

**Voices from EMU: Student and Instructor Beliefs
about National Professional Teaching Standards**

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ABSTRACT

The purpose of this study, which was conducted at Eastern Mediterranean University (EMU), to explore pre-service English Language Teaching (ELT) teachers' and their instructors' beliefs about the draft professional teaching standards.

This study was a mixed study which employed a method involving both qualitative and quantitative research. The study consisted of 40 pre-service teachers in the quantitative part of the research. In accordance with its qualitative data, the research involved 6 ELT and 6 Education instructors, who were teaching the ELT pre-service teachers. In the current study, the Professional Teaching Standards Scale (Erden, 2013) and semi-structured teacher interview form were used as data collection instruments.

According to the results, the pre-service students' perceptions of the dimensions and the standards given under each dimension generally received strong agreement or agreement. According to mean categorization, none of the standards (items in the scale) was rated below 'agree'. This reveals that pre-service teachers are in favor of the standards specified in the draft professional teaching standards framework.

The interview results also support the dimensions specified in the scale. The categories and the recurring themes under these categories are either directly or indirectly related with the dimensions 'professional values and practice', 'professional development and practice', 'teaching and learning process' and 'professional relationship and practice'. The instructors' views and the dimensions in the scale are also in match with the frameworks formed in the leading countries.

This study has some implications for the national professional teaching standards framework to be developed in TRNC and the English Language Teaching Teacher Education Programmes. This study allowed the pre-service teachers' and their instructors' voice to be heard.

Keywords: Professional Teaching Standards, Professional Teaching Standards Framework, Quality Teaching and Teacher Quality

ÖZ

Bu araştırmanın amacı, Doğu Akdeniz Üniversitesi (DAÜ) İngiliz Dili Eğitimi Bölümündeki öğretmen adaylarının ve öğretim elemanlarının mesleki öğretim standartları taslağı hakkındaki düşüncelerini tespit etmektir. Hem nicel hem de nitel yöntemleri içeren tanımlayıcı bir araştırmadır.

Çalışmanın nicel araştırma bölümü 40 öğretmen adayını içermektedir. Nicel verilere uygun olarak araştırmada İngiliz Dili Eğitimi Bölümü'ndeki öğretmen adaylarına ders veren İngiliz Dili Eğitimi Bölümü'nden 6 ve Eğitim Bilimleri Bölümü'nden 6 öğretim üyesi bulunmaktadır. Araştırmada “Öğretmenlik Mesleği Standartları Ölçeği” (Erden, 2013) ve araştırmacı tarafından geliştirilen yarı yapılandırılmış öğretmen mülakat formu, veri toplama araçları olarak kullanılmıştır.

Sonuçlara göre, öğretmen adaylarının ölçü algıları ve her boyut altında verilen standartlar genel olarak “kesinlikle katılıyorum” ve “katılıyorum” yönünde olmuştur. Anlam sınıflandırmasına göre, standartlardan hiçbiri (ölçekte bulunan maddeler) “katılıyorum” derecesinin aşağısında değerlendirilmemiştir. Bu da öğretmen adaylarının, öğretim standartları çerçevesinde, profesyonel öğretim standartları tasarısından yana olduklarını göstermektedir.

Mülakat sonuçları da ölçekte belirlenen ölçüleri desteklemektedir. Bu kategoriler altındaki sınıflar ve tekrar eden temalar direkt veya dolaylı olarak “mesleki değerler ve uygulama”, “mesleki gelişim ve uygulama”, “öğretme ve öğrenme süreci” ve “mesleki ilişkiler ve uygulama” ile ilgilidir. Öğretim üyelerinin ölçek içindeki görüşleri ve ölçekleri de bu konudaki öncü ülkelerin çerçeveleri ile de uyuyor.

Bu alıřma KKTC'de ve İngiliz Dili Öğretimi öğretmen eğitimi programlarında geliştirilecek olan ulusal profesyonel öğretim standartları çerçevesi için çıkarımlar içermektedir. Ayrıca bu alıřma öğretmen adaylarının ve onların öğretmenlerinin sesinin duyulmasını da sağlamaktadır.

Anahtar Sözcükler: Mesleki Öğretmenlik Standartları, Mesleki Öğretmenlik Standartları Çerçevesi, Kaliteli Eğitim ve Öğretmen Kalitesi

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Chapter 1

INTRODUCTION

This chapter starts with a discussion of the issue of professional teaching standards at national and international levels. Then, the reasons why this topic was chosen as a research area are provided by listing some problems related to the issue in the problem statement section. The chapter proceeds with the purpose of the study. Next, significance of the study is presented by focusing on the expected benefits of the study. Finally, the chapter ends with the description of specific terms related to the topic of the study.

1.1 Background of the Study

Teachers play a critical role in providing learning context for both young and adult learners, in how education systems develop and how innovations are implemented. Besides, teaching profession has a strong influence on society in promoting human potential and in shaping next generations (European Commission, 2005). Both the roles of teachers and students' and expectations about them are changing and the teaching profession is becoming more demanding. Nowadays, teachers are expected to teach to a diverse group of students with multicultural backgrounds, focus on the students with special needs, and integrate information and communication technology (ICT) into their teaching to make teaching effective, engage in new forms of assessment/evaluation and communicate with parents in school environments (OECD, 2009). Teachers in today's technological societies are expected to perform many different roles and teach not only information but

different skills, different ways of thinking, and ways of working. Communication and collaboration are considered important tools for working with regards to information and communication technologies (OECD, 2011). In addition to acquiring the easiest skills to teach and to test, teachers are also expected to teach creative, critical, problem-solving and decision making skills. In addition to these, effective teachers need to help their students acquire effective ways of working (communication and collaboration) and tools for working which include information and communication technologies. Moreover, teachers need to be equipped with citizenship, life and career skills and to guide students with personal and social responsibility for success.

Changes in teachers' and students' roles, in approaches and skills that teachers and students need to acquire, and in new technologies require highly qualified teachers who are trained in accordance with the new demands and changes of the society. To achieve these, pre- and in-service teacher training programs which meet these new demands and manage lifelong learning are expected to be designed and certain professional teaching standards need to be set. Recent research underlines the importance of supporting the students with the required subject-matter knowledge as well as know-how for problem solving and collaboration using multimedia and technology skills. Designing standards-based classroom assessment, administering reliable, valid and consistent assessment of student work, identifying varieties in student learning and modifying lessons according to these are the skills expected from the teachers of tomorrow.

Teachers also need to develop different ways and strategies to help students manage their own learning and become autonomous learners. All these can be achieved by

working in collaboration with colleagues; thus, teachers have to develop leadership and communication skills as well (Berry, 2007).

Increasing the quality of teachers in a country is based on the design of initial teacher training programs, on the development of a national framework for professional teaching standards and on the management of professional development of teachers. Quality of teachers and quality of teaching are crucial elements in student achievement. Therefore, determining what qualified teachers know, do and value is the main point for the development of a national framework for teaching standards (OECD, 2005). Since professional teaching standards are considered to form a basis for initial teacher training program; a national framework is to be founded on scientific principles (Erden, 2013).

It is assumed that there is a positive relationship between students' achievement and the qualifications of teachers (Snow-Renner & Lauer, 2005). In a study, performance of the students was positively correlated with professional teaching standards (Darling-Hammond, 1999). Likewise, there is some evidence that students' outcomes and the quality of teacher are built around initial teacher training programs which contributes to the ongoing professional learning of pre-service teachers (Darling-Hammond, 2010; Hattie, 2009; Musset, 2010).

In an era where teacher quality is considered as a critical educational issue, design and management of teaching standards also become a crucial element (Darling-Hammond, 2000; Okpala & Ellis, 2005). According to the information revolution, professional teaching standards have been given a start in the 1990s as one of the most prominent waves in the profession of teaching as well as in education (Darling-

Hammond, 1999; Sachs, 2003). The development of professional teaching standards in 1990s has been a part of two initiatives coordinated by the governments in Australia, the UK and the US. These initiatives originated from improving educational performance of educational systems and fostering the teacher performance in classrooms. However, the reason behind the second initiative in some settings was to use standards for regulating frameworks and for controlling teachers in a bureaucratic manner for licensing and certification procedures. Teaching standards also played an initiative role to enable teachers to gain control over the components of professional work (Sachs, 2003).

Darling-Hammond (1999) has stated that professional teaching standards are likely to cause differences in the structure of teaching and to lead to improvements in learning. There is also an ongoing discussion regarding how professional teaching standards could have an effect on educational policies throughout the 21st century. Admissions, certification, and accountability are considered to be the dimensions causing debates in the regulation of standardized educational systems. Professional teaching standards are considered to provide a foundation or criteria for teacher admissions, teacher certification and teacher accountability for governments and related education authorities in a country (Young, Hall, & Clarke, 2007).

Professional teaching standards can have an impact on educational institutions in that teachers as well as school administrators require these standards for self-evaluation and evaluation of teachers and if need be, for the revision of teachers' professional practices, respectively. In this regard, several educational organizations have attempted to define and promote the quality of education in their own systems. In the light of these developments, a good example would be The National Board for

Professional Teaching Standards (NBPTS) which was established to enhance quality of teaching and learning. The NBPTS was founded in 1987 and developed rigorous standards in order to show what teachers should know and be able to do by developing an assessment framework to measure teachers' ability in meeting these standards. Importantly, the NBPTS is a non-partisan organization that is freely governed by a board of directors. The majority of 63 members are classroom teachers; other board members include school administrators, school board leaders, business, community leaders, and state legislators (National Board for Professional Teaching Standards, 2001).

Darling-Hammond (1994) reported that "professionalism starts from the proposition that thoughtful and ethical use of knowledge must inform practice" (p.4). The National Board published 'What Teachers Should Know and Be Able to Do', a document which has outlined five propositions for the teachers to improve their teaching practices and to adhere to a higher standard of quality in their professions (NBPTS, 2002).

Shulman (1987) underlined the professionalism in teaching in his words as "teaching deserves professional status" and as "the standards by which education and performance of teachers must be judged can be raised and more clearly articulated" (pp. 3-4). The National Board for Professional Teaching Standards has been established with the purpose of underlining those teaching behaviors that will increase the professional status of teachers. It aims to help teachers become competent and professional by engaging themselves into the process of standardization.

NBPTS project plays a vital role in the development of quality mechanisms for professional teaching standards. It is concerned with what teachers believe, know, understand and are able to do as professional practitioners in their teaching professions. NBPTS process is considered to create new innovations for teachers and increase the quality of classroom teaching.

1.2 Statement of the Problem

Professional teaching standards for nation have become very vital in the 21st century for effective teacher education programs as well as for professional development of teachers. Moreover, such standards are considered to be crucial not only for trainees' professional learning and practice but also for initiation of national educational reforms. Therefore, the quality of teachers and their professional development are considered to be major issue for a nation (European Commission, 2005).

Teacher professional standards are the building blocks for initiating and developing teachers' professional careers and are indispensable for evaluating the quality of their professional practice. It is noteworthy that teachers need to be educated in accordance with the standards of the framework. As Huntley (2003) pointed out teachers entering the profession is considered to be significant assets for education bodies which provide teacher education services and for employment bodies which provide employment services such as hiring teachers.

Recently, a new trend which focuses on professional teaching standards has emerged in North Cyprus since there is no determined and accepted national framework for professional teaching standards. A draft document for professional teaching standards and for the professional development of teachers has been proposed;

however, it has not been finalized and implemented yet. Training qualified teachers in accordance with standards, which will also take into account the Northern Cyprus context, requires identification and establishment of a professional teaching standards framework for the country. In this regard, perspectives of prospective English language teachers as well as their educators can contribute to the success of this important endeavor.

1.3 Purpose of the Study

Professional teaching standards for a nation are used for recognizing the qualifications that are need to provide a highly qualified initial teacher training programme for certification, maintaining benchmarks for qualifications of teachers for registration, supporting a continuum learning and professional development of teachers (The General Teaching Council for Scotland, n.d.).

Additionally, professional teaching standards are the essential features in the learning atmosphere of students, the main features in the education systems and the pioneers of the educational reforms. Hence, qualified teachers and their professional development should be take into consideration as a necessary priority for a nation (European Commission, 2005).

Accordingly, we expect the ELT Department at EMU to start questioning the quality of teachers with such professional teaching standards. Thus, focus of this study is shed light on pre-service teachers and their instructors' perceptions about such a framework.

The aim of the present study is to examine pre-service' and their educators' beliefs related to the draft professional teaching standards in the English Language

Teaching (ELT) Department at Eastern Mediterranean University (EMU). In this regard, the study aims to determine the views of the pre-service teachers and their instructors as regards the framework.

1.4 Research Questions

The current study aims to answer the following research questions:

1. What beliefs do the ELT pre-service teachers hold on draft framework of professional teaching standards?
2. What views do the participants (i.e ELT instructors and instructors of education courses) hold on draft framework of professional teaching standards?
3. How do the stakeholders' (i.e ELT pre-service teachers/ELT instructors/education instructors) beliefs compare?

1.5 Significance of the Study

This study can be considered as a significant research for a number of reasons. To begin with, there is a lack of research studying the national professional teaching standards from pre-service teachers' perspective especially at tertiary education level. Studying the ELT pre-service teachers' perceptions on the professional teaching standards will provide data for the improvement of both the draft framework and the English Language Teacher Education curriculum. Secondly, while defining what standard is a highly challenging arena, there seems to be consensus that developing a national framework for professional teaching standards can validate both governmental and private initial teacher training programs in North Cyprus. A unique framework regarding professional teaching standards might be helpful in teachers trained according to some rigorous standards. Thirdly, the findings of this study could improve the quality of teacher education programs and the teachers trained in North Cyprus. The findings

may provide some data for the restructuring of the initial teacher training programs in North Cyprus. Lastly, professional teaching standards may increase the awareness of instructors and students who participated in the study at EMU regarding the significance of professional teaching standards and professional teacher development. It may also help teachers in becoming more aware of their life-long learning.

1.6 Definition of Terms

National Board for Professional Teaching Standards: Borich (1999) described NBPTS as “a set of standards prepared mostly by and for teachers indicating what teachers should be able to along with a voluntary system to certify teachers who meet these standards” (p.276).

Professional: A person who "possesses a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients" (National Board Certification: A Guide for Candidates, 1998, p.16).

Professional teaching standards: A professional standard describes what teachers are expected to know and be able to do (Ingvarson, 1998).

Stakeholder: Stakeholder refers to “a person with an interest or concern in something” (Stakeholder, n.d).

Chapter 2

REVIEW OF LITERATURE

This chapter attempts to review the literature by defining the term ‘professional teaching standards (PTS)’ in relation to teacher quality and professionalism in teaching; by discussing how and why the issue of professional teaching standards emerged giving a special place to the National Board for Professional Teaching Standards (NBPTS); and by summarizing the possible advantages/outcomes of having professional teaching standards. The chapter proceeds by mentioning the professional teaching standards in different countries in the following sequence: the United Kingdom, Scotland, Northern Ireland, Netherlands, Poland, Australia, the United States of America and the current situation of PTS in Turkish Republic of Northern Cyprus (TRNC). The chapter ends up with the related research conducted on PTS in foreign countries, in Turkey and in TRNC.

2.1 Definition of the term “Professional Teaching Standards (PTS)”

Effective teacher education is crucial to teacher quality and quality teaching (Ingvarson & Rowe, 2007). Hence, setting professional teaching standards and implementing these standards are considered significant in ensuring teacher quality and quality teaching.

