DEFINED COMPETENCIES OF EFL TEACHERS: UNIVERSAL AND LOCAL ASPECTS

Ayfer SU-BERGİL

1. Introduction

Individuals, in this age, where information and communication technologies are developing very rapidly, can easily access information, and therefore, the knowledge and skills possessed today become obsolete or lose their validity in the very near future (Biesta, 2012). These developments also affect and change the characteristics that individuals should have. In a competitive economy, individuals have the competencies to keep up with rapidly changing global conditions. The necessity of having employees with different skills has led all sectors to employ employees with different skills (European Commission, 2012; European Commission, 2013).

In this challenging and competitive environment, sectors seek individuals who can think critically, solve problems, use information and communication technologies effectively and adapt them easily to their professions, speak foreign languages, have high communication skills, work in teamwork and cooperation in addition to who can take initiative, when necessary, constantly improve themselves with up-to-date knowledge and skills, and are open to change and development. However, individuals are not only equipped with the latest knowledge and skills specific to their profession. It is also expected that they will have some general competencies that will enable them to be prepared for the changes and developments (European Communities, 2007).

While all these changes were taking place, education did not stay out of these developments. Competition in economic life also shows itself in the field of education (Paine, 2013). While countries determine their own education policies, they follow the systems of other countries closely and even feel obliged to do so. TIMMS (Trends in International Mathematics and International exams such as Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Literacy) are offered between countries to create a competition and try to compare their education quality with other developed countries in this field and adapt the systems of these leading countries directly to their systems.

In addition to comparing the education systems of countries through international exams, some other factors also lead countries to make radical changes in their education systems. Among the main of these factors are global competition and employability of teachers, stunning advances in technology and informatics sectors, classrooms becoming increasingly multicultural and meeting students' individual interests and needs, accountability, and transparency, and bringing in highly skilled workers into the economy to ensure efficiency (European Commission, 2012; European Commission, 2013).

The changing conditions of the world have also changed the expectations of schools and teachers. In the past, teachers, who were seen as the sole owner of knowledge, were expected to transfer only knowledge, but now they are expected to raise individuals who help their students to access information and construct their knowledge, find their way in the rapidly

changing world and business conditions, in other words, learn to learn and make lifelong learning as their guide (Council of Chief State School Officers 2013; ETUCE, 2008).

In the past, the knowledge and skills of teachers, which could suffice for a lifetime, are no longer sufficient with the rapidly changing socio-economic conditions and the increase and facilitation of the sources of access to information. Teachers are expected to provide their students with skills that can do jobs that have not yet emerged, use technological tools, and solve social problems that may arise in the future. This can be achieved if teachers also have 21st-century skills, so that teachers will be able to raise individuals with enhanced creativity and critical thinking skills, problem-solving skills, effective use of technology, adopting democratic values, high civic awareness, and respect for differences. The understanding of education has left its place to a student and learner-centered approach rather than more content or program-oriented one. As a result, teachers are asked to have skills that consider the individual interests of students, their individual differences, and learning styles, and teach accordingly. In other words, teachers must have pedagogical and psychological competencies to help students learn optimally and to individualize their learning experiences (OECD, 2011). For these reasons, the need for teachers to equip themselves with new knowledge and skills has gained more importance than ever before. Teacher quality is one of the most important factors affecting student success. In addition, some studies indicate that the quality of the education system cannot exceed the quality of the teacher (Barber & Mourshed, 2007; OECD, 2011; Schleicher, 2016). Barber and Mourshed (2007) revealed how the academic success of two students at the same cognitive level, taught by two different teachers, changed over time and how effective the quality of the teacher was on student success.

When one of the 8-year-old and average-achieving two students works with a high-performing teacher and the other with a low-performing teacher for three years, the difference in success between these two students with the same success level becomes more than 50% at the end of 3 years. Again, another example can be given for purposes of comparison. For example, when the size of a 23-person class is reduced to 15, the increase in student achievement can increase by 8% at most (Barber & Mourshed, 2007). This is another proof of how effective teachers and teacher qualifications are in student success. Research conducted by OECD on adult skills reveals the level of existing competencies of teachers worldwide (Schleicher, 2016). The research compared the numerical, verbal, and problem-solving skills of teachers in different countries with individuals with undergraduate degrees in other professions. In none of the countries participating in the research, teachers' competencies are not in the top three in terms of the mentioned skills. Japan and Finland stand out as the two countries that are excluded from this statistical result because they are among the countries that have proven their success in the field of teacher education in recent years (Sahlberg, 2010; Schleicher, 2016). As the results of this study show, the students who will be trained by teachers with an average level of competency will also be individuals with an average level of skills. However, as in Finland and Japan, individuals trained by qualified teachers will also have high numerical, verbal, and problem-solving skills. This study is important in terms of revealing how important the quality ef teachers is.

Seeing that teachers' competencies are not at the desired level, OECD held the "International Teaching Profession Summit" hosted by the United States Ministry of Education in 2011.

Education ministers of countries, union leaders, and teacher representatives of leading countries in the field of education attended this summit and discussed how best to improve the quality of teachers and teaching (OECD, 2011). According to the result of this summit, it was emphasized that teachers should now have different skills. It is not just teachers' skills that are easy to teach and test; at the same time, it was stated that it is a necessity in today's conditions for students to have the skills that will enable them to be equipped with high-level skills such as problem-solving, critical thinking and communication skills.

Thus, the uniform and harmony-based education understanding of the past has gradually left its place to a learner-centered understanding in which individual differences and multiculturalism are given priority. This has led to the necessity of raising individuals who have 21st-century skills of learning to learn, are responsible for their learning, not only have the knowledge but also gain skills and attitudes towards the needs of their profession and society. As a result, it has gained importance for individuals to acquire competencies that will help them adapt to changing conditions, and the concept of competency-based education has emerged.

When the teaching competencies of the countries that are prominent and successful in the field of education are examined, it is seen that the changes in education are also reflected in the teacher competencies. The information age we live in requires teachers to constantly renew themselves and to be equipped with the knowledge, skills, and attitudes that will meet the needs of individuals and society (European Commission, 2012; European Commission, 2013; Brockmann et al., 2008; Darling-Hammond, 2006; ETUCE, 2008; Halasz & Michel, 2011; Haste, 2009; Mansfield, 2004). For this reason, special attention is given to issues such as lifelong learning, continuous professional development, and commitment to learning in teacher qualifications. In most countries, teacher qualifications are constantly reviewed and updated at regular intervals, and attention is paid to ensure that they meet the requirements of society and business life. In fact, this situation should be reflected in the education programs, and teacher training institutions should closely monitor the changes in society and constantly review the qualifications of teachers.

