deep

understanding and expertise in the subject that they are teaching. In the context of English language teaching, subject matter knowledge involves comprehensive familiarity with the linguistic aspects of English language, covering various aspects such as fluency, accuracy, lexicon, and pronunciation (Werbinska, 2009). Being a good English teacher goes beyond simply being fluent in spoken English. On the contrary, it involves a deep understanding of the language and the ability to communicate well in English, along with knowledge of how language learning and teaching work (Shishavan and Sadeghi, 2009). According to Richards (2010: 103), in order to teach English effectively, English teachers should have the ability to perform the following tasks:

1. To comprehend texts accurately.
2. To provide good language models.
3. To maintain use of the target language in the classroom.
4. To maintain fluent use of the target.
5. To give explanations and instructions in the target language.
6. To provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary and language points).
7. To use appropriate classroom language.
8. To select target-language resources (e.g. newspapers, magazines, internet websites).
9. To monitor his or her own speech and writing for accuracy.
10. To give correct feedback on learner language.
11. To provide input at an appropriate level of difficulty.
12. To provide language-enrichment experiences for learners.

To conclude, subject matter knowledge for English teachers entails a complex understanding of the English language, including not only its linguistic aspects but also its cultural context. A depth understanding of subject matter enables English teachers have an effective language teaching and learning journey for both teachers and students.

2.2.3. Pedagogical Content Knowledge and Skills

Over the years, numerous studies have intended to assess the depth of pedagogical content knowledge required for teachers in general. According to Guerriero (2014: 5), “the pedagogical ‘knowledge base’ of teachers includes all the cognitive knowledge required for creating effective teaching and learning environments. Research has suggested that this knowledge can be studied. Identifying the content of this knowledge base, however, is a complex issue”. That is to say, the concept of the pedagogical content knowledge base for teachers paves the way for effective teaching and learning environments and can be explored and analysed through research; however, the content of this pedagogical content knowledge can be challenging and difficult to investigate. Shulman (1987) identifies the knowledge bases of teachers and categorised teacher knowledge into the following categories:

1. Content knowledge (i.e., the knowledge of the content of a subject discipline, involving the major facts and concepts in that discipline and their relationships),

2. General pedagogical content knowledge (i.e., knowledge of principles and skills of teaching and learning that are generally applicable across subject disciplines),
3. Curricular knowledge (i.e., knowledge of the programs and available teaching materials designed for particular topics at a given level),
4. Pedagogical content knowledge, that special mixture of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding,
5. Knowledge of learners (i.e., knowledge of learners' backgrounds, characteristics, particular strengths, weaknesses, and motivation),
6. Knowledge of educational contexts,
7. Knowledge of the philosophical and historical aims of education (Shulman, 1987: 8)

In the relevant literature, most of the studies have highlighted two essential components regarding the knowledge base of teaching: content knowledge or subject matter knowledge, which pertains to a teacher's understanding of the subject they teach, and pedagogical content knowledge, which involves knowing how to effectively teach a specific subject (Park and Lee, 2006; Vélez-Rendón, 2002). Pedagogical content knowledge includes "the ways of representing and formulating the subject that make it comprehensible to others" (Shulman, 1986: 9). In other words, pedagogical content knowledge refers to the essential understanding, techniques, and expertise that teachers need to effectively instruct their students in the given subject matter. This knowledge goes beyond simply knowing the content itself; it pertains to how content can be best presented, communicated, and adapted to meet the diverse needs of language learners.

In the context of language teaching, Richards (2010: 105) defines pedagogical content knowledge as:

It is knowledge which is drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching. It could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills, and so on. Teachers with relevant content knowledge should consequentially be able to make better and more appropriate decisions about teaching and learning and to arrive at more appropriate solutions to problems than a teacher without such knowledge.

To put it differently, English teachers who have learned how to teach languages effectively, including making lesson plans, testing students, and managing classrooms, are better at deciding how to teach and solve problems in teaching and learning compared to those who have not. It is worth acknowledging that certain teaching methods might offer advantages over others, depending on variables such as subject matter, teaching context, class size, academic level, and course objectives (Brosh, 1996). With the help of the effective use of pedagogical knowledge and skills, teachers are able to make decisions that focus on their classrooms' needs and desires. It is also important to maintain a balance between knowledge and practical skills in language teaching. Pettis (1997: 68) acknowledges focusing on English as a Second Language Education (ESL) which may apply to EFL education that:

“To be knowledgeable and principled without the appropriate skills necessary to apply this knowledge is limiting. The knowledgeable teacher who is also skillful is a powerful educator, and the adult ESL profession has a substantial number of knowledgeable, skilful teachers. Skill, too, in the absence of knowledge is of limited value. Skillful teachers, who have amassed an effective array of activities and techniques that they can and do employ but who have not developed a parallel level of knowledge, limit their effectiveness”.

In other words, an effective English teacher can be defined as someone who possesses both knowledge and practical skills in language teaching. However, some English teachers may focus solely on developing practical teaching skills and may overlook the importance of acquiring in-depth knowledge. Although they may have extensive knowledge of effective teaching techniques, their effectiveness may be restricted without a strong theoretical knowledge. Therefore, it can be inferred that pedagogical content knowledge involves an awareness of the teaching strategies, methods, and approaches that contribute to student comprehension and engagement most.

By the word of Richards (2010: 105-106), pedagogical content knowledge should equip English teachers with the capability to perform tasks, such as those listed below:

1. Understand learners' needs.
2. Diagnose learners' learning problems.
3. Plan suitable instructional goals for lessons.
4. Select and design learning tasks.
5. Evaluate students' learning.
6. Design and adapt tests.
7. Evaluate and choose published materials.
8. Adapt commercial materials.
9. Make use of authentic materials.
10. Make appropriate use of technology.
11. Evaluate their own lessons.

All in all, pedagogical content knowledge and skills are essential tools that enable teachers to transfer their subject matter knowledge into effective language teaching and learning experiences. These skills encompass the ability to design, implement, and manage instruction in a manner that maximizes students' comprehension, engagement, and success. To be an effective English teacher, English teachers should have not only a deep understanding of their subject matter, but also pedagogical expertise to transfer that knowledge into engaging and comprehensible lessons. Without pedagogical content knowledge, teachers may struggle to bridge the gap between what they know and what their students learn. In addition, English teachers with strong pedagogical content knowledge understand how to structure lessons, create meaningful learning experiences, and adapt their instruction according to various learning styles and abilities of their students.

2.2.4. Socio-affective Knowledge and Skills

Considering socio-affective knowledge and skills, it is important to focus on the concept of affect at first. Arnold and Brown (1999: 1) perceive affect as “aspects of emotion, feeling, mood or attitude which condition behaviour.” The role of affect in language education has been on agenda of various researchers (Arnold, 2011; Arnold and Brown, 1999; Brown, 2007; Dörnyei and Ryan, 2015; Gardner and MacIntyre, 1993; Richards, 2020). Arnold and Brown (1999: 2) point out the following in the context of language education:

A broad understanding of affect in language learning is important for at least two reasons. First, attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions.

In simpler terms, understanding and managing emotions can lead to more successful and effective language teaching and learning processes for both English teachers and students. Teng (2017: 118) defines emotions as:

“representing a complex state of feelings that result in physical and psychological changes, form an integral part of education. Emotions are part of the very fabric that constitutes the teacher self, implying that teachers—including pre-service teachers—at various times get angry, love, fear, worry, enthuse, become irritable, doubt, brood, feel proud, joyful, anxious and despondent, and so on. As emotional practitioners, teachers can decide whether to make their classroom exciting or dull by displaying appropriate actions. Strong emotions may motivate a teacher to take actions that he or she would not normally perform.”

That is to say, emotions are significant in language teaching because emotions have an impact on how teachers teach and how learners react to the teaching and learning process. Focusing on the role of affect and emotions in language classrooms, socio-affective knowledge and skills can be considered to be an integral part of language teaching and learning because language teaching consists of teachers’ language instruction and students’ responses to that instruction. From this point of view, socio-affective knowledge and skills are crucial components of effective teachers which help them foster positive relationships with students, manage the learning process effectively, and address the emotional and social aspects of education (Dinçer et al., 2013).

In Önem’s study (2009: 2), socio-affective skills are defined as “(a) being enthusiastic for teaching, (b) liking students, (c) accepting students’ feelings, (d) acknowledging students’ ideas, (e) giving praise and encouragement.” In essence, these skills contribute to create a positive and supportive learning environment and promote students’ language learning processes. Similarly, Miller (2012: 38) acknowledges that “a teacher’s effectiveness depends on his demonstration of the affective characteristics. These are inborn in some of us, but they are also within the grasp of most teachers” and describes affective characteristics as “enthusiasm, encouragement, humor, interest in

the student, availability, and mental health.” In this aspect, socio-affective knowledge and skills are closely related to personal characteristics since these skills occur as a result of a teacher’s personality.

Furthermore, socio-affective skills enable teachers to understand and address the emotional experiences of their students during teaching and learning processes. This includes recognizing and managing emotions, such as fear, anxiety, and other negative feelings that students may encounter. (Aydın et al., 2009; Dinçer et al., 2013). According to Aydın et al. (2009), the effective language learning takes place when an English teacher establishes an environment in which students can engage in learning both intellectually and emotionally. Creating such an efficient classroom environment depends on having socio-affective skills. English teachers who possess socio-affective skills are capable of addressing their students’ emotions and feelings while teaching their subject matter, especially in contexts such as learning a new language where negative emotions such as anxiety and fear can hinder learning. Thus, English teachers with strong socio-affective skills can create a safe and supportive learning atmosphere in which students can freely express their emotions and concerns. Consistently, Thompson (2007) highlights the importance of building strong relationships, having a teacher who not only motivates but also understands the students as individuals in the context of effective language learning.

Socio-affective knowledge and skills are essential for teachers to effectively navigate the social and emotional dimensions of education. In a recent study, Richards (2020: 1) also stresses the importance of emotions in language classrooms and asserts that “Emotions can shape the way teachers teach and can influence learners’ willingness to make use of what they have learned. Hence, learning to teach involves not only mastering how to communicate subject matter to learners but also how to manage the emotional dimensions of teaching and learning.” Therefore, socio-affective knowledge and skills empower English teachers to establish positive relationships, motivate students, and create a classroom environment where both the cognitive and emotional aspects of learning are addressed and nurtured. All in all, effective English teachers demonstrate genuine interest in their students’ progress, provide support when needed, and motivate students to achieve their language learning goals. These skills contribute to a productive and motivating language learning environment in which students are encouraged to actively participate and engage in the learning process.

2.2.5. Cultural Knowledge and Skills

When the literature on the characteristics of effective English language teachers is analysed, there exist few studies that specifically examine teachers in terms of cultural knowledge and skills (Arıkan et al., 2008; Baytur and Razi, 2015; Borg, 2006; Çelik et al., 2013; Dinçer et al., 2013; Park and Lee, 2006; Yu-Hsin, 1999). However, the inseparability of language and culture has been

emphasised in many studies (Alptekin, 2002; Brown, 2007; Byram, 1991; Kramsch, 1991; 1993; Tang, 1999; Valdes, 1986). Focusing on this close relationship, Brown (2007: 189) asserts that “a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” Based on this point, it is believed that the cultural knowledge and skills of English language teachers contribute to effective teaching. Subject matter knowledge extends beyond language proficiency to encompass an understanding of the culture and context associated with a language. Effective English teachers are equipped with tools to integrate these cultural elements into their teaching, fostering a holistic language learning experience for their students. In this respect, Ramirez and Hall (1990: 48) acknowledge “what is meant by culture” as follows:

Culture is sometimes presented within the framework of theme illustrating what and how the natives eat, dress, work, play, and live their daily lives. In some instance, examples of conventional behaviors are included to show the way some members of the target culture complain, console each other, celebrate joyful events, and resolve real-life situations.

Culture is occasionally depicted by introducing the ways in which people of a particular group or community eat, dress, work, engage in leisure activities, and navigate their everyday routines. Incorporating culture into the process of language teaching and learning paves the way for language teachers to offer glimpses not only into the customs and values of the culture associated with the target language, but also into various other cultures.

In the context of the ongoing process of teaching both culture and language, Kramsch (1993) asserts that there is a strong interconnectedness between language and culture. Consequently, teaching language essentially involves teaching culture. In language teaching process, language teachers act as transmitters of cultural knowledge and skills. Thus, it becomes crucial for language teachers to establish clear goals for the teaching of cultural aspects. Tomalin and Stempleski (1994:7-8) point out a modified version of Seelye’s (1988) seven goals of cultural instruction as follows:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
3. To help students to become more aware of conventional behavior in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students’ intellectual curiosity about the target culture, and to encourage empathy towards its people (Seelye, 1988 cited in Tomalin and Stempleski, 1994: 7-8)

These objectives collectively contribute to comprehensive language education and support students not only in learning the language but also in gaining a deeper appreciation and understanding of the culture associated with it. Integrating culture into the language teaching and learning process helps teachers provide insights into not only the customs and values of the target language culture but also into different cultures where English is used as a second language or a foreign language. This is particularly important since the majority of English speakers are non-native speakers and this leads to English becoming increasingly global rather than specific to any particular country (The English Effect, British Council). In addition to teaching English, teachers should also be aware of their own culture, cultural values, and cultural events.

In conclusion, the integration of culture into language teaching and learning is essential for delivering a comprehensive language education. Therefore, an effective English language teacher should possess a strong grasp of cultural knowledge and skills, enabling students not only to acquire the language, but also to develop a deeper understanding and appreciation of the associated culture.

2.2.6. Professional Development

Professional development has been on the agenda of researchers in the field of general education, particularly in language teaching. According to Richards and Farrell (2005: 1), “The need for ongoing renewal of professional skills and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at preservice level, as well as the fact that the knowledge base of teaching constantly changes.” That is to say, the need for teachers to continually refresh and expand their professional skills and knowledge is not a reflection of inadequate initial training that teachers have during their undergraduate education. Professional development is crucial because the dynamic nature of teaching and the recognition that some essential knowledge and skills can only be acquired through ongoing professional development. Teaching is a field where information and best practices are constantly evolving; thus, teachers must stay current and try to adapt to these changes to provide effective instruction.

The concept of “teacher development” has been perceived to be different from “training” and “preparation” in the context of teachers’ continual growth (Lange, 1990; Richard and Farrell, 2005). Lange (1990: 250) argues that “teacher development” encompasses a broader spectrum of intellectual, experiential, and attitudinal progress, some of which occurs through pre-professional and professional in-service programs. In other words, this term implies an ongoing and evolving process throughout a teacher’s career, emphasizing that teachers persistently refine and apply their teaching skills. Despite the aim of teacher education programs to foster this development, such programs often fall short of establishing a framework for sustained growth. In a similar vein, Wong

(2011: 142) points out that “Professional development is a lifelong endeavor, a way of being, and a perspective on how one practices as well the practice itself. It is possible to never become professional or lose one’s professionalism. Some refer to this process in education as teacher development, and note that sustained learning is key.” In simpler terms, professional development is not just a series of activities or courses, but rather a continuous, lifelong commitment that shapes teachers’ identities and approaches to their profession. What is more, professionalism is not considered to be a guaranteed outcome. This ongoing professional development process should emphasise the critical role of sustained learning and growth throughout a teacher’s career. Pettis (1997: 68) also highlights that in addition to principles, knowledge and skills, an English teacher should pay attention to the following concerns:

1. If I am to be a professionally competent educator, I must be principled and knowledgeable in addition to skillful;
2. My professional needs and interests have changed over time and continue to evolve;
3. My commitment to professional development must be ongoing and personal.

To elucidate, being an effective English teacher requires paying attention to the important aspects of professional development and growth. In this respect, Richards and Farrell (2005: 14) outline certain teacher development activities in Table 2:

Table 2: Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
Self-monitoring	Peer coaching	Case studies	Workshops
Journal writing	Peer observation	Action research	Action research
Critical incidents	Critical friendships	Journal writing	Teacher support groups
Teaching portfolios	Action research	Teacher support groups	
Action research	Critical incidents		
	Team teaching		

Source: Richards and Farrell, 2005: 14.

Overall, the dynamic and evolving nature of professional development should be underscored and the need for ongoing learning to maintain and enhance one’s professionalism in the field of education should be supported.

2.3. Being an English Language Teacher in Türkiye

Due to globalization, the role of English has become evident in socio-economic, cultural, and political aspects all over the world. With the growing spread of English as a lingua franca (Crystal, 2012), educational policymakers heavily pay attention to the early and intense involvement of English in the educational system in Türkiye.

When the history of English language education was examined, many regulations were issued in Turkish educational system with the introduction of Foreign Language Education and Learning Law No. 2923 dated 14 October 1983, According to this law, the Ministry of National Education was responsible for the administration of the English language curriculum at primary, secondary, and high schools (Kırkgöz, 2009). Table 3 presents the important policy changes caused by the MoNE in Türkiye.

Table 3: English Language in Türkiye

Date	The reforms
1955	Anatolian high school, the first state-funded English-medium secondary school was established
1997	The compulsory education was extended from 5 to 8
1997	English taught from grades 4 and 5
2002	The medium of instruction for some courses was changed into Turkish at Anatolian high school
2005	The duration of secondary schools was extended from 3 to 4
2005	English preparatory classes lasting one year at Anatolian, Super, and private high schools were abolished
2012	The compulsory education was extended from 8 to 12
2012	English taught from grade 2

Source: Doğançay-Aktuna and Kızıltepe, 2005; Kırkgöz, 2005; 2009)

In 1955, Anatolian schools were established and their medium of instruction was English. In 1974, the number of the Anatolian schools was 12 and by 2001 there were 1,457 schools (MoNE, 2001 cited in Kırkgöz, 2005). Due to the increase in the number of schools, many schools failed to offer courses in English because of the lack of teachers. The next policy change concerned the medium of instruction for some courses at Anatolian high schools. In 2002, the MoNE decided that mathematics and science would be taught in Turkish to the students of Anatolian high schools on the grounds that “these students were disadvantaged in the Turkish-medium university entrance examination, coupled with a lack of properly trained teachers to teach math and sciences in English” (Doğançay-Aktuna and Kızıltepe, 2005: 255). Furthermore, in 2005, the duration of all secondary schools was increased to four years, and one-year English preparatory class within the scope of Anatolian, Super, and private high schools were abolished (Kırkgöz, 2009). With the reform of the educational system in 2012, compulsory education, which was formerly extended from five to eight years, was later extended from eight to 12 years (Kırkgöz, 2005). The English language course was included in the curriculum of primary schools beginning in grade two within the framework of this reform (MoNE [MEB], 2012).

These changes seem to provide crystal clear evidence for the status of English in Türkiye. The fact that English has become so important has increased the need for English teachers, because graduates of English language teaching departments have been no longer sufficient to meet this need. Therefore, alternative ways have been attempted to meet this need in the shortest time and

with the most effective approaches. The most popular of these alternative ways has been teaching certificate programs (Seferoğlu, 2004).

Considering the history of English teacher training in our country, it is known that starting from the establishment of the Turkish Republic to 1982, teacher training was carried out via village institutes, education institutes, higher teacher schools affiliated with some universities, and related departments of certain universities. However, the responsibility of teacher training was transferred to universities within the framework of Law No. 2547 on Higher Education in 1982 (Seferoğlu, 2004: 58). Beginning with this process, it is seen that various practices have been implemented. In the past, it was known that graduates of any undergraduate departments whose medium of instruction was English could also become English language teachers thanks to these certificate programs, whereas today English teacher training is carried out in two different ways, either through Faculties of Education or teacher training by providing short-term pedagogical formation certificate programmes to graduates of higher education undergraduate programmes. This certificate program used to be given after the graduation of departments other than ELT and lasted two terms (Higher Education Council of Türkiye (YÖK), 2021); however, the recent policy change has enabled students to receive the formation training with their BA study period (Higher Education Council of Türkiye (YÖK), 2022). Although these programmes have been criticized in terms of quality, length, and content of the training, and the amount of practice (Seferoğlu, 2004a; Seferoğlu, 2004b; Şimşek and Yıldırım, 2001; Yıldırım and Ok, 2002), graduate students from or currently students at one of the departments of English Language and Literature (ELL), American Culture and Literature (ACL), Translation and Interpreting (English) (TI), English Linguistics (EL), and Translation Studies (English) (TS) can apply one of the pedagogical formation certificate programmes (MoNE [MEB], 2016) and have a chance to be appointed as an English teacher.

As discussed above, while policy changes have been taken in order to meet the need for English teachers in theory, not much studies have been conducted in order to question what has happened in practice. Currently, in state schools in Türkiye, English teachers consist of graduates of English Language Teaching departments (ELT), graduates of English based departments, and graduates of other departments whose medium of instruction was English, called Non-ELT in the current study. Although there have been controversial ideas about the effectiveness of Non-ELT teachers, there is a relatively small body of literature that is concerned with comparison of ELT and Non-ELT pre-service and in-service English teachers (Demiröz and Yeşilyurt, 2015; Durmaz, 2015; Kayaoğlu et al., 2013; Ortaköylüoğlu, 2004; Seferoğlu, 2004a; Seferoğlu, 2004b; Taner, 2017; Yalçın-Arslan, 2014).

Turning back to the effective language teacher characteristics, a growing body of studies have been carried on this issue not only in Turkish context but also all around the world in an attempt to define the characteristics of effective language teacher constructs; to investigate students', pre-

service teachers', and in-service teachers' perceptions about effective language teachers; and to compare not only students' and teachers' perceptions but also pre-service and in-service teachers' perceptions (Akcan et al., 2016; Al-Muslim and İsmail, 2020; Al-Seghayer, 2017; Arıkan, 2010; Arıkan et al., 2008; Bell, 2005; Barnes and Lock, 2013; Brosh, 1996; Brown, 2009; Costa and Norton, 2017; Çelik et al., 2013; de Jong and Harper, 2005; Dinçer et al., 2013; Erbay et al., 2014; Ghasemi and Hashemi, 2011; Hajizadeh and Salahshour, 2014; Heredia-Arboleda et al., 2021; Metruk, 2019; Önem, 2009; Park and Lee, 2006; Reber, 2001; Renandya and Jacobs, 2021; Salahshour and Hajizadeh, 2013; Shishavan and Sadeghi, 2009; Uygun, 2013; Xiang and Borg, 2014, Yalçın-Arslan, 2014). As evident from this background of the study, although there are numerous studies elaborating on effective English language teacher characteristics, there is a notable absence of research focusing on this issue in terms of in-service English teachers; therefore, the current comparative study aimed to portray self-evaluations of in-service English teachers focusing on effective language teacher characteristics across Türkiye and to examine whether the education received makes a difference between ELT and Non-ELT teachers in the teaching profession.

CHAPTER THREE

3. METHODOLOGY

3.1. The Nature of the Study

The current study aims to investigate the self-evaluations of in-service English language teachers in terms of effective language teacher qualities. Additionally, this study also seeks to examine whether the self-evaluations of in-service English language teachers differ, focusing on their undergraduate education. To this end, in terms of the purpose of research, this is a descriptive study which aims “to portray an accurate profile of persons, events or situations” and “requires extensive previous knowledge of the situation, etc. to be researched or described, so that you know appropriate aspects on which to gather information” (Robson, 1995: 42). Keeping this purpose in mind, in-service English language teachers’ self-evaluations in terms of effective English language teacher characteristics are expected to reflect on how teachers perceive themselves. In the words of De Vaus (2002: 18), “[d]escriptive research deals with questions of *what* things are like, not *why* they are that way.” Depending on this definition, the aim is not to elaborate on why teachers evaluate themselves in this way; instead, the purpose is simply to present the situation of English teachers in Turkish state schools and give teachers the opportunity to evaluate themselves with their own eyes.

To achieve this, an in-depth and detailed questionnaire was prepared, which would be the most effective and convenient way to reach the English teachers employed by the Ministry of National Education. Self-evaluations could not be considered without external factors affecting their evaluations and to overcome these factors, detailed demographic information was needed because every class, every student, and every working environment could not be the same. In this context, this study is a descriptive study since the main purpose is to portray how English teachers evaluate themselves.

In terms of the study design, it adopts Neuman’s definition (2014: 192) as follows:

Survey research developed within the positivist approach to social science. Following principles of positivism, survey research rests on the assumption that social reality is made up of stable, objective facts. Also, we can precisely measure features of social reality to convert it into quantitative data and then use statistics on the data to test causal relationships that exist in social reality.

Another definition provided by Robson (1995: 40) acknowledges survey research as “collection of information in [a] standardized form from groups of people.” The main characteristics of survey research are listed as “[a] selection of samples of individuals from known populations; [a] collection of relatively small amount[s] of data in [a] standardized form from each individual; usually employs [a] questionnaire or [a] structured interview” (Robson, 1995: 40). Depending on the purpose of the inquiry, the suitable methodology for the current study seems to be survey research, which is commonly preferred in descriptive studies.

There are two basic types of surveys including cross-sectional and longitudinal surveys. A cross-sectional survey design is the most common type of survey design used in education. In a cross-sectional survey, the data is gathered at a single point in time. In this respect, this study adopts a cross-sectional survey design, a kind of survey which is often preferred even in our daily lives. “A cross-sectional study can *examine current attitudes, beliefs, opinions, or practices*. Attitudes, beliefs, and opinions are ways in which individuals think about issues, whereas practices are their actual behaviours” (Creswell, 2015: 380). Moreover, Brown (1988: 3) points out that

[s]tatistical studies deal with group phenomena as well as individual behaviour. They are often cross-sectional, that is, they consider a group of people as a cross section of possible behaviors at a particular point or at several distinct points in time. In addition, statistical analyses are used in this approach to estimate the probability, or likelihood, that the results did not occur by chance alone.

That is to say, statistical studies help researchers gain insights into both collective trends and individual actions, and they employ rigorous statistical methods to determine the statistical significance of their findings, ensuring that the observed patterns are not merely coincidental. Therefore, a group of English teachers from all school levels was selected because their self-evaluations were seen as a reflection of the current status of English teachers at the MoNE schools.

Furthermore, it is known that survey research is a common data collection method including asking questions and collecting and analysing the responses. In order to gain an understanding of individuals’ opinions, attitudes, and behaviours in various areas, such data can be utilized commonly (Cowles and Nelson, 2015). According to Hutchinson (2004), survey research is described to be a more complex phenomenon with the aim of gathering data through self-reporting with the use of various kinds of research instruments such as questionnaires. However, Hutchinson (2004: 285) points out a different perspective on the definition of survey research, as follows:

Survey research is not a design, per se; instead, surveys are more commonly considered the medium used for data collection. However, most survey research falls within the framework of nonexperimental or correlational research designs in which no independent variable is experimentally manipulated. When used in this context, information gathered from surveys is typically used either for purely descriptive purposes or for examining relationships between variables.

Considering Hutchinson's statement, the current study aligns precisely with survey methodology since the current research basically focuses on descriptive purposes and also aims to investigate relationships in terms of different aspects of effective teacher qualities between English teachers.

When I decided to adopt the survey methodology, I recognised its limitations in providing in-depth insights solely through quantitative data. Therefore, I would also be in need of qualitative data. Qualitative data was an absolute must for teachers to have their voices heard. Based on this idea, English teachers were allowed to express their insights through open-ended questions in the questionnaire and in-depth semi-structured interviews. To construct an accurate picture of English teachers' self-evaluation, it is critical to combine quantitative and qualitative data. Therefore, I decided to conduct mixed methods research, defined as follows:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al., 2007: 123).

This means that collecting a variety of data would significantly contribute to the study, and it would also enhance the study's reliability and validity. The research community seems to agree that in a purely quantitative design, there may be some missing parts since participants are not given the opportunity to express their own beliefs; they have to select one of the statements provided in the questionnaire. Therefore, quantitative research should be supported by qualitative research to strengthen research findings. According to Creswell and Clark (2018: 5), in mixed methods research, the researcher:

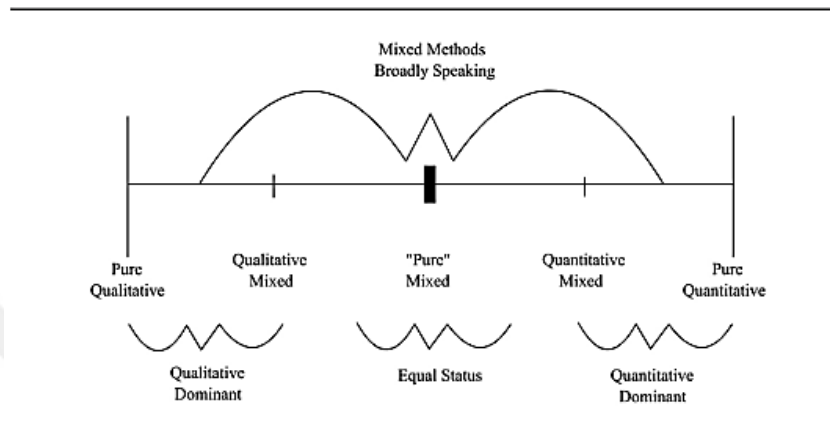
- collects and analyzes both qualitative and quantitative data rigorously in response to research questions and hypotheses,
- integrates (or mixes or combines) the two forms of data and their results,
- organizes these procedures into specific research designs that provide the logic and procedures for conducting the study, and
- frames these procedures within theory and philosophy.

In the present research, I followed the steps outlined by Creswell and Clark (2018) for conducting mixed methods research. The choice was deliberate, as I was convinced that it would offer the most effective approach for addressing the research questions at hand. To elaborate, the utilization of mixed methods research is grounded in the belief that it can mitigate the limitations inherent in both quantitative and qualitative research when employed independently.

In purely quantitative studies, participants are often constrained to select predetermined options, potentially restricting their ability to express their perspectives fully. Conversely, in pure qualitative investigations, there is a risk of participants diverging from the central topic, leading to

a potential loss of focus. By incorporating certain structured questions akin to quantitative research within a predominantly qualitative framework, it becomes feasible to guide participants back to the intended subject matter and to emphasize areas requiring attention. However, it is very important to identify the types of mixed methods research utilised in the current study. There is a classification proposed by Johnson et al. (2007: 124).

Figure 1: Mixed methods



Considering Figure 1 provided above, this study fits into the category of mixed methods research predominantly focused on quantitative data, which is presented as QUAN + qual research defined as “the type of mixed research in which one relies on a quantitative, postpositivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects” (Johnson et al., 2007: 124).

In light of these considerations, as a researcher, I firmly believe that the incorporation of qualitative data alongside quantitative data would enhance the robustness of my research. Regarding the data collection process, it was obvious that this process would be a difficult journey. Therefore, a cross-sectional survey design is feasible in terms of time and resources to collect both quantitative and qualitative data using a single research instrument. Given these reasons, I found it more appropriate to employ a mixed methods approach within the framework of the cross-sectional survey design in this study. This approach allowed English teachers currently working in public schools to address certain points outlined in the form of close-ended questions and express themselves freely with the help of open-ended questions while evaluating themselves in the research instrument. Lastly, the quantitative data were supported by the qualitative data gathered through semi-structured interviews.

To sum up, the present study is a descriptive study that combines both qualitative and quantitative research traditions aiming to portray in-service English language teachers currently

employed by the Ministry of National Education all over Türkiye, with a focus on their educational background.

3.2. Research Questions

Writing research questions in a study can be likened to planning a travel route and deciding on what to bring on a journey. Just as a well-structured journey helps us stay on course and reach our travel goals, well-crafted research questions are essential to ensure that our research stays focused and accomplishes its objectives. In this particular study, the primary aim is to explore in-service English language teachers' self-evaluations with a specific focus on the qualities that make an effective language teacher. Additionally, this study seeks to investigate whether the self-evaluations of in-service English language teachers differ based on their undergraduate education.

In formulating the research questions for this study, I tried to present the issue systematically, aiming to ensure a coherent and engaging flow of the data, thereby avoiding any potential reader boredom. Consequently, eight major research questions were developed to enhance the comprehensibility of the issue. Although the primary focus remains on depicting the self-evaluations of two distinct groups of in-service English language teachers – ELT and Non-ELT – through comparative analyses of their assessments across various dimensions, this study intends to address the following research questions.

1. What are the professional characteristics of the two groups– ELT and Non-ELT – of in-service English language teachers?

In terms of;

- 1.1. employment?
- 1.2. educational levels worked at?
- 1.3. grades taught?
- 1.4. years of teaching experience in state schools and former teaching experiences in private schools?
- 1.5. weekly course load and average number of students?
- 1.6. working conditions?
- 1.7. four main language skills?
- 1.8. in terms of language proficiency test taking experiences?
- 1.9. the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes?
- 1.10. focus on diverse language skills?

2. Do the characteristics of the two groups– ELT and Non-ELT – of in-service English language teachers differ?

- 2.1. Is there any statistically significant difference in terms of types of employment?
- 2.2. Is there any statistically significant difference in terms of educational levels worked at?
- 2.3. Is there any statistically significant difference in terms of grades taught?
- 2.4. Is there any statistically significant difference in years of teaching experience in state schools and former teaching experiences in private schools?
- 2.5. Is there any statistically significant difference in terms of weekly course load and the average number of students?
- 2.6. Is there any statistically significant difference in terms of working conditions?
- 2.7. Is there any statistically significant difference in terms of four main language skills?
- 2.8. Is there any statistically significant difference in terms of language proficiency test taking experiences?
- 2.9. Is there any statistically significant difference in terms of the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes?
- 2.10. Is there any statistically significant difference in terms of the focus on diverse language skills?

3. How do two groups – ELT and Non-ELT – of in-service English language teachers evaluate themselves by focusing on specific characteristics of effective language teachers?

- 3.1. How do teachers evaluate themselves in terms of personal characteristics?
- 3.2. How do teachers evaluate themselves in terms of English language proficiency?
- 3.3. How do teachers evaluate themselves in terms of pedagogical content knowledge and skills?
- 3.4. How do teachers evaluate themselves in terms of socio-affective knowledge and skills?
- 3.5. How do teachers evaluate themselves in terms of cultural knowledge and skills?
- 3.6. How do teachers evaluate themselves in terms of professional development?

4. Do two groups – ELT and Non-ELT – of in-service English language teachers' self-evaluations on specific characteristics of effective language teachers differ?

- 4.1. Is there any statistically significant difference between the two groups in terms of their personal characteristics?
- 4.2. Is there any statistically significant difference between the two groups in terms of their English language proficiency?
- 4.3. Is there any statistically significant difference between the two groups in terms of their pedagogical content knowledge and skills?
- 4.4. Is there any statistically significant difference between the two groups in terms of their socio-affective knowledge and skills?
- 4.5. Is there any statistically significant difference between the two groups in terms of their cultural knowledge and skills?

4.6. Is there any statistically significant difference between two groups in terms of their professional development?

5. How do two groups – ELT and Non-ELT – of in-service English language teachers define effective English language teachers?

6. What do two groups – ELT and Non-ELT – of in-service English language teachers think about the relationship between the department they graduated from and being an effective English language teacher?

7. What do two groups – ELT and Non-ELT – of in-service English language teachers think about the debate on the comparison of ELT and Non-ELT teachers' effectiveness in language teaching?

8. What do two groups – ELT and Non-ELT – of in-service English language teachers think about philosophy of English language teaching and being an English language teacher?

3.3. Setting

This study aims to reveal how English teachers currently working at all levels of public schools evaluate themselves in terms of effective English teacher qualifications. In this context, the setting of the study was state schools including primary schools, secondary schools, and high schools across Türkiye during the time period starting from the 2018-2019 academic year spring term to 2019-2020 academic year spring term for the questionnaire, and the setting for the semi-structured interviews was all levels of schools across Türkiye during the 2022-2023 academic year fall term. In other words, the data collection procedure took more than one and a half years for the quantitative part of the study and a half year for the qualitative part of the study.

It is sufficient to be a certified English teacher in Türkiye if you have graduated from one of the following departments: English language teaching, English language and literature, American culture and literature, Translation and interpretation, and English linguistics (MoNE [MEB], 2016). In order to be an English teacher in state schools, students who have graduated from departments other than English teaching must complete pedagogical formation, a teaching certificate programme. After completing the training program, both Non-ELT graduates and ELT graduates are required to take the Public Personnel Selection Exam. Following this examination, they become eligible to apply for teaching positions that are available in Türkiye, regardless of their educational background. Each year, the average of the minimum score for employment is determined depending on the placement period and the number of English teachers needed.

3.4. The Participants of the Study

The population of this study consists of English teachers working in public schools at primary, secondary, and high school levels throughout Türkiye. Since the study followed the mixed research methodology, the participants of the study were introduced in separate parts titled as questionnaire and semi-structured interview.

3.4.1. The Participants of the Study: The Questionnaire

The population of the study was English teachers working at all levels including primary, secondary, and high state schools in Türkiye. The sample size for the quantitative part of the study was determined depending on Figure 2 provided by Cohen et al. (2018: 206).

Figure 2: Sample size

Population size	Confidence level 90%			Confidence level 95%			Confidence level 99%		
	Confidence interval 5%	Confidence interval 4%	Confidence interval 3%	Confidence interval 5%	Confidence interval 4%	Confidence interval 3%	Confidence interval 5%	Confidence interval 4%	Confidence interval 3%
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

Source: Cohen et al. (2018: 206).

Depending on the time of research design in December, 2018, the total number of English teachers employed by the Ministry of National Education (MoNE) was approximately 68.000 (statistics from MEB, 2018, personal communication). Focusing on the confidence interval of 3%, I distributed 2000 questionnaires to the study group for this research. The study group, teachers of

English, was chosen via convenience and snowball sampling among the non-probability sampling strategies. According to Dörnyei and Csizer (2012: 81), convenience sampling is defined as

[...] the most common non-probability sampling type in L2 research, where an important criterion of sample selection is the convenience to and resources of the researcher. Members of the target population are selected only if they meet certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility. [...] To be fair, convenience samples are rarely completely convenience-based but are usually partially purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the investigation.

Considering these circumstances, it was necessary to reach a wide range of English language teachers for this study to ensure a representative and comprehensive understanding of ELT and Non-ELT teachers' self-evaluations, perceptions, and challenges they encounter. This inclusivity was vital to ensure that the study's findings could serve as a robust foundation for informed policy decisions, teacher training programs, and ultimately, the improvement of English language education practices in Türkiye.

To achieve this, I initially contacted my acquaintances and graduate students via mobile phone and social media. I clearly communicated the study's purpose, significance, and the required number of participants and asked if they could connect me with the English teachers they knew. This approach not only aimed to collect comprehensive data, but also adhered to the ethical principles of informed consent and voluntary participation. Respecting the autonomy and informed choices of potential participants was of paramount importance throughout this study.

In this context, besides convenience sampling, the snowball sampling method which "involves a "chain reaction" whereby the researcher identifies a few people who meet the criteria of a particular study and then asks these participants to identify appropriate further members of the population" (Dörnyei and Csizer, 2012: 81) was used. That is to say, I contacted the English teachers closest to me and requested them to distribute the questionnaire to their colleagues. In order to represent the big picture of the situation, English teachers from each city of Türkiye were included in the current study. In the end, a total of 1441 in-service teachers contributed to the current study. Data were initially gathered from 1,393 English teachers through postal mail using hard-copy questionnaires. Following the completion of the data entry, cities within Türkiye with no participants were identified. Subsequently, due to the impact of the COVID-19 pandemic, a digital version of the data collection instrument was emailed in Word format to 48 teachers located in those cities with whom I was able to establish contact. The participants completed the digital form and returned it electronically. Demographic information of the participants is given in Table 4. The total number of participants was 1441 and the English teachers were categorised as ELT graduates and Non-ELT graduates, including different departments whose medium of instruction was English.

Table 4: The Demographic Information of the Participants: ELT vs. Non-ELT

Graduation	N	%
ELT	965	67
Non-ELT	472	32.75
<i>Total</i>	1437	99.75
<i>Missing</i>	4	0.25

As observed in Table 4, a significant majority of the participants were graduates of ELT departments (67%). The remaining 32.75% of participants were graduates of Non-ELT departments including English Language and Literature, American Culture and Literature, Translation and Interpretation, English Linguistics, and other related departments.

Table 5: The Demographic Information of the Participants: Gender, Age, Undergraduate Degree, and Geographical Region

Demographic Information		N	%
Gender	Female	1099	76.3
	Male	341	23.7
Age	22-28	293	20.7
	29-35	645	44.8
	36-42	314	22.2
	43-49	116	8.2
	50-56	38	2.7
	57 and more	7	0.5
Undergraduate Degree	English Language Teaching	965	67.2
	English Language and Literature	370	25.7
	American Culture and Literature	28	1.9
	Translation and Interpretation	8	0.6
	English Linguistics	23	1.6
	Other	43	0.3
Geographical Region	Aegean	100	7.0
	Black Sea	442	31.1
	Central Anatolia	199	14.0
	Eastern Anatolia	207	14.6
	Marmara	264	18.6
	Mediterranean	129	9.1
	South-eastern Anatolia	80	5.6

As displayed in Table 5, a total of 1099 female and 341 male English teachers participated in this study. Only one teacher did not indicate their gender. The difference between the number of female and male teachers was not a surprising result since Türkiye has a higher number of female English teachers compared to male English teachers.

Regarding the age of the teachers, 1413 teachers provided responses to this question, while 28 teachers did not provide their age. The data revealed a range in ages, with the youngest teacher being 22 years old and the oldest being 62 years old. Based on these results, the average age was 34. As evident in Table 5, the majority of the teachers fell within the age range of 29 to 35, accounting for 44.8% of the participants. This age group was followed by teachers aged between 36 and 41, as well as those aged between 22 and 28. Additionally, there were a total of 116 teachers aged between 43 and 49, 30 teachers aged between 50 and 56, and only 7 teachers aged between 57 and over.

The next demographic information was about the teachers' educational backgrounds. As indicated in Table 5, 965 teachers graduated from ELT departments, constituting 67.2% of the total participants. This was followed by 370 graduates of English Language and Literature, accounting for 25.7% of the participants. Additionally, 43 English teachers held degrees in various other departments including Applied English and Translation, Biology, Biology Teaching, Chemical Engineering, Chemistry, Chemistry Teaching, Economy, Engineering, French Teaching, Georgian Language and Literature, German Language and Literature, German Teaching, History, Industrial Products Design, International Relations, Metallurgical Engineering, Physics Education, Primary School Teacher Education, Psychology, Public Administration, and Sociology. Furthermore, 28 of the teachers were graduates of American Culture and Literature, making up 1.9% of the total. English Linguistics graduates accounted for a total of 23, while the fewest graduates were from the Translation and Interpretation department.

Considering the cities where teachers are employed, it is notable that teachers from all cities in Türkiye participated in this study. The Black Sea Region had the highest number of teachers (n=442). The Black Sea region was followed by the Marmara region, with 264 teachers. The number of teachers working in Eastern Anatolia was 207, and this was followed by Central Anatolia with 199 teachers. Following this ranking, teachers working in the Mediterranean, Aegean, and South-eastern Anatolia regions were represented by 129, 100, and 80 teachers, respectively.

The teachers were also questioned about their ongoing education. Among the 1,298 teachers who responded to this inquiry, 130 indicated that they were still students. However, 13 teachers chose to not answer this particular question.

Table 6: The Demographic Information of the Participants: Student Status

Demographic Information		N	%
Student status	Graduate in any program	1298	90.1
	Currently student	130	9.0
Currently student	Second University/Open Education Faculty	56	42.4
	Master's degree	67	50.8
	Doctor of Philosophy	12	9.1

Among the 130 teachers who indicated that they were currently students, 56 were enrolled at a second university or an open education faculty, 67 were pursuing master's degrees, and the remaining 12 were Ph.D. students. To provide an overview, approximately 95.4% of the teachers who responded to this question held bachelor's degrees, 4.4% had completed master's degrees, and only one teacher had obtained a doctoral degree.

In the demographic information section of the survey, I prepared 6 questions and 13 additional informative questions with different question types under the title of professional characteristics. This section intended to gather diverse information about the participants. Depending on the purpose and size of the study, I aimed to get to know the participants more closely. For this reason, demographic questions with additional informative questions might appear extensive, but it was a deliberate choice made in line with the purpose of the study, as Mackey and Gass (2005) recommend that additional information questions appropriate to the nature of the study should be asked alongside major demographic questions.

At the end, a total of 1441 English teachers currently employed in public schools at all educational levels participated in this study. Considering that approximately 68000 English teachers work in public schools across Türkiye, it is believed that the number of English teachers participating in this study from each province of Türkiye is sufficient to represent the population and generalize the findings of the study to some extent.

3.4.2. The Participants of the Study: The Semi-Structured Interview

As mentioned earlier, this study includes both quantitative and qualitative data. Qualitative data were obtained through open-ended questions included in the questionnaire and through semi-structured interviews. The interviews were conducted after the analysis of the questionnaires was completed. This was done deliberately, because seeking the opinions of the participants again might contribute to the results obtained from the quantitative data. It is essential to note that the participation in the interviews was completely on a voluntary basis. The participants were contacted for the interview with the help of contact information provided at the end of the questionnaire, where they were asked to share their electronic mail and mobile phone number.

Table 7: The Rate of Volunteer Participants for Interview

	Electronic mail address		Mobile phone number	
	N	%	N	%
Yes	708	49.1	538	37.3
No	733	50.9	903	62.7
Total	1441	100	1441	100

Surprisingly, it was found that almost half of the respondents (49.1%) provided their email addresses to be contacted for interviews, while only 37.3% of the participants shared their mobile phone numbers. Among these participants, only those teachers who provided their phone numbers and indicated which teacher group they belonged to were tried to be reached for potential interviews.

With the aim of helping teachers to express themselves in the most comfortable way during interviews, they were asked if they would prefer to participate in the interview verbally, in writing, or through a recorded voice. The sample size for semi-structured interviews was determined by interviewing English teachers until “data saturation”, which was introduced in the field of qualitative research by Glaser and Strauss (1967), was achieved. Table 8 displays the number of teachers interviewed in the current study.

Table 8: The Number of Interviewees

	Verbally		Recorded voice		Written		Total	
	N	%	N	%	N	%	N	%
ELT	27		3		12		42	
Non-ELT	26		5		7		38	

As indicated in Table 8, most of the teachers in both groups (ELT=27; Non-ELT=26) preferred to be interviewed verbally. 12 of ELT teachers shared their opinions in written form, while three of them chose to contribute through recorded voice messages. In contrast, seven of Non-ELT teachers answered the interview questions in writing, and five of them replied in the form of voice messages via WhatsApp.

Table 9: Demographic Information of Interviewees: ELT Graduate Teachers

Number	Teacher Group	Participant Number	Age	Gender	Graduation	The highest degree they earned	City	The level of school	Years of experience	Type of the interview
1	ELT	P106	36	M	ELT	MA	Sakarya/ Kocaali	Secondary	6	Verbally
2	ELT	P125	34	F	ELT	BA	Konya/Town	Primary + High	9	Verbally
3	ELT	P402	55	M	ELT	BA	Bursa/ Centre	High	32	Verbally
4	ELT	P1000	39	F	ELT	MA	Çanakkale	High	17	Verbally
5	ELT	P1046	28	F	ELT	BA	Ankara/ Çubuk	Secondary	6	Verbally
6	ELT	P1062	56	M	ELT	BA	Rize/ Güneysu	High	32	Verbally
7	ELT	P1063	40	M	ELT	BA	Antalya/ Aksu	High	19	Verbally
8	ELT	P1065	41	F	ELT	MA	Denizli/ Merkezefendi	High	19	Verbally
9	ELT	P1118	34	F	ELT	BA	Ordu/ Fatsa	Secondary	13	Verbally
10	ELT	P1132	46	F	ELT	MA	Kocaeli/ Darıca	High	18	Verbally
11	ELT	P1137	30	F	ELT	MA	İstanbul	Secondary	8	Verbally
12	ELT	P1153	52	F	ELT	BA	Ankara/ Çankaya	High	29	Verbally
13	ELT	P1159	36	F	ELT	BA	Gümüşhane	High	11	Verbally
14	ELT	P1170	35	F	ELT	MA	İstanbul/ Sultangazi	Primary	9	Verbally
15	ELT	P1171	52	F	ELT	BA	Muğla/ Fethiye	High	29	Verbally
16	ELT	P1265	40	F	ELT	BA	Elazığ/ Centre	High	18	Verbally
17	ELT	P1269	34	F	ELT	MA	Trabzon/ Centre	High+Science & Art Centre	7	Verbally
18	ELT	P1279	40	F	ELT	BA	Balıkesir/ Gönen	High	16	Verbally
19	ELT	P1302	46	F	ELT	BA	Ankara	High	23	Verbally
20	ELT	P1313	38	F	ELT	BA	Osmaniye/ Kadirli	High	16	Verbally
21	ELT	P1348	41	F	ELT	BA	Kayseri/ Centre	Secondary	20	Verbally
22	ELT	P1366	36	M	ELT	BA	Adana/ Ceyhan	Secondary	8	Verbally
23	ELT	P1379	30	F	ELT	BA	İstanbul	High	8	Verbally
24	ELT	P1400	28	F	ELT	BA	Kars/ Kağızman	Primary + Secondary	7	Verbally
25	ELT	P1401	37	F	ELT	BA	Bilecik/ Osmaneli	Secondary	12	Verbally

Table 9: Continued

Number	Teacher Group	Participant Number	Age	Gender	Graduation	The highest degree they earned	City	The level of school	Years of experience	Type of the interview
26	ELT	P1422	38	M	ELT	BA	Aksaray	Primary	15	Verbally
27	ELT	P1426	32	F	ELT	BA	Balıkesir/ Edremit, Akçay	Primary	10	Verbally
28	ELT	P59	32	F	ELT	BA	Niğde	High	9	Recorded
29	ELT	P480	31	F	ELT	BA	Van/ İpekyolu	Secondary	9	Recorded
30	ELT	P1399	37	F	ELT	BA	Kars	Primary	16	Recorded
31	ELT	P4	30	F	ELT	MA	Afyonkarahisar	Secondary	8	Written
32	ELT	P24	29	F	ELT	BA	Artvin/ Centre	Primary	7	Written
33	ELT	P163	37	F	ELT	BA	Trabzon/ Yomra	High	16	Written
34	ELT	P185	50	F	ELT	MA	İstanbul/Kartal	High	23	Written
35	ELT	P225	30	F	ELT	BA	Adıyaman	High	8	Written
36	ELT	P254	32	F	ELT	BA	Muş/ Centre	Secondary	8	Written
37	ELT	P295	53	F	ELT	BA	Kocaeli/ İzmit	Secondary	28	Written
38	ELT	P311	46	M	ELT	BA	Kocaeli/ İzmit	High	23	Written
39	ELT	P368	51	F	ELT	BA	Ankara	High	28	Written
40	ELT	P537	41	F	ELT	BA	Aydın	Primary	17	Written
41	ELT	P1349	35	F	ELT	BA	Kayseri	High	13	Written
42	ELT	P1431	35	M	ELT	MA	Kilis	Secondary	13	Written

As shown in Table 9, which presents the demographic information of the ELT graduate teachers, there were nine male participants and 34 female participants. The age range among the participants varied; namely, the oldest of the participants was 56 years old and the youngest one was 28 years old. Among the participants, nine had completed their master's degree (MA), while the remaining teachers (n=34) held a bachelor's degree (BA) in ELT. Moreover, it was reported that the participants had a maximum of 32 years of experience and a minimum of six years of experience. It was noted that the contributing participants were from different cities of Türkiye. It was also observed that most of the participants (n=21) were teaching at high schools; 12 of them were at secondary schools; seven of them were at primary schools; one of them was at both a primary school and high school, one of them was at both a high school and a science and art centre; and one of them was at both a primary and secondary school during the interview process.



Table 10: Demographic Information of Interviewees: Non-ELT Graduate Teachers

Number	Teacher Group	Participant Number	Age	Gender	Graduation	The highest degree they earned	City	The level of school	Years of experience	Type of the interview
1	Non-ELT	P63	35	F	ELL	BA	Trabzon/ Maçka	Primary + Secondary	7	Verbally
2	Non-ELT	P187	36	M	ELL	BA	Kayseri/ Talas	High	12	Verbally
3	Non-ELT	P349	59	F	Biology	BA	Ankara/ Batıkent	High	23	Verbally
4	Non-ELT	P353	49	F	History	BA	Ankara/ Etimesgut	High	23	Verbally
5	Non-ELT	P362	49	M	English Linguistic	MA	Ankara	High	24	Verbally
6	Non-ELT	P381	31	F	ELL	MA	Bolu	High	7	Verbally
7	Non-ELT	P506	52	M	ELL	MA	Balıkesir/ Bandırma	High	25	Verbally
8	Non-ELT	P571	41	F	ELL	BA	Kahramanmaraş/ Onikişubat	High	16	Verbally
9	Non-ELT	P629	35	F	ELL	MA	Kastamonu	Science & Art Centre	12	Verbally
10	Non-ELT	P660	36	F	ELL	BA	Manisa/ Şehzadeler	Secondary	9	Verbally
11	Non-ELT	P686	32	F	ELL	BA	İstanbul	High	8	Verbally
12	Non-ELT	P755	34	M	ELL	BA	Kahramanmaraş/ Pazarcık	Secondary	8	Verbally
13	Non-ELT	P768	29	F	Psychology	BA	Sakarya	Primary + Secondary	5	Verbally
14	Non-ELT	P769	41	F	ACL	BA	İstanbul/ Avcılar	High	17	Verbally
15	Non-ELT	P777	38	M	ELL	BA	Ordu	High	11	Verbally
16	Non-ELT	P817	57	M	Metal. Engineering	BA	Rize/ Ardeşen	High	25	Verbally
17	Non-ELT	P824	38	F	ELL	BA	Ankara/ Yenikent	High	16	Verbally
18	Non-ELT	P828	33	M	ELL	BA	Zonguldak/ Çaycuma	Secondary	7	Verbally
19	Non-ELT	P831	31	F	ELL	BA	Mersin/ Yenişehir	Primary	12	Verbally
20	Non-ELT	P958	34	F	ELL	BA	Hatay/ Kırıkhan	Secondary	7	Verbally
21	Non-ELT	P1041	36	F	ELL	BA	Samsun/ Tekkeköy	Secondary	9	Verbally
22	Non-ELT	P1116	30	F	ELL	BA	Van	Secondary	5	Verbally
23	Non-ELT	P1219	30	F	ELL	BA	Kocaeli	Secondary	6	Verbally
24	Non-ELT	P1282	35	F	ELL	MA	Ordu/ Gürgentepe	Secondary	10	Verbally
25	Non-ELT	P1327	34	F	ELL	BA	Rize	High	9	Verbally
26	Non-ELT	P1334	47	F	Food Engineering	BA	İstanbul/ Tuzla	Secondary + High	22	Verbally

Table 10: Continued

Number	Teacher Group	Participant Number	Age	Gender	Graduation	The highest degree they earned	City	The level of school	Years of experience	Type of the interview
27	Non-ELT	P275	36	F	ACL	BA	Artvin/ Hopa	Secondary	7	Recorded
28	Non-ELT	P300	38	F	ELL	BA	Karabük	High	16	Recorded
29	Non-ELT	P680	47	M	ELL	BA	Edirne	High	23	Recorded
30	Non-ELT	P1017	31	F	ELL	BA	Şanlıurfa/ Eyyübiye	Secondary	8	Recorded
31	Non-ELT	P1314	30	M	ELL	MA	Konya/ Beyşehir	Secondary	7	Recorded
32	Non-ELT	P53	35	M	ELL	BA	Ankara	High	12	Written
33	Non-ELT	P170	42	M	ELL	BA	Aydın	Secondary	13	Written
34	Non-ELT	P388	39	F	ELL	BA	Ankara	Primary	14	Written
35	Non-ELT	P501	39	F	ELL	BA	Antalya	Primary	14	Written
36	Non-ELT	P734	40	M	ELL	BA	Uşak	Secondary	18	Written
37	Non-ELT	P1033	33	F	ELL	BA	Samsun	Primary + Secondary	9	Written
38	Non-ELT	P1403	45	M	ELL	BA	Malatya	Primary	16	Written

As depicted in Table 10, Non-ELT teachers had participant profiles similar to those of ELT teachers. It was seen that the majority of the teachers were female (n=25). The number of male teachers who participated in the interview was 13. While the oldest of the teachers was 59, the youngest one was 29 years old. When examining the years of experience among these teachers, it was revealed that the teacher with the most extensive experience had been teaching for 25 years, whereas the teacher with the least experience had five years of teaching experience. Six of the participants held master's degrees, while 32 of them were undergraduate graduates. In terms of undergraduate degrees of teachers, 30 of the participants graduated from English Language and Literature (ELL); two of them graduated from American Culture and Literature (ACL), one of them graduated from Biology, one of them graduated from History, one of them graduated from Psychology, one of them graduated from Metallurgical Engineering, one of them graduated from Food Engineering, and one of them graduated from English Linguistics departments. These participants volunteered for the interviews from different cities across Türkiye.

3.5. Data Collection Instruments

In this section, the data collection instruments including the questionnaire and semi-structured interviews were introduced.

3.5.1. The Questionnaire

In this study, a mixed methods research design was adopted. In mixed methods designs, both quantitative and qualitative methods are typically employed. Therefore, in the current research, a questionnaire and a semi-structured interview were developed and utilized in order to collect data.

Questionnaires have been widely employed in educational research. Researchers often prefer to use questionnaires “ask[ing] for information about the respondents (or ‘informants’) in a non-evaluative manner, without gauging their performance against a set of criteria or against the performance of a norm group” (Dörnyei and Taguchi, 2010: 4). Questionnaires are used to collect factual, behavioural, or attitudinal data, according to Dörnyei and Taguchi (2010). Factual questions (also known as “classification questions” or “subject descriptors”) are designed to elicit information concerning participants’ demographic characteristics and backgrounds. This encompasses details such as place of birth, marital status, socioeconomic status, educational level, religion, occupation, and any additional background information (Dörnyei and Taguchi, 2010: 5).

On the other hand, behavioural questions are used to investigate respondents’ “actions, lifestyles, habits, and personal history” (Dörnyei and Taguchi, 2010: 5). Lastly, attitudinal questions are employed to uncover teachers’ “attitudes, opinions, beliefs, interests, and values” (Dörnyei and Taguchi, 2010: 5). In a similar vein, this study utilized a detailed questionnaire to

collect data in all three categories of questions: factual, behavioural, and attitude-based. That is to say, this study delved into participants' demographic information through factual questions, examined their behaviours in language classrooms through behavioural questions, and explored their self-evaluation regarding effective language teacher qualities through attitudinal questions.

The quality of item design is an important phase in the construction of questionnaires. To this end, it was aimed to understand the concept of formulating good questionnaire items. In some studies, researchers may choose to create their own questionnaires or adapt them existing ones. Considering the development of an item pool, Dörnyei and Taguchi (2010: 40) propose that two additional resources including “qualitative, exploratory data” and “borrowing questions” can also be used although researchers usually use their own verbal ability. In support of this, the aforementioned considerations were carefully considered while creating items for the item pool.

Furthermore, the steps to be considered in designing an instrument for data collection are outlined by Creswell (2015: 388) as follows:

1. *They write different types of questions.* These include personal, attitudinal, and behavioural questions; sensitive questions; and closed- and open-ended questions.
2. *They use strategies for good question construction.* This includes using clear language, making sure the answer options do not overlap, and posing questions that are applicable to all participants.
3. *They perform a pilot test of the questions.* This consists of administering the instrument to a small number of individuals and making changes based on their feedback.

Similarly, Dörnyei and Taguchi (2010: 11-12) list a series of phases for constructing a good questionnaire.

- Deciding on the general features of the questionnaire, such as the length, the format, and the main parts.
- Writing effective items/questions and drawing up an item pool.
- Selecting and sequencing the items.
- Writing appropriate instructions and examples.
- Translating the questionnaire into a target language if it was not originally written in that language.
- Piloting the questionnaire and conducting item analysis.

Drawing upon the aforementioned steps outlined by Creswell (2015) and Dörnyei and Taguchi (2010), I formulated the item pool by conducting a comprehensive review of studies and books on effective language teachers. As previously mentioned, I included all three types of questions when writing the questionnaire items. In the first stage of developing the data collection instrument, intensive reading was carried out. In the relevant literature, there have been numerous questionnaires on the qualities of effective language teachers. An item pool was constructed with a particular focus on existing questionnaires (Arıkan, 2010; Arslan, 1998; Borg, 2006; Brosh, 1996; Brown, 2009; Clark and Walsh, 2002; Girard, 1977; Khan and Rahaman, 2017; Miller, 2012; Park

and Lee, 2006; Salahshour and Hajizadeh, 2013; Tedick and de Gortari, 1998; Thomspson, 2007; Wichadee, 2010a; 2010b Yu-Hsin, 1999). The questionnaire items in the aforementioned studies were examined and a tentative item pool was formulated.

Following the completion of the tentative item pool, seven meetings were held at different intervals with a research team consisting of my supervisor, two Ph.D. holders, and three Ph.D. candidates. During these meetings, each item was discussed individually and tried to be written as accurately as possible. One of the most important things to consider in formulating items is not using expressions that might create a dilemma (Creswell, 2015). Therefore, brainstorming sessions were conducted for each item in order to ensure that it was easily comprehensible to the target audience.

Moreover, since the questionnaire was intended to be administered to English teachers whose native language is Turkish, it was decided that the questionnaire should be in Turkish. As a first step, these questionnaire items were translated into Turkish because it was foreseen that teachers would provide more honest self-evaluations in their native language. Some questions were also added after a comprehensive review of the relevant literature. Furthermore, some additional questions were added following a review of the literature with the aim of avoiding negative constructions, leading questions, and double barrelled questions. In addition, since the scope of this study might attract EFL teachers and students, extra care was taken to formulate the items in a manner that all participants would be able to understand them clearly and respond to them accurately.

As a result of the meeting with the research team, a 10-page questionnaire consisting of 6 parts was prepared (Appendix 3). When examining the resources for constructing questionnaires, it is seen that there exist various opinions about the length of the questionnaire. Some researchers believe that lengthy questionnaires are unproductive. Lengthy questionnaires may cause respondents to feel burdened, which leads to increased unwillingness to participate and eventually there occurs a decrease in response rates. However, a detailed examination of the literature reveals that there is not a vast number of studies supporting this conventional notion (Bogen, 1996). Although Dörnyei and Taguchi (2010: 12) assert that a maximum of four pages of the questionnaire is appropriate since they think that “long questionnaires can become counterproductive”, in some of the studies focusing on the response rates of long questionnaires, it is determined that there is no relationship between the length of questionnaires and response rates (Berdie, 1973; Park and Tsuchiya, 2020; Yu and Cooper, 1983).

Undoubtedly, there may be a point where the length of the questionnaire has a positive impact on the response rates. A short questionnaire may cause the survey to appear insignificant, whereas a long questionnaire that takes a number of hours to complete is likely to be overly demanding. That is to say, it is not fully known whether the length of the questionnaire alone negatively affects the response rate. Therefore, in this study, De Vaus's (2002: 144) suggestion was

taken into account, “the simplest advice regarding questionnaire length is not to make the questionnaire longer than is really necessary but not to be obsessed with length.” Accordingly, the importance of questionnaire items was taken into consideration while formulating the items in the item pool with the expert group. In other words, it was not preferred to shorten the questionnaire in order to increase the response rate to the questionnaire; instead, it was preferred to ask detailed questions so that respondents could evaluate themselves more comprehensively. When it comes to overcoming questionnaire bias and increasing return rates, the manner in which the questionnaire is handled may be more important than the length of the questionnaire alone. From the first contact through the delivery of the survey, every effort was made to ensure that respondents would have adequate time and motivation to complete the survey.

The final version of the questionnaire for the piloting stage encompassed eight sections. It included various question types and formats, comprising open-ended and close-ended questions. There were two types of questions in this study: close-ended questions, which included rating scales (Likert scales, semantic differential scales, numerical rating scales, and dichotomous questions), multiple choice questions, numeric items, and checklist; and open-ended questions including sentence completion items, and short answer questions. Lastly, a questionnaire evaluation form consisting of five open-ended questions was added to be filled at the end of the piloting version of the questionnaire.