Teacher quality has gained an increasing interest and has been at the center of educational reform debate since the early 1980s (Moore, 2002; Hildebrandt, 2006). Defining teacher quality has been a complex issue and there is little agreement on

what it is and how it should be measured (Ingvarson & Rowe, 2007; Lewis et al., 1999). Although it is difficult to conceptualize teacher quality, researchers have attempted to define it in various ways over time based on the research they carried out on the characteristics of effective teachers and teaching. According to the related literature, teacher quality has focused on personality characteristics, teacher behaviors, what effective teachers know and do (Ingvarson & Rowe, 2007), essential knowledge for teaching (Louden, Rohl et al., 2005a,b; Shulman, 1987) and what constitutes expertise in teaching (Berliner, 1992). Moreover, Shulman (1991) came up with new approaches for defining teacher quality and developing teaching standards. He has focused on the complexity of teacher knowledge in terms of their awareness of what they know about what they teach and techniques of how they help student learn.

There has been different focus on the ways definitions have been made on the concept of teacher quality. Some definitions focus on what should be taught and how knowledge should be conveyed whereas some focus on the training and knowledge a teacher should possess (Moore, 2002). However, most of the researchers have agreed on the following two elements which they believe describe teacher quality:

- Teacher preparation and qualifications: pre-service learning (certification) and continued learning (professional development and mentoring)
- Teaching practices: actual behaviors and practices that teachers exhibit in their classrooms (Ingersoll, 1996).

Similar to the elements given above, Fenstermacher and Richardson (2005) attempted to define 'teacher quality' as presented in the quotation below:

Quality teaching ... is about more than whether something is taught. It is also about how it is taught. Not only must the content be appropriate, proper, and

aimed at some worthy purpose, the methods employed have to be morally defensible and grounded in shared conceptions of reasonableness. (p. 189)

It is at this point that standards and teaching standards gain importance and necessity. Defining quality teaching is not sufficient, setting up standards as measurement tools to evaluate teacher quality and quality teaching is also essential. That is why standards are considered as measures or tools in making evaluations in different parts of life and work. Ingvarson & Rowe (2007) defined the term standard as follows: “Standards provide the necessary context of shared meanings and values for fair, reliable and useful judgements to be made” (p.10).

The concept of standard accepted by most of the authorities is defined by Richardson (1994), and the following two different notions about the concept of standard are given in his definition:

- Something that is established by authority, custom, or general consent as a model or example to be followed.
- A definite level of degree of quality that is proper or adequate for a specific purpose (p. 16).

When looked from the education perspective, it is needed to know where we are going (the standard), in order to know how to get there (the curriculum) and to know when we arrive at a benchmark (the assessment and evaluation) (TESOL, 2013).

Articulating a vision of quality learning is a must for writing teaching standards because vision of quality is required to describe what teachers should know, believe and be able to do. In order to develop teaching standards, it is essential to reach a consensus supported by research and wisdom of expert practitioners. In other words, all the stakeholders are expected to be involved into the process of developing

teaching standards and to come to a consensus on what the content and principles of the framework will be (Ingvarson & Kleinhenz, 2006; Ingvarson & Rowe, 2007).

When teaching standards are to be developed for professional reflection, providing feedback, fostering practice and certification; Ingvarson & Kleinhenz (2006, p.13), proposed the following three steps to be followed:

- Defining what is to be assessed (i.e. What is advanced? What are the essential elements of good teaching?) These are often called *content* standards.
- Deciding how it will be assessed; that is, how valid evidence about practice will be gathered (assessment methods)
- Identifying what counts as meeting the standard, or ‘how good is good enough?’ (This calls for rubrics that specify, or benchmarks that exemplify, the level of performance that meets the standards).

Ingvarson & Rowe (2007) produced some characteristics of well written standards by analyzing the set of standards for accomplished teachers developed by the Australian Science Teacher Association. They paid attention to clear guiding conceptions, validity, uniqueness of features, dimensions of development, assessability of features.

Louden (2000) has gone further and underlined the features of teaching standards that have a positive effect on the system by analyzing the teaching standards in different countries and came up with the following common criteria:

- Brief;
- Transparent (so that it is clear what is expected of teachers);
- Specific (by discipline, student development level);

- In context (show in what context the expected performance is to be demonstrated or how evidence is to be collected to show achievement); and
- Clear focus on teaching and learning (p.34).

2.2 Purposes of Professional Teaching Standards

Professional teaching standards have been developed for various reasons. They have a formative role of standards-based assessment. They form a basis for teachers to identify areas of improvement by reflecting on their own practice. With the help of portfolio, they observe and analyze their own performances against the standards as developed by the NBPTS and Australian standards to improve themselves. On the other hand, professional teaching standards have also been developed to function as benchmarks for judging whether a teacher or an institution fulfill the requirements put forward by the state or national government. It was noted that by OECD (2013) that these standards are used for certification or accreditation purposes as summarized in the list below (p.32):

- To support the improvement of teacher performance;
- To certify teachers who are new to the teaching profession or who have attained a certain status as teachers;
- To assess teacher performance; and
- To evaluate and accredit teacher training institutions (OECD, 2013, p. 32).

In addition to providing a basis for the assessment of professional performance and guidance for professional learning, teaching standards are also developed by employing authorities and school managers to help them monitor and evaluate teaching in schools. Teaching standards function as ‘performance management’ and annual performance reviews to make decisions about annual bonuses or salary increments. They have reported that standards can be used for legislative purposes

such as dismissal and renewal decisions; for appointment purposes; for registration, de-registration, or re-registration purposes; for appraisal purposes; for professional development purposes; and for certification purposes (Ingvarson & Kleinhenz, 2006).

2.3 Advantages of Setting (A National Framework for) Professional Teaching Standards

According to National Board for Professional Teaching Standards (Hildebrandt, 2006) developing a national framework for professional teaching standards has affected education positively in three important areas as follows: the profession, teachers and teaching, and student achievement.

- Effects on the profession: it is supported by the research findings that national framework had a positive effect on the profession by promoting self-regulation in teaching. There has been a change named as ‘quiet revolution’ (Darling-Hammond, 1996). This revolution has focused on reflection, collaboration with peers and teacher learning and student achievement.
- Effect on Teachers and Teaching: According to the survey conducted on the National Board certified teachers, 91% of the teachers stated that their teaching practices had been positively affected by the National Board certification (NBPTS, 2001). They indicated that there had been a change in their perceived teaching efficacy. 69% of them reported that there had been “positive changes in their students’ engagement, achievement and motivation” (NBPTS, 2001, p.2). Both certified teachers and those who attended but did not gain it reported that they had an increased meta-cognitive awareness of instruction (NBPTS, 2001).

- Effects on Student Achievement: A survey conducted wherein the certified and non-certified teachers' had formed up the sample of the study and the reports have shown an increased achievement in the practices of National Board Certified teachers. One study conducted in Arizona showed that students of board certified teachers had larger gains in language and reading scores on standardized tests than non-Board certified teachers (Vandevoort, Amrein-Beardsley; Berliner, 2004). Another study done by Goldhaber, Perry and Anthony (2004) in North Carolina school districts demonstrated that learning gains in reading and math of students whose teachers were National Board certified were significant.

According to the Ministerial Council on Education, Employment Training and Youth Affairs (2003) in Australia, a professional framework for teaching standards provide advantages not only for teaching as a profession but also for the stakeholders involved such as students, parents, the community and governments. A national framework is considered to have positive effects on student learning outcomes, the status and standing of teachers, and professional support for teachers. In order to reach to these benefits, a framework is expected to involve reflection, support and recognition of teachers' professional growth throughout their careers. The national framework for professional teaching standards in Australia (2003) is believed to be beneficial in terms of teacher knowledge, level of teaching quality; national recognition, national alignment of teacher education programmes, and national commitment to effective teacher preparation.

2.4 Professional Teaching Standards in Different Countries

This section analysis on the literature on professional teaching standards in various countries. It involves information about nine countries. In this regard, the aim of producing and using the professional teaching standards, how these standards have been developed and what kind of framework they have produced are examined in detail.

The countries are as follows: the United Kingdom, Scotland, Northern Ireland, the Netherlands, Poland, Australia, the United States of America, Turkey and the Turkish Republic of Northern Cyprus.

2.4.1 Professional Teaching Standards in the United Kingdom (UK)

Attempts to form professional teaching standards in the UK started in 1997 and the first version of the professional teaching standards was produced by the Teacher Training Agency (TTA). The standards first came out as a consultation document; however, they seemed to be too general and more definite statements were required (Reynolds, 1999). In 2005, Teacher Development Agency (TDA) was set up and this agency carried out many meetings and consultation seminars with 10 commission members and managed to produce the first version of the Qualified Teaching Status (QTS) standards in 2007 (Nunn, 2008).

Qualified Teaching Status Standards have been in use as the professional teaching standards in the UK since September 2011. QTS standards are being used by initial teacher training institutions, pre-service teachers, qualified teachers, and bodies associated with newly qualified teachers. QTS standards have been developed to help all newly qualified teachers to be endorsed with the highest professional standards and to establish a framework of expectations for all education bodies

(Training and Development of Agency for Schools, 2008). QTS standards further aimed to form nationally consistent benchmarks/standards/scales to achieve quality in teachers' practice and conduct to help them improve learners' achievement. QTS standards require a suitable standard of demonstrable competence and conduct for entry into the profession, form a clear basis for professional development of teachers and a basis for schools to help them overcome underperformance and misconduct through performance management (The Secretary of State Education, 2011).

The latest version of the UK Professional Standards Framework (2011) includes five major aims as listed below:

- i. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
- ii. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- iii. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
- iv. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
- v. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities (p.2).

The professional teaching standards framework in the UK (2011) has 3 major dimensions as areas of activity, core knowledge and professional values.

The standards introduced in 2012 by the United Kingdom, are simply presented as a list of ten brief statements followed by a specification of the 'components' of each standard.

2.4.2 Professional Teaching Standards in Scotland

Attempts to form professional teaching standards in Scotland started in 1993 with the aim of producing some guidelines which were revised in 1998. These attempts

continued with producing a series of competences for teacher education courses. Two national seminars/conferences were held with the participation of 60 stakeholders. With the help of the views received out of the discussions from these seminars, a revised list of the standards was formed (TED 2009).

Scottish professional teaching standards were recently revised in 2012 and have been in use since 2013. The final version of the Scottish professional standards includes the following three dimensions:

- Professional knowledge and understanding
- Professional skills and abilities
- Professional values and personal commitment

Professional knowledge and understanding dimension has standards on curriculum, education systems, professional responsibilities, principles and perspectives. Each of these standards includes elements of standards.

Teaching and learning, classroom organization and management, pupil assessment, professional reflection and communication are the standards under the dimension of professional skills and abilities. The dimension of professional values and personal commitment includes some elements of standards (General Teaching Council for Scotland, 2016; TED, 2009).

Scottish professional teaching standards also include the themes on professional values and personal commitment; learning for sustainability and the theme on leadership (The General Teaching Council for Scotland, n.d.; TED, 2009).

Designing programs of initial teacher training, evaluating student performance, reporting on student achievement and examining teacher development areas are among the aims of Scottish professional teaching standards.

2.4.3 Professional Teaching Standards in Northern Ireland

Key education stakeholders were involved into the process of forming up the professional teaching standards in Northern Ireland by the General Teaching Council. They were asked to report on what kind of a framework/model was suitable for Northern Ireland through a structured questionnaire. Then, the perceptions of teacher education partners were collected on how effective the framework/model has been in achieving the aims and how to finalize the framework/model for implementation (GTCNI, 2005; TED, 2009).

After this process, the council proposed new competence statements and these statements were reviewed to ensure that they covered knowledge, skills, planning and assessment (GTCNI, 2005; TED, 2009).

The commission which was appointed by the Council came up with the following three dimensions:

- Professional values and practice
- Professional knowledge and understanding
- Professional skills and application (GTCNI, 2005; TED, 2009).

2.4.4 Professional Teaching Standards in the Netherlands

The Ministry of Education, Culture and Science has established a commission which function under the Association for the Professional Quality of Teachers (SBL) and invited all the teachers teaching in the Netherlands education system to participate in

the commission. Teachers' commission aimed at developing professional quality standards and producing a proposal for competence requirements. They produced 7 teachers' competence and organized a series of regional quality panels to debate over on the proposal and get feedback on the requirements of competence systematically. Then all the stakeholders (employers "organizations, school management, parents' associations, students, training colleges, school advisory services and other educational advisory" were all invited for their feedback and comments (Good quality teachers for good quality education, SBL, n,d).

In accordance with the reactions by all the stakeholders; the following 7 key teacher competences were integrated into the model:

- Interpersonal competence
- Pedagogical competence
- Subject knowledge and methodological competence
- Organizational competence
- Collaboration with colleagues' competence
- Collaboration with the working environment competence
- Reflection and development competence

To sum up, the purpose of Professional Teaching Standards in the Netherlands is to form regulations for the schools and to fulfill the requirements essential for the teachers. Higher education institutions are required to follow these professional teaching standards in their initial training (Good quality teachers for good quality education, SBL, n.d).

2.4.5 Professional Teaching Standards in Poland

Attempts to form professional teaching standards in Poland started in 1995 with a project group called KREATOR. Teachers worked in groups in Polish towns to prepare some guidelines for the description of key competences, for classroom arrangement, for school operations and to help with the grading of these. The project group produced and described the following competences for the Poland teachers: planning, regulation and evaluation of self-learning, creative problem solving and digital competence (Gordon et al., 2009).

Five more key competences were added to the firstly introduced one in 1998 by the Center for Science Policy and Higher Education:

- Searching for information
- Processing information
- Critical thinking
- Communication
- Mathematical literacy (Gordon et al., 2009).

2.4.6 Professional Teaching Standards in Australia

National framework for professional teaching standards in Australia was prepared based on the “National aims of Adelaide Declaration for 21st century schools” which was published in 1999. In order to achieve the aims specified in the declaration, Teacher Quality and Educational Leadership Group was formed up. This group aimed to produce recommendations for the following two topics:

- Teacher training and ongoing professional development of teachers
- Specification of professional standards for teachers and administrators (TED, 2009).

The framework for Australian professional teaching standards has been developed based on the recommendations produced by this group. Australia is considered as a significant model in forming up the professional teaching standards since the standards have been formed within three stages involving the following into the process: first, national educational aims have been determined; second, standards which will cover these aims have been formed by having a consensus from authoritative stakeholders including states and local administrators; and third, professional teaching standards have been developed by state education authorities (TED, 2009).

The professional teaching standards for teachers in Australia are composed of seven standards which indicate what teachers should know and be able to do. The standards have the features of interconnection, interdependence and overlap (Australian Institute for Teaching and School Leadership, 2011).

According to the Australian Institute for Teaching and School Leadership (2011), these seven standards are categorized into three domains of teaching as follows:

- Professional Knowledge
- Professional Practice
- Professional Engagement

2.4.7 Professional Teaching Standards in the United States of America

In 1983, a federal report named as ‘A Nation at Risk’ was published and this report has drawn the public’s attention on the state of American Education. This report initiated a wave of reform among the education communities in United States of America. This report also underlined the importance of the classroom teacher indicating the fact that there are excellent teachers already working in the classroom;

however, their effort often goes unrecognized and unrewarded. This resulted in many first rate teachers leaving the schools; hence, the profession. This report led to the reconsideration of the conditions that classroom teachers work in schools aiming to regain the prestige of the teaching profession (NBPTS, 2002).

Three years later of 'A Nation at Risk' report, another important report titled "A Nation Prepared: Teachers for the 21st Century" was also published in 1986. These two reports had immense effects on the establishment of a National Board for Professional Teaching Standards which had a unique importance in the history of American Education (NBPTS, 2002).