Unfortunately, studies in the field of teacher competencies and competency-based education are limited in our country. Teacher qualifications were first determined in 2006 and updated 11 years later in 2017 (MEB, 2017b). However, socio-economic developments in the world, and therefore in Turkey, are on a very rapid course. For example, in an age called the information age, where many transactions take place in virtual and electronic environments, the digital competencies of teachers have gained equal importance. However, the proficiency levels of teachers in these subjects are not known exactly. For this reason, it is necessary to re-determine the general qualifications that teachers should have in Turkey with the scientific studies in which large segments of the society will be represented and have a say, with the data and evidence obtained from the studies carried out in the field of educational sciences in the light of national and international developments. While doing this, the general qualifications, sub-competencies, and performance indicators of the teaching profession should be clearly stated, and these statements should be measurable and observable. In this way, it will be possible to determine the level of teacher candidates' qualifications in question. Moreover, to be narrowed down, this study examines how the studies carried out
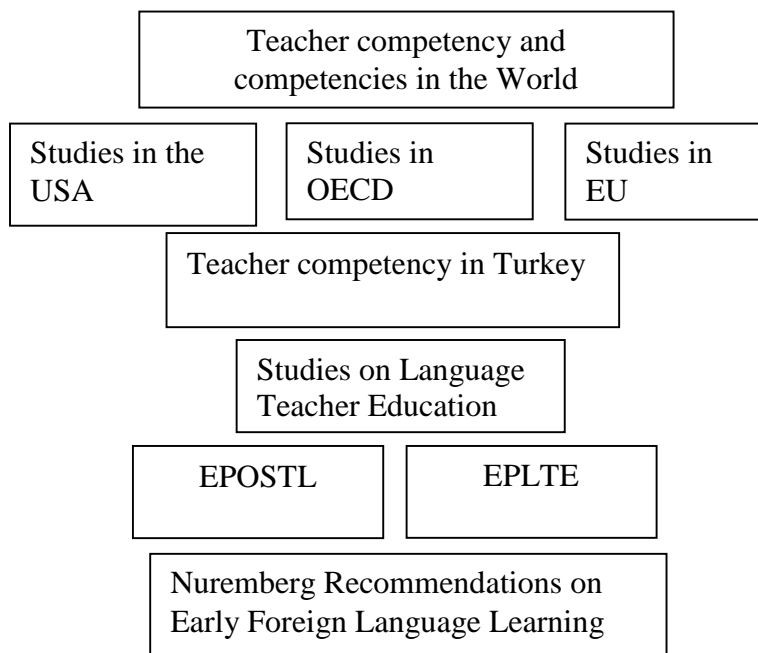
within the scope of general teacher competencies are reflected in foreign language teacher competencies in particular. Thus, this study aims to address the answers to the following questions:

1- What does teacher competency mean?
2- What developments have been done regarding teacher competency throughout the World?
3- What are the reflections of teachers' competency in Turkey?
4- How are English as a foreign language (EFL) teachers affected by the studies of teacher competency?

2. Method

To address better understanding of teacher and EFL teacher competency, narrative literature review provided the basis for the methodology of this study. Narrative literature review critiques and synthesizes publications on a topic to provide new frameworks and perspectives (Cooper, 1998). This literature review type describes the history or development of the target problem or topic and helps build a broader perspective by providing many aspects of information in a printed format.

For this purpose, in this study, the institutional frameworks generally on teacher and specifically on language teacher competency was taken into consideration. This was conducted by focusing on the following themes predominantly:

Teacher competency and competencies in the World

Studies in the USA

Studies in OECD

Studies in EU

Teacher competency in Turkey

Studies on Language Teacher Education

EPOSTL

EPLTE

Nuremberg Recommendations on Early Foreign Language Learning

3. What Does Teacher Competency Mean?

Although extensive studies have been carried out in the literature on competency in teacher education for a long time, what the concept of 'competence' means exactly is a concept that cannot be adequately explained in both national and international literature and there is no definite consensus on its definition. Most of the time, definitions differ according to the discipline in which it is expressed, the perspective of the researcher who defines it, and even the general understanding of competence accepted in the country in which it is defined (Barış, 2013; European Commission, 2013; Haste, 2009; Jeris et al., 2005; Koenen et al., 2015; Şişman, 2009). Although it is difficult to define the concept of competence, explaining the concept of competence and drawing its basic framework will contribute to a better understanding of the changing roles of education and teachers, to raise individuals equipped with the skills required by the age, and to build a bridge between business life and education (European Commission, 2013; Mansfield, 2004).

Although there is a nuance between the two concepts of 'competence' and 'competency' in English, they are often used interchangeably and are considered synonymous in daily life. The Longman Dictionary of Contemporary English defines the word competence as "the ability to do something well" and the word competency as "the skill required for a certain job". The word 'competence' is interpreted differently in American and British English from time to time, and this leads to semantic confusion. While the word competence is used as a singular noun, it means the state of being competent, while in British English it is used only as a noun phrase, as in the expression "business competence" (Mansfield, 2004). In American English, on the other hand, the same word is thought of as a person's performance in performing a task. Competency in the singular and competencies in the plural is the distinctive feature of a person that results in an effective or superior performance. This means a distinctive behavior that can be expressed as a motive, a personal characteristic, a skill. The word competent is also used to show that the individual is competent; however, different meanings can be attributed to this word (Mansfield, 2004). The concept is defined as an individual with the necessary ability to perform a job. However, especially in cases where professional qualifications are in question, this word is used as the minimum qualification or skill required to perform a job, and a person's competence can be expressed at different levels.

The concept of competence is explained as the distinguishing feature of the individual that is associated with a certain job and enables him to perform that job competently, and it is considered as an 'input' especially in the American school. The concept of competence is accepted as the knowledge and ability that an individual must have to perform a certain job. In this context, competence is evaluated by the individual's ability to fulfill the standards required by that job in a business environment. The concept of competence is accepted as 'output' showing the requirements of the job in the English school (Winterton, 2009). In the light of these definitions, it can be said that the concepts of competence and competency show certain characteristics. While competence is a more holistic concept, competency is a concept related to the personality traits of the individual and may be exhibited in other situations while performing other tasks. However, despite all these differences, the two concepts are often used interchangeably and are accepted as concepts that evoke the same meaning (Winterton, 2009). The concept of competence started to become a popular trend in the European

education system in the 1990s, and difficulties were encountered in practice due to definitions (Mulder et al., 2009). The concept of competence is the use of a set of abilities consisting of knowledge, skills, and attitudes that must be employed to perform a job or solve a problem in a certain profession, job, organization, or situation.

Teacher competencies are defined as the "knowledge, skills and attitudes that teachers should have in order to fulfill the teaching profession in an effective and efficient manner" (Karslı & Güven, 2010, pp. 232-234). Achieving the goals designed in the field of education is closely related to the qualifications and competencies of the teachers who guide this process. If an innovation brought to life in the field of education is not reflected in the learning environments by the teachers, it is obvious that the designed goal will not be achieved. Having the basic competencies of teachers is one of the keys to increasing the success of students and ensuring their personal development. In this rapidly changing world, it is vital to encourage the development of teachers to increase their competencies and abilities.

