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**WHAT MAKES A GOOD LANGUAGE TEACHER? TEACHER
TRAINERS' VIEWS AND SUGGESTIONS**

**Nagehan DEMİRDAĞ
A Master's Thesis**

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**İYİ BİR İNGİLİZCE ÖĞRETMENİNİ İYİ YAPAN NİTELİKLER
NELERDİR? ÖĞRETMEN EĞİTMENLERİNİN GÖRÜŞLERİ VE
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What Makes A Good Language Teacher? Teacher Trainers' Views And Suggestions

(A Master's Thesis)

Nagehan DEMİRDAĞ

ABSTRACT

Teachers have a very crucial role in the learning process. This creates a concept of good or in other words effective teachers and ineffective teachers. However, the definition of a good teacher has been difficult to outline for long. For this reason, the researchers were interested in the qualities of a good language teacher from the perspectives of teacher trainers in the ELT programs through a qualitative approach. The questions addressed are: How do teacher trainers in ELT programs conceptualize the term 'effective English language teacher' through metaphors? What characteristics do effective teachers have according to these trainers? and do they consider the current language teacher education program fit for training effective language teachers? To this end, an online survey with open-ended questions were designed and distributed via Google Forms to explore the ELT teacher trainers' perceptions of a good language teacher and the appropriateness of teacher education programs for training effective language teachers. The results show that being able to use the knowledge of methodologies, knowledge of teaching four skills (Listening, Reading, Writing, Speaking), 21st century skills, adjusting his/her own teaching styles and strategies, being motivated and motivating and showing empathy are stated as major traits of a good language teacher. Moreover, metaphors that describe a good language teacher is mostly related as a resource person, such as the sun, sunshine and tree. Additionally, the current language teacher program was not considered fit for training effective language teachers as it failed to prepare student teachers for real-world English language teaching conditions. The results offered implications for language teacher education curriculum and teacher education policies.

Keywords: Effective teachers, English Language Teaching (ELT), Perceptions, Teacher education

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İyi bir İngilizce öğretmenini İyi yapan Nitelikler Nelerdir?

(Yüksek Lisans Tezi)

Nagehan DEMİRDAĞ

ÖZ

Öğretmenlerin öğrenme sürecinde çok önemli bir rolü vardır, bu nedenle bu iyi ya da başka bir deyişle etkili öğretmen ve etkisiz öğretmen kavramını oluşturur. Bununla birlikte, iyi bir öğretmenin tanımını uzun zamandan beri özetlemek zor olmuştur. Bu nedenle araştırmacılar, ELT programlarında öğretmen yetiştiricilerinin bakış açısıyla iyi bir dil öğretmenin nitelikleriyle nitel bir yaklaşımla ilgilenmişlerdir. Ele alınan sorular şunlardır: İngilizce Öğretimi programlarındaki öğretmen eğitimleri “metaforlar aracılığıyla etkili İngilizce öğretmeni” terimini nasıl kavramsallaştırmaktadır? Bu eğitimcilerle ilgili etkili öğretmenlerin özellikleri nelerdir? ve mevcut dil öğretmeni eğitim programını etkili dil öğretmenleri yetiştirmeye uygun buluyorlar mı? Bu amaçla, ELT öğretmen eğitimcilerinin iyi bir dil öğretmeni hakkındaki algılarını ve etkili dil öğretmenleri yetiştirmek için öğretmen eğitimi programlarının uygunluğunu araştırmak için Google Formlar aracılığıyla açık uçlu sorular içeren bir çevrimiçi anket tasarlanmış ve dağıtılmıştır. Sonuçlar, yöntemlerin uygulama bilgisini kullanabilme, dört beceriyi öğretme bilgisi (Okuma,yazma, dinleme,konuşma), 21. yüzyıl becerileri, öğretim stil ve stratejilerini uygulayabilme, motive ve motive edici olma ve empati göstermenin iyi bir dil öğretmenin başlıca özellikleri olarak ifade edildiğini göstermektedir. Ayrıca iyi bir dil öğretmeni betimleyen metaforlar çoğunlukla güneş, güneş ışığı ve ağaç gibi bir kaynak kişi kategorisiyle ilişkilidir. Ek olarak, mevcut dil öğretmeni programı, öğretmen adaylarını gerçek dünyadaki İngilizce öğretim koşullarına hazırlamada başarısız olduğundan, etkili dil öğretmenleri yetiştirmek için uygun görülmemektedir. Sonuçlar, dil öğretmeni eğitimi müfredatı ve öğretmen eğitimi politikaları için çıkarımlar sunmaktadır.

Anahtar Kelimeler: Etkili Öğretmen, İngilizce Dil Öğretimi, Algı, Öğretmen Eğitimi.

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LIST OF ABBREVIATIONS

EFL:	English as a foreign Language
ELT:	English Language Teaching
HEI:	Higher Education Institution
L2:	Target Language
MoNE:	Ministry of National Education



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CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, statement of the problem and purpose of the thesis, followed by the research questions, the significance of the study and definitions of the relevant terms.

1.1 Background of the Study

Teachers have been the core actor/mechanism of education for hundreds of years. A good teacher is the mediator who uses the educational institutions' all available opportunities to create the best learning environment for the learners. It can be stated that teachers have a very crucial role in the learning process. This creates a concept of a good or in other words effective teachers and ineffective teachers. It can be said the term 'good' is interchangeably used as 'effective' regarding a teacher. Moreover, the definition of a good teacher was difficult to be outlined for long. Even though White and Burke (1993) state that there might not be a clear definition of a good teachers' personal characteristics, Weimer (1993) explains that the characteristics of a good and effective teacher is very distinctive among the ineffective teachers. "The most important personal characteristics of an effective teacher are readiness, being sincere and humorous, reliable, creating the expectations of high success, encouraging and supportive, systematic, adaptable and knowledgeable." (Cruickshank et al., 1995, pp. 315-328). Moreover, the background of effective teacher's traces back to their educational training to be a teacher. Grossman (1989) investigated whether teacher education would make any difference and conducted a case study with six English teachers, three of whom graduated from teacher education institutions. She stated that teachers benefit from their pedagogical knowledge to make the teaching and learning process to be better achieved by the learners.

1.2. The Statement of the Problem

In recent years, there have been many studies regarding effective teachers and these studies have been conducted with students, in service teachers and teachers currently working in the field (e.g. Çakmak M. and Gündüz, 2018; Göksel and Söylemez, 2018; Kalay, 2014). However, even though what an effective 'language' teacher has been explored there is a gap of teacher trainers' perspective and perceptions regarding effective language teachers. Furthermore, what can be said about the language teacher education program that is in use in Turkey? Although the pre-service teachers graduate with high grades, they are likely to be as successful as they are in terms of being a good teacher? Are the practices both in the curriculum and micro-teaching enough for the students to acquire the competencies and fit to be a good teacher? What actually makes a good teacher? These questions still await further answers with the support of research findings.

1.3. The Purpose of the Study

Teaching is said to be a versatile and complicated continuum, and teachers are considered to be one of the most important part of this system. Thus, when teachers ignore learners' needs and contemplations, along with teaching, the learning continuums become demotivating and the classroom transpiciates into a simple setting for the students (Baytur & Razi, 2015). In this sense, to describe the qualities of a good language teacher, it is vital to deeply explore the characteristics of an effective teacher and to develop and offer English teacher education programs of good quality for prospective teachers. Moreover, regarding teachers-in-training, professional development programs should be highlighted for promoting the teaching process itself (Abu-Rahma, 2007).

The need for explaining what a good and effective teacher requires clarification from the experts of the field. Moreover, to better understand the reasons, tracing the background of the education of the effective teachers will clarify and create a better understanding. The current study aims to determine the qualities of a good teacher by obtaining the views of teacher trainer working in the field of English Language Teaching. Furthermore, the study aims to explore the conceptualizations of what an

effective teacher is and if the training program is fit to prepare students as effective teachers.

In order to understand in deeper view of what qualities makes a good teacher, crucial information from trainees needs to be explored and gathered. In line with the aim of the study, the following questions were formulated:

RQ.1- What characteristics do effective teachers have according to teacher trainers?

RQ.2- How do Turkish teacher trainers in ELT conceptualize the term ‘effective English language teacher’ through metaphors?

RQ.3- Do they think the current language teacher education program is fit for training effective language teachers?

1.4. The Significance of the Study

Recently many previous studies have researched the term good or in other words effective language teachers from the views and suggestions from EFL students, pre-service teachers and teachers currently working in the field (e.g. Çakmak M. and Gündüz, 2018; Göksel and Söylemez, 2018; Stronge, 2011). Their studies have been mostly based on quantitative means of data collection with surveys which are closed-ended questionnaires providing limited, narrow information within the surveys. Yet, this study deals with the teacher trainers’ views and conceptualizations as to what makes one as an effective teacher by using qualitative means of data with open-ended questions by encouraging them to use metaphors to create an understanding of teacher trainers’ cognition. Furthermore, the study aims to present the connection with the present language teacher program in Turkey by exploring how fit the education program to meet the needs of creating an effective language teacher?

1.5 Assumptions

It is assumed that the participants of the current study reflect a large majority of teacher trainers’ working in ELT department of education faculties in Turkey. It is also assumed that the participants answered the questionnaire consciously. Moreover, the

study supposes that the participants answered the questionnaire voluntarily and sincerely.

1.6 Limitations

This study has a few limitations. In regard of the results of the present study, the generalization made accordingly may not be widely generalized due to the small sample size. Also, the study is limited in that the questions in the survey contained terms which are open-ended as definitions and meanings can vary from person to person, such as qualities as kind, creative, or loving are a matter of personal perspective.

1.7. Definition of Key Concepts

Target Language (L2): A language other than one's native language that is being learned (merriam-webster.com).

English as a Foreign Language (EFL): English as taught to people whose main language is not English and who live in a country where English is not the official or main language (dictionary.cambridge.org).

English Language Teaching (ELT): The practice and theory of learning and teaching English for the benefit of people whose first language is not English (collinsdictionary.com).

Ministry of National Education (MoNE): Is a government ministry of the Republic of Turkey, responsible for the supervision of public and private educational system, agreements and authorizations under a national curriculum.

Higher Education Institution (HEI): an educational institution of collegiate or more advanced grade. Higher education comprises all post-secondary education, training, and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities (United Nations Educational Scientific and Cultural Organization).

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

This chapter mainly discusses the concept of good language teacher and educational institutions that are responsible of raising one. The main aim of this chapter is to review the literature related to this specific area.

2.1.1. Teacher education. The term *good* has a different point of view among different researchers in the teaching field. Kounin (1970) defines a good teacher as an instructor who handles inappropriate student behaviors, manages to compete, and manages appropriate pacing throughout the curriculum. In addition, some researchers such as Stronge (2002) refer to good teachers as *effective teachers* who get positive feedback from their supervisors and have successful students with appealing grades. Consequently, the term is identified by its competency skills, Kennedy et al. (2009), state Hartle (1995) defines competency as ‘a characteristic of an individual that has been shown to drive job performance’ (p. 3). It can be proposed that he is referring to both visible skills and subject knowledge as much as the underlying ones such as motives and characteristics. Moreover, he summarizes his idea as “competencies describe what makes people effective in a given role” (p.10). On the other hand, many researchers have doubted the reliability practicality, and validity of these competencies (e.g., Barnett, 1994; Hyland, 1994) The onion model, which is originally based on Bateson’s model, was presented by Korthagen (2004). It defines various factors that are involved in teaching.

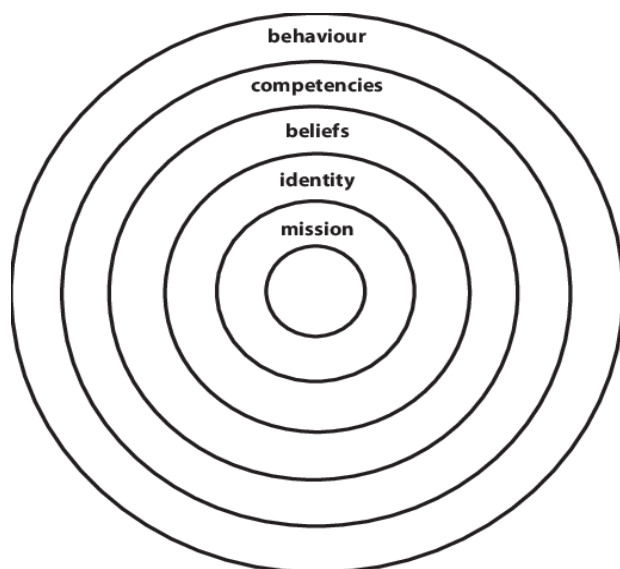


Figure 1. The onion: a model of levels of change.

Figure 1. represents the core qualities of a teacher. Its aspects are *the mission, teacher identity, teaching beliefs, competencies, and behavior*. Moreover, *the environment* externally affects all of the processes. In short, it is an aspect outside the core that is not in the hand of the teacher, uncontrollably existing. However, it affects teaching and learning in various ways. All in all, this model aims to probe into what affects, creates, and underlies a teacher's performance. On the other hand, many researchers have doubted the reliability, practicality, and validity of these competencies (e.g., Barnett, 1994; Hyland, 1994). Moreover, Grossman (1990) states that aside from the knowledge of the subject matter, teachers benefit from their pedagogical knowledge to make the teaching and learning process to be better achieved among the learners. Reported that some researchers refer to a good language teacher by focusing on its visible competencies, some explain it by focusing on the competencies underlying. It is common knowledge that both of them are crucial in the process of being a good teacher.