Table 11: The Outline of the Questionnaire for the Piloting

Section A1	Demographic questions – 6 items
Section A2	Additional informative questions – 13 items
Section B1	Personal characteristics – 44 items – 7-point-Likert Scale
Section B2	English language proficiency – 18 items – 7-point-Likert Scale
Section B3	Pedagogical content knowledge and skills – 160 items – 5-point-Likert Scale
Section B4	Socio-affective knowledge and skills – 37 items – 7-point-Likert Scale
Section B5	Cultural knowledge and skills – 15 items – 7-point-Likert Scale
Section B6	Professional development – 19 items – 5-point-Likert Scale

3.5.2. The Semi-Structured Interview

As stated in the nature of the study section, this study follows the mixed methods research tradition, utilizing both quantitative and qualitative data collection instruments in an integrated approach. While questionnaires have allowed researchers to gather extensive data through various types of questions, the questionnaire employed in the current study included both close-ended and open-ended questions. However, there are instances where supplementing the questionnaire with other research instruments can provide a more comprehensive understanding (Dörnyei and Taguchi, 2010).

Various types of interviews have been employed in research (Dörnyei, 2011; Mackey and Gass, 2005, McKay, 2006). According to Mackey and Gass (2005: 173), “Less rigid are semi-structured interviews, in which the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information.” In the light of this definition, semi-structured interviews were conducted to complement the questionnaire in this study.

To put the issue in a sound framework and obtain the opinions of in-service English language teachers, a follow-up semi-structured interview was designed. Dörnyei (2011: 136) comments on semi-structured interviews as “although there is a set or pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issue raised in an exploratory manner.” To achieve this, I invited the participants to volunteer for follow-up interviews and asked them if they wanted to participate in an interview, they could write either their electronic mail addresses or mobile phone numbers, or both in the contact information section at the end of the questionnaire.

In this context, five semi-structured interview questions were prepared for the current study (Appendix 4). Special attention was paid to ensure that the interview questions were parallel to the items in the questionnaire. I intentionally scheduled the interviews to occur after the analysis of the questionnaire.

Gillham (2000: 10) highlights the limitations of the questionnaire that “In some cases the answer is certainly ‘yes’, but the questionnaire data are necessarily thin and don’t help you to understand or explore answer. The overpoweringly positive feature of the interview is the richness and vividness of the material it turns up.” Starting from this point of view, I aimed to delve into the issues that emerged from the responses given to the questionnaire, which were not entirely clear from the open-ended and close-ended questions. This approach also allowed me to elaborate on unexpected and remarkable points that I had not initially planned or foreseen.

Consequently, as a follow-up to the analysis of both quantitative and qualitative data from the questionnaire, semi-structured interviews were conducted with 42 ELT graduate teachers and 38 Non-ELT graduate teachers. The sample size of the interviews was justified depending on the saturation of the data.

3.6. Piloting

“Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended.” (Oppenheim, 1992: 47)

The choice of a data collection tool in survey research is of significant importance, and it is widely acknowledged that piloting the questionnaire enhances the quality of survey studies.

According to Dörnyei and Taguchi (2010: 53), “*piloting* the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for.” A survey depends heavily on the wording of questionnaire items, so “field testing” is a vital step in the construction of the questionnaire items. For this reason, it is recommended to test the measurement tool prepared for the study, but the questions of when and how occur in our minds. Once the final version of the questionnaire was prepared, I was ready to pilot it with a similar group of participants. The primary objective of this pilot phase is to understand whether the instructions in the questionnaire or the questionnaire items themselves cause any confusion, and consequently, to make these incomprehensible points understandable.

Dörnyei and Taguchi (2010: 53) focus on the following issues in pilot testing:

- whose wording may be ambiguous;
- which are too difficult for the respondent to reply to;
- which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;
- which - in the case of open-ended questions - are problematic to code into a small set of meaningful categories.

Actually, there are two approaches for completing the piloting procedure. A researcher can carry out “ongoing piloting”, a process which involves discussing the questionnaire item pool with professors, colleagues, or experts in language teaching and completing the final version, which is called “initial piloting of the item pool” (Dörnyei and Taguchi, 2010: 54). In the context of the current study, we conducted seven meetings at different intervals as a research team, which included my supervisor, two Ph.D. holders, and three Ph.D. candidates. During these meetings, each questionnaire item was reviewed one by one. Minor and major changes including additions and omissions were carried out. In this context, the first approach for completing the piloting procedure was completed.

Once the final version of the questionnaire was ready, a group of participants who were very likely to be the target participants was selected, and the final version of the questionnaire was administered before the real application of the study. This process is called “final piloting or dress rehearsal” (Dörnyei and Taguchi, 2010: 55). For the second approach of piloting procedure, five English teachers from five different cities were purposively selected as the initial contact teachers, all of whom enthusiastically volunteered to cooperate with me. Furthermore, the contact teachers were those who would take care of this piloting stage of the study seriously.

With the aforementioned considerations in mind, I conducted a pilot study involving 50 English teachers from different parts of Türkiye, and attempted to understand the weak points of my questionnaire. Due to statistical reasons, the minimum pilot sample size is considered to be 50 English teachers. Thus, the number of participants would be meaningful enough to conduct item

analysis (Dörnyei and Taguchi, 2010). Piloting also serves to reveal potential problems and possible pitfalls including “the administration of the questionnaire” and “the scoring and processing of the answers” (Dörnyei and Taguchi, 2010: 53).

To achieve these objectives, I preferred to send the final version of the questionnaire in hard copy format via the postal office. Lastly, I intended to seek a general opinion on the physical characteristics of the questionnaire and the comprehensibility of the instructions as Dörnyei and Taguchi (2010: 53-54) suggest that “valuable feedback can also be gained about: the overall appearance of the questionnaire; the clarity of the instructions; the appropriateness of the cover letter (if there is one); the length of time necessary to complete the instrument.” For this purpose, I added a questionnaire evaluation form including five open-ended questions to the piloting version of the questionnaire and asked my participants to fill out this form after completing the questionnaire. The questionnaire evaluation form consists of the following questions:

- How long did you spend filling out the questionnaire? Did you take a break?
- What are your views on the content of the questionnaire?
- What are your views on the layout / design of the questionnaire?
- If there are any topics that you think / want to be added to the questionnaire, can you share them?
- If there are any topics that you think / want to be removed from the questionnaire, can you share them?

The participants’ qualitative responses to these questions were subjected to content analysis using NVivo. Additionally, after receiving responses to the close-ended questions during the piloting process, item analysis was conducted for the questions in the questionnaire. Overall, item analysis was carried out with a specific focus on three aspects of the response patterns: checking for missing responses, examining the range of the responses, and assessing internal consistency, as recommended by Dörnyei and Taguchi (2010).

At the end of the piloting phase, to ensure the reliability of the questionnaire, Cronbach’s alpha was calculated for each of the six sections in the questionnaire. The Cronbach’s alpha values were as follows respectively: for section B1, the alpha value was .920; for section B2, the alpha value was .942; for section B3, the alpha value was .972; for section B4, the alpha value was .960; for section B5, the alpha value was .932; and lastly for section B6, the alpha value was .898. Reliability analysis of the questionnaire indicated that the instrument had satisfactory values for each section. These findings were shared with the expert group in order to construct the final version of the questionnaire. Ultimately, minor additions and omissions were carried out on the basis of wording, including changing “neither agree nor disagree” to “neutral” as an option. Additionally, some minor spelling and punctuation errors were corrected.

In conclusion, as there was no missing data during the piloting phase, no changes were made on an item basis. In the pilot phase, the distribution of ELT graduates (n=31) and Non-ELT graduates (n=9) was not balanced. To compare the responses of both groups, a non-parametric Mann Whitney test was used. As a result, a minimal significant difference was found for some items. Since the aim of the piloting phase was to assess the comprehensibility of the questionnaire in general, the final version of the questionnaire was decided based on the reliability test analysis of the questionnaire and the content analysis of the open-ended questions in the questionnaire evaluation form. Following this analysis, the final version of the questionnaire was prepared for implementation.

The piloting of the semi-structured interviews followed the same procedure as that used for the questionnaire. Two English teachers were selected via purposeful sampling to be included in the piloting of the semi-structured interview depending on the definition by Gillham (2000: 55) as “Piloting proper is a dress rehearsal which includes all the elements of the real thing. But when you have your interview in shape you can do one or two pre-pilots, which are the equivalent of actors reading the parts before a rehearsal proper.” Additionally, two ELT experts checked the interview questions. The sole aim of this stage was to determine whether the questions were understandable and aligned with the purpose of the study. Following the piloting stage of the semi-structured interviews, feedback was gathered from both English teachers and ELT experts, and the final version was formulated including five questions.

3.6.1. Piloting Findings

Similar to the main application of this study, the piloting stage requires the analysis of multiple types of data. In this section, I would like to introduce the findings of the pilot study, starting with the demographic information gathered from the questionnaire, followed by the responses given to both open-ended and close-ended questions in the questionnaire, as well as the data gathered from the questionnaire evaluation forms. First of all, 50 questionnaires were distributed to English teachers in different cities, and 40 were returned. The following section presents the findings of the piloting version of the questionnaire.

3.6.1.1. The Demographic Information of the Piloting Participants

This section presents the demographic information of the participants in the piloting process, including gender, age, the departments from which teachers graduated, the cities where teachers are currently teaching, and lastly, the types of employment among the teachers.

Table 12: The Demographic Information of the Piloting Participants: Gender, Age, Undergraduate Degree, Geographical Region, and Types of Employment

Demographic Information		N	%
Gender	Female	34	85
	Male	6	15
Age	28-32	12	30
	33-37	17	42.5
	38-42	7	17.5
	43-47	3	7.5
	48-52	1	2.5
Undergraduate Degree	English Language Teaching	31	77.5
	English Language and Literature	6	15
	American Culture and Literature	3	7.5
Cities	Artvin	10	25.6
	Bursa	10	25.6
	İstanbul	4	10.3
	Trabzon	4	15.4
	Zonguldak	6	12.8

As observed in Table 12, 34 female and 6 male English teachers participated in the piloting phase of this study. The majority of these teachers fell within the age range of 33 to 37, accounting for 42.5% of the participants, followed by those aged 28 to 32, constituting 30%. The youngest English teacher was 28 years old, while the oldest was 52.

The next demographic information was about the teachers' graduation. As indicated in Table 12, 31 teachers graduated from English Language Teaching departments (77.5%). It was followed by six graduates of English Language and Literature, constituting 15%, while three of the English teachers graduated from American Culture and Literature, accounting for 7.5%. The pilot phase participants were from five different cities, including 10 teachers from Artvin, 10 teachers from Bursa, six teachers from Zonguldak, four teachers from İstanbul, and four teachers from Trabzon.

During the piloting stage of the study, teachers were asked whether they continued their education or not. It was found that two out of 40 teachers were master's students, and 2 of them were master's graduates. Moreover, it was observed that there were no Ph.D. students or Ph.D. holders among the participants at this stage.

3.6.1.2. The Characteristics of Two Groups– ELT and Non-ELT – of In-Service English Language Teachers Among the Piloting Participants

In this section, the quantitative data on the characteristics of teachers in both groups gathered during the piloting phase of the questionnaire were analysed in order to understand whether there were any misunderstandings in the questionnaire.

3.6.1.2.1. The Characteristics of Piloting In-Service English Language Teachers: Types of Employment

In the piloting phase, 50 English teachers were aimed to be reached. The teachers were asked about their employment type as tenured, contracted, and paid.

Table 13: The Piloting Participants: Types of Employment

Types of employment	N	%
Tenured	39	97.5
Missing	1	2.5

In terms of the types of employment, 39 of the teachers were tenured and only one teacher did not respond to this question.

3.6.1.2.2. The Characteristics of Piloting In-Service English Language Teachers: Educational Levels Worked at

The next additional informative question was about the educational level at which the teachers worked. The findings are presented in Table 14.

Table 14: The Piloting Participants: Educational Level Worked At

Educational level worked at	N	%
Primary school	5	12.5
Secondary school	20	50.0
High school	15	37.5
<i>Total</i>	40	100.0

As seen in Table 14, the majority of the English teachers (n=20) were teaching at secondary schools. This was followed by 15 English teachers who were employed at high schools. Finally, five English teachers were teaching at primary schools.

3.6.1.2.3. The Characteristics of Piloting In-Service English Language Teachers: Grades Taught

An additional informative question was asked regarding the grades for which the English teachers were responsible. The findings are presented in Table 15.

Table 15: The Piloting Participants: Grades Taught

Grades Taught	N	%
2 nd grade	6	15.0
3 rd grade	7	17.5
4 th grade	9	22.5
5 th grade	18	45.0
5 th grade (foreign language based class)	5	12.5
6 th grade	18	45.0
7 th grade	19	47.5
8 th grade	17	42.5
Preparatory class	1	2.5
9 th grade	15	37.5
10 th grade	12	30.0
11 th grade	13	32.5
12 th grade	10	25.0

As shown in Table 15, the most attended classroom was grade 7 with the number of 19. It was followed by grades 5 and 6 with the number 18. Similar to the real application of the questionnaire findings, the most frequently attended classrooms were at secondary schools, which is consistent with the fact that most of the teachers worked at secondary schools. On the other hand, the least attended classrooms were preparatory classes, with only one teacher, as in the main application of the study. Additionally, it was found that the English teachers who worked at high schools did not have courses in Language Classrooms for grades 10, 11, and 12, or they did not have Language Classrooms in their high schools.

3.6.1.2.4. The Characteristics of Piloting In-Service English Language Teachers: Teaching Experience in State and in Private Schools

As teaching experience is an important concept in the literature, I sought to gather information about the teaching experiences of the piloting participants. Thus, the next question was about English teachers' former teaching experience in state schools and former teaching experience in private schools if they had any.

Table 16: The Piloting Participants: Teaching Experience

Years of experience at state schools	N	%
1-5 year(s)	8	20.0
6-10 years	11	27.5
11-15 years	16	40.0
16-20 years	3	7.5
21 and more	2	5.0
Experience at private schools		
Yes	11	27.5
No	28	70.0
<i>Total</i>	39	97.5
<i>Missing</i>	1	2.5
Years of experience at private schools		
Less than 1 year	3	25.0
1-5 year(s)	9	75.0

As displayed in Table 16, out of the 40 English teachers, only 11 teachers had teaching experience at private schools. The majority of the teachers (n=16) had 11-15 years of teaching experience at the Ministry of National Education schools, accounting for 40%. This was followed by 6-10 years of teaching experience with a rate of 27.5%; 1-5 years of teaching with a rate of 20%; 16-20 years of teaching experience with a rate of 7.5%; and lastly, only two teachers had more than 21 years of teaching experience. To provide further detail, the lowest amount of teaching experience was three years, while the highest year of teaching experience was 23 years.

Regarding teaching experience at private schools, as presented in Table 16, 70% of the teachers did not have any teaching experience at private schools. Among the 12 teachers who had experience, three teachers had less than one year and nine teachers had 1-5 years of teaching experience at private schools.

3.6.1.2.5. The Characteristics of Piloting In-Service English Language Teachers: Weekly Course Load and The Average Number of Students

The piloting English teachers were also asked to indicate their weekly course load and the average number of students in their classrooms.

Table 17: The Piloting Participants: Weekly Course Load

	Mean	Std. Deviation
Weekly course load	23.31	4.06

Table 17 presents the findings regarding the English teachers' weekly course load and the average number of students attending their classes. As indicated in Table 17, English teachers at

the piloting stage of the study taught approximately 23 course hours per week. When asked about the number of students, it was revealed that there were currently approximately 28 students in their classrooms, as displayed in Table 18.

Table 18: The Piloting Participants: The Average Number of Students

The average number of students	N	%	Mean	Std. Deviation
11-20	6	15.4	3.41	0.751
21-30	11	27.5		
31-40	22	55.0		
Total	39	97.5		
Missing	1	2.5		

3.6.1.2.6. The Characteristics of Piloting In-Service English Language Teachers: Working Conditions

Additionally, English teachers were asked to evaluate the suitability of their working conditions for English teaching, considering factors such as classroom sizes, physical conditions (cleanliness, order, etc.), class seating arrangements (fixed rows, etc.), classroom heating system, technological equipment (a PC, a smart board, a projection, etc.), students' attitudes toward learning English, parents' attitudes toward English courses, and school administration's attitudes toward English courses. The working conditions of the teachers in the current study are presented in Table 19 below.

Table 19: The Piloting Participants: Working Conditions

Working conditions	Mean	Std. Deviation
1. Classroom sizes	2.72	1.51
2. Physical conditions of classrooms (cleanliness, order, etc.)	3.65	1.35
3. Class seating arrangements (fixed rows, etc.)	3.46	1.42
4. Heating system of classrooms	5.07	1.55
5. Technological equipment (a PC, a smart board, a projection, etc.)	4.76	1.82
6. Students' attitudes towards learning English	4.02	1.38
7. Parents' attitudes towards English courses	4.53	1.60
8. School administration's attitudes towards English courses	5.05	1.66

As shown in Table 19, when English teachers were asked to rate their working conditions on a Likert scale ranging from 1-absolutely inappropriate to 7-absolutely appropriate, the highest average score was for the classroom heating system, with a mean score of 5.07. This was followed by a mean score of 5.05 for item 8, "school administration's attitudes toward English courses" and a mean score of 4.76 for item 5, "technological equipment availability (a PC, a smart board, a projector, etc.)". The lowest mean score was 2.72 concerning the classroom sizes. To explain

further, English teachers were of the opinion that classroom sizes were too crowded and almost unsuitable for teaching English.

3.6.1.2.6. The Characteristics of Piloting In-Service English Language Teachers: Four Main Language Skills

Moreover, English teachers were asked to evaluate their English proficiency in terms of four basic language skills including reading, writing, listening, and speaking with a 9-point rating scale ranging from 1- very poor to 9- very good.

Table 20: The Piloting Participants: Evaluation of Main Language Skills

		Reading	Writing	Listening	Speaking
Very poor	N				
	%				
	N		1		
	%		2.5		
	N	1			2
	%	2.5			5.0
	N		1	2	
	%		2.5	5.0	
	N	2	3	3	3
	%	5.0	7.5	7.5	7.5
	N	3	2	6	8
	%	7.5	5.0	15.0	20.0
	N	5	11	9	8
	%	12.5	27.5	22.5	20.0
	N	15	10	11	14
	%	37.5	25.0	27.5	35.0
Very good	N	14	12	9	5
	%	35.0	30.0	22.5	12.5
Total	N	40	40	40	40
	%	100	100	100	100
Mean		7.8	7.45	7.27	7.05
Std. Deviation		1.36	1.58	1.43	1.48

As shown in Table 20, none of the English teachers rated themselves as “very poor” in terms of reading, writing, listening, and speaking skills. Most of the teachers considered their reading skills to be “very good.” When the mean value of the self-evaluations of English teachers’ reading was calculated, it was found that reading skills with a mean value of 7.8 got the highest mean value among other skills. When it comes to writing skills, only one teacher rated his/her writing as “poor.” Similar to the findings on reading skills, most of the teachers (n=35) assessed their writing to be “very good” on a 9-point rating scale. The mean value of English teachers’ self-evaluations of

writing skills was 7.45. Considering listening skills, it was observed that most English teachers (n=35) rated their listening abilities in a positive way. The mean value of the self-evaluations of English teachers regarding listening skills was 7.27. Lastly, 35 of the English teachers evaluated their speaking skills as “very good” and the mean value of speaking skills was found to be 7.05.

3.6.1.2.7. The Characteristics of Piloting In-Service English Language Teachers: Language Proficiency Test Taking Experiences

Within the framework of the additional informative question section, English teachers were asked whether they had taken any language examinations considering Foreign Language Proficiency Test (FLPT [YDS]), Higher Education Institutions Foreign Language Examination (HEIFLE [YÖKDİL]), International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), or others in the last five years.

Table 21: The Piloting Participants: Language Exams

Language exams taken	N	%
No	24	60.0
Yes	16	40.0
Total	40	100.0

As shown in Table 20, fewer than half of the English teachers (n=16) took one of the exams. It was found that 15 teachers took YDS and one teacher took both YDS and TOEFL.

3.6.1.2.8. The Characteristics of Piloting In-Service English Language Teachers: The Percentage of Teacher Talk and Student Talk and the Rates of Turkish and English Talk in English Classes

Another additional informative question in the piloting stage was about the teacher and student talk in English classrooms. In addition to this question, the teachers were asked to point out the amount of Turkish and English talk as a percentage.

Table 22: The Piloting Participants: Teacher and Student Talk, and Turkish and English Talk

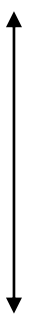
		Mean	Std. Deviation
In English classrooms, the rates of teacher and student talk	Teacher talk	64.07	19.99
	Student talk	31.25	18.79
In English classrooms, the rates of Turkish and English talk	Turkish	55.55	24.37
	English	48.48	26.05

As presented in Table 22, in English classrooms, the mean value of teacher talk (mv=64.07) was higher than that of student talk (mv=31.25). When the amount of Turkish and English talk was considered, it was seen that the mean value of English talk (mv=48.48) was lower than that of Turkish talk (mv=55.55).

3.6.1.2.9. The Characteristics of Piloting In-Service English Language Teachers: Importance Given to Aspects of Language

The final question in this section was to learn how much importance was given to the teaching of which language aspects by English teachers in their English classes. To assess this, English teachers were asked to rate eight skills regarding reading, writing, listening, speaking, grammar, vocabulary, pronunciation, and translation on a 7-point rating scale starting from 1- too little to 7- too much.

Table 23: The Piloting Participants: Importance Given to Aspects of Language

		Reading	Writing	Listening	Speaking	Grammar	Vocabulary	Pronunciation	Translation
Too little	N	2	1	1		1			1
	%	5.0	2.5	2.5		2.5			2.5
	N	1	2	2	3	1			1
	%	2.5	5.0	5.0	7.5	2.5			2.5
	N	2	8	2	6	3		2	5
	%	5.0	20.0	5.0	15.0	7.5		5.0	12.5
	N	3	6	5	5	4	4	5	5
	%	7.5	15.0	12.5	12.5	10.0	10.0	12.5	12.5
	N	10	11	13	12	10	5	12	8
	%	25.0	27.5	32.5	30.0	25.0	12.5	30.0	20.0
	N	13	9	8	7	7	12	12	8
	%	32.5	22.5	20.0	17.5	17.5	30.0	30.0	20.0
Too much	N	8	2	5	6	11	18	8	11
	%	20.0	5.0	12.5	15.0	27.5	45.0	20.0	27.5
Total	N	39	39	36	39	37	39	39	39
	%	97.5	97.5	90.0	97.5	92.5	97.5	97.5	97.5
Missing	N	1	1	4	1	1	1	1	1
	%	2.5	2.5	10.0	2.5	2.5	2.5	2.5	2.5
Mean		5.28	4.51	4.97	4.82	5.32	6.12	5.48	5.2
Std. Deviation		1.57	1.44	1.46	1.50	1.56	1.00	1.12	1.62

Based on the mean values of the language aspects in Table 23, it was understood that English teachers paid the most attention to vocabulary teaching with a mean value of 6.12. Vocabulary teaching was followed by pronunciation teaching with a mean value of 5.48; grammar teaching with a mean value of 5.32; reading with a mean value of 5.28; translation with a mean value of 5.2;

listening with a mean value of 4.97; speaking with a mean value of 4.82; and the least focused skill was writing with a mean value of 4.51.

It was not surprising to observe that most teachers paid greater attention to the teaching of vocabulary and reading when considering the educational system in Türkiye, because students at all levels of school must take some placement tests including English questions in order to go to better schools at all levels.

3.6.1.3. Do the Characteristics of the Two Groups– ELT and Non-ELT – of In-Service English Language Teachers Differ Among the Piloting Participants?

In this part of the study, as stated earlier, the non-parametric Mann-Whitney U test was conducted since the number of the piloting participants was only 40, and the distribution of ELT graduates and Non-ELT graduates was huge. The comparison between the piloting teachers was carried out in terms of types of employment, educational levels worked at, grades taught, the year of teaching experience in state schools and former teaching experience in private schools, weekly course load and average number of students, working conditions, four main language skills, language proficiency test taking experiences, the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes, and the focus on diverse language skills.

The analysis of the piloting data showed that there existed a statistically significant difference between the two groups of teachers in terms of only one item including “pronunciation.” This difference is shown in Table 24.

Table 24: Comparison of ELT and Non-ELT Graduate Teachers Among the Piloting Participants: The Importance Given to Aspects of Language

The focus on aspects of language		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Pronunciation	ELT	31	22.23	689.00	55.000	0.013
	Non-ELT	8	11.38	91.00		
	Total	39				

When focusing on eight diverse aspects of language including reading, writing, listening, speaking, grammar, vocabulary, pronunciation, and translation in language classrooms, it was found that two groups of English teachers had statistically significant differences between paying attention to pronunciation in their classrooms ($p = 0.013$, $p < 0.05$). That is to say, ELT graduates focused on pronunciation more than Non-ELT graduates among the piloting participants, as presented in Table 24.

3.6.1.4. How do Two Groups – ELT and Non-ELT – of In-Service English Language Teachers Among Piloting Participants Evaluate Themselves in Terms of Specific Characteristics of Effective Language Teachers?

Utilizing the literature in this study, six features were identified as the characteristics of an effective English language teacher. These characteristics were personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. Each category was analysed separately.

3.6.1.4.1. How do Piloting Teachers Evaluate Themselves in Terms of Personal Characteristics?

The first section focused on the personal characteristics of in-service English language teachers. The Cronbach's alpha value was calculated as .920. Based on the literature review, various scales of personal characteristics were identified. However, this section addressed only the top three and the least three personal characteristics that were selected by teachers. The aim of this section was not to categorise teachers based on personality test inventories currently available in the literature, but rather to identify personal characteristics drawn from the studies on effective teachers and effective English language teachers in the literature in Türkiye and abroad. In total, 43 personal characteristics were listed according to the relevant literature. Additionally, the "other" option was given to the teachers as item 44 if there were any characteristics that they might want to add; however, no addition was suggested in the piloting stage. The characteristics were submitted in Turkish in an alphabetic form. That is to say, there was no intentional purpose or direction in listing personal characteristics.

Table 25: The Piloting Participants: Personal Characteristics

B1. As an English language teacher, I am...	Very untrue of me		Untrue of me		Somewhat untrue of me		Neither true of me nor untrue of me		Somewhat true of me		True of me		Very true of me		Total	Mean
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
1. Open minded.									2	5	13	32.5	25	62.5	40	6.57
2. Fair.			1	2.5					1	2.5	15	37.5	23	57.5	40	6.45
3. Aggressive.	5	12.8	9	23.1	5	12.8	4	10.3	10	25.6	5	12.8	1	2.6	39	3.61
4. Humble.			1	2.6			1	2.6	1	2.6	20	50	16	40	39	6.23
5. Understanding.	1	2.6					1	2.6	3	7.5	14	35	20	50	39	6.25
6. Like a friend.							5	12.5	9	22.5	14	35	12	30	40	5.82
7. Knowledgeable.									1	2.5	27	67.5	12	30	40	6.27
8. Hard working.									6	15.4	19	48.7	14	35.9	39	6.2
9. Punctual.							4	10	3	7.5	17	42.5	16	40	40	6.12
10. Experienced.							2	5	5	12.5	18	45	15	37.5	40	6.15
11. Disciplined.	1	2.5							6	15	20	50	13	32.5	40	6.07
12. Tidy.							1	2.5	5	12.5	21	52.9	13	32.5	40	6.15
13. Open to criticism.							1	2.5	7	17.5	20	50	12	30	40	6.07
14. An empathetic person.									3	7.5	14	35	23	57.5	40	6.5
15. Humorous.	1	2.5					2	5	7	17.5	13	32.5	17	42.5	40	6.05
16. Selfless.							1	2.5	3	7.5	15	37.5	21	52.5	40	6.4
17. Sociable.			1	2.5			1	2.5	11	27.5	11	27.5	16	40	40	5.97
18. A smiling person.							1	2.5	2	5	19	47.5	18	45	40	6.35
19. Tolerant.									1	2.5	21	52.5	18	45	40	6.42
20. A communicative person.									1	2.5	20	50	19	47.5	40	6.45
21. A well-dressed person.							3	7.7	8	20.5	16	41	12	30.8	39	5.94
22. Strict.	3	7.5	2	5	8	20	7	17.5	11	27.5	6	15	3	7.5	40	4.27
23. Open to improve myself.							1	2.5	6	15	13	32.5	20	50	40	6.3
24. Talkative.			1	2.5			1	2.5	8	20	11	27.5	19	47.5	40	6.12
25. Kind.									7	17.5	17	42.5	16	40	40	6.22

Table 25: Continued

B1. As an English language teacher, I am...	Very untrue of me		Untrue of me		Somewhat untrue of me		Neither true of me nor untrue of me		Somewhat true of me		True of me		Very true of me		Total	Mean
26. Authoritarian.	1	2.5	3	7.5	4	10	4	10	10	25	11	27.5	7	17.5	40	5
27. Distant to my students.			6	15	3	7.5	9	22.5	10	25	9	22.5	3	7.5	40	4.55
28. A motivator for my students.					6	15					19	47.5	15	37.5	40	6.22
29. Open to learning.					2	5					17	42.5	21	52.5	40	6.47
30. Willing to teach.					2	5					16	40	22	55	40	6.27
31. Confident.							1	2.5	5	12.5	16	40	18	45	40	6.27
32. Positive.									5	12.5	16	40	19	47.5	40	6.35
33. Patient.	1	2.5					1	2.5	5	12.5	15	37.5	18	45	40	6.2
34. Sincere.							1	2.5	3	7.5	15	37.5	21	52.5	40	6.4
35. Friendly.			1	2.5					3	7.5	14	35	22	55	40	6.37
36. Responsible.									2	5	14	35	24	60	40	6.55
37. Social.	3	7.7					1	2.6	2	5.1	17	43.6	16	41	39	6.07
38. Open to team work.							3	7.7	4	10.3	16	41	16	41	39	6.15
39. Adjusted to technology			1	2.5					3	7.5	17	42.5	19	47.5	40	6.3
40. An accessible person.							1	2.5	3	7.5	15	37.5	21	25.5	40	6.4
41. Well adjusted.									2	5	14	35	24	60	40	6.55
42. Creative.							1	2.5	8	20	16	40	15	37.5	40	6.12
43. Innovator.	1	2.5							2	5	15	37.5	22	55	40	6.42

As Table 25 presents, the top three characteristics selected by the piloting participant teachers were “open-minded” with a mean value of 6.57; “responsible” and “well adjusted” with the same mean value of 6.55, and “responsible” with a mean value of 6.5 respectively. When it comes to the least three personal characteristics that teachers selected, they were “aggressive” with a mean value of 3.61, “strict” with a mean value of 4.27, and “distant to my students” with a mean value of 4.55. Considering the findings, it could be said that the items were understandable and comprehensible to the teachers.

3.6.1.4.1. How do Piloting Teachers Evaluate Themselves in Terms of English Language Proficiency?

In-service English language teachers were asked about their self-evaluations in relation to their English language proficiency. In this section, the Cronbach’s alpha value was calculated as .942. In a similar fashion to the personal characteristics, the items were developed based on the literature on effective English language teachers in Türkiye and abroad. In total, 17 items regarding English language proficiency were listed according to the relevant literature. Additionally, as item 18, the teachers were given the option of suggesting “other” items; however, no recommendations were made.

Table 26: The Piloting Participants: English Language Proficiency

B2. As an English teacher,	Strongly disagree		Disagree		Partially disagree		Neither agree nor disagree		Partially agree		Agree		Strongly agree		Total	Mean
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
1. I can easily understand spoken English.									9	22.5	21	52.5	10	25	40	6.02
2. I can speak English fluently.							3	7.5	13	32.5	16	40	8	20	40	5.72
3. I have clear pronunciation.							1	2.5	4	10	17	42.5	18	45	40	6.3
4. I have correct pronunciation.							1	2.5	9	22.5	18	45	12	30	40	6.02
5. I have a British/American accent.			1	2.6	1	2.6	7	17.9	11	28.2	12	30.8	7	17.9	39	5.35
6. I have the correct knowledge of intonation.							1	2.6	11	28.2	19	48.7	8	20.5	39	5.87
7. I can correct my own mistakes when speaking English.									7	17.5	18	45	15	37.5	40	6.2
8. I have extensive vocabulary.					1	2.5	1	2.5	13	32.5	18	45	7	17.5	40	5.72
9. I am proficient in grammar.							2	5	7	17.5	13	32.5	18	45	40	6.17
10. I can easily read and understand academic publications (articles) in English.					3	7.5	2	5	10	25	14	35	11	27.5	40	5.7
11. I can easily read and understand English literary texts (novels, short stories, poems, etc.).					1	2.5	1	2.5	10	25	15	37.5	13	32.5	40	5.95
12. I can make effective written translation.					1	2.5	4	10	8	20	14	35	13	32.5	40	5.85
13. I can make effective oral translation.					2	5	6	15	10	25	16	40	6	15	40	5.45
14. I can make an effective presentation in English.					1	2.5	5	12.5	10	25	14	35	10	25	40	5.67
15. I can easily follow the news in English.			1	2.5	1	2.5	2	5	10	25	16	40	10	25	40	5.72
16. I can easily watch movies without subtitles.					3	7.5	2	5	6	15	21	52.5	8	20	40	5.72
17. I can use communication strategies (asking for clarification, confirmation checks, etc.) effectively.							2	5	5	12.5	21	52.5	12	30	40	6.07

As shown in Table 26, only two teachers did not respond to items 5 and 6. The missing items were item 5, “I have a British/American accent” (n=1), and item 6, “I have the correct knowledge of intonation” (n=1). This section was prepared using a 7-point Likert scale. When the overall distribution of the mean values was examined, it was seen that the highest mean value of the items was 6.3, while the lowest mean value of the items was 5.35. After analysing the frequencies and mean values of the items, no changes were needed to be carried out in the items presented in this section.

3.6.1.4.2. How do Piloting Teachers Evaluate Themselves in Terms of Pedagogical Content Knowledge and Skills?

This section focused on the pedagogical content knowledge and skills of the teachers with nine subsections: the use of English/Turkish (8 items), student needs (8 items), in-class activities (30 items), assessment and evaluation (13 items), teaching of language skills (23 items), error correction (18 items), classroom management (28 items), the use of resources (15 items), and teacher accessibility (8 items). In this section, the Cronbach’s alpha value was calculated as .972. For each subtitle, an “other” option was added; however, no addition was performed similar to the previous sections.

Table 27: The Piloting Participants: Pedagogical Content Knowledge and Skills

B3. As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
a. The use of English/Turkish	N	%	N	%	N	%	N	%	N	%		
1. I only use English in class.	2	5.1	7	17.9	15	38.5	12	30.8	3	7.7	39	3.17
2. I only use Turkish in class.	9	22.5	6	15	19	47.5	6	15			40	2.55
3. I use Turkish in class when needed.			1	2.5	8	20	24	60	7	17.5	40	3.92
4. I encourage students to speak English in class.					3	7.5	16	40	21	52.5	40	4.45
5. I encourage students to speak English outside the classroom.	3	7.5	6	15	11	27.5	13	32.5	7	17.5	40	3.37
6. I speak English slowly in class (foreigner talk).	1	2.5	1	2.5	7	17.5	15	37.5	16	40	40	4.1
7. I allow students to use only English in class.	2	5.1	10	25.6	17	43.6	7	17.9	3	7.7	39	2.97
8. I allow students to use Turkish in class when needed.			4	10.5	13	34.2	11	28.9	10	26.3	38	3.71
b. Students' needs	N	%	N	%	N	%	N	%	N	%		
1. I encourage students to speak English.			1	2.5	2	5	13	32.5	24	60	40	4.5
2. I allow students to learn by themselves (autonomous learners).			2	5	6	15	22	55	10	25	40	4
3. I take learning styles of students into account.	1	2.5			5	12.5	21	52.5	13	32.5	40	4.12
4. I try to keep students' attention alive.					2	5	14	35	24	60	40	4.55
5. I take individual differences into account when making my decisions about the course (material selection, etc.)			1	2.5	7	17.5	24	60	8	20	40	3.97
6. I can answer students' questions.							8	20	32	80	40	4.80
7. I prepare activities according to the level of the students.			1	2.5	3	7.5	11	27.5	25	62.5	40	4.50
8. I take cultural differences into account among students.			2	5	6	15	16	40	16	40	40	4.15
c. In-class activities	N	%	N	%	N	%	N	%	N	%		
1. I give homework.	1	2.5	1	2.5	9	22.5	20	50	9	22.5	40	3.87
2. I give feedback on homework.	1	2.5			2	5	17	42.5	20	50	40	4.37
3. I make students do projects (annual homework, portfolio, etc.)	1	2.5	2	5	4	10	9	22.5	24	60	40	4.32
4. I give feedback on projects (annual homework, portfolio, etc.).					1	2.5	10	25	29	72.5	40	4.7
5. I let the students play games.			1	2.5	11	27.5	17	42.5	11	27.5	40	3.95
6. I let the students have dialogues.					7	17.5	17	42.5	16	40	40	4.22
7. I conduct a role play activity.			2	5	8	20	17	42.5	13	32.5	40	4.02
8. I let the students do dramas.	1	2.5	6	15	16	40	10	25	7	17.5	40	3.4

Table 27: Continued

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total	Mean
9. I let the students do pair works.				2	5	5	12.5	20	50	12	32.5	40	4.1
10. I let the students do group works.				2	5	7	17.5	16	40	15	37.5	40	4.1
11. I summarize the lesson at the end of the lesson.	1	2.5	3	7.5	7	17.5	12	42.5	12	30	40	3.9	
12. I prepare handouts for students.			3	7.7	7	17.9	19	48.7	10	25.6	39	3.92	
13. I prepare worksheets for students.			1	2.5	3	7.5	20	50	16	40	40	4.27	
14. I give real-life examples in class.			1	2.5	3	7.5	16	40	20	50	40	4.37	
15. I teach English used in daily life.			1	2.5	5	12.5	19	47.5	15	37.5	40	4.2	
16. I use real objects (realia) in the lesson.			1	2.5	14	35	19	47.5	6	15	40	3.75	
17. I encourage students to explore the language.			1	2.6	5	13.2	22	57.9	10	26.3	38	4.07	
18. I do activities like warm-up, ice-breakers, and starters.			1	2.5	5	12.5	23	57.5	11	27.5	40	4.1	
19. I get feedback from students about the course.			1	2.5	7	17.5	21	52.5	11	27.5	40	4.05	
20. I show you ways to learn English outside the classroom.			1	2.5	9	22.5	13	32.5	17	42.5	40	4.15	
21. I prepare activities that will attract students' attention.			1	2.5	5	12.5	21	52.5	13	32.5	40	4.15	
22. I prepare activities for speaking English.			3	7.5	10	25	18	45	9	22.5	40	3.82	
23. I focus on learning outcomes (product-oriented).			3	7.7	11	28.2	21	53.8	4	10.3	39	3.66	
24. I focus on learning processes (process-oriented).					6	15.4	20	51.3	13	33.3	39	4.17	
25. I give lesson instructions in English.			3	7.5	7	17.5	20	50	10	25	40	3.92	
26. I give the lesson instructions in Turkish.	1	2.5	9	22.5	16	40	10	25	4	10	40	3.17	
27. I can be a role model to students.			2	5	1	2.5	18	45	19	47.5	40	4.35	
28. I can transfer my knowledge effectively.					2	5	19	47.5	19	47.5	40	4.42	
29. I use my computer in class.	6	15	1	2.5	6	15	14	35	13	32.5	40	3.67	
30. I use the smart board in the lesson.	7	18.9			2	5.4	8	21.6	20	54.1	37	3.91	
d. Assessment and evaluation	N	%	N	%	N	%	N	%	N	%			
1. I ask open-ended questions in exams.	1	2.5	10	25	10	25	13	32.5	6	15	40	3.32	
2. I ask multiple choice questions in exams.	1	2.5	2	5	9	22.5	22	55	6	15	40	3.75	
3. I ask to fill in the blanks in exams.			3	7.5	6	15	17	42.5	14	35	40	4.05	
4. I ask true/false questions in exams.			3	7.7	5	12.8	20	51.3	11	28.2	39	4	

Table 27: Continued

B3. As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
5. I ask translation questions in exams.	15	37.5	10	25	10	25	3	7.5	2	5	40	2.17
6. I ask students to write paragraphs in exams.	11	27.5	11	27.5	10	25	6	15	2	5	40	2.42
7. I include in-class performance in the evaluation.	1	2.6	2	5.3	4	10.5	8	21.1	23	60.5	38	4.31
8. I do oral exams.	7	17.9	7	17.9	2	5.1	12	30.8	11	28.2	39	3.33
9. I give a project (annual homework, portfolio) grade.	3	7.5	2	5	3	7.5	9	22.5	23	57.5	40	4.17
10. I give homework grades.	4	10			5	12.5	16	40	15	37.5	40	3.95
11. I do quizzes.			2	5	8	20	17	42.5	13	32.5	40	4.02
12. I allow students to evaluate themselves (self-assessment).	1	2.5	3	7.5	13	32.5	15	37.5	8	20	40	3.65
13. I allow students to evaluate each other (peer-assessment).	3	7.5	8	20	9	22.5	14	35	6	15	40	3.3
e. Teaching of language skills	N	%	N	%	N	%	N	%	N	%		
1. I do activities to improve reading skills.					8	20	20	50	12	30	40	4.1
2. I teach reading strategies (skimming, scanning, guessing from context, etc.).			5	12.5	10	25	14	35	11	27.5	40	3.77
3. I do activities to improve writing skills.	1	2.5	6	15	9	22.5	16	40	8	20	40	3.6
4. I teach the stages of writing (thinking, drafting, and revising).	3	7.5	11	27.5	12	30	10	25	4	10	40	3.02
5. I do activities to improve speaking skills.			2	5.1	9	23.1	15	38.5	13	33.3	39	4
6. I teach speaking strategies (asking for clarification, using fillers (Uh, I mean), using conversation maintenance cues (Right, Okay, etc.).			3	7.9	11	28.9	13	32.5	11	27.5	38	3.84
7. I do not interfere as long as students' pronunciations are clear.	1	2.5			5	12.5	15	37.5	19	47.5	40	4.27
8. I pay attention to teach correct pronunciation.					3	7.5	17	42.5	20	50	40	4.42
9. I teach the British/American accent.	2	5	3	7.5	14	35	11	27.5	10	25	40	3.6
10. I do activities to improve listening skills.			1	2.5	9	22.5	17	42.5	13	32.5	40	4.05
11. I teach listening strategies (listening for general gist, seeking clarification, guessing at meanings, top-down, bottom-up strategies, etc.).	1	2.5	8	20	9	22.5	14	35	8	20	40	3.5
12. I focus on grammar.	1	2.5	3	7.5	14	35	11	27.5	11	27.5	40	3.7
13. I teach grammar by explaining the rules (deductive teaching).	1	2.5	3	7.5	7	17.5	15	37.5	14	35	40	3.95
14. I teach grammar and rules by making inferences (inductive teaching).	2	5.1	6	15.4	7	17.9	14	35.9	10	25.6	39	3.61
15. I teach grammar with formal exercises (mechanical drills).	1	2.6	4	10.5	16	42.1	11	28.9	6	15.8	38	3.44

Table 27: Continued

B3. As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
16. I teach grammar with conversational exercises (communicative drills).	1	2.6	2	5.1	11	28.2	13	33.3	12	30.8	39	3.84
17. I use a variety of techniques when teaching grammar (charts, objects, maps and drawings, dialogues, and written texts).	1	2.6			8	20.5	17	43.6	13	33.3	39	4.05
18. I do activities to improve vocabulary.					2	5	18	45	20	50	40	4.45
19. I teach words in context.			1	2.5	9	22.5	16	40	14	35	40	4.07
20. I teach by giving the meanings of words.			2	5	9	22.5	19	47.5	10	25	40	3.92
21. I teach words by asking students to write words (e.g. 5 times each).	5	12.5	5	12.5	13	32.5	9	22.5	8	20	40	3.25
22. I teach words with flashcards.	1	2.5	5	12.5	9	22.5	14	35	11	27.5	40	3.72
23. I encourage using a dictionary when teaching vocabulary.	1	2.7	1	2.7	6	16.2	14	37.8	15	40.5	37	4.1
f. Error correction	N	%	N	%	N	%	N	%	N	%		
1. I immediately intervene in verbal errors.	6	15	6	15	18	45	8	20	2	5	40	2.85
2. I ignore verbal errors.	3	7.7	12	30.8	10	25.6	10	25.6	4	10.3	39	3
3. I delay correcting verbal errors.	3	7.5	10	25	12	30	11	27.5	4	10	40	3.07
4. I allow students to correct their own verbal mistakes.	1	2.5	4	10	13	32.5	16	40	6	15	40	3.55
5. I allow students' verbal mistakes to be corrected by their friends.	5	12.5	12	30	12	30	8	20	3	7.5	40	2.8
6. I correct verbal errors directly.	5	12.8	12	30.8	13	33.3	8	20.5	1	2.6	39	2.69
7. I correct verbal errors indirectly.	1	2.6	4	10.3	14	35.9	13	33.3	7	17.9	39	3.53
8. When correcting verbal errors, I decide according to the type of error (grammar, pronunciation, etc.).	2	5			11	27.5	14	35	13	32.5	40	3.9
9. I immediately intervene in written errors.			5	12.8	9	23.1	16	41	9	23.1	39	3.74
10. I ignore written errors.	13	33.3	11	28.2	13	33.3	1	2.6	1	2.6	39	2.12
11. I correct written errors indirectly.	8	20	8	20	11	27.5	8	20	5	12.5	40	2.85
12. I correct written errors directly.	3	7.5	5	12.5	17	42.5	7	17.5	8	20	40	3.3
13. I correct written errors with codes (e.g. S for spelling, P for punctuation)	15	37.5	11	27.5	7	17.5	5	12.5	2	5	40	2.2
14. When correcting written errors, I decide according to the type of error.	7	17.5	4	10	9	22.5	11	27.5	9	22.5	40	3.27
15. I allow students correct their own written errors.	2	5	6	15	15	37.5	10	25	7	17.5	40	3.35
16. I postpone corrections in writing to subsequent drafts (e.g. second draft).	12	30.8	9	23.1	11	28.2	5	12.8	2	5.1	39	2.38
17. I reward the truth of the students.			3	7.5	8	20	16	40	13	32.5	40	3.97

Table 27: Continued

B3. As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
18. I balance reward and criticism.	1	2.6			8	20.5	17	43.6	13	33.3	39	4.05
g. Classroom management	N	%	N	%	N	%	N	%	N	%		
1. I come to class prepared.					2	5	21	52.5	17	42.5	40	4.37
2. I prepare a syllabus (for a Semester/Weekly).	3	7.5	5	12.5	6	15	15	37.5	11	27.5	40	3.65
3. I follow the course syllabus.	2	5	4	10	7	17.5	15	37.5	12	30	40	3.77
4. I prepare lesson plan (Weekly).	3	7.5	3	7.5	11	27.5	17	42.5	6	15	40	3.5
5. I follow the lesson plan.					7	17.5	22	55	11	27.5	40	4.1
6. I can manage the class.					4	10.3	14	35.9	21	53.8	39	4.43
7. I am the only authority in the class.			5	12.5	9	22.5	20	50	6	15	40	3.67
8. I manage class time carefully.			1	2.5	2	5	14	35	23	57.5	40	4.47
9. I prevent the lesson from being boring.					1	2.5	25	62.5	14	35	40	4.32
10. I encourage the continuation of the course.					2	5	19	47.5	19	47.5	40	4.42
11. I encourage the student to take the floor.					1	2.5	13	32.5	26	65	40	4.62
12. I ask students questions.							16	40	24	60	40	4.6
13. I wait a certain amount of time (wait-time) for students to respond.					3	7.5	13	32.5	24	60	40	4.52
14. I give students equal opportunity to speak.					2	5	14	35	24	60	40	4.55
15. I walk around the classroom.					3	7.5	13	32.5	24	60	40	4.52
16. I maintain class order.							16	40	24	60	40	4.6
17. I use the classroom board effectively.					2	5.1	9	23.1	28	71.8	39	4.66
18. I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.).	8	20.5	11	28.2	7	17.9	10	25.6	3	7.7	39	2.71
19. I use non-verbal means of communication (eye contact, facial expression, etc.).	1	2.5			4	10	15	37.5	20	50	40	4.32
20. I create a positive classroom environment.			1	2.5			21	52.5	18	45	40	4.4
21. I can get students achieve desired behaviours					5	12.5	16	40	19	47.5	40	4.35
22. I can prevent undesirable behaviour.			1	2.6	6	15.8	22	57.9	9	23.7	38	4.02
23. I can change the undesirable behaviour.	2	5	2	5	9	22.5	21	52.5	6	15	40	3.67
24. I set the classroom rules myself.	4	10	8	20	11	27.5	14	35	3	7.5	40	3.1
25. I set the classroom rules together with the students.	1	2.6			9	23.1	16	41	13	33.3	39	4.02

Table 27: Continued

B3. As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
26. I make sure class rules are followed.					3	7.5	17	42.5	20	50	40	4.42
27. I consider the relationships between students when making my classroom decisions.					5	12.5	17	42.5	18	45	40	4.32
28. I make my students pay attention to their relationship with me.					2	5	16	40	22	55	40	4.5
h. The use of resources	N	%	N	%	N	%	N	%	N	%		
1. I use the textbook effectively.	1	2.5	2	5	4	10	12	30	21	52.5	40	4.25
2. I feel the need for additional resources.			1	2.5	4	10	20	50	15	37.5	40	4.22
3. I use internet resources.			1	2.5	5	12.5	14	35	20	50	40	4.32
4. I use sources from foreign publishers as additional materials.	5	12.8	3	7.7	12	30.8	8	20.5	11	28.2	39	3.43
5. I use resources from Turkish publishers as additional materials.	3	7.5	2	5	14	35	16	40	5	12.5	40	3.45
6. I conduct the lesson by focusing only on the textbook.	7	17.5	10	25	12	30	7	17.5	4	10	40	2.77
7. I am committed to the curriculum.			1	2.5	8	20	11	27.5	20	50	40	4.25
8. I use computer technologies.	1	2.6	2	5.1	5	12.8	11	28.2	20	51.3	39	4.2
9. I use visual material.					5	12.5	15	37.5	20	50	40	4.37
10. I use audio material			4	10	4	10	13	32.5	19	47.5	40	4.17
11. I use audio-visual material (video, film, etc.).	1	2.5	3	7.5	4	10	11	27.5	21	52.5	40	4.2
12. I do not stick to the textbook.	6	15	7	17.5	6	15	15	37.5	6	15	40	3.2
13. I use English literary texts (story, poetry, etc.).	7	17.5	8	20	10	25	10	25	5	12.5	40	2.95
14. I use English songs.	1	2.5	2	5	11	27.5	12	30	14	35	40	3.9
15. I adapt the course material when necessary (adaptation).			2	5.3	6	15.8	17	44.7	13	34.2	38	4.07
i. Teacher accessibility	N	%	N	%	N	%	N	%	N	%		
1. I meet students face-to-face outside the classroom.			4	10	8	20	14	35	14	35	40	3.95
2. I am in contact with students by phone (WhatsApp, SMS, etc.).	6	15	4	10	10	25	7	17.5	13	32.5	40	3.42
3. I communicate with students by e-mail.	18	45	11	27.5	7	17.5	2	5	2	5	40	1.97
4. I communicate with students via social media (Facebook, Instagram, etc.).	10	25	9	22.5	4	10	10	25	7	17.5	40	2.87
5. I meet face-to-face with parents.			1	2.5	9	22.5	14	35	16	40	40	4.12
6. I am in contact with the parents by phone (WhatsApp, SMS, etc.).	1	2.5	5	12.5	10	25	9	22.5	15	37.5	40	3.8
7. I am in contact with parents via e-mail.	26	65	6	15	5	12.5	3	7.5			40	1.62
8. I communicate with parents via social media (Facebook, Instagram, etc.).	16	40	7	17.5	8	20	9	22.5			40	2.25

As presented in Table 27, there were nine subsections within the pedagogical knowledge and skills section, and when the Cronbach's alpha value was calculated, it was understood that the items were understandable for the piloting participants. If more detail is needed, it could be said that in subsection 1 "a. the use of English/Turkish", there were only 3 items that had left as missing: "a1. I only use English in class", (n=1), "a7. I allow students to use only English in class when needed", (n=1), and "a8. I allow students to use Turkish in class when needed", (n=2). In subsection 2 "b. students' needs", there were no missing items. In subsection 3 "c. in-class activities", there were 30 items and five of them were not answered by some of the teachers. The missing items were "c12. I prepare handouts for students" (n=1), "c17. I encourage students to explore the language", (n=2), "c23. I focus on learning outcomes (product-oriented)", (n=1), "c24. I focus on learning processes (process-oriented)", (n=1), and "c30. I use the smart board in the lesson", (n=3). In subsection 4 "assessment and evaluation", there were 13 items and only three of them did not receive any response. The items were "d4. I ask true/false questions in writing exams", (n=1); "d7. I include in-class performance in the evaluation", (n=2); and lastly, "d8. I do oral exams", (n=1). Considering subsection 5 "teaching of language skills", out of 23 items seven items left missing (e5, n=1; e6, n=2; e14, n=1; e15, n=2; e16, n=1; e17, n=1; and e23, n=3). In subsection 6 "f. error correction", there were 18 items and seven of them were left as missing (f2, n=1; f6, n=1; f7, n=1; f9, n=1; f10, n=1; f16, n=1; and f18, n=1). In subsection 7 "g. classroom management", out of 28 items only four of them were not answered. The missing items were g6, n=1; g17, n=1; g18, n=1; g22, n=2; and g25, n=1. In subsection 8 "h. the use of resources", there were three items left blank: "h4. I use sources from foreign publishers as additional materials", (n=1), "h8. I use computer technologies", (n=1), and "h15. I adapt the course material when necessary (adaptation)", (n=2). The last subsection "i. teacher accessibility" included 8 items and all of the piloting participants responded to them.

All in all, it could be said for the section on pedagogical content knowledge and skills, most of the items were coherent considering the number of missing items and the distribution of the frequencies and mean values. Therefore, no additions or omissions were carried out after the piloting of this section.

3.6.1.4.3. How do Piloting Teachers Evaluate Themselves in Terms of Socio-Affective Knowledge and Skills?

Socio-affective knowledge and skills have attracted various researchers interested in effective language teaching. A review of relevant literature, including the importance of this knowledge and skills, led to the formulation of 36 items by experts in English language teaching (ELT). Table 28 presents the findings of the piloting version of the questionnaire regarding socio-affective knowledge and skills.

Table 28: The Piloting Participants: Socio-Affective Knowledge and Skills

As an English teacher,	Strongly disagree		Disagree		Partially disagree		Neither agree nor disagree		Partially agree		Agree		Strongly agree		Total	Mean
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. I establish good relations with students.									1	2.5	18	45	21	52.5	40	6.5
2. I give enough attention to each student.							2	5	7	17.5	18	45	13	32.5	40	6.05
3. I am sensitive to students' individual language problems.					1	2.5	3	7.5	12	30	14	35	10	25	40	5.72
4. I determine in-class activities according to students' levels.							1	2.5	9	22.5	21	52.5	9	22.5	40	5.95
5. I encourage students to ask where they do not understand.							1	2.5	2	5	16	40	21	52.5	40	6.42
6. I help students in class.									3	7.5	14	35	23	57.5	40	6.5
7. I help students outside class.					1	2.5			11	27.5	10	25	18	45	40	6.1
8. I use various teaching techniques to increase motivation.							1	2.6	7	17.9	15	38.5	16	41	39	6.17
9. I take students' concerns into account.							1	2.5	4	10	18	45	17	42.5	40	6.27
10. I take students' opinions into account.							1	2.5	6	15	16	40	17	42.5	40	6.22
11. I take students' stress into account.							2	5	5	12.5	15	37.5	18	45	40	6.22
12. I empathize with students.									6	15	15	37.5	19	47.5	40	6.32
13. I do not scare students with grades.			1	2.6	4	10.3	3	7.7	7	17.9	7	17.9	17	43.6	39	5.69
14. I do not frighten students by complaining to their parents.					5	12.5	2	5	9	22.5	12	30	12	30	40	5.6
15. I do not threaten the student.					1	2.5	5	12.5	9	22.5	10	25	15	37.5	40	5.82
16. I express my feelings to students.									5	12.5	15	37.5	20	50	40	6.37
17. I allow students to express their feelings.									2	5.1	17	43.6	20	50	40	6.46
18. I accept the mistake I made.									4	10	12	30	24	60	40	6.5
19. I make jokes in class.			1	2.6			1	2.6	5	12.8	10	25.6	22	56.4	39	6.28
20. I take individual differences into account.							4	10	5	12.5	12	30	19	47.5	40	6.15
21. I try to attract students' attention.							1	2.5	1	2.5	16	40	22	55	40	6.47
22. I do not put pressure on students.					1	2.6	1	2.6	10	25.6	11	28.2	16	41	39	6.02
23. I make learning English fun.							1	2.5	9	22.5	17	42.5	13	32.5	40	6.05
24. I motivate underachieving students.							3	7.5	6	15	18	45	13	32.5	40	6.02
25. I try to make underachieving students participate in classroom activities.									5	13.2	15	39.5	18	47.4	38	6.34

Table 28: Continued

As an English teacher,	Strongly disagree		Disagree		Partially disagree		Neither agree nor disagree		Partially agree		Agree		Strongly agree		Total	Mean
26. I respect students as individuals.									4	10	13	32.5	23	57.5	40	6.47
27. I help students gain self-confidence.							2	5.1	3	7.7	14	35.9	20	50	39	6.33
28. I make students feel confident in learning English.									4	10	16	40	20	45	40	6.4
29. I motivate students to learn English.									2	5.1	19	48.7	18	45	39	6.41
30. I call students by name.									2	5	11	27.5	27	67.5	40	6.62
31. I like my job.									1	2.5	13	32.5	26	65	40	6.62
32. I leave my personal problems outside the classroom.					1	2.5			1	2.5	16	40	22	55	40	6.45
33. I provide a friendly classroom environment.									2	5	16	40	22	55	40	6.5
34. I act fairly when making decisions.							1	2.5			13	32.5	26	65	40	6.6
35. I am sensitive to students' personal problems.									6	15	10	25	24	60	40	6.45
36. I help students one-on-one.							1	2.5	4	10	13	32.5	22	55	40	6.4

The Cronbach's alpha value of .960 was calculated to verify the reliability of this part of the questionnaire. When the items were analysed in terms of face validity, it was found that the items were sufficiently comprehensible for the piloting teachers. This could be inferred from the items which were labelled as missing. As shown in Table 28, out of 36 items, only seven items were not answered by one or two of the teachers. These missing items were item 8, "I use various teaching techniques to increase motivation" (n=1); item 13, "I do not scare students with grades" (n=1); item 19, "I make jokes in class" (n=1); item 22, "I do not put pressure on students" (n=1); item 25, "I try to make underachieving students participate in classroom activities" (n=2); item 27, "I help students gain self-confidence" (n=1); and lastly, item 29, "I motivate students to learn English" (n=1).

In summary, it could be inferred that for the section on socio-affective knowledge and skills, most of the items were considered comprehensible and understandable based on the distribution of frequencies and means. As in the previous sections, no additions or omissions were made following the piloting of this section.

3.6.1.4.4. How do Piloting Teachers Evaluate Themselves in Terms of Cultural Knowledge and Skills?

The next category was cultural knowledge and skills. To this end, 14 items were formulated depending on the item pool prepared with the assistance of the ELT expert group. The items were prepared on a 7-point Likert scale since giving large intervals might contribute to the self-evaluation of teachers. The Cronbach's alpha value for this section was calculated to be .932.

Table 29: The Piloting Participants: Cultural Knowledge and Skills

As an English teacher,	Strongly disagree		Disagree		Partially disagree		Neither agree nor disagree		Partially agree		Agree		Strongly agree		Total	Mean
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. I know about my own culture.	1	2.5							1	2.5	15	37.5	23	57.5	40	6.47
2. I follow cultural events related to my own culture.							3	7.5	11	27.5	16	40	10	25	40	6.05
3. I have knowledge about target language (British/American) culture.							3	7.5	11	27.5	16	40	10	25	40	5.82
4. I am knowledgeable about world cultures.					2	5.1	5	12.8	13	33.3	12	30.8	7	17.9	39	5.43
5. I cover the differences between cultures in the course.					1	2.5	4	10	9	22.5	16	40	10	15	40	5.75
6. I include cultural knowledge transfer in the course.					1	2.6	4	10.3	9	23.1	16	41	9	23.1	39	5.71
7. I introduce the target language culture (British/American) to the students.							2	5.1	6	15.4	21	53.8	10	25.6	39	6.00
8. I introduce the world culture to the students.					1	2.6	5	12.8	8	20.5	18	46.2	7	17.9	39	5.64
9. I teach culture in various ways (video, music, painting, clothes, food, etc.).			1	2.5	2	5	5	12.5	7	17.5	19	47.5	6	15	40	5.47
10. I create opportunities for students to experience the target language culture outside the classroom (Internet, email, etc.)			3	7.5	3	7.5	6	15	11	27.5	8	20	9	22.5	40	5.12
11. I introduce different cultures where English is used as a second language (such as India, Pakistan).	2	5	2	5	3	7.5	9	22.5	9	22.5	13	32.5	2	5	40	4.70
12. I introduce different cultures where English is used as a foreign language (such as Russia, China, Türkiye).	1	2.5	3	7.5	1	2.5	9	22.5	8	20	15	37.5	3	7.5	40	4.92
13. I emphasize the importance of the relationship between language and culture in language teaching.	1	2.6			1	2.6	3	7.7	11	28.2	13	33.3	10	25.6	39	5.61
14. I allow students to question cultural biases.			1	2.5	1	2.5	4	10	8	20	23	57.5	3	7.5	40	5.5

As Table 29 indicates, five items out of the 14 items were not responded to by the teachers. The missing items were item 4, “I am knowledgeable about world cultures” (n=1); item 6, “I include cultural knowledge transfer in the course” (n=1); item 7, “I introduce the target language culture (British/American) to the students” (n=1); item 8, “I introduce the world culture to the students” (n=1); and lastly, item 13, “I emphasize the importance of the relationship between language and culture in language teaching” (n=1). These missing items were reviewed by two experts and it was decided not to make any changes. Moreover, the frequencies and mean values of the items were checked and no changes were required. Overall, no changes were made to these items.

3.6.1.4.5. How do Piloting Teachers Evaluate Themselves in Terms of Professional Development?

The final section focused on professional development. A total of 18 items for this section were selected from the item pool with the assistance of the ELT experts. The item pool was developed using studies on professional development available in Türkiye and other countries. The Cronbach’s alpha value was calculated at .898 to ensure the reliability of this section of the questionnaire.

Table 30: The Piloting Participants: Professional Development

As an English teacher,	Never		Rarely		Sometimes		Often		Always		Total	Mean
	N	%	N	%	N	%	N	%	N	%		
1. I attend various seminars.			3	7.5	22	55	11	27.5	4	10	40	3.4
2. I attend various academic conferences as a listener.	3	7.7	10	25.6	18	46.2	7	17.9	1	2.5	39	2.82
3. I make presentations at various academic conferences.	27	67.5	7	17.5	3	7.5	1	2.5	2	5	40	1.6
4. I attend various academic workshops.	24	60	6	15	4	10	4	10	2	5	40	1.85
5. I attend video conferences.	18	47.4	13	34.2	2	5.3	3	7.9	2	5.3	38	1.89
6. I follow web-based seminars (ELT webinars).	11	27.5	15	37.5	8	20	2	5	4	10	40	2.32
7. I follow online courses (coursera, futurelearn etc.).	10	25.6	11	28.2	11	28.2	5	12.8	2	5.1	39	2.43
8. I watch educational videos on channels like Youtube.	1	2.5	5	12.5	13	32.5	12	30	9	22.5	40	3.57
9. I follow professional development blogs.	3	7.5	4	10	8	20	11	27.5	14	35	40	3.72
10. I follow groups for professional development in social media sites (facebook, etc.).			3	7.5	6	16	15	15	37.5	16	40	4.1
11. I follow professional publications (books, magazines, articles, etc.).	5	12.5	7	17.5	8	20	13	32.5	7	17.5	40	3.25
12. I cooperate with my colleagues.					3	7.7	11	28.2	25	64.1	39	4.56
13. I attend in-service trainings in Türkiye.	5	12.5	9	22.5	8	20	11	27.5	7	17.5	40	3.15
14. I attend in-service trainings abroad.	25	62.5	3	7.5	6	15	3	7.5	3	7.5	40	1.9
15. I use reflective teaching tools (teaching diary, student feedback, etc.).	7	17.5	8	20	7	17.5	14	35	4	10	40	3
16. I do research about my in-class practices.	1	2.5	3	7.5	8	20	17	42.5	11	27.5	40	3.85
17. I do research on the problems I encounter in the classroom.	3	7.5			5	12.5	22	55	10	25	40	3.9
18. I become a member of relevant scientific organizations (IATEFL, INGED etc.).	23	57.5	9	22.5	3	7.5	4	10	1	2.5	40	1.77

As presented in Table 30, four items out of 18 items were not answered. These items were item 2, “I attend various academic conferences as a listener” (n=1); item 5, “I attend video conferences” (n=2); item 7, “I follow online courses (coursera, futurelearn, etc.)” (n=1); and lastly, item 12, “I cooperate with my colleagues” (n=1). This part of the questionnaire was prepared using a 7-point Likert scale. The overall distribution of the mean values and frequencies was reviewed. After discussing the missing items with the experts, it was determined that no changes needed to be made for this section.