Teacher competencies, the issue of what teachers know and can do has become the focus of research on teacher education and the effects of teachers on student achievement (Ball & Cohen, 1999; Darling-Hammond et al., 2000; Darling-Hammond, 2006; Grand & Gillette, 2006; Imig & Imig, 2006; World Bank, 2005). Defining teacher competencies and determining their boundaries is complex due to the nature of this profession. Because the teaching profession and the expectation of what teachers can know and do have constantly changing and dynamic features (Conway et al., 2009). Societies are experiencing a complex and unplanned transformation process, and this transformation changes how people work, communicate, relate, live, and learn. The social transformation affects schools visibly. Students can easily access various information sources by using new technologies, and as a result, it becomes a necessity to reevaluate the traditionally known functions of the school and the teacher (World Bank, 2005). On the other hand, the views of educators and researchers on learning and knowledge are changing drastically. Depending on this change, very different views emerge about how to unearth students' performances in the classroom and how teachers will teach (Ball & Cohen, 1999). Since the competency of teachers is seen as having a key role in this aspect, revising the developments on it deserves attention.

4. Developments Regarding the Teacher Competency Throughout the World

Studies on the concept of competency first started in the USA. These studies were later accepted in Europe and similar studies were carried out in European Union member countries along with the Bologna Process. The OECD also conducts comprehensive studies in the field of education and reports them every year. In this context, besides the USA, OECD, and Europe-based competency frameworks, there are also frameworks for researchers who have worked in this field. In the light of these studies on determining the general qualifications of the teaching profession in Turkey were discussed and the general qualifications of the teaching profession were explained around the scope of this review. Moreover, how the reflections of general competency in teacher education have prevailed on English language teacher education more specifically was taken into consideration.

4.1. Studies on Teacher Competency in the United States

In the United States, there are nationally recognized competencies. Furthermore, the concept of standard rather than competency is preferred more in the USA. First, The National Board for Professional Teaching Standards (NBPTS) was established in 1987 to ensure harmony between states in the USA. NBPTS (2019) has determined teaching qualifications in five basic frameworks:

1. Teachers are committed to teaching and students' learning.
2. Teachers know the subject area they teach and how to teach this subject area to students.
3. Teachers are responsible for managing and monitoring their students' learning.
4. Teachers learn from their own experiences by systematically criticizing their practices.
5. Teachers are members of learning communities.

In this document, competencies are expressed in terms of standards, not in the form of specific categories. However, a structural change was made in their determination and expression of them, and they began to be expressed in the form of competency categories instead of standard sentences.

Another organization that determines teaching qualifications in the USA is the Interstate Teacher Assessment and Support Consortium (InTASC), a sub-organization of the Council of the Chief State School Officers. Interstate Teacher Assessment and Support Consortium have determined new teacher qualifications in line with the changing conditions and needs of the world and students. New qualifications were created by reviewing the qualifications published by the same institution in 1992. These standards have two important features that differ from the standards published in 1992. While the first published standards only express the starting standards for teachers who are just starting the profession, the new standards point to the improvements that teachers will make at different stages of their careers. The feature that distinguishes a beginner teacher from an experienced teacher is related to how comprehensively and advanced the knowledge and skills are utilized. Another difference is that knowledge, dispositions, and performances are restated to show the content and depth of teaching practice.

The InTASC core teacher standards consist of four key categories. Standards (qualifications) are listed under these categories. According to InTASC (2013, p. 6), the categories are:

1. Learner and Learning Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments.

2. Content Standard 4: Content Information, Standard 5: Implementation of Content.

3. Teaching Practices Standard 6: Evaluation, Standard 7: Planning of Instruction, Standard 8: Instructional Strategies.

4. Professional Responsibility Standard 9: Professional Education and Ethical Practices, Standard 10: Leadership and Collaboration.

As seen, InTASC standards are structurally different from NBPTS standards. Instead of NPBTS's standard phrases that indicate ideal, InTASC sets standard categories and explains them.

In the United States, the Jobs for the Future and Council of the Chief State School Officers initiatives consciously reflect the competencies that teachers should have instead of the widely used standards defined as competencies in the USA. Accordingly, the competencies are grouped under four main headings. These competencies are cognitive, personal, interpersonal, and teaching competencies. Under these four general qualifications, qualifications and performance indicators related to them are listed (Jobs for the Future and Council of the Chief State School Officers, 2015).

One of the most popular teaching competency frameworks in the USA (Zeichner, 2012) is the 'Teaching Through Interactions' (TTI) framework used by the University of Virginia. According to the framework prepared by this center, effective education can be provided with three basic competence areas. These areas are emotional support, classroom organization, and instructional support. General teaching competencies and performance indicators are also grouped under these three main areas (Pianta, 2011). The most important feature that distinguishes this framework, prepared by the University of Virginia, is that it also aims to improve teacher-student interaction. Thus, it is seen as a professional development model that aims to achieve better learning outcomes.

In addition to the institutional evaluation of the general qualifications of the teaching profession in the USA, there has been the determination of the general competencies through individual studies. The most widely recognized, accepted, and applied one among these is the general framework put forward by Danielson (1996). This framework has been a basic reference source in determining the general qualifications of many countries in the world (Santiago & Benavides, 2009). Danielson (1996) states that the qualifications he identified can serve as a "road map" for teachers new to the profession, while for experienced teachers they are intended as "a guide for professional excellence", "a structure for professional development efforts" and it can also be used as "communicating with the wider community" (p. 11-12). Moreover, Danielson (1996) defined the extent to which teachers have these competencies with a four-grade scale consisting of "Unsatisfactory – Basic – Proficient – Distinguished" levels.

Another example of general teaching competency from North America was developed by the University of Regina in Canada. The framework, which was originally prepared as an Intern Placement Profile for primary and secondary school teachers, was later combined by Lang and Evans and named as the Teacher Competency Profile (TCP) (Lang & Evans, 2006). In TCP, competencies are specified as targets for prospective teachers or teachers who are new to the profession. They are explained consistent with what the teachers should acquire regarding also the degree, and it provides discussion topics between prospective teachers and mentor teachers in terms of their professional development.

4.2. Studies on Teacher Competency in European Union

European Union, aiming basically to transform into an information society, especially after the Bologna process, has determined the framework of basic competences that individuals should have. The European Union prepared the "European Qualifications Framework for Lifelong Learning" in 2006 and this reference framework was accepted by the member states (European Commission, 2007). The European Qualifications Framework, which has a dynamic structure consisting of the whole of knowledge, skills, and attitudes rather than a static education program content, consists of 8 basic qualifications (European Communities, 2007) sequenced as communication in the mother tongue, communication in foreign languages, mathematics proficiency and basic competences in science and technology, digital competence, learning to learn, social and civic competences, assertiveness and entrepreneurship awareness, cultural awareness and expression. The European Commission has reached a consensus on what kind of competences the citizens of the member states should have and reached a consensus on the competencies of teachers who will gain these competencies in 2007 and determined the competencies of teachers in this direction.

The European Union has considered teacher competencies as knowledge, skills, and attitudes. These knowledge, skills, and attitudes also emphasize the new skills that will make Europe an information society. The European Union has gathered teacher qualifications in three general competence areas: working with others, working with knowledge and technology, working in and with society (Caena, 2011).

To ensure transparency and mutual recognition for comparing and harmonizing the programs of universities in the European Union member countries and to increase the quality of education at the European level, within the scope of the Tuning Project in the Bologna process, teaching qualifications have also been determined as both general and special field qualifications separately according to the disciplines in eight basic fields. One of these disciplines is the field of educational sciences and teaching. In addition, the Tuning Project determined the teaching qualifications at three levels as first, second, and third-level teaching qualifications.