Furthermore, the question 'Does teacher education make a difference?' has been asked and answered many times. Grossman (1989) stated that the answer is quite probable by drawing policymakers' attention to the findings of a study. The lack of subject matter knowledge and alternative certification programs can lead the teachers to suffer in the classroom. Moreover, to learn how to teach directly in the classroom could be ineffective without the use of frameworks to help make sense of the conflicts and problems that new teachers face. It is known that teacher education is simply a kind of

education provided for pre-service teachers to develop skills to overcome all the necessary tasks and meet the requirements of the profession which are teacher competence and proficiency. Darling-Hammond and Bransford (2005) stated that “Teaching teachers is the most demanding kinds of professional preparation” pointing out that teacher educators are in charge of constant model practices, creating powerful learning experiences, supporting the process, understanding, and assessing attentively (p.441). Moreover, regarding teacher education, Dewey highlighted that teacher educators should rethink the previous and current education system and guide the students and added “Teacher educators have a responsibility to arrange learning environments for beginning teachers to promote sequential experiences leading to increased understanding of how children learn, how the mind answers to mind.” (p.260). Furthermore, experiences which are gained may then benefit beginner teachers to develop themselves as true “students of teaching” instead of classroom technicians (p.268). On the other hand, the meaning of education given to teachers has changed and developed itself since, as a matter of fact, the current 21st-century teacher and students have changed in various ways. Throughout the years the changing needs of students in the classroom have had the teacher and the teacher educator to adapt and question themselves throughout the process creating awareness about teacher education and why the needs are not met accordingly.

In relation to international teaching programs, Darling-Hammond (2006) cross-checked a few promising teaching programs about practices and policies. She stated that teaching programs are systems for teachers and for leadership development that combine theory with practice. Moreover, she emphasized some reassuring regulations that are found beneficial regarding teacher learning and teacher teaching. She pointed out that competitive salaries for teachers working in granted institutions, to associate theory and practice through attentive coursework and environments foster good practice and teacher performance evaluations should be based on professional standards that link student learning to classroom instruction. Furthermore, policymakers should give importance to create induction models that help new teachers by providing expert mentorship, collaborative planning, and decreased teaching loads that provide time for in-service seminars and the purposeful development of a range of practices. Another highlighted arrangement is the support for meaningful professional development which lets teachers learn from each other on

a regular basis, both within and outside schools and institutions. Lastly, she emphasized “the significance of ‘profession-wide capacity buildings’ which encourages experienced teachers and administrators to lead a system where effective classroom and school practices are recognized.” (p306-307).

In this sense, as Comeaux (1990) mentioned in her book review that Grossman (1990) put forward the following question: “Does teacher education make a difference?” (p. 379). She continues by stating that aside from the knowledge of the subject matter, teachers benefit from their pedagogical knowledge to make the teaching and learning process to be better achieved among the learners. That is, she actually hints that the courses tailored for pedagogical as well as discipline-specific purposes in language teacher education programs play a great part in training effective language teachers. Therefore, it can be put forward that the education of teachers is crucial. Grossman (1990) states four general features that create a scheme of teacher education as:

“... a coherent vision of teaching and learning, organized around the specific subject matter to be taught; a collaborative relationship among professor, supervisors, and students in which the prospective teachers helped construct their involving knowledge concerning the teaching of English for which they could feel a sense of ownership; the existence of necessary support, or ‘scaffolding’ for prospective teachers as they acquired the skills and pedagogical perspective for teaching and developed a reflective stance toward practice; and a developmental perspective on learning to teach in which the curriculum provided the knowledge and skills appropriate for both the current and future needs and concerns of prospective teachers.” (Grossman, 1990, p. 139)

Although combinations of these vital features might be rare in teacher education programs it can be put forward that these programs should be analyzed in terms of to what extent do prospective teachers internalize the knowledge they learn from their program. Prospective teachers should have more chances to help develop teacher education programs. Moreover, the relationship between subject-specific coursework and teachers’ practice and beliefs should be taken into consideration.

2.1.1.1. Language teacher education. Many of the current developments in language teacher education are based on general teacher education theory and practice, as a matter of fact, language teacher education can be specified as a micro world of it (Crandall, 2000). It can be said that in the language teacher education process is being aware of the fact that their learnings will affect their teachings is a primary aspect. Previous studies have mentioned that language teachers should have linguistic

competence and pedagogical abilities (Freeman, 1998). Moreover, recent studies emphasized that it is essential for them to have both fundamental and pedagogical knowledge (Gregersen and MacIntyre, 2017). Depending on the facilities of the language institutes, the teachers of EFL may be native English speakers or professional non-native speakers (Cook, 1999; Day, 1993). Freeman's idea was later revised, as he emphasized the importance of EFL teachers' learning process which was contextualized and shaped by people they communicate, work along with. In other words, the reason was connected with the environment they were surrounded by which they teach and learn at the same time (Johnson, 2009).

The concept of training foreign language teachers is still an area developing, although teacher training programs have been around for a long time. Crandall (2000) explains four main shifts that has occurs in the language education system from past to present. Firstly, there is a shift towards constructivist approaches from transmission approaches which means instead of traditional approaches, which emphasize teachers to learn and use the best practices as passive participants, actively involve teachers as the primary source of knowledge making them the decision maker of the process (Johnson, 1999). Secondly, emphasizes that programs fail to meet the changing needs in the classroom, teacher trainers, in-service teachers, preservice teachers, experienced teachers and novice teachers need to work together to establish the knowledge and skills to meet the needs. Thirdly, observing and reflecting on their teaching as much as possible is a vital resource for teachers to flourish as an effective language teacher. Lastly, he mentions that language teacher education is not a period of learning it is a process which constructs develops itself lifelong. In other words, it is said that if the aim is to teach a language professionally, continually evaluating and experimenting with the guide of practitioners and experts in the field is a must.

In light of the previous studies, discussion on the constituents of the notion of effective language teachers, one vital factor that has not been considered much in previous studies is the role of language teacher education programs in terms of training and educating effective language teachers. Put differently, the extent to which language teacher education programs (the courses offered to pre-service teachers) contribute to raising qualified language teachers is relatively unknown at present. There are studies which researched the effects of language teacher education programs on the

characteristics of perceived effective teachers. Furthermore, questions still emerge. For example, although pre-service teachers graduate with high grades, it is not certain whether they would be as successful as they are in terms of being a good teacher in their practices or whether the practices and theoretical knowledge would be enough for the students to acquire the competencies and fit to be a good teacher.

2.1.2. English language teaching in Turkey. The first Teachers' school was opened in 1948 as 'Darülmua'llimin', it was stated as the official start of teacher education (Aydın, 2007). However, the need for teacher education programs, especially foreign language teacher education programs, has been mentioned before. In the following years, two educational sciences institutes Gazi Institute in Ankara and Capa Institute in Istanbul were established under the name of foreign language teaching departments. This was a crucial step in Turkish history as it was the first time (Güneş, 2009). Regarding the language teacher policy in the 1940s and 1980s was not planned well enough as the lack of language teacher's numbers pushed the system to hire teachers which were not language graduates (Altundiş, 2006). It can be said this is unfortunately still a problem occurring and results in poor quality of teaching (Nergis, 2011). Furthermore, after the academic year 1978-1979, they were renamed as Higher Teacher Training Schools and opened programs that were 4 years (Aydın, 2007). Öztürk (2005), stated that after the 1980s, some changes were made in teacher education. First, the stake holders tried to standardize teacher education in general. Second one which was a significant decision, the number of hours that prospective teachers spent in schools was increased by 200% for students in all faculties of education. The innovation of the language teacher education systems continued in 1997, with the collaboration of HEI and the Ministry of education which worked together (Grossman et al., 2007). The aim was to increase the quality of the language teachers graduating as the current curricula did not quite prepare language teacher candidates for the profession as a modern teacher (YOK, 2014). It is reported that the curriculum was newly designed as the results highlighted the gap between the syllabus rhetoric and classroom practice (Kırkgöz, 2017). Furthermore, in 2005 a curriculum renewal occurred by the national English language teachers in the field with the supervision of HEI. The renewed education program aimed to raise teachers to

internalize the fact that education was a life-long process which emphasized ‘on teaching communication, problem-solving, critical thinking, interpersonal and lifelong-learning skills. ’ (Kırkgöz, 2017, p.245). The programs were structured as 50% subject-matter knowledge, 30% Pedagogical knowledge and 20% of knowledge that covered general culture. Moreover, a directive was signed among the Ministry of National Education and HEI in 2008 to establish a respectable relation among two essential institutes in teacher education. It is stated that the from time to time language education programs in Turkey needed shifts to meet the needs of the changing global world. Furthermore, a research done by TEPAV Economic Policy Research Foundation, the British council concluded that regarding higher education, to enhance the in-service teacher training program the need of comprehensive and retainable program which raises language teachers that are motivated and uses English as a communication tool is the solution (Vale et al, 2013). Furthermore, Moreover, in 2015 TEPAV investigated 38 universities in Turkey. Academics were asked to fill in a questionnaire and classrooms were observed the results stated that there were various attempts towards using English as a communicative purpose however pointed out that there were still some problems occurring with the teacher and learner (Kırkgöz, 2017).

2.1.2.1. 2018 Language teacher education program. In each section of the ELT program in Turkey, it is stated that it has an approved and obligatory program during the educational process, while optional courses, materials, course books, and exams are used (Karakas, 2012; Yavuz & Zehir Topkaya, 2013). As a consequence of the 1998 and 2006 educational reforms, several reforms were carried out in teacher education in Turkey, very similar to the European Union countries. These revised developments led researchers in the relevant fields to question teacher education programs (Dereobalı & Ünver, 2009). As a result, it is found that the existing programs needed assessment and evaluation (Yavuz & Zehir Topkaya, 2013). Recently for the sake of better teachers, The Council of Higher Education in Turkey updated the English Language Teaching undergraduate course content in 2018 to be used in the 2019-2020 academic year. As Yaman (2008) points out, there are some big and some small changes in contrast with the 2006 course content: A couple of lessons rearranged the names of the courses however not the content. (ex: Community service practices.

Turkish education systems, etc.) Some changed names, some changed both names and terms and some lessons were put newly in the program (ex: *Morals and Ethics education*), some changed names and were decreased as in terms (ex: *Translation, Structure of English, English Education Programs, Methodologies in teaching English*, etc.) (p. 16). It can be said that the number of lessons has increased but the number of course credits and lesson hours have decreased. Moreover, the change of almost every practical lesson turned into theoretical lessons can be revealed as a weakness. *Teaching young learners* and *Teaching English skills*, which had micro-teaching required, is not a practical lesson anymore and is decreased by an hour. The practical lessons left in the course content are *Community service practices*, *Teaching practice 1*, and *Teaching Practice 2*. Yaman (2018) puts forward that ‘‘even though *Subject matter knowledge* seems to fall behind the total lessons of Professional Teaching Knowledge, with Optional Courses can overcome the lack of subject matter, cultural and general knowledge to manage a good teacher.’’ (p. 16). The latest ELT program that is currently used in Turkey has started to be used in May 2018 which was released by Higher Education Council (HEC). The ELT 2018 curriculum contained courses related to Subject matter knowledge, Pedagogical knowledge and Cultural knowledge with total 62 courses in eight terms. The courses which were related to subject matter knowledge are Reading skills 1 and 2, Writing skills 1 and 2, Listening and Pronunciation 1 and 2, Oral communication skills 1 and 2, Structure of English, English Literature 1 and 2, Linguistics 1 and 2, Critical Reading and Writing, Approaches in English Language Learning and Teaching, Teaching Programs in English Teaching, Language Acquisition, Teaching English to Young learners 1 and 2, Teaching English Language Skills 1 and 2, Teaching Language and Literature 1 and 2, Developing Course Content in English Teaching, Translation, Preparing Exams in English Language Teaching, Optional 1-6, 32 lessons in total. Furthermore, courses which were related to Pedagogical knowledge are Introduction to Education, Educational Sociology, Educational Psychology, Educational Technologies, Principles and Methods in Teaching, Turkish Education History, Educational Research Methods, Classroom Management, Moral and Ethics in Education, Testing and Evaluation in Education, Turkish Education System and School Management, Teaching Practice 1 and 2, Education of Special Needed and Inclusion Teaching, Guidance in Schools and Optional 1-6, 22 courses in total. In addition, courses related

to cultural and general knowledge were Atatürk's Principles and History of Turkish Revolution 1 and 2, Foreign Language 1 and 2, Turkish Language 1 and 2, Information Technologies, Serving Society, Optional 1-4, 12 courses in total.

Furthermore, it can be said that the problem of training foreign language teachers in Turkey is not perfect. Although there have been many attempts toward improving the quality of teacher education in Turkey (Grossman et al., 2010), this reestablishment is still ongoing as a renovation (Grossman & Sands, 2008). Since the value of teachers resolves the value of education (Seferoğlu, 2004), teacher education is an issue that cannot be ignored in both pre-service and in-service education. The first major problem that arises after this brief historical review is the fact that regarding pre-service and in-service levels in foreign language education in Turkey, is not fully thought out well and formed well enough by a philosophical foundation. The source of the reasonable degrees that shape teacher education in this area seems to lie only in modern decisions made politically.

In addition, the MONE and HEI are responsible for decisions regarding the training and hiring of foreign language teachers. However, it can be seen that there is an obvious contradiction between the decisions taken (Seferoğlu, 2004). There is an urgent need to enlighten mutual points to provide a better teacher training program and better foreign language learning throughout Turkey (Altundiş, 2006). In light of all these statements, Nergis (2011) states that working together more efficiently is the key that enables foreign language teaching programs to developed cohering with the decent needs of teachers, moreover adds that in-service education and training programs informed with academic information and teacher recruitment can be made more reliable.