3.6.1.5. Do Two Groups – ELT and Non-ELT – of In-Service English Language Teachers’ Self-Evaluations on Specific Characteristics of Effective Language Teachers Differ?

In-service teachers, depending on their graduations, were compared in terms of personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. In this context, the non-parametric Mann-Whitney U test was used because the number of piloting participants did not have a normal distribution.

Table 31: Comparison of ELT and Non-ELT Graduates in Terms of Personal Characteristics

Personal characteristics		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
4. Humble.	ELT	31	21.68	672.00	72.00	0.043
	Non-ELT	8	13.50	108.00		
	Total	39				
30. Willing to teach.	ELT	31	22.47	696.50	78.50	0.024
	Non-ELT	8	13.72	123.50		
	Total	39				
41. Well adjusted.	ELT	31	22.47	696.50	78.50	0.022
	Non-ELT	8	13.72	123.50		
	Total	39				

It was found that there were statistically significant differences between ELT and Non-ELT teachers in terms of personal characteristics. Based on the results in Table 31, ELT teachers tended to rate themselves higher in terms of humility, willingness to teach, and being well adjusted compared to Non-ELT teachers.

Table 32: Comparison of ELT and Non-ELT Graduates: Pedagogical Content Knowledge and Skills, Socio-Affective Knowledge and Skills, Cultural Knowledge and Skills, and Professional Development

Pedagogical Content Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
7. I correct verbal errors indirectly.	ELT	30	22.25	672.00	67.50	0.018
	Non-ELT	9	12.50	108.00		
	Total	39				
Socio-Affective Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
34. I act fairly when making decisions.	ELT	31	22.47	696.50	78.50	0.018
	Non-ELT	9	13.72	123.50		
	Total	40				
Cultural Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
4. I am knowledgeable about world cultures.	ELT	3	17.92	537.50	72.50	0.030
	Non-ELT	9	26.94	242.50		
	Total	39				
Professional Development		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
16. I do research about my in-class practices.	ELT	31	18.55	575.00	79.000	0.038
	Non-ELT	9	27.22	245.00		
	Total	40				

As presented in Table 32, ELT and Non-ELT teachers differed significantly in their self-evaluations of some specific items related to pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. In the context of pedagogical content knowledge and skills, it was found that ELT teachers preferred to correct verbal errors indirectly more frequently compared to Non-ELT teachers. Pertaining to socio-affective knowledge and skills, it was revealed that ELT teachers acted fairly in their decision-making more frequently compared to Non-ELT teachers. Regarding cultural knowledge and skills, there existed a statistically significant difference in terms of the item 4, “I am knowledgeable about world cultures.” Namely, Non-ELT teachers seemed to be more knowledgeable about world culture than ELT teachers. Considering professional development, it could be interpreted that Non-ELT teachers paid more attention to their engagement in research in terms of their in-class practices than ELT teachers did.

Lastly, I intended to seek a general opinion on the physical characteristics of the questionnaire and the comprehensibility of the instructions as Dörnyei and Taguchi (2010, p. 53-54) suggest that “valuable feedback can also be gained about: the overall appearance of the questionnaire; the clarity of the instructions; the appropriateness of the cover letter (if there is one); the length of time necessary to complete the instrument”. For this purpose in mind, I added a

questionnaire evaluation form including 5 open-ended questions to the piloting version of the questionnaire and asked my participants to fill this form after completing the questionnaire itself.

3.6.1.6. The Analysis of Questionnaire Evaluation Form

As stated before, five open-ended questions were given to 40 teachers in the piloting phase of the questionnaire. The responses to each question were analysed respectively.

3.6.1.6.1. How Long Did You Spend Filling Out the Questionnaire? Did You Take a Break?

The responses were basically gathered under two headings. Only one of the 40 teachers did not answer this question. The findings are shown in Table 33.

Table 33: Taking a Break or Not?

	N	%
Take a break	10	29.5
Did not take a break	24	70.5
Total	34	100

While 10 of the teachers stated that they did not take a break, majority of them (70.5%) stated that they took a break. When the teachers were asked about the time they spent completing the survey, it was understood that they spent a minimum of 20 minutes and a maximum of 3-4 hours. It was also seen that some teachers completed the questionnaire on different days lasting a minimum of two days and maximum nine days. Piloting participant 8 stated that *“Yes, I had to take a break because I wanted to give clear and honest answers to the questions and frankly, it took me a long time to write.”* Similarly, Piloting participant 28 asserted that *“Let’s say it took one hour. I had to take a break. Because the survey questions were too many and it would not be healthy for me to answer all at once.”* Depending on this point, the teachers were given two weeks to complete the questionnaire and send it back to the researcher. In this way, it was aimed to complete the questionnaire by taking breaks, in a healthy way, and without getting bored.

3.6.1.6.2. What Are Your Views on the Content of the Questionnaire?

The English teachers’ opinions about the content of the questionnaire were considered to be very important for the study. Therefore, they were asked to comment on the content of the questionnaire. It was seen that more than half of the teachers found the content of the questionnaire appropriate. However, the rest of the teachers complained about the length of the questionnaire, the similarity of the questions, and the excessive number of questions. In order to make up for these

complaints, the questionnaire was prepared in the form of a booklet to allow teachers to take a break while filling out the questionnaires and to enable them to easily continue from where they left off. In addition, the teachers were given two weeks to fill in and a handwritten letter was written to motivate them.

3.6.1.6.3. What Are Your Views on the Layout / Design of the Questionnaire?

Regarding the layout of the questionnaire, it was observed that the vast majority of teachers provided positive answers. The common points of criticism were the length of the research instrument and the inclusion of similar items in the questionnaire. It would be appropriate to give the answer of Piloting participant 28, *“it has been created with a very high quality layout, but as I said, the high number of questions may cause the participant to be hesitant about his/her voluntariness/reluctance to participate in the questionnaire”* as an example. Especially in terms of the design of the questionnaire, Piloting participant 15 asserted that *“Combining the topics under separate headings made the questionnaire more organized and fluent. Even though the rubrics were long, they had a design that did not tire the eyes”*. This comment showed that the parameters taken in the design of the questionnaire served its purpose.

3.6.1.6.4. If There Are Any Topics That You Think / Want to Be Added to the Questionnaire, Can You Share Them?

Considering this question, it was understood that there were not many points that the teachers wanted to add. They also stated that they found the questionnaire quite comprehensive and detailed. The responses were categorized under three headings as frequencies.

Table 34: Need for Addition or Not?

	N	%
No need for addition	27	67.5
Suggestions	9	22.5
Left blank	4	10
Total	40	100

As displayed in Table 34, it was revealed that there was no issue that 27 teachers wanted to add to the questionnaire. Four of the teachers left the question blank. Nine teachers made some suggestions. Some of the suggestions are as follows:

Piloting Participant 3: *“In language education, the level of students in our country, the adequacy of course hours, and whether the curriculum is realistic or not should be addressed.”*

Piloting Participant 11: *“There should have been questions about the attitudes of the school administration. Because it is an important factor.”*

Piloting Participant 18: *“The issue of determining the contents of the books can be evaluated more broadly.”*

Piloting Participant 23: *"In particular, there may be issues related to class sizes and course hours and more frequently encountered difficulties."*

Piloting Participant 25: *"I think it would be useful to include questions that question the student's point of view."*

Piloting Participant 28: *"Reflecting the problems encountered in the education and training environment on the survey questions will enable people to give more relevant and sincere answers."*

Piloting Participant 29: *"The questionnaire did not include questions that would reveal how economic and social life affects learning and teaching."*

It was understood that the suggestions were constructive. Since this study focused on teachers who played an active role in language teaching, students' opinions were not included. However, further studies, in which students could also take part, would perfectly contribute to the language teaching and learning era. Another suggestion was related to the attitudes of the school administration. This issue was discussed during the preparation of the questionnaire, and it was decided not to include it in depth due to the reservations about the lack of transparent answers. The issue of content development in course books was far from the focus of the study, as it might be handled under the title of curriculum development. Class sizes and course hours were already included in the questionnaire, but due to the open-ended nature of the problems that might be encountered in each classroom, it was not appropriate to include them in the questionnaire. Since it was thought that managing specific questions about economic and social life in the questionnaire might disturb the teachers who would fill out the questionnaire, such issues were not included.

3.6.1.6.5. If There Are Any Topics That You Think / Want to Exclude from the Questionnaire, Can You Share Them?

When the teachers were asked whether any topics wanted to be excluded from the survey, it was seen that only five teachers made suggestions. The first suggestion by the three piloting participant teachers was about the number of the questions in the research instrument.

Piloting Participant 9: *"The number of questions can be reduced."*

Piloting Participant 10: *"There are too many identical questions, you can remove them."*

Piloting Participant 30: *"There are many repetitive questions. In addition, subjects such as the project assignment, which we have to do and score as a teacher in the MoNE schools, are asked as if they are optional, and the fact that the questionnaire is too intense and long causes it to continue in the mode of let's do it, not thinking in detail after a while."*

Considering these comments, it was acknowledged that teachers complained about similar questions; however, no changes were made in this context. The inclusion of similar items in the questionnaire was a necessary issue for validity and reliability. The fact that the questionnaire was lengthy was a limitation that had already been foreseen. To overcome this limitation, the piloting teachers were given a 2-week period to complete the questionnaires.

The next suggestion was to omit items related to the self-criticism of teachers and the years of teaching experience. The aim of this study was to portray the teachers' self-evaluations. Therefore,

the questions requiring self-criticism were written in line with the purpose of the study. In addition, it was aimed to investigate the years of teaching experience in the research questions of the study. For these reasons, none of the items were omitted. The remaining 34 teachers stated that they found the questionnaire appropriate and good.

3.7. Reliability and Validity vs. Trustworthiness and Authenticity

Reliability and validity are two important concepts not only in quantitative research tradition but also in qualitative research tradition. These two concepts should be carefully considered in appreciating the quality of the study. The current study adopted mixed methods research; therefore, reliability and validity issues were taken into consideration in terms of both quantitative and qualitative research.

As for quantitative research, reliability refers to “the consistency or stability of the scores from a test” (Johnson and Christensen, 2020: 514) while validity refers to “the appropriateness of the interpretations and actions we make on the basis of the scores we get from a test or assessment procedure (Johnson and Christensen, 2020: 514). When it comes to the qualitative research tradition, qualitative researchers use different terminology to address the issue of validity and reliability (Shenton, 2004). As Patton asserts (2015: 1007) that constructivists “systematically set out to replace traditional research criteria like validity and reliability with trustworthiness and authenticity.” In fact, the reason behind this is the desire of naturalistic researchers to separate themselves from positivists. Lincoln and Guba, as constructivists (1986), elaborate on the issue of reliability and validity in qualitative research under the title of trustworthiness and authenticity. According to Patton (2015: 1022), “[w]ith quantitative methods, validity and reliability reside in tools, instruments, design parameters, and procedures”; however, “[i]n qualitative inquiry, the competency stakes are greater because the inquirer is the instrument.” Since both a questionnaire and semi-structured interview were utilized in this study, the validity and reliability issues suitable for both research instruments were discussed considering different principles.

Given the purpose and instruments of this study, it is necessary to select the most appropriate methods. According to McKay (2006), there are three ways to ensure the reliability of a questionnaire. In the first case, the same instrument can be administered to the same participants at different intervals, and the responses can be compared for consistency of response to the same question. Due to the length of the survey, it was not feasible for this research. The second way is to “have two forms of a survey and have individuals take both forms” (McKay, 2006: 41). Similar to the first reason, it was not practical for the research instrument because of its length and scope. According to McKay (2006), the last way to assure the reliability of the research is to confirm the internal consistency of the answers given to the questionnaire. To achieve this, it is advised to ask the questions in different forms to the participants; that is to say, it is reasonable to use

triangulation since “reliability-as-triangulation includes *between methods* approaches: for example, instruments, data types, researchers, time, participants, perspectives” (Cohen et al., 2018: 43). For the current study, checking the internal consistency was the most suitable way to ensure reliability. With this objective in mind, the present study adopted mixed methods research to ensure greater reliability by including both quantitative and qualitative data. Thus, after completing the questionnaire, some of the participants were interviewed and asked similar questions. It was observed that the responses given to the questionnaire items and the responses given to the interview questions were quite similar.

Considering the validity issues, it is also one of the most important parts of valid instrument construction although “[i]t is impossible for research to be 100 per cent valid; that is the optimism of perfection” (Cohen et al., 2018: 246). According to Fraenkel et al. (2012: 147), “*validity* refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes.” To put it differently, it is the extent to which the information intended to be obtained in a study can be measured or not by the instrument prepared. Considering the wide range of validity types (Cohen et al., 2018), this issue can be examined separately within the quantitative and qualitative research traditions.

For the validity in the quantitative part of the study, content and face validity were selected, which are most suitable for applied linguistics research among the three types of validity including content validity, face validity, and predictive validity (Hatch and Lazaraton, 1991). According to Hatch and Lazaraton (1991: 540), content validity refers to “our judgment regarding how representative and comprehensive a test is.” Similarly, Cohen et al. (2018: 257) state that

[i]t is unlikely that each issue will be able to be addressed in its entirety simply because of the time available or, for example, respondents’ motivation to complete a long questionnaire, hence the researcher must ensure that the elements of the main issue to be covered in the research are both a fair representation of the wider issue under investigation (and its weighting) and that the elements chosen for the research sample are themselves addressed in depth and breadth. Careful sampling of items is required to ensure their representativeness.

Therefore, all items of the questionnaire used in the present study were negotiated with a group of experts in Applied Linguistics. Moreover, a thorough review of the literature was conducted, and the issues related to the six categories of the questionnaire were included to the extent possible. The experts’ opinions and responses to the questionnaire evaluation form in the piloting version of the questionnaire were considered sufficient for establishing the content validity of the quantitative measurement of the study, since there is no statistical measure for this purpose.

In the case of face validity, it “is closely related to the notion of content validity and refers to the familiarity of our instrument and how easy it is to convince others that there is content validity to it” (Mackey and Gass, 2005: 107). In other words, English teachers participating in the study

should be convinced that the questionnaire administered actually measures what is intended to be measured; that is, just to see how English Language teachers evaluate themselves in terms of effective language teacher qualities. Thus, when participants make a connection between the research objectives and the questions asked, they are more likely to take their responses seriously. Similar to the process of establishing content validity, the experts' opinions and the participants' reflections gathered in the questionnaire evaluation form were utilized to develop a questionnaire that was suitable for the purpose of the study.

For the validity of the qualitative part of the study, trustworthiness and authenticity concepts were set as focal points to check the accuracy of the findings. "Trustworthiness and authenticity are functions of systematic inquiry procedures, interpersonal (relational) dynamics in the field, and competency to engage in the challenges and deal with the ambiguities of qualitative inquiry" (Patton, 2015: 1022). According to Lincoln and Guba (1986: 76-77), trustworthiness consists of four general criteria; "credibility as an analog to internal validity, transferability as an analog to external validity, dependability as an analog to reliability, and confirmability as an analog to objectivity." To meet these criteria within the scope of this study, the methods used for credibility were prolonged engagement, triangulation, peer debriefing, and member checks. In this context, trustworthy data were collected with the help of a sincere bond established with the interviewees because they voluntarily accepted to contribute more to the study through interviews. Additionally, triangulation of different data collection methods, including open-ended questions and interviews, was used. As an external researcher, an English instructor, who was also a Ph.D. holder, reviewed the entire section to confirm credibility. Finally, the participants were asked to check the researcher's interpretations of the interview data. For transferability issues, Shenton (2004: 70) proposes the following issues:

- a) the number of organisations taking part in the study and where they are based;
- b) any restrictions in the type of people who contributed data;
- c) the number of participants involved in the fieldwork;
- d) the data collection methods that were employed;
- e) the number and length of the data collection sessions;
- f) the time period over which the data was collected.

The aforementioned subjects were presented in detail in the participants of the study, the setting, and the data collection procedure sections of the study and transferability was ensured. Dependability was about the consistency of findings with the data of the study; that is to say, the reliability of the data. To this end, a fellow researcher with a Ph.D. in ELT and the thesis advisor contributed to the coding process of the study. A face-to-face meeting was held with the aim of discussing the codes and determining the final version of the themes and categories. Lastly, confirmability "was concerned with establishing the fact that the data and interpretations of an inquiry were not merely figments of the inquirer's imagination" (Patton, 2015: 990). To achieve confirmability, the participants were given a stress-free environment and sufficient time to express

themselves comfortably. The data gathered from the interviewees were analysed and the inferences made by the researcher herself since it was important to reveal the researcher's own perspective in qualitative research. Then the results were discussed in relation to those of previous studies in the literature.

Considering reliability in qualitative data, the term “authenticity” was introduced by Guba and Lincoln (1989: 233). Authenticity refers to “reflexive consciousness about one's own perspective, appreciation for the perspectives of others, and fairness in depicting constructions in the values that undergird them” (Patton, 2015: 988). A recent definition was provided by Mauldin (2020: 331) as, “[a]uthenticity refers to the degree to which researchers capture the multiple perspectives and values of participants in their study and foster change across participants and systems during their analysis.” In this regard, attention was paid to avoid interfering with or directing the participants during the interviews. The teachers were given the opportunity to evaluate themselves honestly and openly in terms of effective language teacher characteristics. Thus, authenticity was tried to be ensured.

In order to carry out a valid and reliable study both qualitatively and quantitatively, the steps suggested in the literature were carefully followed, and the necessary interventions were made. Cohen et al. (2018: 43) assert that,

“Combining quantitative and qualitative data may also strengthen the validity of the research and the inferences that can be drawn from it in: the rigour of the design and its fitness for purpose in meeting the research purposes and research questions; methodological rigour; consistency of findings and conclusions with the evidence presented; defensible and credible inferences drawn; and the quality of the synthesis of data.”

Based on this view, this study adopted the mixed methods research tradition gathering quantitative data from the questionnaire and qualitative data from the interviews. As stated earlier, questionnaires are regarded to be scientific measurement instruments and therefore, these instruments should provide reliability and validity. However, the questionnaires like “made-to-measure” as used in the current study, “it is not always feasible to provide indices of every aspect of validity and reliability” (Dörnyei and Taguchi, 2010: 93). At this point, the question of scaling may arise. As Oppenheim (1992: 144) argues that “[s]caling is an expensive and time-consuming approach to measurement. Within the limitations imposed upon them, many survey workers would reserve the effort of scaling for some of the key attitudinal or non-factual variables, and would measure the less important variables by means of single questions – less reliable, more open to bias but better than nothing.” That is to say, if it is not possible to make a scale, it is advised to “strive for a questionnaire that has appropriate and well-documented reliability in at least one aspect: *internal consistency*. This attribute refers to the homogeneity of the items making up the various multi-item scales within the questionnaire” (Dörnyei and Taguchi, 2010: 93). That is to say, there

have always been threats to reliability and validity, and they cannot be totally eliminated. Being aware of the fact that “[t]hreats to validity and reliability can never be erased completely; rather the effects of these threats can be attenuated by attention to validity and reliability throughout a piece of research” (Cohen et al., 2018: 245), this research proposes solutions to overcome these threats by utilizing internal consistency for the reliability of quantitative data and authenticity for the reliability of qualitative data. For the threats to the validity of quantitative data, I used content and face validity, and lastly, to assure the validity in qualitative data, I tried to ensure trustworthiness.

3.8. Data Collection Procedure

It was like a journey that I never wanted to end.

The data collection process was the most enjoyable part of my research. First of all, the point I would like to emphasize on my data collection process is that I feel deep in my heart that there is no study that our teachers would not want to participate in if they feel they are truly valuable to our world. I would like to state such a confident statement as a researcher who sent a questionnaire consisting of 10 pages to 2000 English teachers currently working in state schools including primary, secondary, and high schools, and received full responses from 1441 of them. Moreover, I interviewed 80 English teachers. I really want to thank once again the teachers who contributed greatly to and valued this study a lot.

3.8.1. Data Collection: The Questionnaire

Once I prepared the final version of the questionnaire, I sent it for printing. Since the population of my study consisted of English teachers working in public schools at primary, secondary, and high school levels in Türkiye, convenience sampling and snowball sampling were determined to be the most appropriate sampling methods. First of all, I bought myself an agenda in the form of an alphabetic index. I thought it would be easier to follow the participants in an alphabetical order. I started contacting people around me and asked if they could reach English teachers or teachers from any branch working at state schools so that they might ask for their colleagues' contributions to this study. After getting the contact numbers of the teachers, I contacted each teacher by calling or WhatsApp messages. I introduced myself in detail because the participants needed to trust me to give their addresses without hesitation. I explained my research and the purpose of my study. Once they agreed to help me, I asked them how many questionnaires I should send them.

After reaching out to friends, colleagues, and people I know or may know in some way around me, I started to write announcements from social media accounts. In particular, I contacted the administrators of English teachers' groups on Facebook. Thankfully, they all took good care of

me and shared my message on their homepages. In this way, many English teachers responded to me and accepted to help with my data collection procedure. In my study, I aimed to collect data from all around Türkiye. When I realized that I could not have participants from some cities, I started to randomly research the schools in those cities on the Internet. I looked at the teacher staff at the websites of many state schools, and then searched for the names on social media tools, especially on Facebook. Since I was also a member of English teacher groups on Facebook, it was not difficult to reach English teachers. Then I reached those teachers via messenger. I sincerely thank all of them. The majority of the teachers I reached out welcomed me wholeheartedly and shared their addresses and phone numbers with me.

In the end, I had a long list of contacted teachers who were volunteer to assist in my data collection. Initially, I went to the post office and asked the postal workers for extra postal packaging and postal receipt forms. Thus, the most exciting phase was ahead. I started to prepare packages to post via the post office. I contacted the teachers and asked them how many questionnaires I should send them. Depending on their response, I put the exact number of questionnaires, a handwritten letter, and a postal envelope for the return of the questionnaires, and lastly, I filled out the postal receipt which the contacted teachers would be asked to complete personally and even I circled the counterparty paid option. The only thing that I requested from the teachers was to fill them with a fresh mind, having pauses occasionally as needed. I was aware that the questionnaire itself would be a burden for them because of its length and complexity. The letter that I wrote 331 times is presented in Appendix 1. In addition to noting the number of questionnaires I sent them, and the number of questionnaires that were returned, I made notes regarding the return number of the questionnaire. Furthermore, I asked the teachers to send me back if they were unable to find someone to fill it.

A total of 331 handwritten letters were sent to the contacted teachers. Through my letters, I tried to explain my purpose and value their contributions to my study. That is to say, I tried to explain frankly and openly to those I contacted how important their participation in my research was; I tried to make them realize that I was really in need of their sincere responses; and I tried to convince them how valuable their experience was. As we all know, incentives are recommended when conducting questionnaires. Personally, I thought about the incentive issue both financially and emotionally. Then I decided to write a handwritten letter directly to the names of the teachers and explained my request. I believe that this decision was the turning point for my data collection procedure. I realized that the participants did not need any pens or other incentives to complete a lengthy questionnaire. The teachers simply wanted to be valued.

My efforts to reach people and the stage of posting surveys progressed simultaneously for a long time. This process took a lot of time; however, it was in fact enjoyable for me. Preparing each package and writing a handwritten letter inside might seem very time-consuming, but I understood

deeply that my sincerity in reaching people and my state of being in need motivated teachers to fill out the questionnaire. These reflections were really significant. One thing I was very touched by was that the teachers who sent the questionnaires back wrote me letters too in their own handwriting, and sent me local foods and souvenirs. During my data collection process, I gained very good friends and made very valuable friendships.

Finally, there is one more important point that I would like to point out. Towards the end of my questionnaire data collection process, there occurred Covid-19 pandemic. Within the scope of the measures taken due to the pandemic, 48 questionnaires were delivered to participants in soft copy as word files. After teachers filled out the questionnaire, they sent it back via electronic mails.

3.8.2. Data Collection: The Semi-Structured Interview

As mentioned earlier, I requested telephone numbers and electronic mail addresses from the participants who volunteered to participate in the interview after the completion of the questionnaire. Since I thought it would be easier and more practical to reach teachers via their phone numbers, I decided to contact only those who shared their phone numbers. For the semi-structured interviews, first of all, I saved the phone numbers of ELT teachers (n=325) and Non-ELT teachers (n=201) with the given participant numbers on my phone. I sent a message to the teachers who used WhatsApp. With this message, I reminded myself and the topic of my study and invited them to participate in my research. I texted to the participants that I wanted to interview them. Teachers who agreed to participate indicated their preference for the interviews to be conducted verbally, in written, or via audio recordings. At the end, we tried to arrange a joint meeting time with those who wanted to participate in the interview verbally. While the verbal interviews were continuing, I also collected the answers given to the interview questions in audio recording and written form.

3.9. Ethical Considerations

After completing the final version of the questionnaire and the semi-structure interview questions, I applied to the Ethical Committee to obtain permission for ethical considerations. It would have been practical and feasible in terms of time and money for me to apply to the Ethical Committee of Artvin Çoruh University, because I was working as a research assistant at that university. The title of the study, the nature of the study, the purpose of the study, the rationale for the research, and the research design were explained in the approval form of the scientific research and publication ethics committee. The questionnaire and semi-structured interview questions to be used as research instruments were submitted to the ethics committee together with the application form. The form was approved and the ethics review committee's permission was granted (Appendix 2).

3.10. Overall Design of the Study

“Your research design is your plan of action” (Cowles and Nelson, 2015: 2). In other words, it is a roadmap that you can arrange to answer your research questions. Broadly speaking, the research design has four main parts including “measurement, sampling, data collection, and data analysis.” Measurement is defined as the way you follow to measure the variables of your research. Sampling includes the process of decision making while determining the participants of your study. Data collection is the way how you collect data in order to provide answers to your research questions. Lastly, data analysis includes the course of action that you plan to interpret your data (Cowles and Nelson, 2015). Therefore, research design can be considered to be the backbone of any research. As mentioned previously, this study is an attempt to portray how English language teachers in Türkiye evaluate themselves with a focus on effective language teacher qualities. To this end, the current study adopts a cross-sectional survey design, one of the most popular forms of survey design used in education.

Figure 3: Research Design

Nature of the Study	
Mixed methods → a combination of quantitative and qualitative research tradition	Cross-Sectional Survey Design → a large scale study (1441/68000)
Cross-Sectional Survey Design	
Development of the questionnaire through meticulous reading of literature Piloting of the questionnaire Comparative in nature: ELT vs. Non-ELT graduates	
Participants of the Study	
Piloting of the instrument: 40 English Language Teachers 1441 English Language Teachers working at state schools Snowball and Convenience sampling The sample size was determined depending on the table of sample size provided by Cohen et al. (2018: 206).	
Data Collection Procedure	
Questionnaire 1393 Hard copy via Post office & 48 Soft copy via electronic mail due to Covid-19 Posted via T.R. General Directorate of Post and Telegraph Organization Letters Forms Cargo package Reverse charge Started on December 25, 2018 Finished on October 28, 2020	Open-ended items in the questionnaire Semi-structured interviews Verbally (n=54) Written (n=18) Recorded Voice (n=8) Started on December 19, 2022 Finished on January 24, 2023
Data Analysis Procedure	
Quantitative data entry started on March 7, 2019 and finished on June 3, 2020 Quantitative Data: Descriptive Statistics, Mann-Whitney U test, and Chi-square test SPSS 25.0	Qualitative data of the questionnaire entry started on March 7, 2019 and finished on November 11, 2020 Qualitative Data: Content Analysis NVivo –Windows (12-month Student License) (Purchased twice) Semi-structured interview transcription Transkriptor Online Tool

As Figure 3 shows, the current study requires the following steps:

1. The literature was reviewed to develop the instrument for the current study.
2. The questionnaire was developed through meticulous reading of the relevant literature.
3. Experts' opinions were taken for the questionnaire and additions and omissions were carried out.
4. Once the development of the questionnaire was completed, it was sent to 40 teachers for the piloting process.
5. The data gathered through piloting were analysed both quantitatively and qualitatively.
6. Ambiguous and incomprehensible items were revised, and when necessary, problematic items were excluded from the questionnaire after piloting data analysis.
7. The final version of the research instrument was developed including six sections.
8. Permission for the instruments of the study was obtained from the ethics committee of Artvin Çoruh University.
9. Contact people were found with the help of friends, colleagues, students, Facebook groups, Instagram, and Artvin Ministry of National Education.
10. Contact teachers were asked to conduct and send back the questionnaire posted via the T.R. General Directorate of Post and Telegraph Organization.
11. Due to the COVID-19 pandemic, 48 questionnaires were collected in a soft copy format.
12. Data entry was carried out simultaneously with the data collection process.
13. Quantitative data analysis was completed with the help of an expert in the field.
14. Qualitative data in the questionnaire were analysed using the content analysis method with NVivo.
15. Participants were identified for the interview, and the schedule for the interview was arranged.
16. The interviews were conducted verbally, in written, and audio-recorded forms.
17. For the transcription of the interviews, online membership was purchased from the Transkriptor website, and transcriptions were made.
18. The interview data were analysed by the content analysis method using NVivo.
19. For interrater reliability, two Ph.D. holders contributed to the qualitative data analysis.
20. Both quantitative and qualitative results were interpreted in the light of the literature, and the conclusion of the study was presented.

CHAPTER FOUR

4. FINDINGS

4.1. The Analysis of the Quantitative Data of the Questionnaire

In this part of the study, the quantitative data gathered via the questionnaire were analysed in the light of the research questions in the current study.

4.1.1. What Are the Characteristics of the Two Groups– ELT and Non-ELT – of In-Service English Language Teachers?

Within the framework of the first major research questions, in-service English language teachers' characteristics in terms of types of employment, educational levels they worked at, grades they taught, years of teaching experience in state schools and former teaching experiences in private schools, weekly course load and average number of students, working conditions, four main language skills, language proficiency test taking experiences, the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes, and lastly the focus given on diverse language skills were questioned and analysed.

4.1.1.1. The Characteristics of In-Service English Language Teachers: Types of Employment

The English language teachers who were currently teaching at different levels of schools throughout Türkiye were asked about the types of employment they had within the classification of tenured, contracted, and paid.

Table 35: The Participants: Types of Employment

		Types of employment			Total
		Tenured	Contracted	Paid	
ELT	N	847	97	21	965
	%	87.8	10.1	2.2	100
Non-ELT	N	393	45	32	470
	%	83.6	9.6	6.8	100
Total	N	1240	142	53	1435
	%	86.4	9.9	3.7	100

As displayed in Table 35, almost all of the participants (86.4%) were tenured English teachers. This was followed by 142 contracted English teachers and 53 other teachers with a paid status. Based on the collected data from across Türkiye, it appeared that most of the English teachers were able to get enough scores in the Public Personnel Selection Examination and be appointed to tenured positions. What is striking in Table 35 is the general pattern of the appointment rates since both groups of teachers exhibited similar rates.

4.1.1.2. The Characteristics of In-Service English Language Teachers: Educational Levels Worked at

The population of the study was purposefully selected from among all educational levels in Türkiye. Teachers can follow different paths based on the level at which they are teaching. Therefore, the participants were asked to indicate their schools at which they worked.

Table 36: The Participants: Educational Levels Worked At

Educational levels worked at	ELT		Non-ELT		Total	
	N	%	N	%	N	%
Primary school	84	8.7	42	8.9	126	8.8
Secondary school	410	42.7	218	46.3	628	43.9
High school	404	42	185	39.3	589	41.1
Primary and secondary school	48	5	21	4.5	69	4.8
Secondary and high school	9	0.9	2	0.4	11	0.8
Primary and high school	3	0.3	2	0.4	4	0.3
Primary, secondary, and high school	3	0.3	1	0.2	4	0.3
Total	961	100	471	100	1432	100

Table 36 reveals that more than 43% of the respondents worked at secondary schools. This was followed by English teachers working at high schools, accounting for 41.1% and working at primary schools, constituting 8.7%. In some cities, it was observed that some of the teachers worked at different educational levels at the same time. This could be explained with the absence of enough English teachers or enough English courses that teachers had to give at least in order to complete the required course hours that must be paid for. In terms of teachers' graduation, teachers in both groups indicated a similar distribution according to the levels of schools.

4.1.1.3. The Characteristics of In-Service English Language Teachers: Grades Taught

Considering the previous question regarding educational levels worked at, the teachers were also asked to state the grades that they were currently teaching at the time of the questionnaire application. Table 37 presents the findings as follows:

Table 37: The Participants: Grades Taught

Grades taught	ELT		Non-ELT		Total	
	N	%	N	%	N	%
2 nd grade	131	69.7	57	30.3	188	100
3 rd grade	134	69.4	59	30.6	193	100
4 th grade	146	67.9	69	32.1	215	100
5 th grade	289	66.6	145	33.4	434	100
5 th grade (foreign language based class)	80	72.1	31	27.9	111	100
6 th grade	323	67.7	154	32.3	477	100
7 th grade	335	66.9	166	33.1	501	100
8 th grade	300	64.9	162	35.1	462	100
Preparatory class	28	66.7	14	33.3	42	100
9 th grade	296	67	146	33	442	100
10 th grade	227	65.8	118	34.2	345	100
10 th grade (Foreign language class)	29	69	13	31	42	100
11 th grade	231	67.2	113	32.8	344	100
11 th grade (Foreign language class)	80	65.6	42	34.4	122	100
12 th grade	250	67.8	119	32.2	369	100
12 th grade (Foreign language class)	81	69.2	36	30.8	117	100

Table 37 shows that the mostly attended classroom was grade 7 with 501 students. Since most of the teachers in both groups worked at secondary schools, these rates were expected findings for this study. This was followed by grade 6 with the number of 477 and by grade 8 with the number of 462. The least attended classrooms were the preparatory class and grade 10 (Foreign language class).

What is interesting in Table 37 is the dominance of ELT teachers in terms of teaching foreign language based or foreign language classrooms at high schools. It is noteworthy that the majority of the teachers in the classes where English was taught more intensively were graduates of Education Faculties.

4.1.1.4. The Characteristics of In-Service English Language Teachers: The Years of Teaching Experience in State Schools and Former Teaching Experience in Private Schools

It is obvious that experience in teaching plays an important role in teacher development. Therefore, a teacher's development might be affected by various circumstances such as their educational background, teaching different students, collaborating with different English teachers, working with different management staffs, and living in different cities from villages to metropolitan cities. All of these factors might contribute to the development of teachers. In this

regard, their previous teaching experiences in both state and private schools, if any, were investigated.

Table 38: The Participants: Experience in State and Private Schools

	ELT		Non-ELT		Total	
Years of experience at state schools	N	%	N	%	N	%
Less than 1 year	47	66.2	24	33.8	71	5.0
1-5 year(s)	287	62.7	171	37.3	458	32.4
6-10 years	235	69.7	102	30.3	337	23.9
11-15 years	198	72.8	74	27.2	272	19.2
16-20 years	119	60.1	79	39.9	198	14.1
21-25 years	37	82.2	8	17.8	45	3.3
26-30 years	15	71.4	6	28.6	21	1.5
31-35 years	6	100	0	0	6	0.4
36 and more	2	100	0	0	2	0.1
Total	946	67.1	464	32.9	1410	100
Experience at private schools	ELT		Non-ELT		Total	
Yes	285	61.3	180	38.7	465	32.9
No	666	70.3	282	29.7	948	67.1
Total	951	67.3	462	32.7	1413	98.2
Years of experience at private schools	ELT		Non-ELT		Total	
Less than 1 year	50	57.5	37	42.5	87	20.6
1-5 year(s)	177	59	123	41	300	70.9
6-10 years	20	64.5	11	35.5	31	7.3
11-15 years	4	80	1	20	5	1.2
Total	251	59.3	172	40.7	423	100

First of all, it should be noted that it is really exciting to bring novice English teachers and almost retired teachers together and to listen to their voices in the same study. Table 38 portrays that the years of experience of the teachers in both two groups differed. Most of the teachers (32.4%) had to 1-5 year(s) of experience at state schools. Perhaps the most striking issue in Table 38 is the number of ELT teachers who worked more than 20 years. Furthermore, it was observed that there were no Non-ELT teachers working for more than 31 years participated in the current study.

It was remarkable to observe that 67% of the teachers did not have teaching experience at private schools. Although 465 teachers (ELT teachers, n=285; Non-ELT teachers, n=180) stated that they had teaching experience at private schools, only 423 of them indicated years of experience. A closer inspection of Table 38 shows that most of the teachers in both groups in total (70.9%) worked at private schools for 1-5 year(s). This was followed by the English teachers in both groups (20.6%) having less than one year of experience.

4.1.1.5. The Characteristics of In-Service English Language Teachers: Weekly Course Load and Average Number of Students

Moreover, English teachers in both groups were asked to state their weekly course load and also the average number of students in their classrooms. In the piloting phase, the number of students was given as intervals such as 1-10, 11-20, 21-30, 31-40, 41-50, and 51 and above. After the piloting stage, the teachers were asked to indicate the number of class sizes with the aim of portraying the exact number of students. Table 39 presents the findings for the above questions.

Table 39: The Participants: Weekly Course Load and Average Number of Students

		Mean	Std. Deviation
Weekly course load	ELT	23.85	5.51
	Non-ELT	24	5.52
	Total	23.9	5.51
Average number of students	ELT	26.92	6.96
	Non-ELT	27.59	8.04
	Total	27.15	7.33

Table 39 shows that both ELT and Non-ELT teachers taught approximately 24 course hours per week. The number of students in their classrooms was found to be nearly 27 and 28 for both groups of English teachers, respectively.

4.1.1.6. The Characteristics of In-Service English Language Teachers: Working Conditions

Furthermore, English teachers in both groups were asked to evaluate to the extent to which their working conditions were suitable for teaching English considering their classroom size, physical condition of classrooms (cleanliness, order, etc.), class seating arrangement (fixed rows, etc.), heating system of classrooms, technological equipment (a PC, a smart board, a projection, etc.), students' attitudes towards learning English, parents' attitudes towards English courses, and school administration's attitudes towards English courses. Table 40 portrays the working conditions of the teachers in the current study.

Table 40: The Participants: Working Conditions

Working Conditions		Mean	Std. Deviation
1. Classroom sizes	ELT	4.03	1.92
	Non-ELT	4	1.56
	Total	4.02	1.94
2. Physical conditions of classrooms (cleanliness, order, etc.)	ELT	4.4	1.57
	Non-ELT	4.39	1.56
	Total	4.39	1.56
3. Class seating arrangements (fixed rows. etc.)	ELT	4.19	1.63
	Non-ELT	4.21	1.61
	Total	4.2	1.62
4. Heating system of classrooms	ELT	5.18	1.65
	Non-ELT	5.27	1.53
	Total	5.21	1.61
5. Technological equipment (a PC, a smart board, a projection, etc.)	ELT	5.07	1.85
	Non-ELT	4.9	1.89
	Total	5.01	1.86
6. Students' attitudes towards learning English	ELT	3.78	1.52
	Non-ELT	3.66	1.51
	Total	3.75	1.52
7. Parents' attitudes towards English courses	ELT	3.9	1.57
	Non-ELT	3.96	1.6
	Total	3.93	1.58
8. School administration's attitudes towards English courses	ELT	5.14	1.44
	Non-ELT	5.12	1.51
	Total	5.13	1.47

When English teachers were asked about working conditions based on a Likert scale, ranging from 1- absolutely inappropriate and 7- absolutely appropriate, it was seen that the option marked as the highest among the average values was the heating status of the classrooms with a mean score of 5.18 for ELT teachers and 5.27 for Non-ELT teachers in Table 40. This was followed by the school administration's attitudes towards English courses (ELT teachers, 5.14%; Non-ELT teachers, 5.12%), and the availability of technological equipment (a PC, a smart board, a projection, etc.) with a mean score of 5.07 for ELT teachers and 4.9% for Non-ELT teachers.

What is the most striking about working conditions is the lowest mean score for the statement "students' attitudes towards learning English". The fact that the majority of teachers complained about the students' indifference to the English lesson was not an unexpected finding to have the lowest mean value for this item because the lack of motivation experienced by the students is always a topic on the agenda.

In addition, teachers were asked if they had any issues they would like to add about working conditions as item 9 titled "other." Additional concerns related to working conditions were

acknowledged by 33 English teachers in response to the question of whether they had any additional concerns. These concerns were analysed using content analysis. As illustrated in Table 41, the recurring themes stated by English teachers were classified into five categories.

Table 41: The Participants: Additions for Working Conditions

		N	Total	
			N	%
1. The importance attached to English	ELT	11	12	36.3
	Non-ELT	1		
2. Course material / textbook	ELT	5	8	24.2
	Non-ELT	3		
3. Working conditions	ELT	2	6	18.1
	Non-ELT	4		
4. Course hours	ELT	4	5	15.1
	Non-ELT	1		
5. Technological inadequacies	ELT	1	2	6.0
	Non-ELT	1		
Total			33	100

As observed in Table 41, 11 ELT teachers and a Non-ELT teacher pointed out the importance attached to English in the learning process considering all parties including the Ministry of National Education, English teachers, students, and other subject teachers. Some ELT teachers stated that the students did not pay attention to English since these students were in the final grade and did not need English at the university entrance exam, while others pointed out the attitudes of the MoNE towards English. It was also stated that the importance attached to English might vary depending on the region where teachers worked. Lastly, the students' attitudes towards learning English and the importance of English were considered to be direct indicators of the course' success.

Course materials/textbooks were the second most highly stated issue by teachers (ELT teachers, n=5; Non-ELT teachers, n=3). Considering the suitability and availability of course materials, it was understood that the teachers had a negative impression. In this aspect, it can be highlighted that there is a need to revise the course materials. It was also understood that the teachers in both groups complained that they were not satisfied with the books they were currently using, and that they were not allowed to use other additional resources.

Moving on to working conditions, the teachers (ELT teachers, n=2; Non-ELT teachers, n=4) focused on the level of students that they taught, and the types of schools they worked at. Moreover, the physical properties of the schools were discussed in terms of the location of the school, lack of English practice classrooms, and lastly transportation to schools, which was related to the location of the school. Furthermore, five of the teachers (ELT teachers, n=4; Non-ELT

teachers, n=1) emphasized the lack of course hours and suggested an increase in the number of course hours. Finally, one teacher from each groups complained about the lack of smart boards and the problems due to the Internet connection.

All things considered, both groups of English teachers seemed to improve their working conditions by sharing extra information with me, despite the length of the questionnaire.

4.1.1.7. The Characteristics of In-Service English Teachers: Four Main Language Skills

English teachers were asked how they evaluated their English in terms of reading, writing, listening, and speaking skills using a 9-point rating scale ranging from 1- very poor to 9- very good.

Table 42: The Participants: Evaluation of Main Language Skills

		Reading			Writing			Listening			Speaking		
		ELT	Non-ELT	Total	ELT	Non-ELT	Total	ELT	Non-ELT	Total	ELT	Non-ELT	Total
Very poor	N	4	1	5	7	2	9	2	2	4	10	3	13
	%	0.3	0.1	0.4	0.5	0.1	0.6	0.1	0.1	0.3	0.7	0.2	0.9
	N	6	1	7	5	0	5	11	2	13	10	6	16
	%	0.4	0.1	0.5	0.4	0	0.4	0.8	0.1	0.9	0.7	0.4	1.1
	N	6	5	11	10	4	14	10	8	18	6	9	15
	%	0.4	0.4	0.8	0.7	0.3	1	0.7	0.6	1.3	0.4	0.6	1.1
	N	4	6	10	12	11	23	15	7	22	25	18	43
	%	0.4	0.4	0.8	0.8	0.8	1.6	1.1	0.5	1.6	1.8	1.3	3
	N	27	15	42	40	16	56	42	31	73	70	33	103
	%	1.9	1.1	3	2.8	1.1	4	3	2.2	5.2	4.9	2.3	7.3
	N	38	23	61	85	44	129	112	62	174	109	60	169
	%	2.7	1.6	4.3	6	3.1	9.1	7.9	4.4	12.3	7.7	4.2	11.9
	N	159	80	239	206	91	297	242	121	363	234	123	357
	%	2.7	1.6	4.3	14.6	6.4	21	17.1	8.5	25.6	16.5	8.7	25.2
	N	334	158	492	326	165	491	319	144	463	309	135	444
	%	23.5	11.1	34.7	23.1	11.7	34.7	22.5	10.2	32.7	21.8	9.5	31.4
Very good	N	373	179	552	256	134	390	196	90	286	175	80	255
	%	26.3	12.6	38.9	18.1	9.5	27.6	13.8	6.4	20.2	12.4	5.7	18
Total	N	951	468	1419	947	467	1414	949	467	1416	948	467	1415
	%	67	33	100	67	33	100	67	33	100	67	33	100
Mean		7.94	7.88	7.92	7.55	7.63	7.58	7.38	7.26	7.34	7.21	7.06	7.16
Std. Deviation		1.27	1.29	1.28	1.43	1.35	1.4	1.41	1.44	1.42	1.55	1.61	1.57

What is striking about Table 42 is that there were 13 English teachers (ELT teachers, n=10; Non-ELT teachers (n=3) rated their speaking skills as poor, and this was followed by writing, reading, and listening skills. The mean value of speaking skills for ELT teachers was 7.21 and for

Non-ELT teachers it was 7.06. That is to say, ELT teachers seemed to be better in terms of speaking compared to Non-ELT teachers. Considering the skill that English teachers perceived themselves as very good was reading skill having 7.94 mean value for ELT teachers and 7.88 for Non-ELT teachers.

Overall, according to the mean values of these data sets, English teachers were very good at reading (mv=7.92), writing (mv=7.58), listening (mv=7.34), and speaking (mv=7.16) respectively. A closer inspection of Table 42 shows that only differences were found in terms of the mean value of each skill between ELT and Non-ELT teachers.

4.1.1.8. The Characteristics of In-Service English Language Teachers: Language Proficiency Test Taking Experiences

In-service English language teachers were asked about their test taking experiences in language proficiency tests including YDS, YÖKDİL, IELTS, TOEFL, and others that English teachers in both groups had taken in the last five years.

Table 43: The Participants: Language Exams

Language exams taken		ELT	Non-ELT	Total
No	N	527	261	788
	%	55.2	56	55.5
Yes	N	427	205	632
	%	44.8	44	44.5
Total	N	954	466	1420
	%	100	100	100

As presented in Table 43, more than half of the English teachers in both groups (55.5%) had not taken any language exams in the last five years. The distribution of the language exams taken by both groups of English teachers is displayed in Figure 4 as follows:

Figure 4: The Participants: Language Exams Taken

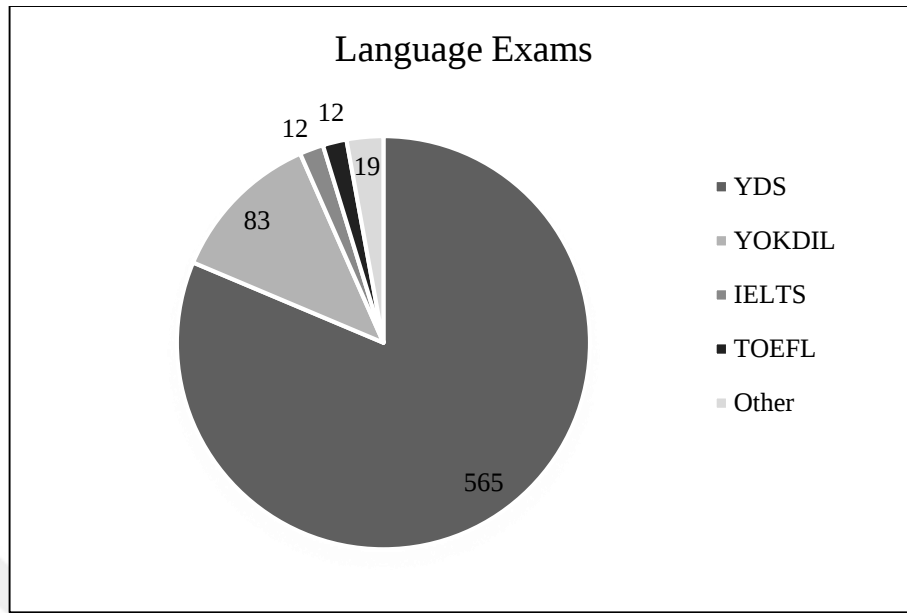


Figure 4 presents the total number of examinations taken. It was found that a total of 565 English teachers took the YDS examination (ELT teachers, $n=385$; Non-ELT teachers, $n=180$), and this was followed by the YÖKDİL examination (ELT teachers, $n=52$; Non-ELT teachers, $n=83$). 12 of ELT teachers and seven of Non-ELT teachers indicated that they took other language exams; however, neither group of teachers specified which exams they were. The IELTS test was taken by 13 English teachers (ELT teachers, $n=8$; Non-ELT teachers, $n=4$), and the TOEFL test was taken by 12 English teachers (ELT teachers, $n=10$; Non-ELT teachers, $n=2$).

4.1.1.9. The Characteristics of In-Service English Language Teachers: The Percentage of Teacher Talk and Student Talk and the Rates of Turkish and English Talk in English Classes

As mentioned earlier, many additional informative questions were asked to get to know English teachers better. The next additional question asked about teachers' characteristics concerning teacher talk and student talk in English language classrooms. Additionally, the teachers were requested to roughly indicate the rates of Turkish and English talk as percentages.

Table 44: The Participants: Teacher and Student Talk, and Turkish and English Talk

In English classrooms, the percentage of		Mean	Std. Deviation
teacher talk	ELT	63.23	16.20
	Non-ELT	63.57	16.16
	Total	63.35	16.17
student talk	ELT	35.1	15.5
	Non-ELT	33.96	15.24
	Total	34.74	15.41
In English classrooms, the rates of		Mean	Std. Deviation
Turkish	ELT	58.73	22.47
	Non-ELT	60.5	20.37
	Total	59.29	21.79
English	ELT	42.14	22.35
	Non-ELT	40.15	20.85
	Total	41.51	21.87

As observed in Table 44, the mean value of teacher talk for Non-ELT teachers (mv=63.57) was higher than that for ELT teachers (mv=63.23). As expected, student talk in ELT teachers' classrooms (mv=35.1) was higher than that in Non-ELT teachers' classrooms (mv=33.96). That is to say, in both teacher groups' classrooms, English teachers talked more than students. This might vary depending on the level of the school and the grades; however, according to this data set, the speaking rate of teachers is much higher than that of students in general.

When it comes to the rates of Turkish and English talk, it was seen that the rate of Turkish talk in English classrooms (mv=59.29) was higher than that of English talk (mv=41.51). Based on the overall feedback received from the participants of the study, these results were not unexpected. Turning to the rates of Turkish and English language use in ELT and Non-ELT teachers' classrooms, it was observed that Turkish was used more in Non-ELT teachers' classrooms; in contrast, English was used more frequently in ELT teachers' classrooms.

4.1.1.10. The Characteristics of In-Service English Language Teachers: The Focus On Diverse Aspects of Language

In-service English language teachers were also asked to rate themselves in terms of the importance they attached to different points including language skills in their English classrooms. With this aim in mind, how much importance was given by English teachers to the teaching of which language skills in English lessons was investigated. In this context, eight aspects of language including reading, writing, listening, speaking, grammar, vocabulary, pronunciation, and translation were submitted to the teachers to rate with a 7-point rating scale ranging from 1- too little to 7- too much.

Table 45: The Participants: Importance Given to Aspects of Language

		Reading		Writing		Listening		Speaking		Grammar		Vocabulary		Pronunciation		Translation	
		ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT	ELT	Non-ELT
Too little	N	4	0	13	4	10	6	11	4	10	11	0	1	5	2	45	24
	%	0.3	0	0.9	0.3	0.7	0.4	0.8	0.3	0.7	0.8	0	0.1	0.4	0.1	3.2	1.7
	N	11	9	67	29	32	13	45	13	42	21	3	1	23	12	46	15
	%	0.8	0.6	4.8	2.1	2.3	0.9	3.2	0.9	3	1.5	0.2	0.1	1.6	0.9	3.3	1.1
	N	46	25	151	54	70	42	96	40	80	38	4	7	67	34	92	34
	%	3.3	1.8	10.7	3.8	5	3	6.9	2.9	5.7	2.7	0.3	0.5	4.8	2.4	6.5	2.4
	N	120	69	200	93	155	66	179	88	146	62	48	18	143	44	146	47
	%	8.5	4.9	14.2	6.6	11.1	4.7	12.8	6.3	10.4	4.4	3.4	1.3	10.2	3.1	10.4	3.3
	N	247	113	236	127	253	111	227	109	211	84	126	67	207	125	199	95
	%	17.5	8	16.8	9	18.1	7.9	16.2	7.8	15	6	9	4.8	14.8	8.9	14.1	6.7
	N	329	144	192	97	272	131	241	115	269	136	290	114	291	115	230	109
	%	23.3	10.2	13.7	6.9	19.4	9.4	17.2	8.2	19.2	9.7	20.6	8.1	20.7	8.2	16.3	7.7
Too much	N	194	102	87	55	153	87	148	85	189	104	479	249	209	126	190	136
	%	13.7	7.2	6.2	3.9	10.9	6.2	10.6	6.1	13.5	7.4	34	17.7	14.9	9	13.5	9.7
Total	N	951	462	946	459	945	456	947	454	947	456	950	457	945	458	948	460
	%	67.3	32.7	67.3	32.7	67.5	32.5	67.6	32.4	67.5	32.5	67.5	32.5	67.4	32.6	67.3	32.7
Mean		5.47	5.43	4.58	4.78	5.15	5.2	4.98	5.13	5.18	5.21	6.24	6.25	5.36	5.46	4.95	5.27
Mean		5.46		4.65		5.17		5.03		5.19		6.24		5.39		5.06	

It is apparent from Table 45 that both groups of English teachers mostly focused on vocabulary teaching (ELT teachers, n=6.24; Non-ELT teachers, n=6.25). This was followed by reading skills with a mean of 5.46; pronunciation with a mean of 5.39; grammar with a mean of 5.19; listening with a mean of 5.17; translation with a mean of 5.06; speaking with a mean of 5.03; and the least focused skill was writing with a mean of 4.65.

It is worth noting that the answers given by the two groups were similar to each other, except for translation, as it was revealed that while ELT teachers used translation much in their classrooms (n=230), Non-ELT teachers made use of translation too much (n=136). Considering the educational system in Türkiye, it was not surprising to see that most of the teachers paid more attention to vocabulary and reading because students at all levels of schools have to take some tests including English questions in order to go to better schools.

4.1.2. Do the Characteristics of the Two Groups – ELT and Non-ELT – of In-Service English Language Teachers Differ?

This is the second research question of the present study. Within the scope of this question, the comparisons between ELT graduates and Non-ELT graduates were made with regard to the following variables: the types of employment, educational levels worked at, grades taught, years of teaching experience in state schools and former teaching experience in private schools, weekly course load and average number of students, working conditions, four main language skills, language proficiency test taking experiences, the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes, and the focus on diverse language skills.

In order to carry out the analysis of the data, two different tests were used depending on the measure of the data regarding nominal, ordinal, or scale. The first test was the Chi-square test (χ^2), which is especially used in studies in social sciences for various reasons (Altunışık et al., 2012). The Chi-square test, “goodness of fit, is used when we have only one categorical variable with two or more levels of choices” (Larson-Hall, 2010: 206). Considering the data in the current study, there were two or more variables for some of the items, and all of them were categorical. Therefore, for nominal data which is used to give values to items or individuals belonging to different groups or categories, chi-square test was utilized as asserted by Hatch and Lazaraton (1991: 394), “for frequency data, an appropriate statistical procedure to test the relationship is the Chi-square test (χ^2) test.” They also added that “notice that it tests the *relationship* between the variables (how well they go together) rather than how one variable *affects* another. The Chi-square procedure does not allow us to make cause $\rightarrow$ effect claims” (Hatch and Lazaraton, 1991: 394). To this end, this test was used with the aim of comparing the types of employment and teachers’ graduation since both variables were categorical.

Another test used in the current study was the Mann-Whitney U test, which is generally used to compare two groups when the measures are ordinal rather than interval measures (Hatch and Lazaraton, 1991). Ordinal variables do not specify the degree of intervals; instead, the items are ranked in an order like 1 to 5 and the numbers used like 1 and 2 do not have to be divided equally. Therefore, the Mann-Whitney U test, which is a non-parametric test used as an alternative to the independent-samples t-test (Dörnyei, 2011), was used to analyse each quantitative item individually since the research instrument was not a scale and did not have a total score for all sections of the questionnaire.

The analysis of the data revealed that in the additional informative question section of the questionnaire, there were only three items that showed statistically significant differences between the two groups of teachers. The items included the types of employment, years of teaching

experience in state schools, and the focus on diverse language skills. Each point is presented separately.

Table 46: Comparison of ELT and Non-ELT Graduates: Types of Employment

	Types of employment							
	Tenured		Contracted		Paid		Total	
	N	%	N	%	N	%	N	%
ELT	847	68.3	97	68.3	21	39.6	965	67.2
Non-ELT	393	31.7	45	31.7	32	60.4	470	32.8
Total	1240	100	142	100	53	100	1435	100
$\chi^2 (2) = 19.068, p < .000$								

As stated earlier, the Chi-square test was preferred because the variables were categorical. At the end, the test results showed that there was a statistically significant difference between ELT graduates and Non-ELT graduates in terms of types of employment, as presented in Table 46. This indicated that most of the ELT graduates were employed as tenured and contracted, while Non-ELT graduates were employed as paid.

In terms of years of teaching experience in state schools and former teaching experience in private schools, two groups of teachers were compared using the Mann-Whitney U test since the measures were ordinal.

Table 47: Comparison of ELT and Non-ELT graduates: Years of Teaching Experience

The years of teaching experience		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
In state schools	ELT	946	721.80	682823.00	204052.000	0.032
	Non-ELT	464	672.27	311931.00		
	Total	1410				
In private schools	ELT	251	212.14	53247.00	21551.000	0.977
	Non-ELT	172	211.80	36429.00		
	Total	423				

As seen in Table 47, it was found that the two groups of English teachers had statistically significant differences in terms of years of teaching experience in state schools ($p = 0.032, p < 0.05$). That is to say, ELT teachers had more years of teaching experience compared to Non-ELT graduates. There was no statistically significant difference between the two groups' former teaching experience in private schools ($p = 0.977, p < 0.05$).

Finally, ELT and Non-ELT teachers were compared in terms of their focus on eight diverse skills including reading, writing, listening, speaking, grammar, vocabulary, pronunciation, and

translation in language classrooms. Similar to the previous items presented in Table 47, the Mann-Whitney U test was utilized.

Table 48: Comparison of ELT and Non-ELT Graduates: Focus On Diverse Aspects of Language

The focus on diverse language skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Reading	ELT	951	710.64	675817.00	216221.000	0.619
	Non-ELT	462	699.51	323174.00		
	Total	1413				
Writing	ELT	946	685.22	648219.00	200288.000	0.016
	Non-ELT	459	739.64	339496.00		
	Total	1405				
Listening	ELT	945	694.84	656622.00	209637.000	0.400
	Non-ELT	456	713.77	325479.00		
	Total	1401				
Speaking	ELT	947	688.77	652263.50	203385.500	0.095
	Non-ELT	454	726.51	329837.50		
	Total	1401				
Grammar	ELT	947	694.96	658128.00	209250.000	0.337
	Non-ELT	456	716.62	326778.00		
	Total	1403				
Vocabulary	ELT	950	698.21	663296.00	211571.000	0.399
	Non-ELT	457	716.04	327232.00		
	Total	1407				
Pronunciation	ELT	945	691.72	653677.00	206692.000	0.161
	Non-ELT	458	723.21	331229.00		
	Total	1403				
Translation	ELT	948	676.01	640853.50	197027.500	0.000
	Non-ELT	460	763.22	351082.50		
	Total	1408				

According to the results of the Mann-Whitney U test, only two language skills were statistically different between the two groups of English teachers. The first was their writing skills. As illustrated in Table 48, there was a statistically significant difference between the two groups of teachers in terms of paying attention to writing skills in their classrooms ($p = 0.016$, $p < 0.05$). It was understood that Non-ELT graduate teachers focused more on writing than did ELT graduate teachers. The second statistically significant difference was related to translation. Similar to writing skills, it was found that Non-ELT graduate teachers paid more attention to translation compared to ELT graduate teachers ($p = 0.000$, $p < 0.05$). There was no statistically significant difference between the two groups in terms of teachers' focus on other language skills.

4.1.3. How do Two Groups – ELT and Non-ELT – of In-Service English Language Teachers Evaluate Themselves in Terms of Specific Characteristics of Effective Language Teachers?

There have been various definitions of what makes a teacher effective in the literature, and many qualities have been attributed to them. In the case of English language teachers, similar qualities have been observed. In the current study, I attempted to integrate and categorize as many relevant qualities as possible by referring to the literature, expert opinions, and teachers' opinions during the piloting phase to provide a framework for teachers to evaluate themselves regarding their effectiveness as English language teachers. It is important to note that some studies conducted on this issue focused only on pedagogical content knowledge and skills, whereas others focused on socio-affective knowledge and skills.

In this study, I aimed to illustrate the current picture of English language teachers working in state schools in Türkiye by putting the pieces together like a puzzle and comparing them in terms of their graduation, since there have been numerous arguments about the effectiveness of Education Faculty graduates compared with those of other faculties. In this way, English teachers have the opportunity to evaluate themselves in terms of all aspects in one shot. Furthermore, this may also serve to remind and make both groups of English teachers reassess activities, methods, and techniques that might be helpful for those who want to be updated. My goals were to hear English teachers' voices, to make their voices heard, to listen to their problems, to learn their strengths and weaknesses with their good reasons, to learn their expectations and suggestions, and to improve the current situation considering all stakeholders such as teachers' themselves, parents, and administration.

Therefore, I decided to include six categories in the research instrument. These categories included personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development. In the following section, each category was analysed descriptively in terms of ELT graduates and Non-ELT graduates.

4.1.3.1. How do Teachers Evaluate Themselves in Terms of Personal Characteristics?

The B1 section of the questionnaire included 43 items with "other" as item 44. It is necessary to remember once more that utmost care was taken to come up with a comprehensive list of personal characteristics based on the relevant literature and discussions with ELT experts over the course of several long meetings. After collecting the data, the Cronbach's alpha value was calculated as .910.

As stated earlier in the piloting stage, the purpose of this section on personal characteristics was not to categorize or describe teachers, which can be accomplished through personality test inventories that are available in the current literature. If my aim was to categorize English teachers by focusing on personal qualities, I could use one of the personality test inventories perfectly. A compilation of the characteristics listed in this study was derived from studies of effective English language teachers. The list was organized alphabetically in Turkish, and then translated into English. Therefore, the list is not in the alphabetical order in Table 49.