The European Commission has gathered teacher competencies under 6 headings in its report titled "Supporting Teacher Competence Development for Better Learning Outcomes" published in 2013. The European Commission states that drawing such a general frame of reference can be a tool for teachers' professional development to be evaluated, discussed, and analyzed from a more systematic perspective (European Commission, 2013).

The European Commission recently published a qualifications framework in 2013, in which teachers, experts, and other relevant stakeholders on teaching qualifications stated that it can be used as a reference or a source of discussion (Koster & Dengerink, 2008). This competency framework was first illustrated by Williamson and Clevenger-Bright under the title of "Teacher Competencies" (as cited in Caena, 2011, p. 8). Within the framework of this qualification, teaching qualifications are gathered in three main groups as knowledge, expertise skills, and values. The European Commission (2013) seems to have adopted this structure in the framework of its latest qualification published and includes similar qualifications under similar headings.

4.3. Studies on Teacher Competency in OECD

OCED has recently carried out a similar study conducted by the USA and the European Commission on teaching qualifications. In this report published by OECD, the basic competencies expected from teachers are "at the student level, grade level, school level, and parents and other segments of society" (Schleicher, 2016, pp. 17-18).

In detail, at student level; initiating and managing learning processes, responding to students' individual needs, using formative and level-determining assessment tools, teaching in multicultural classrooms, emphasis on cross-program work, the adaptation of students with special education needs; at school level; teamwork and planning, evaluation and planning for improving education, using information and communication technologies (ICT) for teaching and management purposes, inter-school projects and international cooperation, managing and sharing leadership, at the level of parents and other segments of society; providing expert advice to parents, building community partnerships for learning are seen as noteworthy that they are reported as macro-level competencies. In a similar vein, emphasizing cross-program studies, establishing partnerships for learning with inter-school projects and international cooperation, as well as giving special importance to teaching in multicultural classrooms can be given as examples of these macro-level competencies.

5. Teacher Competency in Turkey

Studies on the characteristics of the teaching profession in Turkey and the qualifications that a teacher should have started after the 1970s, in parallel with the studies carried out in this field in the world. Teaching was accepted as a profession for the first time in the National Education Basic Law No. 1739, which came into force in 1973 (article 43). Article 45 of the National Education Basic Law No. 1739 is related to the qualifications of teachers and in the same law, it is stated that teachers should have three basic qualifications: general culture, field knowledge, and teaching profession knowledge.

In the 11th National Education Council held in 1982, the training of teachers was one of the main topics discussed. Here, the qualifications that teachers should acquire at the end of their training are determined. Emphasizing important issues such as considering the individual differences and developmental characteristics of students, having effective communication skills, and methodological knowledge in the qualifications determined in the 11th National Education Council, the competencies are listed as a series of suggestions and gathered under certain headings or categories. Thus, the general standards of the teaching profession were also specified in the 11th National Education Council.

The first comprehensive studies on the determination of teacher competencies are seen after 1994. The restructuring of education faculties, which started at the end of 1994, was completed in 1998. These studies carried out in cooperation with the Council of Higher Education (CoHE) and the World Bank, reorganized the teacher training process, opened new departments in education faculties, determined new teaching certificates, and ended undergraduate education in educational sciences except for the field of guidance (Okçabol, 2005).

'Training and Teaching Competencies' were determined as the first product and for the purpose of the development of pre-service training programs selecting, supervising, and evaluating teachers for in-service, the training was uploaded to teacher training faculties and colleges. It has been emphasized that the teaching profession traditionally requires gaining competence in the fields of general culture, field knowledge, and teaching profession knowledge (Bransford et al., 2005). As a matter of fact, the qualifications determined by the CoHE (1998) were determined in this direction and were divided into 4 main titles as 1. Subject Area and Competencies Related to Field Education, 2. Competencies in the Teaching-Learning Process consisting of Planning, Teaching Process, Classroom Management, Communication, 3. Monitoring, Evaluating and Recording Students' Learning, 4. Other Professional Qualifications.

The studies on determining teacher qualifications by the Ministry of National Education first started in 1999. In this context, a "Teacher Qualifications Commission" was established with the participation of CoHE and representatives from universities (MEB, 2017a). This commission examined the qualifications in the national and international literature, prepared the "Teacher Competencies" document on 12.07.2002 as a result of the CoHE / World Bank National Education Development Project and the findings obtained from the studies to determine the teacher qualifications carried out by the Ministry of National Education and these qualifications came into effect on 12.07.2002. Accordingly, teacher qualifications were determined under 3 headings in accordance with the National Education Basic Law No. 1739. These titles are "general culture information and skills", "education-teaching competencies" and "special field knowledge and skills" (MEB, 2017a, p. 6).

The next stage of the studies to determine teacher qualifications, the foundation of which was laid with the preparation of the teacher qualifications document in 2002, was carried out within the scope of the Basic Education Support Project (MEB, 2017a). As a result of the studies, it was decided that determining the general qualifications of the teaching profession in the form of main competencies, sub-competencies of the main competencies, and performance indicators of these sub-competencies would be the most appropriate method, and it was accepted that teacher qualifications should cover not only knowledge but also skills and attitudes. In 2006, the draft document of "General Competencies for Teaching Profession" was finalized and entered into force on 17.04.2006 (MEB, 2017a). The general qualifications of the teaching profession, which were determined by the Ministry of National Education (MoNE) in 2006 within the scope of the "Support to Basic Education Project", consist of 6 basic general qualifications, 31 sub-competencies under these six general qualifications, and 233 performance indicators used as proof of these qualifications. The determined qualifications coincide with the internationally accepted qualifications in terms of scope and content. In addition, the presentation of qualifications as "area of competency", "sub-competency" and "performance indicators" shows that qualifications are prepared in a systematic framework.

The Ministry of National Education first defined the teaching profession in 2006 (Alan, 2019). After 11 years of qualifications, MoNE developed a new general qualification framework in 2017. In this process, cooperation was made with academicians and teachers as well as local institutions. General qualifications have been updated by examining the general

qualifications of the teaching profession of international institutions such as OECD and UNESCO and countries with a good education. Accordingly, general competencies are grouped under three main areas: professional knowledge, professional skills and attitudes, and values. There are 11 sub-qualifications and 65 performance indicators under these three general areas (MEB, 2017a). MoNE (2017a) states that these new qualifications frameworks can be a reference source in determining the content of the universities' teacher training courses and both determining and developing the qualifications to be sought in teacher candidates. The new qualifications are also envisioned to guide in-service teachers in identifying their strengths and weaknesses. In addition to these, it is stated that teachers' performances can be evaluated based on the competencies with an objective evaluation system to be developed.

6. Reflections of Teacher Competency on English Language Teacher Education

English Language Teacher Education (ELTE) is seen as a part of broader programs such as applied linguistics, education, and teaching English to speakers of other languages (TESOL) (Crandall, 2000; Richards, 2008). Though ELTE improvements were adjusted following the principles of applied linguistics accepted as the basis for language teacher education, nowadays, it has been shaped under the influence of general education theories, learning theories, and teaching practices.