2.1.3. Metaphors to describe a good language teacher. Educators, especially in the field of English language teaching have realized the importance of metaphors which are theoretical, cultural, and linguistic tools for thinking speaking behaving (e.g. Çetin, 2016; Lakoff and Johnson, 1980; Seferoğlu et al, 2009). The Cambridge dictionary defines a metaphor as;

“an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object”

In other words, it is called figurative language which likens an object or subject to one another. To use and understand a metaphor requires deep thinking. Metaphors benefit language learning in many ways, it has a positive impact on learners’ linguistic development as it involves creative thinking approaches that is different from the things, they find in the classroom today (Lakoff and Johnson 1980). It helps individuals to give deeper responses, helps them to think about things they find difficult to put into words literally. The aim is to get them to think about an image or picture. It can be said that it is the essence of active language learning on a deeper level.

Furthermore, it is said that in the recent years’ studies have been emphasizing teachers’ beliefs through metaphors creating an explanation regarding how they make sense of the classroom. Also, it is known that surveys, interviews and observations are crucial in understanding teachers’ cognition, besides them metaphors are also starting to be used to create understandings through teachers’ perspectives (Seferoğlu et al., 2009). Collins and Green (1990) explain that metaphors form our insights and thoughts and this seems to affect our behaviors. Richord (1996) supports the idea that beliefs and actions have a strong connection as they influence each other. For this reason, metaphor elicitation benefits researchers to create understanding about conscious and sub-conscious thoughts and behaviors that reflect their teaching. In other words, similies and images that represent metaphors are not only simple reflections of the unconscious mind, they are crucial values that influences teachers in-class behaviors (Seferoğlu et al., 2009). Lastly it can be said that (Berliner, 1990) every metaphor used to describe teaching, a learning environment and learning itself creates understanding of how we consider our field and this slightly effects the educational programs to go beyond and improve.

2.2. Previous Studies

‘A good teacher is the mediator who uses the educational institutions’ all available opportunities to create the best learning environment for the learners.’

So far, many studies have explored the qualities of an effective teacher and how an effective teacher is brought up in the field of teaching. Del Schalock et. Al (1993) stated that effective teaching involved a dynamic teacher-student and student-teacher communication including pedagogical methods and the characteristics of learners in which the context itself occur. It can be understood that effective teaching occurs when an effective teacher is in the context. Brosh (1996) also highlighted that a desirable characteristic of an effective teacher is one who has mastered the knowledge of the target language. Moreover, Young & Shaw (1998) investigated students' views of effective teachers the results show seven important items that creates an effective teacher, these are stated as the value of the lesson, motivating students, effective communication, organization of the course, comfortable learning environment, being concerned with the students learning and truly respecting students. the significance of teacher education which emphasized that complementing skills are as important as implementing methods. For instance, Arnon and Reichel (2007), who conducted a study among teachers' and beginner teachers' beliefs about an ideal teacher, point out two main aspects, personality characteristics and the professional knowledge of the teacher as the defining characteristics of effective teachers. Furthermore, Walker (2008) explored student teachers' opinions about characteristics of effective teachers through pre and post discussions, the results stated twelve characteristics; prepared, positive, creative, has a sense of humor, forgiving, fair, compassionate, holds high expectations, display a personal touch, cultivate a sense of belonging, admit mistakes and respects students. Moreover, Stronge, Ward, and Grant (2011) conducted a study where high-effective teachers' teaching results and low-effective teachers' teaching results were compared. They observed that the teacher effectiveness variables were classroom management and personal qualities, which has similar results to Stronges' previous study. However, this study did not create a fact-based scheme that pointed out silver bullet practices that backed up teacher effectiveness for all teachers.

Furthermore, regarding effectiveness of language teachers, Politzer & Weiss (1971) conducted a study which observed a group of teachers' behaviors in a classroom to identify the successful teachers. It was stated that "The most favorable attitudes and attitude changes toward foreign language study are produced by teachers who know the language; the most negative results are produced by teachers who teach from open

books!" (p. 52). The study also highlighted the significance of teacher education which emphasized that complementing skills are as important as implementing methods. Furthermore, in the UK, Borg (2006) investigated EFL teachers' views of the characteristics of effective EFL teachers. The results of the study showed that EFL teachers differ from teachers from subjects in terms of subject type, teaching content, teaching methodology, bonding between student and teacher, and variations between native and non-native speakers. Moreover, another study conducted by Arıkan et. Al (2008) with prep-school students in Turkey stated students expected their language teacher to be a native speaker of Turkish thus be fluent and clear in the target language and have the knowledge to teach grammar in a playful way. The results highlighted that an effective language teacher should be "friendly, young, enthusiastic, creative, and humorous person whose gender is not important". In another study conducted by Khojastemehr & Takrimi (2009), investigated the views of 215 Iranian EFL teachers on the salient characteristics of successful EFL teachers. It can be said that the results presented that Iranian EFL teachers perceive teaching techniques more important to effectiveness of teachers than other qualities. Moreover, a study conducted by Wichadee (2010), with participants from Bangkok University, showed that teachers believe a good language teacher had a grasp of English and reflected it on his/her teachings. Also stated interaction with learners and analyzing the needs and objectives of students provided self-confidence and created a good language teacher. The findings presented that students' perceptions and teachers' perceptions were different, students viewed organizational and intercourse skills as the most significant trait, as teachers viewed English proficiency as the most significant trait. Furthermore, Çelik et al (2013) explored the characteristics of an effective language teacher with a survey among 998 undergraduate ELT students in Turkey. Some results were similar to previous studies moreover, the most pronounced results of the study were stated as; being fair in giving decisions (Korkmaz and Yavuz, 2011), success in reducing student anxiety, passion in teaching (Cheung, 2006; Feldman, 1986; Murray, 1991, 1997), having the knowledge and practice of how a word is pronounced and teaching it effectively, teaching speaking effectively, teaching reading effectively, proficient knowledge of grammar, skillful in giving explanations in the mother tongue when needed, effective management skills and sufficient in teaching writing skills (p.294). In addition, a study was conducted by Angari (2016) with 60 Iranian English language

learners using a survey grounded on sub-divisions, and the results showed that an effective language teacher was expected to have good relationships with learners, build their confidence and have classroom management abilities at the same time. Moreover, a study held with 36 English teachers conducted by Yılmaz (2017), investigated language teachers perception of an effective teacher with an open-ended survey and semi-structured interviews, the data showed that teachers perceive an effective teacher as someone who had subject knowledge, methodological knowledge, pedagogical knowledge, skills in teaching, communication, measurement and evaluation, and handling materials, different positive personal qualities and qualities, and who is constantly improving in his or her profession. Additionally, a study which compared views of teachers and students in a prep-school in Turkey regarding a good language teacher, stated results that are gathered from questionnaires and interviews. The results explored results that both teachers and students thought that a good language teacher was talkative, patient, motivating, one who smiles and cheerful, provided stress-free environment, spent time with learners when needed, had good knowledge of the target language, spoke L2 fluent, clear and correct. Also, students in the study also emphasized a good teacher had enthusiasm in class while teachers emphasized the knowledge and usage of methodologies (Kalay, 2017). Furthermore, the findings of the study conducted by Göksel and Söylemez (2018), who investigated pre-service teachers' perceptions of an effective EFL teacher, were not so different from other studies. They identified four main aspects, and the highest score among other varieties was the personality of the teacher 34.5 % that included the personality traits and teacher role. Academic competence followed as the second which comprises professional knowledge and development (26.5%). The third aspect was teaching competence which included instructional process and materials, classroom management, lesson planning, evaluation, and feedback (24.7%). Lastly, a socio-affective skill that comprised attitudes toward the profession and social context was yet a crucial aspect (16.3%). Furthermore, a study conducted by Çakmak and Gündüz (2018) used mixed methods presented the meaning of an effective teacher from ELT students' point of view. Students saw an effective language teacher as someone who was objective, competent, consistent, a person who created positive learning environments which included student motivation, student-centered learning and used technology integration. However, different from previous studies, being authoritative

was highly ranked too which withdrew with student-centeredness. Drawing on the results of these studies, it might be possible to determine that there are several characteristics that make up an effective teacher, yet there are various factors involved internally and externally.

Furthermore, a metaphor study conducted by Seferoglu et al. (2009) investigated three groups junior teachers, senior teachers and in-service teachers' perceptions of a teacher. The results compared three groups perception and stated that a teacher explained as a metaphor or simile mostly fell under the category democratic/participatory teacher with 68% which referred to three sub-categories with the highest scores, teacher as a guide, teacher as facilitator and teacher as a resource person. The findings of the study highlight the importance of teacher education programs and suggested that pre-service teachers' perceptions should be guided to shape their unexamined beliefs in to rational beliefs because of their subtle influence on how they teach and how they learn. Moreover, a study conducted with Iranian EFL learners and teachers' beliefs stated the perceptions of an English language teacher through metaphors, the nine conceptual metaphors were stated as provider of knowledge, nurturer, spiritual guide, innovator, advisor, parent, organizer and friend. Furthermore, both learners and teachers mostly stated metaphors related with provider of knowledge (Torghabeh, 2009). Moreover, a research conducted by Çetin Köroğlu & Ekici (2016) among student teachers regarding metaphors to describe teachers pointed out that students mostly stated a teacher as a culture related image which links cultures and builds bridges in-between. As the highest category was stated as cultural image category, the second most stated category was teachers as a source of knowledge.

Furthermore, Karakaş (2012) examined the English Language Teaching programs in Turkey on a wide scale and states that it has more weaknesses than it has strengths. It is stated that pedagogical and theoretical divisions are effectively dealt with however it is also stated as an out-of-date program which was not very practice-oriented and needed the presence of culture-specific courses. Another study conducted by Karakaş and Yavuz (2018) recently compared the English Language teaching programs in Malaysia and Turkey, regarding the main differences it is stated that Malaysia ELTEP contains more mandatory courses but less language-related courses than Mehmet Akif

Ersoy University, student teachers have more courses that are elective in Malaysian ELTEP however offers fewer chances to practice and experience teaching (p.302). It is stated that both programmers had some points to improve; to give the opportunity to practice real life teaching in the first years instead of the last years and to integrate and create awareness about the globalization of the language as a lingua franca in the ELT program.

All in all, a good language teacher is based on many aspects which starts from core to outermost. Language teachers with the same mission behave unlike each other. The reason for this is that every background of one teacher differs from each other. Their identity and beliefs are shaped from the environment they lived in the past. Higher education can have changes in beliefs and strong effects on gaining competencies. All of these aspects come out as behaviors in classroom not to forget they still differ regarding the kind of environment language teacher are surrounded by.

CHAPTER III

METHODOLOGY

This chapter provides detailed information on what type of research method was applied to conduct the research, what data collection instruments were selected and used, how the data were collected and assessed, and who participated in the study. In addition, the research questions are presented in this chapter.

3.1. Research Design

The present research aims to explore the characteristics of a good language teacher from teacher trainers' perspectives. It also aims to research how fit the ELT program in Turkey is regarding their perspectives about an effective language teacher.

Qualitative methods with content analysis were utilized to gather information for the case study. It can be said that qualitative research methods support researchers to gather information regarding the understanding of people and their social and cultural context which they live in (Myers, 1997). Moreover, it is an explanatory approach that seeks to enhance perceptions into certain meanings and experienced behaviors in a particular social insight from the experiences of the participators. The researchers ask such questions as “why”, “how” and “in what way?” and create theories, hypotheses and generalizations (Cresswell, 1998, Mertens 2005).

The case study provides an open-ended questionnaire which is designed to explore and deeply analyze the views of a good language teacher, with the appropriateness of training of an effective language teacher in trainers' point of view. The qualitative survey begins with the age and gender questions, then moves on to open-ended questions which are about the qualities of a good language teacher in the words of teacher trainers. Participants are asked to answer the questions in the text in 'some

detail' to explain their perspective to the researchers; this results in a variety of answers.

Case studies are an investigative design in which the researcher develops an in-depth analysis of a case, often of a program, event, activity or a group of people. Case studies capture a range of perspectives, instead of a single perspective you get in a survey or interview (Stake, 1995; Yin, 2009, 2012). This provides an opportunity to gain a better understanding of the topic at hand and reduces the potential for bias by diluting a particular person's agenda.

Case studies are also a design of a kind of examination that are in various areas specifically in evaluation. In case studies the investigator unfolds a comprehensive analysis of a case, usually a program, event, activity, procedure, or one or more individuals. The process of a case study is illustrated below in Figure 2:

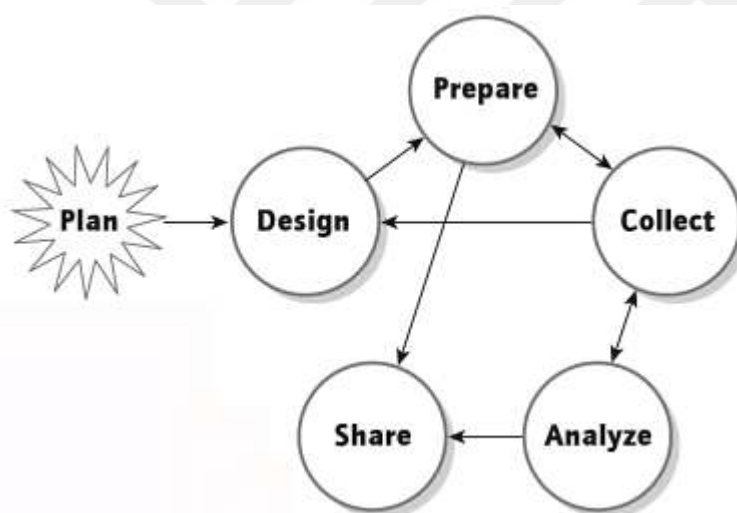


Figure 2. The Case Study Method (adapted from Yin, 2013)

Correspondingly, O'Connor and Gibson (2003) listed some steps to follow when conducting a qualitative case study.