The NBPTS is a crucial organization for teacher professionalization. It is an independent, non-profit, nonpartisan and non-governmental organization established with 63 members. Twenty-three of members are classroom teachers and other board members are school administrators, school board leaders, business, community leaders, and state legislators (National Board for Professional Teaching Standards, 2001). The mission of the National Board for Professional Teaching Standards is

Maintaining high and rigorous standards for what accomplished teachers should know and be able to do, providing a national voluntary system certifying teachers who meet these standards, and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers. (National Board for Professional Teaching Standards, 2002, p. 1)

In 1989, the National Board issued its policy statement as "What Teachers Should Know And Be Able To Do" which has functioned as a fundamental premise for all the improvement of the standards conducted by the National Board for Professional Teaching Standards. Knowledge, skills and dispositions knowledge function as a

fundamental mixture critical to the makeup of an effective teacher (National Board for Professional Teaching Standards, 2002).

The National Board for Professional Teaching Standards (2002) look for the following five core propositions (policy positions) to ensure that teachers effectively foster student learning and demonstrate high levels of knowledge, skills, abilities and commitments:

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities (pp.3-4).

Besides NBPTS, there are two more expert institutions named as National Council for the Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support Consortium (INTASC) which are effective in the preparation of teacher education and teaching standards. The standards offered by these 3 leading institutions are widely accepted and implemented in American Teacher Education (Özcan, 2009, as cited in TED, 2009).

This standardization movement has also affected teacher education programs in various ways. The most important effect of this standardization movement has been the accreditation of the existing teacher education programs by either producing new standards for the accreditation process or by transforming the already existing

accreditation conditions into standards. Today, all the teacher education programs in different states are required to provide an education that meets the teaching standards of that state; otherwise, the ministry of education in that state does not approve/accredit that teacher education program and the graduates of that program cannot work as a teacher in that state (Özcan, 2009, as cited in TED, 2009).

Another positive effect of the National Board has been the certification that it offers on a voluntary basis. It aims to complement not to replace the state licensing issued by the teacher education program of each state. National board certification has been developed by teachers with teacher for teachers; therefore, it symbolizes professional teaching excellence and motivates teachers to involve themselves into the processes of certification (National Board for Professional Teaching Standards, 2002).

2.4.8 Professional Teaching Standards in Turkey

Determining professional teaching competencies/standards in Turkey started in 2002 within the framework of Support for the Elementary Education Project which was supported by the European Union. The process of forming up the professional teaching standards was composed of the participation of the academicians from universities, Ministry of Education staff members and of the inspectors and teachers of the 6 pilot provinces (Van, İzmir, Kocaeli, Hatay, Bolu and Ankara) of Turkey (TED, 2009).

At the beginning of the process, professional teaching standards of the USA, England, Australia, Seychelles Islands and Ireland were analyzed as samples. However, instead of using the term ‘standards’, they preferred to use the term ‘competencies’ in Turkey. Within the handbook published by the Ministry of

Education; it was stated that answers to the following two questions were looked for:

1. What should be the teaching qualifications in the 21st Century?
2. Which qualifications do a teacher and a student need to possess in the 21st Century?

Interestingly, the answers to these questions were not given any place in the documents wherein professional teaching competencies were presented (TED, 2009).

The aim of these teacher competencies is to provide support for the achievement of the national educational aims, to enable an effective cooperation and knowledge share at a national level, to form a basis/system for the comparison and contrast of teacher qualification and quality, to ensure consistency in the expectations of the community in terms of quality and status of the teaching profession, to provide a clear, transparent and reliable source for the professional development of the teachers, to come to a consensus in the common terms and definitions to be used for the discussion of teaching profession at a national level, to provide recognition and a regain of the status of the teaching profession by defining knowledge, skills, dispositions and values of the teachers, to provide opportunities for learners to learn how to learn, to provide quality assurance in the eyes of the parents and members of the community through clear job descriptions of the teachers (MEB, 2008).

Professional teaching competencies in Turkey are composed of six standards and thirty one sub-standards which include 233 performance statements. Personal and

professional values; recognizing the students; teaching and learning process; monitoring and evaluating learning and development; the relationship among school, family and society and curriculum and content knowledge are the major professional teaching standards in Turkey (TED, 2009).

2.4.9 Professional Teaching Standards in Turkish Republic of Northern Cyprus (TRNC)

Although there are state, semi-state and private higher education institutions training teachers in North Cyprus, there is no national framework or professional teaching standards accepted and implemented formally by the education authorities in North Cyprus. Considering the importance of teacher quality and quality teaching in the education and professional development of teachers, there is an urgent need to form a framework which will include definite standards integrating both local and universal values according to the needs and culture of the students in North Cyprus. Professional Teaching standards are not only important for pre- and in-service training of the teachers which will provide teacher quality and quality teaching, but for the improvement of the teacher training programs, as well as for maintenance of a good and healthy relationship among all the stakeholders.

So far, there is only a draft framework attempted and produced by Erden (2013) as a PhD dissertation. She introduced the dimensions and the standards under each dimension to the Ministry of Education for consideration, revision, and implementation; however, no formal action has been taken yet.

Randomly selected 735 key stakeholders formed up the sample and took an active role either in qualitative or quantitative stage of the process. After having a thorough analysis of the literature review and involving all the working group members into

the process, first draft of the dimensions and professional teaching standards which comply with the TRNC's education system were formed up. First draft of the Professional Teaching Standards Scale was administered to the key stakeholders to find out their views and perceptions on the draft professional teaching standards identified as a result of the working process of the stakeholders.

“Professional values and practice”, “professional development and practice”, “teaching and learning process” and “professional relationships and practice” are the 4 dimensions in the draft framework of professional teaching standards. These dimensions include 52 professional teaching standards about knowledgeable expertise, valuing learners, focusing on learning strategies, research skills, curriculum knowledge and active leadership, pedagogical content knowledge, learning as cycles of monitoring, assessment and feedback, planning learning, learners' responsibilities and special needs, communication and collaboration (Erden, 2013, p.98).

2.5 Related Research

2.5.1 Related Research on PTS in Various Contexts

According to the survey conducted on the National Board certified teachers in Arlington in Virginia, 91% of the certified teachers stated that their teaching practices had been positively affected by the National Board certification (NBPTS, 2001). The aim of the survey was to examine the impact of National Board Certification on teachers. The participants indicated that there had been a change in their perceived teaching efficacy. 69% of them reported that there had been “positive changes in their students' engagement, achievement and motivation” (NBPTS, 2001, p.2). Both certified teachers and those who attended but did not gain

it reported that they had an increased meta-cognitive awareness of instruction (NBPTS, 2001).

The purpose of the study conducted by Vandevort et al. (2004) in Arizona was to examine the relationship between national board certification and student achievement. The findings of the study showed that students of board certified teachers had larger gains in language and reading scores on standardized tests (Stanford Achievement Test – 9th Edition) than those of non-Board certified teachers.

Another study done by Goldhaber, Perry and Anthony (2004) in North Carolina school districts demonstrated that learning gains in reading and math of students whose teachers were National Board certified were significant. The aim of this study was also to analyze the relationship between national board certified/non board certified teachers and student achievement from different perspectives.

The study done in Alabama aimed to explore the professional experience of Nationally Board certified teachers on their planning and teaching practices after completing National Board Certification. The impact of national board for professional teaching standards on early childhood teachers were explored by interviewing 10 early childhood generalist and 10 middle childhood generalist. The participants indicated that the National Board Certification had a positive impact on curriculum decision making, their reactions to federal and local mandates, standardized tests, on leadership roles and professional development (Sheek, 2007).

In another study conducted by Al-Shawa (2012), the researcher aimed to investigate the degree to what extent national teacher professional standards in the mathematical educational courses are used from pre-service teachers' perspectives in Jordan. Al-Shawa found out that the national teacher professional standards in the university mathematical educational courses were implemented at a medium degree according to the pre-service teachers' perspectives in Jordan. The results revealed that the differences between the implementation degree of the national teacher professional standards with respect to the area of specialization (pre-service early childhood teachers and pre-service elementary teachers) are not statistically significant due to the education provided for them was given by the same instructors in the faculty of education. The findings demonstrated that the differences between the implementation degree of the national teacher professional standards with respect to the university (Hashemite and Jordan Universities) are statistically significant due to the fact that the teaching experiences of the members of the educational faculty at the Jordan University is higher than the faculty members in Hashemite.

Another study conducted in Malaysia by Goh, Saad and Wong (2012) aimed to discover what beginning teachers themselves conceived as competence in relation to what they did everyday as teachers. 18 beginning teachers were interviewed about their own teaching competences within their teaching profession. According to the beginning teachers' conceptions, there are five qualitatively different categories as follows: classroom and behavior management, knowing subject matter, reaching out for assistance and support, understanding students and possessing values of professionalism.

2.5.2 Related research on PTS in Turkey

In his study on teacher competencies, Seferoğlu (2004) investigated to what extent the pre-service teachers in the Computer Education and Instructional Technology Department at Hacettepe University believe they possess the teacher competencies specified by the Ministry of Education. According to the findings, pre-service teachers found themselves 'average' or 'good' in most of the competency areas determined in the 4 point Likert type scale. In at least half of the items, 'poor' was not marked by any of the participants and this was considered an interesting finding. The researcher associated this finding with the possibility of quality education given to the pre-service teachers in their department.

In an MA study conducted by Kani (2011) in Çanakkale Onsekiz Mart University, the researcher aimed at investigating the English Language Teachers Trainees' perceptions about their competencies identified by Common European Framework (CEF) and European Language Portfolio (ELP) through attempting to describe their current and desired competencies. The findings of the study demonstrated that the participating trainees found themselves competent in the teacher competencies identified by the Common European Principles for Teacher Competencies and Qualifications. Besides, they indicated that they want to be experts in these competencies. It was highlighted that the more the trainees found themselves competent currently, the more they wanted to be competent in the competencies identified in CEF and ELP in future.

The aim of the study carried out by Türk Eğitim Derneği (TED) in 2009 was to determine the current situation in Teacher Competencies by evaluating primary and secondary school teachers in terms of the standards specified in the Framework for

Teaching Profession Competencies prepared and approved by the Ministry of Education on 17 April 2006 dated meeting from teachers', administrators', students' and parents' perspectives and to offer solutions for the improvement of the framework. The findings revealed that there is a conceptual problem regarding the understanding of the concept of Teaching Profession Competencies and that there is a significant country wide problem about teacher competencies. It has been determined that there have been serious weaknesses during the preparation of the framework for teacher profession competencies. The meaning of learning and teaching, a common understanding of what teachers should know and be able to do in today's conditions, definition of preferences and points of views have not been considered and the views of stakeholders have not been involved during the preparation of the framework all of which have caused serious problems regarding teacher competencies in Turkey.

In a study done by Erişen (2015) in Anatolian part of Istanbul with 82 EFL teachers, the researcher aimed to explore what the concepts of 'standard', 'quality EFL teacher', 'standards for quality EFL teacher' and 'international teacher' meant for EFL teachers' metaphorically. The findings revealed that EFL teachers produced the following metaphors for the concept of 'standard': a star, a scale, a book, a recipe all of which underlined the guiding aspect of the concept 'standard'. The analysis of the metaphors used by the participating EFL teachers for the concept of 'quality EFL teacher' depicted the EFL teacher as a multidimensional person, a life-long learner, a guide, and a multicultural domain. An international EFL teacher was also resembled to a bridge between the local (national) and the universal cultures.

2.5.3 Related research on PTS in Turkish Republic of Northern Cyprus (TRNC)

Only one study has been conducted in the field of professional teaching standards in TRNC and it was done as a doctorate dissertation by Hale Alibaba Erden in 2013. The aim of this study was to develop a draft framework of the national professional teaching standards (PTS) for North Cyprus to be considered and finalized by the authorities in the Ministry of Education and other stakeholders. However, the draft framework has not been taken into account yet.

“Professional values and practice”, “professional development and practice”, “teaching and learning process” and “professional relationships and practice” are the four dimensions that the results revealed. Besides, 52 professional teaching standards has been categorized under these four dimensions by the working (Erden, 2013).

Forty-five professional teaching standards have been found fitting the values whereas 7 of them found not fitting the values given in the Rasch model based upon the identified dimensions and professional teaching standards (Erden, 2013).

Four dimensions called “professional values and practice” (12 standards), “professional development and practice” (19 standards), “teaching and learning process” (10 standards) and professional relationships and practice” (4 standards) (Erden, 2013) have been decided to be included as the four dimensions of the draft framework for professional teaching standards to be administered for the

stakeholders in North Cyprus. As a result, 45 professional teaching standards have been specified to be included in the draft (Erden, 2013).

Chapter 3

METHOD

In this chapter the research design, context of the current study and the research questions are presented followed with the detailed information about the participants of the study. The subsequent sections explain data collection instruments, procedures and piloting of the study. Then, the data analysis is explained.

3.1 Overall Research Design

This study has employed a mixed method approach wherein both quantitative and qualitative methods of data collection were used. Qualitative research is considered as “a research strategy that usually emphasizes words rather than quantification in the collection and analysis of the data” (Bryman, 2004, p.266). Quantitative research is the “research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analysis” (Mackey & Gass, 2005, p. 363). Fraenkel, Wallen, and Hyu (2012) explain that researchers can collect different kinds of data more than they would get from only one method which enables them to achieve a better understanding of research problems. Furthermore, the reliability and validity of the study (research findings) increase when the researchers use both quantitative and qualitative methods together. Therefore, concurrent triangulation method has been used as an approach in this research. Creswell (2003) explains concurrent triangulation method as “when a researcher uses two different methods in an attempt to confirm, cross - validate, or corroborate

findings within a single study” (Greene et al, 1989; Morgan, 1998; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992 as cited in Creswell, 2003). In this design, both qualitative and quantitative data collection methods were used concurrently in one phase of the study. This design is more advantageous in that it provides for the research to be conducted in a shorter period of time and allows researcher to describe, analyze, and interpret the situation under study in a shorter time compared to other similar strategies. Moreover, using concurrent triangulation method, is useful because depending, especially on one method may not provide adequate data about the topic of interest while using various resources can be used to contrast them with each other to see the results. For these purposes, scales and interviews were employed as data collection techniques concurrently in this research.

Briefly, the data were collected through concurrent triangulation method using student scale to obtain quantitative data about their perceptions toward professional teaching standards; and teacher interviews as qualitative data to get a better understanding of their perceptions and views behind employing professional teaching standards.

3.2 Context

The present study was conducted at Eastern Mediterranean University (EMU), English Language Teaching (ELT) Department in Turkish Republic of Northern Cyprus (TRNC) during 2014-15 academic year.

The ELT Department of EMU web page states that (<http://fedu.emu.edu.tr/?page=14:34:0:4:english>), ELT has been providing high quality education since 1995. The ELT department played a crucial role in the establishment of the Faculty of Education at EMU in 1999. The department aims to

ensure and maintain universal standards of superiority in teaching at undergraduate and graduate levels. ELT has also been contributing to the community of TRNC regarding the development of English learning and teaching. The ELT Department has diverse students from multiple countries (e.g. TRNC, Turkey, Iran, Iraq, Jordan, Oman, China, Kazakhstan, Turkmenistan, and Belarus). Moreover, the Bachelor of Arts (B.A.), Master of Arts (M.A.) and the Philosophy of Doctorate (Ph.D.) degrees in ELT, are offered by the ELT Department; which is fully accredited by Turkish Higher Education Council (YÖK) in Turkey; and by the Council of Higher Education for Planning, Evaluation, Accreditation and Coordination (YÖDAK) in the TRNC. Importantly, the ELT Department has been pursuing universal trends in undergraduate education since the B.A. program in the ELT Department has received the accreditation certification of AQAS (Agency for Quality through Accreditation of Study programs) in Germany in February 2014.