Throughout history, there have been several studies addressing conclusions and discussions on how to be an effective teacher. The reflections of product-oriented behaviorist approaches evolved into cognitivist, constructivist, and socio-constructivist processes that refer to common principles of process-oriented approaches. The evolution from product-oriented to process-oriented approaches in general education fields was also observed in the ELTE models and frameworks. Thus, "teaching as doing" (Freeman, 1996; Freeman & Johnson 1998) or "a craft or apprenticeship model" (Wallace, 1991), "teaching as thinking and doing" (Freeman, 1991,1996), "applied science or the theory-to-practice model" (Wallace, 1991), "the reflective model" (Wallace, 1991), or "teaching as knowing what to do" (Freeman, 1996, Freeman & Johnson 1998) can be given as examples for adaptations and changes in ELTE history.

The shift and desire for better ELTE conditions in the world result in up-to-date approaches and policies undertaken by different organizations, for instance, Teaching English to Speakers of Other Languages (TESOL) in the USA, Association and the American Council on the Teaching of Foreign Languages (ACTFL), National Council for Accreditation of Teacher Education (NCATE). In Europe, in a similar vein, the Council of Europe and the European Commission determined qualification standards for language teaching and learning through several frameworks known as Common European Framework of Reference for Languages (CEFR), European Qualification Framework (EQF), European Profile for Language Teacher Education (EPLTE) and European Portfolio for Student Teachers of Languages (EPOSTL).

6.1. EPOSTL and EPLTE

Among the increasing numbers of teacher education qualification studies in many countries of the world, the "European Portfolio for Student Teachers of Languages" and "European Profile

for Language Teacher Education- A Frame of Reference" carried out in the European Union are among the exemplary studies in the field of teaching and should be regarded specifically. When considered from this point of view, they can be considered as proficiency studies, which are examples of the need to determine the framework of other teaching branches in addition to their general competencies. In this section, these two frameworks, which are important steps in teaching competency studies, will be explained.

With the proposal of the European Center for Modern Language (ECML), experts from different countries developed the EPOSTL. In this portfolio, it is aimed to focus on teacher education through basic competencies, to create competency definitions related to foreign language teaching, and to include these competencies in a portfolio work in which teacher candidates (students) will reflect on their knowledge, skills, and values. The definitions in the portfolio are expressed with the definitions of "can-do" as stated in the CEFR (2001). Some explanations given in CEFR have been changed from language learning to language teaching and included in the portfolio to a certain extent. The portfolio is divided into three main parts one of which is a personal statement section that aims to help candidates at the beginning of their teacher education and reflect on general questions related to teaching. The second section is the self-assessment section, consisting of 'can-do' descriptors, to facilitate reflection and self-assessment and the final dossier section, in which the outcome of self-assessment is seen transparent, aims to provide evidence of progress and record examples of work relevant to teaching (EPOSTL, 2007).

In detail, the main parts suggest an individual report in which students answer general questions and 'can do' statements, 'self-assessment' section focused on self-assessment and reflection and a documentation section aimed at demonstrating self-assessment outputs, proving progress, and documenting case studies (Newby et al., 2007).

The descriptors of the portfolio, which enable both the pre-service teacher's self-evaluation and the teacher educators' evaluation and give trainees a chance for the development of reflective skills with a set of 'can-do' statements, are grouped under certain topics. The following areas are where these descriptors are grouped with sub-sections such as "Context" – Curriculum, Aims, and Needs, The Role of the Language Teacher, Institutional Resources and Constraints; "Methodology" – Speaking/Spoken Interaction, Writing/Written Interaction, Listening, Reading, Grammar, Vocabulary, Culture; "Resources"–no sub-sections; "Lesson Planning"– Identification of Learning Objectives, Lesson Content, Lesson Organization; "Conducting a Lesson"– Using Lesson Plans, Content, Interaction with Learners, Classroom Management, Classroom Language; "Independent Learning"– Learner Autonomy, Homework, Projects, Portfolios, Virtual Learning Environments, Extra-curricular Activities; "Assessment of Learning"– Designing Assessment Tools, Evaluation, Self- and Peer Assessment, Language Performance, Culture, Error analysis (EPOSTL, 2007, p. 14 – 57).

The sub-divisions of these seven general categories are represented with a diversity of descriptors in which student teachers are required to have the knowledge and a variety of competencies needed to make decisions related to their teaching experiences (Cullen 2020; Strakova, 2009). In addition to the descriptors section, the student teachers have the chance to suggest some evidence of teaching practices in the 'dossier' section of the portfolio which

may consist of lessons, lesson observations, and evaluations, detailed reports, comments, checklists, etc. compiled by different sources, 'teacher actions' - and from learners' tasks and related performance, case studies and action research, reflections. These sources can be added to the suggested tables also indicating the dates of the actions registered as evidence of the teaching practices.

In 'The Glossary' section, terms related to language learning and teaching existing in the EPOSTL are defined specifically in the document. The terms are defined according to how they are used in the CEFR for many cases. The index section aims to help users locate terms used in the descriptors. It takes the form of a chart in which terms relating to language learning and teaching are listed vertically and the sections of the self-assessment, horizontally. This will aid cross-referencing to discover briefly in which sections terms such as 'culture' or 'grammar' occur (Newby et al., 2007).

As can be seen, the EPOSTL is included in the literature as a comprehensive study that can contribute to pre-service teacher education due to the main areas provided as sections it contains and the sub-items of the sub-sections in these basic areas. The portfolio aims to provide prospective teachers with the teaching skills of the 21st century through various items on sections of "Context", "Methodology", "Resources", "Lesson Planning", "Conducting a Lesson", "Independent Learning", "Assessment of Learning" before they graduate. For this reason, it continues to exist as a framework that can enable prospective foreign language teachers to acquire these skills during pre-service teacher education (Bergil & Sarıçoban, 2017; Cullen, 2020; Önal & Alagözlü, 2018; Seitova et al., 2019; Yüce, 2019).

However, this critical portfolio has shown that changes are needed in the content of this document so as to make it a more beneficial one within the context of Turkey as declared by Arıkan (2016). Arıkan (2016) carried out a critical evaluation of the document in terms of "The core team, Excluding non-secondary schools, Nature of the descriptors, Descriptors' load, Vague descriptors, Physical limitations" that addressed the drawbacks of the document needed to be regarded in practice. Moreover, Hoxha and Tafani's (2015) study reflects the limited number of studies on the EPOSTL applications that have shown that prospective teachers who have used them regarded it as a useful document for teaching practices.

Developments in language teaching in the European Union date back to the studies on the EPOSTL. In this sense, the initiatives taken by the European Union in 2000 to improve language teaching and learning led to the declaration of 2001 as the European Year of Languages. In 2002, decisions on learning at least two languages in addition to the mother tongue from an early age at the European Commission meeting in Barcelona led to competency studies on language teaching. In line with these developments, because of the joint work of the European Union Education and Culture Commission and the University of Southampton, a profile for the qualifications of foreign language teachers was created with the "European Profile for Language Teacher Education- A Frame for Reference" in the report.