1. Organize the data
2. Find and organize ideas and concepts
3. Build overarching themes in the data

4. Ensure reliability and validity in the data analysis and in the findings
5. Find possible and plausible explanations for findings
6. Analyze an overview of the final steps

3.2. Research Questions

This study was composed to discover answers to the following research questions:

RQ.1-How do Turkish teacher trainers in ELT conceptualize the term ‘effective English language teacher’ through metaphors?

RQ.2- What characteristics do effective teachers have according to teacher trainers?

RQ.3- Do teacher trainers think the current language teacher education program is fit for training effective language teachers?

3.3. Participants

3.3.1. Sampling method. Simple random sampling method was applied to select the participants for the study throughout ELT departments in Turkey. Dörnyei (2010) describes simple random sampling as a method that “involves selecting members of the population to be included in a sample on a completely random basis” and highlights that “it minimizes the effects of any extraneous or subjective factors.”(p.97). It can be said that random samples are often a better representation than non-random samples. For the study teacher trainers in ELT departments across Turkey attended as participants, from more than 25 ELT departments around 51 participants were recruited for the written open-ended questionnaire.

3.3.2. Participant characteristics. As shown in Table1, the sample consisted of 51 participants including 21 females (40%) and 30 males (60%). Furthermore, their

age range changed between 28 and 59 with 3 to 30 years of teaching experience in a university. Lastly, among the participants 30% were Assistant professors, 23% were Lecturers, 18% were Research Assistants, 13% are Full professors and 9% were Associate professors.

Table 1.

Characteristics of the Participants

Age	Percentage (%)	Frequency
28-34	35,3 %	18
35-39	29,4 %	15
40-49	19,6 %	10
50+	15,7 %	8
Experience of teaching English		
3-9 years	15,7 %	8
10-14 years	43,1 %	22
15-20 years	19,6 %	10
21+ years	21,6 %	11

3.4. Procedure

The present research aimed to discover what a good language teacher is and if the present program was fit to meet the needs of a good language teacher in Turkey's context. Teacher trainers who worked in Universities in Turkey voluntarily took part in the study and filled out the online questionnaire in the 2021-2022 academic year (see Appendix 2). The manner of the study, its concept and the participants' rights were described in the form. The implementation of the study took 12 weeks in total.

3.5. Data Collection Instruments

The present research collected the data from ELT teacher trainers from Turkish universities. The teachers were asked voluntarily to fill in an open-ended questionnaire consisting of three open ended questions. Online survey tools were used to distribute to the questionnaire (i.e. Google Docs)

3.5.1. The questionnaire. The questionnaire for the teacher trainers was prepared with the aim of providing the best results out of the study considering the literature review. The online open-ended questionnaire was prepared by the researcher with two sections. The first section contains classical age gender questions and the second part contains questions related with the research questions. Online surveys are considered time saving in comparison to face to face interviews as they are brief and to the point.

Table 2.

Research Questions by Questionnaire Items

Research Questions	Related Questions in the questionnaire
1. What characteristics do effective teachers have according to Turkish teacher trainers in ELT?	Q1 Please explain what really makes a good language teacher in your view.
2. How do Turkish teacher trainers in ELT conceptualize the term 'effective English language teacher' through metaphors?	Q2 Please complete the following sentence: A good language teacher is like a(n)..... because s/he.....
3. Do they think the current language teacher education program is fit for training effective language teachers?	Q3 Do you think the new teacher education program helps you to train 'good language teachers'? Why-why not?

3.6. Data Analysis

Qualitative content analysis was chosen as the analytical framework of study, which may be roughly characterized as structured coding of qualitative or quantitative data based upon specified topics or categories (Cohen et al., 2007; Fraenkel et al. 2012). Content analysis is a technique derived from the communication sciences (Flick, Kardoff, and Steinke, 2004). They also state that having any form of textual material is the most important thing. Moreover, another scholar claims that content analysis could be employed in both practical and theoretical research (Dinçer, 2018).

In this study in order to explore the problem of the study three open-ended questions were presented in a questionnaire through an online platform. The data was collected from participants voluntarily from ELT Trainers from Turkish universities. The questionnaire was analyzed according to their answers with Dornyei's (2007) suggested procedures, regarding content analysis. The first step is to transfer data into word files in line with each questionnaire item then pre-code and code afterwards develop thoughts accordingly and lastly evaluate and derive conclusions from the data. The responses to the same things were combined into a single category, the material was reviewed carefully to identify the relation between responses, and then codes were formed, which were then aggregated around certain significant themes. The data was subjected to qualitative content analysis, pre-coding, coding and developing ideas and themes.

3.7. Validity and Reliability of the Study

Researchers in qualitative study utilize a variety of terms to measure validity and reliability. It is said that your instrument is valid when “measures, what is intended to be measured.” (Field, 2005). In the present study Maxwell's (2002) five-category model was employed. There are five types of validity: descriptive, interpretative, theoretical, generalizability, and evaluative. The goal of descriptive validity is to accurately depict what participants felt or believed. In this regard, when examining pertinent concerns under each study question, a few representative statements from participants were presented in the findings for each theme. The concept of interpretive

validity refers to the validity of conclusions drawn from evidence. That is to say, the researcher should not include his or her personal viewpoints.

Validity, in theory, is concerned with the study's theoretical grounds. The theoretical validity of this study is upheld by a thorough examination of the important constructs around the idea of perceptions of an effective language teacher regarding metaphors and whether the ELT programmes in Turkey support them to be an effective language teacher. The goal of generalizability in qualitative research is to generalize findings to various situations and individuals. It's all about resonance in qualitative research, which means finding linkages between different study locations and people with comparable demographics. As a result, research methodologies were detailed so that individuals interested in comparable concerns might use them to conduct research in a variety of situations. Finally, evaluative validity is concerned with the assertions that researchers may make based on the data collected from participants. Evaluative validity, like interpretative validity, should be deprived of researcher biases and preconceptions.

CHAPTER IV

FINDINGS

This chapter deals with the findings of the qualitative research study. The results of the open-ended questionnaires are presented in the order of each research question. The quantification of data has been done in order to present a better understanding of a good language teacher from teacher trainers' perceptions. An open-ended questionnaire was filled out by the participants via Google forms. The results were analyzed by summarizing each data source under the thematic codes that emerged from the data analysis and presented accordingly.

4.1. Research Question 1: What characteristics do effective teachers have according to Turkish teacher trainers in ELT?

The questionnaire which contained open ended questions were collected from the trainers and were analyzed and categorized by each question. Regarding RQ1, the statement '*Explain what really makes a good language teacher in your view*' collected data about subject matter knowledge and characteristics of a good language teacher. RQ1 refers to four tables categorized as so. 16,8 % of the answers included statements related to *pedagogy-specific knowledge*, 37,8 % of the answers included statements related to *personal qualities and personal traits* moreover, 33,5 % of the answers included statements related with *professional skills* lastly, 12,4 % *classroom behavior* as a total of 100%. Moreover, the frequency count according to RQ1 is 209. It can be seen in Table 1 that the *knowledge and usage of methodologies* is a widely common feature stated, *fluency and accuracy in speaking* follows as the next item moreover, *teaching grammar in a prescriptive way* and *the knowledge of teaching skills* is stated frequently in the responses. Lastly, *knowledge of psychology* and *being capable of several languages* are listed among the characteristics of effective teachers. Firstly, in relation to the importance of knowledge and methodology a few participants made the following remarks:

T14: First, a good language teacher must be competent. They must have sufficient knowledge about subject-matter but knowing subject-matter very well is not enough to be a good language teacher. A good language teacher must also have teaching and communication skills which will help them to understand learners better. Second, a good language teacher must be aware of the differences among learners. Each individual has different characteristics, learning styles and learning experiences.

T25 : A good language teacher listens and pays attention to the students' needs in order to adapt the teaching style and methodology so that the majority can understand the information presented. Someone who can identify with the students and how they learn will be more personable and can engage with the students more successfully as students will be more willing to listen and pay attention to the teacher...

The summary of the answers given to the first question regarding *pedagogy and specific knowledge* is presented in Table 3. below according to the frequency ratio.

Table 3.

Pedagogy-Specific Knowledge

Items	Percentage	Frequency
1.Knowledge and usage of methodologies	6.7%	14
2. Knowledge of teaching four skills (Reading, Writing, Listening, Speaking)	4.8%	10
3. Fluent and accurate speaking in the target language	3.3%	7
4. Knowledge of Psychology	1 %	2
5.Teaching grammar adequately (descriptive rather than prescriptive)	0.5%	1
6.Capable of Several languages	0.5%	1
Total	16,8 %	35

Furthermore, Table 4 and figure 3. demonstrates *the personal qualities and traits* with 37,3% of the statements collected regarding a good language teacher as thirty features. These are being *patient, positive, open-minded, motivating and motivated, showing empathy, being reachable among students, having sense of humor, reducing his/her own personal burnout, being well equipped, supportive and not judgmental, honest, fair, trustworthy, consistent, friendly, energetic, tolerant, flexible, good communicator, kind, inspirational, responsible, affectionate, loving, hard-working, enthusiastic, devoted, confident, multi-tasker and understanding.*

A few trainers stated some personal qualities and traits as follows;

T25: Another important characteristic should be non-judgmental as people of all ages don't enjoy being criticized for mistakes and errors. The teacher should support and assist in correcting mistakes, not emphasizing them.

T5: Being positive (a smiling face but a real one)

T11: Those who equip learners with communication skills in the easiest way by taking their needs into account and by motivating them.

T14: ...Third, a good language teacher must be patient. They must be aware of the fact that some learners learn faster than others. Fourth, a good language teacher must be aware of the fact that there are different methods and techniques to apply. Fifth, a good language teacher must be aware of the needs and interests of learners. Sixth, a good language teacher must be open to learning from others. Finally, a good language teacher must be a good researcher.

The summary of the answers given to the first question regarding *personal qualities and traits* is presented in Table 4, it is also presented on the word cloud figure below according to the frequency, as the size of the words are related with its frequency, bigger words are presented to be stated more frequent than the smaller words.

Moreover, Figure 3 also represents a word-cloud representation regarding personal qualities and personal traits.

Table 4.

Personal Qualities and Personal Traits

Items	Percentage	Frequency
1.Motivated and motivating	4 %	8
2.Shows empathy	2,5 %	5
3.Open-minded	1,9 %	4
4.Patient	1,9 %	4
5.Well-equipped	1,9%	4
6. Friendly	1,9%	4
7.Sense of humor	1,9%	4
8. Affectionate	1,9%	4
9.Good communicator	1,9%	4
10. Other qualities	18 %	37
Total	37,8 %	78

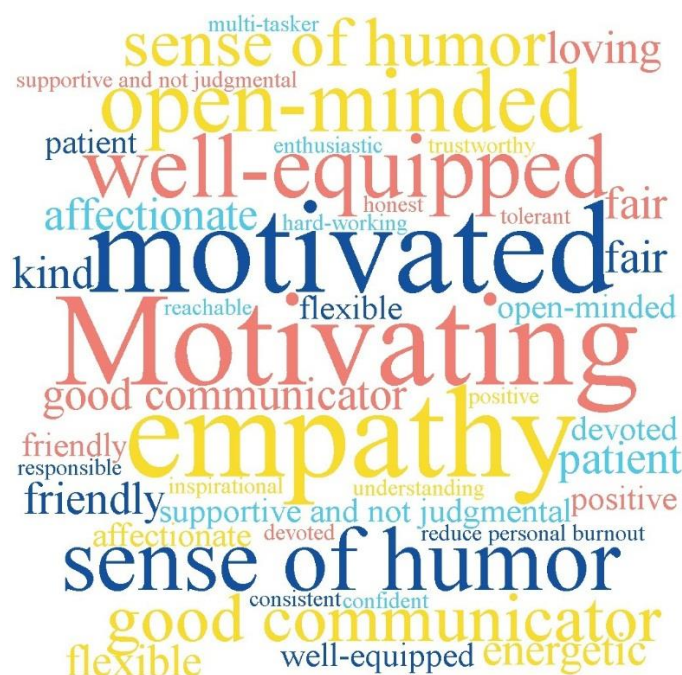


Figure 3. Personal Qualities and Personal Traits

Moreover, Table 5 categorizes the features under the topic of *Professional skills* of a good language teacher with 33% of the statements regarding RQ1. These items are *reflecting learnings, blending four skills which are reading, writing, listening and speaking, researcher, 21st century skills, provides enjoyable fun and interesting lessons, innovative, uses humanistic perspectives, adjusts and up-dates himself/herself teaching styles and strategies, classroom management, well-prepared, making good decisions, Thinks critically, ELF aware, autonomous, culturally aware, innovative*. That is, lecturers' approach of what skill makes a good language teacher was stated from this point of view:

T8: A good teacher should be the one who adopts a humanistic perspective all through his/her personal and work life. He/she should be reachable and open to communication, changes and should have a thirst for learning and transmitting what is learned.

T31: Has and uses 21st century skills, autonomous, reflective, "learning" - centered, socially responsible (integrates global issues as content/theme to the lessons), works on his/her professional development continuously, has good content and pedagogical knowledge in addition to then teaching skills, fluent in using L2, ELF aware, hard-working, devoted, enthusiastic, has skills to develop activities and materials when necessary (ss needs, curriculum, inadequacies of the coursebook ...), researcher (should be able to do action research to improve the areas that needs development)

The summary of the answers given to the first question regarding *professional skills* is presented in the Table 5 below according to the frequency ratio.