Table 49: Personal Characteristics: ELT vs. Non-ELT Graduate Teachers

B1. As an English language teacher, I am...		Very untrue of me		Untrue of me		Somewhat untrue of me		Neutral		Somewhat true of me		True of me		Very true of me		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Open minded.	ELT					12	1.3	15	1.6	71	7.4	394	41	468	48.8	960	100	6.34	6.34
	Non-ELT			1	0.2	3	0.6	4	0.8	44	9.3	188	39.9	231	49	471	100	6.35	
2. Fair.	ELT			1	0.1	2	0.2	7	0.7	45	4.7	319	33.4	582	60.9	956	100	6.53	6.55
	Non-ELT			1	0.0	1	0.2	1	0.2	12	2.6	162	35.6	288	61.4	469	100	6.57	
3. Aggressive.	ELT	122	12.8	243	25.5	162	17	112	11.7	200	21	66	6.9	49	5.1	954	100	3.43	3.45
	Non-ELT	63	13.7	105	22.8	71	15.4	62	13.4	110	23.9	30	6.5	20	4.3	461	100	3.47	
4. Humble.	ELT	4	0.4	15	1.6	15	1.6	47	4.9	116	12.1	368	38.5	391	40.9	956	100	6.05	6.04
	Non-ELT	1	0.2	6	1.3	10	2.1	33	7.1	51	10.9	186	39.8	180	38.5	467	100	6.00	
5. Understanding.	ELT	2	0.2	6	0.6	7	0.7	17	1.8	113	11.9	384	40.4	422	44.4	951	100	6.23	6.24
	Non-ELT			2	0.4	2	0.4	11	2.4	40	8.6	207	44.4	204	43.8	466	100	6.27	
6. Like a friend.	ELT	6	0.6	20	2.1	33	3.5	69	7.2	206	21.5	311	32.5	311	32.5	956	100	5.74	5.75
	Non-ELT	6	1.3	5	1.1	16	3.4	31	6.6	96	20.5	161	34.3	154	32.8	469	100	5.78	
7. Knowledgeable.	ELT	1	0.1	1	0.1	3	0.3	25	2.6	150	15.7	519	54.3	257	26.9	956	100	6.04	6.05
	Non-ELT					4	0.9	11	2.3	71	15.1	242	51.6	141	30.1	469	100	6.07	
8. Hard working.	ELT	1	0.1	2	0.2	12	1.3	31	3.2	138	14.4	408	42.5	367	38.3	959	100	6.12	6.13
	Non-ELT			3	0.6	3	0.6	10	2.1	72	15.4	192	40.9	189	40.3	469	100	6.16	
9. Punctual.	ELT	6	0.6	8	0.8	28	2.9	50	5.2	141	14.7	319	33.3	407	42.4	959	100	6.02	5.99
	Non-ELT	3	0.6	4	0.9	13	2.8	25	5.4	86	18.5	150	32.3	184	39.6	465	100	5.95	
10. Experienced.	ELT	3	0.3	9	0.9	26	2.7	52	5.4	193	20.2	368	38.5	305	31.9	956	100	5.87	5.84
	Non-ELT	1	0.2	7	1.5	15	3.2	30	6.4	105	22.4	167	35.6	144	30.7	469	100	5.78	
11. Disciplined.	ELT	3	0.3	3	0.3	20	2.1	46	4.8	178	18.6	366	38.2	343	35.8	959	100	5.98	6.00
	Non-ELT			3	0.6	9	1.9	26	5.5	72	15.3	179	38.1	181	38.5	470	100	6.03	
12. Tidy.	ELT	7	0.7	9	0.9	22	2.3	50	5.2	162	16.9	345	35.9	365	38	960	100	5.96	5.96
	Non-ELT			8	1.7	12	2.6	29	6.2	75	16	153	32.7	191	40.8	468	100	5.97	

Table 49: Continued

B1. As an English language teacher, I am...		Very untrue of me		Untrue of me		Somewhat untrue of me		Neutral		Somewhat true of me		True of me		Very true of me		Total		Mean	Mean
13. Open to criticism.	ELT	5	0.5	5	0.5	18	1.9	61	6.3	183	19	388	40.4	301	31.3	961	100	5.89	5.91
	Non-ELT			2	0.4	14	3	22	4.7	88	18.8	174	37.2	168	35.9	468	100	5.97	
14. An empathetic person.	ELT			1	0.1	1	0.1	16	1.7	96	10.1	377	39.5	464	48.6	955	100	6.34	6.35
	Non-ELT			1	0.2	2	0.4	5	1.1	49	10.5	163	35.1	245	52.7	465	100	6.37	
15. Humorous.	ELT	1	0.1	11	1.1	21	2.2	46	4.8	242	25.2	311	32.3	330	34.3	962	100	5.87	5.88
	Non-ELT	2	0.4	8	1.7	10	2.1	24	5.1	94	20	156	33.3	175	37.3	469	100	5.91	
16. Selfless.	ELT			4	0.4	6	0.6	37	3.9	142	14.8	373	38.9	398	41.5	960	100	6.15	6.15
	Non-ELT			1	0.2	5	1.1	12	2.6	71	15.2	182	39.1	195	41.8	466	100	6.17	
17. Sociable.	ELT	3	0.3	11	1.1	28	2.9	59	6.2	217	22.7	327	34.2	312	32.6	957	100	5.82	5.81
	Non-ELT	1	0.2	8	1.7	9	1.9	37	7.9	104	22.2	157	33.5	153	32.6	469	100	5.81	
18. A smiling person.	ELT			3	0.3	12	1.2	38	4	126	13.1	312	32.4	471	49	962	100	6.22	6.23
	Non-ELT			3	0.6	5	1.1	17	3.6	60	12.7	152	32.3	234	49.7	471	100	6.23	
19. Tolerant.	ELT			2	0.2	4	0.4	17	1.8	104	10.8	363	37.8	470	49	960	100	6.32	6.32
	Non-ELT			2	0.4	2	0.4	2	0.4	52	11	184	39.1	229	48.6	471	100	6.33	
20. A communicative person.	ELT			1	0.1	1	0.1	9	0.9	73	7.6	361	37.6	516	53.7	961	100	6.43	6.43
	Non-ELT					2	0.4	5	1.1	32	6.8	175	37.2	256	54.5	470	100	6.44	
21. A well-dressed person.	ELT	2	0.2	7	0.7	20	2.1	71	7.4	194	20.3	379	39.7	282	29.5	955	100	5.84	5.84
	Non-ELT	1	0.2	7	1.5	12	2.6	40	8.7	79	17.1	164	35.6	158	34.3	461	100	5.84	
22. Strict.	ELT	107	11.3	179	18.9	130	13.7	143	15.1	206	21.7	119	12.5	65	6.8	949	100	3.82	3.85
	Non-ELT	38	8.1	79	16.8	79	16.8	75	16	109	23.2	61	13	28	6	469	100	3.92	
23. Open to improve myself.	ELT	1	0.1	2	0.2	16	1.7	20	2.1	106	11.1	342	35.8	468	49	955	100	6.27	6.27
	Non-ELT			1	0.2	4	0.9	10	2.1	53	11.3	176	37.6	224	47.9	468	100	6.28	
24. Talkative.	ELT	4	0.4	9	0.9	27	2.8	47	4.9	205	21.4	312	32.5	355	37	959	100	5.91	5.92
	Non-ELT	1	0.2	4	0.9	11	2.4	28	6	85	18.2	169	36.2	169	36.2	467	100	5.94	
25. Kind.	ELT	1	0.1			7	0.7	29	3	117	12.2	394	41.2	409	42.7	957	100	6.21	6.20

Table 49: Continued

B1. As an English language teacher, I am...		Very untrue of me		Untrue of me		Somewhat untrue of me		Neutral		Somewhat true of me		True of me		Very true of me		Total		Mean	Mean
	Non-ELT			1	0.2	6	1.3	19	4.1	54	11.5	185	39.5	203	43.4	468	100	6.19	
26. Authoritarian.	ELT	28	2.9	44	4.6	87	9.1	121	12.6	277	28.9	253	26.4	147	15.4	957	100	5.00	5.05
	Non-ELT	11	2.3	25	5.3	33	7	55	11.7	122	26	129	27.5	94	20	469	100	5.16	
27. Distant to my students.	ELT	77	8.1	123	12.9	123	12.9	116	12.1	264	27.6	187	19.6	66	6.9	956	100	4.24	4.25
	Non-ELT	38	8.2	54	11.6	74	15.9	45	9.7	128	27.5	83	17.8	44	9.4	466	100	4.27	
28. A motivator for my students.	ELT			1	0.1	3	0.3	17	1.8	123	12.8	427	44.5	388	40.5	959	100	6.22	6.24
	Non-ELT					6	1.3	4	0.9	64	13.6	175	37.3	220	46.9	469	100	6.27	
29. Open to learning.	ELT					3	0.3	13	1.4	55	5.7	349	36.4	540	56.3		100	6.46	6.48
	Non-ELT					1	0.2	1	0.2	35	7.5	152	32.4	280	59.7		100	6.51	
30. Willing to teach.	ELT			2	0.2	3	0.3	7	0.7	63	6.6	307	32	577	60.2	959	960	6.50	6.50
	Non-ELT			1	0.2	1	0.2	3	0.6	35	7.5	145	30.9	284	60.6	469	469	6.50	
31. Confident.	ELT	3	0.3	2	0.2	5	0.5	28	2.9	138	14.4	383	39.9	401	41.8	960	100	6.17	6.15
	Non-ELT	2	0.4	3	0.6	6	1.3	27	5.7	50	10.6	188	39.9	195	41.4	471	100	6.10	
32. Positive.	ELT	1	0.1	5	0.5	12	1.3	24	2.5	119	12.4	361	37.6	438	45.6	960	100	6.21	6.20
	Non-ELT	1	0.2	5	1.1	4	0.9	15	3.2	62	13.2	170	36.3	211	45.1	468	100	6.17	
33. Patient.	ELT	2	0.2	11	1.1	14	1.5	55	5.7	154	16	343	35.7	381	39.7	960	100	6.02	6.00
	Non-ELT	3	0.6	2	0.4	10	2.1	31	6.6	87	18.6	147	31.5	187	40	467	100	5.96	
34. Sincere.	ELT					4	0.4	13	1.4	69	7.2	358	37.4	512	53.6	956	100	6.42	6.41
	Non-ELT			1	0.2	2	0.4	4	0.8	39	8.3	174	36.9	251	53.3	471	100	6.41	
35. Friendly.	ELT			1	0.1	6	0.6	33	3.4	101	10.5	363	37.9	455	47.4	959	100	6.27	6.27
	Non-ELT			3	0.6	3	0.6	15	3.2	52	11.1	157	33.5	239	51	469	100	6.29	
36. Responsible.	ELT					3	0.3	18	1.9	76	7.9	314	32.8	547	57.1	958	100	6.44	6.44
	Non-ELT					3	0.6	8	1.7	30	6.4	162	34.6	265	56.6	468	100	6.44	
37. Social.	ELT	2	0.2	3	0.3	13	1.4	28	2.9	191	20	351	36.7	369	38.6	957	100	6.06	6.05
	Non-ELT	1	0.2	1	0.2	15	3.2	14	3	83	17.8	171	36.7	181	38.8	466	100	6.03	

Table 49: Continued

B1. As an English language teacher, I am...		Very untrue of me		Untrue of me		Somewhat untrue of me		Neutral		Somewhat true of me		True of me		Very true of me		Total		Mean	Mean
38. Open to team work.	ELT	3	0.3	9	0.9	18	1.9	47	4.9	152	15.8	317	33	414	43.1	960	100	6.06	6.07
	Non-ELT	2	0.4	4	0.9	7	1.5	25	5.3	70	14.9	154	32.8	208	44.3	470	100	6.08	
39. Adjusted to technology	ELT	1	0.1	5	0.5	9	0.9	30	3.1	114	11.9	316	32.9	486	50.6	961	100	6.27	6.26
	Non-ELT	1	0.2	3	0.6	6	1.3	8	1.7	67	14.3	151	32.3	232	49.6	468	100	6.24	
40. An accessible person.	ELT			3	0.3	8	0.8	22	2.3	83	8.6	376	39.1	469	48.8	961	100	6.31	6.31
	Non-ELT			2	0.4	5	1.1	10	2.1	43	9.2	175	37.3	234	49.9	469	100	6.31	
41. Well adjusted.	ELT					4	0.4	16	1.7	81	8.4	371	38.7	487	50.8	959	100	6.37	6.37
	Non-ELT			2	0.4	2	0.4	7	1.5	41	8.7	175	37.2	243	51.7	470	100	6.37	
42. Creative.	ELT	3	0.3	2	0.2	19	2	56	5.9	198	20.7	342	35.8	336	35.1	956	100	5.94	5.90
	Non-ELT	1	0.2	2	0.4	10	2.1	40	8.5	102	21.7	162	34.5	152	32.4	469	100	5.84	
43. Innovator.	ELT			1	0.1	6	0.6	22	2.3	125	13	378	39.5	246	44.5	958	100	6.24	6.22
	Non-ELT			1	0.2	5	1.1	10	2.1	69	14.8	183	39.2	199	42.6	467	100	6.19	

As shown in Table 49, the data are presented with the help of cross tabs. Here, my aim was to reveal the first three and the last three characteristics that ELT and Non-ELT teachers focused on when describing their personal characteristics. First of all, I described the first and the last three characteristics depending on the mean values.

It was observed that the first three characteristics were “2. Fair” with a mean value of 6.53; “30. Willing to teach” with a mean value of 6.50; and “29. Open to learning” with a mean value of 6.46 for ELT teachers, whereas those were “2. Fair” with a mean value of 6.57; “29. Open to learning” with a mean value of 6.51; and “30. Willing to teach” with a mean value of 6.50 for Non-ELT teachers.

Moving on to the last three characteristics, it was observed that the characteristics were “3. Aggressive” with a mean value of 3.43; “22. Strict” with a mean value of 3.82; and “27. Distant to my students” with a mean value of 4.24 for ELT teachers while those were “3. Aggressive” with a mean value of 3.49; “22. Strict” with a mean value of 3.92; and “27. Distant to my students” with a mean value of 4.27 for Non-ELT teachers. Table 50 summarizes the first and the last three characteristics indicated by both groups of English teachers.

Table 50: The Summary of the First and the Last Three Characteristics

		First	Second	Third
The first three	Both	Fair	Willing to teach	Open to learning
	ELT	Fair	Willing to teach	Open to learning
	Non-ELT	Fair	Open to learning	Willing to teach
The last three	Both	Aggressive	Strict	Distant to my students
	ELT	Aggressive	Strict	Distant to my students
	Non-ELT	Aggressive	Strict	Distant to my students

As apparent from Table 50, the only difference observed was in the order of the item “willing to teach” and “open to learning” between ELT graduate teachers and Non-ELT graduate teachers.

Furthermore, the teachers were given an additional item as item 44 “other” in case they might want to add other characteristics that were not listed. It was found out that 58 English teachers contributed to this part of the study. Content analysis was carried out to analyse the additional data in a comparative manner regarding the two groups of teachers.

Table 51: Additions for Personal Characteristics: Characteristics Common to ELT and Non-ELT Graduate Teachers

Additional characteristics	ELT	Non-ELT	Total
	N	N	N
Energetic	3	1	4
Emotional	2	1	3
Loving teaching profession	1	2	3
Role model	1	1	2

As displayed in Table 51, some of the characteristics were uttered by English teachers in both groups. The most repeated characteristic was being energetic (ELT teachers, n=3; Non-ELT teachers, n=1). This was followed by being emotional (ELT teachers, n=32; Non-ELT teachers, n=1) and loving the teaching profession (ELT teachers, n=1; Non-ELT teachers, n=1). Lastly, being a role model was stated as an effective English teacher's characteristic by both groups of teachers (ELT teachers, n=1; Non-ELT teachers, n=1).

Furthermore, both groups of English teachers indicated the characteristics that defined themselves. These characteristics were listed by ELT and Non-ELT teachers in Table 52 as follows:

Table 52: Additions for Personal Characteristics: ELT and Non-ELT Teachers

ELT Teachers	N	Non-ELT Teachers	N
Like a mother	2	Loving students	3
Respecting students' preferences	2	I am not that bad.	1
Determined	1	I think I am undiscovered	1
Child spirited	1	Compassionate	1
Crazy	1	Calm	1
Careful	1	Cute	1
Paying attention to values	1	Not arrogant	1
Witty and funny	1	Consistent	1
Having different way of thinking	1	Angry at the irresponsibility	1
A good observer	1		
Having a beautiful heart	1		
Easy to empathise	1		
Talkative	1		
Loving	1		
Meticulous	1		
Productive	1		
Innovative	1		
Conscientious	1		
Docile	1		
Sharing	1		
I am open to contact with parents	1		
I love my homeland and my nation.	1		
I follow seminars	1		
I can balance sincerity and discipline	1		
My mood changes according to the success of the students	1		
I am pessimistic and hopeless that English language teaching will improve, that there will be positive developments	1		

As presented in Table 52, the majority of the responses given to item 44 were voiced by ELT teachers. Based on the belief that each shared characteristic was important for the teachers in both groups, and because it was believed that these characteristics might be useful in defining personal characteristics in future studies, all shared characteristics were listed. Interestingly, one of ELT teachers (Participant 1228) asserted that “I think there are questions that should be asked not to the teacher but to the students who are the observers.” Since the aim of the current study was to reveal teachers’ self-evaluations, this statement was taken as a suggestion for further studies.

4.1.3.2. How do Teachers Evaluate Themselves in Terms of English Language Proficiency?

In the section titled English language proficiency, English language teachers were given 17 statements which were developed by examining the literature on the characteristics of effective English language teachers. The Cronbach’s alpha value was calculated as .932.

Table 53: English Language Proficiency: ELT vs. Non-ELT Graduate Teachers

B2. As an English teacher,		Strongly disagree		Disagree		Partially disagree		Neutral		Partially agree		Agree		Strongly agree		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. I can easily understand spoken English.	ELT			3	0.3	13	1.4	13	1.4	138	14.4	507	52.9	285	29.7	959	100	6.07	6.05
	Non-ELT			2	0.4	4	0.8	12	2.5	100	21.2	206	43.7	147	31.2	471	100	6.00	
2. I can speak English fluently.	ELT	1	0.1	3	0.3	22	2.3	53	5.5	293	30.6	421	43.9	165	17.2	958	100	5.66	5.63
	Non-ELT	2	0.4	5	1.1	13	2.8	36	7.7	145	30.9	185	39.4	83	17.7	469	100	5.56	
3. I have clear pronunciation.	ELT					5	0.5	14	1.5	120	12.6	482	50.4	335	35	9560	100	6.17	6.15
	Non-ELT			2	0.4	7	1.5	5	1.1	68	14.5	227	48.3	161	34.3	470	100	6.11	
4. I have correct pronunciation.	ELT			4	0.4	8	0.9	33	3.5	182	19.4	483	51.4	230	24.5	940	100	5.93	5.90
	Non-ELT			3	0.6	5	1.1	16	3.4	116	24.9	221	47.4	105	22.5	466	100	5.84	
5. I have a British/American accent.	ELT	14	1.5	52	5.6	66	7.1	148	15.8	271	29	284	30.4	99	10.6	934	100	4.98	5.00
	Non-ELT	14	3	18	3.8	31	6.6	70	15	144	30.8	128	27.4	63	13.5	468	100	5.02	
6. I have the correct knowledge of intonation.	ELT	5	0.5	8	0.8	35	3.7	109	11.5	257	27.2	387	40.9	145	15.3	946	100	5.47	5.47
	Non-ELT	2	0.4	5	1.1	19	4.1	51	11	139	30	162	35	85	18.4	463	100	5.47	
7. I can correct my own mistakes when speaking English.	ELT	1	0.1	3	0.3	11	1.2	21	2.2	147	15.4	460	48.2	311	32.6	954	100	6.07	6.05
	Non-ELT			1	0.2	5	1.1	20	4.3	90	19.2	202	43.1	151	32.2	469	100	6.00	
8. I have extensive vocabulary.	ELT			5	0.5	7	0.7	66	7	290	30.6	402	42.4	177	18.7	947	100	5.69	5.69
	Non-ELT			6	1.3	14	3	32	6.8	112	23.9	210	44.9	94	20.1	468	100	5.68	
9. I am proficient in grammar.	ELT			2	0.2	2	0.2	11	1.2	107	11.3	395	41.8	429	45.3	946	100	6.30	6.27
	Non-ELT			2	0.2	4	0.9	10	2.1	54	11.6	207	44.3	190	40.7	467	100	6.20	
10. I can easily read and understand academic publications (articles) in English.	ELT			5	0.5	21	2.2	42	4.4	243	25.5	394	41.3	248	26	953	100	5.83	5.83
	Non-ELT			4	0.9	11	2.3	28	6	102	21.7	190	40.5	134	28.6	469	100	5.84	
11. I can easily read and understand English literary texts (novels, short stories, poems, etc.).	ELT	1	0.1	5	0.5	16	1.7	37	3.9	219	23	422	44.4	251	26.4	951	100	5.87	5.91
	Non-ELT			2	0.4	7	1.5	21	4.5	96	20.4	181	38.5	163	34.7	470	100	5.99	
12. I can make effective written translation.	ELT	1	0.1	9	0.9	18	1.9	51	5.3	213	22.2	371	38.7	295	30.8	958	100	5.88	5.88
	Non-ELT			6	1.3	9	1.9	33	7	87	18.5	177	37.6	159	33.8	471	100	5.90	
13. I can make effective oral translation.	ELT	1	0.1	13	1.4	56	5.9	120	12.6	325	34.1	299	31.3	140	14.7	954	100	5.31	5.31
	Non-ELT	3	0.6	8	1.7	19	4	65	13.8	161	34.3	144	30.6	70	14.9	470	100	5.30	
14. I can make an effective presentation in English.	ELT	1	0.1	12	1.3	23	2.4	82	8.6	254	26.7	356	37.5	222	23.4	950	100	5.66	5.65
	Non-ELT	1	0.2	4	0.9	9	1.9	57	12.2	120	25.6	164	35	114	24.3	469	100	5.64	
15. I can easily follow the news in English.	ELT	1	0.1	8	0.8	22	2.3	71	7.5	281	29.6	370	39	196	20.7	949	100	5.65	5.67
	Non-ELT			5	1.1	4	0.9	40	8.5	129	27.6	181	38.7	109	23.3	468	100	5.71	
16. I can easily watch movies without subtitles.	ELT	3	0.3	14	1.5	31	3.3	81	8.6	299	31.6	335	35.4	184	19.4	947	100	5.53	5.51
	Non-ELT	3	0.6	4	0.9	22	4.7	44	9.4	145	31	159	34	90	19.3	476	100	5.48	
17. I can use communication strategies (asking for clarification, confirmation checks, etc.) effectively.	ELT			5	0.5	13	1.4	45	4.7	233	24.5	405	42.5	251	26.4	952	100	5.86	5.82
	Non-ELT	1	0.2	2	0.4	10	2.1	40	8.5	114	24.3	188	40.1	114	24.3	469	100	5.73	

The objective of this section of the instrument was to portray teachers' self-evaluations in terms of English language proficiency. The items included speaking, listening, reading, writing, pronunciation, and translation. In Table 53, it was seen that the items drew attention at first glance were item 5 "I have a British/American accent" and item 9 "I am proficient in grammar." These were the items indicating differences between the two groups of teachers. While some ELT teachers (n=284) agreed that they had a British/ American accent, some Non-ELT teachers (n=144) partially agreed with this statement. Moving to item 9, it was revealed that 45.3% of ELT teachers strongly agreed that they were proficient in grammar, whereas 40.7% of Non-ELT teachers agreed. In terms of mean value, item 9 had the highest mean value for both groups (ELT teachers, mv=6.30; Non-ELT teachers, mv=6.20), while item 5 was given the lowest mean value (ELT teachers, mv=4.98; Non-ELT teachers, mv=5.02).

Overall, both groups of teachers gave similar responses and this might imply that most of the teachers could speak and understand English easily considering the responses given to item 1 (ELT teachers, 52.9%; Non-ELT teachers, 43.7%) and item 2 (ELT teachers, 43.9%; Non-ELT teachers, 39.4%). Teachers in both groups paid attention to pronunciation understood with item 3 (ELT teachers, 50.4%; Non-ELT teachers, 48.3%) and item 4 (ELT teachers, 51.4%; Non-ELT teachers, 47.4%). Concerning translation, it was found that almost 35% of the teachers in both groups partially agreed with item 13 "I can make effective oral translation"; however, approximately 40% of both groups of English teachers agreed with item 12 "I can make effective written translation". This result might suggest that teachers in both groups consider themselves to be more competent in written translations. In addition, it appeared that most of the teachers in both groups had no difficulty in listening according to the responses given to items 15 and 16.

In response to the "other" option, 17 ELT teachers and 2 Non-ELT teachers made additional comments, which were analysed using content analysis in NVivo.

Table 54: Additions for English Language Proficiency: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Indicators of English language proficiency	6	-
-following popular culture -singing in English -writing poems/lyrics in English -listening English songs -telling jokes -being able to talk about politics		
Mastery of English language	4	-
-having a good academic reading level -carrying out face-to-face communication -switching between languages easily -being good at in English		
Ways to improve students' English	3	1
-getting along well with students -creating language awareness -using vocabulary teaching techniques -encouraging active participation (Non-ELT)		
Open to learning	3	1
-being eager to learn -searching for the ways to improve English -talking to native speakers -going abroad (Non-ELT)		

During the construction of the data collection instrument, adding extra space for each section contributed to the depth of the study because sometimes these clues are often helpful in determining which area to explore further. As shown in Table 54, it can be inferred that ELT teachers regarded the following activities as indicators of English language proficiency: following popular culture, listening to and singing in English, writing poems or lyrics in English, telling jokes, and discussing politics (n=6). ELT teachers pointed out the mastery of English language considering “having a good academic reading level, carrying out face-to-face communication, switching between languages easily, and being good at English” (n=4). This was followed by ways to improve the students’ English levels (ELT teachers, n=3; Non-ELT teachers, n=1). This might sound unusual since the question was about teachers’ self-evaluation of their language proficiency; however, the frequency value might suggest that teachers had a sense of mastery of language by using different activities or techniques in their own classrooms. Another issue that emerged with the same frequency value (n=3) was that ELT teachers were open to learning and looked for various ways such as talking to native speakers and one of Non-ELT teachers stressed the importance of going abroad to improve their level of English.

4.1.3.3. How do Teachers Evaluate Themselves in Terms of Pedagogical Content Knowledge and Skills?

Pedagogical content knowledge and skills have been associated with various aspects of language teaching. The literature on pedagogical content knowledge and skills was reviewed in detail. As a result of this review, nine subcategories were formulated. These subcategories were the use of English/Turkish (eight items), student needs (eight items), in-class activities (30 items), assessment and evaluation (13 items), the teaching of language skills (23 items), error correction (18 items), classroom management (28 items), the use of resources (15 items), and teacher accessibility (eight items). It was perfectly possible to include many more categories, depending on the definition of pedagogical content knowledge. However, as a result of the expert meetings held after a long literature search, the item pool was created that included these nine subcategories. Since the Cronbach's alpha value was .972 in the piloting phase, there were no additions or omissions to the items. The Cronbach's alpha was calculated as .951 for the current section. Due to the huge amount of data, it would be better to represent each subcategory in different tables. The findings of these subcategories are presented respectively.

Table 55: Pedagogical Content Knowledge and Skills - The Use of English/Turkish: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
a. The use of English/Turkish		N	%	N	%	N	%	N	%	N	%	N	%		
1. I only use English in class.	ELT	77	8.1	143	15	338	35.4	366	38.3	31	3.2	955	100	3.13	3.13
	Non-ELT	34	7.2	76	16.2	175	37.2	169	36	16	3.4	470	100	3.12	
2. I only use Turkish in class.	ELT	201	21.1	176	18.5	361	37.9	202	21.2	12	1.3	952	100	2.63	2.67
	Non-ELT	89	19.1	67	14.4	182	39.1	117	25.2	10	2.2	465	100	2.67	
3. I use Turkish in class when needed.	ELT	9	0.9	55	5.8	247	26	419	44.1	221	23.2	951	100	3.82	3.85
	Non-ELT	4	0.9	16	3.4	109	23.3	224	47.9	115	24.6	468	100	3.91	
4. I encourage students to speak English in class.	ELT			14	1.5	121	12.7	409	43.1	406	42.7	950	100	4.27	4.27
	Non-ELT			6	1.3	57	12.2	196	41.9	209	44.7	468	100	4.29	
5. I encourage students to speak English outside the classroom.	ELT	45	4.7	147	15.4	298	31.3	284	29.8	179	18.8	953	100	3.42	3.48
	Non-ELT	16	3.4	68	14.5	127	27	140	29.8	119	25.3	470	100	3.59	
6. I speak English slowly in class (foreigner talk).	ELT	10	1.1	45	4.7	166	17.5	441	46.4	289	30.4	951	100	4.00	4.01
	Non-ELT	3	0.6	17	3.7	84	18.1	210	45.2	151	32.5	465	100	4.05	
7. I allow students to use only English in class.	ELT	156	16.4	208	21.8	284	29.8	216	22.6	90	9.4	954	100	2.87	2.89
	Non-ELT	69	14.7	100	21.3	145	30.9	104	22.2	51	10.9	469	100	2.93	
8. I allow students to use Turkish in class when needed.	ELT	9	1	61	6.4	252	26.6	374	39.5	250	26.4	946	100	3.84	3.86
	Non-ELT	6	1.3	19	4.1	119	25.5	194	41.5	129	27.6	467	100	3.90	

Table 55 presents that the teachers in both groups were given items related to their use of English and Turkish with the aim of portraying what teachers do in their classrooms. In terms of comparing both groups, it was found that ELT teachers often used only English in their classrooms (item 1, 38.3%) while Non-ELT teachers sometimes used only English (item 1, 37.2%). Another difference between the two groups was in encouraging students to speak English in class (item 4). Non-ELT teachers stated that they always encouraged their students to speak English in class (44.7%); however, ELT teachers often encouraged them (43.1%).

Furthermore, almost half of the teachers in both groups (n=643) affirmed that they “often” used Turkish in class when needed (item 2). It was also found that both the majority of ELT graduate teachers (37.9.1%) and the majority of Non-ELT graduate teachers (39.1%) indicated that they only used Turkish in class “sometimes.” Considering the only use of Turkish, 21.1% of the ELT graduates and 19.1% of the Non-ELT graduates reported as “never.”

When the overall mean values were computed for both teacher groups, it was seen that the highest mean value was 4.27 of item 4. Moving to the lowest mean value for both groups, it was observed that the mean value of item 2 “I only use Turkish in class” was 2.67. Overall, when ELT and Non-ELT graduate teachers were compared, it was seen that both groups of teachers’ answers to the items were similar or close to each other in terms of percentages.

Table 56: Additions for Pedagogical Content Knowledge and Skills - The Use of English/Turkish: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
the ways to use English and Turkish	4	1
-the use of translation (ELT)		
-the use of English songs and games (ELT)		
-the use of Turkish to explain the solution of tests in language classrooms (ELT)		
-starting in English and finishing in Turkish (ELT)		
-making dialogues after grammar topics are covered (Non-ELT)		
differences in the use of English/Turkish depending on students	3	2
-can be different in Foreign Language classrooms (ELT)		
-use English all the time in my old school (ELT)		
-students’ Turkish knowledge is very poor (ELT)		
-used to speak only English in the primary and secondary schools I worked in before (Non-ELT)		
-can change according to the class (Non-ELT)		
promoting the use of English	2	3
-50% English and 50% Turkish are used in the classrooms (ELT)		
-give feedback and corrections during speaking (ELT)		
-try to encourage students to speak English (Non-ELT)		
-if he cannot express himself by speaking in English, he tries to communicate by writing in English in his notebook (Non-ELT)		
-speak fluent English (native talk) (Non-ELT)		
counter arguments for the only use of English	2	
-English is a foreign language; not our mother tongue (ELT)		
-the use of only English causes students not to communicate (ELT)		

A total of 19 teachers (ELT teachers, n=14; Non-ELT teachers, n=6) came up with their additional remarks, which were analysed via content analysis. It was seen that there were no recurring themes. Therefore, the qualitative categories were derived inductively. As presented in Table 56, there were four categories including the ways to use English and Turkish, differences in the use of English/Turkish depending on students, promoting the use of English, and counter arguments for the only use of English. It was inferred that for teachers in both groups, the use of English and Turkish in language classrooms might be affected by various factors such as the working environment, the level of schools, the level of students, etc. In addition, the amount of using English and Turkish depended mostly on these factors. Although some of the teachers were eager to use English as much as possible, some ELT teachers (n=2) expressed that using only English was not a must and might affect English learning negatively.

The next section within pedagogical content knowledge and skills focuses on students' needs. To this end, 8 items were included. The findings are presented in Table 57 as follows:

Table 57: Pedagogical Content Knowledge and Skills - Students' Needs: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
b. Students' needs		N	%	N	%	N	%	N	%	N	%	N	%		
1. I encourage students to speak English.	ELT	2	0.2	5	0.5	101	10.6	414	43.4	432	45.3	954	100	4.33	4.34
	Non-ELT			4	0.9	43	9.2	197	42	225	48	469	100	4.37	
2. I allow students to learn by themselves (autonomous learners).	ELT	3	0.3	17	1.8	155	16.2	453	47.4	327	34.2	955	100	4.13	4.12
	Non-ELT	1	0.2	12	2.6	80	17.1	214	45.8	160	34.3	467	100	4.11	
3. I take learning styles of students into account.	ELT	1	0.1	26	2.7	141	14.8	458	48.1	327	34.3	953	100	4.13	4.15
	Non-ELT			4	0.9	77	16.5	214	45.8	172	36.8	467	100	4.18	
4. I try to keep students' attention alive.	ELT					38	4	407	42.6	511	53.5	956	100	4.49	4.50
	Non-ELT			2	0.4	19	4.1	184	39.5	261	56	466	100	4.51	
5. I take individual differences into account when making my decisions about the course (material selection, etc.)	ELT	3	0.3	20	2.1	143	15	414	43.4	374	39.2	954	100	4.19	4.22
	Non-ELT			6	1.3	54	11.6	209	44.8	198	42.4	467	100	4.28	
6. I can answer students' questions.	ELT					18	1.9	195	20.4	741	77.7	954	100	4.75	4.76
	Non-ELT					4	0.9	95	20.3	368	78.8	467	100	4.77	
7. I prepare activities according to the level of the students.	ELT			13	1.4	74	7.8	339	35.6	527	55.3	953	100	4.44	4.45
	Non-ELT	2	0.4	3	0.6	40	8.5	155	33.1	268	57.3	468	100	4.46	
8. I take cultural differences into account among students.	ELT	1	0.1	21	2.2	134	14	354	37.1	444	46.5	954	100	4.27	4.30
	Non-ELT	2	0.4	7	1.5	55	11.8	160	34.3	243	52	467	100	4.35	

According to Table 57, which addressed students' needs, item 6 "I can answer students' questions" was observed to receive the highest mean value for both groups of teachers. Both groups of teachers stated that they "always" encouraged their students to speak English. Autonomy is an essential concept in learning, and nearly half of both groups of teachers have "often" paved the way

for autonomous language learning. Also, both groups of teachers were found to pay attention to individual differences in terms of learning styles, needs, levels, and cultural differences among students. Both groups of teachers reported taking into account their students' learning styles "often" (48.1% of ELT teachers and 45.8% of Non-ELT teachers). Additionally, both groups of teachers expressed that they "always" carried out language teaching by considering the individual differences of their students (items 5, 7, and 8). On the subject of maintaining students' attention, 53.5% of ELT teachers and 56% of Non-ELT teachers indicated that they "always" attempted to do so.

Table 58: Additions for Pedagogical Content Knowledge and Skills - Students' Needs: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
encouraging students to participate in class activities	3	
-I encourage my students to participate actively, regardless of their level. (ELT) -Actually, I often encourage them, but I cannot create the environment I want in vocational high schools. (ELT) -I want them to talk about what I learned during the lesson. (ELT)		
motivating students to learn English	4	1
-I try to present activities that will increase students' interest in English. (ELT) -I provide positive incentives for language learning. (ELT) -I try to convince students that learning English enriches their general culture. (ELT) -I discuss the question of why we learn the language with my students. (ELT) -I give a detailed answer to the question of why we are learning English. (Non-ELT)		
paying attention to individual differences	7	1
-I can speak to bilingual students in their mother tongue (Arabic, Kurdish, etc.) (ELT) -I use flashcards especially in grade 2, instead of using a dictionary since the dictionary is difficult for new readers, but flashcards are easier, more effective, and enjoyable. I always prefer flashcards. (ELT) -Sometimes I can divide the classes into groups at four different levels, and I can perform different activities. (ELT) -My courses are student centred. (ELT) -I check the background of the students. (ELT) -Students' levels are not suitable. (ELT) -Students' economic situations differ and it affects their learning. (ELT) -It is difficult to create a good learning environment in vocational high schools. (Non-ELT)		

Apart from eight items in the students' needs section, 13 ELT teachers and two Non-ELT teachers added their own additional points concerning students' needs. As pointed out in Table 58, there occurred three categories including encouraging students to participate in class activities, motivating students to learn English, and paying attention to individual differences. It was concluded that ELT teachers tried to encourage classroom participation. Also, both teachers (ELT teachers, n=4; Non-ELT teachers, n=1) tried to convince students about the importance of English language learning. Moreover, teachers in both groups (ELT teachers, n=7; Non-ELT teachers, n=1)

were also found to be aware of the individual differences among students in terms of their levels, economic status, backgrounds, and interests, and accordingly, teachers tried to provide English language education that could meet the needs of students.

The next subcategory related to the pedagogical content knowledge and skills focuses on in-class activities. From the item pool, 30 items were selected based on expert opinions and the results of the piloting testing. The “other” option allowed teachers to express themselves comfortably and to touch on topics that were not included in the given topics.



Table 59: Pedagogical Content Knowledge and Skills - In-Class Activities: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
c. In-class activities		N	%	N	%	N	%	N	%	N	%	N	%		
1. I give homework.	ELT	7	0.7	46	4.8	228	23.7	427	44.4	253	26.3	961	100	3.90	3.93
	Non-ELT	4	0.9	29	6.2	92	19.6	184	39.1	161	34.3	470	100	3.99	
2. I give feedback on homework.	ELT	4	0.4	13	1.4	58	6	374	39	511	53.2	960	100	4.43	4.44
	Non-ELT	2	0.4	7	1.5	21	4.5	182	39	255	54.6	467	100	4.45	
3. I make students do projects (annual homework, portfolio, etc.).	ELT	16	1.7	32	3.3	151	15.8	324	33.8	435	45.4	958	100	4.17	4.18
	Non-ELT	11	2.4	20	4.3	56	12	154	33	226	48.4	467	100	4.20	
4. I give feedback on projects (annual homework, portfolio, etc.).	ELT	16	1.7	19	2	74	7.8	303	31.8	540	56.7	952	100	4.39	4.40
	Non-ELT	10	2.1	9	1.9	32	6.9	138	29.6	278	59.5	467	100	4.42	
5. I let the students play games.	ELT	2	0.2	45	4.7	233	24.3	364	38	314	32.8	958	100	3.98	3.95
	Non-ELT	5	1.1	25	5.3	129	27.5	162	34.5	148	31.6	469	100	3.90	
6. I let the students have dialogues.	ELT	2	0.2	13	1.4	182	19	436	45.5	326	34	959	100	4.11	4.10
	Non-ELT			13	2.8	94	20.2	199	42.8	159	34.2	465	100	4.08	
7. I conduct a role play activity.	ELT	5	0.5	69	7.2	262	27.3	381	39.7	242	25.2	959	100	3.81	3.80
	Non-ELT	6	1.3	34	7.2	146	31.1	161	34.3	123	26.2	470	100	3.76	
8. I let the students do dramas.	ELT	34	3.6	141	14.7	327	34.2	271	28.3	183	19.1	956	100	3.44	3.42
	Non-ELT	19	4.1	65	13.9	177	38	127	27.3	78	16.7	466	100	3.38	
9. I let the students do pair works.	ELT	3	0.3	25	2.6	178	18.6	445	46.5	306	32	957	100	4.07	4.06
	Non-ELT	3	0.6	24	5.1	79	16.8	205	43.7	158	33.7	469	100	4.04	
10. I let the students do group works.	ELT	6	0.6	47	4.9	227	23.8	401	42	273	28.6	954	100	3.93	3.91
	Non-ELT	6	1.3	35	7.4	105	22.3	182	38.7	142	30.2	470	100	3.89	
11. I summarize the lesson at the end of the lesson.	ELT	7	0.7	28	2.9	184	19.2	376	39.2	365	38	960	100	4.10	4.12
	Non-ELT	3	0.6	15	3.2	79	17	174	37.3	195	41.8	466	100	4.16	
12. I prepare handouts for students.	ELT	21	2.2	86	9	222	23.2	323	33.8	305	31.9	957	100	3.84	3.84
	Non-ELT	11	2.4	39	8.4	116	25	142	30.6	156	33.6	464	100	3.84	
13. I prepare worksheets for students.	ELT	6	0.6	44	4.6	170	17.7	356	37.1	383	39.9	959	100	4.11	4.10
	Non-ELT	8	1.7	27	5.8	71	15.2	164	35	198	42.3	468	100	4.10	
14. I give real-life examples in class.	ELT			11	1.2	86	9	401	41.9	458	47.9	956	100	4.36	4.37
	Non-ELT			2	0.4	46	9.9	180	38.5	239	51.2	467	100	4.40	
15. I teach English used in daily life.	ELT	1	0.1	26	2.7	153	16	460	48.2	315	33	955	100	4.11	4.10
	Non-ELT	1	0.2	17	3.7	71	15.3	221	47.5	155	33.3	465	100	4.10	

Table 59: Continued

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
c. In-class activities		N	%	N	%	N	%	N	%	N	%	N	%		
16. I use real objects (realia) in the lesson.	ELT	12	1.3	89	9.4	333	35.1	302	31.8	214	22.5	950	100	3.64	3.63
	Non-ELT	8	1.7	50	10.8	153	32.9	156	33.5	98	21.1	465	100	3.61	
17. I encourage students to explore the language.	ELT	2	0.2	17	1.8	166	17.3	452	47.2	320	33.4	957	100	4.11	4.11
	Non-ELT			15	3.2	72	15.5	227	48.8	151	32.5	465	100	4.10	
18. I do activities like warm-up, ice-breakers, and starters.	ELT			35	3.7	218	22.8	378	39.5	327	34.1	958	100	4.04	4.04
	Non-ELT	3	0.6	17	3.6	89	19	200	42.6	160	34.1	469	100	4.05	
19. I get feedback from students about the course.	ELT	4	0.4	39	4.1	208	21.8	416	43.5	289	30.2	956	100	3.99	4.04
	Non-ELT	1	0.2	8	1.7	73	15.7	226	48.5	158	33.9	466	100	4.14	
20. I show you ways to learn English outside the classroom.	ELT	5	0.5	29	3	150	15.6	404	42.1	371	38.7	959	100	4.15	4.12
	Non-ELT	5	1.1	20	4.3	82	17.5	188	40.1	174	37.1	469	100	4.07	
21. I prepare activities that will attract students' attention.	ELT	1	0.1	12	1.3	183	19.1	422	44	342	35.6	960	100	4.13	4.11
	Non-ELT	4	0.9	4	0.9	94	20.1	213	45.5	153	32.7	468	100	4.08	
22. I prepare activities for speaking English.	ELT	6	0.6	42	4.4	245	25.5	416	43.4	250	26.1	959	100	3.89	3.88
	Non-ELT	3	0.6	21	4.5	127	27.3	199	42.7	116	24.9	466	100	3.86	
23. I focus on learning outcomes (product-oriented).	ELT	6	0.6	55	5.8	275	29	425	44.8	187	19.7	948	100	3.77	3.80
	Non-ELT	2	0.4	19	4.1	119	25.4	227	48.5	101	21.6	468	100	3.86	
24. I focus on learning processes (process-oriented).	ELT	1	0.1	16	1.7	154	16.2	497	52.4	281	29.6	949	100	4.09	4.07
	Non-ELT	1	0.2	9	1.9	82	17.5	258	55	119	25.4	469	100	4.03	
25. I give lesson instructions in English.	ELT	19	2	78	8.2	245	25.8	371	39.1	235	24.8	948	100	3.76	3.73
	Non-ELT	9	1.9	45	9.7	145	31.2	149	32	117	25.2	465	100	3.68	
26. I give the lesson instructions in Turkish.	ELT	65	6.9	218	23	317	33.4	256	27	92	9.7	948	100	3.09	3.12
	Non-ELT	29	6.2	89	19.1	159	34	153	32.8	37	7.9	467	100	3.17	
27. I can be a role model to students.	ELT	2	0.2	10	1.1	81	8.6	485	51.2	369	39	947	100	4.27	4.27
	Non-ELT	1	0.2	4	0.9	39	8.3	244	51.9	182	38.7	470	100	4.28	
28. I can transfer my knowledge effectively.	ELT			4	0.4	44	4.6	460	48.2	446	46.8	954	100	4.41	4.40
	Non-ELT			3	0.6	22	4.7	230	49.4	211	45.3	466	100	4.39	
29. I use my computer in class.	ELT	60	6.3	88	9.3	177	18.6	275	28.9	350	36.8	950	100	3.80	3.80
	Non-ELT	17	3.6	51	10.9	102	21.8	137	29.3	161	34.4	468	100	3.79	
30. I use the smart board in the lesson.	ELT	93	9.8	21	2.2	76	8	230	24.2	530	55.8	950	100	4.14	4.10
	Non-ELT	51	11.1	18	3.9	34	7.4	121	26.2	237	51.4	461	100	4.03	

When Table 59 is examined, it is seen that item 2 “I give feedback on homework” had the highest mean value for teachers in both groups (ELT teachers, $mv=4.43$; Non-ELT teachers, $mv=4.45$), while item 26 “I give the lesson instructions in Turkish” had the lowest mean for both ELT teachers ($mv=3.9$) and Non-ELT teachers ($mv=3.17$). This might point out that both groups of English teachers gave importance to speaking English when giving instructions in their classrooms.

Moving to the items representing differences between the two groups of teachers, it was found that there were three items in total. The first one was item 11 “I summarize the lesson at the end.” Most ELT teachers (39.2%) stated that they “often” summarized their lessons whereas most Non-ELT teachers (41.8%) reported that they “always” summarized their lessons at the end of the lesson. Item 12 “I prepare handouts for students” was the other item signalling the differences between teachers in both groups. Most ELT teachers (33.8%) affirmed that they “often” prepared handouts for their students while most Non-ELT graduate teachers (33.6%) stated that they “always” prepared handouts. The last item that represented the difference between groups was item 16, “I use real objects (realia) in the lesson.” 35.1% of ELT teachers reported to have used “sometimes” real objects in their classrooms while 33.5% of Non-ELT teachers voiced that they “often” used realia. Depending on the differences between groups, it could be interpreted that Non-ELT teachers carry out the given in-class activities more than ELT teachers do.

The use of technological devices is another noteworthy aspect as shown in Table 59. In items 29 and 30, the use of personal computers and smart boards in classrooms was discussed. The two highest frequency values were observed in options “never” and “rarely”. For item 29, 6.3% of ELT teachers and 3.6% of Non-ELT teachers “never” used their computers in class while 9.3% of ELT teachers and 10.9% of Non-ELT teachers “rarely” used their computers in their classrooms. With regard to item 30 on the use of smart boards in English courses, a total of 143 teachers (ELT teachers, $n=93$; Non-ELT teachers, $n=51$) were observed not to have used smart boards in their classrooms. However, while the answers given to the questionnaire were entered into SPSS, 30 ELT and 17 Non-ELT teachers reported not to have smart boards in their classrooms. Nevertheless, despite all the shortcomings, the fact that the range of teachers’ answers to these two items “always” provided a clue about the place of technology and the importance given to technology in language classrooms.

Table 60: Additions for Pedagogical Content Knowledge and Skills - In-class Activities: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Absence of technological devices	8	6
-If we had a smart board. (ELT) -I wish there were computers and smart boards. (ELT) -We do not have a computer and smart board. (ELT) -There is no smart board in the school; a factor that hinders us. (ELT) -Smart board / Computer / Projection not available in classrooms. (ELT) -There are no smart boards in our school. (ELT) -There are no computers and smart boards in the schools. (ELT) -I bought myself a projector. We do not have a smart board. (ELT) -The smart board has not yet come to my school. (Non-ELT) -There are no smart boards in the school. Sometimes a multi-purpose hall is used. (Non-ELT) -Lack of a smart board reduces activities by 90%. (Non-ELT) -Because there are no smart boards at our schools. (Non-ELT) -We do not have a smart board or projector. (Non-ELT) -We do not have a smart board, so we cannot use it. Normally, I am an active smart board user. (Non-ELT)		
Additional activities	10	1
-I find and apply different English games. (ELT) -I use an application such as a dictionary (Tureng). (ELT) -I will give instruction first in English and then in Turkish. (ELT) -I conduct inductive activities. (ELT) -I first speak English and then Turkish. (ELT) -I use flash cards, etc. (ELT) -I visit regions where the language is used. (ELT) -I make the students love English. (ELT) -I use body language. (ELT) -I make my students listen to English stories and songs during the lesson. (ELT) -I also use Turkish because the success level is low at my school. (Non-ELT)		
Technology supported activities	6	2
-I use projection. I use okulustik and morphacamus. (ELT) -I also buy some paid special applications and use them to speak in the classroom. (ELT) -I frequently use Morpa and okulustik programs. (ELT) -I use Web 2.0 tools in class. (ELT) -I use movies and music in class. (ELT) -I use my mobile phone as a PC. (ELT) -I use a projector in class. (Non-ELT) -I use a karaoke microphone for pronunciation. (Non-ELT)		
Criticisms	2	1
-No need to use a computer during the lesson. (ELT) -There is no time for much activity. Two hours of courses are not enough. (ELT) -I feel unsuccessful. (Non-ELT)		
Emphasis on education besides teaching	1	1
-I care about the human dimension of the student-teacher relationship. (ELT) -I integrate value education into my lessons. (Non-ELT)		
No need to have a computer	1	1
-Smart boards are already computers. (ELT) -Smart boards can be used as a PC. (Non-ELT)		

As shown in Table 60, a total of 40 teachers (ELT teachers, n=28; Non-ELT teachers, n=12) provided further information about technological devices. These data were categorised into six themes including absence of technological devices, additional activities, technology-supported activities, criticisms, emphasis on education besides teaching, and no need for computers.

In response to the question of what they would like to add about the activities they implemented in their classrooms, teachers highlighted the lack of technological devices (ELT teachers, n=8; Non-ELT teachers, n=6). As stated in the quantitative part of the questionnaire, it was observed that some of the teachers in both groups reported by writing next to the related Likert scale items in the questionnaire that they did not have a computer or smart board.

Moreover, it was found out that ELT teachers (n=10) used English games in their classrooms, made use of online dictionaries, carried out inductive activities, used flash cards, integrated Turkish depending on the levels and needs of students, used body language, emphasized the necessity of visiting the regions where the language was used, and taught language through English stories and songs. Teachers in both groups (ELT teachers, n=6; Non-ELT teachers, n=2) also stated that they integrated technology into their lessons in various ways.

What is striking about Table 60 is the idea that there was no need to use a computer in the lesson uttered by an ELT teacher. The justification for this statement might be the lack of course hours, as stated by another ELT teacher. What is more, one of Non-ELT teachers (Participant 275) made self-criticism and asserted that she did not feel as a successful teacher. One teacher from each group stressed the importance of education besides teaching, focused on the relationship between students and teachers, and integrated the values of education into their courses. Lastly, two teachers (ELT teacher, n=1; Non-ELT teacher, n=1) reported that they did not need to have computers since smart boards could be used as computers.

In conclusion, it could be summarised that teachers commonly complained about the absence of smart boards in their classrooms. However, when the teachers were asked about the activities they conducted in their classrooms that were not on the list, they expressed the deficiencies they encountered in their classrooms, such as the absence of smart boards. A Non-ELT teacher also provided insights into the reasons for the use of Turkish in lessons. Finally, it was figured out that while some teachers in both groups carried out technology-supported activities, some ELT teachers stated that such activities could not be accomplished because there were insufficient English course hours.

The next category within pedagogical content knowledge and skills was assessment and evaluation, which included 13 statements, and teachers in both groups were expected to respond on a 5-point Likert scale. The findings regarding this category are presented in Table 61 as follows:

Table 61: Pedagogical Content Knowledge and Skills - Assessment and Evaluation: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
d. Assessment and evaluation		N	%	N	%	N	%	N	%	N	%	N	%		
1. I ask open-ended questions in exams.	ELT	64	6.7	153	16.1	262	27.5	274	28.8	200	21	953	100	3.41	3.42
	Non-ELT	39	8.4	65	13.9	121	26	123	26.4	118	25.3	466	100	3.46	
2. I ask multiple choice questions in exams.	ELT	31	3.2	88	9.2	246	25.8	362	37.9	227	23.8	954	100	3.69	3.70
	Non-ELT	18	3.9	43	9.2	109	23.3	178	38.1	119	25.5	467	100	3.72	
3. I ask to fill in the blanks in exams.	ELT	4	0.4	8	0.8	108	11.3	425	44.5	410	42.9	955	100	4.28	4.27
	Non-ELT	4	0.9	4	0.9	56	12	211	45.3	191	41	466	100	4.24	
4. I ask true/false questions in exams.	ELT	13	1.4	21	2.2	144	15.1	418	43.7	360	37.7	956	100	4.14	4.14
	Non-ELT	6	1.3	13	2.8	63	13.6	207	44.6	175	37.7	464	100	4.14	
5. I ask translation questions in exams.	ELT	355	37.2	236	24.7	169	17.7	118	12.4	77	8.1	955	100	2.29	2.35
	Non-ELT	150	32.3	104	22.4	105	22.6	57	12.3	48	10.3	464	100	2.45	
6. I ask students to write paragraphs in exams.	ELT	224	23.7	245	25.9	217	22.9	136	14.4	125	13.2	947	100	2.67	2.67
	Non-ELT	120	25.9	108	23.3	106	22.8	69	14.9	61	13.1	464	100	2.66	
7. I include in-class performance in the evaluation.	ELT	8	0.8	18	1.9	72	7.5	254	26.6	603	63.1	955	100	4.49	4.50
	Non-ELT	3	0.6	10	2.1	30	6.4	118	25.3	305	65.5	466	100	4.52	
8. I do oral exams.	ELT	131	13.7	147	15.4	268	28.1	203	21.3	205	21.5	954	100	3.21	3.24
	Non-ELT	66	14.2	56	12	119	25.5	117	25.1	108	23.2	466	100	3.31	
9. I give a project (annual homework, portfolio) grade.	ELT	34	3.6	39	4.1	99	10.4	286	30	495	52	954	100	4.22	4.23
	Non-ELT	19	4.1	16	3.4	52	11.1	127	27.2	253	54.2	467	100	4.23	
10. I give homework grades.	ELT	23	2.4	65	6.8	163	17.1	329	34.5	374	39.2	954	100	4.01	4.00
	Non-ELT	17	3.6	30	6.4	80	17.1	156	33.4	184	39.4	467	100	3.98	
11. I do quizzes.	ELT	18	1.9	66	6.9	180	18.9	293	30.7	396	41.6	953	100	4.03	4.02
	Non-ELT	11	2.4	27	5.8	100	21.5	142	30.5	185	39.8	465	100	3.99	
12. I allow students to evaluate themselves (self-assessment).	ELT	32	3.3	91	9.5	304	31.8	326	34.1	204	21.3	957	100	3.60	3.65
	Non-ELT	9	1.9	47	10.1	118	25.3	173	37	120	25.7	467	100	3.74	
13. I allow students to evaluate each other (peer-assessment).	ELT	98	10.2	160	16.7	325	34	241	25.2	133	13.9	957	100	3.15	3.17
	Non-ELT	46	9.8	84	17.9	147	31.4	113	24.1	78	16.7	468	100	3.19	

What is striking about the percentages in Table 61 is related to item 6 “I ask students to write paragraphs in exams.” Although the mean values for this item was 2.67 for ELT teachers and 2.66 for Non-ELT teachers, it is interesting to note that 25.9% of ELT teachers reported that they

“rarely” asked students to write paragraphs in exams (mv=2.67) while 25.9% of Non-ELT teachers asserted that they “never” did so (mv=2.66).

Considering the average values of both groups of teachers, it was revealed that item 7 “I include in-class performance in the evaluation” with a mean value of 4.50 had the highest mean value. Regarding item 7, 63.1% of ELT teachers and 65.5% of Non-ELT teachers stated that they “always” considered in-class performance in the evaluation of their students. Regarding the item having the lowest mean value, it was found out that both groups of teachers “never” ask translation questions in exams (ELT teachers, 37.2%; Non-ELT teachers 32.3%). Furthermore, both ELT and Non-ELT teachers reported that they “often” included fill in the blanks questions (mv=4.27), true/false questions (mv=4.14), multiple choice questions (mv=3.70), and open-ended questions (mv=3.42) respectively in written exams.

Moving on to analyse the oral assessment of the students (item 8), it was revealed that 28.1% of ELT teachers and 25.5% of Non-ELT teachers “sometimes” conducted oral examinations. However, it was found out that the majority of the teachers in both groups (ELT teachers, 41.6%; Non-ELT teachers, 39.8%) “always” used quizzes. It was also evident that both groups of teachers were in favour of giving different forms of homework and adding homework grades to the evaluation of their students (items 9 and 10). Lastly, it was observed that teachers encouraged different practices like self-assessment “often” (item 12) and peer-assessment “sometimes” (item 13) by including students in assessment and evaluation procedures. That is to say, both groups of teachers “often” allowed their students to evaluate themselves (self-assessment) with a mean value of 3.65 and “sometimes” allowed their students to evaluate each other (peer-assessment) with a mean value of 3.17.

To summarize, it was concluded that the ways followed in the process of assessment and evaluation in language classrooms had much in common between ELT graduate teachers and Non-ELT graduate teachers.

Table 62: Additions for Pedagogical Content Knowledge and Skills - Assessment and Evaluation: ELT vs. Non-ELT graduate Teachers

	ELT	Non-ELT
	N	N
Activities related to assessment and evaluation	4	4
-I make students have dialogues. (ELT) -I do question and answer activities. (ELT) -I evaluate students' speaking skills. (ELT) -I use various scales to evaluate in-class performance. (ELT) -I do a practice exam. (Non-ELT) -We do a practice exam each term. We need to measure four skills. (Non-ELT) -We check the quizzes together. (Non-ELT) -I check the students' notebooks. (Non-ELT)		
Types of questions	3	1
-I try to ask all kinds of questions in my exams. (ELT) -I do an exam with all types of questions. (ELT) -I include multiple choice, open-ended questions and True/False questions. (ELT) -I prepare exams using almost all types of questions. (Non-ELT)		
Criticisms about course books	2	
-I do not mind it, although the extra source is forbidden. I give homework from these sources. Government books are full of mistakes. There are no homework booklets. There are no audio files for listening. These books are so simple and not entertaining. I let students buy affordable and entertaining sources including audio files, and give homework from these books. (ELT) -We cannot access some activities. The government books are not suitable. The most important thing is to enable students to discover the language. (ELT)		
Opinions about state schools	1	
-Unfortunately, state schools are not bed of roses. I wish the schools were as academics think. I would also want English to be spoken in the classroom. (ELT)		
The effects of the levels of schools		1
-I actually did these more often while I was working in secondary schools. (Non-ELT)		
Practices about written assessment	1	
-I do not make use of written assessment. (Non-ELT)		

In the context of assessment and evaluation presented in Table 62, 11 ELT teachers and seven Non-ELT teachers made further comments, which were categorised and analysed under five headings. These included activities related to assessment and evaluation (n=8), types of questions (n=4), criticisms about course books (n=2), opinions about state schools (n=1), the effects of the levels of schools, and practices about written assessment (n=1).

The following activities related to assessment and evaluation were reported by ELT teachers: making students have dialogues, doing question and answer activities, and evaluating students' speaking skills, and using various scales to evaluate in-class performance; and by Non-ELT teachers: doing practice exams, checking notebooks, and checking quizzes together. three ELT teachers and one Non-ELT teacher expressed their opinions on the types of questions preferred on the examinations. Despite the fact that the purpose of this section was to explore assessment and evaluation activities, ELT teachers felt the need to offer criticisms of state course books. It was

noted that these course books lacked assessment and evaluation activities. Also, there were criticisms of state schools made by an ELT teacher. Lastly, a Non-ELT teacher implied that assessment and evaluation activities were expected to vary according to the types and levels of schools.



Table 63: Pedagogical Content Knowledge and Skills - Teaching of Language Skills: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
e. Teaching of language skills		N	%	N	%	N	%	N	%	N	%	N	%		
1. I do activities to improve reading skills.	ELT	1	0.1	24	2.5	182	19	488	51	262	27.4	957	100	4.03	4.02
	Non-ELT	2	0.4	8	1.7	83	17.7	263	56.2	112	23.9	468	100	4.01	
2. I teach reading strategies (skimming, scanning, guessing from context, etc.).	ELT	25	2.6	82	8.6	263	27.5	383	40.1	303	21.2	956	100	3.68	3.65
	Non-ELT	9	1.9	56	12	131	28	188	40.2	84	17.9	468	100	3.60	
3. I do activities to improve writing skills.	ELT	13	1.4	103	10.8	364	38.2	337	35.4	136	14.3	953	100	3.50	3.52
	Non-ELT	4	0.9	56	12	147	31.5	189	40.5	71	15.2	467	100	3.57	
4. I teach the stages of writing (thinking, drafting, and revising).	ELT	63	6.6	182	19.2	338	35.6	255	26.8	112	11.8	950	100	3.18	3.21
	Non-ELT	24	5.2	85	18.4	148	32	139	30.1	66	14.3	462	100	3.29	
5. I do activities to improve speaking skills.	ELT	7	0.7	31	3.3	220	23.4	460	48.9	223	23.7	941	100	3.91	3.93
	Non-ELT	2	0.4	15	3.3	87	18.9	241	52.3	116	25.2	461	100	3.98	
6. I teach speaking strategies (asking for clarification, using fillers (Uh, I mean), using conversation maintenance cues (Right, Okay, etc.).	ELT	14	1.5	61	6.4	261	27.5	398	41.9	215	22.7	949	100	3.77	3.80
	Non-ELT	3	0.6	35	7.5	106	22.8	199	42.9	121	26.1	464	100	3.86	
7. I do not interfere as long as students' pronunciations are clear.	ELT	8	0.8	23	2.4	126	13.2	444	46.5	353	37	954	100	4.16	4.18
	Non-ELT	2	0.4	12	2.6	59	12.7	203	43.6	190	40.8	466	100	4.21	
8. I pay attention to teach correct pronunciation.	ELT	3	0.3	26	2.7	147	15.4	412	43.3	364	38.2	952	100	4.16	4.18
	Non-ELT			8	1.7	67	14.6	193	42	192	41.7	460	100	4.23	
9. I teach the British/American accent.	ELT	69	7.3	169	17.9	262	27.8	290	30.8	152	16.1	942	100	3.30	3.33
	Non-ELT	33	7.1	64	13.9	136	29.4	140	30.3	89	19.3	462	100	3.40	
10. I do activities to improve listening skills.	ELT	6	0.6	23	2.4	181	19.1	423	44.7	313	33.1	946	100	4.07	4.06
	Non-ELT	5	1.1	20	4.3	77	16.6	205	44.2	157	33.8	464	100	4.05	
11. I teach listening strategies (listening for general gist, seeking clarification, guessing at meanings, top-down, bottom-up strategies, etc.).	ELT	29	3	77	8.1	282	29.6	348	36.5	218	22.9	954	100	3.68	3.68
	Non-ELT	15	3.2	50	10.8	112	24.1	173	37.2	115	24.7	465	100	3.69	
12. I focus on grammar.	ELT	24	2.5	112	11.8	291	30.6	340	35.7	185	19.4	952	100	3.57	3.60
	Non-ELT	11	2.4	52	11.3	120	26	175	37.9	104	22.5	462	100	3.66	
13. I teach grammar by explaining the rules (deductive teaching).	ELT	32	3.4	82	8.6	239	25.1	349	36.7	250	26.3	952	100	3.73	3.78
	Non-ELT	12	2.6	44	9.5	78	16.8	178	38.4	151	32.6	463	100	3.88	

Table 63: Continued

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
e. Teaching of language skills		N	%	N	%	N	%	N	%	N	%	N	%		
14. I teach grammar and rules by making inferences (inductive teaching).	ELT	13	1.4	82	8.6	298	31.3	361	38	197	20.7	951	100	3.68	3.71
	Non-ELT	8	1.7	36	7.7	132	28.3	168	36.1	122	26.2	466	100	3.77	
15. I teach grammar with formal exercises (mechanical drills).	ELT	26	2.8	116	12.3	326	34.7	331	35.2	141	15	940	100	3.47	3.51
	Non-ELT	18	3.9	44	9.6	135	29.5	171	37.4	89	19.5	457	100	3.58	
16. I teach grammar with conversational exercises (communicative drills).	ELT	15	1.6	90	9.5	281	29.7	387	40.9	173	18.3	946	100	3.64	3.65
	Non-ELT	9	2	46	10	128	27.8	182	39.5	96	20.8	461	100	3.67	
17. I use a variety of techniques when teaching grammar (charts, objects, maps and drawings, dialogues, and written texts).	ELT	3	0.3	33	3.5	166	17.5	426	44.8	323	34	951	100	4.08	4.07
	Non-ELT	3	0.6	19	4.1	79	17	212	45.7	151	32.5	464	100	4.05	
18. I do activities to improve vocabulary.	ELT			7	0.7	81	8.5	403	42.2	463	48.5	954	100	4.38	4.39
	Non-ELT	1	0.2	2	0.4	38	8.2	182	39.3	240	51.8	463	100	4.42	
19. I teach words in context.	ELT	6	0.6	18	1.9	143	15	407	42.8	377	39.6	951	100	4.18	4.19
	Non-ELT	2	0.4	8	1.7	66	14.2	202	43.5	186	40.1	464	100	4.21	
20. I teach by giving the meanings of words.	ELT	24	2.5	93	9.8	248	26.1	333	35	253	26.6	951	100	3.73	3.78
	Non-ELT	12	2.6	39	8.4	90	19.3	169	36.3	156	33.5	466	100	3.89	
21. I teach words by asking students to write words (e.g. 5 times each).	ELT	348	36.7	154	16.2	154	16.2	160	16.9	133	14	949	100	2.55	2.66
	Non-ELT	132	28.5	73	15.8	67	14.5	99	21.4	92	19.9	463	100	2.88	
22. I teach words with flashcards.	ELT	69	7.2	170	17.8	281	29.5	267	28	166	17.4	953	100	3.30	3.30
	Non-ELT	35	7.5	91	19.5	123	26.4	137	29.4	80	17.2	466	100	3.29	
23. I encourage using a dictionary when teaching vocabulary.	ELT	21	2.2	51	5.4	188	19.8	355	37.3	336	35.3	951	100	3.98	4.01
	Non-ELT	10	2.2	25	5.4	68	14.7	169	36.6	190	41.1	462	100	4.09	

In the section on teaching language skills within pedagogical content knowledge and skills, 23 statements were given to the teachers on a 5-point Likert scale. As presented in Table 63, one of the major findings that emerged from the analysis of this section was that most items received “often” from teachers in both groups. There was a different distribution though not statistically significant in item 3 “I do activities to improve writing skills,” item 22 “I teach words with flashcards,” and item 23 “I encourage using a dictionary when teaching vocabulary.” Regarding item 3, 38.2% of ELT teachers stated that they “sometimes” did activities to improve writing skills while 40.5% of Non-ELT teachers reported that they “often” did. Depending on these responses, it could be concluded that Non-ELT teachers paid more attention to writing skills compared to ELT teachers.