The prepared framework offers suggestions on a) the structure of the lessons, b) the knowledge and understanding at the center of foreign language teaching, c) the diversity of learning and teaching strategies and skills, d) the values that language teaching should

support. As a result of the data collected by expert opinions and the experience of higher education institutions, 40 key items in language teacher education were presented.

This comprehensive project report has been transformed into a frame of reference to guide national and institutional education policy authorities and teacher educators aiming to present European initiatives in the field of foreign language teacher training. For each of the above-mentioned items, the rationale and explanation are followed by the strategies for application and use them. For example, for the first item, "the curriculum combining academic study and teaching practice", the justification was given that "foreign language teachers should perceive theoretical knowledge, content knowledge and practice holistically, since each of them interacts with each other", as the strategies of "arranging the theoretical knowledge to see the application of the theoretical knowledge in the classroom" and "application and evaluation of the pre-service teachers through action research" were suggested for this item (Kelly et al., 2005, p. 5), which can be given as a sample for the application of the items included in the reference.

6.2. NR for Special Field Competencies in ELTE

The demands on teacher competencies throughout the world narrowed down with the developments of the foreign language teacher education in Europe and reached its peak level as searching for the specific qualifications in some methodologies such as 'teaching English to young learners'. As cited in Gürsoy's (2015) comprehensive study, "Nuremberg Recommendations on Early Foreign Language Learning" (hereafter NR) (Goethe-Institute, 2010) has proposed the qualifications in detail. As seen, the developments of teacher competencies are not only limited to the general performances of teaching occupation but also, they may guide teachers specifically for such kind of practices related to the main areas of teaching that can be named as sub-fields or branches of their teaching areas. Goethe Institute published the requirements of NR originally in 1996 with the collaboration of 22 countries. Due to the policy changes affected by socio-economic demands, developments in technology, and expectations of early language learning, the report was revised and reached its current version in 2010 including the demands in it. The document addresses several stakeholders such as policymakers, teacher trainers, prospective teachers, principals, and practitioners. Moreover, it provides a broader perspective with a variety of factors aiming to reach the desired conditions to display the foreign language potential of learners aged between 4 to 10.

After introducing the background conditions, needs, and desires of early foreign language education, the NR describes the process' methodology and pedagogic principles relating to learning goals and teaching content, interaction in the learning group, teaching procedures, the learning atmosphere and physical environment, learning materials and the use of media in learning. These principles aim to support the competencies of teaching English to young learners' teachers as well considering the language proficiency starting at the nursery level.

Thus, the document underlines the importance of knowledge of language and culture, methodology, and pedagogy. This transferable knowledge and experience-based qualifications are given as:

natural enjoyment of communication, capacity, and desire for intercultural communication, capacity for analytical, problem-oriented thought, competence in identifying, mediating, and implementing learning strategies, endorsement of lifelong learning as a principle for oneself and all learners, ability to inspire openness to new ways of thinking and learning, ability to cooperate as harmoniously and productively with colleagues as with children constant upgrading of own media competence, self-confident and intelligently purposive approach in fulfillment of own professional role and responsibilities together with maintenance of critical perspective, unfailing readiness to cooperate with all involved in the upbringing of children and education (NR, 2010, p. 16).

All in all, the Ministry of National Education has introduced teacher qualifications with the document of Specific Field Competencies of English Language Teachers in 2008 that aim to parallel improvements in the field-specific teacher training process. Although this document addresses five broad categories of "planning and organizing language teaching process", "developing language skills of learners", "monitoring and evaluating the development of language skills", "cooperation with the school, family and the society", "continuing professional development in English Language Teaching" (MEB, 2008) and seem to cover the methodological and pedagogical competencies as also referred to in NR, it fails in identifying required L2 proficiency of English language teachers and focusing on the intercultural knowledge and awareness. The document underlines the importance of developing and/or monitoring the language skills of learners by set qualifications and increase the level teaching process; however, it has many limitations in specifying the pedagogical and/or methodological knowledge for enhancing the performance of teaching skills required by the English language teachers (Gürsoy, 2015).

6.3. Discussion

This paper has reviewed the studies and the developments on teacher competency in the USA, EU, OECD that come up with the initial frameworks in this field. Later in the study, what the reflections of teacher competency are on language teaching and English Language Teacher Education in Turkey have been reflected. Based on the reviewed studies, the following issues are remarked:

Since the teaching profession has a dynamic infrastructure in the changing and constantly developing world conditions, when the international literature is examined, it is seen that countries do not adhere to a single competency framework. For this reason, individual researchers and leading institutions of the countries appear to contribute to competency frameworks. (Danielson, 1996; European Commission, 2013; Gonzalez & Wagenaar, 2005; Jobs for the Future and Council of the Chief State School Officers, 2015; Lang & Evans, 2006; NBPTS, 2019; Pianta, 2011; Schleicher, 2016).

When international and national teaching competency frameworks are examined, it is seen that each frame reflects different perspectives (Danielson, 1996; European Commission, 2013; Gonzalez & Wagenaar, 2005; Jobs for the Future and the Council of Chief State School Officers, 2015; Karslı & Güven, 2011; Lang & Evans, 2006; MEB, 2017a, 2017b; NBPTS, 2019; Pianta, 2011; Schleicher, 2016; Selvi, 2010;). While some frameworks are covered under knowledge, skills and attitudes, and values (European Commission, 2013; MEB, 2017a, 2017b), others are covered under the headings of competency and sub-competencies. While

some framework proposals consist of detailed sub-competencies and performance indicators (Danielson, 1996; Lang & Evans, 2006), some try to present a shorter and holistic understanding (European Commission, 2013; Gonzalez & Wagenaar, 2005; MEB, 2017a, 2017b; Schleicher, 2016). Although the proposed teaching frameworks have common points besides the existing structural differences, it is seen that they emphasize different competency areas such as classroom practices and teaching (Danielson, 1996; Lang & Evans, 2006), teacher's out-of-class practices (Gonzalez & Wagenaar, 2005) or attitudes and values (European Commission, 2013; MEB, 2017a, 2017b).

The conduction of the studies related to teacher competency provokes and sustains some reflections and expectations in the foreign language teacher education field. Along with the improvement of teacher competency throughout the world, the issues such as common competency areas of teachers constitute the main subjects of competency studies (European Commission, 2004; Newby et al., 2007). The frameworks developed for foreign language teachers, recorded in the literature, and dealing with the problems that may be encountered in practice, have the quality to contribute to the training of foreign language teachers in Turkey in many respects. Among these, the specifically focused one is the EPOSTL that allows pre-service teachers to evaluate themselves during pre-service training with its three main sections called "personal statement", "self-assessment" and "dossier". In addition to this, it is seen as a comprehensive framework that helps teacher qualifications reach international levels or standards and helps foreign language teacher candidates develop themselves in areas that they think they cannot gain qualifications before graduation. In addition, not only teacher candidates but also teacher educators can benefit from the target portfolio framework from different angles while organizing pre-service training or performing their profession in in-service training processes (Arıkan, 2016; Bergil & Sarıçoban, 2017; Cullen, 2020; Cakır & Balcikanli, 2012; Hoxha & Tafani, 2015; Önal & Alagözlü, 2018; Seitova et al., 2019; Yüce, 2019).