Table 5.

Professional Skills

Items	Percentage	Frequency
1. Updates himself/herself teaching styles and strategies	7,1%	15
2. 21 st century skills	4,4%	9
3. Reflecting learnings	3,9%	8
4. Researches	3,4%	7
5. Well-prepared	3 %	6
6. Innovative	2,6%	5
7. Autonomous	1,4%	3
8. Eclectic, blending four skills (Reading, Writing, Listening, Speaking)	1,4%	3
9. Provides enjoyable, fun and interesting lessons	1,4%	3
10. Classroom management	0,9%	2
11. Makes good decisions	0,9%	2
12. Thinks critically	0,9%	2
13. ELF aware	0,9%	2
14. Culturally aware	0,9%	2
15. Uses humanistic perspectives	0,4%	1
Total	33,5%	70

Furthermore, to continue with Table 6, it also benefits information for RQ1. It presents and categorizes answers stated as classroom behavior which represents 11,7%, the items are as; *encouraging to research, analyzing students' needs and interests, Principles like coming to class on time checking homework, showing different perspectives, constantly monitoring, time management, fosters autonomous learning, emphasizes being a global citizen and builds rapport in class.*

The summary of the answers given to the first question regarding *classroom behavior* are presented in Table 6 below according to the frequency ratio.

Table 6.

Classroom Behavior

Items	Percentage	Frequency
1. Analysis students' needs and interests	3,3%	7
2. Constantly monitoring	2,5%	5
3. Encourages to research (think and reflect)	1,5%	3
4. Fosters autonomous learning	1,5%	3
5. Emphasizes being a global citizen	1,5%	3
6. Builds rapport in class	0,9%	2
7. Principles (coming to lesson on time, checking students homework etc.)	0,4%	1
8. Time management	0,4%	1
9. Shows different perspectives	0,4%	1
Total	12,4%	26

4.2. Research Question 2: How do Turkish teacher trainers in ELT conceptualize the term 'effective English language teacher through metaphors ?

Regarding the second research question the statement, 'Please complete the following sentence: A good language teacher is like a(n)..... because s/he.....' represents the second question in the questionnaire. This statement collected data that presents metaphors from the questionnaire of what a good language teacher is like. In total, fifty-two metaphors were collected, some were used more than once, one participant stated two metaphors. The metaphors were coded and categorized by using Oxford's (2001) framework regarding autocratic teacher, democratic teacher and laissez-faire teacher. Furthermore, metaphors that are related to each other were re-coded under some categories which Seferoğlu et al. (2009) adapted from Oxford's (2001) framework, teacher as leader, teacher as producer, teacher as resource person, teacher as care taker, teacher as guide and teacher as facilitator.

Table 7 demonstrates thirty-six items of metaphors of a good language teacher. Autocratic teacher represents two sub-categories which are *Teacher as leader* and *Teacher as producer* with 29,5% and thirteen items: *Hero, Marxist, king, inspirer,*

prophet, captain, muse, cook, artist, farmer, entertainer, actor/actress, and clown. Democratic/participatory teacher represents four sub-categories which are *Teacher as resource person, Teacher as care taker, Teacher as guide* and *Teacher as facilitator* with 54,9% and seventeen items: *river, full moon, sunshine, all tube amp, orchestra leader, tour guide, tree, mother, farmer, linker, psychologist, rain, councilor, candle, luggage carrier, Swiss knife* and *explore*. Laissez-faire teacher represents six items with 15,8% : *full-time student, ant, master keys, elastic band, good film* and *luxurious car*.



Table 7.

Distribution of the Metaphors Used by Teacher Trainers

Autocratic teacher		Democratic/participatory teacher				
Teacher as leader	Teacher as producer	Teacher as resource person	Teacher as care taker	Teacher as guide	Teacher as facilitator	Laissez-faire teacher
King	Cook	Sun	Mother	Tourist guide	Orchestra leader	Full-time student
Captain	Artist	Sunshine	Psychologist	Linker	Swiss-knife	Ant
Prophet	Farmer	Rain	Luggage carrier			Master Keys
Hero	Entertainer	River	Councilor			Elastic band
Marxist	Actor/Actress	All-tube amp				Good film
Muse	Clown	Full moon				Luxurious car
Inspirer		Candle				
		Tree				
		Explorer				
8	7	10	7	8	3	8
15,8 %	13,7 %	19,6 %	13,7 %	15,8 %	5,8 %	15,8%

Therefore, there are some lecturers' views of what good language is like stated in this point of view:

T13: A good language teacher is like a(n) cook because he analyses learners' needs and interests, tailors a pedagogical approach accordingly, constantly tries out new techniques and evaluate whether they work or not, and enjoys teaching when learners are having fun and learning.

T6: A good language teacher is like SUNSHINE because she will alleviate all the negative feelings about foreign language, perceived characteristics of failure and prejudices about being totally incapable of learning a foreign language and practicing foreign language. The students then will have a good self-efficacy, inner motivation and internal locus of Control.

T14: A good language teacher is like a tour guide because they help, inform and enlighten language learners on their journey of language learning.

T25: A good language teacher is like a good student because as former students ourselves we know and understand what works and what doesn't, given our previous learning experiences. The one who puts in the effort, time, and commitment will see improvement, regardless of the results required.

4.3. Research Question 3: Do teacher trainers think the current language teacher education program is fit for training effective language teachers?

The third research question views the relationship of Turkey's new English Language teaching program and how it meets the needs of educating a good language teacher. RQ3 refers to the third statement 'Do you think the new teacher education program helps you to train 'good language teachers'? Why-why not?' in the open-ended questionnaire. In total there were fifteen items coded, three items were categorized as positive views which composed 13% of the answers collected, moreover twelve items were coded as negative views which composed 87% of the answers collected.

Table 8 demonstrates the *Positive views of the English language teacher education program* from the participants' point of view.

Table 8.

Positive Views of English Language Teacher Education Program

Items	Percentage
1. A new step towards autonomy	5,6%
2. Language skill-based courses hours have increased	5,6%
3. Teaching practicum is taken seriously	1,8%

It is stated that *the number of lessons of language skills have increased* however some trainees state the opposite. Moreover, it is stated that there is a *new step towards autonomy*, and the *teaching practicum is taken seriously*.

Therefore, there are some lecturers' positive views of the ELT program in Turkey:

T6: I believe it will contribute to teacher training because there are so many elective courses, they will be effective for general knowledge...

T7: Of course it helps, but less than the previous one because class hours for the most critical theoretical courses such as second language acquisition or teaching methodology have been reduced. On the other hand, it's good that the teaching practicum is taken more seriously nowadays.

Table 9 demonstrates the *Negative views of the English language teacher education program* from the participants' point of view.

Table 9.

Negative Views of English Language Teacher Education Program

Items	Percentage
1. Needs to integrate 21 st century teaching the skills	24,5%
2. ELT based courses need more hours	16,9%
3. Practice hours should increase	11,3%
4. Limited compulsory and elective courses (Literature, linguistics, methodology etc.)	9,4%

5. Reducing the number of developments of language skills does not help	7,5%
6. Lacks being a whole	3,7%
7. Practice hours should start earlier	3,7%
8. Educational lessons bore students	1,8%
9. Reducing the number of developments of language skills does not help	1,8%
10. Lack of intercultural understanding (bilingualism, syntax etc.)	1,8%
11. No emphasize on an introduction to psycholinguistics	1,8%
12. Does not entirely match with the examination KPSS	1,8%

It is stated that *ELT based courses need more hours, micro-teaching practice hours are not enough* for the student teachers in fact the hours had been reduced in contrast with the previous program, moreover *the practice hours should start at an earlier stage*. Furthermore, *Educational lessons are boring for the students, does not fit Turkish mentality and lessons do not educate students in understanding in an intercultural way, it needs to integrate 21st century teaching*. Another feature stated is that *the number of lessons of language skills are reduced* however some trainees state the opposite. Moreover, it is stated that *there is no emphasize on introduction to psycholinguistics, limited compulsory and elective courses (Literature, linguistics, methodology etc.)* and the program *lacks being a whole*. Moreover, it has been stated that the program *does not entirely match with the examination KPSS* students enter in the end of the year, instead of communicative skills the focus is on language pedagogy etc.

Accordingly, there are some lecturers' negative views of the ELT program in Turkey.

T23: Language teacher training program is like a puzzle changing so much. Though it is a controversial issue, in my view, it to some extent does not serve for training good language teacher. First, the hours of practice courses lessened to a great extent. Second, the hours of educational courses bore the students. Finally, no matter the program is in line with 21st century skills, the teachers focus on KPSS not the communicative competences or the other skills. In my view, the program should have been piloted longer and asked nationwide to the different stake holders.

T22: To some extent, no it doesn't because all the practice hours have been omitted in the new curriculum. Thus, all the courses have turned into lecture courses with very limited class hours such as 2 hours a week. Consequently, we just introduce various topics or ideas but we cannot give our students any chance to practice or experiment them through practice.

T29: I do not think the new teacher education program will help us train good language teachers due to several reasons. But I think the main reason is that there are few courses in which prospective language teachers can have the chance to improve their skills such as speaking and presenting in front of the classroom. There are more courses in Turkish than those in English where these teachers are expected to teach. Therefore, I believe that we will have more prospective language teachers who will lack important skills.

To summarize the findings about the perceptions of an effective language teacher, it can be said that a teacher who updates themselves is the most important and emphasized characteristic. Moreover, methodological knowledge and how it is used is emphasized and stated frequently. To continue, analyzing students' needs and interests and motivating them are valuable. In view of metaphors that have been stated, an effective language teacher is mostly linked with a person that is as a resource from nature such as a sun, a tree, a river, rain and a full moon, it is also frequently stated as a guide and a leader. Regarding the ELT program being used in Turkey, participants have mostly stated negative views rather than positive views. The most stated view was that the program needed to integrate 21st century teaching skills and ELT based courses needed more hours. To continue, limited practice hours and limited compulsory and elective courses were also emphasized. In view of positive perceptions, there is a new step towards autonomy and language skill-based course hours being increased were stated by the participants.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter deals with discussion for each research question based on the results, conclusion and the implications of the study. Recommendations for further research are also presented.

5.1. Conclusion and Discussion

The following sub-sections discuss findings obtained from the analysis of the open-ended questionnaires, which are supported by content analysis and coding. The discussion of the findings is followed by the contribution of the inferences that can be drawn from the findings of this research. The chapter is ended with suggestions for future research in light of the limitations of this study. A detailed picture of how English language teacher trainers in Turkey see an effective English language teacher emerges from a review of the survey results, which includes their perspectives on the significance of pedagogical and content knowledge, personality traits, professional skills, classroom behaviour, metaphors and views about present ELT programs.

5.1.1. Discussions of the findings of RQ 1: What characteristics do effective teachers have according to Turkish teacher trainers in ELT? In the questionnaire regarding RQ1, collected data about subject matter knowledge and characteristics of a good language teacher and four sub-categories were formed. The highest category with 37,3% of the answers fell under *Personal qualities and personal traits* category, moreover with a similar rate, the category *Professional skills* with 33,6% can be said a high rate among others. To continue, the category *pedagogy and specific knowledge* forms 16,7% of the answers and the lowest category classroom behavior forms 12,4% of the answers given. In point of fact, when describing an effective teacher, personal qualities and traits and professional skills are emphasized the most, similar to a

previous study conducted by Arnon and Reichel (2007). Their study explored the content with teachers' and beginner teachers' and their beliefs about an ideal teacher which pointed out two main aspects: personality characteristics and the professional knowledge of the teacher as the defining characteristics of effective teachers. In regard with the present study even though the other categories are mentioned less, they are still as important as the others. It can be said that open ended surveys give participants the opportunity to create specific answers to shape their own realities without any outside guiding and narrowing down options.

Furthermore, to create a deeper understanding, there are some items under different categories which were stated the most. To begin with, the most stated item is *updates his/her teaching styles and strategies* which falls under the professional skills category. Moreover, the second and third most stated items are, *knowledge and usage of methodologies* and *knowledge of teaching four skills (Reading, Writing, Listening, Speaking)* which falls under the Pedagogy and specific knowledge category. The fourth most stated item is *21st century skills* which falls under the *professional skills* category.

In regard to pedagogy and specific knowledge category, the items, knowledge of teaching four skills (reading, writing, listening, speaking), fluent and accurate speaking in the target language and teaching grammar adequately (Brosh, 1996; Çelik et al, 2013, Kalay, 2017; Politzer and Weiss, 1971) and knowledge and usage of methodologies are the highest items stated, and these findings are supported by previous researchers (Angari, 2016). It can be said that the participants from these studies have justified that the effectiveness of an English language teacher lies on some common features such as the knowledge of being able to teach all four skills and the knowledge of using favorable methodologies. Additionally, Brosh (1996), has pointed out that knowledge and mastery of L2 is the aspirational characteristic of effective language teachers. Moreover, being able to speak the target language proper and fluent and teaching grammar sufficiently can be said to be a major token of representing an effective language teacher world-wide. Conversely, for the reason these studies were conducted with students or teachers in the field and the present study was conducted with teacher trainers in the field, some differences should be highlighted. Initially, the study conducted by Çelik et al. (2013) lacks the finding regarding the knowledge and

usage of methodologies. Known that their survey was a closed-ended questionnaire such as likert-scale, their answers were limited within the questionnaire. It may be said that the researchers were unaware of the importance of deeper understanding. Participants may have answers outside the box different from the questions presented however were limited by answering the statement given.