3.3 Research Questions

The aim of this study is to investigate the beliefs of pre-service teachers and their educators (in the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU)) related to the draft professional teaching standards. In this regard, the study attempts to determine the opinions and beliefs of pre-service teachers and their instructors as regards the framework. Accordingly, the present study addresses the following questions:

1. What beliefs do the ELT pre-service teachers hold on draft framework of professional teaching standards?
2. What views do the participants (i.e ELT instructors and instructors of education courses) hold on draft framework of professional teaching standards?

3. How do the stakeholders' (i.e. ELT pre-service teachers/ELT instructors/education instructors) beliefs compare?

3.4 Participants

The present study involved the third and fourth year ELT students and the instructors teaching them. In this study, purposive sampling method has been used in order to choose the participants of the study. Purposive sampling is defined as

“A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research.” (Oliver, 2006, p.3)

Third and fourth year ELT students were deliberately involved into the study as the sample since they are considered as the senior students and prospective teacher candidates who are qualified enough to offer their perceptions on professional teaching standards. The participants of the study are explained in the following subsections.

3.4.1 Students

Third and fourth year BA students of the ELT Department participated in this study. In the selection of the sample third and fourth year students were selected since they best suit the purpose of the study as explained in the previous section. The total number of students who participated in this study was 40.

In third year, 50% of the students were male and 50% of them were female. 63.64% of the students were from TRNC, 22.73% from TR, 9.09% from Russia and 4.54% were from Iran. The age range was between 21 and 28.

In fourth year, 61.11% of the students were male and 38.89% of them were female. 66.66% of the students were from TRNC, 27.78% from TR and 5.56% from Iran. The age range was between 23 and 30.

3.4.2 Instructors

The study involved twelve instructors, who were teaching the third and fourth year ELT students. Eight of the 12 were female and the other four were male. Their ages ranged between 40 and 63 years old; their years of teaching experience ranged between 15 to 30 years. Twelve of the instructors indicated Turkish as their first language. Ten of them were Turkish Cypriots and two were Azerbaijani.

3.5. Data Collection Instruments

In the current study, the following instruments were used to collect data: student scale and semi-structured teacher interview form.

3.5.1 Student Scales

The student scale designed by Erden (2013) was adapted and used by the researcher. The scale was conducted to identify students' perceptions regarding the professional values and practice, professional development and practice, teaching and learning process, and professional relationships and practice. 5-point Likert has been ranged from strongly agree (5) to strongly disagree (1), scaled as; Strongly Agree (5); Agree (4); Undecided (3); Disagree (2); and Strongly Disagree (1). There are 52 items in the scale (see Appendix B).

3.5.2 Teacher Interviews

Teacher interviews were held with the ELT and education course instructors. The teacher interview form was prepared by the researcher to identify the views of the university instructors on forming a framework for professional teaching standards and contribute to the development process of the professional teaching standards in

TRNC having the dimensions of the existing draft framework as the basis. Moreover, the researcher aimed at collecting in-depth views on what dimensions and purposes of the framework can be composed of and what the advantages and disadvantages of existence of professional teaching standards could lead to in TRNC.

The researcher preferred to administer semi-structured interviews (see Appendix C) to allow flexibility for the interviewee to express their views freely. Dörnyei (2007) reports that the use of semi-structured interviews is beneficial because the format used is open-ended and the interviewee is given freedom to express their ideas in an exploratory manner. It also provides opportunity for the interviewer to skip the question or issues already discussed therefore prevents boredom and repetition (Creswell, 2003).

Overall, the teacher interview form consisted of five questions but depending on the responses, the researcher added or skipped some questions to suit the aims of the study.

3.6 Data Collection Procedures

Data collection was conducted during the fall and spring semesters of the academic year 2014-2015.

First, the permission (see Appendix A) from the department was obtained formally. Next, the student scales (see Appendix B) were implemented to gather data from the pre-service teachers on their beliefs of the draft professional teaching standards. The student scales were administered by the researcher during class hours for about 20

minutes. Consent forms were attached to the scale and students were asked to sign and submit the form before they started responding the scale (see Appendix B).

Finally, the researcher contacted with the instructors to schedule the appointments for the interviews (see Appendices C and D). Each instructor was interviewed by the researcher individually at a time and place convenient for them after getting their consent. All the interviews took place in the offices of the instructors upon their preferences and they were all audio-recorded upon their permissions. Each interview took about 15-25 minutes.

3.7. Piloting

As indicated by Dörnyei (2007), “piloting is an essential part of quantitative research and any attempt to shortcut the piloting stage will seriously jeopardize the psychometric quality of the study” (p.75). Bryman (2004) also underlines the function of pilot study as to ensure that survey questions operate well and the research instrument as a whole functions well. In this regard, the student scale was piloted before administration of the scale to the real participants of the study. The scale was piloted with 10 2nd year ELT students. These particular students were not included into the real study and these were male and female students originating from different countries.

Before administering the scale, the researcher explained the purpose of the pilot study and the scale in detail. Researcher was present in the classroom during the pilot study session and answered the questions raised by the students. While responding to the scale the comments made by the students were taken into consideration and the items which were not clear were changed in terms of sentence structure and the words used. The changes were confirmed in terms of clarity by two ELT and two Education experts.

3.8 Data Analysis

In this research the collected data were analyzed by both qualitative and quantitative research methods. The qualitative data gathered from the interviews with the instructors were analyzed through content analysis by identifying, coding, categorizing and labelling the occurring themes in the data (Miles & Huberman 1994; Patton 2002). The quantitative data collected from the scales were analyzed via the application of Statistical Package for Social Sciences (SPSS 18).

To analyze teacher interviews, the audio-recorded sessions were transcribed, coded and then categorized. The crucial components and the recurring themes regarding each interview question were highlighted and identified as key words and were noted into the left and right margins of the paper. The major topic of each interview question acted as categories and the arising key words which were related to each other were gathered as themes under related categories.

Chapter 4

RESULTS

In this chapter, the findings obtained from the data are presented. This chapter consists of three sections. The first section presents a quantitative analysis of English language teaching pre-service teachers' beliefs on national professional teaching standards. The second section reports on ELT and education instructors' views on national professional teaching standards while the third presents the comparison between the views of English language teaching and education instructors. The categories and related themes are also presented in the tables below.

4.1 Research Question 1

What beliefs do the ELT pre-service teachers hold on national professional teaching standards?

The following categorization of means was used for the data analysis in this study: the mean within the range of 4.3-5 was considered as strongly agree (high), between 3.5-4.2 as agree, between 2.7-3.4 as undecided, between 1.9-2.6 as disagree (low) and between 1-1.8 as strongly disagree (low). The scale was consisted of 4 major categories as follows: Professional Values and Practice (14 items), Professional Development and Practice (20 items), Teaching and Learning Process (13 items) and Professional Relationships and Practice (5 items).

As it is demonstrated in Table 4.1 below, most of the participants reported that they ‘strongly agree’ with the items listed in Category A which is ‘Professional Values and Practice’ category. Only 3 of the items were reported below the average mean of 4.30 which corresponds to the range of ‘agree’. Of 14 items in category A, pre-service teachers indicated their strong preferences in relation to item 5 (Respect for individual and cultural differences in learners, M=4.85), item 1 (Treat learners equally and act constructively towards them, M=4.75), and item 8 (Pay attention to learners’ interaction with and learning from each other, M=4.65) with the highest average means. Only 3 items were reported below the range of ‘strongly agree’ as given consecutively: item 6 (Believe in the cooperation with the parents, teachers, school administrators and other interested parties in relation to the decisions made about the learners, M=4.27), item 9 (Be aware of the collaboration of parents and other teachers in learners’ development, M=4.27), and item 13 (Volunteer for participating in activities for school development M= 3.92). None of the items in this category was rated as ‘undecided’, ‘disagree’ or ‘strongly disagree’ according to the mean categorization.

Table 4.1: Frequencies, Mean and Standard Deviation of English Language Teaching Student’s Beliefs about “Professional Values and Practice” in Category A

Items	SA&A	Undecided	D&SD	Mean	SD
1	100%	-	-	4.75	.43853
2	95%	2.5%	2.5%	4.57	.67511
3	97.5%	2.5%	-	4.55	.55238
4	95%	2.5%	2.5%	4.55	.67748
5	97.5%	2.5%	-	4.85	.42667
6	90%	5%	5%	4.27	.87669
7	95%	7.5%	-	4.62	.62788
8	97.5%	2.5%	-	4.65	.53349
9	85%	10%	5%	4.27	.93336
10	92.5%	7.5%	-	4.50	.64051
11	95%	5%	-	4.62	.58562
12	92.5%	7.5%	-	4.40	.63246
13	70%	20%	10%	3.92	.97106

14	82.5%	10%	7.5%	4.30	.93918
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As table 4.2 illustrated below, most of the pre-service teachers indicated their strong agreement with the items listed in category B titled as ‘Professional Development and Practice’. Only 5 items (items 24, 23, 25, 26, and 31) were reported to be agreed. Pre-service teachers stated their strong agreement in relation to item 32 (Have knowledge of the characteristics of learners with special needs and ways of dealing with them, M=4.62), item 18 (Have the knowledge of teaching and learning methods and techniques how to apply them, M=4.60), item 22 (Have sufficient pedagogical (content) knowledge, M=4.57) and item 16 (Have the knowledge of factors providing and preventing learning, M=4.55). Five of the items were reported to be in the range of ‘agree’ as given successively: item 24 (Have knowledge of own and other teachers’ duties and responsibilities in the school organization you teach, M=4.02), item 23 (Monitor innovations in the field of study through creative and critical approach, M=4.15), item 25 (Have knowledge and critical understanding of education system, policies and practices, M=4.17), item 26 (Have legal knowledge related to the teaching profession, M=4.17), and item 31 (Have knowledge of research process and its contribution to education, M=4.20). None of the items in this category was rated as ‘undecided’, ‘disagree’ or ‘strongly disagree’ according to the mean categorization.

Table 4.2: Frequencies, Mean and Standard Deviation of English Language Teaching Student’s Beliefs about “Professional Development and Practice” in Category B

Items	SA & A	Undecided	D & S D	Mean	SD
15	95%	5%	-	4.47	.59861
16	100%	-	-	4.55	.50383
17	95%	5%	-	4.52	.59861

18	95%	-	5%	4.60	.74421
19	97.5%	2.5%	-	4.40	.54538
20	97.5%	2.5%	-	4.45	.55238
21	92.5%	7.5%	-	4.50	.64051
22	90%	10%	-	4.57	.67511
23	85%	12.5%	2.5%	4.15	.73554
24	77.5%	17.5%	5%	4.02	.83116
25	87.5%	5%	7.5%	4.17	.93060
26	85%	12.5%	2.5%	4.17	.74722
27	85%	15%	-	4.27	.71567
28	90%	7.5%	2.5%	4.27	.71567
29	95%	2.5%	2.5%	4.35	.66216
30	87.5%	12.5%	-	4.32	.69384
31	92.5%	7.5%	-	4.20	.56387
32	95%	2.5%	2.5%	4.62	.66747
33	90%	12.5%	10%	4.50	.67937
34	90%	5%	5%	4.42	.81296

As the Table 4.3 demonstrates, participants rated 12 of the items as ‘strongly agree’ and only 1 item was rated as ‘agreed’. Of the 13 items, item 38 (Prepare use effective teaching-learning materials, M=4.70) was rated as the highest item, item 40 (Adapt teaching according to learners’ with special needs, M=4.60) was rated as the second highest item, items 35 (Prepare lesson plans appropriate to learner’s learning needs) and 37 (Implement teaching methods and techniques effectively) were rated equally with a mean of 4.57. None of the items in this category was rated as ‘undecided’, ‘disagree’ or ‘strongly disagree’ according to the mean categorization.

Table 4.3: Frequencies, Mean and Standard Deviation of English Language Teaching Student's Beliefs about "Teaching and Learning Process" in Category C

Items	SA & A	Undecided	D & S D	Mean	SD
35	95%	2.5%	2.5%	4.57	.78087
36	97.5%	2.5%	-	4.52	.55412
37	100%	-	-	4.57	.50064
38	100%	-	-	4.70	.46410
39	92.5%	7.5%	-	4.55	.63851
40	92.5%	7.5%	-	4.60	.63246
41	90%	7.5%	2.5%	4.42	.74722
42	92.5%	2.5%	5%	4.45	.78233
43	90%	2.5%	7.5%	4.22	.91952
44	92.5%	2.5%	5%	4.30	.75786
45	92.5%	5%	2.5%	4.42	.81296
46	95%	5%	-	4.47	.59861
47	92.5%	7.5%	-	4.37	.62788

As presented in Table 4.4, of the 5 items, participants rated item 48 (Communicate effectively with learners, teachers and parents, $M=4.60$) as the highest and item 51 (Co-operate with families to promote the education of learners, $M=4.12$) as the lowest item. None of the items in this category was rated as 'undecided', 'disagree' or 'strongly disagree' according to the mean categorization.

Table 4.4: Frequencies, Mean and Standard Deviation of English Language Teaching Student's Beliefs about "Professional Relationships and Practice" in Category D

Items	SA & A	Undecided	D & S D	Mean	SD
48	95%	2.5%	2.5%	4.60	.43853
49	80%	15%	5%	4.17	.67511

50	85%	10%	5%	4.25	.55238
51	77.5%	12.5%	10%	4.12	.67748
52	85%	7.5%	7.5%	4.20	.42667

4.2 Research Question 2

What views do the participants hold on national professional teaching standards?

- a. ELT instructors?
- b. Instructors of education courses?

4.2.1 Instructors' Views on National Professional Teaching Standards

This section presents the results obtained from the semi-structured interviews held with the instructors. The following categories emerged based on the data obtained from the semi-structured interviews conducted with both the ELT and education instructors:

- I. Importance and necessity of forming a framework
- II. Dimensions/Criteria which professional teaching standards framework can consist of
- III. Purposes for using professional teaching standards framework
- IV. Advantages and limitations of forming and implementing such a framework

These four categories also yielded some themes which are presented in the following table wherein the beliefs of education and ELT instructors have been specified.

4.2.1.1 Category 1: Importance and necessity of forming a framework

When the data was analyzed, nine themes which are shown in the table below emerged:

Table 4.5: Importance and necessity of forming a framework

Theme	Frequency
T1: Pre-Service Education of Teachers	2 ELT instructors & 4 Education instructors
T2: In-Service Training of Teachers	2 ELT instructors & 3 Education instructors
T3: Ensuring Quality in Pre-Service and In-Service Teacher Education	2 ELT instructors & 4 Education instructors
T4: Setting and Achieving Goals	3 ELT instructors & 1 Education instructors
T5: Self-evaluation and Reflection	4 ELT instructors
T6: Curriculum and Course Design	1 ELT instructor
T7: Increasing and Regaining the Reputation of Teaching Profession	1 Education instructor
T8: Improving or Changing the Education System of a Country	1 Education instructor
T9: Criteria For the Employment of Teachers	1 Education instructor

The following section focuses only on what beliefs ELT instructors hold on national professional teaching standards.