When it comes to item 22, 29.5% of ELT teachers asserted that they “sometimes” taught words with flashcards while 29.4% of Non-ELT teachers affirmed that they “sometimes” did. Based on this, it could be inferred that Non-ELT teachers used different kinds of techniques while teaching vocabulary more than ELT teachers did. Item 23 was the last item indicating a difference. 37.3% of ELT teachers reported that they “often” encouraged using dictionaries when teaching vocabulary whereas 41.1% of Non-ELT teachers stated that they “always” encouraged the use of dictionaries for students’ vocabulary learning.

Among all, item 18 “I do activities to improve vocabulary” had the highest mean value (ELT teachers, $mv=4.38$; Non-ELT teachers, $mv=4.41$) in that both groups of teachers asserted that they “always” did activities to improve vocabulary. This finding could be interpreted as explaining the importance of vocabulary teaching and learning in language teaching. Conversely, the item with the lowest mean value was item 21 “I teach words by asking students to write words (e.g. 5 times each)” with a mean value of 2.55 for ELT teachers and 2.88 for Non-ELT teachers. The responses of teachers in both groups could be inferred that writing the same words multiple times to learn new vocabularies was not effective compared to the former arguments in vocabulary teaching.

Furthermore, both groups of teachers seemed to be familiar with activities and strategies like skimming, scanning, guessing from context, etc. for improving reading skills and frequently used them in their language classes (items 1 and 2). From the analysis of the teaching of writing skills, it was obtained that Non-ELT teachers were found to carry out activities (item 3) greater than ELT teachers, and both groups of teachers “sometimes” taught the stages of writing such as thinking, drafting, and revising in their own classes (item 4). Also, it was revealed that both groups of teachers “often” employed activities and strategies (items 5 and 6) in a similar fashion. In addition, it was seen that both groups did not interfere frequently during speaking as long as students’ pronunciations were understandable (item 7). Both groups appeared to give equal importance to correct pronunciation (ELT teachers, 43.3%; Non-ELT teachers, 42%) and “often” attempted to

teach a British or American accent (ELT teachers, 30.8%; Non-ELT teachers, 30.3%) (items 8 and 9). The mean values here made it possible to state that both groups had a similar manner in teaching of language skills (items 10 and 11).

It is known that grammar teaching has an important place in language teaching. Considering this importance, teachers were asked how much they focused on teaching grammar skills. According to the responses given to the questionnaire, it was revealed that 35.7% of ELT teachers and 37.9% of Non-ELT teachers often focused on grammar teaching (item 12) in a very similar approach. In addition, various ways that can be used while teaching grammar were presented to the teachers in both groups, and they were asked which ones they did and how often they conducted. According to the findings, both groups of teachers often taught grammar with the help of deductive teaching, inductive teaching, mechanical drills, communicative drills, and a variety of techniques including charts, objects, maps and drawings, dialogues, and written texts (items 13, 14, 15, 16, and 17).

In terms of vocabulary teaching, ELT teachers were found to be slightly higher than Non-ELT teachers (ELT teachers, 48.5%; Non-ELT teachers, 51.8%). To this end, both groups of teachers “often” taught words in context and by giving the meanings of the words (item 18). It was revealed that both groups of teachers “never” asked students to write the same words multiple times (ELT teachers, 36.7%; Non-ELT teachers, 28.5%). As stated earlier, there were differences between the two groups of teachers regarding the use of flashcards and the use of dictionaries in teaching words (items 22 and 23).

Table 64: Additions for Pedagogical Content Knowledge and Skills -Teaching of Language Skills: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Methods used in teaching vocabulary	13	4
-I make students play word games. (ELT) -I do word quizzes. (ELT) -I want students to write sentences using the words they have learned. (ELT) -I make students memorize words using quizzes. (ELT) -I want students to make sentences and stories using newly learned words. (ELT) -I teach words in context and in sentences or patterns. (ELT) -I teach words by drawing pictures (Picwords). (ELT) -I teach words by using new words in sentences. (Non-ELT) -I teach vocabulary using drama, gestures, and mimes in primary schools. (ELT) -I explain the words visually using a smart board. (ELT) -Playing the taboo game to learn and repeat words. (ELT) -Using word boxes. (ELT) -I make students find the meaning of the words. (ELT) -I do oral or written quizzes. (Non-ELT) -I want students to play word games like bingo. (Non-ELT) -I use memory techniques. (Non-ELT) -I make students play a word game (cram game) on the smart board. (Non-ELT)		
Teaching by writing	3	-
- I want students to write five times so that they can be used to writing. (ELT) -Improving writing skills. (ELT) -I want students to draw cartoons and write dialogues. They like it very much. (ELT)		
The use of dictionaries	4	-
- I let students use an English to English dictionary. (ELT) - I encourage students to create a picture dictionary. (ELT) -I take notes on students who do not have a dictionary. All of my students bring them to each class. (ELT) - I encourage you to use a virtual dictionary like Tureng for words. (ELT)		
Activities to teach language skills	2	2
- Like a game, puzzle... (ELT) - Songs/chants/riddle. (ELT) -Kahoot (Non-ELT) - Competitions. (Non-ELT)		
Opinions about classroom situations	3	1
-I cannot do many things properly because time is not enough. (ELT) -I encourage students to choose their own methods. (ELT) -As I said, the child who goes to grade 2 can hardly read and write. (ELT) -Teaching foreign language class students and intermediate class students may differ. (Non-ELT)		

The content analysis of additional responses from 24 ELT teachers and 8 Non-ELT teachers to the “other” option revealed five major themes including methods used in teaching vocabulary, teaching by writing, the use of dictionaries, activities to teach language skills, and opinions about classroom situations, as presented in Table 64. Of these points, the method used to teach vocabulary was the most frequently mentioned (ELT teachers, n=13; Non-ELT teachers, n=4).

It was observed that teachers in both groups benefited from quizzes. ELT teachers were found to be more willing to share their ideas about vocabulary teaching. A closer examination of Table 64 revealed that ELT teachers used games such as picwords, taboo, and cram games, while Non-ELT teachers included games such as bingo and cram games for vocabulary teaching. Moreover, both ELT and Non-ELT teachers preferred not to give meanings of words directly; instead, they encouraged students to guess, find, and learn unknown words indirectly. In other words, teachers in both groups tried to teach words in context or within sentences. Additionally, ELT teachers stressed the importance of students' use of newly learned words in sentences. Finally, both ELT and Non-ELT teachers used smart boards in vocabulary teaching.

Moving on to the teaching of writing skills, an ELT teacher (Participant 134) stated that she had her students write a word five times, not only for memorization but also for learning how to spell it. Another ELT teacher (Participant 1244) asked her students to draw cartoons in order to make writing skills more fun and write dialogues with the cartoons they drew.

Furthermore, ELT teachers emphasised the importance of using dictionaries and encouraged their students to use them. It was also observed that both groups of teachers tried to use different kinds of activities such as competitions, games, songs, chants, riddle, and Kahoot applications while teaching language skills. Finally, the teachers in both groups expressed their opinions about their classroom situations. Participant 357, an ELT teacher, stated that she could not carry out the activities or teaching methods she desired because of limited course hours. It was noted that the teaching of language skills might differ depending on the class level (Participant 1145). Similarly, Participant 210, an ELT teacher, reflected that it was not realistic to expect second-grade children to write something in English when it was difficult to even read and write in their mother tongue. Last, but not least, it was emphasized by an ELT teacher that it was necessary to pave the way for students to discover their own learning styles.

Table 65: Pedagogical Content Knowledge and Skills - Error Correction: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
f. Error correction		N	%	N	%	N	%	N	%	N	%	N	%		
1. I immediately intervene in verbal errors.	ELT	93	9.8	244	25.6	335	35.2	178	18.7	103	10.8	953	100	2.95	2.97
	Non-ELT	42	9	102	21.9	174	37.4	98	21.1	49	10.5	465	100	3.02	
2. I ignore verbal errors.	ELT	121	12.7	245	25.8	335	35.2	195	20.5	55	5.8	951	100	2.80	2.81
	Non-ELT	73	15.7	98	21.1	157	33.8	104	22.4	32	6.9	464	100	2.83	
3. I delay correcting verbal errors.	ELT	132	14	183	19.4	326	34.5	239	25.3	65	6.9	945	100	2.91	2.91
	Non-ELT	76	16.4	87	18.8	138	29.7	132	28.4	31	6.7	464	100	2.90	
4. I allow students to correct their own verbal mistakes.	ELT	18	1.9	68	7.1	254	26.7	438	46	174	18.3	952	100	3.71	3.74
	Non-ELT	6	1.3	30	6.5	116	24.9	211	45.4	102	21.9	465	100	3.80	
5. I allow students' verbal mistakes to be corrected by their friends.	ELT	138	14.7	206	21.9	315	33.5	224	23.8	57	6.1	940	100	2.84	2.83
	Non-ELT	83	18	89	19.3	156	33.9	100	21.7	32	7	460	100	2.80	
6. I correct verbal errors directly.	ELT	133	14	266	28	304	32	164	17.3	82	8.6	949	100	2.78	2.83
	Non-ELT	51	11	98	21.2	177	38.3	97	21	39	8.4	462	100	2.94	
7. I correct verbal errors indirectly.	ELT	33	3.5	87	9.3	344	36.8	353	37.7	119	12.7	936	100	3.46	3.43
	Non-ELT	19	4.1	61	13.3	158	34.3	170	37	52	11.3	460	100	3.38	
8. When correcting verbal errors, I decide according to the type of error (grammar, pronunciation, etc.).	ELT	14	1.5	47	5	206	21.9	436	46.3	239	25.4	942	100	3.89	3.88
	Non-ELT	8	1.7	14	3	124	26.8	203	43.8	114	24.6	463	100	3.86	
9. I immediately intervene in written errors.	ELT	19	2	94	9.9	248	26.2	345	36.5	239	25.3	945	100	3.73	3.79
	Non-ELT	9	1.9	26	5.6	104	22.5	181	39.1	143	30.9	463	100	3.91	
10. I ignore written errors.	ELT	350	37	289	30.5	216	22.8	68	7.2	23	2.4	946	100	2.07	2.09
	Non-ELT	180	38.6	123	26.4	99	21.2	48	10.3	16	3.4	466	100	2.13	
11. I correct written errors indirectly.	ELT	143	15.2	224	23.9	340	36.2	181	19.3	50	5.3	938	100	2.75	2.77
	Non-ELT	71	15.5	109	23.7	147	32	99	21.6	33	7.2	459	100	2.81	
12. I correct written errors directly.	ELT	41	4.4	99	10.6	269	28.7	311	33.2	218	23.2	938	100	3.60	3.63
	Non-ELT	18	3.9	48	10.5	112	24.5	157	34.3	123	26.9	458	100	3.69	
13. I correct written errors with codes (e.g. S for spelling, P for punctuation)	ELT	269	28.8	214	22.9	227	24.3	159	17	66	7.1	935	100	2.50	2.55
	Non-ELT	117	25.5	100	21.8	113	24.7	84	18.3	44	9.6	458	100	2.64	
14. When correcting written errors, I decide according to the type of error.	ELT	87	9.3	114	12.2	276	29.4	310	33	151	16.1	938	100	3.34	3.36
	Non-ELT	33	7.2	47	10.3	148	32.4	157	34.4	72	15.8	457	100	3.41	
15. I allow students to correct their own written errors.	ELT	64	6.9	159	17	358	38.3	262	28.1	91	9.7	934	100	3.16	3.20
	Non-ELT	26	5.7	66	14.3	177	38.5	139	30.2	52	11.3	460	100	3.27	
16. I postpone corrections in writing to subsequent drafts (e.g. second draft).	ELT	192	20.7	302	32.6	272	29.3	112	12.1	49	5.3	927	100	2.48	2.48
	Non-ELT	108	23.6	125	27.3	147	32.1	54	11.8	24	5.2	458	100	2.47	
17. I reward the truth of the students.	ELT	21	2.2	39	4.1	205	21.8	385	40.9	292	31	942	100	3.94	3.95
	Non-ELT	10	2.2	19	4.1	96	20.7	186	40.2	152	32.8	463	100	3.97	
18. I balance reward and criticism.	ELT	6	0.6	16	1.7	162	17.1	451	47.7	310	32.8	945	100	4.10	4.10
	Non-ELT	2	0.4	8	1.7	79	17.1	210	45.6	162	35.1	461	100	4.13	

Table 65 focuses on error correction with 18 items prepared for the target group of teachers. A comparative analysis of the responses given to this section revealed that both ELT and Non-ELT teachers showed a similar tendency in terms of error correction. It was observed that the item with the highest mean value was item 18 “I balance reward and criticism” for both ELT teachers with a mean value of 4.10 and Non-ELT teachers with a mean value of 4.13. That is to say, both groups of teachers “often” balanced rewards and criticisms in their classrooms.

On the other hand, item 10, “I ignore errors” received the lowest mean value for both groups of teachers (ELT teachers, $mv=2.07$; Non-ELT teachers, $n=2.13$). When the responses were analysed, it was observed that the only item presenting difference was item 16, “I postpone corrections in writing to subsequent drafts (e.g. second draft).” While 32.6% of ELT teachers reported that they “rarely” postponed corrections in writing to subsequent drafts, Non-ELT teachers indicated that they “sometimes” did so (32.1%).

Table 65 addresses a broad range of issues regarding both groups of teachers’ reactions to verbal and written errors. The first eight items related to correcting students’ verbal errors whereas the next eight items dealt with correcting students’ written errors. Teachers in both groups varied the levels of intervention in verbal errors (item 1); that is to say, there was a slightly higher percentage of Non-ELT teachers (37.4%) compared to ELT teachers (35.2). Conversely, in item 2, it was found that a slightly higher percentage of ELT teachers (35.2%) compared to Non-ELT teachers (33.8%) in terms of ignoring verbal errors “sometimes.” Moving on to item 3, there was a greater proportion of ELT teachers (34.3%) than Non-ELT teachers (29.7%) in delaying correcting errors “sometimes.” Considering verbal errors, it was concluded that both groups of teachers responded in a similar manner (items 4, 5, and 7). However, when it comes to directly correcting verbal errors (item 5), a larger percentage of Non-ELT teachers (38.3%) compared to ELT teachers (32%) opted for direct correction “sometimes.”

Regarding written errors, teachers in both groups demonstrated similar patterns of response (items 10, 12, 14, and 15); in other words, the responses of ELT and Non-ELT teachers to the respective items were very close in percentage. On the other hand, in items 9, 11, and 13, it was observed that there were greater differences in terms of percentages, even though the highest percentage was given to the same frequency expression by both ELT and Non-ELT teachers.

Table 66: Additions for Pedagogical Content Knowledge and Skills - Error Correction: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Personal practices for correcting errors	4	2
-I use a reward system like stickers, seals etc. (ELT) -I change my correction method according to students' personal characteristics and mistakes. (ELT) -I correct mistakes according to the students' situation. (ELT) -I follow the path with an understanding tone when correcting mistakes. (ELT) -I give additional homework to correct errors. (Non-ELT) -I tolerate spelling errors depending on the students' age. (Non-ELT)		
Opinions about error correction	4	
-I make them not afraid of making mistakes. (ELT) -You must be clear in primary school, students are confused and afraid of English and say they cannot do it. Our aim is to teach. If you always give positive and good feedback, even the most unsuccessful student will succeed. (...) It is necessary to not see or hear everything every minute. The child should love you first and learn without fear. (ELT) -These are mostly valid for language classes. (ELT) -No matter how much I try not to interfere with verbal mistakes, frankly, I cannot help myself at this point, and the student's motivation decreases. (ELT)		

As displayed in Table 66, a total of 12 teachers (ELT teachers, n=10; Non-ELT teachers, n=2) responded to the “other” item looking for additional opinions considering error correction. It was found that the responses were basically gathered under two themes including personal practices and opinions in general, and the responses were highly subjective. In the first theme, four ELT teachers and two Non-ELT teachers openly expressed the practices they did in the classroom like rewarding via stickers or seals, giving additional homework, and adapting their method of correction depending on the students' level. It was also observed that teachers in both groups shared their own error correction methods. In the second theme, four ELT teachers expressed their thoughts on correcting errors, stressing the importance of creating a positive, comfortable, and supportive atmosphere for language learning, and the level of students. ELT teachers reflected that there should be a balance between allowing students to learn from their errors and maintaining their motivation to improve.

The next category within the section on pedagogical content knowledge and skills was classroom management which included 28 statements.

Table 67: Pedagogical Content Knowledge and Skills - Classroom Management: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
g. Classroom management		N	%	N	%	N	%	N	%	N	%	N	%		
1. I come to class prepared.	ELT			4	0.4	46	4.8	406	42.4	502	52.4	958	100	4.46	4.46
	Non-ELT	1	0.2	3	0.6	20	4.3	195	41.7	249	53.2	468	100	4.47	
2. I prepare a syllabus (for a Semester/Weekly).	ELT	56	5.9	114	12	195	20.5	312	32.8	274	28.8	951	100	3.66	3.66
	Non-ELT	30	6.4	50	10.7	104	22.2	147	31.4	137	29.3	468	100	3.66	
3. I follow the course syllabus.	ELT	44	4.6	75	7.9	170	17.9	410	43.1	252	26.5	951	100	3.78	3.78
	Non-ELT	19	4.1	39	8.4	85	18.3	203	43.7	119	25.6	465	100	3.78	
4. I prepare a lesson plan (Weekly).	ELT	101	10.6	139	14.6	188	19.8	268	28.2	255	26.8	951	100	3.45	3.48
	Non-ELT	43	9.2	63	13.5	87	18.6	143	30.6	131	28.1	467	100	3.54	
5. I follow the lesson plan.	ELT	36	3.8	50	5.3	110	11.6	412	43.6	337	35.7	945	100	4.02	4.01
	Non-ELT	15	3.2	31	6.7	51	11	210	45.2	158	34	465	100	4.00	
6. I can manage the class.	ELT			3	0.3	40	4.2	356	37.4	552	58	951	100	4.53	4.52
	Non-ELT	1	0.2			18	3.9	188	40.4	258	55.5	465	100	4.50	
7. I am the only authority in the class.	ELT	47	4.9	60	6.3	271	28.5	374	39.3	199	20.9	951	100	3.64	3.65
	Non-ELT	17	3.7	42	9.1	129	27.8	169	36.4	107	23.1	464	100	3.66	
8. I manage class time carefully.	ELT	1	0.1	5	0.5	56	5.9	454	47.5	439	46	955	100	4.38	4.38
	Non-ELT			2	0.4	21	4.5	238	51.1	205	44	466	100	4.38	
9. I prevent the lesson from being boring.	ELT			2	0.2	88	9.2	498	52.1	367	38.4	955	100	4.28	4.29
	Non-ELT			1	0.2	30	6.4	253	54.2	183	39.2	467	100	4.32	
10. I encourage the continuation of the course.	ELT					41	4.3	417	43.6	498	52.1	956	100	4.47	4.47
	Non-ELT	1	0.2			19	4.1	206	43.9	243	51.8	469	100	4.47	
11. I encourage students to take the floor.	ELT			1	0.1	21	2.2	309	32.3	626	65.4	957	100	4.63	4.65
	Non-ELT					11	2.4	122	26.1	334	71.5	467	100	4.69	
12. I ask students questions.	ELT					22	2.3	316	33	619	64.7	957	100	4.62	4.63
	Non-ELT			1	0.2	12	2.6	130	28	322	69.2	465	100	4.66	
13. I wait a certain amount of time (wait-time) for students to respond.	ELT			1	0.1	25	2.6	298	31.2	630	66	954	100	4.63	4.63
	Non-ELT			2	0.4	10	2.1	138	29.6	316	67.8	466	100	4.64	
14. I give students equal opportunity to speak.	ELT			5	0.5	32	3.3	333	34.8	588	61.4	958	100	4.56	4.58
	Non-ELT					12	2.6	155	33.2	300	64.2	467	100	4.61	
15. I walk around the classroom.	ELT					48	5	274	28.7	634	66.3	956	100	4.61	4.60
	Non-ELT			1	0.2	24	5.1	143	30.6	300	64.1	468	100	4.58	

Table 67: Continued

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
g. Classroom management		N	%	N	%	N	%	N	%	N	%	N	%		
16. I maintain class order.	ELT			5	0.5	42	4.4	352	36.8	557	58.3	956	100	4.52	4.52
	Non-ELT	1	0.2	2	0.4	24	5.1	168	36	272	58.2	467	100	4.51	
17. I use the classroom board effectively.	ELT	8	0.8	8	0.8	41	4.3	313	32.8	583	61.2	953	100	4.52	4.52
	Non-ELT	1	0.2	4	0.9	29	6.2	156	33.5	276	59.2	466	100	4.50	
18. I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.).	ELT	167	17.6	206	21.7	236	24.9	169	17.8	171	18	949	100	2.96	2.90
	Non-ELT	107	22.9	101	21.6	123	26.3	74	15.8	63	13.5	468	100	2.75	
19. I use non-verbal means of communication (eye contact, facial expression, etc.).	ELT			5	0.5	66	6.9	337	35.3	548	57.3	956	100	4.49	4.49
	Non-ELT					31	6.6	173	37	264	56.4	468	100	4.49	
20. I create a positive classroom environment.	ELT			3	0.3	43	4.5	430	45.1	477	50.1	953	100	4.44	4.43
	Non-ELT			2	0.4	22	4.7	232	49.7	211	45.2	467	100	4.39	
21. I can get students achieve desired behaviours.	ELT			2	0.2	93	9.8	516	54.1	342	35.9	953	100	4.25	4.24
	Non-ELT			1	0.2	57	12.2	243	52.1	165	35.4	466	100	4.22	
22. I can prevent undesirable behaviours.	ELT	4	0.4	17	1.8	155	16.2	503	52.6	277	29	956	100	4.07	4.07
	Non-ELT			6	1.3	87	18.6	244	52	132	28.1	469	100	4.07	
23. I can change undesirable behaviours.	ELT	3	0.3	36	3.8	253	26.7	448	47.4	206	21.8	946	100	3.86	3.86
	Non-ELT	2	0.4	12	2.6	131	28.1	222	47.6	99	21.2	466	100	3.86	
24. I set the classroom rules myself.	ELT	110	11.6	178	18.8	295	31.2	245	25.9	119	12.6	947	100	3.08	3.10
	Non-ELT	55	11.7	85	18.1	145	30.9	109	23.2	75	16	469	100	3.13	
25. I set the classroom rules together with the students.	ELT	14	1.5	63	6.7	190	20.1	381	40.3	298	31.5	946	100	3.93	3.94
	Non-ELT	9	1.9	31	6.7	92	19.8	177	38.1	156	33.5	465	100	3.94	
26. I make sure class rules are followed.	ELT			4	0.4	56	5.9	502	53.2	382	40.5	944	100	4.33	4.33
	Non-ELT	1	0.2	1	0.2	19	4.1	260	56	183	39.4	464	100	4.34	
27. I consider the relationships between students when making my classroom decisions.	ELT			3	0.3	79	8.3	447	47.2	419	44.2	948	100	4.35	4.36
	Non-ELT	2	0.4	2	0.4	35	7.5	207	44.5	219	47.1	465	100	4.37	
28. I make my students pay attention to their relationship with me.	ELT			2	0.2	60	6.4	410	43.5	470	49.9	942	100	4.43	4.45
	Non-ELT			2	0.4	16	3.5	195	42.4	247	53.7	460	100	4.49	

As shown in Table 67, ELT and Non-ELT teachers' responses reflecting the practices about classroom management were similar to each other. A closer look at Table 67 revealed that item 11 "I encourage students to take the floor" had the highest mean value for ELT teachers (mv=4.63) and Non-ELT teachers (mv=4.69). It was interesting to see that there was a greater difference between ELT teachers (65.4%) and Non-ELT teachers (71.5%) in terms of percentages although teachers in both groups "always" encourage their students. In contrast, item 11 "I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.)" had the lowest mean value for ELT teachers (mv=2.96) and Non-ELT teachers (mv=2.75).

It was observed that 52.4% of ELT teachers and 53.2% of Non-ELT teachers "always" came to a class prepared in a similar manner (item 1). Moving on to the following items, teachers in both groups were asked whether they prepared a syllabus for a semester or weekly and weekly lesson plans (items 2 and 4) and if they prepared, whether they followed syllabuses and plans (items 3 and 5). Considering these items, it was realized that both groups of teachers had very similar response rates indicating the same frequency expression as "often." Additionally, ELT teachers (39.3%) tended to act as the only authority more than Non-ELT teachers (36.4%), (item 7).

On the subject of time management, it was found that Non-ELT teachers (51.1%) often managed class time more carefully than ELT teachers (47.5%), (item 8). Similarly, Non-ELT teachers (54.2%) often prevented the lesson from being bored more than ELT teachers (52.1%), (item 9). It was also revealed that Non-ELT teachers always strove to ensure that their students actively participate in the lesson, always asked them questions, always let them have enough time to answer, and always gave everyone an equal say more than ELT teachers (items 11, 12, 13, and 14). Pertaining to items 15, 16, and 17, ELT teachers were more likely to always walk around the classroom, always try to maintain the classroom order, and always pay attention to the use of the classroom board effectively compared to Non-ELT teachers. Additionally, both ELT and Non-ELT teachers responded to items 19, 20, 21, and 22 with more or less similar percentages. It was also acknowledged that while determining the rules to be followed in the classroom, ELT teachers (31.2%) seemed to be more involved in setting classroom rules than Non-ELT teachers (30.9%), as indicated in item 24. Similarly, ELT teachers (40.3%) often managed the process of determining classroom rules together with the students more than Non-ELT teachers (38.1%), according to item 25.

Although there were no items having different averages in terms of the frequency expressions between ELT and Non-ELT teachers so far, in item 20, 50.1% of ELT teachers stated that they "always" created a positive classroom environment while 49.7% of Non-ELT teachers asserted that they "often" created a positive classroom environment. In the same way, in item 27, "I consider the relationships between students when making my classroom decisions" indicated a difference between the two groups of teachers. While 47.2% of ELT teachers reported that they "always"

considered the relationships between students when making their classroom decisions, 47.1% of Non-ELT teachers “always” considered it.

Table 68: Additions for Pedagogical Content Knowledge and Skills - Classroom Management: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Seating arrangement	4	2
-We do not have the control for item 18. We cannot make the sitting arrangement. (ELT) -This is related to physical inadequacies (referring to item 18). (ELT) -I frequently change the seating arrangement. (ELT) -I leave the seating arrangement for the school administration. (Non-ELT) -It is difficult to apply because the class is crowded and not suitable (referring to item 18). (Non-ELT) -There is no effective seating arrangement because the class size is crowded. (Non-ELT)		
In-class activities	4	
-The teacher plays an advisory role in the classroom, and the student plays an active role. (ELT) -I use class dojo. (ELT) -I let a student act as a teacher for a lesson once a week. (ELT) -I try to give English acquisition as an enjoyable activity. (ELT)		
Socio-affective features	3	
-Maintaining distance from students. (ELT) -I care about being moderate and consistent. (ELT) -I apologize when necessary. I am communication oriented. (ELT)		
Unusual classroom behaviours	1	
-Students do not raise their fingers before speaking and do not stand up when I come in. (ELT)		

As in the other sections of the research instrument, the “other” item was included in the classroom management section. As inferred from Table 68, a total of 14 participants (ELT teachers, n=11; Non-ELT teachers, n=3) responded to this item. The responses were analysed by using the content analysis method and presented according to thematic headings including seating arrangement, in-class activities, socio-affective features, and unusual classroom behaviours.

It is noteworthy that the most mentioned issue by ELT and Non-teachers was seating arrangement (n=6) referring to item 18 “I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.)”, which had the lowest mean value (mv=2.90). It was also observed that teachers in both groups did not have the authority to control the seating arrangement since the school administration was responsible for the arrangement. Additionally, it was revealed that the classes were too crowded and it would not be effective even if the seating arrangement was done. Only one ELT teacher (Participant 1272) reported that she frequently changed the seating arrangement.

The next thematic category included in-class activities (n=4). The activities that ELT teachers performed in their classrooms under the name of classroom management were listed. As understood from Table 68, ELT teachers tried to give students an active role in the classroom through various activities. Finally, it was stated that ELT teachers were in favour of teaching English as an enjoyable activity.

As for socio-affective features, it was noted that ELT teachers tried to have a personal attitude that they preferred when establishing a relationship with their students in some way or other. What is more, it seemed that ELT teachers felt to the need for identifying their personal characteristics in relation to classroom management.

The last thematic category was unusual classroom behaviours. The title might sound strange; however, in traditional classroom settings, students were expected to raise their hands and have a say, or students had to stand up when teachers entered the classroom. With this statement, it could be interpreted that some expected classroom behaviours might change over time, but it should be noted that since only one ELT teacher (Participant 38) expressed such an affirmation, this could be his personal attitude and could not be generalized.

Another subcategory within the section of pedagogical content knowledge and skills is the use of resources. What was meant by resource use was any course material used to teach English. In this context, 15 items a 5-point Likert scale were given to the teachers.

Table 69: Pedagogical Content Knowledge and Skills - The Use of Resources: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
h. The use of resources		N	%	N	%	N	%	N	%	N	%	N	%		
1. I use the textbook effectively.	ELT	4	0.4	30	3.1	111	11.6	375	39.3	435	45.5	955	100	4.26	4.29
	Non-ELT	6	1.3	11	2.4	39	8.4	163	34.9	248	53.1	467	100	4.36	
2. I feel the need for additional resources.	ELT	22	2.3	56	5.9	171	17.9	318	33.3	389	40.7	956	100	4.04	4.06
	Non-ELT	5	1.1	19	4.1	89	19.1	152	32.5	202	43.3	467	100	4.12	
3. I use internet resources.	ELT	4	0.4	13	1.4	91	9.5	314	32.9	533	55.8	955	100	4.42	4.42
	Non-ELT	3	0.6	7	1.5	40	8.6	159	34.3	255	55	464	100	4.41	
4. I use sources from foreign publishers as additional materials.	ELT	87	9.1	105	11	239	25.1	258	27.1	262	27.5	951	100	3.52	3.50
	Non-ELT	54	11.6	54	11.6	123	26.5	96	20.6	138	29.7	465	100	3.45	
5. I use resources from Turkish publishers as additional materials.	ELT	70	7.4	126	13.3	275	29.1	283	30	190	20.1	944	100	3.42	3.45
	Non-ELT	39	8.4	52	11.2	120	25.9	138	29.8	114	24.6	463	100	3.50	
6. I conduct the lesson by focusing only on the textbook.	ELT	266	28.4	228	24.3	225	24	155	16.5	64	6.8	938	100	2.49	2.50
	Non-ELT	119	25.8	121	26.2	104	22.6	90	19.5	27	5.9	461	100	2.53	
7. I am committed to the curriculum.	ELT	16	1.7	60	6.3	150	15.7	370	38.7	360	37.7	956	100	4.04	4.06
	Non-ELT	10	2.2	16	3.5	73	15.8	181	39.1	183	39.5	463	100	4.10	
8. I use computer technologies.	ELT	9	0.9	26	2.7	100	10.4	313	32.7	509	53.2	957	100	4.34	4.32
	Non-ELT	6	1.3	19	4.1	50	10.8	156	33.5	234	50.3	465	100	4.27	
9. I use visual material.	ELT	3	0.3	12	1.3	111	11.6	330	34.5	500	52.3	956	100	4.37	4.35
	Non-ELT	3	0.6	7	1.5	61	13.1	166	35.6	229	49.1	466	100	4.31	
10. I use audio material	ELT	3	0.3	21	2.2	124	13	337	35.3	471	49.3	956	100	4.30	4.27
	Non-ELT	3	0.6	16	3.4	68	14.7	170	36.6	207	44.6	464	100	4.21	
11. I use audio-visual material (video, film, etc.).	ELT	5	0.5	25	2.6	127	13.4	307	32.3	487	51.2	951	100	4.31	4.28
	Non-ELT	9	1.9	17	3.7	55	11.9	159	34.4	222	48.1	462	100	4.22	
12. I do not stick to the textbook.	ELT	106	11.2	166	17.6	295	31.2	218	23.1	160	16.9	945	100	3.16	3.10
	Non-ELT	68	14.7	99	21.3	142	30.6	90	19.4	65	14	464	100	2.96	
13. I use English literary texts (story, poetry, etc.).	ELT	102	10.7	241	25.4	296	31.2	200	21.1	110	11.6	949	100	2.97	3.00
	Non-ELT	50	10.8	110	23.7	135	29.1	99	21.3	70	15.1	464	100	3.06	
14. I use English songs.	ELT	7	0.7	57	6	246	25.9	304	32	337	35.4	951	100	3.95	3.91
	Non-ELT	9	1.9	39	8.4	111	23.9	160	34.4	146	31.4	465	100	3.84	
15. I adapt the course material when necessary (adaptation).	ELT	4	0.4	35	3.7	219	23.1	377	39.7	314	33.1	949	100	4.01	3.98
	Non-ELT	2	0.4	24	5.2	127	27.4	162	34.9	149	32.1	464	100	3.93	

As displayed in Table 69, with respect to the items related to the materials used in English teaching, it was revealed that the item with the highest mean value was the item 3 “I use internet resources” for ELT teachers with 4.42 mean value and Non-ELT teachers with 4.41. Comparing both groups in terms of this item, it could be said that both ELT and Non-ELT teachers used “always” internet resources. On the other hand, item 6 “I conduct the lesson by focusing only on the textbook” with 2.49 mean value for ELT teachers and 2.53 mean value for Non-ELT teachers was found to be the item with the lowest mean value. Although the mean value showed resemblance considering item 6, it was observed that 28.4 of ELT teachers “never” conduct their lessons by focusing only on the textbooks whereas 26.2% of Non-ELT teachers “rarely” did so.

When the responses of ELT and Non-ELT teachers were compared, three items were identified that represented differences. The first of these items was item 6, as mentioned above. The second item was item 7 “I am committed to the curriculum” revealing that 38.7% of ELT teachers were “often” committed to the curriculum while 39.5% of Non-ELT teachers were “always” committed. That is to say, Non-ELT teachers stuck to the curriculum more than ELT teachers did. The last item signalling a difference between the two groups of teachers was item 14 “I use English songs.” Considering this item, 35.4% of ELT teachers asserted that they “always” used English songs while 34.4% of Non-ELT teachers reported that they “often” used English songs. In other words, Non-ELT teachers used English songs less than ELT teachers in their classrooms.

Upon analysing each statement individually, it was understood that most of the teachers in both groups “always” used the textbook effectively; however, it seemed that more Non-ELT teachers (53.1%) used textbooks effectively than ELT teachers (45.5%), (item 1). Although teachers in both groups stated that they used the textbooks effectively, it was inferred that the Non-ELT teachers (43.3%) felt the need for additional resources more than the ELT teachers (40.7%). Moreover, it was revealed that teachers in both groups “always” used audio, visual, and audio-visual materials (items 9, 10, and 11); however, ELT teachers appeared to use them more than Non-ELT teachers. Also, 31.2% of ELT teachers and 29.1% of Non-ELT teachers stated that they “sometimes” used different kinds of English literary texts such as story, poetry, etc. (item 13). It was interesting to have such a result because due to the nature of the departments except of English based departments, Non-ELT teachers were expected to include different kinds of literary texts because of their intense literature curriculum. What is more, both ELT teachers (31.2%) and Non-ELT teachers (30.6%) showed a similar tendency toward the use of course books (item 12), and when needed ELT teachers (39.7%) preferred adaptation of the course material depending on the needs of their students more than Non-ELT teachers (34.9%).

**Table 70: Additions for Pedagogical Content Knowledge and Skills - The Use of Resources:
ELT vs. Non-ELT Graduate Teachers**

	ELT	Non-ELT
	N	N
Activities carried out under the name of the use of resources	6	5
-I have my students read story books weekly. (ELT) -I do various activities. (ELT) -I prepare entertaining and educational materials/games suitable for students' levels and adaptable to any subject. (ELT) -I use primary sources. (ELT) -I distribute handouts to students. (ELT) -I allow students to produce their own materials. (ELT) -I use videos. (Non-ELT) -I prepare worksheets. (Non-ELT) -I support lessons with games. (Non-ELT) -I use worksheets. (Non-ELT) -I produce/prepare my own materials. (Non-ELT)		
The need for additional resources	3	1
-Sometimes textbooks may be insufficient for test taking; of course, I use the smart board and the book. (ELT) - I need additional resources in foreign language classes. (ELT) - I find the Ministry of Education publications very inefficient and of poor quality. These books are empty in content. I prefer books with better visuals and rich content and subtitled videos. (ELT) - As we get additional resources as a course book, I depend on it. Not the book in the curriculum. (Non-ELT)		
The use of educational technologies	3	1
-Okulistik and morpha campus provide effective learning. (ELT) -I support e-Twinning projects using Web 2 tools. (ELT) -Smart boards are not available at the school; it is a big deficiency; however, we do listening activities using our own computers and sound speakers. (ELT) -I use okulistik and morpha campus on the smart board. (Non-ELT)		
Issues to consider in resource selection	2	1
- I determine the material that the student will enjoy. (ELT) - I prefer economic resources. (ELT) - We are trying to add something from ourselves because the level is below expected. (Non-ELT)		

As depicted in Table 70, both 14 ELT teachers and 8 Non-ELT teachers reflected their additional comments on the use of resources. The responses were categorized under four thematic sections including activities carried out under the name of the use of resources, the need for additional resources, the use of educational technologies, and issues to consider in resource selection.

In the context of the first theme (ELT teachers n=6; Non-ELT teachers, n=5), it was revealed that both groups shared common strategies. Both ELT and Non-ELT teachers tried to prepare their own materials which were entertaining, educational, and suitable for the level of students and integrated games into their classes. ELT teachers made their students read story books weekly, did

various activities, and used handouts and videos in their classes, while two of Non-ELT teachers utilized worksheets.

When considering the need for additional resources, it was found out that what teachers in both groups agreed on and criticised harshly were the textbooks prepared and distributed by the Ministry of National Education. It was understood that the need for additional resources mostly resulted from these textbooks (ELT teachers, $n=3$; Non-ELT teachers, $n=1$). Both groups of teachers had very negative opinions about textbooks due to their inadequacies. This was revealed not only by the answers they gave to this “other” item, but also by the notes they took next to the items in the questionnaire related to the textbook section in the questionnaire. An ELT teacher (Participant 414) stressed that she felt these needs were greater, especially in foreign language classes in high schools. Despite this need, it was stated that the use of these textbooks was mandatory. It was also affirmed that the school administration did not open up to the use of additional resources. Regardless of these negative ideas, it was revealed that the majority of teachers in both groups preferred and used supplementary resources.

With respect to the use of educational technologies, both ELT and Non-ELT teachers stated that they used “okulistik” and “morpha campus” with the help of smart boards that they had in their classrooms. However, an ELT teacher (Participant 853) reported that she did not have smart boards in her school and tried to make up for the absence of the smart board by using her own computer and speakers.

In terms of issues related to resource selection, ELT teachers decided to use the resources by taking into account students’ interests, needs, levels, and economic situations. Similarly, a Non-ELT teacher (Participant 988) implied that she tried to overcome the shortcomings and do her best according to the level of her students.

The last category within the section on pedagogical content knowledge and skills was teacher accessibility. We were not in the Covid 19 pandemic when I started to collect the data for this study, but towards the end of my data collection phase, this pandemic also affected my research. I had to distribute some parts of my survey online. While the accessibility of teachers was investigated in this section, the distance education and the use of educational technologies were not that common. Therefore, the questions in this section might be somewhat restrictive because of the current abrupt transfer to distance education. However, the teachers were interviewed to compensate for this limitation.

Table 71: Pedagogical Content Knowledge and Skills - Teachers' Accessibility: ELT vs. Non-ELT Graduate Teachers

B3. As an English teacher,		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
i. Teachers' accessibility		N	%	N	%	N	%	N	%	N	%	N	%		
1. I meet students face-to-face outside the classroom.	ELT	18	1.9	77	8.1	212	22.2	337	35.3	310	32.5	954	100	3.88	3.89
	Non-ELT	13	2.8	33	7.1	99	21.2	156	33.5	165	35.4	466	100	3.91	
2. I am in contact with students by phone (WhatsApp, SMS, etc.).	ELT	117	12.3	199	20.9	236	24.7	203	21.3	199	20.9	954	100	3.17	3.16
	Non-ELT	66	14.2	106	22.7	99	21.2	94	20.2	101	21.7	466	100	3.12	
3. I communicate with students by e-mail.	ELT	429	45	266	27.9	139	14.6	61	6.4	59	6.2	954	100	2.00	2.07
	Non-ELT	191	40.9	108	23.1	90	19.3	40	8.6	38	8.1	467	100	2.19	
4. I communicate with students via social media (Facebook, Instagram, etc.).	ELT	347	36.4	210	22	182	19.1	121	12.7	94	9.9	954	100	2.37	2.40
	Non-ELT	171	36.6	87	18.6	90	19.3	66	14.1	53	11.3	467	100	2.44	
5. I meet face-to-face with parents.	ELT	7	0.7	26	2.7	160	16.9	376	39.7	379	40	948	100	4.15	4.17
	Non-ELT	5	1.1	9	1.9	75	16.1	169	36.3	208	44.6	466	100	4.21	
6. I am in contact with the parents by phone (WhatsApp, SMS, etc.).	ELT	76	8	130	13.6	198	20.8	298	31.2	252	26.4	954	100	3.54	3.55
	Non-ELT	46	9.9	52	11.1	98	21	132	28.3	139	29.8	467	100	3.56	
7. I am in contact with parents via e-mail.	ELT	609	64.1	200	21.1	69	7.3	35	3.7	37	3.9	950	100	1.62	1.65
	Non-ELT	294	63	79	16.9	51	10.9	18	3.9	25	5.4	467	100	1.71	
8. I communicate with parents via social media (Facebook, Instagram, etc.).	ELT	574	60.2	180	18.9	100	10.5	58	6.1	41	4.3	953	100	1.75	1.77
	Non-ELT	279	59.7	81	17.3	49	10.5	28	6	30	6.4	467	100	1.82	

As noted in Table 71, this section includes eight items related to teachers' accessibility. Item 5 "I meet face-to-face with parents" had the highest mean value with 4.17 mean value for ELT teachers and 4.21 mean value for Non-ELT teachers. Although the mean value was found to be similar between groups, Non-ELT teachers met face-to-face with parents more often than ELT teachers. Moving to the item with the lowest mean value, it was found that item 7 "I am in contact with parents via e-mail" had 1.62 mean value for ELT teachers and 1.71 for Non-ELT teachers. The teachers in both groups showed similarity; in other words, the percentages regarding item 7 were very close to each other. It could be inferred that electronic mails were not preferred by in-service English teachers in either groups.

A comparative analysis of the responses to items 1, 2, and 6 indicated that there were differences between the teachers in both groups. Regarding item 1 "I meet students face-to-face outside the classroom", it was revealed that 35.3% of ELT teachers "often" met students face-to-face outside the classroom, while 35.4% of Non-ELT teachers "always" met. To be more precise,

Non-ELT teachers preferred to get in contact with their students outside the classroom. Proceeding to item 2, “I am in contact with students by phone (WhatsApp, SMS, etc.)”, 24.7% of ELT teachers asserted that they “sometimes” were in contact with students by phone; however, 22.7% of Non-ELT teachers stated that they “rarely” contacted by phone. That is to say, ELT teachers seemed to be more open to communication via mobile phones than the other party. The last one was item 6, “I am in contact with the parents by phones (WhatsApp, SMS, etc.)”. Shifting focus on communication with parents, it was seen that teachers were in contact via phones (ELT teachers, 31.2% for “often”; Non-ELT teachers, 29.8% for “always”).

Furthermore, it was understood that both ELT and Non-ELT teachers did not prefer e-mail as a communication tool with students and parents (items 3 and 7). In addition, it was revealed that teachers in both groups did not communicate with students and parents through social media tools (items 4 and 8).

**Table 72: Additions for Pedagogical Content Knowledge and Skills - Teacher Accessibility:
ELT vs. Non-ELT Graduate Teachers**

	ELT	Non-ELT
	N	N
The use of apps	3	3
-There are WhatsApp parent groups belonging to each class. (ELT)		
-Edmodo (ELT)		
-I keep meeting students and parents using the ClassDojo classroom tracking system. (ELT)		
-WhatsApp is enough! (Non-ELT)		
-The ClassDojo app helps a lot with this. (Non-ELT)		
-ClassDojo (Non-ELT)		
Face-to-face communication	4	
-Usually, I prefer face-to-face communication. (ELT)		
-I prefer face-to-face communication. (ELT)		
-I prefer face-to-face meetings first. (ELT)		
-Unfortunately, my students’ parents are not very willing to meet face-to-face. (ELT)		
Out-of-school meetings	4	
-I organize class breakfasts and sick student visits. (ELT)		
-I make home visits. (ELT)		
-I visit parents. (ELT)		
-I am in constant communication with students outside the classroom. (ELT)		
In-school meetings	1	1
-I am available in free courses. (ELT)		
-I do not have scheduled meetings with my students and parents outside school. (Non-ELT)		
Parent meetings	2	
-I keep in touch through parent meetings. (ELT)		
-I discuss at parent meetings. (ELT)		
Class guidance teachers	1	1
-If the student gets sick, I call the parents of the class where I am the class guidance teacher. Parents can exaggerate the phone thing. (ELT)		
-I call when necessary; I inform the class through teacher’s WhatsApp group. (Non-ELT)		
Inability to meet anyone	1	1
-I am not in contact with anyone. (ELT)		
-I cannot meet most parents because they are very indifferent to the students and the school. (Non-ELT)		

As seen in Table 72, 26 teachers (ELT teachers, n=20; Non-ELT teachers, n=6) responded to the “other” item in the section on teachers’ accessibility. When the responses were examined, four of them were considered irrelevant and were excluded from the analysis. It was observed that the responses could be gathered under seven themes in general named as the use of apps, face-to-face communication, out-of-school meetings, in-school meetings, parent meetings, class guidance teachers, and inability to meet anyone.

It was evident that there was a similarity in ELT and Non-ELT teachers’ ideas regarding themes named as the use of apps, in-school meetings, class guidance teachers, and unable to meet. In addition to these issues, ELT teachers touched on the issues of face-to-face communication (n=4), out-of-school meetings (n=4), and parent meetings (n=2). Both groups of teachers emphasized the use of apps for communication purposes (ELT teachers, n=3; Non-ELT teachers, n=3), stayed in touch with students and parents via WhatsApp, and used applications such as ClassDojo. When it comes to out-of-school meetings, ELT teachers reported that they organized classroom breakfasts, sick student visits, and home visits. Also, an ELT teacher (Participant 279) stated that she was in constant communication with students outside the classroom. Two ELT teachers additionally reported that they generally organized parent meetings at school, and they could keep in touch through parent meetings. The other two teachers (ELT teacher, n=1; Non-ELT teacher, n=1) mentioned that they did not directly communicate with the parents themselves, and if something happened unexpectedly, they informed the parents through their classroom guidance teachers. Lastly, a Non-ELT teacher (Participant 1348) stated that parents were very indifferent to students and schools, which was a frequently encountered situation; therefore, the teacher could not manage to meet anyone.

4.1.3.4. How do Teachers Evaluate Themselves in Terms of Socio-Affective Knowledge and Skills?

Socio-affective knowledge and skills have been considered one of the fundamentals in effective language teaching. Bearing in mind its importance, the literature was reviewed and an item pool was created. The selection of the items was carried out with the help of the expert research group. After the selection of the items, the piloting of the questionnaire was conducted. In the piloting phase, the Cronbach’s alpha was calculated as .960. Therefore, similar to the previous sections of the questionnaire, no additions or omissions were carried out. Considering the main distribution of the questionnaire, the Cronbach’s alpha was calculated as .943.

Table 73: Socio-Affective Knowledge and Skills: ELT vs. Non-ELT Graduate Teachers

As an English teacher,		Strongly disagree		Disagree		Partially disagree		Neutral		Partially agree		Agree		Strongly agree		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. I establish good relations with students.	ELT					2	0.2	6	0.6	54	5.6	465	48.5	431	45	958	100	6.37	6.39
	Non-ELT							4	0.9	20	4.3	212	45.3	232	49.6	468	100	6.43	
2. I give enough attention to each student.	ELT			3	0.3	4	0.4	40	4.2	218	22.8	431	45.1	259	27.1	955	100	5.93	5.95
	Non-ELT	1	0.2	1	0.2	4	0.9	14	3	96	20.6	207	44.4	143	30.7	466	100	5.99	
3. I am sensitive to students' individual language problems.	ELT			1	0.1	10	1	59	6.2	179	18.8	432	45.3	272	28.5	953	100	5.93	5.93
	Non-ELT			1	0.2	9	1.9	22	4.7	97	20.9	195	41.9	141	30.3	465	100	6.01	
4. I determine in-class activities according to students' levels.	ELT	1	0.1	1	0.1	11	1.2	32	3.4	172	18.2	434	45.8	296	31.3	947	100	6	6.01
	Non-ELT			3	0.7	6	1.3	14	3	86	18.7	206	44.8	145	31.5	460	100	6.61	
5. I encourage students to ask where they do not understand.	ELT							5	0.5	34	3.6	285	29.8	633	66.1	957	100	6.63	6.62
	Non-ELT							3	0.6	17	3.6	128	27.4	319	68.3	467	100	6.58	
6. I help students in class.	ELT					1	0.1	2	0.2	25	2.6	336	35.2	590	61.8	954	100	6.6	6.59
	Non-ELT									15	3.2	156	33.3	297	63.5	468	100	6.26	
7. I help students outside class.	ELT	2	0.2	5	0.5	6	0.6	19	2	119	12.4	343	35.9	462	48.3	956	100	6.27	6.27
	Non-ELT	1	0.2	4	0.9	2	0.4	14	3	35	7.5	192	41.1	219	46.9	467	100	6.21	
8. I use various teaching techniques to increase motivation.	ELT			1	0.1	5	0.5	22	2.3	121	12.7	414	43.4	392	41	955	100	6.24	6.22
	Non-ELT			1	0.2	1	0.2	10	2.1	57	12.2	202	43.2	197	42.1	468	100	6.27	
9. I take students' concerns into account.	ELT					3	0.3	16	1.7	109	11.4	417	43.7	409	42.9	954	100	6.31	6.28
	Non-ELT					2	0.4	4	0.9	43	9.2	215	45.9	204	43.6	468	100	6.34	
10. I take students' opinions into account.	ELT							8	0.8	93	9.7	421	44	435	45.5	957	100		6.36
	Non-ELT					1	0.2	7	1.5	30	6.4	191	40.9	238	51	467	100	6.40	
11. I take students' stress into account.	ELT					2	0.2	22	2.3	96	10.1	408	42.8	425	44.6	953	100	6.29	6.32
	Non-ELT							7	1.5	39	8.4	190	40.8	230	49.4	466	100	6.37	
12. I empathize with students.	ELT	1	0.1	1	0.1	5	0.5	13	1.4	83	8.8	386	40.8	456	48.3	945	100	6.34	6.37
	Non-ELT					1	0.2	3	0.6	33	7.1	187	40	2433	52	467	100	6.43	

Table 73: Continued

As an English teacher,		Strongly disagree		Disagree		Partially disagree		Neutral		Partially agree		Agree		Strongly agree		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
13. I do not scare students with grades.	ELT	15	1.6	21	2.2	58	6.1	94	9.9	204	21.5	252	26.5	307	32.3	951	100	5.56	5.57
	Non-ELT	6	1.3	16	3.4	25	5.4	37	8	95	20.4	141	30.3	145	31.2	465	100	5.58	
14. I do not frighten students by complaining to their parents.	ELT	18	1.9	30	3.1	71	7.5	86	9	184	19.3	257	27	307	32.2	953	100	5.50	5.49
	Non-ELT	10	2.2	20	4.3	28	6	35	7.5	101	21.7	131	28.2	140	30.1	465	100	5.47	
15. I do not threaten the student.	ELT	21	2.2	33	3.5	51	5.4	53	5.6	138	14.6	265	28	385	40.7	946	100	5.73	5.73
	Non-ELT	12	2.6	12	2.6	25	5.4	36	7.8	54	11.7	142	30.7	182	39.3	463	100	5.72	
16. I express my feelings to students.	ELT	5	0.5	4	0.4	7	0.7	21	2.2	91	9.5	382	40	444	46.5	954	100	6.26	6.29
	Non-ELT			3	0.6	2	0.4	7	1.5	41	8.8	175	37.6	237	51	465	100	6.35	
17. I allow students to express their feelings.	ELT	1	0.1			1	0.1	8	0.8	63	6.6	371	38.9	509	53.4	953	100	6.44	6.45
	Non-ELT	1	0.2	1	0.2			3	0.6	18	3.9	189	40.8	251	54.2	463	100	6.47	
18. I accept the mistake I made.	ELT	1	0.1			1	0.1	8	0.8	55	5.8	380	39.9	507	53.3	952	100	6.44	6.45
	Non-ELT					1	0.2	8	1.7	22	4.7	173	37	263	56.3	467	100	6.47	
19. I make jokes in class.	ELT	1	0.1	6	0.6	7	0.7	26	2.7	99	10.4	361	37.9	453	47.5	953	100	6.26	6.27
	Non-ELT	1	0.2	1	0.2	3	0.6	12	2.6	48	10.3	176	37.7	226	48.4	467	100	6.29	
20. I take individual differences into account.	ELT	1	0.1	3	0.3	4	0.4	23	2.4	109	11.4	401	42	414	43.4	955	100	6.24	6.24
	Non-ELT					4	0.9	7	1.5	54	11.5	202	43.2	201	42.9	468	100	6.25	
21. I try to attract students' attention.	ELT	3	0.3	2	0.2	3	0.3	11	1.2	62	6.5	405	42.5	467	49	953	100	6.36	6.36
	Non-ELT	1	0.2			2	0.4	3	0.6	39	3.4	191	41.1	229	49.2	465	100	6.37	
22. I do not put pressure on students.	ELT	5	0.5	6	0.6	33	3.5	59	6.2	175	18.3	356	37.2	322	33.7	956	100	5.87	5.86
	Non-ELT	3	0.6	5	1.1	9	1.9	38	8.2	82	17.6	181	38.9	147	31.6	465	100	5.84	
23. I make learning English fun.	ELT			2	0.2	2	0.2	27	2.8	128	13.4	404	42.4	390	40.9	953	100	6.2	6.19
	Non-ELT	1	0.2			5	1.1	15	3.2	56	12.1	192	41.4	195	42	464	100	6.19	
24. I motivate underachieving students.	ELT			1	0.1	8	0.8	32	3.4	125	13.1	415	43.5	373	39.1	954	100	6.16	6.18
	Non-ELT					2	0.4	11	2.4	60	12.8	206	44	189	40.4	468	100	6.21	

Table 73: Continued

As an English teacher,		Strongly disagree		Disagree		Partially disagree		Neutral		Partially agree		Agree		Strongly agree		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
25. I try to make underachieving students participate in classroom activities.	ELT	1	0.1			10	1	18	1.9	85	8.9	420	43.9	422	44.1	956	100	6.27	6.28
	Non-ELT					1	0.2	7	1.5	50	10.7	198	42.5	210	45.1	466	100	6.3	
26. I respect students as individuals.	ELT					2	0.2	10	1	40	4.2	303	31.8	598	62.7	953	100	6.55	6.56
	Non-ELT					1	0.2	2	0.4	22	4.7	143	30.6	299	64	467	100	6.57	
27. I help students gain self-confidence.	ELT					1	0.1	9	0.9	59	6.2	348	36.6	533	56.1	950	100	6.47	6.47
	Non-ELT					1	0.2	1	0.2	26	5.6	182	39.3	253	54.6	463	100	6.47	
28. I make students feel confident in learning English.	ELT							9	0.9	67	7	388	40.8	488	51.3	952	100	6.42	6.43
	Non-ELT					1	0.2	2	0.4	21	4.5	194	41.6	248	53.2	466	100	6.47	
29. I motivate students to learn English.	ELT					2	0.2	8	0.9	57	6.1	356	38.1	511	54.7	934	100	6.46	6.46
	Non-ELT							3	0.7	21	4.6	182	40.3	246	54.4	452	100	6.48	
30. I call students by name.	ELT	1	0.1			2	0.2	6	0.6	31	3.2	221	23.1	696	72.7	957	100	6.67	6.65
	Non-ELT	2	0.4	1	0.2	3	0.6	4	0.9	17	3.6	100	21.3	342	72.9	469	100	6.62	
31. I like my job.	ELT			6	0.6	6	0.6	29	3	59	6.2	228	23.8	628	65.7	956	100	6.49	6.48
	Non-ELT	1	0.2	2	0.4	7	1.5	13	2.8	34	7.2	95	20.3	317	67.6	469	100	6.47	
32. I leave my personal problems outside the classroom.	ELT	2	0.2	5	0.5	6	0.6	21	2.2	61	6.4	267	28	592	62.1	954	100	6.46	6.48
	Non-ELT	1	0.2	1	0.2	2	0.4	8	1.7	24	5.1	127	27.1	305	65.2	468	100	6.53	
33. I provide a friendly classroom environment.	ELT	1	0.1			5	0.5	6	0.6	60	6.3	340	35.5	545	56.9	957	100	6.47	6.48
	Non-ELT							4	0.9	31	6.6	156	33.3	278	59.3	469	100	6.5	
34. I act fairly when making decisions.	ELT					1	0.1	3	0.3	33	3.5	279	29.2	639	66.9	955	100	6.62	6.63
	Non-ELT							1	0.2	8	1.7	139	29.7	320	68.4	468	100	6.66	
35. I am sensitive to students' personal problems.	ELT					4	0.4	12	1.3	52	5.4	342	35.8	546	57.1	956	100	6.47	6.48
	Non-ELT			1	0.2	2	0.4	4	0.9	35	7.5	145	30.9	282	60.1	469	100	6.48	
36. I help students one-on-one.	ELT	1	0.1			2	0.2	9	0.9	98	10.2	345	36	503	52.5	958	100	6.39	6.39
	Non-ELT			2	0.4	4	0.9	11	2.3	31	6.6	161	34.3	260	55.4	469	100	6.39	

As stated earlier, teachers were expected to evaluate themselves in terms of their socio-affective knowledge and skills in this section. Based on the data in Table 73, it was found that the item with the highest mean value was item 30 “I call students by name” with 6.67 mean value for ELT teachers and 6.62 mean value for Non-ELT teachers. This item could be interpreted as an indication of the importance of calling students by their names, since more than 70% of the teachers in both groups emphasized this issue. With regard to the item having the lowest mean value, it was observed that the mean value was 5.50 for ELT teachers and 5.47 for Non-ELT teachers was in item 14 “I do not frighten students by complaining to their parents”. With this item, it could be understood that both ELT and Non-ELT teachers were of the opinion that students could not gain anything by threat.

To draw attention to the items that differed between the two groups of teachers, the first of these items was item 1 “I establish good relations with students.” It was revealed that 48.5% of ELT teachers “agreed” that they establish good relations with students while 49.6% of Non-ELT teachers “strongly agreed” with the statement. Although both groups showed a positive attitude towards this statement, Non-ELT teachers seemed to pay attention to establishing good relation more compared to ELT teachers. The second item representing the difference between the groups was item 20. It was found out that 43.4% of ELT teachers “strongly agreed” that they took individual differences into account while 43.2% of Non-ELT teachers “agreed. That is to say, Non-ELT teachers focused on individual differences less than ELT teachers did. As for item 23, “I make learning English fun”, the last item differed between groups, and it was observed that 42.4% of ELT teachers “agreed” that they made learning English fun, while 42% of Non-ELT teachers “strongly agreed” with the item.

Overall, upon thorough examination of the items indicating differences, it was observed that both groups’ responses were on the positive side of the 7-Likert scale; in other words, the answers of both groups of teachers showed a distribution as “agree” and “strongly agree”. It could be said that there were differences apparent from Table 73; however, a statistically significant difference could not be claimed.

Table 74: Additions for Socio-Affective Knowledge and Skills: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Behaviours offered to support students socio-affectively	8	3
-I stand by my students at every happy or sad moment and provide assistance to them. (ELT) -I treat refugee students fairly. (ELT) -I also help students outside the classroom. (ELT) -I listen to their problems. (ELT) -And I get them to help each other. Respect and support. (ELT) -I always ask students “how are you?” at the beginning of the lessons. -I am too tolerant. (ELT) -I am student-oriented; I observe them and try to get to know them in many ways. (ELT) -I come together in breaks and spare lessons. (Non-ELT) -I chat with them during my spare hours and listen to their problems. (Non-ELT) -I guide my students in social life. (Non-ELT)		
Problems in their classrooms	3	
-Students with Individualized Education Plan (IEP) attend the course even though they are exempt; this is a big problem! (ELT) -I cannot show the care I want time to time because of the large number of classrooms. Classes are too crowded. (ELT) -Even though I love my job, I often suffer from burnout. Sometimes I get really tired of the problems of the educational system and trying to teach students something by force ☹ (ELT)		
Supporting language learning	1	1
-I give extra lessons. (ELT) -I try to make them like English and show them that they can learn English. (Non-ELT)		

As shown in Table 74, the responses given to the “other” item showed that a total of 16 teachers (ELT teachers, n=12; Non-ELT teachers, n=4) answered this item. These responses were thematically grouped using content analysis and at the end, three categories were formed including behaviours offered to support students socio-affectively, problems in their classrooms, and supporting language learning.