The most stated category with 30 items was personal qualities and traits category. The most significant findings were being motivated and motivating and showing empathy. Moreover, showing empathy, having sense of humor, being friendly, patient, fair, well-equipped, affectionate and a good communicator were stated. These findings were similar to some results such as being motivated and motivating, (Arıkan et al, 2008; Brosh, 1996; Cheung, 2006 ; Çelik et al, 2013; Ghasemi and Hashemi, 2011) which is followed by showing empathy which is similar to previous findings. Moreover, sense of humor, friendly, enthusiastic, fair, innovative (Arıkan et al, 2008; Çelik et. al, 2013) patient, positive, well-equipped (prepared), affectionate (Walker 2008), tolerant, (Cheung 2006) are also stated. It may be said that teacher trainers and students in the ELT context view an effective teacher in similar perspectives yet in various cultures.

In view of professional skills category, the highest items are, updates his/her teaching styles and strategies (Yılmaz, 2017), has 21st century skills, reflects his/her learnings and researches (Wichadee, 2010) as already identified in previous studies conducted in Turkey and elsewhere. In view of these findings, it can be said that ‘Once a teacher, always a learner’, effective teachers are linked with constantly developing him/herself to keep up with the changing adapting world and being able to elucidate these adaptive skills and learnings consist an essential part of an effective language teacher. The Paul Hamlyn foundation (2008) highlights the 21st century skills as:

‘‘ There is a new argument taking center stage. It is no longer the usual debate over standards and structures but instead a discussion about how young people best learn in the 21st century, and how we can make catalysts for vibrant engagement, not simply achievement. By looking at how young people choose to learn, what motivation and love of learning mean in the context of school, and how we can give more emphasis to student engagement and voice, there is an almost inevitable sharpening of focus upon what goes on in and out of the classroom’’(The Hamlyn foundation, 2008, p. 3)

It can be said that 21st century education requires skills that combines learning to innovation skills, digital literacy, life and professional skills for teachers and students afterwards. Especially in the ELT context where classrooms need to be filled with significant and psychologically exciting practices and activities that encourages them

to produce the target language understand the complex views through digital literacy skills and creative group or pair work with others. Hamilton (1996) highlights that such innovation can not only ensure that education remains flexible, responsive, and self-renewing, but it can also advance the well-being of the teaching profession

In view of the category that represents classroom behavior, regarding an effective English teacher, analyzing students' needs and interests is the highest item (Feldman, 1986; Young and Shaw, 1999; Wichadee, 2010). Moreover, to constantly monitor the students and encourage them to research, think and reflect are also stated. Wichadee has stated that both students and teachers have stated that an effective teacher has an interest in students individually. It can be said that the 21st century expects some changes in the behaviors in the classroom, previous results lack to emphasize findings as encouraging to think and reflect.

In the present study numerous similarities are found, the data showed that teachers perceive an effective teacher as someone who has subject knowledge, methodological knowledge, pedagogical knowledge, skills in teaching, communication, handling materials, different positive personal qualities and qualities, and who is constantly improving in his or her profession (Yılmaz,2017). Accordingly, a study conducted by Del Schalock et al. (1993) findings are also corresponding, it states that a dynamic teacher student and student teacher communication with the combination of pedagogical methods opens the path to be an effective teacher.

5.1.2. Discussions of the findings of RQ 2: How do Turkish teacher trainers in ELT conceptualize the term ‘effective English language teacher through metaphors’? In the questionnaire regarding the second research question was used to collect data that presents metaphors of what a good language teacher is like. In the present study, it can be said that while referring to a good language teacher there is a general tendency towards ‘Democratic/participatory teacher’ (59,4%) in their metaphors for teachers. The first two sub-categories ‘Teacher as a resource person’ (19,2%) and ‘Teacher as guide’ (15,3%) elucidate the highest percentages regarding other sub-categories. Participants which fell under the sub-category resource person used metaphors as sun, sunshine, rain, river full-moon and tree when describing an effective teacher. Moreover, participants which fell under the sub-category guide used

metaphors as tourist guide and linker. Furthermore, ‘Autocratic teacher’ (28,7%) includes one of the highest percentages with the sub-category ‘teacher as leader’ with 15,3% which were stated as king, captain, prophet, hero, muse, inspirer. These findings are corresponding to a study conducted by Seferoğlu et al. (2009) which compared three groups of participants, conversely instead of the sub-category teacher as leader their study stated teacher as facilitator as one of the highest ranks. (p.331) Moreover, a research conducted by Köroğlu (2016) among student teachers have some similarities thus the categories were slightly organized differently, as the results show that the second highest category was, teacher as a resource which in the current study the highest percentage among other sub categories is stated as teacher as a resource person. To continue, in Köroğlu’s study students mostly stated a teacher as a culture related image which links cultures and builds bridges in-between (p.394). Furthermore, a study conducted by Torghabeh et al. (2009) identified metaphorical concepts in an Iranian concept, the nine conceptual metaphors were provider of knowledge, nurturer, spiritual guide, innovator, advisor, parent, organizer and friend. Similar to these findings the current study includes the subcategories teacher as resource person, teacher as guide, teacher as leader and care taker. In this regard the current study has similar results with the research. It therefore could be said that from the eyes of teacher trainers an effective teacher is emphasized as a resource which provides for his/her students like nature, moreover, leads and guides students through the learning path.

5.1.3. Discussions of the findings of RQ 3: Do they think the current language teacher education program is fit for training effective language teachers? In view of the third research question, it views the relationship of Turkey’s new English Language teaching program and how it meets the needs of educating a good language teacher. The teacher trainers who participated in the study showed a tendency towards negative views concerning the ELT education program and its relation with educating effective teachers. Due to the data, negative views of the ELT education program consist 87% of the statements and only 13% represent positive views. In view of the positive perceptions, the highest ranked statements were that there was a new step towards autonomy (5,6%) and language skill-based courses had

increased (5,6%). Conversely, the negative views highest ranked statements are that the program needs to integrate 21st century teaching skills (24,5%), ELT based courses needs more hours (16,9%), practice hours should increase (11,3%) and there are limited compulsory and elective courses (9,4%). Furthermore, the lack of lessons related with language skills, practice hours needing to start earlier were also stated in the findings. The findings of the present study were found similar with a previous study conducted by Karakaş (2012). Karakaş stated that the ELT education program had more weaknesses than it has strengths, and added pedagogical and theoretical divisions were effectively dealt with however it was also stated as an out-of-date program which was not very practice-oriented and needed the presence of culture-specific courses (2012). Additionally, Yaman (2018) presented that the 2018 ELT program regarding the courses the number of courses has increased but the number of course credits and lesson hours have decreased according to the program before and added the change of practical lessons turning into theoretical lessons can be revealed as a weakness. Thus, apart from these Yaman (2018) also highlighted that the lack of subject matter knowledge can be nourished by optional courses given to reinforce to provide a good language teacher. Furthermore, Ersoy (2021) investigated 80 teacher trainers views of the ELTEP 2018 program, and stated similar results highlighting that the program lacked students to gain major language skills effectively and for the reason language-based practice hours were decreased the student's language development was negatively affected (p.81) It can be seen that the changes made in the ELT program did not have significant changes due to the data. In other words, it may be said that the lack of practicing hours and lessons that influence learners to help their practicality skills might have a negative side effect on being an effective teacher. There is a commonly known saying 'practice makes perfect', therefore the lack of practicing hours may have a big side effect on the student learners. As stated above Grossman emphasized (1990) that a good teacher was based on the scaffolding concept where students and teachers have the right amount of interaction from the help of the reflective feedback given to the learners. Moreover, the need of 21st century skills in the ELT education program was highly emphasized by the teacher trainers. According to scholars Ledward and Hirata (2011), 21st century skills were a mix of subject knowledge, particular skills, experience and culture needed to thrive in work and life. These abilities are said to be beyond knowledge of technology and involved critical

thinking, problem solving, communication, and teamwork. Furthermore, Parra (2013) highlighted that the twenty first century required blending of learning and innovation skills, information, media, and digital literacy skills, along with life and job skills, and that schools and EFL classes should equip learners through practices and procedures aimed at fostering creativity, thinking critically, cooperation, media literacy, self-management, social skills and cross-cultural skills. He added that, EFL classrooms must be integrated with meaningful and inspiring exercises and procedures that enable students to effectively express thoughts and ideas orally, in writing, and nonverbally. Also he highlighted that to comprehend complicated views, use multiple media and technologies effectively, to be able to sum-up to conclusions and make decisions, and cooperate inventively were important skills. Hereby, instructors must critically evaluate what they are teaching (p.203). In other words, such innovation makes the education service adjustable, meaningful and self-renewing, correspondingly generates a positive impression of well-being among teachers. (Hamilton, 1996).

Taking into account the main characteristics mentioned by the participants, the profile of an effective foreign language teacher can be defined as one who:

1. has Subject-matter knowledge as,
 - a. knowledge of methodologies and can use them
 - b. knowledge of teaching four skills
 - c. being is fluent and accurate speaking in the target language
2. has Pedagogical Knowledge,
 - a. updates his/her teaching styles
 - b. 21st century skills
 - c. reflects learnings
3. has specific personal traits,
 - a. being motivated and motivating
 - b. researching
 - c. showing empathy
 - d. analysis students' needs and interests.
 - e. is a resource person like the sun, rain, river full moon. etc.

5.2. Implications of the Study

The definition of an effective language teacher has been tried to be explained from many perspectives. The quality of a teacher is defined from the reflecting of his/her teachings in relation to his/her various backgrounds, such as mission, identity, beliefs and competencies (Korthagen,2004). Moreover, it is highlighted that education given as pedagogical knowledge is as important as subject matter knowledge when exploring effective language teachers (Grossman 1990). From the discussions all above, it can be stated that the onion model which represents aspects from core to outmost highlights how important each layer is. Beginning from the mission that is given to a teacher, their identities and beliefs are shaped from the environment they live in. Gaining competencies are mostly related themselves and the education they receive. Moreover, their behaviors in the learning environment are how they show it in the classroom. In this sense, the study explored the views of teacher trainers which are the key stakeholders who were asked to present their views of an effective language teacher via metaphors and how fit the present ELT program is to train effective language teachers. Based on the results of this study, the following conclusions emerge for policy makers, material designers, and practitioners at both the theory and practice levels:

- a) Teacher educators should be part of the decision-making process and their views should be considered in the development of every teacher education program. For the reason they are practitioners in the field, they have practical knowledge about what might work well and what might work poorly in the program
- b) It may be stated that ELT programs have a significant role in developing students to be an effective language teacher. For this reason, practice-based courses that reinforce student teacher's development should increase and practice hours should start in an earlier stage instead of the final year
- c) The ELT program may be re-designed to include courses that brings significant skills which lead them to be an effective language teacher in the adapting education system. For this reason, 21st century skills should be integrated in the programs for the students to meet the changing needs.

- d) The program should increase compulsory and elective courses as they foster learners' Subject knowledge, pedagogical knowledge and even personal traits to better understand the learning environment, their strengths and weaknesses.
- e) The program should include intercultural understanding for language teachers to gain a wider perspective to create materials and learning environments that best benefits the learners and the teachers.
- f) Language teachers should be aware and take responsibility of their own personal development after graduation. Language teachers should take part in government or private organizations professional development programs to meet the needs of the classroom in an on-going process. There are many seminars and workshops regarding many topics.

5.3. Recommendations

The study aimed to explore the characteristics of what a good language teacher is with the help of metaphors. It also aimed to find out how fit the ELT program in Turkey was to graduate effective language teachers from teacher trainers' perspectives. These teacher trainers were currently working in an ELT department teaching ELT program students in Turkey. 51 teacher trainers from 25 different ELT departments stated their views via e-mail. Since previous studies were mostly concerned with teachers, students or pre-service teachers in Turkey, the teachers' perceptions and beliefs were elicited through a qualitative questionnaire consisting of open-ended questions. Accordingly, further research can be conducted with a larger group of participants using a broader range of methods and research designs.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Öğretmenler, yüzlerce yıldır eğitimin temel aktörü olmuştur. İyi bir öğretmen, öğrenciler için en iyi öğrenme ortamını yaratmak için eğitim kurumlarının mevcut tüm fırsatlarını kullanan aracıdır. Öğretmenlerin öğrenme sürecinde çok önemli bir role sahip oldukları söylenebilir. Bu, iyi ya da başka bir deyişle etkili öğretmen ve etkisiz öğretmen kavramını oluşturur. Bununla birlikte, iyi bir öğretmenin tanımını uzun zamandan beri özetlemek zor olmuştur. White ve Burke (1993) iyi öğretmenlerin kişisel özelliklerinin net bir tanımının olmayabileceğini belirtse de, Weimer (1993) iyi ve etkili öğretmenin özelliklerinin etkisiz öğretmenler arasında çok belirgin olduğunu açıklamaktadır. “Etkili bir öğretmenin en önemli kişisel özellikleri; hazır bulunuşluk, samimi ve esprili, güvenilir, yüksek başarı beklentisi yaratan, teşvik edici ve destekleyici, sistemli, uyumlu ve bilgili olmasıdır.” (Cruickshank ve diğerleri, 1995, s. 315-328). Ayrıca etkili öğretmenlerin geçmişi öğretmenlik eğitimlerine kadar uzanmaktadır. Grossman (1989), öğretmen eğitiminin bir fark yaratıp yaratmayacağını araştırmış ve üçü öğretmen yetiştiren kurumlardan mezun olan altı İngilizce öğretmeni ile bir durum çalışması yapmıştır. Öğretme ve öğrenme sürecinin öğrenciler tarafından daha iyi başarılabilmesi için öğretmenlerin pedagojik bilgilerinden yararlandıklarını belirtmektedir.