The ELT instructors underlined the importance and necessity of forming a professional teaching standards framework relating the issue to several reasons. Four of the ELT instructors indicated that forming a framework is essential for the training

of teachers. While two of them stated its necessity for the pre-service education of the teacher candidates; two of them found it important for the in-service training of teachers as given in the excerpts below:

Yes, it is essential and it is significant I think we set professional development standards in Cyprus because it is a crucial you know thing for teacher education for language and everything. (ELT2)

Standards Frameworks, for any profession, are indispensable for training, development of members of the profession as well as self- and other-evaluation of their professional practices. (ELT4)

Moreover, two of the ELT instructors believed that forming a framework is essential to increase the quality in teacher education programs. They stated that it is important to ensure a quality/standard both in pre- and in-service teacher education.

I think such a framework is absolutely essential. It will give the criteria that one needs to consider in teaching in general or education in general so I think it is necessary. (ELT3)

First of all, I believe that, it is essential we should have such a professional framework for professional teaching standard. First of all we need it in order to be more consistent in what we are teaching to our students not only in terms of content but also in the way we deliver it and test it... So another dimension is who is going to decide whether I have done my job as a teacher or not. Without having any professional standard maybe I feel that I have done my job but maybe professionally others will say: 'No you have not done your job properly or maybe you tried hard but you have not done your job properly'. So we need a framework to ensure the quality. (ELT6)

Three of the ELT instructors stated that forming a professional teaching standards framework is essential to set and achieve goals. They believed that a framework can be used as a guide or a map in setting and achieving goals in the program. This is shown in the excerpts below:

If you do not have a framework, you will not know what way to go in other words any framework can be used as an outline with starting point and finishing point since you know the framework you can fill in it.....Otherwise you cannot achieve your aim so imagine you do not have a framework you do not know what kind of content to put, what kind of methodology and which dimensions to use; In other words, in order to reach our aim we need a framework. (ELT1)

First of all, you can have a coherent set of standards in this case... you are aware of what you are doing, what you are trying to reach at so it gives in other words it gives a kind of shape to your standards and when everything is written down okay so you do not get lost you know what you have done and what you are doing and what you will be doing... (ELT5)

We need it in order to be more consistent in what we are teaching to our students not only in terms of content but also in the way we teach it. (ELT 6)

Four ELT instructors highlighted the importance and necessity of forming a framework for internal evaluation. They indicated that a framework is essential for self-evaluation and self-reflection as given in the quotes below:

Standards Frameworks, for any profession, are indispensable for training, development of members of the profession as well as self- and other evaluation of their professional practices. (ELT4)

... You are aware of what you are doing, what you are trying to reach at so it gives in other words it gives a kind of shape to your standards and when everything is written down okay so you do not get lost you know what you have done and what you are doing and what you will be doing so 100% we need a framework for professional teaching standards. (ELT5)

A framework in very simple word to me is a kind of mirror. When I will look at it I will see myself whether I have done my job properly or not in terms of content, delivery, assessment (ELT6)

Related to this, only one ELT instructor stated its necessity for curriculum and course design as specified below:

I think having a framework is very important, it's really significant and essential not only for professional teaching standards but for everything from curriculum design to course design so we need a framework model. (ELT5)

Similar to ELT instructors, education instructors also emphasized the importance and necessity of forming a framework both for the in-service and pre-service education of teachers; for increasing the quality in teacher education programs but highlighting the admission and graduation requirements as exemplified in the following quotes:

We need to change this structure of education system first place anyway in order to have in-service training for teachers from teacher's perspectives within the classrooms for students from the students' perspectives. (EDUC1)

Such a framework is necessary especially not only for pre-service teacher education but also in-service teacher education ... So such a framework will help not only for training teachers before they actually become teachers but it will also help for newest novice teachers that is to say new teachers who have just started working at the schools for their professional improvement. (EDUC2)

I believe that teachers and teacher candidates should know what is expected from them in terms of what kind of knowledge, competences and skills they should achieve before they actually start teaching in schools. (EDUC3)

It's essential very significant because this standard will help the country to maintain its quality and its standards... Because when you graduate things do not end at that point; a teacher needs to be a lifelong learner, a teacher needs to develop himself or herself continuously. And one way of helping teachers during their continuous professional development or one way of making sure ensuring that teachers are in the process of developing themselves continuously is having a professional framework, or professional teaching standards because that means every teachers will need to attend certain programs, certain courses, certain seminars to reach to the standards in order not to fall behind of the standards. (EDUC6)

... Otherwise there will also be problems in qualifying the teachers. But when you have certain standards this will take the quality up and this will make the admission into the education programs difficult as well as the graduation from these programs. (EDUC6)

Education instructors found the framework essential for setting standards for external inspection and evaluation as given in the excerpts below:

First of all, when selecting teachers and not only in selecting but also evaluating after they start teaching there should be some kind of performance evaluation I believe and it would also help teachers to reflect on their instruction on their teaching. (EDUC3)

In each country no matter by which institutions you are accredited from, one needs to have its own standards or framework for professional teaching standards which will enable that country to educate their teachers at a certain standard. (EDUC6)

They also underlined the necessity of forming a framework in setting and achieving goals as specified below:

Professional teaching standards are like a map; they should be our map. If we have got a map, okay we shall, know where we are going to, we don't have unfortunately and in this situation, we are without a map and we don't know where we are going to and all the teachers, administrators, school administrators either ... Ministry of Education is trying to do their best but having no established goals, with no professional teaching standards and a framework will mean no targets. (EDUC5)

Increasing and regaining the reputation of teaching as a profession, improving the education system of a country and using the framework as criteria for the employment of teachers are among the issues/themes underlined only by the education instructors. These themes are exemplified in the following quotes:

When you have certain standards this will take the quality up and this will make the admission into the education programs difficult as well as the graduation from these programs difficult and as a result teaching as a profession will regain its reputation its prestige again. (EDUC6)

We need first of all to structure our education system once you have change the system, then you have in-service training of the teachers then you make some improvements within the classrooms. (EDUC1)

Such a framework is essential and even what I know is that in some countries employed teachers or helped teachers to be employed in institutions according to given framework for professional teaching standards. If they somehow feed with the professional teaching standards nationalize of course there are certified, I mean teachers. So such a framework will help not only for training teachers before they actually become teachers but it will also help for newest novice teachers that is to say new teachers who have just started working at the schools for their professional improvement. (EDUC2)

4.2.1.2 Category 2: Dimensions and criteria for professional teaching standards framework

Table 4.6: Dimensions/Criteria for professional teaching standards framework

Theme	Subthemes within each theme	Frequency
T1:Subject-matter Knowledge		3 ELT instructors & 4 Education instructors
T2:Pedagogical Knowledge		4 ELT instructors & 5 Education instructor
T3: Measurements and Evaluation Skills		2 ELT instructors & 3 Education instructors
T4:Classroom Management	Classroom management skills Teaching environment Interaction skills Ethics Communication skills	2 ELT instructors & 2 Education instructors
T5:Curriculum Development	Localization in curriculum Universal needs Realities of educational setting Students and society needs Standardization	3 ELT instructors & 2 Education instructors
T6:Professional Development		1 ELT instructor
T7: Administration and Management	Flexibility Collaboration Management/Leadership skills	2 Education instructors
T8:Higher Order Thinking Skills		1 Education instructor

The second category is related with the dimensions or criteria for professional teaching standards framework. The themes that occurred under this category are presented in the table above. Out of the eight themes that occurred, ELT instructors highlighted six of them as the components that should be included into the framework. Three ELT instructors indicated subject-matter knowledge as one of the important dimensions of the standards framework as presented in the quotes below:

... But which dimensions put there you are right dimensions or criteria to be frank I do not have clear idea for language teachers for example what kind of criteria first it can be knowledge of subject matter knowledge in other words we should have some measurement or some data to show for example to what extent person the teacher knows the subject matter knowledge of subject matter. (ELT1)

In terms of standards or in terms of dimensions or what's the other word criteria it should focus on the way the teacher can increase his or her academic performance. Also, whether he or she is competent in content knowledge. Does she know her subject well to what extent? (ELT3)

First of all, the first maybe the most important component is ... the knowledge... knowledge that subject-matter knowledge okay competency is subject-matter knowledge for example; if you are talking about English language teaching okay so teacher should have certain level of components of language okay if it is mathematics teachers, they should have certain a content knowledge okay, so knowledge is first component. So, there should be some standards regarding subject matter component or knowledge. (ELT5)

Besides subject-matter knowledge, ELT instructors also underlined the importance of pedagogical knowledge as one of the dimensions/components of the professional teaching standards framework. The views of these instructors are given in the excerpts below:

For example to what extent person the teacher knows the subject matter knowledge of subject matter and knowledge of methodology maybe these are two important things that we have. (ELT1)

... Another criteria may be the ability of teaching sorry the ability of planning teaching activities. Yet another criteria may be the ability of the teacher to use a set of strategies to meet the needs of the students and the needs of the changing environment. I think these are the most important criteria that have to be used within the framework. (ELT3)

If I were involved in a standards forming committee, I would suggest such dimensions as Language and Communication, Teaching-Learning, Classroom Interaction, Learners, Resources, and Assessment. For example, in terms of Teaching-Learning, related standards should reflect planning/preparation/delivery of teaching in relation to supporting learner's learning; or Learners dimension should ideally take into account their individual characteristics. (ELT4)

Another dimension, component maybe related with teaching, okay teaching skills I mean how to teach okay so teachers for example should know about different teaching approaches, methods, techniques also they should know about different learning theories, or theories of language so the second and of course they should be able to put all this knowledge into practice so teaching skills component. (ELT5)

Another component suggested by two of the ELT instructors is the necessity of measurement and evaluation dimension of the framework though difficulty of forming such a framework has also been highlighted as indicated in the quotes below:

... What else can we put down maybe personal characteristics of a person, personality traits but what aspects to put into here? It's very very difficult to measure in other words, setting standards will be very difficult for me as a person...I am not clear; I do not know what to put there how to find out. For example; Ayse meets all the standard in terms of personality traits; Mehmet may not... I do not know how to measure. Measurement is very important thing for that. (ELT1)

If I were involved in a standards forming committee, I would suggest such dimensions as Language and Communication, Teaching-Learning, Classroom Interaction, Learners, Resources, and Assessment. (ELT4)

Two of the ELT instructors highlighted the classroom management component to be comprised as one of the dimensions of the framework. While one of the teachers

underlined classroom management skills aspect, the other one stressed interaction skills of the teachers highlighting individual characteristics of learners. Moreover, one of the ELT instructors highlighted the importance of ethics in terms of professional code of practice to be included under this dimension. These views are shown in the quotes below:

... And third one, maybe related with management managerial components in other words so how to manage the class, their teaching okay it's a very wide area. (ELT5)

I would suggest such dimensions as Language and Communication, Teaching-Learning, Classroom Interaction, Learners, Resources, and Assessment. For example, in terms of Teaching-Learning, related standards should reflect planning/preparation/delivery of teaching in relation to supporting learner's learning; or Learners dimension should ideally take into account their individual characteristics. (ELT4)

The fourth component in the standards should be about professional ethics, code of practice okay so when you say code of practice or professional ethics we mean rights or wrongs related with teaching so this is also very wide area. What I mean what wide area professional ethics includes... you know maybe being fair in your class even you going class on time, okay dressing code.. All these can be discussed under the heading of code of practice or professional ethics so they we should have some standards regarding the rights or wrongs or teaching profession. (ELT5)

Furthermore, three of the ELT instructors mentioned curriculum development as one of the components to be included underlining the needs analysis aspect of the curriculum. While one of them stated the universal needs to be taken into account; the other two indicated contextual realities (local needs) of educational settings. One of the instructors added student needs and society needs also to be considered in the formation of standards framework. These thoughts are exemplified in the following quotes:

We should have two things in that framework one should be internal the other one should be external in other words one can be dependent the other should

be independent what I mean by dependent and independent in other words local TRNC can be dependent dependable in other words but it should comply with international ones. In other words, it may be significant if it complies with international standards. Otherwise, each country each locality imagine that has each all standards in that case how can we be sure that the standards we have is or are good or bad. It will be impossible so that's why we need some independent in other words, we have to compare contrast what we have locally with what we have internationally or universally. (ELT1)

The universal criteria first of all should be included and some amount of you know contextual impact should be evaluated and then added to this criteria but you know our local needs regarding TRNC and also our existing standards needs to be evaluated and added to the universal ones...Some of these standards are you know organized according realities of education setting and these realities are you know trigger different standards local realities. (ELT2)

There are so many stakeholders we call them so maybe they will come together and decide what their aim is what they need so when you talk about dimensions then we need to talk about these different kinds of aspects the needs our students or society whoever the wants what they want how much they want so we need to decide on the content what is the needed maybe we the teachers, we feel that you know our student need this...So we should have a kind of central committee including all this different parts, stakeholders as we call them came together decide what is needed how much is needed to decide what to teach then comes the other dimension all right let's say we agree on we need this we need this too much then how much time do we have. (ELT6)

Only one ELT instructor indicated professional development to be included as one of the dimensions for professional teaching standards framework as given in the quotes below:

Professional development, professional growth so maybe we can include some standards related with lifelong or let's say professional long learning. Okay so these are the things I think should be included in the standards criteria or dimensions of a framework. (ELT5)

Likewise, four education instructors also suggested subject matter and five of them stated pedagogical knowledge to be included as two of the important criteria for professional teaching standards framework as specified below:

There are different dimensions. One of them is content knowledge. Teacher should know the subject area he or she is going to teach very well in terms of EFL teaching he or she should know the language very well. (EDUC3)

If you do not have standardized teachers education programs that means we can have teachers know the subject but no knowledge about psychology or pedagogy and all that. So, we should have if we have standardized programs of teacher education so people graduating from education faculty should at least have these qualities skills. (EDUC4)

Subject matter knowledge, content and pedagogical knowledge I mean that is critical. (EDUC5)

Another dimension should focus on of course the subject matter knowledge of the teacher. How much are they expert in their fields. (EDUC6)

When they need to have a good repertoire of teaching methods of course besides this they need to know a lot about learning strategies, styles how people learn plus of course teaching materials assessment these are some of the major ones I believe. (EDUC2)

Pedagogical knowledge is another dimension and it includes the planning stage, planning of instruction, implementation; what methods, techniques to use and evaluation... I believe that affective component factors are also important, how to motivate students, how to make them achieve positive attitudes towards subject they are learning. (EDUC3)

Psychology aspect of the teachers in other words a teacher needs to have a very good knowledge and experience in learning psychology and developmental psychology of the learners. So, one dimension should be at assessing the students' knowledge and implementation regarding to what extent a teacher is able to understand a student's psychology, the learning psychology and the developmental psychology. (EDUC6)

Additionally, three of the education instructors stated that measurement and evaluation skills are necessary for shaping professional teaching standards framework as given in the excerpts below:

It is a very specific area and teacher candidates' studies at the universities cannot appreciate the importance of measurement and assessment simple because they do not yet have any teaching experience or they have very little experience... If they are lucky and if they find again opportunity to work with some more experienced teachers in the schools that they start; of course they start to improve themselves in the assessment area but there is no guarantee that they will improve themselves in this area...So as far as the dimension I offered for training namely measurement and assessment of teachers whether they are English Teachers, Math Teachers, mother tongue teachers what so ever they should be able to device, prepare and administer. (EDUC2)

Assessment component is also important; what techniques and assessment methods to use, to assess to students' achievement is important. (EDUC3)

Another standard or criterion for standard is measurement and evaluation standard. We have no standardized tests in the country so maybe in order to check or kind of monitor the standards of teaching. We should apply standard testing standardized testing in the country to see who is ahead, who is behind so that we can support those schools who are behind with probably better materials or better teachers. So that, they are broad up to the level others. (EDUC4)

Moreover, three of the education instructors believed that classroom management skills could be one of the dimensions for professional teaching standards framework as shown in the excerpts below:

We said first thing in to be included is to teaching environment which includes schools, schools buildings, classrooms, social activity areas, areas related with hygiene like washrooms and cafeterias and all the other and labs if there any laboratories like science labs and so and so forth...Again desks their heights even the chairs are important whether their make for the age height of the students because if they are not comfortable they won't be sitting properly so and so forth. The others are number of the students in class for example; each student should have at least one square meter or one square cube of area fresh air, breathe healthy and so and so forth. (EDUC4)

One dimension should be the classroom management dimension in other words communication skills of the teacher or interpersonal skills of the teachers. One of the dimension should focus on this because today's teacher need to be very good communicator, they need to be very good speaker, they need to be very good listener, they need to be very good listener actually a good psychologist because a teacher needs to be psychologist in order to build up empathy with the students a teacher needs to be good speaker, needs to be good to be able to express himself or herself in a clear or open way and need to be able to have good rapport, good relationships with the human beings which in case will be the students in class and at school so communication skills. (EDUC6)

Two education instructors highlighted the importance of curriculum development in terms of local and universal needs and its standardization as one of the components of the professional teaching standards framework as exemplified in the following quotes:

Some of the peculiarities of curricula are that they are flexible so flexibility is important. Then, secondly then the most important maybe is localization okay so are all this curricula which are imposed on education by Ministry on Education are they localized start with most of them are not localized. Why? Since we are so to speak part of Turkey, Turkish curricula are copied are tried to be implemented in TRNC and though we have got more than enough expertise to evaluate curricula and design other curricula somehow to some bureaucratic limitations this and that we failed to do so. So we are using Turkish curricula as they are. But my belief is that best curricula among the curricula all subject area is English Language teaching curricula. Why? Because thanks god if I may so we are not using Turkish Language Teaching curriculum we are using an international one and again we are so to speak lucky in addition to curriculum we have got textbooks which they have got their own syllable and usually English Language Teaching and learning books often times are publications done by experts in the fields so in this regard ELT people or English Language Teaching maybe is in the best situations so we may consider our self as ELT experts as the luckiest. (EDUC2)

Another factor or criterion for professional teaching standards is educational programs. we have to have programs standards so in all schools everything that teachers do not everything the teachers doing in class of course because we cannot have standardized teachers like that so everything that say the same but the materials they use or the objectives that aim are the same so in the end we have the same product so everybody talking same way so if you do not

have programs standards that means anybody can do what they like in the schools and there are not prepare programs yet when we talking curriculum in the country. Hopefully, soon they would have properly designed curriculum for each subject. (EDUC4)

Two education instructors also highlighted that professional development should be included as one of the dimensions in this framework as follows:

As a teacher you have to be open-minded, you feel confident whenever whoever comes or walks into your classrooms to observe you and give you feedback both positive and negative for professional development, I would say. (EDUC1)

... And another dimension or criteria could be of course the professional development of the teachers because learning how to teach or learning how to provide students to learn is not something to be learnt or developed. When you are student teachers in teacher education programs, it goes on until the end of your profession. So, one of the dimensions for the framework should be professional development of the teachers. As a country how the national board would measure and would assess, would ensure the professional development of its in-service teachers to make it sure that the teachers at school are developing continuously. (EDUC6)

Two of the education instructors underlined school administration and management as components for forming a professional teaching standards framework as quoted below:

When we think of administratively, administration should also be more flexible towards teachers. Let's say administration is also significant; they should be leaders they should not be a boss towards to teachers they should collaborate with each other. They should collaborate with each other in the schools in order for professional teaching standards to work like they should work collaboratively. This is the first thing in the schools. There should not be competition between teachers. There should not be competition between teachers and administrators. (EDUC1)

School principals or school administrators qualities so school administrators or managers or principals or directors whatever call them should go through at least an MA degree program in order to be able to effectively lead or manage

a school so this is also important. Education is not a joke. It is very serious issues that we form generations of the future of the country. So, if we do not have pay attention to such things that means won't be giving proper education there won't be standards... I am English Language Teacher Educator and trainer and plus I am in the area of educational sciences especially leadership and management. So, I could offer suggestions in all areas. (EDUC4)

Another dimension suggested by one education instructor to be included into the framework is the higher order thinking skills as given in the quote below:

Another dimension should be the teachers' creative thinking skills, reflective thinking skills. I mean the higher order thinking skills and the skills that 21st century requires from every single individual not only from the teachers but from every single individual. Not only from the teachers but every single individual but when it is the teachers we are talking about a teacher needs to be much more qualified in terms of higher order thinking skills. Because 21st century requires teachers to be good thinkers; good critical, reflective, creative thinkers, good analysts, good synthesizers, and good technology users. So, one dimension should be on these skills and should focus on the skills dimension of the teachers as well. (EDUC6)

4.2.1.3 Category 3: Purposes for using professional teaching standards framework

Table 4.7: Purposes for using professional teaching standards framework

Theme	Subthemes within each theme	Frequency
T1: Professional Development	Teacher performance Self-assessment Administrators' performance assessment	4 ELT instructors & 6 EDUC instructors
T2: Increasing in Education	Quality Measuring qualifications Provide better quality education Universal standards Ethical consideration	3 ELT instructors & 1 EDUC instructor

T3:Designand Purposes	Evaluation	Program evaluation Course evaluation	3 ELT instructors & 2 EDUC instructors
T4:Employment Purposes		Hiring teachers Selecting teachers	2 EDUC instructors

The ELT instructors also focused on the purposes for using professional teaching standards framework. Five of the ELT instructors indicated that professional teaching standards can be used for professional development of the teachers.

Three of the ELT instructors believed that such a framework can be used for the (external) evaluation of teachers' performance which emerged as one of the sub-themes. It can function as criteria for certifying and evaluating each pre-service teacher's performance and for evaluating teachers' competency as quoted below:

We can measure for example qualifications in terms if we set as criteria qualifications for example he has got a diploma for that university he has got MA he has got Ph.D. (ELT1)

Teachers' performance can be evaluated I mean school teachers so by looking at these standards you try to figure out to what extent teachers meet these standards so they can for example find out that the teachers do not meet some of the standards maybe you can organize some in-service training workshops or seminars to help them to meet these standards. (ELT5)

Quality education number one because once you do this it means your quality education will raise this is what I think I will believe that will happen. Not only this, it also gives you chance to see what your teachers can achieve it to see the capacity of your teachers like what is gained at the end of the day will give chance to raise the quality, it will give you chance to maybe see the deficiencies weak points and be able to organize? I do not know in-service training maybe or specific courses whatever and this will give you chance to raise your standards. (ELT6)

On the other hand; three ELT instructors stated that professional teaching standards can be used for self-assessment purposes creating opportunities for teachers to monitor their progress and do self-reflection over their own performances as given in the quotes below:

Also, teachers themselves may have a look at standards for professional development purposes okay for reflection purposes. For example if I have a list of standards in front of me as a teacher I ask 'do I meet this standard?' oh no! So this gives you a chance to reflect on your teaching by looking at these standards okay so if you see you do not meet most of the standards then this means that you need to do something for professional development okay so it can be used for different purposes. (ELT5)

As I previously mentioned, such standards can serve multiple purposes, educational, developmental, as well as self-evaluative purposes. (ELT4)

A framework in very simple word to me is a kind of mirror. When I will look at it I will see myself whether I have done my job properly or not in terms of content, delivery, assessment. (ELT6)

Furthermore, only one ELT instructor believed that professional teaching standards can be used for assessing the performance of administrators as follows:

The professional development of the people who are in charge of teaching and learning and teaching process they really need to take their share. (ELT2)

Increasing quality in education emerged as one of the major themes for purposes for using professional teaching standards framework. Three of the ELT instructors stated that professional teaching standards can be used to measure qualifications like diplomas, degrees; to reach universal standards by comparing ones' own education system with other countries and to improve the education system in terms of ethical issue as exemplified in the excerpts below:

How can you measure for example to what extent someone loves his or her country how to do that or he is sincere how to measure sincerity but we can measure for example qualifications in terms if we set as criteria qualifications for example he has got a diploma for that university he has got MA he has got Ph.D. but if you take some humanistic circle features it will be difficult to measure but no matter what you do you need standard because we have an international standards. (ELT1)

Teaching professional standards may be used for professional development on the part of the teacher but also to increase quality in education in general providing students with a better quality education. So, it can serve both teachers and students at the same. (ELT2)

It also gives you chance to reach the universal standards because not everybody stays in Cyprus for their whole education some of them may go to Turkey maybe some of them might go to European countries America wherever so ones you do all this you can see sort of gaps there are between your country and the other countries. (ELT6)

Ethical consideration especially you know the places like TRNC you know ethical issues are great consideration and we really need to you know deal with that literally. (ELT2)

Another major theme that emerged under purposes category is using professional teaching standards framework for design and evaluation purposes. While 3 of the ELT instructors underlined its use for curriculum design and evaluation; one of them highlighted its purpose on course evaluation. This instructor thinks that professional teaching standards might provide opportunities to compare learning outcomes with teaching standards. These views are presented in the quotes below:

Okay, professional teaching standards can be used to design teacher education programs okay so maybe they can be used to guide us to design teacher education programs so we can write learning outcomes by having a look at these professional teaching standards so we have a kind of match between these standards and our learning outcomes so they can be used for designing programs for pre-service training. (ELT3)

As I previously mentioned, such standards can serve multiple purposes, educational, developmental, as well as evaluative purposes. (ELT4)

If you are doing a kind of program, program for evaluating teachers, maybe you can refer to these standards to see for example to what extent ELT department at EMU meets these standards so you can use the framework for program evaluation purposes. (ELT5)

Three of the education instructors also agreed on the idea that professional teaching standards can be used for professional development of the teachers.

Three of the education instructors claimed that professional teaching standards framework can be used as an evaluation tool to assess teachers' performance in terms of teacher competency and certification. The following quotes can be shown to support these views:

We should be able to see the level, the existence level our teachers all right because they are like guidelines to see I mean the place where we want our teachers to be. They could help us for the assessment of course assessment of the existing proficiencies or competencies teachers have and both where they come. Both formative and summative assessment of the teachers; maybe competencies of teachers, maybe in that aspect they could help us. (EDUC5)

They can only be used for improvement purposes teachers need improving themselves professional teaching standards should be examine closely and once have got professional teaching standards in a country they should be certified that is I mean people meeting those standards should be given certificates or to what extent they have those professional teaching standards should be indicated in these certificates or I mean if they can determine some minimum acceptable professional teaching standards they may be implemented for the whole system. Well and once professional teaching standards are they are the profession itself will improve itself to a greater extent a teacher will be try to improve themselves and why? Professional teaching standards will be our goals so to speak professional teaching standards are goals if you don't have goals to worse you will be going nowhere I believe. (EDUC2)

Professional teaching standards can be used to ensure the quality and the standard of the teachers who are in the profession and who are actually

performing their profession. Because if teachers are left alone in their profession or if their left with the knowledge they have brought from their university years ago they are not going to improve themselves. Teachers need to update themselves. Teachers need to improve themselves continuously so professional teaching standards can be used for monitoring and enabling the professional development of the teachers. So it can be used for educating high quality teachers and for maintaining the quality of the in-service teachers. (EDUC6)

Moreover, two education instructors suggested that professional teaching standards can be used for self-assessment purposes for monitoring self-progress and doing self-reflection on the performances of the self as exemplified in the excerpts below:

Professional teaching standards should be used or should be improved for life if you believe in life long development if you believe in that okay. First you did MA you have completed to PHD but that is not end of the academic life if you believe lifelong learning that every day you learn from each other, from the conferences you attend, from the things that you read, from differences bits and pieces then professional teaching standards is significant should be used actually so definitely I would say lifelong learning if you are dedicated as well as a teacher. (EDUC1)

First of all, when selecting teachers and not only in selecting but also evaluating after they start teaching there should be some kind of performance evaluation I believe and it would also help teachers to reflect on their instruction on their teaching. (EDUC3)

Additionally, only one education instructor thinks that professional teaching standards can be used for the performance assessment of the administrators as specified below:

Standards of students, materials, school principals, teachers, programs or teaching environment so they can be applied in educational institutional or all educational environments. (EDUC4)

Only one education instructor mentioned about ensuring quality in education through using professional teaching standards framework as given in the excerpt below:

Professional teaching standards can be used to ensure the quality and the standard of the teachers who are in the profession who are actually performing their profession. (EDUC6)

Three education instructors stated that professional teaching standards framework can be used for design and evaluation purposes. Two of the education instructors highlighted that professional teaching standards can be used for design of pre and in-service training program. One of the education instructors indicated that such a framework can also be used for course evaluation purposes. The following quotes can be shown to support these views:

Another factor or another criterion for professional teaching standards is educational programs we have. We have to have program standards in all schools.... if you do not have program standards that mean anybody can do what they like in the schools..... Hopefully, soon they would have properly designed curriculum for each subject. Another criteria area is standards for teacher education that determines the quality and the professional skills of teachers. If you do not have standardized teacher education programs that means we can have teachers who know the subject but with no knowledge about psychology or pedagogy at all. So, if we have standardized programs of teacher education so people graduating from education faculties should at least have these quality skills. (EDUC4)

Professional teaching standards I believe can be used for the update of the current teacher education programs for improving the curriculum, the curricula of the teacher education programs both in the private and the state sector. (EDUC6)

We should be able to see the level, the existence level our teachers all right because they are like guidelines to see I mean the place where we want our teachers to be. They could help us for the assessment of course, assessment of the existing proficiencies or competencies teachers have and both where they come. Both formative and summative assessment of the (student) teachers; maybe competencies of (student) teachers, maybe in that aspect they could help us. Otherwise, if you do not have goals or standards or indicators or certain indicators; how can we see what our students or our teachers already know so they guide us to go forward? The indicators in the framework help us to evaluate the goals we set for our courses. (EDUC5)

Furthermore, 2 of the education instructors indicated that professional teaching standards can be used for employment purposes. They specified that such a

framework is necessary for hiring and selecting teachers as exemplified in the excerpts below:

Professional teaching standards can be used not only for employed purposes but they can only be used for improvement purposes. Teachers need improving themselves. professional teaching standards should be examined closely and once have got professional teaching standards in a country they should be certified that is I mean people meeting those standards should be given certificates or to what extent they have those professional teaching standards should be indicated in these certificates or I mean if they can determine some minimum acceptable professional teaching standards they may be implemented for the whole system, especially for hiring purposes. (EDUC2)

First of all, when selecting teachers and not only in selecting but also evaluating after they start teaching there should be some kind of performance evaluation I believe and it would also help teachers to reflect on their instruction on their teaching. (EDUC3)

4.2.1.4 Category 4: Advantages and Disadvantages/Limitations of Professional Teaching Standards framework

Table 4.8: Advantages and Disadvantages/Limitations of professional teaching standards framework

Theme	Subthemes within each theme	Frequency
Improving and Ensuring Quality	Determining the required knowledge, skills and competence Developing and assessing teacher performance Ensuring quality for all the stakeholders Determining goals Providing reliability and credibility of checking diplomas and certificates	5 ELT instructors & 5 EDUC instructors
Theme	Subthemes within each theme	Frequency

Category 4 is related with the advantages and disadvantages of forming a professional teaching standards framework. All the instructors indicated that such a framework improves and ensures quality in education system of a country.