Apart from this, the gap between theory and practice in teacher education shows that the general teaching competencies do not satisfy the requirements of English language teacher education. Thus, the requirements and the qualifications of English language teachers should be revised in line with the field or branch-specific competency areas or competencies. It was declared in MoNE's 2023 strategic plan that a National Council of Foreign Languages will be formed to define foreign language teaching policies, teaching standards, and classroom practices; however, there is no hosted national council for foreign language policies by Turkey, which calls for an urgent need for the collaboration of developments in language teacher education in the World (Kartal & Başol, 2019).

7. Concluding Remarks

This chapter aimed to review the competency-based frameworks related to teacher education both from institutional and pioneering individual points of view put into practice internationally and nationally. The frameworks conducted on developing the teacher's competency suggest that competency is not restricted to static areas of the teaching process; thus, defining the competencies of teachers requires to follow the upcoming, fashion needs of time and to be complement with today's practices inside and outside classrooms.

Although quite a few articles were identified, based on the pioneering frameworks in the world, in this review it is also evident that the competencies may refer to the qualifications of specific teaching branches and areas as suggested for the student teachers of languages or could be considered for the English language teachers in Turkey or nation/context-based conditions. This indicates that the general teaching competencies are insufficient to initiate and sustain the formative process of teacher education with field or branch-specific conditions as pointing out by the English language teachers in this current study.

Thus, to reach the transformative competency-related processes in language teacher education besides all teacher education branches, more research is needed to be conducted with the resource stakeholders. Moreover, the changing conditions with the COVID-19 pandemic come up with another fashion necessities for teacher competency that may provide multiple perspectives for the different and several teaching disciplines, which may result in promising qualifications for future generations deserving better education conditions in distance or face to face education.

REFERENCES

Alan, B. (2019). *Determining generic teacher competencies and designing a preservice teacher education program based on competencies* (Publication No. 604891) [Doctoral dissertation, Anadolu University].

Arıkan, A. (2016). An examination of the EPOSTL's potential use in Turkey. *Artuklu Human and Social Science Journal*, *1*(1), 76-80.

Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners. In Linda

Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. London: McKinsey and Company.

Barış, E. T. (2013). Türkiye'nin AB üyeliği sürecinde hayat boyu öğrenmede yetişkin eğitimcisi yeterlikleri. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *38*(38), 149-166.

Bergil, A. S., & Sarıçoban, A. (2017). The use of EPOSTL to determine the self-efficacy of prospective EFL teachers: Raising awareness in English language teacher education. *Journal of Language and Linguistic Studies, 13*(1), 399-411.

Biesta, G. (2012). The future of teacher education: Evidence, competence or wisdom? *RoSE– Research on Steiner Education*, *3*(1).

Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In Darling-Hammond, L. and Bransford, J. (Eds.), (p. 1-39). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Fransisco: Jossey-Bass.

Brockmann, M., Clarke, L., & Winch, C. (2008). Knowledge, skills, competence: European divergences in vocational education and training (VET)—the English, German and Dutch cases. *Oxford Review of Education*, *34*(5), 547-567.

Caena, F. (2011). *Literature review. Teachers' core competences: Requirements and developments. European commission*. http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategicframework/doc/teacher-competences_en.pdf

Cakır, A., & Balcikanli, C. (2012). The use of the EPOSTL to foster teacher autonomy: ELT student teachers' and teacher trainers' views. *Australian Journal of Teacher Education, 37*(3). http://dx.doi.org/10.14221/ajte.2012v37n3.7

Conway, P., Murphy, R., Rath, A., & Hall, K. (2009). *Learning to teach and its implications for the continuum of teacher education: A nine-country crossnational study*. University College Cork. Ireland.

Cooper, H. M. (1998*). Synthesizing research: A guide for literature reviews*. Sage, Thousand Oaks.

Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium. *InTASC model core teaching standards and learning progressions for teachers 1.0: A Resource for ongoing teacher development.* Washington DC.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* Strasbourg: Cambridge University Press.

Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics, 20*, 34-55. https://doi.org/10.1017/S0267190500200032

Cullen Kır, E. (2020). Türkiye ve Avrupa birliğinde yabancı dil öğretmeni yetiştirme alanı yeterlilik çalışmaları. *Akademik Sosyal Araştırmalar Dergisi, 106, 220-234.* http://dx.doi.org/10.29228/ASOS.43518

Danielson, C. (1996). *Enhancing professional development*: *A framework for teaching*. Alexandria, VA: Association for Supervision and CurriculumDevelopment.

Darling Hammond and Gary Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass Publishers.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, *57*(3), 300-314.

Darling-Hammond, L., Wise, A. E., & Klein, S. P. (2000). *A license to teach: Raising standards for teaching*. San Francisco: Jossey-Bass Publishers.

ETUCE. (2008, April). *Teacher education in Europe. An ETUCE policy paper*. European Trade Union Committee for Education.

European Commission (2004). *Common European principles for teacher competences and qualifications.* http://europa.eu.int/comm/dgs/education.culture.

European Commission. (2012). *Rethinking education: Investing in skills for better socioeconomic outcomes*. Strasbourg.

European Commission. (2013). *Education and training. Supporting teacher competence development for better learning outcomes*. http://ec.europa.eu/education/policy/school/teaching-professions

European Communities. (2007). *Key competences for lifelong learning: European reference framework*. Luxembourg.

Freeman, D. (1996). Redefining the relationship between research and what teachers know. In

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge- base of language teacher education. *TESOL Quarterly, 32*, 447–464. https://doi.org/10.2307/3588114

Goethe-Institut. (2010). *Nuremberg recommendations on early foreign language learning.*

Gonzalez, J., & Wagenaar, R. (Eds.) (2005). *Tuning educational structures in Europe II. Universities' contribution to the Bologna Process.* University of Deusto and University of Groningen. http://tuning.unideusto.org/tuningeu/

Grant, C. A., & Gillette, M. (2006). A candid talk to teacher educators about effectively preparing teachers who can teach everyone's children. *Journal of Teacher Education, 57(3)*, 292-299.

Gürsoy, E. (2015). ELT teacher qualifications for teaching English to young learners. *International Journal of Language Academy*, 3/4 Winter, 14-24. http://dx.doi.org/10.18033/ijla.322

Halász, G., & Michel, A. (2011). Key competences in Europe: Interpretation, policy formulation, and implementation. *European Journal of Education*, *46*(3), 289-306.

Haste, H. (2009). What is 'competence' and how should education incorporate new technology's tools to generate 'competent civic agents'. *The Curriculum Journal*, 20(3), 207-223.

Hoxha, M., & Tafani, V. (2015). European portfolio for student - teachers of languages (EPOSTL) and insights from student - teachers' feedback. *Academic Journal of Interdisciplinary Studies, 4*, 71-78.

Imig, D. G., & Imig, S. R. (2006). What do beginning teachers need to know? *Journal of Teacher Education, 57(3)*, 286-291.

Jeris, L., Johnson, K., Isopahkala, U., Winterton, J., & Anthony, K. (2005). The politics of competence: Views from around the globe. *Human Resource Development International*, *8*(3), 379-384.