Problem Durumu

Son yıllarda etkili öğretmenlerle ilgili pek çok çalışma yapılmış ve bu çalışmalar öğrenciler, hizmet veren öğretmenler ve hali hazırda alanda görev yapan öğretmenlerle yapılmıştır. Bununla birlikte, etkili bir “dil” öğretmenin ne tür bir özel olarak keşfedilmediği, ayrıca öğretmen yetiştiricilerinin etkili dil öğretmenlerine ilişkin bakış açısı ve algıları arasında bir boşluk vardır. Ayrıca Türkiye’de uygulanan dil öğretmeni yetiştirme programı hakkında neler söylenebilir? Öğretmen adayları her ne kadar yüksek notlarla mezun olsalar da iyi bir öğretmen olma konusunda oldukları kadar başarılı olabilecekler mi? Uygulamalar öğrencilerin yeterlik kazanmaları için yeterli ve iyi bir öğretmen olmaya uygun mu? Aslında iyi bir öğretmen yapan nedir? Bu

sorular, deneysel araştırma bulgularının desteğiyle hala daha fazla cevap beklemektedir.

Problem Cümlesi ve Alt Problemler

Hangi niteliklerin iyi bir öğretmen olduğunu daha derinlemesine anlamak için, kursiyerlerden gelen önemli bilgilerin araştırılması ve toplanması gerekir. Araştırmanın amacına uygun olarak aşağıdaki sorular formüle edilmiştir:

AS.1- Öğretmen yetiştiricilerine göre etkili öğretmenler hangi özelliklere sahiptir?

AS.2- İngiliz dili Öğretimindeki Türk öğretmen yetiştiricileri “metaforlar aracılığıyla etkili İngilizce öğretmeni” terimini nasıl kavramsallaştırmaktadır?

AS.3- Mevcut dil öğretmeni yetiştirme programının etkili dil öğretmenleri yetiştirmeye uygun olduğunu düşünüyorlar mı?

Araştırmanın Amacı

Öğretimin çok yönlü ve karmaşık bir süreklilik olduğu söylenir ve öğretmenler bu sistemin en önemli parçalarından biri olarak kabul edilir. Böylece öğretmenler, öğretimle birlikte öğrencilerin ihtiyaç ve düşüncelerini göz ardı ettiğinde, öğrenme sürekliliği motivasyonunu yitirir ve sınıf, öğrenciler için basit bir ortama dönüşür (Baytur ve Razi, 2015). Bu anlamda iyi bir dil öğretmenin niteliklerini tanımlamak, öğretmen adaylarına kaliteli İngilizce öğretmeni yetiştirme programları geliştirmek ve sunmak için hayati önem taşımaktadır. Ayrıca, eğitimdeki öğretmenlerle ilgili olarak, öğretim sürecinin kendisini teşvik etmek için mesleki gelişim programları vurgulanmalıdır. (Ebu-Rahma, 2007).

İyi ve etkili bir öğretmenin ne olduğunu açıklama ihtiyacı, alanın uzmanlarından açıklama gerektirir. Ayrıca nedenlerin daha iyi anlaşılabilmesi için etkili öğretmenlerin eğitimlerinin arka planının takip edilmesi daha netlik kazanacak ve daha iyi bir anlayış oluşturacaktır. Bu çalışma, İngiliz Dili Eğitimi alanında çalışan öğretmen yetiştiricilerinin görüşlerini alarak iyi bir öğretmenin niteliklerini belirlemeyi amaçlamaktadır. Ayrıca, çalışma, eğer eğitim programı öğrencileri etkili

öğretmenler olarak hazırlamaya uygunsa, etkili bir öğretmenin ne olduğuna dair kavramsallaştırmaları keşfetmeyi amaçlamaktadır.

Araştırmanın Önemi

Son zamanlarda, iyi ya da başka bir deyişle etkili dil öğretmenleri terimini, İngilizceyi yabancı dil olarak öğrenen öğrencilerden, öğretmen adaylarından ve hali hazırda alanda çalışan öğretmenlerin görüş ve önerilerine göre daha önce yapılmış birçok çalışma araştırmaktadır. Çalışmaları, anketler içinde sınırlı, dar bilgi sağlayan kapalı uçlu anketler olan anketlerle çoğunlukla nicel veri toplama araçlarına dayanmaktadır. Bununla birlikte, bu çalışma, öğretmen yetiştiricilerinin bilişlerine ilişkin bir anlayış oluşturmak için metaforları kullanmaya teşvik ederek, nitel verileri açık uçlu sorularla kullanarak, öğretmen yetiştiricilerinin etkili bir öğretmen olarak nelerin etkili olduğuna ilişkin görüşlerini ve kavramsallaştırmalarını ele almaktadır. Ayrıca, çalışma, eğitim programının etkili bir dil öğretmeni yaratma ihtiyaçlarını karşılamaya ne kadar uygun olduğunu keşfederek Türkiye'deki mevcut dil öğretmenliği programı ile bağlantıyı ortaya koymayı amaçlamaktadır.

Yöntem

Durum çalışması için bilgi toplamak için içerik analizine sahip nitel yöntemler kullanılmıştır. Nitel araştırma yöntemlerinin, araştırmacıları, insanları ve içinde yaşadıkları sosyal ve kültürel bağlamları anlama konusunda bilgi toplama konusunda desteklediği söylenebilir (Myers, 1997). Katılımcıların deneyimlerinden belirli bir sosyal anlayış içinde deneyimlenen davranışlar. Araştırmacılar “neden”, “nasıl” ve “ne şekilde?” gibi sorular soruyorlar. ve teoriler, hipotezler ve genellemeler oluşturun. (Cresswell, 1998, Mertens 2005)

Vaka çalışması, iyi bir dil öğretmenin görüşlerini keşfetmek ve derinlemesine analiz etmek için tasarlanmış, etkili bir dil öğretmeni yetiştirmenin eğitimcilerin bakış açısına uygunluğuyla birlikte tasarlanmış açık uçlu bir anket sunmaktadır. Nitel anket yaş ve cinsiyet sorularıyla başlar, ardından öğretmen eğitimlerinin sözleriyle iyi bir dil öğretmenin niteliklerini anlatan açık uçlu sorulara geçer. Katılımcılardan,

araştırmacılara bakış açılarını açıklamak için metindeki soruları 'biraz ayrıntılı' olarak cevaplamaları istenir; bu, çeşitli yanıtlarla sonuçlanır.

Vaka çalışmaları aynı zamanda çeşitli alanlarda, özellikle değerlendirmede olan incelemelerin tasarımıdır. Vaka çalışmalarında araştırmacı, genellikle bir program, olay, faaliyet, prosedür veya bir veya daha fazla kişi olmak üzere bir vakanın kapsamlı bir analizini ortaya çıkarır.

Buna uygun olarak, O'Connor ve Gibson (2003) nitel bir durum çalışması yürütürken izlenecek bazı adımları sıraladı.

1. Verileri düzenleyin
2. Fikirleri ve kavramları bulun ve düzenleyin
3. Verilerde kapsayıcı temalar oluşturun
4. Veri analizinde ve bulgularda güvenilirliği ve geçerliliği sağlayın
5. Bulgular için olası ve makul açıklamalar bulun
6. Son adımlara genel bir bakışı analiz edin

Çalışma Grubu

Tablo 1'de gösterildiği gibi, 51 katılımcıdan 21'i kadın (%40) ve 30'u erkek (%60) rastgele gruba dahil edilmiştir. Ayrıca, yaş aralığı 28 ile 59 arasında değişmekte olup, 3 ila 30 yıllık bir üniversitede öğretmenlik tecrübesi bulunmaktadır. Son olarak, katılımcıların %30'u Yardımcı Doçent, %23'ü Öğretim Görevlisi, %18'i Araştırma Görevlisi, %13'ü Profesör ve %9'u Doçenttir.

Tablo 1.

Katılımcıların Özellikleri

Cinsiyet	Yüzde (%)
Kadın	% 42
Erkek	% 58
Yaş	

28-34	% 37
35-39	% 30
40-49	% 17
50+	% 16
İngilizce Öğretme deneyimi	
3-9 yıl	% 15
10-14 yıl	% 43
15-20 yıl	% 20
21+ yıl	% 22

Veri Toplama Araçları

Bu araştırma, Türk üniversitelerinden İngilizce Öğretmenliği eğitimcilerinden veri toplamıştır. Öğretmenlerden gönüllü olarak üç açık uçlu sorudan oluşan bir anket doldurmaları istenmiştir. Anketi dağıtmak için çevrimiçi anket araçları kullanıldı (ör. Google Dokümanlar)

Verilerin Analizi

Veri analizi açısından, nitel veya nicel verilerin belirli konulara veya kategorilere dayalı olarak yapılandırılmış kodlanması olarak kabaca karakterize edilebilecek analitik çalışma çerçevesi olarak nitel içerik analizi seçilmiştir (Cohen ve diğerleri, 2007; Fraenkel ve diğerleri, 2012). İçerik analizi, iletişim bilimlerinden türetilen bir tekniktir. (Flick, Kardoff ve Steinke, 2004). Ayrıca herhangi bir metinsel materyale sahip olmanın en önemli şey olduğunu belirtiyorlar. Ayrıca başka bir bilim adamı, içerik analizinin hem pratik hem de teorik araştırmalarda kullanılabileceğini iddia ediyor. (Dinçer, 2018)

Nitel içerik analizi, verileri analiz etmek ve göstermek için nitel metodolojilerden biridir. (Schreier, 2012). Araştırma sorularının verilerde neyin analiz edilip neyin

üretileceğini belirlediğinden bahsedilir. Nitel içerik analizinde kavramlar üretildiğinde soyutlama süreci başlar. Schreier (2012) ise güvenilir olabilmek için araştırmacının sonuçlara nasıl ulaştığını betimlemenin gerekli olduğuna inanmaktadır. Sonuçlar ve analizler okuyucular tarafından serbestçe erişilebilir olmalıdır. Nitel içerik analizine tümevarımsal ve tümdengelimli yaklaşımlar mümkündür. Her ikisi de üç ana aşamayla ilgilenir: hazırlık, organizasyon ve sonuçların raporlanması.

Bu çalışmada, çalışmanın problemini araştırmak için çevrimiçi bir platform aracılığıyla bir ankette üç açık uçlu soru sunulmuştur. Veriler, Türk üniversitelerinden ELT Eğitimcilerinden gönüllü olarak katılımcılardan toplanmıştır. Anket cevaplarına göre Dornyei'nin (2007) içerik analizi ile ilgili önerdiği prosedürler ile analiz edilmiştir. İlk adım, her anket maddesine göre verileri word dosyalarına aktarmak, ardından ön kodlama ve kodlama yapmak, ardından buna göre düşünceler geliştirmek ve son olarak verileri değerlendirmek ve sonuçlardan çıkarmaktır. Aynı şeylere verilen cevaplar tek bir kategoride birleştirildi, materyal cevaplar arasındaki ilişkiyi belirlemek için dikkatlice gözden geçirildi ve ardından belirli önemli temalar etrafında toplanan kodlar oluşturuldu. Veriler nitel içerik analizine, ön kodlamaya, kodlamaya ve fikir ve tema geliştirmeye tabi tutulmuştur.

Bulgular

Alan bilgisi ve Pedagoji bilgisi ile ilgili birinci soruya verilen cevapların özeti frekans oranına göre aşağıda Tablo 3'te sunulmaktadır.

Tablo 3.

Alan ve Pedagoji Bilgisi

Ögeler	Yüzde
1. Metodolojilerin bilgisi ve kullanımı	%6.6
2. Dört beceriyi öğretme bilgisi(Okuma, Yazma, Dinleme, Konuşma)	%4.7
3. Hedef dilde akıcı ve doğru konuşma	%3.3
4. Psikoloji Bilgisi	%0.9
5. Dilbilgisini yeterince öğretmek (kuralcı yerine açıklayıcı)	%0.4
6. Birçok dile hakim olma yetisi	%0.4
Total	%16,8

Ayrıca iyi bir dil öğretmeni ile ilgili toplanan ifadelerin %37,3'ü ile kişisel nitelik ve özellikleri otuz özellik olarak göstermektedir. Bunlar; sabırlı, pozitif, açık fikirli, motive ve motive eden, empati kurabilen, öğrenciler arasında ulaşılabilir, mizah anlayışına sahip, kendi kişisel tükenmişliğini azaltan, donanımlı, destekleyici ve yargılayıcı olmayan, dürüst, adil, güvenilir, tutarlı, arkadaş canlısı, enerjik, hoşgörülü, esnek, iyi iletişim kuran, nazik, ilham verici, sorumlu, sevecen, sevgi dolu, çalışkan, coşkulu, özverili, kendine güvenen, çok görevli ve anlayışlı.

Kişisel nitelik ve özellikler ile ilgili birinci soruya verilen cevapların özeti frekans oranına göre aşağıda Tablo 4'te sunulmaktadır.

Tablo 4.

Kişisel Nitelik ve Özellikler

Ögeler	Yüzde
1.Motive ve motive eden	%4
2. Empati gösteren	%2,5
3. Açık görüşlü	%1,9
4.Sabırlı	%1,9
5.Hazırlıklı (materyal)	%1,9
6. Arkadaş canlısı	%1,9
7.Espiri anlayışı olan	%1,9
8. Sevecen	%1,9
9.İletişim becerisi yüksek	%1,9
10. Diğer nitelikler	%18
Total	%37,8

Mesleki becerilerle ilgili birinci soruya verilen cevapların özeti frekans oranına göre aşağıda Tablo 5'te sunulmuştur.