Only one ELT instructor claimed that such a framework helps determining the required knowledge, skills and competence an effective teacher is expected to have and this ensures quality in the education system of a country as exemplified below:

One aspect that there are standards in teaching as well. When you go to a restaurant which is part of a franchise then you expect to find the food more or less at the same level of quality each time you visit the restaurant. Take McDonalds for example whichever brunch you go, you find the same kind of burger. So, if we set certain teaching standards then the teachers need to go by those kind of standards and students who are trained in such an institution will be trained with the same kind of education with the same standard same quality. (ELT3)

Another ELT instructor stated that quality of an education system might be improved through professional teaching standards framework since it requires professional development and assessment of teachers as given in the quote below:

I genuinely believe that there can be only various advantages of forming and implementing professional teaching standards in a country, not only in terms of professional training, development and assessment but also... (ELT4)

One of the ELT instructors highlighted equality for all the stakeholders as an important advantage of a professional teaching standards framework. He indicated that such a framework provides equal rights and opportunities for teachers, students and parents as presented in the excerpt below:

Well, first of all I believe that the first thing comes to my mind is the equality you see once you have this standard then it means giving equal chance to all students everywhere in the country, giving the same chance to teachers so your expectations are the same for all students all teachers so more or less giving them equal rights. So, content education is going to be more or less the same so this gives the huge equality and it means that you are fair to everybody. You are not giving privilege to certain people so providing all this everywhere in the country will assure quality. (ELT6)

All of the instructors believed that professional teaching standards framework might lead to limitations rather than disadvantages. One of the ELT instructors stated that such a framework might cause resistance since instructors might not like the idea of being observed or evaluated as explained in the quote below:

Disadvantage in TRNC because some people will not like it; they will try to continue with traditional stuff they used to do. And they may say “no”, they may say “it’s useless” but I personally believe that we really need to deal with all this standards and see what others are doing because in our education system, we are not sure of what we are doing especially in the university system. It is just like a ‘bomb’ there is a ‘bomb’ regarding the universities in Northern Cyprus and I am kindly worried about the professional standards in all these universities and university education in all these places so kind of emergency to do deal with professional development and educational standards everywhere. (ELT2)

Another ELT instructor indicated that professional teaching standards framework might reduce creativity, variety and richness in class by forcing everyone to follow same route as given below:

There might be actually especially at the initial stages at the beginning because people might feel that you know trying to put to them into a framework like you trying to produce a product in a sample line production maybe the teachers feel they do not have much freedom to do whatever they want; maybe they feel that you are interrupting with way they are teaching; with what they are teaching. But, although initially they might have this kind of negative feelings, in time once they see the outcome and they will see much more fair students are given, and equal opportunities I think that they will start changing their minds so disadvantage at the beginning will change I believe because they will see that doing their job properly much more properly and also fairly, they will their minds. (ELT6)

In addition to creativity, the same ELT instructor highlighted the limitation such a framework might cause on the freedom teachers have in and out of the class. The principles of the framework might interfere with the way teachers teach or the strategies they apply as explained in the quote below:

... And also some teachers might feel that well teaching something is like an art you cannot put it in certain structures say to everybody teach this way and

this manner. They might say this is the way I teach, I am being more creative this way so give me freedom to do whatever I want do in my class. This is in a way understandable but then you might not be giving the equal chance to everyone you might not be objective towards what you are teaching how your assessing the way you are teaching and everything. (ELT6)

One of the ELT instructors underlined the flexibility aspect of the framework indicating that in cases of lack of flexibility, individual and contextual differences might be ignored and such ignorance might minimize freedom and creativity as given in the following quote:

As far these standards are flexible I cannot see any disadvantage okay so another thing is standards tell you what you should achieve but they do not tell you how you will achieve this okay so here you have flexibility. So, personally, I cannot see any disadvantage of having a standard because having a standard does not mean that you will ignore individual differences or contextual differences because standards tell you what you will reach but not how you reach. (ELT5)

All of the education instructors believed that professional teaching standards framework has advantages for an education system and all the themes they suggested as an advantage are for improving the quality of an education system. Two of the education instructors considered professional teaching standards framework as an advantage because it helps to determine the minimum knowledge, skills and competence required from an effective teacher as stated in the quotes below:

But how about the local side of it this is lacking so once we have got professional teaching standards we shall having I mean teachers having the required knowledge, and abilities; even teaching abilities and so on parallel to one and other. (EDUC2)

The most important advantage first of all as I said earlier it would be to make it clear for the teacher candidates what is expected from them, what are their goals and what do they need to achieve in order to teach effectively in schools. (EDUC3)

According to some education instructors standards framework is advantageous because it provides professional training, development and assessment of the teachers in a country's education system as explained by two of the education instructors below:

The advantages of professional teaching standards is not only your development yourself as a person but also your development professionally yourself. Professionally this is reflected to your teaching, to your academic career that's why it's significant to have the professional teaching standards with any education system or institutions or in our country. (EDUC1)

They are like maps or means for teachers professional development right but as I said standards on their own cannot function because we should have like you know the standards in other countries for example in America or the standards in Europe. Besides in such a framework there will be evaluating committees and these committees will inspect or evaluate the standards teachers are expected to have. (EDUC5)

One of the education instructors highlighted the advantage that standards framework might create as the equality it might provide for all the stakeholders as she stated below:

The advantage of the standards framework like I said is for equity and equality all over the country in a centralized education system. So, if we are not locally managing education system and if we are centrally managing it, we should be at equal distance to all the schools, all the towns and cities and all the teachers. And we should have standardized everything equal for everybody. (EDUC4)

One of the education instructors indicated that such a framework ensures quality since it requires the system to determine goals for all the stakeholders as explained below:

There are many advantages of forming and implementing professional teaching standards one thing as I try to say before is I mean its forming some kind of goals for us. Not only for teachers but teachers' employers and so on well we have got so many teachers at our schools, they are with some kind of teaching certificates but we don't know whether those teachers' certificates are all equivalent or not. Are they all trained with the same goals and with the same quality? (EDUC2)

The same education instructor stressed the importance of reliability and credibility of checking diplomas and teaching certificates indicating that professional teaching standards framework would bring advantage in this respect. He elaborated on the idea that such a framework will assess whether the local and international diplomas meet the standards or not as exemplified below:

Why? Because those teaching certificates or pedagogical certificates if I may so are granted by many different universities some from Turkish universities, some from local universities here in TRNC, some from the United States of America, some from the UK and so on and I mean undergraduate degree for teaching of course is pre-service teaching training service. And in all countries I mean it's done differently so if I may so what all these undergraduate teacher education programs do is to provide education internationalization and in a scientific way. But how about the local side of it this is lacking so ones we have got professional teaching standards we shall be having I mean teachers having knowledge, and abilities even teaching abilities and so on parallel to one and other. (EDUC2)

Likewise, one of education instructors indicated that professional teaching standards framework might cause teachers to resist against the idea of being observed or evaluated as presented in the excerpt below:

During in-service training if somebody else come and observe the classroom just to share information between themselves they are not eager again because they do not want anyone to see their classroom, they do not want to share their knowledge, they do not want to share their exam questions, they do not want to share their notes so these might be the limitations of professional teaching standards in our country. (EDUC1)

Another education instructor stated that such a framework might decrease creativity, variety, and richness in classroom as follows:

Yes, because when we have standards in a way you minimize creativity. Okay minimize creativity because you want people, I mean, to realize the objectives set and to achieve certain ends, in that way limit people. (EDUC5)

Furthermore, two of the education instructors highlighted that in cases of lack of flexibility, different personalities and contextual differences might be ignored and this may cause limitations as exemplified in the following quotes:

So, one of the limitations if I may so might be a question of I mean using or obtaining the same kind of teachers okay all the teachers I mean teaching in the same way. This is impossible I believe. Why? Because every different person has got his way of doing this even if they will somehow meet some standards some of them for sure go beyond those standards and there would be such a limitation I believe. (EDUC2)

Disadvantage is that there is a discussion whether standardization is really truly possible of course or not. Because what one teacher does in class will differ from what the other teacher does in class. But at least we have standardized objectives and if we know our aims we want to go although we go different ways we all get there. When I am talking about standardization I am talking about such things not standardize people's minds. So, like I said we cannot standardize people's minds or we cannot standardize people, uhm, they came out certain pressed or manufactured style but I am talking about the end product that we have in the end. (EDUC4)

4.3 Research Question 3

How do the stakeholders' (i.e. ELT pre-service teachers/ELT instructors/education instructors) beliefs compare?

The quantitative data obtained through the scale from the ELT pre-service teachers and the qualitative data obtained through semi-structured interviews from ELT and education instructors were first analysed and then triangulated to determine the similarities and the differences in the beliefs/views of the participants. The items which were ranked highest (strongly preferred) and lowest in the scale by the pre-service ELT teachers and the themes which were frequently mentioned by the ELT

and education instructors were compared. Based on this comparison it was found out that certain beliefs were mentioned and underlined by all the stakeholders; whereas some items which were ‘strongly preferred’ by the pre-service teachers did not appear as a theme as a result of qualitative analysis.

The most common belief shared and indicated by all the stakeholders in this study was the issue of ‘professional development’. Both ELT and education instructors mentioned professional development as one of the important reasons as a necessity of forming a framework and as one of the important dimensions-criteria for forming a standards framework. Similar to the views of the instructors, ELT pre-service teachers stated their strong preferences to the item 7 which is ‘Believe in the necessity of continuous professional development for being an effective teacher’.

As part of professional development, both ELT and education instructors highlighted the importance and purpose of forming a framework in terms of self-assessment and reflection. Most of the instructors stated that forming a professional teaching standards framework is essential for monitoring and evaluating performance of the self in order to develop professionally. They claimed that with the help of such a framework one can determine his/her own weak points and apply some strategies to develop those weak points. Similarly, ELT pre-service teachers indicated their beliefs by strongly agreeing with item 33 which expresses having knowledge of own professional development needs and determine ways to meet these needs. This notion of assessment was also supported by 2 ELT and 3 education instructors as a criterion for forming professional teaching standards. They indicated that ‘measurement and evaluation skill’ could be included as one of the dimensions/criteria of such a framework.

Most of the ELT and education instructors considered subject-matter knowledge and pedagogical knowledge as important dimensions of the framework. They believed that subject-matter and pedagogical knowledge are two important issues for ensuring quality in a country's education system. Likewise, ELT pre-service teachers ranked having sufficient subject-matter and pedagogical knowledge as two highest items (item 21 and 22) underlining their importance in determining the standards of effective teachers. Furthermore, by indicating strong preference to item 18 which stresses the importance of teaching and learning methods, and item 37 which underlines implementing teaching methods and techniques effectively, ELT pre-service teachers also supported the significance of having sufficient pedagogical knowledge.

Both ELT and education instructors highlighted the classroom management aspect of standards framework to be included as a criteria. They focused on interaction, communication, and interpersonal skills, building up empathy, and forming up an effective teaching-learning environment by considering physical setting of the classroom as well. In accordance with the beliefs of instructors, ELT pre-service teachers also gaved importance to classroom management skills by strongly agreeing with items 8 (Pay attention to learners' interaction with and learning from each other) 17 (Have the knowledge of principles creating an effective learning environment), 36 (Regulate teaching and learning environments allowing learners to learn) and 48 (Communicate effectively with learners, teachers and parents).

Increasing and ensuring quality in education was raised up as a strong theme in three of the categories as a necessity, a purpose and an advantage of forming up a framework. The issue of quality was first taken as a necessity in ensuring quality in

pre- and in-service training of teachers. Then, it was considered as increasing quality in education as a purpose in terms of measuring qualifications, reaching universal standards and involving ethical issues. Finally, it was also underlined as an advantage of forming a framework by both ELT and education instructors. It was indicated by both group of the instructors that forming a framework for professional teaching standards may help determining the required knowledge, skills and competence; provide opportunities for assessing and developing teacher performance, and provide reliability and credibility for checking diplomas and certificates. Although there is no item specifically related with quality in education; all the items in the scale were indirectly related with raising quality in education and most of the items were rated either as “agree” or “strongly agree”.

Another significant issue which was frequently mentioned as a recurring theme was the issue of curriculum. It was either mentioned as development, improvement or evaluation in three of the categories. Both ELT and education instructors underlined the issue of curriculum as a necessity of forming a framework, as one of the dimensions of the framework and purposes of forming a framework. Most of the items in the scale were related with 4 elements of curriculum development: objectives, content, teaching and learning processes and measurement and evaluation. The items in the first dimension ‘Professional Values and Practice’ and the items in the third dimension ‘Teaching and Learning Process’ are specially related with curriculum development and they were all rated highly by the pre-service teachers.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter presents discussion of the results in relation to related literature and empirical studies. It also focuses on the implications of the study, limitations and suggestions for further research are explained after presenting the conclusion.

5.1 Discussion of Results

In this section, the findings of the study are discussed by relating the findings to the relevant literature and related research findings. Each research question will be dealt separately and conclusions will be derived accordingly.

5.1.1 Research Question 1

What beliefs do the ELT pre-service teachers hold on draft framework of professional teaching standards?

The results gathered from each dimension of the scale show that pre-service teachers' perceptions of each item is generally positive since they have either strongly agreed or agreed with the items. In 'Professional Values and Practice' category, pre-service teachers strongly agreed with showing respect for individual and cultural differences in learners, treating learners equally and acting constructively towards them, and paying attention to learners' interaction with and learning from each other.

All these items are related with creating a positive learning environment and effective classroom management skills. Similarly, the interviewed instructors mentioned similar aspects as important themes under classroom management as one of the dimensions to be included into professional teaching standards framework. Instructors have underlined teaching environment, interaction and communication skills as important sub-themes to be included into the framework. In relation to the item 'showing respect for individual and cultural differences in learners', instructors have also mentioned that forming a professional teaching standards framework is essential for paying attention to learners' needs from local and universal angles.

Similarly, the professional teaching standards framework in the UK also has 'professional values' as one of the dimensions and two of the standards they included underneath match with the items/standards highly agreed by the pre-service teachers' in this study. They have also highlighted respect to individual learners and diverse learning communities as well as equal opportunity for learners (The UK Professional Standards Framework, 2011). Scotland, Ireland and Turkey also have similar dimensions with similar standards supporting the standards strongly agreed by the students in this study.

In the second dimension titled as 'Professional Development and Practice', pre-service teachers highly agreed with the item 'have the knowledge of the characteristics of learners with special needs and ways of dealing with them'. Neither ELT nor education instructors have related to professional teaching standards framework to the learners with special needs and ways or techniques of dealing with them. None of them indicated necessity or importance of forming a

framework which includes standards for dealing students with special needs. However, ELT pre-service teachers rated 32 and 40 as two of the highest items which are both related to learners with special needs underlying importance of having knowledge of the characteristics of learners with special needs and ways of dealing with them. This could be related with the existence of special education courses in the latest teacher education programs. Today, teachers are trained to teach in classrooms with a diverse multicultural backgrounds and to students with special needs (OECD, 2009). The reason why none of the instructors have mentioned the importance of special education in the framework could either be related with the non-existence of such a course in the programs they graduated from or to the fact that they have not taught at secondary level classes where students with such needs are more likely to be met.

Moreover, the item 22 'have sufficient pedagogical content knowledge' has received one of the highest mean scores in this dimension. Similarly, pedagogical and subject matter knowledge were the frequently recurring theme mentioned by both ELT and education instructors during the interviews. Both the ELT and education instructors believe that teacher knowledge is a significant dimension to be included into the professional teaching standards framework as also supported by Shulman.

Shulman (1987) came up with major categories of teacher knowledge where he synthesized teacher knowledge with "pedagogical knowledge, knowledge of learners and their characteristics, knowledge of educational context, knowledge of educational purposes, content knowledge, curriculum knowledge and pedagogical content knowledge" (p.8). Interviewed instructors have also

underlined the importance of this knowledge in different categories. Subject matter and pedagogical knowledge also been raised in the frameworks of the USA, UK, and Netherlands.