In reference to behaviours offered to support students socio-affectively (ELT teachers, n=8; Non-ELT teachers, n=3), ELT teachers were found to be more sharing compared to Non-ELT teachers. ELT teachers actively engaged with their students’ problems, difficulties, happiness, and sadness, paid attention to their students’ emotional moods, and tried to get to know them closely before starting their lessons. In a varied approach, it was found that Non-ELT teachers were not only content with taking care of their students in their classrooms, but also came together with them in free lessons or during breaks.

Considering the challenges faced by ELT teachers in their classrooms (n=3), it was identified that the number of students in their classes was excessively large, leading to constraints in delivering instruction as they wished. An ELT teacher (Participant 210) stated that there was a

student in her class who was within the scope of an individualized education plan, and that this student attended the lesson even though s/he was not obliged to take the lesson and caused a big problem in the class. In addition, another ELT teacher (Participant 945) stated that she felt burnout by drawing attention to problems in the educational system. From these statements shared by these two teachers, it was understood that some arrangements should have been made in the educational system.

Lastly, it was revealed that teachers in both groups tried to facilitate their students' language learning process by making them like English so that they could feel that they could succeed (Non-ELT teacher, n=1). What is more, one of the ELT teachers asserted that he gave extra lessons to help the students learn.

4.1.3.5. How do Teachers Evaluate Themselves in Terms of Cultural Knowledge and Skills?

In the context of cultural knowledge and skills, teaching or learning a language is almost impossible to be thought independently from its culture. In this regard, teachers who are expected to teach the language should not only know their own culture, but also have an understanding of the target culture. Even more meaningful learning can take place when a language is introduced within its corresponding culture. In line with these considerations, 14 items were selected from the item pool. In the pilot phase, its reliability was found to be .932. Therefore, no additions or deletions were made to these items. The Cronbach's alpha was calculated to be .926 for the real application.

Table 75: Cultural Knowledge and Skills: ELT vs. Non-ELT Graduate Teachers

As an English teacher,		Strongly disagree		Disagree		Partially disagree		Neutral		Partially agree		Agree		Strongly agree		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. I know about my own culture.	ELT					2	0.2	3	0.3	39	4.1	384	40.2	528	55.2	956	100	6.49	6.49
	Non-ELT					1	0.2	3	0.6	20	4.3	194	41.5	249	53.3	467	100	6.47	
2. I follow cultural events related to my own culture.	ELT			1	0.1	10	1	21	2.2	162	17	419	43.9	341	35.7	954	100	6.1	6.09
	Non-ELT	2	0.4	3	0.6	5	1.1	12	2.6	81	17.4	197	42.3	166	35.6	466	100	6.05	
3. I have knowledge about target language (British/American) culture.	ELT			10	1	20	2.1	56	5.9	258	27	424	44.4	187	19.6	955	100	5.7	5.78
	Non-ELT	1	0.2	2	0.4	5	1.1	8	1.7	108	23.3	213	46	126	27.2	463	100	5.94	
4. I am knowledgeable about world cultures.	ELT	2	0.2	15	1.6	32	3.3	93	9.7	357	37.3	320	33.5	137	14.3	956	100	5.4	5.43
	Non-ELT			5	1.1	15	3.3	37	8	173	37.6	146	31.7	84	18.3	460	100	5.5	
5. I cover the differences between cultures in the course.	ELT	2	0.2	10	1	20	2.1	60	6.3	220	23.1	396	41.6	245	25.7	953	100	5.78	5.79
	Non-ELT					11	2.4	23	4.9	121	26	197	42.3	114	24.5	466	100	5.81	
6. I include cultural knowledge transfer in the course.	ELT			11	1.2	21	2.2	54	5.7	200	21.1	417	43.9	247	26	950	100	5.82	5.83
	Non-ELT			1	0.2	9	2	21	4.6	115	24.9	196	42.5	119	25.8	461	100	5.85	
7. I introduce the target language culture (British/American) to the students.	ELT	4	0.4	7	0.7	32	3.4	56	5.9	198	20.9	411	43.3	241	25.4	949	100	5.77	5.81
	Non-ELT	1	0.2	4	0.9	10	2.2	24	5.2	90	19.4	204	43.9	132	28.4	465	100	5.87	
8. I introduce the world cultures to the students.	ELT	3	0.3	17	1.8	36	3.8	67	7.1	268	28.5	350	37.2	201	21.3	942	100	5.58	5.61
	Non-ELT	1	0.2	7	1.5	15	3.3	38	8.3	115	25	169	36.7	115	25	460	100	5.66	
9. I teach culture in various ways (video, music, painting, clothes, food, etc.).	ELT	7	0.7	18	1.9	34	3.6	56	5.9	215	22.6	355	37.4	265	27.9	950	100	5.71	5.71
	Non-ELT	3	0.6	5	1.1	23	4.9	25	5.4	96	20.6	197	42.4	116	24.9	465	100	5.71	
10. I create opportunities for students to experience the target language culture outside the classroom (Internet, email, etc.)	ELT	17	1.8	61	6.4	80	8.4	136	14.3	246	25.9	238	25.1	170	17.9	948	100	5.03	5.04
	Non-ELT	12	2.6	34	7.3	39	8.4	53	11.4	104	22.4	138	29.7	85	18.3	465	100	5.05	
11. I introduce different cultures where English is used as a second language (such as India, Pakistan).	ELT	49	5.1	103	10.8	107	11.2	156	16.3	237	24.8	197	20.6	107	11.2	956	100	4.51	4.54
	Non-ELT	21	4.5	48	10.3	56	12	69	14.8	115	24.7	95	20.4	61	13.1	465	100	4.58	
12. I introduce different cultures where English is used as a foreign language (such as Russia, China, Türkiye).	ELT	39	4.1	78	8.2	102	10.7	142	14.9	266	27.9	218	22.9	109	11.4	954	100	4.68	4.71
	Non-ELT	16	3.4	32	6.9	58	12.4	75	16.1	106	22.7	119	25.5	61	13.1	467	100	4.76	
13. I emphasize the importance of the relationship between language and culture in language teaching.	ELT	7	0.7	33	3.5	41	4.3	69	7.2	209	22	362	38	231	24.3	952	100	5.57	5.59
	Non-ELT	3	0.6	10	2.1	20	4.3	37	7.9	104	22.3	176	37.8	116	24.9	466	100	5.62	
14. I allow students to question cultural biases.	ELT	9	0.9	26	2.7	38	4	73	7.7	193	20.3	382	40.2	229	24.1	950	100	5.6	5.63
	Non-ELT	2	0.4	11	2.4	16	3.4	43	9.3	89	19.2	179	38.6	124	26.7	464	100	5.67	

As depicted in Table 75, the item with the highest mean value was item, “I know about my own culture” (ELT teachers, $mv=6.49$; Non-ELT teachers, $mv=6.47$). It was observed that more than half of the teachers in both groups answered this item as “strongly agree” (ELT teachers, 55.2%; Non-ELT teachers, 53.3%). In terms of the item with the lowest mean value was item 11 “I introduce different cultures where English is used as a second language (such as India, Pakistan)” with 4.51 mean value for ELT teachers and 4.58 mean value for Non-ELT teachers. To explain further, teachers in both groups showed similarities in their approaches to introducing different cultures.

Upon detailed examination of Table 75, it could be observed that responses to each item given by the two groups of teachers were aggregated in similar frequency statements and with comparable percentages (item 1, 2,3, and 4). To be more precise, both groups of teachers had an understanding of their own culture (ELT teachers, 55.2%; Non-ELT teachers, 53.3%), engaged in activities related to their culture (ELT teachers, 43.9%; Non-ELT teachers, 42.3%), and had the knowledge of target language culture (ELT teachers, 44.4%; Non-ELT teachers, 46%). On the subject of world cultures, it was revealed that teachers in both groups stated that they were “partially knowledgeable” (ELT teachers, 37.3%; Non-ELT teachers, 37.6%, item 4). It was understood from the “agree” responses to items 5, 6, 7, and 8 of the questionnaire that more or less in a similar fashion, teachers in both groups integrated cultural differences into their lessons, gave place to cultural knowledge transfer, and wanted to introduce world cultures to students as well as target culture. Additionally, it was revealed that both groups of teachers tried to teach culture in various ways, such as using video, music, painting, clothes, and food (ELT teachers, 37.4%; Non-ELT teachers, 42.4%, item 9).

In the item 10 “I create opportunities for students to experience the target language culture outside the classroom (Internet, email, etc.)”, it was observed that Non-ELT teachers tended to establish chances for students to encounter target culture more than ELT teachers (25.9% of ELT teachers “partially agreed” and 29.7% of Non-ELT teachers “agree”). Similarly, in item 12 “I introduce different cultures where English is used as a foreign language (such as Russia, China, Türkiye),” 27.9% of ELT teachers “partially agreed” that they introduce different cultures where English was used as a foreign language while 25.5% of the Non-ELT graduate teachers “agreed” with the statement. Finally, it was revealed that both sets of teachers highlighted the significance of the relationship between language and culture in language education and paved the way for students to critically question cultural prejudices.

Table 76: Additions for Cultural Knowledge and Skills: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
The ways to facilitate cultural knowledge	7	1
-I direct my students to research different cultures (to the right resources). (ELT) -I encourage students to be open to cultures. (ELT) -I present our culture and that of foreigners comparatively. (ELT) -I do general culture competitions (Turkish-Foreigners). (ELT) -Pressure negatively affects learning, so I allow them to question and reason. (ELT) -I use technology when transferring cultures to students. (ELT) -I let them experience one-on-one by making a project. (ELT) -Overseas trips. (Non-ELT)		
Considerations when teaching culture	3	2
-I try to break these prejudices. (ELT) -The most frequently asked question by my students, teacher, does English learn Turkish too? Every English teacher has heard of this. (ELT) -The parents get angry with me. I cannot make students prepare a February 14th Valentine's Day card. Religious parents complain. An investigation is opened against me. (ELT) -I am selective about culture depending on the attitudes of the students. (Non-ELT) -I emphasize the importance of respecting different cultures. (Non-ELT)		

Similar to the previous sections, in Table 76, the responses to the “other” item reflected that 10 ELT teachers and three Non-ELT teachers contributed by sharing their insights. The answers were grouped under two general thematic categories including the ways to facilitate cultural knowledge and considerations when teaching culture. In regard to the first category, ELT teachers (n=7) were more sharing than Non-ELT teachers (n=1) in terms of explaining the activities like giving cultural examples, organizing competitions about cultures, and paying attention to the use of technology in culture teaching they made in their classrooms with the aim of transferring cultural knowledge. Regarding the second category, it was revealed that teachers in both groups had some concerns about teaching culture, especially in deciding the activities in terms of the context in which they worked. An ELT teacher (Participant 210), who stated that she worked in a conservative region, stated that she had reservations when planning an activity with her students for a day belonging to the target culture, such as Valentine's Day. When considered in this context, it could be understood that there were external factors affecting teaching culture, such as the cities where teachers worked, parents' perspectives on foreign cultures, and students' attitudes towards the target culture. Therefore, it could be interpreted that both groups of teachers had to be careful and attentive when it comes to teaching culture.

4.1.3.6. How do Teachers Evaluate Themselves in Terms of Professional Development?

A language is a living entity. Therefore, it is unthinkable for a language teacher to remain stable while teaching this language. Language teachers are expected to engage in continuous learning and discovery activities. Therefore, it has been suggested in the literature that English

teachers should continue their professional development. In this context, 18 items were given to assess how teachers evaluated themselves in terms of their professional development activities. These items were carefully selected from the item pool with the help of experts, as in the other sections. After the selection was completed, it was applied to 40 teachers in the pilot stage, and its Cronbach's alpha value was found to be .898. Thus, no modifications were carried out for these items, and the Cronbach's alpha was calculated as .897 for the real application.



Table 77: Professional Development: ELT vs. Non-ELT Graduate Teachers

As an English teacher		Never		Rarely		Sometimes		Often		Always		Total		Mean	Mean
		N	%	N	%	N	%	N	%	N	%	N	%		
1. I attend various seminars.	ELT	15	1.6	121	12.7	452	47.3	243	25.4	125	13.1	956	100	3.35	3.33
	Non-ELT	17	3.6	66	14.1	213	45.6	110	23.6	61	13.1	467	100	3.28	
2. I attend various academic conferences as a listener.	ELT	73	7.6	252	26.4	399	41.8	147	15.4	84	8.8	955	100	2.91	2.88
	Non-ELT	55	11.8	110	23.6	198	42.5	73	15.7	30	6.4	466	100	2.81	
3. I make presentations at various academic conferences.	ELT	615	64.6	178	18.7	100	10.5	35	3.7	24	2.5	952	100	1.6	1.6
	Non-ELT	302	65.1	94	20.3	44	9.5	10	2.2	14	3	464	100	1.57	
4. I attend various academic workshops.	ELT	389	40.9	277	29.1	168	17.6	75	7.9	43	4.5	952	100	2.06	2.04
	Non-ELT	203	43.5	128	27.4	89	19.1	23	4.9	24	5.1	467	100	2	
5. I attend video conferences.	ELT	411	43.3	235	24.8	177	18.7	89	9.4	37	3.9	949	100	2.05	2.03
	Non-ELT	216	46.4	117	25.1	83	17.8	28	6	22	4.7	466	100	1.97	
6. I follow web-based seminars (ELT webinars).	ELT	264	27.6	248	26	217	22.7	149	15.6	77	8.1	955	100	2.50	2.47
	Non-ELT	138	29.6	133	28.5	102	21.9	60	12.9	33	7.1	466	100	2.39	
7. I follow online courses (coursera, futurelearn etc.).	ELT	240	25.5	242	25.7	265	28.1	140	14.9	55	5.8	942	100	2.49	2.51
	Non-ELT	114	24.5	109	23.4	147	31.6	62	13.3	33	7.1	465	100	2.55	
8. I watch educational videos on channels like Youtube.	ELT	33	3.5	96	10.1	272	28.8	374	39.5	171	18.1	946	100	3.58	3.6
	Non-ELT	12	2.6	42	9	139	29.9	169	36.3	103	22.2	465	100	3.66	
9. I follow professional development blogs.	ELT	33	3.5	108	11.5	236	25.2	376	40.1	184	19.6	937	100	3.6	3.63
	Non-ELT	18	3.9	46	10	110	23.9	168	36.4	119	25.8	461	100	3.7	
10. I follow groups for professional development in social media sites (facebook, etc.).	ELT	56	5.9	58	6.2	138	14.6	325	34.5	366	38.8	943	100	3.94	3.97
	Non-ELT	21	4.5	26	5.6	68	14.7	140	30.2	209	45	464	100	4.05	
11. I follow professional publications (books, magazines, articles, etc.).	ELT	36	3.8	148	15.7	284	30.1	316	33.5	160	16.9	944	100	3.44	3.46
	Non-ELT	20	4.3	59	12.7	148	31.8	144	31	94	20.2	465	100	3.5	
12. I cooperate with my colleagues.	ELT	6	0.6	37	3.9	121	12.8	375	39.8	403	42.8	942	100	4.2	4.21
	Non-ELT	3	0.6	18	3.9	59	12.8	163	35.3	219	47.4	462	100	4.24	
13. I attend in-service trainings in Türkiye.	ELT	97	10.3	162	17.3	312	33.2	222	23.6	146	15.5	939	100	3.16	3.13
	Non-ELT	63	13.6	80	17.3	150	32.4	105	22.7	65	14	463	100	3.06	
14. I attend in-service trainings abroad.	ELT	551	59.1	152	16.3	86	9.2	90	9.6	54	5.8	933	100	1.86	1.84
	Non-ELT	283	62.2	69	15.2	44	9.7	29	6.4	30	6.6	455	100	1.8	
15. I use reflective teaching tools (teaching diary, student feedback, etc.).	ELT	86	9.2	198	21.3	295	31.7	246	26.4	106	11.4	931	100	3.09	3.1
	Non-ELT	46	9.9	83	17.9	161	34.8	118	25.5	55	11.9	463	100	3.11	
16. I do research about my in-class practices.	ELT	20	2.1	84	9	244	26.1	373	39.9	213	22.8	934	100	3.72	3.74
	Non-ELT	18	3.9	27	5.9	116	25.2	179	38.8	121	26.2	461	100	3.77	
17. I do research on the problems I encounter in the classroom.	ELT	12	1.3	65	6.9	226	24.1	399	42.6	234	25	936	100	3.83	3.84
	Non-ELT	11	2.4	24	5.2	106	22.9	187	40.5	134	29	462	100	3.88	
18. I become a member of relevant scientific organizations (IATEFL, INGED etc.).	ELT	515	55.4	189	20.3	106	11.4	78	8.4	42	4.5	930	100	1.86	1.84
	Non-ELT	258	56.1	102	22.2	56	12.2	23	5	21	4.6	460	100	1.79	

In the context of professional development in Table 77, which was the last part of the questionnaire, it was observed that the most of the teachers in both groups did not pay much attention to this issue in general since only two items in this section were indicated as “always” (items 10 and 12). It was also found that item 11 “I cooperate with my colleagues” had the highest mean value for both groups of teachers (ELT teacher, $mv=4.2$; Non-ELT teachers, $mv=4.24$). This item suggested that Non-ELT teachers cooperate with their colleagues more compared to ELT teachers. As for the item with the lowest mean value, it was detected that item 3 “I make presentations at various academic conferences” had the lowest mean value of 1.6 for ELT teachers and 1.57 for Non-ELT teachers. In other words, more than half of the teachers in both groups (ELT teachers, 64.6%; Non-ELT teachers, 65.1%) “never” attended various academic conferences as listeners.

In relation to items 4, 5, 6, 14, and 18, it was revealed that the responses of ELT and Non-ELT teachers differed slightly in terms of percentages within “never” option. That is to say, most of the teachers in both groups “never” made presentations at academic conferences (item 3), “never” attended academic workshops (item 4), “never” attended video conferences (item 5), and “never” followed web-based seminars (item 6). As for in-service trainings, it was uncovered that majority of the teachers in both groups “sometimes” attended in-service trainings in Türkiye (item 13); however, majority of the teachers in both groups “never” attended in-service trainings abroad. With a closer look at the percentages of item 14, it would be appropriate to recommend policy makers to organize activities abroad or provide opportunities for teachers in both groups to participate. Furthermore, it was revealed that the majority of teachers in both groups “sometimes” followed online courses such as coursera and futurelearn (item 7), “often” watched educational videos published on channels such as YouTube (item 8), and “often” followed professional development blogs (item 9). When a comparison was made between the groups focusing on item 7, 8, and 9, it was understood that ELT teachers followed online courses, YouTube videos, and professional development blogs more than Non-ELT teachers did. Regarding item 18, it was revealed that more than half of the teachers in both groups were not members of any scientific organization.

In terms of the following groups for professional development on social media sites (item 10), Non-ELT teachers (45%) benefited from such social media sites more than ELT teachers (38.8%). What is striking about item 11 in Table 78 was that ELT teachers (3.5% for “always”) seemed to follow professional publications more frequently than Non-ELT teachers (31.8% for “sometimes”). Besides, the teachers were asked whether they used various practices to evaluate and improve their own teaching in their classrooms, and it was revealed that Non-ELT teachers (34.8%) were more open to evaluate their teaching practices by using reflective teaching tools compared to ELT teachers (31.7%) (item 15). Lastly, it was identified that ELT teachers carried out research on their in-class practices and the problems they encountered in their classrooms more frequently than Non-ELT teachers did (items 16 and 17).

Table 78: Additions for Professional Development: ELT vs. Non-ELT Graduate Teachers

	ELT	Non-ELT
	N	N
Following the updates	5	2
-I follow the changes and developments in the language. (ELT) -I videotape the main topic of the lesson and I share it on Instagram and Facebook. Then I send it via WhatsApp. (ELT) -European Schoolnet Academy (ELT) -I follow the sites related to my branches. (ELT) -I am the founder admin of a Facebook group with approximately 50 thousand English teachers. (ELT) -I follow scientific publications. (Non-ELT) -I apply innovative learning methods in my classroom. (Non-ELT)		
Attending seminars	5	
-If there are seminars and workshops in our city, I try to attend them. (ELT) -I attend in-service training. (ELT) -Very little in-service training. (ELT) -Seminars became dreams after the baby was born. (ELT) -I am willing to participate in foreign and domestic in-service programmes. (ELT)		
Making projects	3	
-I do EU Projects like Erasmus + and E-twinning. (ELT) -I took part in various youth projects abroad with students. (ELT) -I prepare and run Erasmus projects. (ELT)		
Negative thoughts about the profession	3	
- I am not satisfied with my job. And I always feel like we are in the same cycle. That is why I do not feel like going into a lot of extra work. (ELT) - Unfortunately, we do not have enough time to apply all of these items. There is no such thing as private life after nine hours a day for school and activity preparation. (ELT) -I do not work at home. (ELT)		
Considering students' needs	1	
-I establish a dialogue with my students by going down to their level and understanding their psychology as well. (Non-ELT)		

As displayed in Table 78, English teachers were asked whether they would like to add to the issue of professional development. It was seen that 19 teachers (ELT teachers, n=16; Non-ELT teachers, n=3) responded to the “other” item. The responses were grouped into five categories as following the updates, attending seminars, making projects, negative thoughts about the profession, and considering students’ needs. It was observed that five of ELT teachers and two of Non-ELT teachers stated their practices concerning updates to be followed. It was revealed that while Non-ELT teachers focused on scientific studies and innovative approaches in language teaching, ELT teachers followed developments in order to improve themselves and communicate with other teachers through some social media tools. Five of ELT teachers stated that they would be willing to participate in seminars and workshops if they had the opportunity. It was also observed that three ELT teachers were involved in and carried out European Union projects for professional development purposes. Moreover, it was revealed that three of ELT teachers felt inadequate in terms of professional satisfaction, and they complained about the lack of time. Lastly, one of the Non-ELT teachers (Participant 774) mentioned that she adapted her behaviour according to the level and psychological state of the students, with the aim of drawing attention to this aspect in professional development.

4.1.4. Do Two Groups – ELT and Non-ELT – of In-Service English Language Teachers’ Self-Evaluations On Specific Characteristics of Effective Language Teacher Differ?

In the last question of the quantitative phase of the study, it was investigated whether there was a statistically significant difference between the two groups of English teachers in terms of their self-evaluations on the specific characteristics of effective language teachers. The Mann-Whitney U test was used to examine whether there existed a difference between the two groups of teachers. The findings were presented focusing on personal characteristics, English language proficiency, pedagogical content knowledge and skills, socio-affective knowledge and skills, cultural knowledge and skills, and professional development respectively.

Table 79: Comparison of ELT and Non-ELT Graduates in Terms of Personal Characteristics

Personal Characteristics		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
B1.26. Authoritarian	ELT	957	697.67	667670.50	209267.500	0.034
	Non-ELT	469	745.80	349780.50		
	Total	1426				

In Table 79, which pertains to personal characteristics, it was found that out of 43 items, only item 26 showed a statistically significant difference ($p = 0.034$, $p < 0.05$). That is to say, Non-ELT graduate teachers seemed to be more authoritarian compared to ELT graduate teachers. When the remaining 42 items were examined, no significant differences were found between ELT and Non-ELT teachers.

Table 80: Comparison of ELT and Non-ELT Graduates in Terms of English Language Proficiency

English Language Proficiency		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
B2.11. I can easily read and understand English literary texts (novels, short stories, poems, etc.).	ELT	951	693.43	659449.00	206773	0.015
	Non-ELT	470	746.56	350882.00		
	Total	1421				

There were 17 items in total in the section where teachers were asked to evaluate themselves in terms of English language proficiency. As presented in Table 80, among these items, a significant difference was found between the two groups in terms of only item 11 “I can easily read and understand English literary texts (novels, short stories, poems, etc.).” It was revealed that Non-ELT graduate teachers found themselves better at reading and understanding English literary texts than did ELT graduate teachers. When the remaining 16 items were examined, no significant differences were found between ELT and Non-ELT graduate teachers.

Table 81: Comparison of ELT and Non-ELT Graduates in Terms of Pedagogical Content Knowledge and Skills

Pedagogical Content Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
a. The use of English/Turkish						
B3.a2. I only use Turkish in class.	ELT	952	692.13	658912.50	205284.500	0.021
	Non-ELT	465	743.53	345740.50		
	Total	1417				
B3.a5. I encourage students to speak English outside the classroom.	ELT	953	692.06	659529.50	204948.500	0.007
	Non-ELT	470	752.44	353646.50		
	Total	1423				
b. Students' needs						
B3.b8. I take cultural differences among students into account.	ELT	954	696.98	664920.50	209385.500	0.044
	Non-ELT	467	739.64	345410.50		
	Total	1421				
c. In-class activities						
B3.c1. I give homework.	ELT	961	699.61	672320.50	210079.500	0.023
	Non-ELT	470	749.52	352275.50		
	Total	1431				
B3.c19. I get feedback from students about the course.	ELT	956	690.45	660070.00	202624.000	0.003
	Non-ELT	466	754.68	351683.00		
	Total	1422				
d. Assessment and evaluation						
B3.d5. I ask translation questions in exams.	ELT	955	693.39	662190.50	205700.500	0.023
	Non-ELT	464	744.18	345299.50		
	Total	1419				
B3.d12. I allow students to evaluate themselves (self-assessment).	ELT	957	694.27	664415.50	206012.500	0.012
	Non-ELT	467	749.86	350184.50		
	Total	1424				
e. Teaching of language skills						
B3.e13. I teach grammar by explaining the rules (deductive teaching).	ELT	952	686.99	654015.00	200387.000	0.004
	Non-ELT	463	751.20	347805.00		
	Total	1415				
B3.e15. I teach grammar with formal exercises (mechanical drills).	ELT	940	681.95	641031.00	198761.000	0.018
	Non-ELT	457	734.07	335472.00		
	Total	1397				
B3.e20. I teach by giving the meanings of words.	ELT	951	686.45	652813.00	200137.000	0.002
	Non-ELT	466	755.02	351840.00		
	Total	1417				

Table 73: Continued

Pedagogical Content Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
e. Teaching of language skills						
B3.e21. I teach words by asking students to write words (e.g. 5 times each).	ELT	949	677.89	643322.00	192547,000	0,000
	Non-ELT	463	765.13	354256.00		
	Total	1412				
B3.e23. I encourage using a dictionary when teaching vocabulary.	ELT	951	690.62	656775.00	204099.000	0.022
	Non-ELT	462	740.73	342216.00		
	Total	1413				
f. Error correction						
B3.f6. I correct verbal errors directly.	ELT	949	685.64	650669.50	199894.500	0.005
	Non-ELT	462	747.83	345496.50		
	Total	1411				
B3.f9. I immediately intervene in written errors.	ELT	945	680.91	643460.50	196475.500	0.001
	Non-ELT	463	752.65	348475.50		
	Total	1408				
g. Classroom management						
B3.g11. I encourage the student to take the floor.	ELT	957	698.61	668566.50	210163.500	0.025
	Non-ELT	467	740.97	346033.50		
	Total	1424				
B3.g18. I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.).	ELT	949	729.81	692590.00	202317.000	0.005
	Non-ELT	468	666.80	312063.00		
	Total	1417				
h. The use of resources						
B3.h1. I use the textbook effectively.	ELT	955	692.84	661666.00	205176.000	0.007
	Non-ELT	467	749.65	350087.00		
	Total	1422				
B3.h12. I do not stick to the textbook.	ELT	945	726.47	686516.00	198949.000	0.004
	Non-ELT	464	661.27	306829.00		
	Total	1409				
i. Teacher accessibility						
B3.i3. I communicate with students by e-mail.	ELT	954	692.76	660890.50	205355.500	0,011
	Non-ELT	467	748.27	349440.50		
	Total	1421				

The next section of the questionnaire included a comparison between ELT and Non-ELT graduates in terms of pedagogical content knowledge and skills. The longest part of the questionnaire was this section having nine categories. Since there was not much difference between teacher groups on the basis of items, only the items differed were presented in Table 81.

With respect to the use of English and Turkish in English courses, it was observed that there occurred statistically significant differences between the two teacher groups in terms of the two items. The first one was item 2 “I only use Turkish in class” ($p = 0.021$, $p < 0.05$). This finding revealed that Non-ELT graduate teachers only used Turkish in class more than ELT graduate teachers did. Turning to the second one, item 5, it was found that there was a statistically significant difference between ELT and Non-ELT graduate teachers in terms of encouraging students to speak English outside the classroom ($p = 0.007$, $p < 0.05$). It could be interpreted that Non-ELT graduate teachers paid more attention to the use of English outside the classroom and tended to encourage their students more than ELT graduate teachers.

In the in-class activities section, item 1 and item 19 showed statistically significant differences. It was found that Non-ELT graduate teachers gave homework more than ELT graduate teachers ($p = 0.023$, $p < 0.05$). Similarly, Non-ELT graduate teachers received more feedback from students about their courses than ELT graduate teachers did ($p = 0.003$, $p < 0.05$).

On the topic of assessment and evaluation section, there existed 13 items. Of the 13 items, two items represented statistically significant differences. There were no statistically significant differences for the rest of the items. It was revealed that Non-ELT teachers asked translation questions in exams more than ELT teachers did ($p = 0.023$, $p < 0.05$). Additionally, it was found that Non-ELT graduate teachers allowed students to evaluate themselves (self-assessment) more compared to ELT graduate teacher ($p = 0.012$, $p < 0.05$).

As the sections were compared in terms of mean ranks, the highest number of items representing a significant difference were detected under the category of teaching of language skills within the category of pedagogical content knowledge and skills. In other words, the number of the items with significant differences occurred in this specific category. Precisely, Non-ELT teachers taught grammar by explaining the rules (deductive teaching) ($p = 0.004$, $p < 0.05$), taught grammar with formal exercises (mechanical drills) ($p = 0.018$, $p < 0.05$), taught by giving the meanings of words ($p = 0.002$, $p < 0.05$), taught words by asking students to write words (e.g. 5 times each) ($p = 0.000$, $p < 0.05$), and encouraged using a dictionary when teaching vocabulary ($p = 0.022$, $p < 0.05$) more than ELT teachers.

In reference to the error correction section, similar to the previous sections, there were statistically significant differences in items 6 and 9. It was seen that Non-ELT teachers corrected

verbal errors directly more than their counterparts ($p = 0.005$, $p < 0.05$). In addition, Non-ELT graduate teachers intervened in written errors more immediately than ELT graduates ($p = 0.001$, $p < 0.05$).

In terms of classroom management, significant differences were observed in items 11 and 18 regarding encouraging students to take the floor ($p = 0.025$, $p < 0.05$) and adjusting classroom organization ($p = 0.005$, $p < 0.05$). What stands out in the table was that the highest mean value was obtained by ELT teachers for the first time. Item 11 suggested that Non-ELT teachers were more inclined to encourage students to actively participate in classroom discussions compared to ELT teachers, while item 18 suggested that ELT teachers were more likely to adjust classroom organization according to the language teaching method, such as using seating arrangements such as U-shape or semicircle, compared to Non-ELT teachers.

Turning to the use of resources, significant differences were observed in two aspects, particularly about the textbooks. It was found that Non-ELT teachers were more effective in using the textbook as a resource compared to ELT teachers ($p = 0.007$, $p < 0.05$). What is more, ELT teachers were less likely to stick strictly to the textbook compared to Non-ELT teachers ($p = 0.004$, $p < 0.05$).

The last category concerned teachers' accessibility. It was observed that there was a statistically significant difference between the two groups of English teachers in item 3 "I communicate with students by e-mail" ($p = 0.011$, $p < 0.05$). In other words, Non-ELT teachers seemed to use email as a means of connecting with their students more frequently than their ELT teachers.

The remaining items were also examined, and there were no statistically significant differences between ELT and Non-ELT graduate teachers.

Table 82: Comparison of ELT and Non-ELT Graduates in Terms of Socio-Affective Knowledge and Skills

Socio-affective Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
B4.10. I take students' opinions into account.	ELT	957	698.18	668161.50	209758.500	0.037
	Non-ELT	467	741.84	346438.50		
	Total	1424				

As for the section on socio-affective knowledge and skills presented in Table 82, it was found that the two groups of English teachers showed statistically differences in terms of taking into account the opinions of the students ($p = 0.037$, $p < 0.05$). This revealed that Non-ELT graduate teachers paid attention to their students' ideas more than ELT graduate teachers.

Table 83: Comparison of ELT and Non-ELT Graduates in Terms of Cultural Knowledge and Skills

Cultural Knowledge and Skills		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
B5.3. I have knowledge about target language (British/American) culture.	ELT	955	678,41	647884,00	191394,000	0,000
	Non-ELT	463	773,62	358187,00		
	Total	1418				

Moving on to examine the two English teacher groups in terms of cultural knowledge and skills, it was observed that only item 3 showed a statistically significant difference ($p = 0.000$, $p < 0.05$). The difference in cultural knowledge between the two groups was highly significant, with Non-ELT teachers demonstrating greater familiarity with the cultural aspects related to the target language. That is to say, Non-ELT teachers were more knowledgeable about target language culture. When the rest of the items were examined in this section, no statistically significant differences were found between ELT and Non-ELT graduate teachers.

The final section was about professional development. In contrast to the previous sections of the questionnaire, it was surprisingly observed that there were no statistically significant differences between the two groups of ELT and Non-ELT graduate teachers.

4.2. The Analysis of the Semi-Structured Interview

In this section, a total of five questions were asked to the teachers who agreed to participate in the interview. After the transcriptions of the interviews were completed, NVivo was used for coding. In the first question, teachers were asked to briefly introduce themselves. The data collected for this question are presented in the methodology chapter. The remaining four questions were coded in NVivo and themes were formed, and then analysed using content analysis, respectively.

4.2.1. The Description of Effective English Teacher: An Effective English Teacher Means to You?

ELT and Non-ELT teachers were inquired about what an effective English teacher meant to them. Teachers in both groups were also asked to define an effective English teacher. The responses given to this question were coded in NVivo, and themes were constructed depending on the categorization decided in the quantitative phase of the study. The themes were interpreted by dividing them into two categories since they could be regarded as personal characteristics and professional characteristics. Moreover, the responses were presented in a comparative manner.

Table 84: Personal Characteristics and Socio-affective Knowledge and Skills: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
Personal Characteristics	N	f	Personal Characteristics	N	f
Open to new ideas	6	6	Good communication skills	7	7
Positive	5	5	Open to new ideas	1	1
Good communication skills	4	4	Able to empathize	1	1
Tolerant	2	2	Patient	1	1
Patient	2	2	Social	1	1
Pays attention to appearance	1	1			
Able to empathize	1	1			
Socio-affective Knowledge and Skills			Socio-affective Knowledge and Skills		
Instils a love for the language	12	13	Instils a love for the language	7	7
Captivates the students' interest	7	7	Makes the class enjoyable	5	5
Pays attentions to student needs	6	6	Understands students	5	5
Emphasizes the importance of English	5	6	Touches students' hearts	4	5
Makes the class enjoyable	4	5	Captivates students' interest	4	5
Creates a sincere learning environment	2	2	Fosters curiosity	4	5
Generates excitement	1	1	Supports students	2	2
Loves the student	1	1	Endearing oneself	2	2
Knowledgeable about student psychology	1	1			

As presented in Table 84, these characteristics were considered to be a set of important personal qualities that might help teachers in both groups to communicate effectively and interact with their students in a meaningful and productive manner. It was revealed that both teacher groups gave importance to being open to new ideas as English teachers. In this way, English teachers would not only improve themselves, but also prepare the ground for the development of their students. Some ELT teachers highlighted the importance of personal characteristics, as follows:

Participant 225-ELT-Written

"... open to innovations, not afraid to try any kind of innovation that will contribute to learning in the classroom and benefit the students, committed to lifelong learning, and learning from both their own experiences and the experiences of others..."

Participant 537-ELT-Written

"One should be knowledgeable about innovations and technology, be open to new ideas, and constantly work on self-improvement."

As a teacher, being positive could also motivate students even in challenging situations in their language learning process and enable students to approach things with more energy. The following quotations by both ELT and Non-ELT teachers could be given as examples of teachers' abilities to engage and motivate students in language classrooms. In this way, teachers could teach English in an entertaining way and this would be exciting for students with the help of positive motivation.

Participant 185-ELT-Written

“Being expert in the field, able to give positive motivation to the class, affectionate, and full of energy...”

Participant 1062-ELT-Voiced

“In my opinion, an effective English teacher is someone who is easy-going, cheerful, and proficient in teaching English.”

Participant 1065-ELT-Voiced

“I believe that an effective teacher is someone who can make their students smile, generate excitement for when it comes time for the lesson and arouse interest.”

Participant 1348-ELT-Voiced

“For me, an effective teacher is someone who can involve themselves in the lesson, dance, and sing along...”

Among all characteristics, both ELT and Non-ELT teachers paid more attention to good communication skills that might trigger and motivate students to speak English in a classroom setting. Being tolerant, patient, and social were also regarded to be important qualities for an effective English teacher who were eager to establish positive and productive relationships with their students. The following quotations by two ELT teachers and two Non-ELT teachers illustrates this issue:

Participant 311-ELT-Written

“An effective English teacher should possess professional qualifications as well as be tolerant, sincere, empathetic towards differences, and patient in order to create a genuine learning environment. They should be able to use the target language more intensively. They should also utilize their tone of voice, stress, facial expressions, gestures, and verbal communication effectively.”

Participant 368-ELT-Written

“A teacher should love their students unconditionally, be able to empathise with them, tolerate any selfishness they may intentionally or unintentionally exhibit, and always be there to help and guide them individually towards achieving their highest level of knowledge and skills using their own methods.”

Participant 734-Non-ELT-Written

“In my opinion, an effective teacher is someone who can empathise, is emotionally and socially developed, inspiring, and capable of imparting their knowledge....”

Participant 1116-Non-ELT-Voiced

“Touching hearts and being able to communicate with students is about establishing communication with them.”

Participant 755- Non-ELT-Voiced

“An effective teacher is someone who has strong communication skills, establishes a good dialogue with their students, takes into account the current needs of the students –including their age group and individual differences- and applies a teaching method that both parties desire by building a strong and enjoyable relationship through communication. At least, that is the approach I try to take as a teacher.”

Finally, paying attention to appearance could also be perceived as a motivator for some students. English teachers who were well-dressed could be regarded as a sign of self-respect, as

well as respect for their profession and their students. In this regard, one of the ELT teachers stated the following:

Participant 480-ELT-Recorded

"I believe that a teacher's appearance, including dressing well, looking well-groomed, and being meticulous about their outward appearance, can make them more effective at engaging students. This is also true in everyday life; your appearance can affect how you are perceived in social situations and other settings. This may seem like a simple or trivial point but I believe it is an important consideration."

All these personal characteristics were important for teachers who wanted to build strong, positive, and effective relationships with their students. Besides, socio-affective knowledge and skills are essential for creating a positive and engaging language learning atmosphere, and are also closely related to personal characteristics, since these knowledge and skills generally occur as a consequence of personal characteristics. As can be seen from Table 84, the most mentioned issue was "instilling a love for the language" by both groups of English teachers. It was very vital to emphasize the importance and necessity of the English language to help students appreciate the value of learning English and stay motivated to improve their English language learning process. Statements signifying these aspects by ELT and Non-ELT teachers are as follows:

Participant 1132-ELT-Voiced

"If you asked me to describe an effective English teacher, I would probably start by saying that they are teachers who can make language learning enjoyable and show students that it is not difficult but rather easy or enjoyable, and of course, who can adjust their teaching depending on their students' level."

Participant 1171-ELT-Voiced

"For me, an effective English teacher is someone who can make students fall in love with the language. If students enjoy learning, they will be more engaged and motivated. On the other hand, if you create some distance, students may become disinterested and disconnected from the language."

Participants 59-ELT-Recorded

"For me, an effective English teacher should teach students by making them fall in love with the language."

Participant 686-Non-ELT-Voiced

"For me, an effective English teacher is someone who encourages students to speak the language, as it is a language meant to be spoken, and who instils a love for the English language and speaking in their students."

Participant 300-Non-ELT-Recorded

"In my opinion, an effective English teacher is someone who can capture students' attention and make them fall in love with the English language."

It could be inferred that all of these statements reflected the importance of creating a positive and engaging language learning environment in order to teach English effectively. For both groups of English teachers, an effective English teacher should be able to inspire and motivate their students to learn and love English language.

Furthermore, as mentioned by both ELT and Non-ELT teachers, capturing students' interests and making the class enjoyable could greatly contribute to a positive learning experience and learning environment. As a result, these attempts facilitated students' learning and allowed them to be eager to participate in classroom activities; in other words, the students were engaged in the language learning journey.

Participant 958-Non-ELT-Voiced

"An effective English teacher is someone who uses different methods and techniques to teach English in a fun and engaging way, with the goal of ensuring permanent learning."

Participant 1265-ELT-Voiced

"...are capable of making the lesson enjoyable by incorporating interesting content, and can be humorous when appropriate".

Moreover, creating a sincere learning environment, loving the students, and being knowledgeable about student psychology could create an opportunity for English teachers to establish trust and build strong relationships with their students. An ELT teacher asserted the following quotation:

Participant 368-ELT-Written

"An effective English teacher is not only a good educator, but also someone who speaks English fluently, uses various engaging activities in their lessons, and provides a classroom environment where students feel comfortable and can express themselves in English. The teacher should create a learning environment where the students do not see English as just another subject, but rather learn it naturally and enjoyably without realizing it."

Understanding students, touching their hearts, fostering curiosity, generating excitement, and supporting them were all crucial for creating a safe, comfortable, and productive language learning environment where students felt understood and supported. Finally, endearing oneself to students could allow English teachers to create a positive and memorable learning experience that students would appreciate and remember for years. When English teachers endeared themselves to their students, they could create strong and lasting bonds. As a result, this connection could contribute to both English teachers and students. Also, it might lay the groundwork for an effective teaching and learning experience, and play a part in students' overall success in English. The following quotations reflect the two groups of teachers' perspectives on the relationship between teachers and students.

Participant 1219-Non-ELT-Voiced

"First of all, the teacher who can touch the hearts of the students, communicate well and endear herself to the students, I think this is the first step."

Participant 1116-Non-ELT-Voiced

"In my opinion, an effective teacher in today's world is someone who can touch the heart of students. Because if we can touch on students' hearts, then I believe we can truly teach them something. No matter how much we lecture if we cannot make that connection, we will still not be able to reach the student. Touching their hearts and establishing communication is being able to communicate with the student."

Participant 170-Non-ELT-Written

“An effective teacher is someone who can touch the heart of the student.”

Participant 480-ELT-Recorded

“Because being a teacher primarily depends on being able to establish a communication with children, to be able to address them, to establish that connection. When you are in the classroom like a stranger without much care, students feel it, and this prevents successful learning. Therefore, in order for the student to define a teacher as effective or for me to define him/her in that way, the teacher must care about the student and make him/her feel this.”

These statements portray the importance of the emotional connections between English teachers and students. English teachers’ ability to establish a deep connection with their students and make them feel valued is very vital in the teaching process. In other words, merely delivering information through lectures is sometimes insufficient for effective teaching. By creating an emotional bond, English teachers in both groups could establish trust among students and facilitate effective language learning experiences.

As stated earlier, the themes were categorized into two main topics based on their nature: personal characteristics and professional characteristics. That is to say, in the following section, the characteristics regarding English language proficiency, pedagogical content knowledge and skills, and cultural knowledge and skills were presented under the title of professional characteristics.

Table 85: Professional Characteristics: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
English Proficiency	N	f	English Proficiency	N	f
Proficient in English	5	6	Proficient in English	11	11
Pedagogical content knowledge and Skills			Pedagogical content knowledge and Skills		
Emphasises communication skills	11	13	Emphasises communication skills	10	13
Pays attention to the level of students	6	6	Pays attention to the level of students	7	7
Keeps the student engaged	6	6	Proficient in teaching English	6	6
Proficient in teaching English	4	4	Effective in transfer of knowledge	3	3
Ensures permanent learning	4	5	Makes the lesson enjoyable	3	3
Focuses equally on the four language skills	3	3	Supports with different activities	3	6
Acts as a role model	3	3	Act as a guide	3	3
Skilled in using technology	3	3	Ensures permanent learning	2	2
Engages students through hands-on learning	2	2	Focuses on the four language skills	2	2
Facilitates understanding	1	1	Ensures a sense of achievement after the lesson	2	2
Influences behavioural change	1	1	Uses digital tools	2	2
Uses visual aids	1	1	Encourages student participation	1	1
Evaluates the learning process	1	1			
Effectively manages time	1	1			
Cultural Knowledge and Skills			Cultural Knowledge and Skills		
Knowledgeable about English-speaking culture	3	3	Develops students’ general knowledge	1	1
			Familiar with the culture of language	1	2

As evident from Table 85, English language proficiency was regarded as one of the characteristics of effective English language teachers by both ELT (f=6) and Non-ELT (f=11) graduate teachers. One of the Non-ELT teacher asserted that

Participant 381-Non-ELT-Voiced

“Of course. When I think of an effective English teacher for me, the following comes to my mind. An effective English teacher is someone who can actively use English themselves and also transmit this to their students, enabling them to use the language actively as well. In other words, they are able to receive feedback from their students in this manner. To be clear, when you first asked the question, this is the image that came to my mind.”

To explain further, an effective teacher should not only be knowledgeable about their subject matter, but also be able to command a high level of expertise in English language proficiency. The teachers in both groups agreed that English teachers should be proficient in using English.

The next theme was pedagogical content knowledge and skills. As indicated in Table 85, 14 codes were derived from ELT teachers' responses, while 13 codes were derived from Non-ELT teachers' responses. It was found that teachers gave importance to communication skills (ELT teachers, f=13; Non-ELT teachers, f=13). The following quotations illustrate the importance of communication skills:

Participant 1000-ELT-Voiced

“When we think of an effective English teacher, we can consider them as someone who initially fosters students' love for English, although we may not be able to do that extensively due to the concern of meeting the curriculum requirements. However, yes, I can say that the teacher who cares about expressing oneself even in short sentences, is effective, aiming to ensure that the child can use actually use English rather than grammar.”

Participant 1046-ELT-Voiced

“I can say that the teacher whose students are strong in the production phase is effective.”

Participant 1399-ELT-Recorded

“In other words, I think that a person who is an effective English teacher should make students use the language as much as possible and strive for this.”

Participant 777-Non-ELT-Voiced

“A teacher who can improve speaking English. Since speaking is a little more important for me, how much it can get students to use it in their daily life, I think it's important. I mean, other than that, the rest are details, but basically I can say these.”

Participant 680-Non-ELT-Recorded

“Concentrating on communicative skills will probably be effective in language teaching.”

Participant 571-Non-ELT-Voiced

“I describe an effective English teacher as a teacher who can provide a comfortable speaking environment for the student.”

It was not interesting to see similar perspectives shared by the teachers in both groups regarding what makes an English teacher effective. Overall, these quotations highlight the significance of

creating a communicative learning environment which results in an increase in English language use. Thus, focusing on practical language use and fostering students' love for English language could be among the prominent characteristics of an effective English language teacher.

What is more, it was revealed that both groups of teachers paid attention to the level of their students (ELT teachers, f=6; Non-ELT teachers, f=7) and proficiency in teaching English (ELT teachers, f=4; Non-ELT teachers, f=6).

Participant 755-Non-ELT-Voiced

"At the moment, taking into account the needs of the students – that is, the students of the style one teaches – taking into account the age group, taking into account the individual differences, as I have just said, by establishing the communication and the relationship between the students in a solid way and making them like it, a teaching is carried out in the way that both sides want."

Participant 1327-Non-ELT-Voiced

"I think the cornerstone of effective teaching is to address different learning levels. Because we come across students at many, many different levels in a classroom."

Participant 1132-ELT-Voiced

"Of course, I guess I would say a teacher who can go down or go up to that level according to the level of students."

Participant 1366-ELT-Voiced

"I think of a teacher who can get down to the level of the students."

As inferred from the quotations, both ELT and Non-ELT teachers highlighted the importance of considering the diverse needs and levels of students in effective language teaching. In this way, English teachers can adjust their teaching methods to accommodate different learning levels.

Teachers in both groups also underlined the significance of being proficient in teaching English. Sometimes teachers may dominate subject matter knowledge, but when it comes to teaching, they may not transfer their knowledge to their students successfully. The following quotations portray teachers' opinions regarding their ability to teach English:

Participant 777-Non-ELT-Voiced

"I think effective English teacher is not about teaching English grammar or anything else; teaching the ways to learn English makes a teacher effective."

Participant 225-ELT-Written

"...having a good command of methods, techniques and student psychology, able to design very well which material to teach at which level..."

Both these statements uttered by English teachers in both groups emphasised the significance of teaching English in a way that went beyond simply focusing on grammar rules. Instead, both groups of teachers stressed the importance of teaching students the ways to learn English effectively, like a guide or a mentor. Additionally, teachers in both groups believed that providing students with effective strategies and necessary tools would lead to success in the students' English

language learning process. That is to say, the role of an English teacher should be a facilitator in the language learning journey, and to achieve this, teachers should be competent enough at the ways to teach English.

Lastly, English teachers in both groups expressed the necessity of cultural knowledge and skills when they were asked to define an effective English language teacher. It was found that three of the ELT teachers focused on being knowledgeable about English-speaking culture, while one of the Non-ELT teachers highlighted the importance of being familiar with the culture of language. Participant 311, an ELT teacher, asserted that a teacher “should know and transfer the culture of the language well.” Similarly, participant 501, a Non-ELT teacher, stated that an effective English teacher should be competent in terms of both the structure and culture of the language.

4.2.2. The Relationship Between the Department You Graduated from and Being an Effective English Language Teacher

The next question focused on teachers’ beliefs about the relationship between the departments from which teachers graduated and being effective English language teachers. The responses of both groups are presented as follows:

Table 86: The Relationship Between the Departments and Being an Effective English Teacher

ELT Teachers	N	f	Non-ELT Teachers	N	f
Yes, ELT	18	19	Yes, ELT	13	13
Advantageous to be a graduate of ELT department	6	7	Advantageous to be a graduate of ELT department	9	9
Yes, but	9	9	Yes, but	8	8
Teaching department curriculum	8	8	Yes, Non-ELT contributes a lot	3	3
	N	f		N	f
No	7	7	No	9	9
Professional experience	13	13	Professional experience	13	13
Self-development	7	8	Self-development	8	8
Personality	4	4	Personality/Temperament	6	7
Talent	4	4	Talent	4	4
The importance of university	2	2	The importance of university	2	2
Non-ELT graduates are well-equipped	3	3			
Desire for teaching profession	3	3			
Half and half	3	4			
Non-ELT teachers other than ELL graduates is not suitable	1	1			

As presented in Table 86, 18 ELT teachers and 13 Non-ELT teachers asserted that the departments that teachers graduated from had an important effect on teachers’ professional lives. That is to say, these teachers believed that being a graduate of ELT departments contributed to their

teaching profession and paved the way for being an effective English language teacher. Some of the teachers in both groups noted that

Participant 769-Non-ELT-Voiced

“I think there is a relationship. In my opinion, it is more appropriate to be a graduate of the Faculty of Education for teaching. I am a graduate of Art and Sciences, but I think that –I also took pedagogical formation – but I think it is more reasonable to be a graduate of an ELT department.

Participant 571-Non-ELT-Voiced

“Yes, there is definitely. I am a philology graduate, but while I was studying, we started to have pedagogical formation in the third year. If I had taken that formation later, if they had given me the right to be appointed without formation, I received my education more on academics, not on teaching, so I think it has an effect.”

Participant 106-ELT-Voiced

“Of course. The department is very important. For example, a graduate of a language and literature or translation departments is not the same as a graduate of an English teaching. Because the graduate of the ELT department has prepared himself/herself for teaching profession from the first year of university. I am going to be a teacher. In this respect, s/he observes his/her teachers.”

Participant 1348-ELT-Voiced

“Therefore, it is somewhat similar to this. You are going on a journey. You have prepared your luggage accordingly. I mean, you do not take a sweater in your bag when you go to a tropical climate. Therefore, I think the department you graduated from has a lot to do with your attitude towards becoming a teacher.”

In fact, the focus of ELT and Non-ELT teachers was that ELT students were motivated to be teachers from the very beginning of their educational lives. From this point of view, teachers' views were found to be understandable. As a result, it was highly possible for them to be effective teachers as they continued their educational lives by focusing on that target. However, three of the Non-ELT teachers put forward the opposite opinion and stated that being a philology graduate had a positive effect on effective teaching. The following quotations exemplify:

Participant 734-Non-ELT-Written

“Yes, my department has contributed a lot in terms of culture, history, poem, literature of the target language, and also in terms of motivation.”

Participant 755-Non-ELT-Voiced

“Absolutely, absolutely. I mean, for example, that being a graduate of English Language and Literature has added a lot to me. A teacher who graduated from the faculty of education is also adequately equipped, but what we call language mastery, in particular, is not just about translation or speaking; it is also about having knowledge of different subjects, whether cultural or not. There may be literary texts and so on, in terms of using some references, I think the department we graduated from has a close relationship with the field we work.”

The subject to be emphasized was mastery of the English language. It was believed that literature graduates were better equipped in terms of language compared to those who graduated from the Faculties of Education. The students were engaged in different types of literary texts. In addition, they closed the gap with the graduates of the Faculties of Education with the help of

pedagogical formation. Therefore, Non-ELT graduates would be more beneficial and effective for students in language classrooms.

Moreover, both groups of teachers emphasized that being a graduate of the ELT department was advantageous (ELT teachers, n=6; Non-ELT teachers, n=9). One of the striking findings was to see that Non-ELT teachers openly criticized their departments.

Participant 1334-Non-ELT-Voiced

“Of course, I am not a graduate of English Language Teaching department. But, of course, someone who is a graduate of the ELT department is more effective than me. S/he is a person who can communicate much better with children and knows much better where, how, and what to do.”

Participant 349-Non-ELT-Voiced

“Yes, for example, I might not have struggled so much. In my twenty-two-year teaching career as an English language teacher, I have always struggled and gone to class prepared every day, but the others were not like that. If I had graduated from English Teaching department, maybe I would have been as comfortable as they were.”

Participant 1334, a graduate of food engineering from Gaziantep University, believed that teachers who graduated from the Faculty of Education were more effective in teaching English, especially to younger students. Similarly, Participant 349 was a biology graduate from the Middle East Technical University and clearly expressed the disadvantages and difficulties of coming from a different field. The striking point was that they did not make a distinction between graduates of the Faculties of Education and graduates of English-related departments. Nevertheless, Participant 1219, a graduate of English Language and Literature, stated an advantage of graduating from the English language teaching departments as follows:

Participant 1219-Non-ELT-Voiced

“Maybe if I was a graduate of teaching, I could try more accurate ways. I could have the advantage of being a graduate of teaching. Because the formation was a very quick education alone and had no efficiency. Obviously, I experienced the lack of this.”

Although some of the teachers (ELT teachers, n=9; Non-ELT teachers, n=8) accepted the existence of a relationship between the departments that teachers graduated from and being an effective English language teacher, they completed their sentences by saying “but.” In other words, being a graduate of a Faculty of Education is advantageous, but it is not the only criterion for being an effective English teacher.

ELT teachers:

“... but of course, these are not one hundred per cent black and white. I mean, I do not think we can say that graduates of education faculties are always very good or literature graduates are very bad.” (P1000)

“... but unfortunately teaching is not a matter of graduation but a profession of character.” (P1065)

“... but the rest is one’s own effort, one’s own sacrifice, one’s own conscience. (P1265)

“... but after entering the real classroom environment, after entering the education life, the real teaching takes place there with the student.” (P1401)

“... but his/her personality is also effective.” (P1426)

“... but this is related to the personal and professional training process. Depending on the school you work at and the level of the students, your English will either atrophy or improve.” (P311)

“... but in terms of practice, the rest is left to the teacher, so graduates of the language and literature departments may also be able to apply the methods effectively in their class despite having learnt them in one year.” (P4)

“... but at that point, this person’s experience is making him/her speak, you know, he/she has become a very good narrator with years of experience.” (P480)

“... but, it is more important for me to be a teacher who constantly improves himself/herself, changes himself/herself, touches the hearts of children. There are examples around us who are graduates of the faculty of education and do not do their job properly.” (P537)

Non-ELT teachers:

“... but I think that teaching is actually a field that develops after becoming a teacher.” (P362)

“... but I think that it is more related to the person himself, that is, his communication skills and his ability to transfer his knowledge to the other person depend on his ability.” (P777)

“... but partly I think it depends on the person’s self-development afterwards.” (P958)

“... but I learnt effective teaching mostly through experience.” (P1033)

“... but I think it’s probably human nature to be a teacher.” (P1314)

“... but personality, talent and love for the job are also important for an effective teacher.” (P170)

“... but we cannot say that it is one hundred per cent related to this. Because the theoretical knowledge we learnt at school is unfortunately not very applicable in practice when it comes to work.” (P275)

“... but other than that, I think it is a matter of personality.” (P680)

My purpose in presenting the statements of the teachers here was to demonstrate how each teacher approached the issue from a different perspective. Although there was a comparison between the departments, as it could be seen, a clear distinction cannot always be made. It was obvious that the majority of teachers stated that teaching was not only about the education received at a university. There were many factors effecting teachers’ profession.

On the contrary, many teachers in both groups stated that there was no relationship between them (ELT teachers, n=7; Non-ELT teachers, n=9). It was among the most prominent answers that teaching had a close relationship with experience. Both groups of teachers believed that professional experience was a dominant factor in having effective teacher qualifications (ELT teachers, n=13; Non-ELT teachers, n=13). Some sample statements are as follows:

Participant 1118-ELT-Voiced

"It's a little bit like this, ours is a profession that is learnt on the job."

Participant 1132-ELT-Voiced

"In other words, the subject we are going to teach is already predetermined, but of course, the environment, energy, mood, or level of the class, what situations we encounter, or what we do when we encounter situations are really very incomplete. Perhaps most of the time, they are not given at all. Therefore, everyone learns this while teaching. Therefore, it seems to me that the graduated department is not very important."

Participant 1033-Non-ELT-Written

"I can say that it helped me in terms of understanding people, empathising or academic knowledge, but I learnt effective teaching mostly through experience. Because being with children and understanding them was very different from the education I received."

Participant 275-Non-ELT-Recorded

"In other words, according to my experience in teaching, I do not know how everyone else's is, but it is a bit like finding your own way by groping in the dark. I think being an effective English teacher is a little bit about the skills gained on the way to communicate with more experienced teachers, to find the most suitable method, approach, and conditions for ourselves."

As inferred from these quotations, having the theoretical knowledge required for teaching profession may not be entirely adequate. This is because once a teacher steps into a language classroom, unexpected problems or situations may arise during the practice of that theoretical knowledge learned. Hence, teachers can improve their teaching skills through trial and error by encountering different situations day by day, and this can only be gained through professional experience.

Another prominent feature was self-development for being an effective language teacher in addition to the department from which one graduated (ELT teachers, n=7; Non-ELT teachers, n=8). Besides, both ELT teachers (n=4) and Non-ELT teachers (n=6) stressed that personality is an important factor contributing to be an effective English teacher. Some of the sample quotations are as follows:

Participant 295-ELT-Written

"I think it is more important to be able to teach than to be knowledgeable in teaching. In other words, here the issue is that the teacher's personality."

Participant 353-Non-ELT-Voiced

"I think it is related to one's temperament and inclination towards teaching."

Also, teachers in both groups agreed that the teaching profession was a job of talent (ELT teachers, n=4; Non-ELT teachers, n=4). As explicitly inferred from the following remarks of the participants:

Participant 480-ELT-Recorded

“Some things are a matter of talent and teaching by empathising with the other person is one of the first steps in my opinion. You know, when you look into the eyes of the students or learners, to foresee where they do not understand, where they will experience potential confusion, and to act without giving any room for this. To be honest, it is not necessary to be an ELT graduate for this.”

Participant 381-Non-ELT-Voiced

“I think teaching requires some predisposition. As far as I have experienced and seen during my professional life, although not for a very long time, I have had friends who are graduates of teaching, graduates of the Faculty of Education, but I do not think that they have done their jobs properly. To put it bluntly, what I have observed is that apart from the fact that teaching, or more precisely, telling and expressing something can be learnt, I think it is also something that requires talent. I mean, I think that a person should have the ability to tell something from birth.”

The last common theme in the responses of both groups of teachers was the importance of the university of graduation. Both teachers pointed out that the department was important, but which university they graduated from was more important (ELT teachers, n=2; Non-ELT teachers, n=2) compared to the department.

In addition to these points, three of ELT teachers emphasised the importance of having a desire for the teaching profession. In addition, some ELT teachers believed that Non-ELT graduates were well equipped for teaching; however, they did not extend this judgment to all Non-ELT teachers. They emphasised that Non-ELT teachers other than English Language and Literature graduates were not suitable as teachers. Lastly, three of ELT teachers found it difficult to make a clear distinction between the departments and stated that “half and half.”

4.2.3. Which Side Are You on in the ELT and Non-ELT Debate?

The next question was about teachers’ opinions about the debate on the comparison of ELT and Non-ELT teachers’ effectiveness in language teaching. The teachers were asked to comment on this current debate and state their attitudes.

Table 87: Which Side are English Teachers on? : ELT vs. Non-ELT Graduate Teachers

ELT Teachers	N	f	Non-ELT Teachers	N	f
Personality	19	22	No differences	15	15
Difference in curriculum	17	17	Personal development	15	19
Advantageous to be a graduate of ELT department	13	15	Intensive and diverse curriculum in Non-ELT	9	11
Self-improvement of Non-ELT graduates	6	6	Personality	8	9
ELT graduates should be teachers	5	5	Professional experience	8	8
No differences	5	6	Advantageous to be a graduate of ELT department	6	7
Different perspectives	2	2	Facilitative for novice teacher	3	3
Professional experience	2	2	Difference in curriculum	3	3
High language proficiency of Non-ELT teachers	2	2	High language proficiency of Non-ELT teachers	2	2
Differ depending on the level of schools	1	1	The importance of working place	1	2
Graduates of departments others than English-based departments	1	1	Graduates of departments others than English-based departments		
	1	1	Graduates of teacher high school	1	1
			Being an ELT graduate may ease but does not cure everything	1	1

As mentioned earlier, responses were coded using NVivo, and it was found that the codes obtained from both groups of teachers' interviews were quite similar. Firstly, similar codes were explained and a comparison was made between the groups of teachers. The codes that differed were then explained. When Table 87 was examined in general, it was observed that the first three themes highlighted by ELT teachers were personal characteristics, differences in the curriculum, and the advantages of being an ELT graduate. In contrast, the themes emphasised by Non-ELT teachers were that there were no differences between the two groups. Also, Non-ELT teachers stressed that personal development and education provided in Non-ELT departments was more intensive and diverse. In summary, the Non-ELT group stated that there were no differences and explained their reasons with the following themes in Table 87, respectively. While the ELT group drew attention to personal characteristics, on the other hand, it was observed that they did not make a definite distinction by mentioning the advantages of graduating from the ELT department.

Among ELT graduate teachers, personal characteristics was perceived to be the most frequently repeated theme. 19 teachers emphasised the significance of the personality of teachers (n=22), while non-ELT teachers also emphasised personality (n=8).

Participant 1132-ELT-Recorded

"So frankly, I think individual factors, especially characteristics or personal traits whatever you call them, are much more important. Frankly, I think it is much more important than the department. You know, being a teacher is not that much different from being a parent, really. In other words, how the education starts in the family, somehow the things you teach change, the content you teach change, but the attitude or behaviour must somehow remain the

same or be similar. Therefore, I do not think there is a big advantage to being a Non-ELT or ELT graduate, but individual factors are definitely very effective.”

Participant 1033-Non-ELT-Written

“I think those who do teaching willingly and with love become effective teachers. In other words, I think that out of both groups, those who do their profession with love are effective teachers.”

The fact that personal qualities were the most important responses asserted by the teachers who graduated from the Faculty of Education revealed once again that teaching was really a work of the heart. While a Non-ELT graduate was expected to say this, it was surprising to hear it from an ELT graduate.

The most prominent theme in the responses of Non-ELT teachers (n=15) was that there were no differences between ELT and Non-ELT graduates. The same theme was also found in the responses of ELT teachers (f=6), but the frequency was lower than that of Non-ELT teachers.