Jobs for the Future and the Council of Chief State School Officers. (2015). *Educator competencies for personalized, learner-centered teaching.* Boston, MA: Jobs for the Future.

K. M. Bailey, & D. Nunan (Eds.), *Voices from the language classroom: Qualitative research in second language education* (pp. 88–115). New York: Cambridge University Press.

Karslı, M., & Güven, S. (2011). Öğretmen yetiştirme politikaları. In S. Kilimci (Ed.),*Türkiye'de öğretmen yetiştirme* içinde (pp. 53-65). Ankara: PegemAkademi.

Kartal, G., & Başol, H. Ç. (2019). Generic teacher competencies and the English language teacher education program in Turkey. *Novitas-ROYAL (Research on Youth and Language), 13*(2), 133-154.

Kelly, M., Grenfell, M., Allan, R., Kriza, C., & McEvoy, W. (2004). European Profile for Language Teacher Education-A Frame of Reference: Final Report. European Commission Directorate General for Education and Culture.

Koenen, A. K. Dochy, F., & Berghmans, I. (2015). A phenomenographic analysis of the implementation of competence-based education in higher education. *Teaching and Teacher Education*, 50, 1-12.

Koster, B., & Dengerink, J. J. (2008). Professional standards for teacher educators: how to deal with complexity, ownership and function. Experiences from the Netherlands. *European Journal of Teacher Education*, *31*(2), 135-149.

Lang, H. R., & Evans, D. N. (2006). *Models, strategies, and methods for effective teaching*. Boston. Pearson.

Mansfield, B. (2004). Competence in transition. *Journal of European Industrial Training*, *28*(2/3/4), 296-309.

MEB. (2008). *Özel alan öğretmen yeterlikleri*. Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü. Ankara.

MEB. (2017a). *Öğretmenlik mesleği genel yeterlikleri*. Ankara: Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. Ankara. http://oygm.meb.gov.tr/www/ogretmenlikmeslegi-genel-yeterlikleri/icerik/486

MEB. (2017b). *Öğretmen strateji belgesi 2017-2023*. Ankara: Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. http://oygm.meb.gov.tr/www/ogretmen-stratejibelgesi-yayimlandi/icerik/406

Mulder, M., Gulikers, J., Biemans, H., & Wesselink, R. (2009). The new competence concept in higher education: Error or enrichment? *Journal of European Industrial Training*, *33*(8/9), 755-770.

NBPTS (2019). *National board for professional teaching standards. What teachers should know and be able to do?* https://www.nbpts.org/

Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European Portfolio for Student Teachers of Languages. A Reflection Tool for Language Teacher Education.* Strasbourg/Graz: Council of Europe Publishing, http://EPOSTL2.ecml.at.

OECD. (2011). *Building a high-quality teaching profession: Lessons from around the world*. OECD Publishing. http://dx.doi.org/10.1787/9789264113046-en

Okçabol, R. (2005). *Öğretmen yetiştirme sistemimiz*. Ankara: Ütopya.

Önal, A. & Alagözlü, N. (2018). A descriptive study on in-service English language teachers' perceptions of the European portfolio for student teachers of languages (EPOSTL) in Turkish setting. *Journal of Language and Linguistic Studies, 14*(3), 56-76 .

Paine, L. (2013). Exploring the interaction of global and local in teacher education: Circulating notions of what preparing a good teacher entails. In X, Zhu and K. 302 Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 119-140). Springer: Berlin Heidelberg.

Pianta, R. C. (2011). *Teaching children well: New evidence-based approaches to teacher professional development and training*. Center for American Progress.

Richards, J. C. (2008). Second language teacher education today. *RELC Journal*, *39*, 158-177. https://doi.org/10.1177/0033688208092182

Sahlberg, P. (2010). The secret to Finland's success: Educating teachers. *Stanford Center for Opportunity Policy in Education*, *2*, 1-8.

Santiago, P., & Benavides, F. (2009). Teacher evaluation: A conceptual framework and examples of country practices. *Paper presented at the OECD-Mexico Workshop*

"Towards a Teacher Evaluation Framework in Mexico: International Practices, Criteria and Mechanisms", Mexico City, 1-2 December 2009.

Schleicher, A. (2016). *Teaching excellence through professional learning and policy reform: Lessons from around the world.* International summit on the teaching profession. Paris: OECD Publishing http://dx.doi.org/10.1787/9789264252059-en

Seitova, M., Mirici, İ. H., & Öz, H. (2019). The effect of the EPOSTL on the self-evaluation of student teachers of English. *Elementary Education Online* , 18(3), 1367-1377.

Selvi, K. (2010). Teachers' competencies. *Cultura International Journal of Philosophy of Culture and Axiology*, *7*(1), 167-175.

Şişman, M. (2009). Teacher's Competencies: A modern discourse and the rhetoric. *Inonu University Journal of the Faculty of Education (INUJFE)*, *10*(3), 63-82.

Şişman, M. (2011). *Eğitim bilimine giriş*. Ankara: Pegem Akademi.

Strakova, Z. (2010). European portfolio for student teachers of languages and its benefits for pre-service teacher training. *The article was written in the frame of KEGA project 3/7014/09.*

Wallace, M. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

Winterton, J. (2009). Competence across Europe: highest common factor or lowest common denominator? *Journal of European Industrial Training*, 33 (8/9), 681-700.

World Bank. (2005). *Learning to teach in the knowledge society*. Final Report by Task Manager Juan Manuel World Bank.

Yüce, E. (2019). EPOSTL: Revisiting the roles of language teachers at a recently established ELT department. *International Online Journal of Education and Teaching, 6*, 1272-1281.

Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education, 63*, 376-382. https://doi.org/10.1177/0022487112445789

To Cite this Chapter:

Su-Bergil, A. (2021). Defined competencies of EFL teachers: Universal and local aspects. In Büyükkarcı, K. & Önal, A. (Eds.), *Essentials of applied linguistics and foreign language teaching: 21st century skills and classroom applications*, 138-160. ISRES Publishing.

ABOUT THE AUTHOR
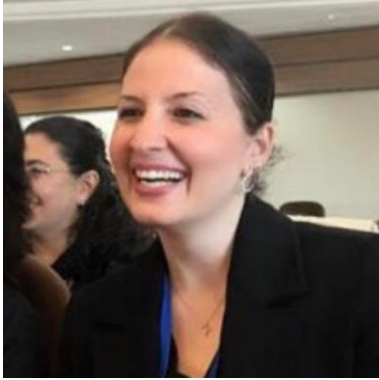
Asst. Prof. Dr. Ayfer SU BERGIL

ORCID ID: 0000-0002-9277-2862

ayfersubergil@amasya.edu.tr

Amasya University

Dr. Ayfer Su-Bergil is currently working as an Assistant Professor Doctor in Amasya University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching. She received her Bachelor of Arts degree from Gazi University, English Language Teaching in 2004 and got Master of Arts degree from Department of Curriculum and Instruction, Division of Educational Sciences, Tokat Gaziosmanpaşa University in 2010. She completed her doctoral studies at the English Language Teaching Department, Hacettepe University in 2015. Su-Bergil teaches English language courses at undergraduate and postgraduate degree. Teacher education, curriculum and instruction, English language teaching & learning are among the fields of her interest.