In the third dimension of the scale titled ‘Teaching and Learning Process’, the pre-service teachers strongly agreed with the items ‘preparing and using effective teaching-learning materials, preparing lesson plans according to learner needs and implementing teaching methods and techniques effectively’. It can be concluded that these items are expected to occur as part of the teaching standards to be formed in the framework. Similarly, in the UK (The UK Professional Standards Framework, 2011) and Australia (Australian Institute for Teaching and School Leadership, 2011), these appear as part of teaching standards in their national frameworks.

However, even though quality teaching was stated to be as one of the important purposes and advantages of the framework to be formed; effective teaching and learning issues were not directly mentioned by the instructors interviewed. The positive impact of the professional teaching standards on effective teaching and learning methods were not considered by the instructors. This could be associated with the instructors’ lack of specific knowledge of what is meant by professional teaching standards or their different conception of the term teaching standards.

In the fourth dimension titled as ‘Professional Relationship and Practice’, the item ‘communicate effectively with learners, teachers and parents’ received the highest agreement by the pre-service teachers. Similarly communication with parents and colleagues has been given special importance in the Australian

framework for teaching standards (Australian Institute for Teaching and School Leadership, 2011). However, the interviewed instructors have not mentioned the importance of communication with colleagues and parents to be included as part of the standards into the TRNC framework. This could be associated with the fact that the interviewed instructors were the university instructors and they do not have a routine or frequent communication with the parents.

5.1.2 Research Question 2

What views do the participants (i.e. ELT instructors and instructors of education courses) hold on draft framework of professional teaching standards?

Both ELT and education instructors considered professional teaching standards framework essential for pre-service and in-service training of teachers and for ensuring quality in both of them. This result is supported by relevant literature (Ingersoll, 1996; Shulman, 1991) and frameworks of many countries (The UK.) since teacher quality and quality teaching can be achieved through pre-service and in-service training.

While professional teaching standards framework has been considered significant for setting and achieving goals and for self-evaluation by the ELT instructors; surprisingly, these issues have not been mentioned by the education instructor. The reason why these issues were mentioned by the ELT instructors could be related with their field of study and with their course content. Preparing effective lesson plan is one of the important skills expected from an ELT candidate; that's why setting and achieving goals might have been mentioned as an essential part of the framework.

Additionally, self-evaluation, self-assessment and reflection have been the latest trends in the training of ELT teachers (Kani, 2011). ELT teachers are expected to construct personal teaching portfolios wherein they frequently self-evaluate their teaching performance. However, no matter of subject matter field, all teacher candidates is ideally expected to do self-assessment for their professional development.

ELT and education instructors mentioned subject-matter knowledge, pedagogical knowledge and curriculum development as dimensions to be included in a nation's professional teaching standards framework. Similarly, all the leading countries in forming professional teaching standards framework (the USA, the UK, Australia, Scotland and Netherlands) have similar dimension in their national frameworks. Moreover, research conducted by Goh, Sad and Wong (2012) and Sheek (2007) support the findings of this study. It can be concluded that these dimensions can be considered to be included in the framework to be formed in TRNC. Moreover, faculty of education instructors can highly be recommended to take place in the forming up process of such a framework.

Professional development and increasing quality in education have been frequently mentioned by both ELT and education instructors as reasons for forming up professional teaching standards framework. These are highly supported by the relevant literature (Ingvarson & Rowe, 2007; Shulman, 1991; Smith et al, 2008) and research (Sheek, 2007).

5.1.3 Research Question 3

How do the stakeholders' (i.e. ELT pre-service teachers/ELT instructors/education instructors) beliefs compare?

The stakeholders involved into this study all highlighted the importance of professional development and self-assessment as part of professional development as a significant dimension to be included into the framework of professional teaching standards. The relevant literature (Ingvarson & Kleinheiz, 2006; OECD, 2013) and the leading countries (Scotland, Poland and Netherlands) who formed up their own professional teaching standards all support this view. It can be concluded that professional development and self-assessment/reflection is highly important in teacher quality and quality teaching and one way of achieving this is through forming up a nation's professional teaching standards.

Subject matter and pedagogical knowledge are another important issue which was raised up by all the stakeholders of the study. This indicates that in the framework to be formed up here in TRNC, it is expected to have professional teaching standards which involve teachers' subject matter and pedagogical knowledge since these are also considered to be essential for teacher quality and quality teaching (Shulman, 1987). These two issues are included in almost all the frameworks of the leading countries. However, what is exactly meant and expected by the teacher's knowledge of subject matter and pedagogy needs to be clarified and adapted to the student and society needs (Ingvarson & Rowe, 2007; Shulman, 1987).

Classroom management and curriculum are the other two important issues raised by all the participants of the study. Managing classroom requires good interaction, communication and interpersonal skills all of which contribute to quality teaching; hence, teacher quality. Within the framework to be formed, standards associated with classroom management are expected to take place and

need to be clearly defined as explained by Goh, Saad and Wong (2012) and Sheek (2007). Curriculum knowledge is another important issue which is expected to take place in the framework of professional teaching standards as clearly specified in the UK's, Scotland's and Turkey's frameworks.

5.2 Conclusion

The pre-service students' perceptions of the dimensions and the standards given under each dimension generally received strong agreement or agreement. According to mean categorization, none of the standards (items in the scale) was rated below 'agree'. This reveals that pre-service teachers are in favor of the standards specified in the draft professional teaching standards framework.

The interview results also support the dimensions specified in the scale. The categories and the recurring themes under these categories are either directly or indirectly related with the dimensions 'professional values and practice', 'professional development and practice', 'teaching and learning process' and 'professional relationship and practice'. The instructors' views and the dimensions in the scale are also in a match with the frameworks formed in the leadings countries.

Within the framework and the professional teaching standards scale formed up by Erden (2013), the dimensions do not include employment and accreditation issues. However, though mentioned rarely, the issue that professional teaching standards framework can be used for employment purposes and in the accreditation processes of teacher education programmes were raised by the instructors interviewed. The related literature also supports these views

highlighting the function of framework in employers' selection of teachers, promotion of teachers' and in the appraisal processes of teachers (Ingvarson & Kleinhenz, 2006). The certification and accreditation function of the framework is underlined in the studies carried out by OECD (2013).

Almost all the related research underlined the positive effect of having professional teaching standards on student achievement. The related data indicated that through improving the quality in pre- and in-service teacher training, student achievement is also ensured. However, none of the interviewed instructors in this study mentioned about the positive effect of having professional teaching standards on student achievement directly.

5.3 Implications of the Study

This study has some implications for the national professional teaching standards framework to be developed in TRNC.

- Dimensions to be included into the framework need to address both universal and local needs and values for teacher quality and quality teaching in TRNC.
- Professional teaching standards to be included in the framework need to be clearly defined and specified to help teachers understand what is expected from them and enable assessment processes.
- The stakeholders to be included into the development process of the framework need to be from diverse parts of the society so as to address all the needs of the society and the society's expectations of the teachers.

- The development process of the framework needs to be long and participation of all the stakeholders and their approval of the issues needs to be ensured.
- Professional Teaching Standards are highly essential for English Language Teaching and standards need to be adapted for the field of language teaching.

5.4 Limitations

This research has been limited in its capacity for a number of reasons.

1. The nature of this study is limited to the data collected from 40 students studying at the English Department in Eastern Mediterranean University. For this reason, it can be said that this study is limited to a small group of English Language Teaching Department which makes it hard to generalize the results in different groups of students in other educational settings.
2. Qualitative data were also limited to only 12 instructors who were teaching the 3rd and 4th grade students in the ELT programme. So the data was limited with the views and ideas of this small group of instructors.
3. 'Professional teaching standards' is a difficult concept to define and it is almost difficult to find an agreed definition of it in the literature. Moreover, there is no formally accepted framework for professional teaching standards in TRNC. Therefore, understanding and perceiving the issue could have been difficult and different both by the qualified instructors and pre-service teachers' in Eastern Mediterranean University. Professional teaching standards is still worth to examine as a research topic.

5.5 Suggestions for Further Research

- All the pre-service teachers and instructors in the Faculty of Education can be involved into the study.
- Quantitative and qualitative data can be collected from both pre-service teachers and instructors of the faculty to have deeper analysis of the issue.
- The views of other stakeholders such as school administrators, faculty members, experts from the Ministry of Education can be gathered for a wider analysis of the issue.
- The study can be done including all the other pre-service teachers and instructors of ELT departments in other universities in TRNC to be able to provide specific suggestions for English Language Teaching.

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APPENDICES

Appendix A: Permission Letter

December 30, 2014

Dear Prof. Dr. Gülşen Musayeva Vefalı,
Chair of the ELT Department

As part of my MA thesis study titled "Voices from EMU: stakeholders' beliefs about national professional teaching standards", I need to carry out research at Eastern Mediterranean University, Faculty of Education, English Language Teaching Department. More specifically, I would like to administer a questionnaire to the undergraduate third and fourth year students and to conduct interviews with both ELT instructors and Educational course instructors. Therefore, I would kindly like to ask for permission to conduct my research in the ELT Department.

Thank you for your consideration.

Sincerely yours,

Merve Uysal

(St. No. 135303)

Tel: 0533 851 48 20

e-mail: merve.uysal@cc.emu.edu.tr

Attachments:

A sample questionnaire

Teacher interview questions

*Approved
provided all participants
give their consent*

9174

30.12.2014

Appendix B: Student Scale

Dear participants,

I am a Master's candidate and I am currently doing my thesis on professional teaching standards. This questionnaire aims to examine your views on the draft professional teaching standards in TRNC. It is very important that you express your opinion sincerely. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

MerveUysal
MA student
Faculty of Education
English Language Teaching Department
merve.uysal@cc.emu.edu.tr

CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name - Surname: _____

Signature: _____

Date: _____

PROFESSIONAL TEACHING STANDARDS SCALE (PTTS)

Professional Values and Practice	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1. Treat learners equally and act constructively towards them	()	()	()	()	()
2. Be a model to learners with a positive attitude and behavior	()	()	()	()	()
3. Build on a belief that all learners can learn and be successful	()	()	()	()	()
4. Promote learners' development of positive attitudes towards learning	()	()	()	()	()
5. Respect for individual and cultural differences in learners	()	()	()	()	()
6. Believe in the co-operation with parents, teachers, school administrators and other interested parties in relation to the decisions made about learners	()	()	()	()	()
7. Believe in the necessity of continuous professional development for being an effective teacher	()	()	()	()	()
8. Pay attention to learners' interaction with and learning from each other	()	()	()	()	()
9. Be aware of the collaboration of parents and other teachers in learners' development	()	()	()	()	()
10. Give importance to developing learners' independent learning, critical thinking and problem-solving skills	()	()	()	()	()
11. Pay attention to sharing experience and be in cooperation with other teachers in the solution of problems in teaching-learning process	()	()	()	()	()
12. Participate in activities aiming at fostering own/teachers' intellectual development	()	()	()	()	()
13. Volunteer for participating in activities for school development	()	()	()	()	()
14. Pay attention to national and universal values (such as constitutional rights, human rights, democratic principles, world peace)	()	()	()	()	()

Professional Development and Practice	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
15. Have the knowledge of learners' developmental characteristics	()	()	()	()	()
16. Have the knowledge of factors providing and preventing learning	()	()	()	()	()
17. Have the knowledge of principles creating an effective learning environment	()	()	()	()	()
18. Have the knowledge of teaching and learning methods and techniques how to apply them	()	()	()	()	()
19. Have the knowledge and skills in using information and communication technologies in teaching and other professional activities	()	()	()	()	()
20. Have the knowledge of assessment and evaluation techniques on learners' learning	()	()	()	()	()
21. Have sufficient subject-matter knowledge	()	()	()	()	()
22. Have sufficient pedagogical (content) knowledge	()	()	()	()	()
23. Monitor innovations in the field of study through creative and critical approach	()	()	()	()	()
24. Have knowledge of own and other teachers' duties and responsibilities in the school organization you teach	()	()	()	()	()
25. Have knowledge and critical understanding of education system, policies, and practices	()	()	()	()	()
26. Have legal knowledge related to the teaching profession	()	()	()	()	()
27. Have knowledge of the process of developing teaching and learning programs	()	()	()	()	()
28. Recognize the educational program of the school you teach for	()	()	()	()	()
29. Have knowledge of the theories and debates about quality and purpose of education	()	()	()	()	()
30. Develop opinions on educational issues and practices	()	()	()	()	()
31. Have knowledge of research process and its contribution to education	()	()	()	()	()
32. Have knowledge of the characteristics of learners with special needs and ways of dealing with them	()	()	()	()	()
33. Have knowledge of own professional development needs and determine ways to meet these needs	()	()	()	()	()
34. Benefit from a variety of techniques and opportunities in order to provide own professional development	()	()	()	()	()

Teaching and Learning Process	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
35. Prepare lesson plans appropriate to learner's learning needs	()	()	()	()	()
36. Regulate teaching and learning environments allowing learners to learn	()	()	()	()	()
37. Implement teaching methods and techniques effectively	()	()	()	()	()
38. Prepare and use effective teaching-learning materials	()	()	()	()	()
39. Use technology in education to facilitate and empower learners' learning	()	()	()	()	()
40. Adapt teaching according to learners' with special needs	()	()	()	()	()
41. Organize activities for developing learners' critical thinking, problem solving and creativity skills	()	()	()	()	()
42. Promote learners' learning strategies whenever necessary	()	()	()	()	()
43. Give homework and do out-of-classroom activities to improve and strengthen learners' learning	()	()	()	()	()
44. Encourage learners' use of information and communication technologies for independent learning	()	()	()	()	()
45. Use appropriate techniques to assess learners' learning and evaluate outcomes	()	()	()	()	()
46. Use related assessment results to improve teaching	()	()	()	()	()
47. Develop learners' skills in assessment of learning and self-assessment	()	()	()	()	()

Professional Relationships and Practice	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
48. Communicate effectively with learners, teachers and parents	()	()	()	()	()
49. Get to know the characteristics of the area where the school is located and the community living around the school	()	()	()	()	()
50. Be aware of the community and the organizations, which will contribute to the development of the education at schools and take advantage of them	()	()	()	()	()
51. Co-operate with families to promote the education of learners	()	()	()	()	()
52. Contribute to institutionalization of school-family-community collaboration	()	()	()	()	()

Appendix C: Teacher Consent Form

Dear Course Instructor,

I am a Master's candidate and I am currently doing my thesis on professional teaching standards. You are invited to participate in my thesis research which will involve an interview on the draft professional teaching standards in TRNC. As part of my thesis research, this interview aims to identify your views on the draft professional teaching standards in TRNC. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

Merve Uysal
MA student
Faculty of Education
English Language Teaching Department
merve.uysal@cc.emu.edu.tr

CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name - Surname: _____

Signature: _____

Date: _____

Appendix D: Teacher Interview

SEMI-STRUCTURED INTERVIEW GUIDES

1. What do you think about forming a framework for Professional teaching standards (in TRNC)? Do you think that such a framework is significant and essential? If yes, why? If not, why not?
2. What dimensions or criteria do you think Professional teaching standards framework should include? What criteria/dimensions should such a framework be composed of? If you were in a standards forming committee, which dimensions/criteria would you offer for professional teaching standards? Could you please give some examples regarding the dimensions or criteria you have just mentioned?
3. For what purposes do you think professional teaching standards can be used?
4. In your opinion, what are the **advantages** of forming and implementing professional teaching standards in a country? What are the **disadvantages/limitations** of forming and implementing professional teaching standards in a country?