Participant 1153-ELT-Voiced

“I think it is an unwarranted discussion, because I once read something like this. I do not know how true it is, but the knowledge that we acquired at the university lasts for five or six years. Then it needs to be renewed. In other words, being a teacher means improving oneself. No matter which department graduates are they, if they do not improve themselves, their teaching qualifications will definitely decrease. Knowledge will also decrease. Now some people can really create miracles when they enter the classroom. I have seen many examples of this phenomenon. I mean, I have friends who are Non-ELT graduates and very good teachers. I also have friends who are ELT graduates, but I do not find them very successful. Therefore, I think a little bit of personal characteristics should come to the fore here.”

Participant 295-ELT-Written

“A teacher who values his/her students, who can find instant solutions by observing their needs, who is not boring, who can teach something without prolonging it too much and without boring them, is indistinguishable in my opinion, no matter who and what he/she is.”

Participant 388-Non-ELT-Written

“I think there is no difference between ELT or Non-ELT. As I said, of course, the school of graduation contributes to the teacher, but the real development of teaching is in the classroom.”

Participant 381-Non-ELT-Voiced

“When considered as an effective English teacher, I observe that there is not much difference between ELT and Non-ELT. There are six of us at the school where I am currently working. You know, this is not a small number. And like me, I have friends who are graduates of the departments of English Language and Literature, and I have friends who are graduates of English Language Teaching. I am observing us, is there a gap? Absolutely not. Is there a difference? No, there is not. We are already working in cooperation. Of course, also gaining experience effects our teaching. As we gain experience, in the classroom environment, in the school environment, as we work in cooperation with our friends, of course, our teaching improves even more. I can say so.”

As understood from the statements, ELT and Non-ELT teachers believed that it did not matter which department they graduated from. Teachers in both groups had diverse opinions and reasons for the impact of the graduation department. Some teachers in both groups stressed the

importance of personal qualities and continuous learning, while others emphasised that teaching ability was developed through classroom experience and cooperation with colleagues. Therefore, it could be inferred that there were various factors affecting being an effective English language teacher and it was much more than being dependent on the specific academic background.

On the contrary, a significant number of ELT respondents (n=17) drew attention to the diversity of curricula in ELT departments and stated that students graduating from ELT departments had an advantage in becoming English teachers (n=13). In support of these responses, Non-ELT participants also highlighted differences in the curriculum (n=3) and the belief that graduates of ELT departments had an advantage in the profession (n=6). Also, Non-ELT teachers (n=3) asserted that being a graduate of ELT departments facilitated the path for novice teachers.

Participant 1279-ELT-Voiced

"Now, I do not think that those who are trained as teachers are the same as those who study in the Department of Language and Literature or another English department, because we had formation. Yes, they may also receive this formation afterwards. But we had preparations for areas such as material development, classroom management, assessment, and evaluation. I mean, we graduated better equipped. Perhaps it was like coming from a teacher's high school and becoming a teacher. I am not saying that they cannot be teachers. I am not saying that it is impossible, but I think they need experience as much as we do."

Participant 828-Non-ELT-Voiced

"But of course, since the subject is the education of the students here, of course, we have some deficiencies in classroom management. We obtained formation in a short time for effective teaching. I think this is something that acquired over the years as we gain experience."

Based on these remarks, it was seen that the participants agreed that the curriculum of the Faculties of Education was more teaching orientated and that this provided an advantage at the beginning of the teaching profession. However, if there were deficiencies, it was also stated in the same comments that these could be eliminated with years of experience in the teaching profession. Another theme that supported these outcomes was professional experience. This theme was mentioned by both groups of teachers (Non-ELT teachers, n=8; ELT teachers, n=2).

Participant 254-ELT-Written

"In this sense, although Non-ELT graduates have better command of the language, they may be weaker than ELT graduates in terms of teaching and learning techniques. However, these deficiencies can be overcome by practising after starting the profession. What is important here is the interest and willingness to learn and teach."

Participant 275-Non-ELT-Recorded

"I think teaching is a profession that improves with experience and adds new values over the years."

Due to the nature of teaching, every student is different, and the academic knowledge acquired might not be completely appropriate for every classroom environment. For this reason, it is worth noting that teaching has developed and improved with experience. Also, some of the

teachers from both groups believed that Non-ELT graduates were better than ELT graduates in terms of English language proficiency.

There existed some other points that were pointed out by a few ELT teachers such as effective teaching might differ depending on the level of the schools. Also, one of the ELT teachers strongly criticised teachers who graduated from departments other than English based departments. Similarly, one of the Non-ELT teachers also stated the disadvantages of being a graduate of departments other than English-based departments. Moreover, Participant 1017, Non-ELT stated that

“The institution where we work is also very important. I mean, we are graduates, but the level of the school we are assigned is obvious. For example, in a school in the East, the student profile is certain, and the parent profile is certain. No matter how effective a teacher we are, we get stuck somewhere.”

That is to say, being an ELT graduate did not guarantee effective English language teaching because there were numerous variables to consider, such as working place, students’ characteristics, and parents’ profile.

Lastly, some ELT teachers provided highly valuable and striking ideas that could not be easily categorised. I wanted to share these ideas because I believe that these ideas should be considered and taken seriously as suggestions.

Participant 106-ELT-Voiced

“The quality of the teacher is important, OK, graduation is very important. But sometimes there are English teachers who do not speak English. You know, graduated from a university of doubtful reputation; graduated from the Department of Language and Literature, or maybe from the Department of English Language Teaching. But s/he does not speak English. You know, this can also happen. Therefore, the educational system in Türkiye does not give us a clear result. I mean, I would like them to be graduates of a good faculty, to be well equipped, so that one-day tomorrow, when you ask a teacher why they could not do it, they cannot say that they did not receive this training. Give this education fully at the Faculty of Education. How can a classroom be managed? Even how to use a photocopy machine? The photocopy machine constantly gets out of order, or the paper gets stuck. We do not know how to get this out. We did not even know how to change the toner. These training programs should be given at universities. Because you are training this person as a teacher. We will use the photocopy machine all the time. Accordingly, if the Faculties of Education provide full-fledged training in this way, I am in favour of the Faculties of Education. Otherwise, as I said, the person goes to the faculty of Arts and Sciences. I do not know; it is not clear what he will do when he graduates. S/he made a decision in the last minute and became a teacher. This person can sometimes turn out to be a very different teacher. You know, there may be teachers who come for different purposes, for the classroom.”

Within the previous quotations, it was found out that there were various concerns and opinions regarding the teacher educational system in Türkiye, especially focusing on teacher quality, reputation of the university, English proficiency, practical training, uncertainty in career paths, and diverse teacher intentions. The participants freely criticised the educational system in

Türkiye and suggested some practical issues when English teachers might encounter when they started their professional life. Here, it could be inferred that there were some issues that might seem unnecessary; they could really be life-saving in times of need. This example reminded me of the old village institutes. In those institutes, in addition to field courses, there were courses on subjects such as housekeeping and childcare, nature and school, health knowledge, etc. The aim was to train teachers in a full-fledged way so that such additional courses could prepare teachers for a well-rounded professional life.

Participant 1422-ELT-Voiced

“In other words, when you look at it like this, it may seem that ELT graduates are more advantageous, but as I said in the current educational system, since teaching is more popular, that is, it is economically advantageous, it will be more in demand. Therefore, where there is demand, the student will study more grammar in order to catch up with the success rate, but this is a contradiction in real English language teaching. In this respect, I think language and literature teachers can be considered more successful, but when it comes to the practical aspect of teaching, the art of teaching is different. We need to look at how well those who have graduated from literature or other English departments have been trained and developed for this teaching job. But I do not think that there will be such a serious difference, that is, I do not think it can be chosen as this or that. This is all about adapting oneself to the conditions and being self-sacrificing. But when the current situation of teachers is taken into consideration, there is no self-sacrifice left to anyone. Therefore, this is the truth of the matter. ... Definitely, we do not feel valuable. We even feel worthless. I mean, we have been devalued. ... We are now, the truth of the matter is that we all see it. We have been brought to this situation. When this is the case, I mean, okay, it is a profession that requires conscience, a profession that requires responsibility, a profession that requires self-sacrifice, but let us always give and give and give. Even a tree, if it is not fed enough, how much fruit can you expect from it? For how long? This is not possible due to the laws of physics. Everyone has their own children and lives. I must be able to feed myself so that I can feed others. I must be able to take so that I can give to others.”

Here, the teacher open-heartedly stated the difficulties and problems they faced in the educational system. She drew attention to the fact that being a graduate of a teaching program was advantageous in terms of acquiring a profession, and pointed out that language learning did not consist of learning grammar. What was actually meant here was that the language scores were higher at the entrance to education faculties; therefore, students who were getting prepared for the university entrance exam focused on grammar and preferred teaching departments by having higher scores. In this context, she stated that this was contrary to the logic of language learning. What is more, it was easier for being a graduate of ELT department to be appointed as a teacher at the schools of the Ministry of National Education compared to Non-ELT graduates since Non-ELT graduates had to complete the required teaching courses in addition to specialisation courses to get certificate of formation during their graduate studies or after their graduation.

Moreover, the teacher emphasised that teaching was a profession that required devotion. At this point, it was observed that the teacher was reproachful. The teacher clearly stated that teachers were not given the value they deserved, and that the teaching profession was devalued.

Lastly, one of the Non-ELT teachers (Participant 187) drew attention to the experience of being a graduate of teacher high school. *“When we were in high school, if we had graduated from a teacher’s high school, perhaps we would have studied in one of the best ELT departments in Türkiye, but we had to study due to the conditions of the period. This is also a fact.”* As Participant 1422 stated above, the Faculties of Education had students with high scores. It was observed that Participant 187 also made similar criticism about the educational system during that time period. Since additional points were given to graduates of teacher high schools in the past, language students graduating from a regular high school could not enter prestigious education faculties, even if they had a very high net score. At this point, it became apparent that effective English language teaching could be affected by disruptions in the educational system.

4.2.4. Teachers’ Philosophy of English Teaching: ELT vs. Non-ELT Teachers

In the last question of the interview, the teachers were asked about their philosophy of English language teaching and being an English language teacher. The aim of this question was to elicit teachers’ beliefs about language teaching and learning and their personal statements about their roles as teachers. The responses were categorized into four main themes with the help of NVivo. The themes were teachers’ beliefs about English, English teachers, teaching and learning English, and teachers’ criticisms. Each theme was explained respectively by comparing the teacher groups.

Table 88: Beliefs about English: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
Beliefs about English	N	f	Beliefs about English	N	f
English is not a subject	6	6	English is not a subject	3	3
Language is a means of communication.	2	2	Language is quickly forgotten.	1	1
Language is quickly forgotten.	1	1			

As observed in Table 88, both groups of teachers primarily stated that “English should not be seen as a subject” (ELT teachers, n=6; Non-ELT teachers, n=3). It was emphasised by ELT teachers that English should be seen as a means of communication rather than a subject. Also, Participant 368, an ELT teacher pointed out that *“Language is ungrateful. It is quickly forgotten. For English teachers, English should be part of their lives. They should research, read, write, listen, and speak English in daily life. They should constantly learn. They should be role-models for their students.”* That is to say, it was easy to forget any language because of its nature; therefore, the use of the language should be continuous. Similarly, Non-ELT teachers also stressed the importance of continuous use of language since English learning and teaching was a never ending process. As Participant 958, a Non-ELT teacher, asserted that *“I mean, foreign languages can be forgotten quickly because they are ungrateful. For example, I observe this because I work in*

secondary schools. The children are very young. I taught them one day, they forget very quickly after two days, after a week.” Therefore, it was understood that English, the language in question here, needed to be addressed using different methods and approaches, keeping in mind the forgettable nature of the language.

Table 89: Beliefs about English Teachers: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
Beliefs about English teachers	N	f	Beliefs about English teachers	N	f
Loving teaching profession	6	7	<i>Open to innovation</i>	7	10
<i>Open to innovation</i>	6	7	<i>Guide</i>	6	7
Lifelong learner	4	6	Endearing yourself	5	6
Being full of love	4	4	<i>Disciplined</i>	3	3
The effect of teachers' learning experiences	4	4	Teaching as much as possible	2	2
<i>Role model</i>	3	3	Sharing	1	2
Tolerant	3	3	<i>Role model</i>	2	2
<i>Guide</i>	2	3	Benevolent	1	1
Loving to learn	2	3	<i>Expert in the field</i>	1	1
Teacher motivation	3	3	Idealistic	1	1
Hardworking	2	2	Supportive	1	1
Patient	2	2			
<i>Disciplined</i>	2	2			
Dedicated	2	2			
Capable of self-criticism	2	2			
Perfectionist	2	2			
<i>Expert in the field</i>	1	2			
Empathetic	1	1			
Communicative	1	1			
Entertaining	1	1			
Feels like home	1	1			
Honest	1	1			
Sensitive	1	1			
Able to criticise	1	1			
Curious	1	1			
Making students love English	1	1			

When teachers were asked about their philosophies on foreign language learning and teaching, it was observed that teachers emphasised the personal characteristics of teachers. The same characteristics that emerged in the responses of the two groups of teachers were being open to innovation (ELT teachers, n=6; Non-ELT teachers, n=7), being a guide (ELT teachers, n=2; Non-ELT teachers, n=6), being a role model (ELT teachers, n=3; Non-ELT teachers, n=2), being disciplined (ELT teachers, n=2; Non-ELT teachers, n=3), and being an expert in the field (ELT teachers, n=1; Non-ELT teachers, n=1).

The responses in Table 89 can be interpreted as follows. ELT graduates emphasised that teaching should be loved. In fact, the main argument that ELT graduates focused on and the point they always defended was that “we want to be teachers, that is why we are studying at the faculty

of education.” Therefore, it was an expected phenomenon that ELT graduates brought the theme of loving the teaching profession to the first place.

Participant 24-ELT-Written

“I have always wanted to be a teacher all my life and in the later years of my education, I decided to become an English Teacher. So, I can say that I am a teacher in love with my profession and I think that first of all, a teacher should have enthusiasm and excitement for his/her profession. My high school English teacher taught us a word “enthusiasm.” This word is a way of life for me. It is a word that makes me go to school every day with enthusiasm and excitement, because I love my job. Because I love it, I try to do everything that will benefit the students.”

This statement was shared by a teacher who really loved her profession. As could be seen, when teachers loved their profession, they would do their best for their students to learn. A word uttered by an English teacher in high school was a word that shaped the participant’s life. Another issue to be noted in this statement was the impact of the participant’s own English teacher in her life. This example suggested that teachers could have a profound effect on their students. Also, Participant 225 touched upon this issue while talking about her main ideas about being an effective teacher and stated that *“Choosing words carefully with the awareness that the words that come out of our mouths will have positive/negative effects for a lifetime, instilling a love of learning in students, and remaining a lifelong learner.”* Therefore, a word that came out of our mouths could shape our students’ lives, or on the contrary, it might negatively affect their lives that they would never forget.

Being open to innovations ranks second on the list. It referred to the idea that teachers should constantly try to keep themselves up to date and be aware of innovations not only related to English teaching and learning but also teachers’ professional development. A quotation illustrating this point is as follows:

Participant 1379-ELT-Voiced

“I think that a teacher should keep up with the changing world. For example, an English teacher should know about a new application. For example, the first thing that children ask is, “Is Duolingo or memorise better?” or “I heard something called Voscreen, what do you think about it?” So children are now asking questions through applications.”

The situation mentioned here was generally encountered by English teachers because with the advancement of technology, many platforms or applications were produced to help students improve their English. Especially thanks to such applications developed on the Internet, students had the opportunity to learn English in a fun way, free of charge, regardless of time and place. For this reason, English teachers were also expected to follow current applications or at least share the advancements they thought might be useful for their students. Following innovations were very important not only for students’ language development but also for teachers’ professional development, as pointed out by an ELT teacher:

Participant 254-ELT-Written

"There are many resources and materials that we can utilise for professional development. We should equip ourselves in accordance with the requirements of this age and redesign our classrooms in this way. To be able to respond to the millennium generation born in the age of technology and to provide a learning environment suitable for their interests and needs depends on our effective use of these opportunities."

Another prominent issue was the necessity of being a lifelong learner, having a strong desire to learn continuously, and paying attention to personal growth. The following excerpt is a good example of being a lifelong learner by an ELT teacher.

Participant 1137-ELT-Voiced

"I mean; I think this is a never-ending process. First of all, you should not just say, "I know English now, I can speak it" and step aside. You know, this is something that requires continuity. First of all, we need to accept this. This is also valid for us at the moment. You know, we should not be limited to the grammar or vocabulary we teach in the textbook at school, and we need to constantly read something, watch films, listen to music, etc. There are already many such things in our lives, whether they are Netflix or something like that, you know, things that are now accessible to everyone. I think this should be at every point in our lives, like the Internet and so on. If you are going to watch it, you will not watch it dubbed anymore. You can listen to songs. You can listen to podcasts. There are so many opportunities now, so it is necessary to include English in your life. This also applies to the children. This is also valid for both adults and teachers. Although I am a teacher, I became a member of Cambly because my speech began to regress.... That's why I think it is always necessary to continue, and not in one direction, but by talking, listening, and reading; I think it is necessary to continue in every sense."

This statement stressed that language learning is an ongoing process, and continuity plays an important role in the language learning process. It was evident that the participants rejected the idea of reaching a point where one could say, "I know English." She also pointed out that nowadays it is easier to have authentic materials like songs and podcasts thanks to the Internet; therefore, learners should not limit their language learning by sticking to the textbook using traditional methods. Finally, although she was a teacher, when she felt that her level of English was regressing, she signed up to Cambly as a student and tried to improve her English in an interactive way, which might imply the necessity of being a lifelong learner in order to be an effective English teacher.

In the case of Non-ELT teachers, being open to innovations was found to be the category with the highest frequency ($f=10$). Teachers believed that they should not be satisfied with their position and should always think one step ahead. They should search for and follow the developments in their fields and try to catch up with them.

Participant 680-Non-ELT-Recorded

"If there is no learning, teaching can only go so far. You can teach as you learn. If you do not improve yourself, if you do not learn new things or if you do not complete your deficiencies, I think your teaching will not be very colourful, very efficient."

As inferred from this quotation, the progress of learning and teaching were directly related. Therefore, as long as English teachers' learning continued, their effectiveness in teaching would

proportionally improve. The second teacher characteristic on the list was to be a guide (n=6). Being a guide was also mentioned by the ELT teachers (n=2).

Participant 275-Non-ELT-Recorded

“My personal idea about English teaching, my philosophy, where I see myself in the journey of learning and teaching is actually a kind of guidance. In other words, my aim in teaching is to be a guide who can tell students that learning is enjoyable.”

That is to say, the participant’s philosophy of English teaching focused on being a guide rather than a traditional teacher. Teaching and learning seemed to be a journey, and the teacher portrayed herself as a guide so that both the teacher and the students could enjoy this journey. Another theme occurred within Non-ELT teachers was teachers’ ability to endearing themselves (n=5). Non-ELT teachers believed that if students liked their teachers, they were eager to study much more than they did, as stated by Participant 170 *“the student should first like the teacher of that subject not the lesson itself.”*

Table 90: Beliefs about English Language Teaching and Learning: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
Beliefs about teaching and learning English	N	f	Beliefs about teaching and learning English	N	f
Communication-based teaching	15	18	Making students love English	10	17
Being exposed to English language	11	13	Being exposed to English language	6	7
Emphasizing the necessity of English	9	11	Emphasizing the necessity of English	6	7
Activity-based teaching	7	9	Learning with pleasure	6	6
Making students love English	6	6	Paying attention to student needs	5	6
Learning by doing	4	4	Activity-based teaching	5	6
Teaching by entertaining	3	4	Communication-based teaching	5	5
Paying attention to the student level	4	4	Making students love English lesson	3	3
Learning at an early age	2	2	Breaking the prejudice that I can’t do it	3	3
Pronunciation-based	2	2	Attracting their interest	2	2
Paying attention to individual differences	2	2	Students’ readiness to learn	2	2
Going to the country where the language is used	2	2	English learning is a lifelong process	2	2
Should not be taught in the classroom	2	2	Active participation of the student	1	1
Vocabulary-based	1	1	Providing students with the opportunity to go abroad	1	1
Group work	1	1	Native speaker should teach	1	1
Homogeneous class level	1	1	Providing as much grammar as necessary	1	1
Teaching is teamwork	1	1			
Active participation of the student	1	1			

Another thematic categorization regarding their philosophies on foreign language learning and teaching was related to their beliefs about teaching and learning. The first three repeated themes were “communication-based teaching” (n=15), “being exposed to English language” (n=11), and “emphasizing the necessity of English” (n=9) for ELT teachers. On the part of Non-ELT teachers, “making students love English” (n=10), “being exposed to English language” (n=6),

and “emphasizing the necessity of English” (n=6) were the most repeated themes. The following statement reflects the ideas regarding being exposed to English language.

Participant 106-ELT-Voiced

“There should be extracurricular activities. There should be speaking clubs. I organize these speaking clubs from time to time. They should speak English with foreigners, for example with native English speakers or speakers of English. We should make it enjoyable.”

Participant 777-Non-ELT-Voiced

“I am in favour of an environment where students will definitely be exposed to this language, an environment where they can learn by hearing and speaking.”

As inferred from the excerpts, the two groups of English teachers shared similar ideas as they were asked about their teaching philosophy. In addition to the themes presented so far, teachers also mentioned problems regarding different aspects of teaching English and educational system in the Turkish context, as presented in Table 91.

Table 91: Criticisms: ELT vs. Non-ELT Graduate Teachers

ELT Teachers			Non-ELT Teachers		
Criticisms	N	f	Criticisms	N	f
<i>Lack of English lesson hours</i>	7	9	<i>Should not be exam-oriented</i>	6	10
Too much focus on grammar	6	6	<i>Lack of English lesson hours</i>	3	5
Problems in textbooks	3	3	<i>Curriculum requirement</i>	3	4
<i>Curriculum requirement</i>	3	3	Technical problems	2	2
<i>Should not be exam-oriented</i>	2	3	English should not be compulsory	1	1
<i>The necessity of preparatory classes</i>	1	2	<i>The necessity of preparatory classes</i>	1	1
Crowded classes	2	2			
The educational system as a jigsaw puzzle	1	1			
Should not be a textbook	1	1			
Should be taught according to Common European Framework for Languages	1	1			

The most striking themes in both groups of teachers were about teaching hours, requirements of curriculum, and the problems regarding assessment and evaluation. The following excerpts exemplify the common problems emphasised by the teachers:

Participant 1170-ELT-Voiced

“Foreign language teaching is really a big problem in our country. The reason for this is the lack of lesson hours. Additionally, the curriculum needs to be completed within a certain period of time. For this reason, the disadvantages are that the lessons are more like lectures, such as maths and Turkish. But I think foreign language teaching should be as much as we focus on four skills, have more class hours, and easily work on speaking skills and listening skills with children.”

As inferred from the themes presented in Table 91 and the statement, teachers appeared to be overwhelmed because of the problems they faced in their contexts. Even they were asked about their teaching philosophy, they could not help themselves touch on the common problems in the system.

CONCLUSION AND RECOMMENDATIONS

Before delving into the depths of the research findings, I would like to highlight that it may appear to be extensive and highly detailed information, which can sometimes be overwhelming, even making one feel lost within the details. However, it is important to emphasise that this is necessary from the perspective of academic research and scientific knowledge. Keeping these in mind, this chapter starts with the summary of the research conducted and goes on with the discussion of the results referring to the previously published studies. It ends with the implications for interested parties and suggestions for further research.

There has been an ongoing discussion on the issue of being an effective English teacher, not only in different parts of the world but also in Türkiye. On the one hand, there have been thousands of graduates of English Language Teaching departments, named ELT graduates, approximately 15 thousands of graduates just last year, and on the other hand, many more have been graduating from various departments including, but not limited to, departments of English Language and Literature, American Culture and Literature, Translation and Interpretation, and English Linguistics, named Non-ELT graduates. These two groups of graduates have a goal in common: being an English teacher. In theory, this is possible with the availability of pedagogical formation certificates or diplomas but when it comes to practice, there heats up the real debate over being an effective English teacher (Demiröz and Yeşilyurt, 2015; Durmaz, 2015; Kayaoğlu et al., 2013; Ortaköylüoğlu, 2004; Taner, 2017; Yalçın-Arslan, 2014).

Considering all the qualifications obtained theoretically throughout the academic years, the current study sought to answer the question of being an effective English teacher practically. To this end, this question was addressed to these two groups of teachers, ELT vs. Non-ELT graduates, directly to the actual addressees of the issue. That is to say, this nationwide comparative study primarily aimed to investigate how these two groups of in-service English language teachers evaluated themselves in terms of the qualities of an effective English language teacher. The secondary aim was to gain an understanding of whether the self-evaluations of in-service English language teachers differ, focusing on their undergraduate education. It was believed that the results of this large scale comparative study revealed striking findings that might help end this debate in Türkiye.

In searching for answers to the question of being an effective English language teacher and comparing the differences between the two groups of in-service teachers of ELT and Non-ELT

graduates across Türkiye, the current cross-sectional survey study utilized mixed methods approach. The evidence was obtained from the two groups of in-service teachers of ELT and Non-ELT graduates working at state schools including primary schools, secondary schools, and high schools across Türkiye during the time period starting from the spring term of the 2018-2019 academic year to the spring term of the 2019-2020 academic year via a comprehensive questionnaire developed by the researcher and via semi-structured interviews in the fall term of the 2022-2023 academic year. In brief, the data collection process lasted more than one and a half years for the quantitative part of the study and six months for the qualitative part of the study. In the data collection process, the researcher individually got in contact with the in-service teachers and posted the questionnaire forms to them. A total of 1441 in-service teacher of English responded the questionnaire voluntarily despite its lengthy and intensive coverage – a total of 312 items under eight sections. In this sense, this nationwide survey was the most comprehensive study conducted in this field with 73% a response rate according to the best knowledge of the researcher. The same approach was applied to the qualitative part of the study, involving the transcription of 73516 words obtained from interviews with 80 English teachers in three modes: voiced, recorded, and written. Therefore, this rich quantitative and qualitative dataset enabled the researcher to obtain valid, reliable, and generalizable results. By filling a longstanding gap and shedding light on a controversial issue in the literature, the current comprehensive survey study was the first study to undertake a longitudinal analysis and make a major contribution to the field of the hot debate over being an effective English teacher.

As presented in the methodology chapter in a detailed way, in order to answer the research questions, first of all, the demographic information regarding the two groups of in-service English teachers was analysed. This study consisted of 67% ELT graduate teachers and 32.75% Non-ELT graduate teachers. The quantitative part of the study included English teachers from 81 provinces of Türkiye. In terms of both the number of participants and their distribution across Türkiye, the results of this study can be generalised to the entirety of Türkiye. For the qualitative part of the study, 42 ELT graduate teachers and 38 Non-ELT graduate teachers voluntarily accepted to be interviewed.

The analysis revealed that the majority of the English teachers in both groups were employed as tenured positions (ELT teachers, 87.8%; Non-ELT teachers, 83.6%). Approximately half of the teachers in both groups were currently working at secondary schools and this was followed by teachers working at high schools. In this respect, it could be said that the results of this study mainly reflected the self-evaluations of English teachers working at secondary and high schools and presented the viewpoints of English teachers working at these levels of schools in Türkiye about the characteristics of effective English language teachers. In terms of teaching experience, it was obtained that most of the ELT and Non-ELT teachers had 1 to 5 years of experience in teaching state schools. Both ELT and Non-ELT teachers taught approximately 24 hours of classes

each week. The student count in their classrooms was observed to be around 27 for ELT teachers and around 28 for Non-ELT teachers.

The questions regarding the suitability of working conditions revealed that students' attitudes towards English courses were the most problematic areas for both groups of teachers. On the subject of teachers' evaluation of main language skills, it was found out that there were similar responses given by both groups of English teachers. That is to say, both ELT and Non-ELT teachers evaluated speaking skills as the poorest language skills although giving priority to speaking skills was the most notable characteristic of effective English language teachers, as found in the studies of Hişmanoğlu (2019) and Salahshour and Hajizadeh (2013). Speaking skills were followed by listening, writing, and reading skills for both groups of teachers. It was observed that less than half of the teachers in both groups had taken English language exams such as YDS, YÖKDİL, IELTS, TOEFL, and others.

In terms of the rates of teacher talk and student talk in English classrooms, both ELT and Non-ELT teachers reported that they spoke more than their students, which was not typically associated with the characteristics of an effective English teacher, according to the results of Arıkan et al.'s study (2008). Furthermore, both groups of teachers mostly used Turkish in their classrooms. Additionally, it was concluded that both groups of teachers mostly focused on vocabulary teaching in their classrooms.

In the context of addressing the second research question, several differences were drawn between ELT and Non-ELT graduate teachers. These differences included the following factors such as the types of employment, educational levels worked at, grades taught, the year of teaching experience in state schools and former teaching experience in private schools, weekly course load and average number of students, working conditions, four main language skills, language proficiency test taking experiences, the percentage of teacher talk and student talk and the rates of Turkish and English talk in English classes, and the focus on diverse language skills.

Statistical analysis, specifically the Chi-square test, revealed significant differences between the two groups of teachers. It was found that there was a statistically significant difference indicating that most of the ELT graduate teachers were employed as tenured and contracted positions, while Non-ELT graduate teachers were employed as paid positions. Another important issue revealing a significant difference between teachers in both groups was the length of teaching experience in public schools. That is to say, ELT teachers had more years of teaching experience compared to Non-ELT graduates. Additionally, it was concluded that there was a statistically significant difference between the two groups of teachers in terms of paying attention to writing skills ($p = 0.016$, $p < 0.05$) and translation practices ($p = 0.000$, $p < 0.05$) in their classrooms. In

simpler terms, Non-ELT teachers focused on teaching writing and translation more than ELT teachers.

As for the third research question, it was found that the first three characteristics used to define an effective English teacher were “fair, willing to teach, and open to learning” for ELT teachers and “fair, open to learning, and willing to teach” for Non-ELT teachers respectively. The significance of treating students fairly and ensuring equitable treatment aligned with previous studies in the literature (Arıkan et al., 2008; Brosh, 1996; Çelik et al., 2013; Çelik-Korkmaz and Yavuz, 2011) and showing enthusiasm for teaching English aligned with the studies carried out by Arıkan et al. (2008), Birjandi and Rezanejad (2014), Cheung (2006), Cordia (2003), Çelik et al. (2013), Feldman (1986), Hişmanoğlu (2019), Önem (2009).

Considering English language proficiency, it was revealed that both groups of teachers stressed the importance of subject matter knowledge and the mastery of four main language skills similar to the results of the studies conducted in the relevant literature (Altan, 1997; Arıkan et al., 2008; Brosh, 1996; Çelik et al., 2013; Gönenç-Afyon, 2005; Hişmanoğlu, 2019; Shishavan and Sadeghi, 2009) and teachers in both groups perceived themselves as being proficient in English grammar (Arıkan et al., 2008; Çelik et al., 2013).

In the context of pedagogical content knowledge and skills, ELT and Non-ELT teachers were questioned about their in-class practices. It was revealed that Non-ELT teachers seemed to be more encouraging in terms of students’ English talk in class compared to ELT teachers. The relevance of the use of the native language when it was needed was clearly supported by the current findings in that teachers in both groups sometimes used only Turkish in class. The results of Arıkan et al.’s (2008) and Hişmanoğlu’s (2019) studies aligned with the current study’s findings, which demonstrated that Turkish students perceived teachers who made explanations in the students’ native language as effective. This result conflicted with Brosh’s (1996) previously mentioned study, which concluded that using the target language exclusively during lessons was considered to be of relatively lower importance for an effective language teacher.

Paying attention to students’ needs was found to be very important for both groups of teachers. In particular, answering students’ questions, keeping students’ attention alive, and preparing activities according to students’ levels were the practices that both groups of teachers always tried to do. It was concluded that both groups of teachers often carried out various activities related to appropriate teaching methods and techniques in their classrooms and stressed the importance of good knowledge of pedagogy. Likewise, several studies concluded that effective English teachers emphasised the importance of teaching methods, careful planning, preparation, and organization of each lesson, preparing interesting teaching materials, and classroom activities

(Brosh, 1996; Cordia, 2003; Çelik-Korkmaz and Yavuz, 2011; Park and Lee, 2006; Richards, et al., 1992; Shishavan and Sadeghi, 2009).

Additionally, English teachers who integrated educational games into their language instruction were considered effective, as found in Arıkan et al.'s (2008) study. What is striking is that some of the teachers in both groups complained about the lack of technological equipment, especially the need for a smart board was stressed most by the two groups of teachers because teachers generally preferred to use technology supported activities; therefore, both groups of teachers were trying to close their gaps due to technological devices on their own.

In terms of assessment and evaluation, it was observed that both groups of teachers used similar measurement tools and frequently included similar question types in these tools. What is more, it was revealed that ELT teachers emphasised the inadequacy of the textbook consistent with the findings of Arslan's (2012) and Paker's (2007) studies.

In the teaching of skills, it was observed that both groups of teachers tried to do different activities frequently. The emphasis was mostly on vocabulary teaching, and a prominent finding was that, contrary to popular beliefs, 70% of the teachers continued to use practices such as writing a word for five times in vocabulary teaching at various intervals. Again, it was found that ELT teachers tried various ways of teaching vocabulary and tended to share these ways more than did Non-ELT teachers.

The investigation of practices in error correction showed that both groups of teachers showed similar patterns of errors. The most obvious finding to emerge from the analysis was that more than 80% of the teachers in both groups indicated that they could balance rewards and criticisms in their classrooms.

On the question of classroom management, this study found out that teachers in both groups were able to carry out the necessary practices in classroom management, but they had difficulties in organising the classroom according to the language teaching method (U-shape, semicircle, etc.) due to the physical conditions of schools. Consistent with the literature, the use of the Internet resources was highly common among teachers in both groups (Paker, 2007). Perhaps, the most compelling finding was about the use of textbooks. It was identified that teachers in both groups had some negative considerations about the quality of the textbooks published by the MoNE in line with the findings of Paker's (2007) study, and to overcome these problems, they had to use alternative and additional resources.

Lastly, it was not surprising to see that more than half of the teachers in both groups did not prefer to communicate with their students via social media tools because teachers highlighted the

importance of professional boundaries and protecting privacy regarding teacher-student or teacher-parent interactions in the online environment.

In terms of socio-affective knowledge and skills, one of the prominent findings was the importance of addressing students using their names. It was understood that both ELT and Non-ELT teachers tried to do their best, but they could not be enough for their students due to reasons such as limited class hours and the high number of students in classrooms. In this context, it became clear that the deficiency was not actually caused by the teacher. Both groups of teachers emphasised that there were numerous deficiencies in the educational system in Türkiye. No matter which teacher groups they belonged to, teachers could not deal with their students as they desired because the class size was too high in some schools in some regions; therefore, some policy changes and improvements were required. It was also found that both groups of teachers paid attention to the students' needs and were ready to help outside the classroom. This issue was mentioned in the existing literature, which suggest that teachers' availability after class time is perceived to be an important factor contributing to English language teaching and learning (Brosh, 1996; Cordia, 2003; Önem, 2009; Park and Lee, 2006).

When it comes to focus on cultural knowledge and skills, it was found that teachers in both groups reflected similar viewpoints and practices in terms of integrating cultural aspects and transferring cultural knowledge. This extended beyond the target language culture (British/American) to encompass world cultures where English is used as a second language or as a foreign language. This finding contrasted with Brosh's (1996) study, which concluded that cultural knowledge of the target language was irrelevant and unimportant for effective language teaching. Another striking finding was students' prejudices against the English language and learning English. Both ELT and Non-ELT teachers stressed the difficulties faced in breaking the prejudices against English.

Finally, on the subject of professional development, it was understood that both groups of teachers believed that the learning process is an ongoing phenomenon. In this context, it was revealed that both ELT and Non-ELT teachers participated in various presentations, conferences, workshops, and online seminars to improve themselves. It was also found that teachers followed personal development groups and channels on online platforms and cooperated with their colleagues. Considering professional development, ELT teachers seemed to be more active compared to Non-ELT teachers.

When discussing the findings related to the fourth research question dealing with the self-evaluations of ELT and Non-ELT teachers regarding the differences in terms of specific characteristics of effective English language teachers, it was revealed that based on the result of the Mann-Whitney U test, Non-ELT teachers exhibited a higher average rank, implying a higher level

of authoritativeness compared to ELT teachers. Regarding English language proficiency, it was found that Non-ELT teachers considered themselves better at reading and understanding English literary texts compared to ELT teachers, as it was not surprising because Non-ELT teacher groups included teachers who graduated from literature departments and they were expected to cover various literary texts during their undergraduate degree.

Additionally, significant differences were found in terms of pedagogical content knowledge and skills. It was revealed that although Non-ELT teachers used Turkish in their classes more frequently than ELT teachers, and they also encouraged their students to speak English outside the classroom compared to ELT teachers. Furthermore, it was concluded that Non-ELT teachers took cultural differences among students into account more than ELT graduate teachers. In terms of in-class activities, it was displayed that Non-ELT graduate teachers were observed to assign homework more frequently than their ELT counterparts. This finding appears to be in line with the findings of Shishavan and Sadeghi's (2009) study, suggesting that effective English language teachers should include homework assignments as part of their teaching approach. Likewise, Non-ELT teachers received feedback from students regarding their courses more in comparison to ELT teachers. It came to light on the issue of assessment and evaluation that Non-ELT teachers integrated translation questions into their exams and provided their students with more opportunities for self-assessment more frequently than ELT teachers. Pertaining to teaching of language skills, it was surprising to see that Non-ELT teachers employed certain teaching strategies more frequently than did ELT graduates. To be more precise, Non-ELT teachers taught grammar by explaining the rules and using mechanical drills more often compared to ELT teachers. What is more, it was revealed that there occurred statistically significant differences between the two groups of teachers in teaching vocabulary. That is to say, it was found that Non-ELT teachers gave the meanings of words, encouraged the use of dictionaries, and asked students to write words multiple times more frequently than ELT teachers. As for error correction, Non-ELT teachers intervened verbal errors directly and written errors immediately more often than ELT teachers. Regarding classroom management, Non-ELT teachers tended to encourage student participation more actively, while ELT teachers were more inclined to adjust classroom organization based on language teaching methods. These differences were statistically significant. In terms of the use of textbooks, it was revealed that Non-ELT teachers were more effective in using the textbook as a resource, while ELT teachers were more inclined to deviate from the textbook in their teaching. It was also concluded that the only use of textbook was considered as an ineffective English teacher quality similar to Önem's (2009) and Gönenç-Afyon's (2005) studies. Lastly, it was found that Non-ELT teachers were more likely to communicate with students via e-mail compared to ELT teachers, and this difference in communication methods was statistically significant.

In the context of socio-affective knowledge and skills, specifically in relation to taking into account students' viewpoints, there was a statistically significant difference between ELT and Non-

ELT teachers. This difference suggested that Non-ELT teachers were more likely to consider the opinions of their students compared to ELT teachers. It could be interpreted that Non-ELT teachers seemed to be more attentive to their students' thoughts and feedback. Another statistically significant difference was in teachers' knowledge of British and American culture. It was revealed that Non-ELT teachers possessed notably more knowledge about the target language culture compared to ELT teachers.

In the fifth research question, both ELT and Non-ELT teachers were inquired about their definitions of what it meant to be an effective English teacher. The analysis was performed using NVivo software. It was found that the definition of an effective English teacher had some points in common. It was revealed that "being open to innovations" (Gönenç-Afyon, 2005; Önem, 2009), "having good communication skills", and "being able to empathise" were among the most referred personal characteristics for an effective English language teacher. Consistent with the literature, this research found that both groups of teachers believed in the importance of personal characteristics in shaping the effectiveness of English teachers (Brosh, 1996; Brown, 1978; Cordia, 2003; Richards et al., 1992; Önem, 2009; Shishavan and Sadeghi, 2009).

Motivation is an important variable in education. It was concluded that an English teacher should be a good motivator with full of energy, showing similar manners in the relevant literature (Altan, 1997; Arıkan et al., 2008; Brosh, 1996; Cordia, 2003; Çelik-Korkmaz and Yavuz, 2011; Gönenç-Afyon, 2005; Önem, 2009; Park and Lee, 2006; Richards, et al., 1992; Yılmaz, 2011). Both teacher groups emphasised the significance of the strong communication skills of English teachers. However, English teachers should also be tolerant, patient, and social. Being successful in language as a teacher did not solely contribute to students' success in language learning. English teachers should understand students' needs, expectations, feelings, and empathise with them in a sincere way (Arıkan et al., 2008). Furthermore, it was revealed that even the way in which English teachers dressed affected their students' learning, implying that English teachers gave attention to their teaching profession.

In relation to personal characteristics, socio affective knowledge and skills were also found to be among the factors affecting English teacher effectiveness. In the definitions of an effective English teacher made by both teacher groups, the fact that expressions such as endearing the English language, making the class enjoyable, and captivating students' interest indicated how effective socio-affective characteristics were. Additionally, socio-affective knowledge and skills were crucial for fostering a positive English language learning environment (Çubukçu, 2010; Önem, 2009). In this respect, these skills are closely related to personal characteristics since they often develop as a result of a teacher's personal characteristics.

Furthermore, it was found that creating a positive classroom environment was also a contributing factor in language learning and teaching processes, aligning with the existing literature (Chen and Lin, 2009; Cheung, 2006; Cordia, 2003; Çubukçu, 2010; Demirel, 1990; Ghasemi and Hashemi, 2011; Hişmanoğlu, 2009; Önem, 2009; Park and Lee, 2006; Saraç-Süzer, 2007; Taşkafa, 1989; Telli et al., 2008; Wichadee, 2010). In a language classroom, both teachers and students should enjoy the journey as both parties inevitably influence each other. Fostering a genuine learning atmosphere; displaying love, tolerance, and compassion towards students; and possessing an understanding of student psychology could smooth the path for trust and a close relationship between teachers and students. Teachers in both groups frequently uttered the following statement *“an effective teacher is someone who can touch the heart of the students.”* This implied the emotional connection between English teachers and students, which was also supported with the result of the studies by Taşkafa (1989) and Telli et al. (2008). To make it clearer, teaching English should not be carried out solely through lectures. On the contrary, the first thing needed was to get students prepared for the language learning process emotionally, and this could be achieved through personal characteristics and socio-affective knowledge and skills that English teachers had.

Moreover, it was also highlighted by both ELT and Non-ELT teachers that being proficient in English language was an indicator of an effective English language teacher. This finding was consistent with similarly the results of Çelik et al.'s (2013) and Park and Lee's (2006) studies indicating teachers' English proficiency was regarded to be more important than their teaching methods and socio-affective skills by EFL learners. Besides, effective English teachers should emphasise communication skills and teach English with speaking orientation. Teachers in both groups stressed the importance of the level of students. Both groups agreed that it was not possible for every teaching method or lesson plan to suit every student likewise the result of Arıkan et al.'s (2008) study concluding that ineffective teachers were identified as those who overly relied on their lesson plans, failed to employ diverse teaching methods, and were incapable of meeting their students' expectations and needs. Therefore, utmost attention should be paid to the level of students. By doing so, English teachers could adapt their teaching approaches to fit in various levels of students.

Furthermore, both groups of teachers underscored the importance of mere grammar instruction of teachers due to the educational system in Türkiye and underlined the value of showing students the ways to learn English actively like a guide or a mentor. To put it differently, English teachers should be a facilitator and accompany their students' language learning journeys. Last thing to add to the description of effective English language teachers was the importance of cultural knowledge and skills asserted by teachers in both groups similar to the findings of Cheung's (2002) and Shishavan and Sadeghi's (2009) studies that teachers agreed that it is important to be familiar with a foreign language and its culture for English teachers. It was concluded that both groups of teachers were aware of the necessity of the integration of culture into

language teaching. Overall, it was noteworthy to observe that both groups of teachers held similar viewpoints regarding the qualities of an effective English teacher.

The sixth research question focused on the relationship between the departments teachers graduated from and being an effective English teacher. When this question was asked directly, it was observed that teachers in both groups stated that being an effective English teacher had a relationship with graduating from ELT departments. However, as they were continued to be interviewed about the subject, their initial clear and direct statements were replaced by various statements starting with “but.” These statements revealed that the teaching profession was not something that could only be achieved through the education received at a university. Possessing the theoretical knowledge necessary for the English teaching profession might be supportive; however, it might not be entirely adequate for effective teaching. Both groups of teachers asserted that there were various factors affecting language teaching processes, such as classroom atmosphere, students’ level, years of experience, and self-development. Therefore, each teacher had to shape their teaching by considering these factors. At the end, both ELT and Non-ELT teachers agreed that the teaching profession was a matter of talent, and personal characteristics were an indicator of being an effective English teacher.

In connection with the seventh research question, teachers in both groups were asked to indicate which side they were on when comparing ELT and Non-ELT teachers’ effectiveness in language teaching. The initial three main points identified by ELT teachers were personal characteristics, disparities in the curriculum, and benefits of being an ELT graduate. Conversely, Non-ELT teachers mostly focused on the issues regarding no obvious distinctions between the two teacher groups, personal development, and intensive and diverse curricula in Non-ELT departments. Depending on the stated viewpoints, it was understood that Non-ELT teachers elucidated their rationale by referring to their justifications such as personality, personal development, and professional experience. These aspects were also accepted by ELT teachers. It could be concluded that both groups of teachers were aware of the differences in curricula between ELT and the other departments; however, these differences did not mean that they could not be overcome. Nevertheless, some Non-ELT teachers stressed the comprehensive and varied course contents in Non-ELT departments especially focusing on literature departments, and argued that Non-ELT graduates were better in terms of language proficiency compared to ELT teachers. This assumption was also supported by ELT teachers. Besides, ELT teachers added that Non-ELT teachers’ effectiveness had a close relation with their self-improvements because some Non-ELT teachers with whom ELT teachers worked were even more effective than ELT graduate teachers.

Additionally, both groups of teachers accepted that it was advantageous to be a graduate of ELT departments, especially stressing the contribution of the ELT curriculum and the practicum to the language teaching profession. Furthermore, some Non-ELT teachers drew attention to the

effects of the ELT departments at the beginning of the teaching profession. The educational background might contribute to novice English teachers; however, teachers also had to add a personal touch to the language teaching process by taking into consideration the variables like students, context of teaching, school administration, and parents' profiles. In this context, it was understood that it would be incomplete and inadequate to evaluate effective English language teachers by linking them to a single variable: the educational background. Without question, the positive contribution of the intensive curriculum related to the teaching profession could not be ignored in becoming an effective English teacher; however, this did not mean that every single ELT graduate became a very effective English teacher. Based on this argument, it was concluded that the teaching profession, regardless of the branch, was actually a work of the heart and very much related to personal characteristics.

In the final research question, English teachers in both groups were asked about their views on the teaching of English and being an English teacher. The intention behind this question was to extract both groups of English teachers' perspectives on English language teaching and learning, as well as their responsibilities as teachers. It was found that both ELT and Non-ELT teachers emphasised that English should not be treated as a mere subject but rather as a means of communication. Additionally, the teachers in both groups stressed the forgettable nature of language and acknowledged the importance of consistent language use and engagement. While ELT teachers expressed that English should be an integral part of language learners' lives and learners should try to involve in continuous activities like research, reading, writing, listening, and speaking in their daily lives, Non-ELT teachers similarly acknowledged the easily forgettable nature of language and stressed the requirement for different teaching methods to address this challenge. All in all, the teachers in both groups underlined the necessity of maintaining active and ongoing engagement with the language to ensure English language proficiency.

Furthermore, a common point that emerged among both groups of English teachers was the significance of teachers' personal characteristics when they were inquired about their beliefs regarding English language teaching and learning. These shared characteristics included being open to innovations, serving as a guide, acting as a role model, being disciplined, and being an expert in the field. Moreover, ELT teachers stressed the importance of a genuine passion for teaching, emphasising their dedication to teaching profession as a primary motivation for studying at the Faculties of Education. This consistent emphasis on the importance of genuine passion for teaching was a recurring theme among ELT graduate teachers, reflecting their deep dedication to the field of education. Furthermore, it was revealed that English teachers should be careful in selecting words and be fully aware of the words they uttered, since these words could shape their students' lives positively or negatively. In other words, English teachers should be mindful that the words teachers used might have lasting positive or negative effects on students' lives.

In the context of English language teaching philosophy, being open to innovations was considered to be highly important by both ELT and Non-ELT teachers. To be clearer, English teachers should continuously try to stay updated and follow the innovations not only in terms of English language teaching and learning, but also in terms of their own professional development. The advancements in technology have introduced various platforms and applications that can aid students in improving their English skills. With the help of online applications, students have a chance to learn English in an engaging and comfortable manner regardless of time and place. Therefore, English teachers were expected to be informed about current educational innovations and applications that might contribute to their students' language learning processes. In this respect, the role of an English teacher shifted from the traditional way of lecturing to being a guide in the journey of language learning for both ELT and Non-ELT teachers.

Another significant theme that occurred considering the philosophy of English language teaching and learning by ELT teachers was English teachers' being a lifelong learner likewise Pettis (1997) stressed. To clarify, English teachers should have a strong desire to learn and expand their knowledge continuously, not only for their teaching profession but also for personal growth, in line with the findings of Çelik-Korkmaz and Yavuz (2011), which suggested that English teachers should make efforts to enhance their individual development. It was also concluded that there was a direct connection between the progress of English teachers' self-improvement and their effectiveness in English teaching. Thus, as long as English teachers continued to progress their personal and professional development, their effectiveness as English teachers would correspondingly increase. Lastly, Non-ELT teachers addressed the importance of a positive relationship between English teachers and students by asserting "*the student should first like the teacher of that subject not the lesson itself*" (Participant 170, Non-ELT). That is to say, the quality of the relationship between English teachers and students could significantly influence students' attitudes towards the English language, as Arıkan et al.'s study (2008) also highlighted the significance of establishing positive connections with students as a fundamental attribute of an effective English teacher and contribute to create an effective English teaching and learning atmosphere. In this way, students would be more likely to be engaged and motivated in English, and thus the journey of English language teaching and learning would be more enjoyable, meaningful, productive, and effective for both English teachers and students.

Furthermore, both groups of teachers stressed the necessity of exposure to the English language and the essential role of English, considering their philosophies on English teaching and learning. Students should be continuously exposed to English language in order to be successful in English, and to achieve this, English teachers should break the prejudices on English language and convince their students of the necessity and importance of English. In this way, students become motivated and eager to learn English in a more meaningful way. Therefore, English teachers had a significant role in shaping students' attitudes and perceptions towards the English language.

Considering all the data derived from the study, English teaching is a highly specialised profession. For effective English language teaching, it is necessary to be an effective English language teacher. It is very difficult to define the concept of effective English teachers, and this definition may vary from person to person. There are many factors that affect effective teaching. It may seem easy to talk about being an effective English teacher without being an in-service English teacher. Owing to the two completely different English teachers I encountered during my student years, I observed how to be an effective English teacher and how not to be an effective English teacher. Once I became an English teacher at a primary school as paid position for an academic year, I had a chance to perceive the essence of English teaching profession by standing at the front of my students. As someone who is both a student and a teacher, I can see the importance of the teaching profession in an individual's life. I share the same point of view expressed by Participant 170 that *"the student should first like the teacher of that subject not the lesson itself."* In this respect, the current study supports the view that being an effective English teacher relies heavily on personal characteristics and socio-affective knowledge and skills.

In the current study, not a single English teacher mentioned the effect of departments from which the teachers graduated when they were asked to define an effective English language teacher. Obviously, the importance of being an expert in the field and having sufficient pedagogical content knowledge cannot be underestimated; however, having only these qualifications does not enable an English teacher to be defined as an effective English teacher, as observed from the interviews conducted with English teachers in both groups.

Furthermore, both groups of teachers at all levels appeared to be interested in effective English language teaching and strived to become more effective English language teachers. Indeed, their sincere and generous contributions to this study made it easily understandable. The fact that the teachers in both groups not only filled out the long and comprehensive questionnaire, but also encouraged their colleagues to do the same and volunteered to participate in the interviews, in my opinion, expresses their commitment to become an effective language teacher. Herein, their efforts signify their desire for self-development and being lifelong learners, and also, these can be listed among the important characteristics of being an effective English teacher.

What is more, thanks to this study, I had an opportunity to get to know many English teachers closely and listened to teachers' own problems, the problems they faced in educational settings, and their coping mechanisms. As Kayaoğlu (2020, personal communication) frequently highlights, English teaching is like making the best dish you can with the ingredients you have in the kitchen. Our teachers, regardless of the departments they graduated from, are alone in their classrooms with their students. Considering the participants of the study, who faced various challenges including students' individual differences, financial status, and family profiles, teachers in both groups tried to teach effectively by selecting the most appropriate methods and approaches for their classrooms.

According to in-service English teachers currently working at different levels of state schools in 81 cities of Türkiye, English teaching is a profession based more on personal characteristics, self-development, and professional experience similar to the findings of the studies by Brosh (1996), Feldman (1986), and Önem (2009). It was concluded that although the educational background, whether acquired from ELT departments or Non-ELT departments (excluding other departments whose medium of instruction was English like engineering, etc.), cannot be ignored and has obviously contributed to their teaching profession; however, the education they received is not the sole factor in being an effective English language teachers contrary to what academics may advocate. One of the ELT teachers asserted that *“Unfortunately, state schools are not beds of roses. I wish the schools were as academics think. I would also want English to be spoken in the classroom”*. This statement summarizes the conclusions of the current study. In fact, the issues to be discussed should be about the future, rather than the past. What should and can be done to improve the current mental, physical, and financial situation of English teachers, what should be done to improve the school and classroom environment, and what changes should be made in foreign language education policy should be discussed.

Pedagogical Implications

In line with these results, it is possible to make some significant contributions to the field. This study has some implications for various interested parties, including English teachers, teacher educators, teacher trainers, programme designers to prospective English teachers, and policy makers.

It is evident that the English teachers are truly eager to express themselves. Contrary to what is known, when they are given the right to speak in a sincere way, they are very sharing. It is observed that the value given to the teaching profession in general has been gradually decreasing and as a result, teachers have been suffering from burnout. The English teachers participated in this study were surprised that I was doing this study although their problems were very different and serious. In fact, I came to the conclusion that we – academics – are the group that consider the educational background as a problem, while this difference among teachers are not even an issue, as long as it is not asked.

Moreover, similar to the role of English teachers in language classrooms, it is obvious that teacher educators play a crucial role in equipping pre-service language teachers with the skills and knowledge of the teaching profession. Therefore, teacher educators should include practical issues and activities related to language teaching, as well as theoretical knowledge, and bridge the gap between theory and practice. In other words, teacher educators should shift their focus from theoretical knowledge and focus on what actually occurs in the classroom so as to prepare pre-service language teachers for real-world situations.

Furthermore, teacher trainers should conduct workshops, seminars, and in-service training events to help English teachers improve in-service English teachers' teaching practices. Considering the need of in-service English teachers, teacher trainers should be able to offer professional development activities that are more accessible in terms of time, location, and money in order to improve the effectiveness of English language teaching processes.

Integrating the practical aspects of teaching into the curriculum is believed to enhance the effectiveness of pre-service language teachers' teaching. Therefore, programme designers should increase the number of courses that offer practical opportunities.

To some extent, in-class problems can still be solved through the efforts of English teachers; however, out-of-class problems can be solved by individuals in managerial positions, starting from school principals to policymakers. Addressing the problems arising from the educational system in Türkiye, the majority of the teachers in both groups criticise the currently used textbooks published by the MoNE. Despite heavy criticisms, it has become clear that more constructive actions on books are expected by English teachers. Otherwise, they tend to use additional resources. Hence, policymakers should listen to the voices of in-service English language teachers, consider teachers' needs and problems, and take targeted actions to address them.

Suggestions for Further Studies

The current study offers some suggestions for further research. In this study, the characteristics of effective English language teachers were examined focusing on teachers' self-evaluations using a mixed methods research tradition. To further investigate effective English language teacher characteristics, focusing on educational background, narrative inquiry and life history methods can be employed in different educational settings. Additionally, this issue can be investigated through the observations of English teachers by their colleagues. Moreover, the characteristics of effective English language teachers can be evaluated from students' viewpoints. Finally, exploring the activities in which Non-ELT English teachers engage and examining how they overcome the theoretical and practical gap between themselves and English teachers graduated from the Faculty of Education can be subjects for further studies.

Limitations of the Study

Due to the intensive content of the questionnaire, the process of data collection and data analysis lasted for a long time as it was expected. In terms of data collection, it took time to reach the contact teachers and to obtain their postal addresses. Preparing the questionnaires for mailing, numbering them, and organizing the completed and returned questionnaires were highly time-consuming. To increase the response rate, I invested a considerable amount of time and effort in

making one-to-one contact and writing handwritten letters to explain the purpose of the study and emphasize the importance of their participation. Additionally, it was financially burdensome since the questionnaires were sent by post and accepted on a postage-paid basis. During the survey data collection, some teachers had to receive the survey as a soft copy due to the Covid-19 pandemic. Lastly, transferring the huge amount of quantitative data to SPSS 25.0 was extremely time-consuming and difficult to manage.

In terms of the qualitative data in the current study, it was challenging to persuade English teachers to volunteer for the semi structured interviews. Additionally, arranging suitable times for conducting the interviews was exhausting. For transcribing the interviews, an online tool called “transkriptor” was purchased and transcriptions carried out with the help of this tool. However, some deficiencies were noticed in the transcriptions, so I had to listen to and review them again for cross-checking. In this sense, the transcription process was also time-consuming, similar to the phase of transferring quantitative data.

Finally, in order to write the literature review and analyse the qualitative data gathered through the questionnaire and semi-structured interviews, I decided to use NVivo, qualitative research software. For this purpose, I attended NVivo Beginner and Advanced Training workshops organised by Anı Publishing in Ankara. Subsequently, I purchased the license of NVivo. This process was also challenging in terms of time and financial resources. Lastly, the high number of participants caused the NVivo software to run slowly during the coding process in the phase of qualitative data analysis. In this respect, I had to manually categorise the participants into groups in NVivo, which caused me to lose time in terms of transitions between two separate files.

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APPENDICES

Appendix 1: An Handwritten Letters

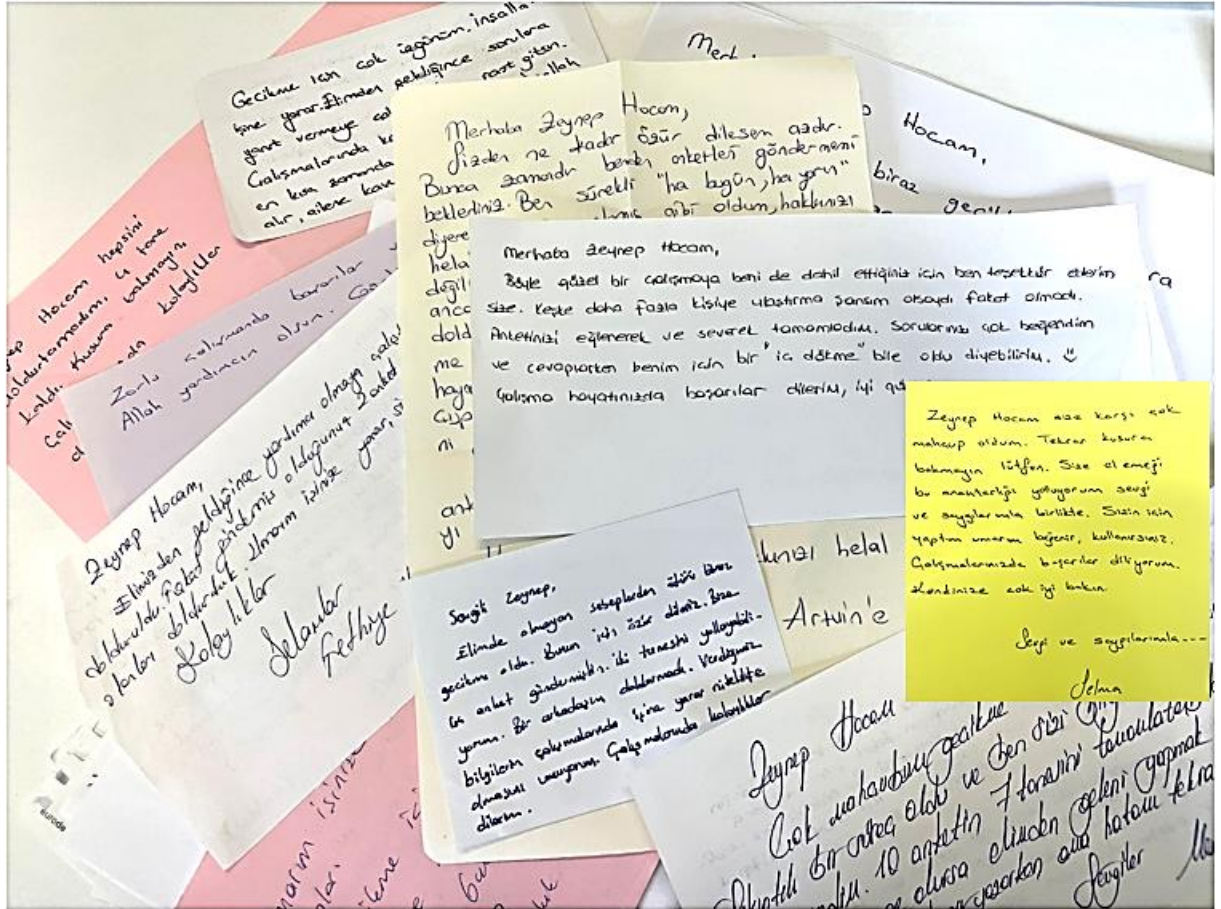
Merhaba Semra Hocam,
Öncelikle çalışmamda katılmayı kabul ettiğiniz için çok teşekkür ederim. Anketim uzun, zamanınızı alacağım farkındayım fakat doktora tezim için sizin vereceğiniz yorumlar çok önemli. Bu nedenle ara verdiğinizde kaldığınız yerden kolayca devam edebileceğiniz amacıyla anketimi kitaplık zekiminde bastırdım. Elinizden geldiğince tüm sorulara cevap verebilerseniz çok mutlu olurum.

Hocam, anketler tamamlandıktan sonra geri gönderirken kullanmanız için kargo ambalajını ve adres kapdımı gönderiyorum. Eğer doldurulmayan anketler olursa, onları da geri gönderebilirsiniz sevinirim. Yardımlarınız için tekrar teşekkür ederim. Arkından selamlar :)

Zeynep Öztürk Duman

(4-Adet)

Examples of Handwritten Response Letters



Appendix 2: Scientific Research and Publication Ethics Board Approval Form

Evrak Tarih ve Sayısı: 29/04/2019-E.7529



T.C.
ARTVİN ÇORUH ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

Sayı :78646441-050.01.04-
Konu :Etik Kurul Kararı

FEN EDEBİYAT FAKÜLTESİ DEKANLIĞINA

İlgi :Fakültenizin 12.04.2019 tarihli ve E.6662 sayılı yazısı.

Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 25.04.2019 tarihli ve 2019/4 nolu oturumunda alınan karara ilişkin Etik Kurul Toplantı Tutanağı yazımız ekinde gönderilmiştir.
Gereğini bilgilerinize rica ederim.