Tablo 5.

Mesleki Beceriler

Ögeler	Yüzde
1. Kendi öğretme stillerini ve stratejilerini günceller	%7,1
2. 21. yüzyıl becerileri	%4,3
3. Öğrenmeleri yansıtmaya	%3,8
4. Araştıran	%3,3
5. Hazırlıklı	%2,8
6. Yenilikçi	%2,3
7. Özerk	%1,4
8. Dört beceriyi harmanlayan (Okuma, Yazma, Dinleme, Konuşma)	%1,4
9. Keyifli, eğlenceli ve ilginç dersler sunar	%1,4
10. Sınıf hakimiyeti	%0,9
11. Yerinde ve doğru karar verme	%0,9
12. Eleştirel düşünme	%0,9
13. ELF farkındalığı	%0,9
14. Kültürel farkındalık	%0,9
15. Hümanist bakış açılarını kullanır	%0,4
Total	%33,5

Sınıf davranışına ilişkin birinci soruya verilen cevapların özeti frekans oranına göre aşağıdaki Tablo 6'da sunulmuştur.

Tablo 6.

Sınıf -İçİ Davranışlar

Items	Yüzde
1. Öğrencilerin ihtiyaçlarını ve ilgi alanlarını analiz eder	%3,3
2. Sürekli izleyen	%2,3
3. Araştırmaya teşvik eder (düşünür ve yansıtır)	%1,4
4. Özerk öğrenmeyi teşvik eder	%1,3
5. Dünya vatandaşı olmayı vurgular	%1,3

6. Sınıfla iletişim kurar	%0,9
7. İlkeler (derse zamanında gelme, öğrencilerin ödevlerini kontrol etme vb.)	%0,4
8. Zaman Yönetimi	%0,4
9. Farklı bakış açıları gösterir	%0,4
Total	%12,4

Öğretmen yetiştiricilerinin kullandığı metaforların dağılımı aşağıda Tablo 7’de gösterilmektedir.



Tablo 7.

Öğretmen Yetiştiricilerinin Kullandığı Metaforların Dağılımı

Otokratik öğretmen		Demokratik/katılımcı öğretmen				Özgür öğretmen
Lider öğretmen	Üretken Öğretmen	Kaynak kişi olarak öğretmen	Bakıcı olarak öğretmen	Rehber olarak öğretmen	Kolaylaştırıcı olarak öğretmen	
Kral	Şef	Güneş	Anne	Turist rehberi	Orkestra şefi	Tam zamanlı öğrenci
Kaptan	Ressam	Güneş ışığı	Psikolog	Bağlayıcı	İsveç çakısı	Karınca
Peygamber	Çiftçi	Yağmur	Bagaj taşıyıcı			Ana anahtar
Kahraman	Şovmen	Nehir	Meclis üyesi			Lastik
Marxist	Aktör	Valf amplifikatörü				İyi film
Muse	Palyaço	Dolunay				Lüks araba
İlham perisi		Mum				
		Ağaç				
		Kaşif				
8	7	10	7	8	3	8
%15,8	%13,7	%19,6	%13,7	%15,8	%5,8	%15,8

Tablo 8, katılımcıların bakış açısından İngilizce öğretmenliği eğitim programına ilişkin olumlu görüşleri göstermektedir.

Tablo 8.

İngilizce Öğretmen Yetiştirme Programı Hakkında Olumlu Görüşler

Ögeler	Yüzde
1. Özerkliğe doğru yeni bir adım	%5,6
2. Dil becerisine dayalı ders saatleri artırıldı	%5,6
3. Öğretmenlik uygulaması ciddiye alınır	%1,8

Tablo 9, İngilizce öğretmenliği eğitimi programına ilişkin olumsuz görüşleri katılımcıların bakış açısından göstermektedir.

Tablo 9.

İngilizce Öğretmen Yetiştirme Programı Hakkında Olumsuz Görüşler

Ögeler	Yüzde
1. 21. yy. becerileri öğretimini bütünleştirme ihtiyacı	%24,5
2. ELT tabanlı derslerinin daha fazla saate ihtiyacı var	%16,9
3. Uygulamalı derslerin saatleri artırılmalı	%11,3
4. Sınırlı sayıda zorunlu ve seçmeli derslerin bulunması (Edebiyat, dilbilim, metodoloji vb.)	%9,4
5. Dil becerileri derslerinin sayısını azaltmak yardımcı olmuyor	%7,5
6. Bütünlükten uzak	%3,7
7. Uygulama dersleri daha erken dönemlerde başlamalı	%3,7
8. Eğitim dersleri öğrencileri sıkıyor	%1,8
9. Dil becerilerinin gelişiminin sayısını azaltmak yardımcı olmuyor	%1,8
10. Kültürlerarası anlayış eksikliği (çift dillilik, söz dizimi vb.)	%1,8
11. Psikodilbilime giriş vurgusu yok	%1,8
12. KPSS ile uyumlu bir program değil	%1,8

Etkili bir dil öğretmeninin algılarına ilişkin bulguları özetlemek gerekirse, kendini güncelleyen bir öğretmenin en önemli ve vurgulanan özelliğın olduğu söylenebilir. Ayrıca metodolojik bilgi ve nasıl kullanıldığı sıklıkla vurgulanır ve belirtilir. Bundan başka, öğrencilerin ihtiyaç ve ilgilerini analiz etmek ve onları motive etmek değerlidir. Belirtilen metaforlar ışığında etkili bir dil öğretmeni, çoğunlukla güneş, ağaç, nehir, yağmur ve dolunay gibi doğadan kaynak olan bir kişiyle ilişkilendirilir, aynı zamanda sıklıkla bir dil öğretmeni olarak da ifade edilir. rehber ve lider. Türkiye'de kullanılan İngiliz Dili Eğitimi programı ile ilgili olarak, katılımcılar olumlu görüşlerden ziyade çoğunlukla olumsuz görüş belirtmişlerdir. En çok belirtilen görüş, programın 21. yüzyıl öğretim becerilerini entegre etmesi gerektiği ve İngilizce Öğretimi temelli derslerin daha fazla saate ihtiyaç duyduğuydu. Ayrıca sınırlı uygulama saatleri ve sınırlı zorunlu ve seçmeli dersler de vurgulandı. Olumlu algılar ışığında, özerkliğe doğru yeni bir adım atıldığı ve dil becerisine dayalı ders saatlerinin artırıldığı katılımcılar tarafından dile getirildi.

Sonuç, Tartışma ve Öneriler

Katılımcılar tarafından belirtilen temel özellikler dikkate alındığında, etkili bir yabancı dil öğretmeni profili şu şekilde tanımlanabilir:

1. Alan ve Pedagoji bilgisine sahip,
 - a. metodolojiler hakkında bilgi sahibi ve bunları kullanabilen
 - b. dört beceriyi öğretme bilgisi
 - c. olmak hedef dilde akıcı ve doğru konuşmaktır
2. Pedagojik Bilgiye sahip,
 - a. öğretim stillerini günceller
 - b. 21. yüzyıl becerileri
 - c. öğrenmeleri yansıtır
3. Belirli kişisel özelliklere sahip,
 - a. motive ve motive edici olmak
 - b. araştıran
 - c. empati göstermek

- d. öğrencilerin ihtiyaçlarını ve ilgi alanlarını analiz eder.
- e. güneş, yağmur, nehir dolunayı gibi kaynak bir insandır.

Bu çalışmanın sonuçlarına dayanarak, hem teori hem de uygulama düzeyinde politika yapıcılar, malzeme tasarımcıları ve uygulayıcılar için aşağıdaki sonuçlar ortaya çıkmaktadır:

- a) Öğretmen yetiştiricileri, karar verme sürecinin bir parçası olmalı ve her öğretmen yetiştirme programının geliştirilmesinde onların görüşleri dikkate alınmalıdır. Alanda uygulayıcı olmaları nedeniyle, programda neyin işe yarayabileceği ve neyin kötü çalışabileceği hakkında pratik bilgilere sahiptirler.
- b) ELT programlarının öğrencilerin etkili bir dil öğretmeni olmalarını sağlamada önemli bir rolü olduğu söylenebilir. Bu nedenle öğretmen adaylarının gelişimini destekleyen uygulamalı dersler artırılmalı ve uygulama saatleri son sınıftan daha erken bir aşamada başlamalıdır.
- c) ELT programı, adapte edilen eğitim sisteminde etkili bir dil öğretmeni olmalarını sağlayan önemli beceriler kazandıran dersleri içerecek şekilde yeniden tasarlanabilir. Bu nedenle öğrencilerin değişen ihtiyaçlara cevap verebilmesi için 21. yy becerilerinin programlara entegre edilmesi gerekmektedir.
- d) Program, öğrencilerin öğrenme ortamını, güçlü ve zayıf yönlerini daha iyi anlamaları için konu bilgilerini, pedagojik bilgilerini ve hatta kişisel özelliklerini geliştirerek zorunlu ve seçmeli dersleri artırmalıdır.
- e) Program, dil öğretmenlerinin öğrencilere ve öğretmenlere en iyi şekilde fayda sağlayan materyalleri ve öğrenme ortamlarını oluşturmak için daha geniş bir bakış açısı kazanmaları için kültürlerarası anlayışı içermelidir.

Bu çalışma, iyi bir dil öğretmenin ne olduğunun özelliklerini metaforlar yardımıyla ve Türkiye'deki İngilizce Öğretmenliği programının öğretmen yetiştiricileri perspektifinden etkili dil öğretmenleri yetiştirmeye ne kadar uygun olduğunu keşfetmeyi amaçlamıştır. Bu öğretmen yetiştiricileri şu anda Türkiye'de İngilizce Öğretmenliği programı öğrencilerine ders veren bir İngilizce Öğretimi bölümünde çalışıyorlardı. 25 farklı İngilizce Öğretmenliği bölümünden 51 öğretmen eğitmeni görüşlerini e-posta ile belirttiler. Türkiye'de daha önceki çalışmalar çoğunlukla öğretmenler, öğrenciler veya öğretmen adayları ile ilgili olduğundan, öğretmenlerin

algıları ve inançları açık uçlu sorulardan oluşan nitel bir anket aracılığıyla ortaya çıkarılmıştır. Buna göre, daha geniş bir yöntem ve araştırma tasarımları yelpazesi kullanılarak daha geniş bir katılımcı grubuyla daha fazla araştırma yapılabilir.





APPENDICES

APPENDIX-1

ETİK KURUL REPORT (ETHICS COMMITTEE REPORT)

Evrak Tarih ve Sayısı: 10.09.2021-E.



T.C.
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : E-79673485-300-62395
Konu : Etik Kurul Raporu Hk.

10.09.2021

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

Anabilim Dalınız İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden Hacer DEMİR, Sibel KATIRCI, Nagehan DEMİRCİ ve Selman KARAKUŞ'un Üniversitemiz Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu Araştırma Projesi Değerlendirme Raporu yazımız ekinde gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Dr. Öğr. Üyesi Mustafa KILINÇ
Müdür

Ek:Etik Kurul Raporu (4 adet)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSR5KMFKKS

Belge Doğrulama Adresi :
https://ebys.mehmetakif.edu.tr/enVision/Validate_Doc.aspx

İstiklal Yerleşkesi 15030 BURDUR

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Kep Adresi : maku@hs01.kep.tr

Ayrıntılı bilgi için irtibat: Özlem Işık

Evrak Pin Kodu: 01892



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi: 01.09.2021 Çarşamba

Toplantı No:2021/09

Karar No: GO 2021/309

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek lisans öğrencisi Nagehan DEMİRDAĞ' ın Doç. Dr. Ali KARAKAŞ danışmanlığında yürüteceği *"İyi Bir İngilizce Öğretmenini İyi Yapan Nitelikler Nelerdir?"* başlıklı proje önerisi araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup çalışmanın fikri, hukuki ve telif hakları bakımından sorumluluğu araştırma ekibine ait olması koşulu ile etik açıdan uygun bulunmuştur.

APPENDIX-2**ADAPTED QUESTIONNAIRE (GELİŞTİRİLMİŞ ANKET)**

Questionnaire for MA thesis

Dear Sir or Madam,

This open-ended questionnaire has been designed to be used in an ELT masters thesis supervised by Dr Ali KARAKAŞ at Mehmet Akif Ersoy University, Burdur. Its aim is to research the Turkish teacher educators' perceptions and the underlying beliefs concerning what makes a 'good' language teacher and how effective the current ELT language teacher training program is as to training 'good' language teachers. There are only three open-ended questions. Depending on the length of your responses, it might take five to ten minutes to fill out the form.

Your participation is very much appreciated. Any kind of personal information will be kept anonymous.

Thank you for collaborating.

Nagehan Demirdağ (MA Student)

E-posta *

E-posta adresiniz

Gender *

☐ Female

☐ Male

Age *

Yaşınız

Where do you work ? *

Yanıtınız _____

How many years have you been working ? *

Yanıtınız _____

What is your current position ? *

- ☐ Research Assistant
- ☐ Lecturer
- ☐ Assist.Prof
- ☐ Assoc. Prof
- ☐ Full Prof

Please explain what really makes 'a good language teacher' in your view? (e.g. any characteristics of good language teachers)

Yanıtınız _____

Please complete the following sentence: A good language teacher is like a(n) because s/he

Yanıtınız _____

Do you think the new teacher education program helps you to train 'good language teachers'? Why-why not?

Yanıtınız _____