EK :
Bilimsel Araştırma ve Yayın Etiği
Kurulu Onay Formu (1 Adet)

ARTVİN ÇORUH ÜNİVERSİTESİ REKTÖRLÜĞÜ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

TARİH : 25.04.2019
OTURUM SAYISI : 2019/4
YER : Etik Kurulu Başkanı Odası
KATILIMCILAR : Prof. Dr. Hüseyin PEKER
Prof. Dr. Murat KİBAR
Prof. Dr. Zafer ÖLMEZ
Prof. Dr. Ali ÜREN
Prof. Dr. Nuri YAVUZ
Prof. Dr. Enver TÖRE
Prof. Dr. Özgür EMİNAĞAOĞLU
Av. Elif IŞIK

BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU ONAY FORMU	
Projenin Adı	Türkiye'deki İngilizce Öğretmenlerinin Etkili İngilizce Öğretmeni Nitelikleri Bakımından Kendilerini Değerlendirmesine Yönelik Karşılaştırmalı Bir Çalışma
Projenin Niteliği	Doktora Tezi
Proje Araştırmacıları	Zeynep Öztürk Duman
Proje Yürütücüsünün Haberleşme Bilgileri	
Araştırmanın Amacı	Bu çalışma Türkiye'deki ilköğretim ve ortaöğretim devlet okullarında çalışan İngilizce öğretmenlerinin, etkili İngilizce öğretmeni kavramı bakımından kendilerini nasıl değerlendirdiklerini araştırmayı amaçlamaktadır.
Anket Adedi	2000
Anket Soru Sayısı	Kişisel Bilgiler, 22 madde; Etkili İngilizce Öğretmeni Nitelikleri, 293 madde; ve Kişisel Değerlendirmeler, 7 madde olmak üzere toplam 322 maddeden oluşmaktadır.
Araştırmanın Gerekçesi	Türkiye'deki İngilizce öğretmeni olarak görev yapabilmek için iki farklı yol bulunmaktadır. Birincisi, doğrudan üniversitelerin Eğitim Fakültelerine bağlı İngilizce öğretmenliği bölümünden mezun olarak; ikincisi ise üniversitelerin Fen-Edebiyat, Edebiyat ya da Dil, Tarih, Coğrafya fakültelerine bağlı İngiliz Dili ve Edebiyatı, Amerikan Kültürü ve Edebiyatı, Mütercim-Tercümanlık/Çeviribilim, ve İngiliz Dilbilimi gibi bölümlerin birinden mezun olarak ya da bu bölümlerden birinin son sınıfında öğretmenlik sertifika programlarına kayıt yaptırıp bu programı başarı ile tamamlayarak gerçekleşmektedir. Bu iki eğitim durumu

	karşılaştırıldığında, Eğitim Fakültesine bağlı İngilizce öğretmenliği bölümünün dil öğretim, yöntem ve tekniklerine odaklı bir eğitim verdiği görülmektedir. Buna karşın bahsi geçen diğer bölümlerde ise derslerin çoğu edebiyat ve dil odaklıdır. Aldıkları pedagojik derslerin nicel anlamda eşit olmadığı gerekçesine dayanarak, bu iki gruptaki öğretmenlerin mesleki hayatlarında her hangi bir farklılık olup olmadığı araştırmanın gerekçesidir.
Araştırmanın Yöntemi	Karma Araştırma Yöntemi
Kullanılacak biyolojik, psikolojik ve teknik vb. tüm yöntemleri açıklayan etik ile ilgili özet	Anket ve yarı yapılandırılmış mülakat yoluyla İngilizce öğretmenlerinden veri toplanacaktır.

Artvin Çoruh Üniversitesi Fen Edebiyat Fakültesi Araştırma Görevlisi Sayın Zeynep Öztürk Duman'ın "Türkiye'deki İngilizce Öğretmenlerinin Etkili İngilizce Öğretmeni Nitelikleri Bakımından Kendilerini Değerlendirmesine Yönelik Karşılaştırmalı Bir Çalışma" adlı projesi değerlendirilmiştir.

Proje etik açıdan uygun bulunmuştur.



Projenin etik açıdan geliştirilmesi gerekmektedir.



Proje etik açıdan uygun bulunmamıştır.



Appendix 3: The Questionnaire in Turkish and in English

ETKİLİ İNGİLİZCE ÖĞRETMENİ NİTELİKLERİ

Değerli Meslektaşım,

Bu çalışma Milli Eğitim Bakanlığına bağlı ilköğretim ve ortaöğretim devlet okullarında çalışan İngilizce öğretmenlerinin, etkili İngilizce öğretmeni kavramı bakımından kendilerini nasıl değerlendirdiklerini araştırmayı amaçlamaktadır. Bu ankete vereceğiniz yanıtlar kesinlikle gizli tutulacak ve sadece araştırma kapsamında bilimsel amaçla kullanılacaktır. Katkılarınız için çok teşekkür ederim.

Arş. Gör. Zeynep ÖZTÜRK DUMAN

Adres: Artvin Çoruh Üniversitesi, Şehir Yerleşkesi
Fen-Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü
Merkez/ARTVİN

Tez Danışmanı: Prof. Dr. Mustafa Naci KAYAOĞLU
Adres: Karadeniz Teknik Üniversitesi, Kanuni Kampüsü
Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü
Ortahisar/TRABZON

Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.
Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐

A1. Kişisel Bilgiler

1. Cinsiyet: (...) Kadın (...) Erkek
2. Yaş:
3. Mezun olduğunuz lisans programı:
- (...) İngilizce Öğretmenliği (...) İngiliz Dili ve Edebiyatı
- (...) Amerikan Kültürü ve Edebiyatı (...) Mütercim-Tercümanlık / Çeviribilim
- (...) İngiliz Dilbilimi (...) Diğer (Lütfen belirtiniz.....)
4. Lisans mezuniyet yılınız:
5. Şu an öğrenci misiniz? (...) Hayır (...) Evet (Cevabınız Evet ise lütfen belirtiniz.)
- (...) İkinci Üni/AÖF (...) Yüksek Lisans (...) Doktora
- Mezun/Öğrencisi olduğunuz **lisansüstü program:**
- Yüksek Lisans** (...) Hayır (...) Devam ediyor (...) Mezun (Yıl.....)
- Yüksek Lisans Program Adı:**
- Doktora** (...) Hayır (...) Devam ediyor (...) Mezun (Yıl.....)
- Doktora Program Adı:**
6. Şu an çalışma şekliniz: (...) Kadrolu (...) Sözleşmeli (...) Ücretli

A2. İlave Bilgilendirici Sorular

7. Şu an çalıştığınız il/ilçe/belde/köy:
8. Şu an çalıştığınız okul seviyesi: (...) İlkokul (...) Ortaokul (...) Lise
9. Dersine girdiğiniz sınıflar (Birden fazla işaretleyebilirsiniz):
- (...) 2 (...) 3 (...) 4 (...) 5 (...) 5 (Yabancı dil ağırlıklı sınıf)
- (...) 6 (...) 7 (...) 8 (...) Hazırlık (...) 9
- (...) 10 (...) Yabancı Dil 10 (...) 11 (...) Yabancı Dil 11 (...) 12 (...) Yabancı Dil 12

10. MEB’de öğretmenlik deneyiminiz: yıl / ay
 11. Özel kurumlarda öğretmenlik deneyiminiz: (...) Hayır (...) Evet (..... yıl / ay)
 12. Bu dönem verdiğiniz haftalık ders saati:
 13. Girdiğiniz sınıflarda ortalama öğrenci sayısı:

14. İngilizce öğretimi için çalışma ortamınızın ne derece uygun olduğunu belirtiniz.

Durumsal Bilgi	Hiç uygun değil		< ----- >			Oldukça uygun	
1. Sınıf mevcudu	1	2	3	4	5	6	7
2. Sınıfların fiziksel şartları (temizlik, düzen vb.)	1	2	3	4	5	6	7
3. Sınıf oturma düzeni (sıraların sabitliği vb.)	1	2	3	4	5	6	7
4. Sınıfların ısıtma durumu	1	2	3	4	5	6	7
5. Teknolojik alt yapı durumu (PC, akıllı tahta, projeksiyon vb.)	1	2	3	4	5	6	7
6. Öğrencilerin İngilizce öğrenmeye karşı tutumu	1	2	3	4	5	6	7
7. Velilerin İngilizce dersine karşı tutumu	1	2	3	4	5	6	7
8. Okul yönetiminin İngilizce dersine karşı tutumu	1	2	3	4	5	6	7
9. Diğer (.....)	1	2	3	4	5	6	7

15. İngilizcenizi nasıl değerlendirirsiniz?

	Çok zayıf	< ----- >							Çok iyi
1. Okuma	1	2	3	4	5	6	7	8	9
2. Yazma	1	2	3	4	5	6	7	8	9
3. Dinleme	1	2	3	4	5	6	7	8	9
4. Konuşma	1	2	3	4	5	6	7	8	9

16. Son 5 yılda herhangi bir dil sınavına girdiniz mi?

- (...) Hayır (...) Evet (Cevabınız evet ise lütfen belirtiniz. Birden fazla işaretleyebilirsiniz.)
 (...) YDS (...) YÖKDİL (...) IELTS (...) TOEFL (...) Diğer(.....)

17. İngilizce dersinde,

- a) benim konuşma oranım (Teacher talk) %.....
 b) öğrencilerimin konuşma oranı (Student talk) %.....

18. İngilizce dersinde ortalama Türkçe ve İngilizce konuşma oranları:

- a) Türkçe %.....
 b) İngilizce %.....

19. Derslerinizde aşağıdaki dil becerilerinin öğretimine ne kadar ağırlık veriyorsunuz?

	Çok Az	< ----- >					Çok fazla
1. Okuma	1	2	3	4	5	6	7
2. Yazma	1	2	3	4	5	6	7
3. Dinleme	1	2	3	4	5	6	7
4. Konuşma	1	2	3	4	5	6	7
5. Dilbilgisi	1	2	3	4	5	6	7
6. Kelime bilgisi	1	2	3	4	5	6	7
7. Telaffuz (Sesletim)	1	2	3	4	5	6	7
8. Çeviri	1	2	3	4	5	6	7

B. Etkili İngilizce Öğretmeni Özellikleri**B1. Kişilik Özellikleri** bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Kesinlikle beni yansıtmıyor	Beni yansıtmıyor	Kısmen beni yansıtmıyor	Kararsızım	Kısmen beni yansıtıyor	Beni yansıtıyor	Kesinlikle beni yansıtıyor
1. Açık fikirliyim.	1	2	3	4	5	6	7
2. Adaletliyim.	1	2	3	4	5	6	7
3. Agresifim.	1	2	3	4	5	6	7
4. Alçakgönüllüyüm.	1	2	3	4	5	6	7
5. Anlayışlıyım.	1	2	3	4	5	6	7
6. Arkadaş gibiyim.	1	2	3	4	5	6	7
7. Bilgiliyim.	1	2	3	4	5	6	7
8. Çalışkanım.	1	2	3	4	5	6	7
9. Dakiğim.	1	2	3	4	5	6	7
10. Deneyimliyim.	1	2	3	4	5	6	7
11. Disiplinliyim.	1	2	3	4	5	6	7
12. Düzenliyim.	1	2	3	4	5	6	7
13. Eleştiriye açığım.	1	2	3	4	5	6	7
14. Empati kurabilirim.	1	2	3	4	5	6	7
15. Espriliyim.	1	2	3	4	5	6	7
16. Fedakârim.	1	2	3	4	5	6	7
17. Girişkenim.	1	2	3	4	5	6	7
18. Güler yüzlüyüm.	1	2	3	4	5	6	7
19. Hoşgörülüyüm.	1	2	3	4	5	6	7
20. İletişim kurabilirim.	1	2	3	4	5	6	7
21. İyi giyinirim.	1	2	3	4	5	6	7
22. Katıyım/sertim.	1	2	3	4	5	6	7
23. Kendimi geliştirmeye açığım.	1	2	3	4	5	6	7
24. Konuşkanım.	1	2	3	4	5	6	7
25. Naziğim.	1	2	3	4	5	6	7
26. Otoriterim.	1	2	3	4	5	6	7
27. Öğrencilerime karşı mesafeliyim.	1	2	3	4	5	6	7
28. Öğrencilerimi motive ederim.	1	2	3	4	5	6	7
29. Öğrenmeye açığım.	1	2	3	4	5	6	7
30. Öğretmeye istekliyim.	1	2	3	4	5	6	7
31. Özgüvenliyim.	1	2	3	4	5	6	7
32. Pozitifim.	1	2	3	4	5	6	7
33. Sabırlıyım.	1	2	3	4	5	6	7
34. Samimiyim.	1	2	3	4	5	6	7
35. Sıcakkanlıyım.	1	2	3	4	5	6	7
36. Sorumluluk sahibiyim.	1	2	3	4	5	6	7
37. Sosyalim.	1	2	3	4	5	6	7
38. Takım çalışmasına açığım.	1	2	3	4	5	6	7
39. Teknolojiye uyum sağlayabilirim.	1	2	3	4	5	6	7
40. Ulaşılabilirim.	1	2	3	4	5	6	7
41. Uyumluyum.	1	2	3	4	5	6	7
42. Yaratıcıyım.	1	2	3	4	5	6	7
43. Yenilikçiğim.	1	2	3	4	5	6	7
44. Diğer (.....)	1	2	3	4	5	6	7

B2. İngilizce Bilgisi bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kararsızım	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce konuşulanı rahatlıkla anlayabilirim.	1	2	3	4	5	6	7
2. Akıcı İngilizce konuşabilirim.	1	2	3	4	5	6	7
3. Anlaşılır telaffuza sahibim.	1	2	3	4	5	6	7
4. Doğru telaffuza sahibim.	1	2	3	4	5	6	7
5. İngiliz/Amerikan aksanına sahibim.	1	2	3	4	5	6	7
6. Doğru tonlama bilgisine sahibim.	1	2	3	4	5	6	7
7. İngilizce konuşurken kendi hatalarımı düzeltebilirim.	1	2	3	4	5	6	7
8. Geniş kelime bilgisine sahibim.	1	2	3	4	5	6	7
9. Dilbilgisine (gramere) hâkimim.	1	2	3	4	5	6	7
10. İngilizce akademik yayınları (makale) kolaylıkla okuyup anlayabilirim.	1	2	3	4	5	6	7
11. İngilizce edebi metinleri (roman, kısa öykü, şiir vb.) kolaylıkla okuyup anlayabilirim.	1	2	3	4	5	6	7
12. Etkili yazılı çeviri yapabilirim.	1	2	3	4	5	6	7
13. Etkili sözlü çeviri yapabilirim.	1	2	3	4	5	6	7
14. Etkili İngilizce sunum yapabilirim.	1	2	3	4	5	6	7
15. İngilizce haberleri kolaylıkla takip edebilirim.	1	2	3	4	5	6	7
16. Altyazısız filmleri rahatlıkla izleyebilirim.	1	2	3	4	5	6	7
17. İletişim stratejilerini (asking for clarification, confirmation checks, etc.) etkili bir şekilde kullanabilirim.	1	2	3	4	5	6	7
18. Diğer (.....)	1	2	3	4	5	6	7

B3. Mesleki Bilgi ve Beceriler bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
a. İngilizce/Türkçe kullanımı					
1. Derste sadece İngilizce kullanırım.	1	2	3	4	5
2. Derste sadece Türkçe kullanırım.	1	2	3	4	5
3. İhtiyaç olduğunda derste Türkçe kullanırım.	1	2	3	4	5
4. Öğrencileri sınıf içinde İngilizce konuşmaya teşvik ederim.	1	2	3	4	5
5. Öğrencileri sınıf dışında İngilizce konuşmaya teşvik ederim.	1	2	3	4	5
6. Derste tane tane İngilizce konuşurum (foreigner talk).	1	2	3	4	5
7. Derste öğrencilerin sadece İngilizce kullanmasına izin veririm.	1	2	3	4	5
8. İhtiyaç olduğunda öğrencilerin derste Türkçe kullanmasına izin veririm.	1	2	3	4	5
9. Diğer (.....)	1	2	3	4	5
b. Öğrenci ihtiyaçları					
1. Öğrencileri İngilizce konuşmaya teşvik ederim.	1	2	3	4	5
2. Öğrencilerin kendi kendine öğrenmesine fırsat veririm (autonomous learners).	1	2	3	4	5
3. Öğrencilerin öğrenme stillerini dikkate alırım.	1	2	3	4	5
4. Öğrencilerin dikkatlerini canlı tutmaya özen gösteririm.	1	2	3	4	5
5. Derse dair kararlarımı alırken bireysel farklılıkları dikkate alırım (materyal seçimi vb)	1	2	3	4	5

6. Öğrencilerin sorduğu sorulara cevap verebilirim.	1	2	3	4	5
7. Öğrencilerin seviyelerine göre etkinlik hazırlarım.	1	2	3	4	5
8. Öğrenciler arasındaki kültürel farklılıkları dikkate alırım.	1	2	3	4	5
9. Diğer (.....)	1	2	3	4	5
c. Sınıf içi aktiviteler					
1. Ödev veririm.	1	2	3	4	5
2. Ödevlere dönüt veririm.	1	2	3	4	5
3. Proje (yıllık ödev, portfolyo vb.) yaptırırım.	1	2	3	4	5
4. Projelere (yıllık ödev, portfolyo vb.) dönüt veririm.	1	2	3	4	5
5. Oyunlar oynatırım.	1	2	3	4	5
6. Diyalog yaptırırım.	1	2	3	4	5
7. Rol oynama (Role play) aktivitesi yürütürüm.	1	2	3	4	5
8. Drama yaptırırım.	1	2	3	4	5
9. İkili çalışmalar yaptırırım.	1	2	3	4	5
10. Grup çalışması yaptırırım.	1	2	3	4	5
11. Dersin sonunda dersi özetlerim.	1	2	3	4	5
12. Öğrencilere ders notu (handout) hazırlarım.	1	2	3	4	5
13. Öğrencilere çalışma kâğıdı (worksheet) hazırlarım.	1	2	3	4	5
14. Derste gerçek hayattan örnekler veririm.	1	2	3	4	5
15. Günlük hayatta kullanılan İngilizceyi öğretirim.	1	2	3	4	5
16. Derste gerçek objeler (realia) kullanırım.	1	2	3	4	5
17. Öğrencilerin dili keşfetmelerini teşvik ederim.	1	2	3	4	5
18. Derse giriş aktiviteleri yaptırırım (warm-up, ice-breakers, starters).	1	2	3	4	5
19. Öğrencilerden dersle ilgili dönüt alırım.	1	2	3	4	5
20. Sınıf dışında İngilizce öğrenmenin yollarını gösteririm.	1	2	3	4	5
21. Öğrencilerin ilgisini çekecek aktiviteler hazırlarım.	1	2	3	4	5
22. İngilizce konuşmaya yönelik aktiviteler hazırlarım.	1	2	3	4	5
23. Öğrenme çıktılarına odaklanırım (product-oriented).	1	2	3	4	5
24. Öğrenme sürecine odaklanırım (process-oriented).	1	2	3	4	5
25. Ders yönergelerini (instruction) İngilizce veririm.	1	2	3	4	5
26. Ders yönergelerini (instruction) Türkçe veririm.	1	2	3	4	5
27. Öğrencilere rol model olabilirim.	1	2	3	4	5
28. Bilgimi etkili bir şekilde aktarabilirim.	1	2	3	4	5
29. Derste bilgisayarımdan yararlanırım.	1	2	3	4	5
30. Derste akıllı tahtayı kullanırım.	1	2	3	4	5
31. Diğer (.....)	1	2	3	4	5
d. Ölçme ve değerlendirme					
1. Yazılılarda açık uçlu soru sorarım.	1	2	3	4	5
2. Yazılılarda çoktan seçmeli soru sorarım.	1	2	3	4	5
3. Yazılılarda boşluk doldurma sorarım.	1	2	3	4	5
4. Yazılılarda doğru/yanlış (True/False) sorusu sorarım.	1	2	3	4	5
5. Yazılılarda çeviri sorarım.	1	2	3	4	5
6. Yazılılarda paragraf yazdırırım.	1	2	3	4	5
7. Sınıf içi performansı değerlendirmeye katarım.	1	2	3	4	5
8. Sözlü sınav yaparım.	1	2	3	4	5
9. Proje (yıllık ödev, portfolyo) notu veririm.	1	2	3	4	5
10. Ödev notu veririm.	1	2	3	4	5
11. Quiz yaparım.	1	2	3	4	5
12. Öğrencinin kendini değerlendirmesine fırsat veririm (self-assessment).	1	2	3	4	5
13. Öğrencilerin birbirlerini değerlendirmesine fırsat veririm (peer-assessment).	1	2	3	4	5
14. Diğer (.....)	1	2	3	4	5
e. Becerilerin öğretimi					
1. Okuma becerisini geliştirecek etkinlikler yaparım.	1	2	3	4	5
2. Okuma stratejilerini öğretirim (skimming, scanning, guessing from context, etc.).	1	2	3	4	5
3. Yazma becerisini geliştirecek etkinlikler yaparım.	1	2	3	4	5

4. Yazı yazma aşamalarını öğretirim (thinking, drafting, and revising).	1	2	3	4	5
5. Konuşma becerisini geliştirecek etkinlikler yaparım.	1	2	3	4	5
6. Konuşma stratejilerini öğretirim (asking for clarification, using fillers (Uh, I mean), using conversation maintenance cues (Right, Okay), etc.).	1	2	3	4	5
7. Öğrencilerin telaffuzları anlaşılır olduğu sürece müdahale etmem.	1	2	3	4	5
8. Doğru telaffuzun öğretilmesine özen gösteririm.	1	2	3	4	5
9. İngiliz/Amerikan aksanını öğretirim.	1	2	3	4	5
10. Dinleme becerisini geliştirecek etkinlikler yaparım.	1	2	3	4	5
11. Dinleme stratejilerini öğretirim (listening for general gist, seeking clarification, guessing at meanings, top-down, bottom-up strategies, etc.).	1	2	3	4	5
12. Dilbilgisine ağırlık veririm.	1	2	3	4	5
13. Dilbilgisini, kuralları açıklayarak öğretirim (deductive teaching).	1	2	3	4	5
14. Dilbilgisini, kuralları çıkarım yapmalarını sağlayarak öğretirim (inductive teaching).	1	2	3	4	5
15. Dilbilgisini, biçimsel alıştırmalarla öğretirim (mechanical drills).	1	2	3	4	5
16. Dilbilgisini, konuşma odaklı alıştırmalarla öğretirim (communicative drills).	1	2	3	4	5
17. Dilbilgisi öğretirken çeşitli teknikler kullanırım (charts, objects, maps and drawings, dialogues, and written texts).	1	2	3	4	5
18. Kelime bilgisini geliştirecek etkinlikler yaparım.	1	2	3	4	5
19. Kelimeleri bağlam (context) içinde öğretirim.	1	2	3	4	5
20. Kelimelerin anlamlarını vererek öğretirim.	1	2	3	4	5
21. Kelimeleri yazdırarak öğretirim (örn. 5'er kez).	1	2	3	4	5
22. Kelimeleri flashcardlarla öğretirim.	1	2	3	4	5
23. Kelime öğretirken sözlük kullanmaya teşvik ederim.	1	2	3	4	5
24. Diğer (.....)	1	2	3	4	5
f. Hataların düzeltilmesi					
1. Sözlü hatalara hemen müdahale ederim.	1	2	3	4	5
2. Sözlü hataları göz ardı ederim.	1	2	3	4	5
3. Sözlü hataları düzeltmeyi ertelerim.	1	2	3	4	5
4. Öğrencinin sözlü hatalarını kendisinin düzeltmesine fırsat veririm.	1	2	3	4	5
5. Öğrencinin sözlü hatalarını arkadaşlarının düzeltmesine fırsat veririm.	1	2	3	4	5
6. Sözlü hataları doğrudan düzeltirim.	1	2	3	4	5
7. Sözlü hataları dolaylı yoldan düzeltirim.	1	2	3	4	5
8. Sözlü hataları düzeltirken hatanın çeşidine göre karar veririm (dilbilgisi, telaffuz, vb.).	1	2	3	4	5
9. Yazılı hatalara hemen müdahale ederim.	1	2	3	4	5
10. Yazılı hataları göz ardı ederim.	1	2	3	4	5
11. Yazılı hataları dolaylı yoldan düzeltirim.	1	2	3	4	5
12. Yazılı hataları doğrudan düzeltirim.	1	2	3	4	5
13. Yazılı hataları kodlarla düzeltirim (e.g. S for spelling, P for punctuation)	1	2	3	4	5
14. Yazılı hataları düzeltirken hatanın çeşidine göre karar veririm.	1	2	3	4	5
15. Öğrencinin yazılı hatalarını kendisinin düzeltmesini sağlarım.	1	2	3	4	5
16. Yazmadaki düzeltmeleri sonraki taslaklara ertelerim (e.g. second draft).	1	2	3	4	5
17. Öğrencilerin doğrularını ödüllendiririm.	1	2	3	4	5
18. Ödül ile eleştiri arasında denge kurarım.	1	2	3	4	5
19. Diğer (.....)	1	2	3	4	5
g. Sınıf yönetimi					
1. Derse hazırlıklı gelirim.	1	2	3	4	5
2. Ders izlencesi (syllabus) hazırlarım (Dönemlik/Haftalık).	1	2	3	4	5
3. Ders izlencesine (syllabus) uyarım.	1	2	3	4	5
4. Ders planı hazırlarım (Haftalık).	1	2	3	4	5
5. Ders planına uyarım.	1	2	3	4	5
6. Sınıfa hâkim olurum.	1	2	3	4	5
7. Sınıftaki tek otorite olurum.	1	2	3	4	5
8. Ders zamanını dikkatli yönetirim.	1	2	3	4	5
9. Dersin sıkıcı olmasını önlerim.	1	2	3	4	5
10. Derse devamı teşvik ederim.	1	2	3	4	5
11. Öğrenciyi söz almaya teşvik ederim.	1	2	3	4	5
12. Öğrencilere soru sorarım.	1	2	3	4	5

13. Öğrencilerin cevap vermesi için belirli bir süre beklerim (wait-time).	1	2	3	4	5
14. Öğrencilere eşit söz hakkı veririm.	1	2	3	4	5
15. Sınıf içinde dolaşırım.	1	2	3	4	5
16. Sınıf düzenini korurum.	1	2	3	4	5
17. Sınıf tahtasını etkili kullanırım.	1	2	3	4	5
18. Sınıf düzenini dil öğretim yöntemine göre ayarlarım (U şekli, yarım daire, vb.).	1	2	3	4	5
19. Sözel olmayan iletişim yollarını kullanırım (göz teması, yüz ifadesi vb.).	1	2	3	4	5
20. Olumlu sınıf ortamı yaratırım.	1	2	3	4	5
21. İstenen davranışları kazandırırım.	1	2	3	4	5
22. İstenmeyen davranışları önleyebilirim.	1	2	3	4	5
23. İstenmeyen davranışları değiştirebilirim.	1	2	3	4	5
24. Sınıf kurallarını kendim belirlerim.	1	2	3	4	5
25. Sınıf kurallarını öğrencilerle beraber oluştururum.	1	2	3	4	5
26. Sınıf kurallarına uyulmasını sağlarım.	1	2	3	4	5
27. Sınıf içi kararlarımı alırken öğrenciler arasındaki ilişkileri göz önünde bulundururum.	1	2	3	4	5
28. Öğrencilerimin benimle olan ilişkisine dikkat etmesini sağlarım.	1	2	3	4	5
29. Diğer (.....)	1	2	3	4	5
h. Kaynak kullanımı					
1. Ders kitabını etkili bir biçimde kullanırım.	1	2	3	4	5
2. Ek kaynak ihtiyacı hissedirim.	1	2	3	4	5
3. İnternet kaynaklarını kullanırım.	1	2	3	4	5
4. Ek materyal olarak yabancı yayınevlerine ait kaynak kullanırım.	1	2	3	4	5
5. Ek materyal olarak Türk yayınevlerine ait kaynak kullanırım.	1	2	3	4	5
6. Dersi sadece ders kitabına odaklanarak yürütürüm.	1	2	3	4	5
7. Müfredata bağlıyım.	1	2	3	4	5
8. Bilgisayar teknolojilerini kullanırım.	1	2	3	4	5
9. Görsel materyal kullanırım.	1	2	3	4	5
10. İşitsel materyal kullanırım	1	2	3	4	5
11. Görsel-işitsel materyal kullanırım (video, film vb.).	1	2	3	4	5
12. Ders kitabına bağlı kalmam.	1	2	3	4	5
13. İngilizce edebi metinler (hikaye, şiir vb.) kullanırım.	1	2	3	4	5
14. İngilizce şarkılar kullanırım.	1	2	3	4	5
15. Gerektiğinde ders materyalini uyarlarım (adaptation).	1	2	3	4	5
16. Diğer (.....)	1	2	3	4	5
i.Öğretmen erişilebilirliği					
1. Öğrencilerle sınıf dışında yüzyüze görüşürüm.	1	2	3	4	5
2. Öğrencilerle telefon ile iletişimdeyim (WhatsApp, SMS, vb.).	1	2	3	4	5
3. Öğrencilerle elektronik posta ile iletişimdeyim.	1	2	3	4	5
4. Öğrencilerle sosyal medya yoluyla iletişimdeyim (Facebook, Instagram, vb.).	1	2	3	4	5
5. Velilerle yüzyüze görüşme yaparım.	1	2	3	4	5
6. Velilerle telefon ile iletişimdeyim (WhatsApp, SMS, vb.).	1	2	3	4	5
7. Velilerle elektronik posta ile iletişimdeyim.	1	2	3	4	5
8. Velilerle sosyal medya yoluyla iletişimdeyim (Facebook, Instagram, vb.).	1	2	3	4	5
9. Diğer (.....)	1	2	3	4	5

B4. Sosyo-Duyuşsal Bilgi ve Beceriler bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kararsızım	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Öğrencilerle iyi ilişkiler kurarım.	1	2	3	4	5	6	7
2. Her öğrenciye yeterince ilgi gösteririm.	1	2	3	4	5	6	7
3. Öğrencilerin bireysel dil problemlerine karşı duyarlıyım.	1	2	3	4	5	6	7
4. Öğrencilerin seviyelerine göre sınıf içi etkinlikleri belirlerim.	1	2	3	4	5	6	7
5. Öğrencileri anlamadıkları yerleri sormaları konusunda cesaretlendiririm.	1	2	3	4	5	6	7
6. Öğrencilere ders içinde yardımcı olurum.	1	2	3	4	5	6	7
7. Öğrencilere ders dışında yardımcı olurum.	1	2	3	4	5	6	7
8. Motivasyonu artırmak için çeşitli öğretim teknikleri kullanırım.	1	2	3	4	5	6	7
9. Öğrencilerin endişelerini dikkate alırım.	1	2	3	4	5	6	7
10. Öğrencilerin fikirlerini dikkate alırım.	1	2	3	4	5	6	7
11. Öğrencilerin streslerini dikkate alırım.	1	2	3	4	5	6	7
12. Öğrencilerle empati kurarım.	1	2	3	4	5	6	7
13. Öğrenciyi notla korkutmam.	1	2	3	4	5	6	7
14. Öğrenciyi velisine şikâyet etmekle korkutmam.	1	2	3	4	5	6	7
15. Öğrenciyi tehdit etmem.	1	2	3	4	5	6	7
16. Öğrencilere duygularımı ifade ederim.	1	2	3	4	5	6	7
17. Öğrencilerin duygularını ifade etmesine izin veririm.	1	2	3	4	5	6	7
18. Yaptığım hatayı kabul ederim.	1	2	3	4	5	6	7
19. Derste espri yaparım.	1	2	3	4	5	6	7
20. Bireysel farklılıkları dikkate alırım.	1	2	3	4	5	6	7
21. Öğrencilerin ilgisini çekmeye çalışırım.	1	2	3	4	5	6	7
22. Öğrenciler üzerinde baskı kurmam.	1	2	3	4	5	6	7
23. İngilizce öğrenmeyi eğlenceli hale getiririm.	1	2	3	4	5	6	7
24. Başarısız öğrencileri motive ederim.	1	2	3	4	5	6	7
25. Başarısız öğrencileri derse katmaya çalışırım.	1	2	3	4	5	6	7
26. Öğrencilere birey olarak saygı duyarım.	1	2	3	4	5	6	7
27. Öğrencilerin özgüven kazanmasına yardımcı olurum.	1	2	3	4	5	6	7
28. Öğrencilerin İngilizce öğrenmede kendine güvenmesini sağlarım.	1	2	3	4	5	6	7
29. Öğrencileri İngilizce öğrenmeye karşı motive ederim.	1	2	3	4	5	6	7
30. Öğrencilere ismiyle hitap ederim.	1	2	3	4	5	6	7
31. Mesleğimi seviyorum.	1	2	3	4	5	6	7
32. Kişisel sorunlarımı sınıfın dışında bırakırım.	1	2	3	4	5	6	7
33. Samimi sınıf ortamı sağlarım.	1	2	3	4	5	6	7
34. Karar verirken adil davranırım.	1	2	3	4	5	6	7
35. Öğrencilerin kişisel problemlerine duyarlıyım.	1	2	3	4	5	6	7
36. Öğrencilere birebir yardımcı olurum.	1	2	3	4	5	6	7
37. Diğer (.....)	1	2	3	4	5	6	7

B5. Kültürel Bilgi ve Beceriler bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kararsızım	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Kendi kültürüm hakkında bilgi sahibiyim.	1	2	3	4	5	6	7
2. Kendi kültürümle ilgili kültürel etkinlikleri takip ederim.	1	2	3	4	5	6	7
3. Hedef dil (İngiliz/Amerikan) kültürü hakkında bilgi sahibiyim.	1	2	3	4	5	6	7
4. Dünya kültürleri hakkında bilgi sahibiyim.	1	2	3	4	5	6	7
5. Derste kültürler arasındaki farklılıklara yer veririm.	1	2	3	4	5	6	7
6. Derste kültürel bilgi aktarımına yer veririm.	1	2	3	4	5	6	7
7. Hedef dil kültürünü (İngiliz/Amerikan) öğrencilere tanıtırım.	1	2	3	4	5	6	7
8. Dünya kültürünü öğrencilere tanıtırım.	1	2	3	4	5	6	7
9. Kültür öğretimini çeşitli yollarla yaparım (video, müzik, resim, kıyafet, yiyecek vb.).	1	2	3	4	5	6	7
10. Öğrencilerin sınıf dışında hedef dil kültürünü deneyimlemelerini sağlayacak fırsatlar yaratırım (İnternet, email, vb.)	1	2	3	4	5	6	7
11. İngilizcenin ikinci dil olarak kullanıldığı farklı kültürleri tanıtırım (Hindistan, Pakistan gibi).	1	2	3	4	5	6	7
12. İngilizcenin yabancı dil olarak kullanıldığı farklı kültürleri tanıtırım (Rusya, Çin, Türkiye gibi).	1	2	3	4	5	6	7
13. Dil öğretiminde dil ile kültür arasındaki ilişkinin önemini vurgularım.	1	2	3	4	5	6	7
14. Öğrencilerin kültürel önyargıları sorgulamasına fırsat veririm.	1	2	3	4	5	6	7
15. Diğer (.....)	1	2	3	4	5	6	7

B6. Mesleki Gelişim bakımından kendinizi nasıl değerlendirdiğinizi lütfen işaretleyiniz.

İngilizce öğretmeni olarak ben	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1. Çeşitli seminerlere katılıyorum.	1	2	3	4	5
2. Çeşitli akademik konferanslara dinleyici olarak katılıyorum.	1	2	3	4	5
3. Çeşitli akademik konferanslarda sunum yaparım.	1	2	3	4	5
4. Çeşitli akademik çalıştaylara katılıyorum.	1	2	3	4	5
5. Video konferanslara katılıyorum.	1	2	3	4	5
6. İnternet tabanlı seminerleri takip ederim (ELT webinars).	1	2	3	4	5
7. Online dersleri takip ederim (coursera, futurelearn etc.).	1	2	3	4	5
8. Youtube gibi kanallardan eğitim videoları izlerim.	1	2	3	4	5
9. Mesleki gelişime yönelik blogları takip ederim.	1	2	3	4	5
10. Facebook vb. sosyal medya kanallarındaki mesleki gelişime yönelik grupları takip ederim.	1	2	3	4	5
11. Mesleki yayınları takip ederim (kitap, dergi, makale vb.).	1	2	3	4	5
12. Zümrelerle işbirliği yaparım.	1	2	3	4	5
13. Yurtiçi hizmetiçi eğitimlere katılıyorum.	1	2	3	4	5
14. Yurtdışı hizmetiçi eğitimlere katılıyorum.	1	2	3	4	5
15. Yansıtıcı öğretim araçlarını kullanırım (öğretim günlüğü, öğrenci dönütleri, vb).	1	2	3	4	5
16. Ders içi uygulamalarım ile ilgili araştırmalar yaparım.	1	2	3	4	5
17. Sınıf içinde karşılaştığım sorunlara yönelik araştırmalar yaparım.	1	2	3	4	5
18. İlgili bilimsel kuruluşlara üye olurum (IATEFL, INGED vb).	1	2	3	4	5
19. Diğer (.....)	1	2	3	4	5

Etkili İngilizce Öğretmeni Nitelikleri açısından görüşleriniz çalışmam için çok önem taşımaktadır. Bu nedenle, ilerleyen zamanlarda sözlü görüşme için iletişim bilgilerinizi benimle paylaşmak ister misiniz?

Elektronik posta:

Telefon numarası:

Katkılarınız için çok teşekkür ederim.

THE QUALITIES OF EFFECTIVE ENGLISH LANGUAGE TEACHER

Dear colleague,

This study aims to investigate how English teachers working in primary and secondary public schools affiliated to the Ministry of National Education evaluate themselves in terms of the concept of effective English teacher. Your answers to this survey will be kept strictly confidential and will only be used for scientific purposes within the scope of research. Thank you very much for your contribution.

Res. Asst. Zeynep ÖZTÜRK DUMAN

Address: Artvin Coruh University, Main Campus
Faculty of Science and Letters, Department of Western Languages and Literature
Merkez/ARTVİN

Thesis Advisor: Prof. Dr. Mustafa Naci KAYAOĞLU

Address: Karadeniz Technical University, Kanuni Campus
Faculty of Letters, Department of Western Languages and Literature
Ortahisar/TRABZON

If you agree to participate in the study, please tick the box below.

I have been informed about this study and I agree to participate. ☐

A1. Demographic Information

1. Gender: (...) Female (...) Male

2. Age:

3. Undergraduate Degree:

(...) English Language Teacher (...) English Language and Literature
(...) American Culture and Literature (...) Translation and Interpretation /Translation Studies
(...) English Linguistics (...) Other (Please specify.....)

4. Graduation year:

5. Are you currently a student? (...) No (...) Yes (If your answer is yes, please specify)
(...) Second Uni/Open Education Faculty (...) Master (...) PhD

Graduate Degree (Student / Graduate) :

Master (...) No (...) Going on (...) Graduate (Year.....)
PhD (...) No (...) Going on (...) Graduate (Year.....)

6. Types of employment: (...) Tenured (...) Contracted (...) Paid

A2. Additional Informative Questions

7. The city worked at currently:

8. Educational level worked at currently: (...) Primary (...) Secondary (...) High

9. Grades taught currently:

(...) 2 (...) 3 (...) 4 (...) 5 (...) 5 (Foreign Language Class)
(...) 6 (...) 7 (...) 8 (...) Preparatory (...) 9 (...) 10
(...) Language Class 10 (...) 11 (...) Language Class 11 (...) 12 (...) Language Class 12

10. Years of experience at the MoNE schools: year / month

11. Experience at private schools: (...) No (...) Yes (..... year / month)

12. Weekly course hours you give this semester:
13. Average number of students in your classrooms:

14. Please indicate how suitable your working conditions:

Working Conditions	Absolutely inappropriate		< ----- >			Absolutely appropriate	
1. Classroom sizes	1	2	3	4	5	6	7
2. Physical conditions of classrooms (cleanliness, order, etc.)	1	2	3	4	5	6	7
3. Class seating arrangements (fixed rows, etc.)	1	2	3	4	5	6	7
4. Heating system of classrooms	1	2	3	4	5	6	7
5. Technological equipment (a PC, a smart board, a projection, etc.)	1	2	3	4	5	6	7
6. Students' attitudes towards learning English	1	2	3	4	5	6	7
7. Parents' attitudes towards English courses	1	2	3	4	5	6	7
8. School administration's attitudes towards English courses	1	2	3	4	5	6	7
9. Other (.....)	1	2	3	4	5	6	7

15. How do you evaluate your language skills?

	Very poor	< ----- >							Very good
1. Reading	1	2	3	4	5	6	7	8	9
2. Writing	1	2	3	4	5	6	7	8	9
3. Listening	1	2	3	4	5	6	7	8	9
4. Speaking	1	2	3	4	5	6	7	8	9

16. Have you taken any language exams in the last 5 years?

(...) No (...) Yes (Please indicate if your answer is yes. You can tick more than once.)
 (...) YDS (...) YÖKDİL (...) IELTS (...) TOEFL (...) Other (.....)

17. In English classrooms,

- a) my talk rate (Teacher talk) %.....
- b) my students' talk rate (Student talk) %.....

18. Average speaking rates in Turkish and English in English lessons:

- a) Turkish %.....
- b) English %.....

19. How much importance do you give to the teaching of language aspects?

	Too little	< ----- >					Too much
1. Reading	1	2	3	4	5	6	7
2. Writing	1	2	3	4	5	6	7
3. Listening	1	2	3	4	5	6	7
4. Speaking	1	2	3	4	5	6	7
5. Grammar	1	2	3	4	5	6	7
6. Vocabulary	1	2	3	4	5	6	7
7. Pronunciation	1	2	3	4	5	6	7
8. Translation	1	2	3	4	5	6	7

B. Effective English Language Teacher Characteristics

B1. Please indicate how you evaluate yourself in terms of *Personal Characteristics*.

As an English teacher, I am...	Very untrue of me	Untrue of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me
1. Open minded.	1	2	3	4	5	6	7
2. Fair.	1	2	3	4	5	6	7
3. Aggressive.	1	2	3	4	5	6	7
4. Humble.	1	2	3	4	5	6	7
5. Understanding.	1	2	3	4	5	6	7
6. Like a friend.	1	2	3	4	5	6	7
7. Knowledgeable.	1	2	3	4	5	6	7
8. Hard working.	1	2	3	4	5	6	7
9. Punctual.	1	2	3	4	5	6	7
10. Experienced.	1	2	3	4	5	6	7
11. Disciplined.	1	2	3	4	5	6	7
12. Tidy.	1	2	3	4	5	6	7
13. Open to criticism.	1	2	3	4	5	6	7
14. An empathetic person.	1	2	3	4	5	6	7
15. Humorous.	1	2	3	4	5	6	7
16. Selfless.	1	2	3	4	5	6	7
17. Sociable.	1	2	3	4	5	6	7
18. A smiling person.	1	2	3	4	5	6	7
19. Tolerant.	1	2	3	4	5	6	7
20. A communicative person.	1	2	3	4	5	6	7
21. A well-dressed person.	1	2	3	4	5	6	7
22. Strict.	1	2	3	4	5	6	7
23. Open to improve myself.	1	2	3	4	5	6	7
24. Talkative.	1	2	3	4	5	6	7
25. Kind.	1	2	3	4	5	6	7
26. Authoritarian.	1	2	3	4	5	6	7
27. Distant to my students.	1	2	3	4	5	6	7
28. A motivator form my students.	1	2	3	4	5	6	7
29. Open to learning.	1	2	3	4	5	6	7
30. Willing to teach.	1	2	3	4	5	6	7
31. Confident.	1	2	3	4	5	6	7
32. Positive.	1	2	3	4	5	6	7
33. Patient.	1	2	3	4	5	6	7
34. Sincere.	1	2	3	4	5	6	7
35. Friendly.	1	2	3	4	5	6	7
36. Responsible.	1	2	3	4	5	6	7
37. Social.	1	2	3	4	5	6	7
38. Open to team work.	1	2	3	4	5	6	7
39. Adjusted to technology	1	2	3	4	5	6	7
40. An accessible person.	1	2	3	4	5	6	7
41. Well adjusted.	1	2	3	4	5	6	7
42. Creative.	1	2	3	4	5	6	7
43. Innovator.	1	2	3	4	5	6	7
44. Other (.....)	1	2	3	4	5	6	7

B2. Please indicate how you evaluate yourself in terms of *English Language Proficiency*.

As an English teacher,	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
1. I can easily understand spoken English.	1	2	3	4	5	6	7
2. I can speak English fluently.	1	2	3	4	5	6	7
3. I have clear pronunciation.	1	2	3	4	5	6	7
4. I have correct pronunciation.	1	2	3	4	5	6	7
5. I have a British/American accent.	1	2	3	4	5	6	7
6. I have the correct knowledge of intonation.	1	2	3	4	5	6	7
7. I can correct my own mistakes when speaking English.	1	2	3	4	5	6	7
8. I have extensive vocabulary.	1	2	3	4	5	6	7
9. I am proficient in grammar.	1	2	3	4	5	6	7
10. I can easily read and understand academic publications (articles) in English.	1	2	3	4	5	6	7
11. I can easily read and understand English literary texts (novels, short stories, poems, etc.).	1	2	3	4	5	6	7
12. I can make effective written translation.	1	2	3	4	5	6	7
13. I can make effective oral translation.	1	2	3	4	5	6	7
14. I can make an effective presentation in English.	1	2	3	4	5	6	7
15. I can easily follow the news in English.	1	2	3	4	5	6	7
16. I can easily watch movies without subtitles.	1	2	3	4	5	6	7
17. I can use communication strategies (asking for clarification, confirmation checks, etc.) effectively.	1	2	3	4	5	6	7
18. Other (.....)	1	2	3	4	5	6	7

B3. Please indicate how you evaluate yourself in terms of *Pedagogical Content Knowledge and Skills*.

As an English teacher,	Never	Rarely	Sometimes	Often	Always
a. The use of English/Turkish					
1. I only use English in class.	1	2	3	4	5
2. I only use Turkish in class.	1	2	3	4	5
3. I use Turkish in class when needed.	1	2	3	4	5
4. I encourage students to speak English in class.	1	2	3	4	5
5. I encourage students to speak English outside the classroom.	1	2	3	4	5
6. I speak English slowly in class (foreigner talk).	1	2	3	4	5
7. I allow students to use only English in class.	1	2	3	4	5
8. I allow students to use Turkish in class when needed.	1	2	3	4	5
9. Other (.....)	1	2	3	4	5
b. Students' needs					
1. I encourage students to speak English.	1	2	3	4	5
2. I allow students to learn by themselves (autonomous learners).	1	2	3	4	5
3. I take learning styles of students into account.	1	2	3	4	5
4. I try to keep students' attention alive.	1	2	3	4	5
5. I take individual differences into account when making my decisions about the course (material selection, etc.)	1	2	3	4	5
6. I can answer students' questions.	1	2	3	4	5
7. I prepare activities according to the level of the students.	1	2	3	4	5
8. I take cultural differences into account among students.	1	2	3	4	5
9. Other (.....)	1	2	3	4	5
c. In-class activities					
1. I give homework.	1	2	3	4	5
2. I give feedback on homework.	1	2	3	4	5
3. I make students do projects (annual homework, portfolio, etc.)	1	2	3	4	5
4. I give feedback on projects (annual homework, portfolio, etc.).	1	2	3	4	5

5. I let the students play games.	1	2	3	4	5
6. I let the students have dialogues.	1	2	3	4	5
7. I conduct a role play activity.	1	2	3	4	5
8. I let the students do dramas.	1	2	3	4	5
9. I let the students do pair works.	1	2	3	4	5
10. I let the students do group works.	1	2	3	4	5
11. I summarize the lesson at the end of the lesson.	1	2	3	4	5
12. I prepare handouts for students.	1	2	3	4	5
13. I prepare worksheets for students.	1	2	3	4	5
14. I give real-life examples in class.	1	2	3	4	5
15. I teach English used in daily life.	1	2	3	4	5
16. I use real objects (realia) in the lesson.	1	2	3	4	5
17. I encourage students to explore the language.	1	2	3	4	5
18. I do activities like warm-up, ice-breakers, and starters.	1	2	3	4	5
19. I get feedback from students about the course.	1	2	3	4	5
20. I show you ways to learn English outside the classroom.	1	2	3	4	5
21. I prepare activities that will attract students' attention.	1	2	3	4	5
22. I prepare activities for speaking English.	1	2	3	4	5
23. I focus on learning outcomes (product-oriented).	1	2	3	4	5
24. I focus on learning processes (process-oriented).	1	2	3	4	5
25. I give lesson instructions in English.	1	2	3	4	5
26. I give the lesson instructions in Turkish.	1	2	3	4	5
27. I can be a role model to students.	1	2	3	4	5
28. I can transfer my knowledge effectively.	1	2	3	4	5
29. I use my computer in class.	1	2	3	4	5
30. I use the smart board in the lesson.	1	2	3	4	5
31. Other (.....)	1	2	3	4	5
d. Assessment and evaluation					
1. I ask open-ended questions in exams.	1	2	3	4	5
2. I ask multiple choice questions in exams.	1	2	3	4	5
3. I ask to fill in the blanks in exams.	1	2	3	4	5
4. I ask true/false questions in exams.	1	2	3	4	5
5. I ask translation questions in exams.	1	2	3	4	5
6. I ask students to write paragraphs in exams.	1	2	3	4	5
7. I include in-class performance in the evaluation.	1	2	3	4	5
8. I do oral exams.	1	2	3	4	5
9. I give a project (annual homework, portfolio) grade.	1	2	3	4	5
10. I give homework grades.	1	2	3	4	5
11. I do quizzes.	1	2	3	4	5
12. I allow students to evaluate themselves (self-assessment).	1	2	3	4	5
13. I allow students to evaluate each other (peer-assessment).	1	2	3	4	5
14. Other (.....)	1	2	3	4	5
e. Teaching of language skills					
1. I do activities to improve reading skills.	1	2	3	4	5
2. I teach reading strategies (skimming, scanning, guessing from context, etc.).	1	2	3	4	5
3. I do activities to improve writing skills.	1	2	3	4	5
4. I teach the stages of writing (thinking, drafting, and revising).	1	2	3	4	5
5. I do activities to improve speaking skills.	1	2	3	4	5
6. I teach speaking strategies (asking for clarification, using fillers (Uh, I mean), using conversation maintenance cues (Right, Okay, etc.).	1	2	3	4	5
7. I do not interfere as long as students' pronunciations are clear.	1	2	3	4	5
8. I pay attention to teach correct pronunciation.	1	2	3	4	5
9. I teach the British/American accent.	1	2	3	4	5
10. I do activities to improve listening skills.	1	2	3	4	5
11. I teach listening strategies (listening for general gist, seeking clarification, guessing at meanings, top-down, bottom-up strategies, etc.).	1	2	3	4	5
12. I focus on grammar.	1	2	3	4	5
13. I teach grammar by explaining the rules (deductive teaching).	1	2	3	4	5
14. I teach grammar and rules by making inferences (inductive teaching).	1	2	3	4	5
15. I teach grammar with formal exercises (mechanical drills).	1	2	3	4	5
16. I teach grammar with conversational exercises (communicative drills).	1	2	3	4	5
17. I use a variety of techniques when teaching grammar (charts, objects, maps and drawings, dialogues, and written texts).	1	2	3	4	5

18. I do activities to improve vocabulary.	1	2	3	4	5
19. I teach words in context.	1	2	3	4	5
20. I teach by giving the meanings of words.	1	2	3	4	5
21. I teach words by asking students to write words (e.g. 5 times each).	1	2	3	4	5
22. I teach words with flashcards.	1	2	3	4	5
23. I encourage using a dictionary when teaching vocabulary.	1	2	3	4	5
24. Other (.....)	1	2	3	4	5
f. Error correction					
1. I immediately intervene in verbal errors.	1	2	3	4	5
2. I ignore verbal errors.	1	2	3	4	5
3. I delay correcting verbal errors.	1	2	3	4	5
4. I allow students to correct their own verbal mistakes.	1	2	3	4	5
5. I allow students' verbal mistakes to be corrected by their friends.	1	2	3	4	5
6. I correct verbal errors directly.	1	2	3	4	5
7. I correct verbal errors indirectly.	1	2	3	4	5
8. When correcting verbal errors, I decide according to the type of error (grammar, pronunciation, etc.).	1	2	3	4	5
9. I immediately intervene in written errors.	1	2	3	4	5
10. I ignore written errors.	1	2	3	4	5
11. I correct written errors indirectly.	1	2	3	4	5
12. I correct written errors directly.	1	2	3	4	5
13. I correct written errors with codes (e.g. S for spelling, P for punctuation)	1	2	3	4	5
14. When correcting written errors, I decide according to the type of error.	1	2	3	4	5
15. I allow students correct their own written errors.	1	2	3	4	5
16. I postpone corrections in writing to subsequent drafts (e.g. second draft).	1	2	3	4	5
17. I reward the truth of the students.	1	2	3	4	5
18. I balance reward and criticism.	1	2	3	4	5
19. Other (.....)	1	2	3	4	5
g. Classroom management					
1. I come to class prepared.	1	2	3	4	5
2. I prepare a syllabus (for a Semester/Weekly).	1	2	3	4	5
3. I follow the course syllabus.	1	2	3	4	5
4. I prepare lesson plan (Weekly).	1	2	3	4	5
5. I follow the lesson plan.	1	2	3	4	5
6. I can manage the class.	1	2	3	4	5
7. I am the only authority in the class.	1	2	3	4	5
8. I manage class time carefully.	1	2	3	4	5
9. I prevent the lesson from being boring.	1	2	3	4	5
10. I encourage the continuation of the course.	1	2	3	4	5
11. I encourage the student to take the floor.	1	2	3	4	5
12. I ask students questions.	1	2	3	4	5
13. I wait a certain amount of time (wait-time) for students to respond.	1	2	3	4	5
14. I give students equal opportunity to speak.	1	2	3	4	5
15. I walk around the classroom.	1	2	3	4	5
16. I maintain class order.	1	2	3	4	5
17. I use the classroom board effectively.	1	2	3	4	5
18. I adjust the classroom organization according to the language teaching method (U-shape, semicircle, etc.).	1	2	3	4	5
19. I use non-verbal means of communication (eye contact, facial expression, etc.).	1	2	3	4	5
20. I create a positive classroom environment.	1	2	3	4	5
21. I can get students achieve desired behaviours	1	2	3	4	5
22. I can prevent undesirable behaviour.	1	2	3	4	5
23. I can change the undesirable behaviour.	1	2	3	4	5
24. I set the classroom rules myself.	1	2	3	4	5
25. I set the classroom rules together with the students.	1	2	3	4	5
26. I make sure class rules are followed.	1	2	3	4	5
27. I consider the relationships between students when making my classroom decisions.	1	2	3	4	5
28. I make my students pay attention to their relationship with me.	1	2	3	4	5
29. Other (.....)	1	2	3	4	5
h. The use of resources					
1. I use the textbook effectively.	1	2	3	4	5
2. I feel the need for additional resources.	1	2	3	4	5

3. I use internet resources.	1	2	3	4	5
4. I use sources from foreign publishers as additional materials.	1	2	3	4	5
5. I use resources from Turkish publishers as additional materials.	1	2	3	4	5
6. I conduct the lesson by focusing only on the textbook.	1	2	3	4	5
7. I am committed to the curriculum.	1	2	3	4	5
8. I use computer technologies.	1	2	3	4	5
9. I use visual material.	1	2	3	4	5
10. I use audio material	1	2	3	4	5
11. I use audio-visual material (video, film, etc.).	1	2	3	4	5
12. I do not stick to the textbook.	1	2	3	4	5
13. I use English literary texts (story, poetry, etc.).	1	2	3	4	5
14. I use English songs.	1	2	3	4	5
15. I adapt the course material when necessary (adaptation).	1	2	3	4	5
16. Other (.....)	1	2	3	4	5
i. Teacher accessibility					
1. I meet students face-to-face outside the classroom.	1	2	3	4	5
2. I am in contact with students by phone (WhatsApp, SMS, etc.).	1	2	3	4	5
3. I communicate with students by e-mail.	1	2	3	4	5
4. I communicate with students via social media (Facebook, Instagram, etc.).	1	2	3	4	5
5. I meet face-to-face with parents.	1	2	3	4	5
6. I am in contact with the parents by phone (WhatsApp, SMS, etc.).	1	2	3	4	5
7. I am in contact with parents via e-mail.	1	2	3	4	5
8. I communicate with parents via social media (Facebook, Instagram, etc.).	1	2	3	4	5
9. Other (.....)	1	2	3	4	5

B4. Please indicate how you evaluate yourself in terms of Socio-Affective Knowledge and Skills.

As an English teacher	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
1. I establish good relations with students.	1	2	3	4	5	6	7
2. I give enough attention to each student.	1	2	3	4	5	6	7
3. I am sensitive to students' individual language problems.	1	2	3	4	5	6	7
4. I determine in-class activities according to students' levels.	1	2	3	4	5	6	7
5. I encourage students to ask where they do not understand.	1	2	3	4	5	6	7
6. I help students in class.	1	2	3	4	5	6	7
7. I help students outside class.	1	2	3	4	5	6	7
8. I use various teaching techniques to increase motivation.	1	2	3	4	5	6	7
9. I take students' concerns into account.	1	2	3	4	5	6	7
10. I take students' opinions into account.	1	2	3	4	5	6	7
11. I take students' stress into account.	1	2	3	4	5	6	7
12. I empathize with students.	1	2	3	4	5	6	7
13. I do not scare students with grades.	1	2	3	4	5	6	7
14. I do not frighten students by complaining to their parents.	1	2	3	4	5	6	7
15. I do not threaten the student.	1	2	3	4	5	6	7
16. I express my feelings to students.	1	2	3	4	5	6	7
17. I allow students to express their feelings.	1	2	3	4	5	6	7
18. I accept the mistake I made.	1	2	3	4	5	6	7
19. I make jokes in class.	1	2	3	4	5	6	7
20. I take individual differences into account.	1	2	3	4	5	6	7
21. I try to attract students' attention.	1	2	3	4	5	6	7
22. I do not put pressure on students.	1	2	3	4	5	6	7
23. I make learning English fun.	1	2	3	4	5	6	7
24. I motivate underachieving students.	1	2	3	4	5	6	7
25. I try to make underachieving students participate in classroom activities.	1	2	3	4	5	6	7
26. I respect students as individuals.	1	2	3	4	5	6	7
27. I help students gain self-confidence.	1	2	3	4	5	6	7

28. I make students feel confident in learning English.	1	2	3	4	5	6	7
29. I motivate students to learn English.	1	2	3	4	5	6	7
30. I call students by name.	1	2	3	4	5	6	7
31. I like my job.	1	2	3	4	5	6	7
32. I leave my personal problems outside the classroom.	1	2	3	4	5	6	7
33. I provide a friendly classroom environment.	1	2	3	4	5	6	7
34. I act fairly when making decisions.	1	2	3	4	5	6	7
35. I am sensitive to students' personal problems.	1	2	3	4	5	6	7
36. I help students one-on-one.	1	2	3	4	5	6	7
37. Other (.....)	1	2	3	4	5	6	7

B5. Please indicate how you evaluate yourself in terms of Cultural Knowledge and Skills.

As an English teacher	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
1. I know about my own culture.	1	2	3	4	5	6	7
2. I follow cultural events related to my own culture.	1	2	3	4	5	6	7
3. I have knowledge about target language (British/American) culture.	1	2	3	4	5	6	7
4. I am knowledgeable about world cultures.	1	2	3	4	5	6	7
5. I cover the differences between cultures in the course.	1	2	3	4	5	6	7
6. I include cultural knowledge transfer in the course.	1	2	3	4	5	6	7
7. I introduce the target language culture (British/American) to the students.	1	2	3	4	5	6	7
8. I introduce the world culture to the students.	1	2	3	4	5	6	7
9. I teach culture in various ways (video, music, painting, clothes, food, etc.).	1	2	3	4	5	6	7
10. I create opportunities for students to experience the target language culture outside the classroom (Internet, email, etc.)	1	2	3	4	5	6	7
11. I introduce different cultures where English is used as a second language (such as India, Pakistan).	1	2	3	4	5	6	7
12. I introduce different cultures where English is used as a foreign language (such as Russia, China, Türkiye).	1	2	3	4	5	6	7
13. I emphasize the importance of the relationship between language and culture in language teaching.	1	2	3	4	5	6	7
14. I allow students to question cultural biases.	1	2	3	4	5	6	7
15. Other (.....)	1	2	3	4	5	6	7

B6. Please indicate how you evaluate yourself in terms of *Professional Development*.

As an English teacher,	Never	Rarely	Sometimes	Often	Always
1. I attend various seminars.	1	2	3	4	5
2. I attend various academic conferences as a listener.	1	2	3	4	5
3. I make presentations at various academic conferences.	1	2	3	4	5
4. I attend various academic workshops.	1	2	3	4	5
5. I attend video conferences.	1	2	3	4	5
6. I follow web-based seminars (ELT webinars).	1	2	3	4	5
7. I follow online courses (coursera, futurelearn etc.).	1	2	3	4	5
8. I watch educational videos on channels like Youtube.	1	2	3	4	5
9. I follow professional development blogs.	1	2	3	4	5
10. I follow groups for professional development in social media sites (facebook, etc.).	1	2	3	4	5
11. I follow professional publications (books, magazines, articles, etc.).	1	2	3	4	5
12. I cooperate with my colleagues.	1	2	3	4	5
13. I attend in-service trainings in Türkiye.	1	2	3	4	5
14. I attend in-service trainings abroad.	1	2	3	4	5
15. I use reflective teaching tools (teaching diary, student feedback, etc.).	1	2	3	4	5
16. I do research about my in-class practices.	1	2	3	4	5
17. I do research on the problems I encounter in the classroom.	1	2	3	4	5
18. I become a member of relevant scientific organizations (IATEFL, INGED etc.).	1	2	3	4	5
19. Other (.....)	1	2	3	4	5

Your perspectives regarding the characteristics of an effective English language teacher are highly valuable for my study. Therefore, would you like to share your contact details with me for an interview in the future?

Electronic mail address :

Mobile phone number :

Thank you very much for your contribution.

Appendix 4: The Semi-Structured Interview Questions in Turkish and in English

Yarı-Yapılandırılmış Mülakat Soruları

1. Kendinizi kısaca tanıtır mısınız? (Yaşınız, Çalıştığınız okul seviyesi, il, lisans mezuniyetiniz, lisansüstü eğitim, deneyim yılınız vb.) (Yazılı cevaplayacaklar için cinsiyet)
2. Etkili İngilizce öğretmeni sizin için neyi ifade ediyor? Etkili İngilizce öğretmenini tanımlayabilir misiniz?
3. Mezun olunan bölümün sizce etkili İngilizce öğretmeni olmak ile ilişkisi var mıdır?
4. İngilizce öğretmenliği söz konusu olduğunda ELT ve Non-ELT mezunu öğretmenlerin karşılaştırılması yapılmaktadır. İki öğretmen grubu arasında hangisinin daha etkili öğretmen özellikleri taşıdığı konusunda fikir ayrılıkları bulunmaktadır. Bu tartışma hakkında siz ne düşünüyorsunuz, sizin fikirleriniz nelerdir?
5. Yabancı Dil öğretimine ve/veya İngilizce öğretmenliğine dair felsefenizden bahsedebilir misiniz? Hem öğretmeye hem de öğrenmeye ilişkin değerlerinizi, inançlarınızı ve hedeflerinizi açıklayabilir misiniz?

- *öğretme ve öğrenme hakkındaki inançlarınızı yansıtan bir ifade?
- *disiplininiz bağlamında etkili bir öğretmen olmaya ilişkin temel fikirleriniz?
- *öğretimle ilgili değerleriniz ve inançlarınız?
- *sizi ve rolünüzü bir öğretmen olarak tanıtan kişisel ifadeleriniz?

Semi-Structured Interview Questions

1. Could you briefly introduce yourself? (Your age, the school level you work with, your location, your undergraduate degree, postgraduate education, years of experience, etc.) (For written responses, please specify your gender.)
2. What does an effective English teacher mean to you? Can you describe the characteristics of an effective English teacher?
3. Do you believe there is a relationship between your academic background and being an effective English teacher?
4. When it comes to English language teaching, there is an ongoing debate comparing ELT and Non-ELT graduates. There are differing opinions on which group possesses more effective teaching qualities. What are your thoughts on this matter, and what are your personal views?
5. Could you elaborate on your philosophy regarding foreign language teaching and/or English language teaching? Can you share your values, beliefs, and goals related to both teaching and learning?

- *An expression reflecting your beliefs about teaching and learning.
- *Fundamental ideas regarding becoming an effective teacher within your discipline.
- *Your values and beliefs related to instruction.
- *Personal statements that describe you and your role as a teacher.

CURRICULUM VITAE

Zeynep ÖZTÜRK DUMAN attended first grade at Gazi Primary School in Artvin and continued her primary education at Reşadiye Primary School and her secondary education at Zihni Derin Secondary School in Rize. Following her graduation from Rize Anatolian High School in 2002, she attended the Department of English Language and Literature at Karadeniz Technical University in Trabzon. After receiving her BA in 2007, she started to work as a research assistant at Artvin Çoruh University. She completed her MA in Applied Linguistics at Karadeniz Technical University. As of May 2023, she left her research assistantship and started to work as a lecturer at the Department of English Language and Literature at Karadeniz Technical University.

ÖZTÜRK DUMAN is a mother of a beautiful daughter. She speaks English and German.