

REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

COMMON MISTAKES MADE BY EFL TEACHERS AND THEIR SUGGESTED SOLUTIONS

MASTER'S THESIS

HANDE GÜL AYAS

SUPERVISOR
ASSOC. PROF. DR. KÜRŞAT CESUR

ÇANAKKALE – 2023



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Çanakkale Onsekiz Mart University
School of Graduate Studies

The study titled "**Common Mistakes Made by EFL Teachers And Their Suggested Solutions**", prepared by Hande Gül AYAS under the supervision of Assoc. Prof. Dr. Kürşat CESUR and presented in front of the following committee on 04/08/2023, was unanimously accepted as a thesis for the degree of Master of Arts in English Language Teaching Program of Department of Foreign Language Education in Çanakkale Onsekiz Mart University, School of Graduate Studies.

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ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

ETHICAL DECLARATION

I hereby declare that the data, information, and documents I presented in the thesis were obtained in accordance with academic and ethical rules; that I have presented all information; that I have cited all the works I have used in my thesis; and that I have not altered the data used or the work I have presented in this thesis. This thesis was prepared in accordance with the Thesis Guidelines of the Çanakkale Onsekiz Mart University School of Graduate Studies.

Hande Gül AYAS
04/08/2023

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To my sweet angel…

NİL

I would like to extend my gratitude to everyone who has consistently stood by my side and helped me along this enjoyable journey.

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ÖZET

İNGİLİZCE ÖĞRETMENLERİ TARAFINDAN YAPILAN YAYGIN HATALAR VE BU HATALARA YÖNELİK ÇÖZÜM ÖNERİLERİ

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Çalışma, başarılı bir dil eğitimi için İngilizce öğretmenlerinin mesleki yaşamlarında yaptıkları yaygın hatalara ve bu yaygın hatalara yönelik olası çözümlere odaklanmaktadır. Araştırma verilerini çevrimiçi olarak toplamak için Google Forms kullanıldı. Veriler içerik analizi kullanılarak analiz edilmiş ve nitel bir çalışma yapılmıştır. Çalışmaya devlet okullarında görev yapan 100 İngilizce öğretmeni dâhil edilmiştir. Araştırma bulgularına göre, İngilizce öğretmenlerinin yaptığı en yaygın hata yanlış telaffuzdur İngilizce öğretmenleri tarafından yapılan hataların çoğu akademik eksikliklerle bağlantılıydı. Akademik eksikliklerden sonra İngilizce öğretmenlerinin en sık yaptığı ikinci hatanın kötü yönetim olduğu keşfedildi. Özellikle, ikinci en yaygın hata biçimi, zayıf sınıf yönetimi becerileriyle bağlantılıydı. Öğretim sürecinde uygun olmayan öğretim stratejilerinin kullanılması en sık yapılan üçüncü hata olarak bulunmuştur. Katılımcıların bu ortak hatalara önerdiği çözüm ise kendini mesleki anlamda geliştirmek ve daha çok pratik yapmak olmuştur. Özellikle mesleğin ilk yıllarında adaylık eğitimleri sırasında yapılan hataları azaltmak için deneyimli öğretmen ve yöneticilerin tavsiyelerine uymaları ve kişisel gelişimleri için çeşitli hizmet içi eğitimlere katılmaları uygun olacaktır. Bu çalışma, yabancı dil olarak İngilizce öğreten öğretmenlerin en sık yaptığı hataları ele almaktadır ve çalışmanın dil öğretiminde bu hataların tekrarlanmasını önlemek için olası çözümlere ışık tutarak ilgili literatürdeki boşluğu doldurmaya yardımcı olması beklenmektedir.

Anahtar kelimeler: Meslek hataları, mesleki gelişim, öğretmen yetkinliği.

ABSTRACT

COMMON MISTAKES MADE BY EFL TEACHERS AND THEIR SUGGESTED SOLUTIONS

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Çanakkale Onsekiz Mart University

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English Language Teaching Program, Master of Arts Thesis

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The study focuses on the common mistakes that EFL teachers commit in their professional lives, as well as possible solutions to these mistakes for successful language education. Google Forms was used to collect research data online. The data was analyzed using content analysis and a qualitative study was conducted. The study included 100 English teachers from public schools. According to the research findings, the most common mistake made by EFL teachers was mispronunciation. Most mistakes made by English teachers were connected to academic shortcomings. It has been discovered that the second most frequent mistake made by English teachers, after academic shortcomings, was poor administration. Particularly, the second most frequent form of mistake was linked to poor classroom management abilities. The use of inappropriate teaching strategies in the teaching process was discovered to be the third most common mistake. The participants' solutions for avoiding these common mistakes were to develop professionally and to practice more. Experienced teachers and managers should heed their suggestions and take part in numerous in-service trainings for their personal development, especially in the early years of the profession to reduce the mistakes committed during the candidacy training. This study addresses common mistakes made by EFL teachers and is expected to help fill a gap in the relevant literature by shedding light on potential solutions for preventing these mistakes from being repeated in language teaching.

Keywords: Professional mistakes, professional development, teacher competence.

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THE LIST OF ABBREVIATIONS

CoHE	Council of Higher Education
EFL	English as a Foreign Language
ELT	English Language Teaching
MoNE	Ministry of National Education

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CHAPTER 1

INTRODUCTION

1.1. Introduction

Several economic and technical breakthroughs have happened as a result of the globalization process. With the changing world, every person has now become a world citizen. Following this, English, which is accepted as the global communication language, has become a necessity for world citizenship. This is the leading cause of the fact that its significance is growing day by day. English has begun to attract widespread attention due to its use in industrialized countries with high technology. As a result, English no longer belongs to a nation and has become a language of science. Further, it has increasingly become a vital factor in international relations. Concisely, English is closely linked to the evolution of societies and their relationships with other communities (Crystal, 1997; Harmer, 2001).

Countries that provide a good English education to their citizens also provide their young people with the opportunity to closely follow global developments. This emphasizes the significance of all connections in the English education chain. There is a saying that a chain is only as strong as its weakest link. This rule also applies in English language education. Beginning with teacher education, the contents of the courses taught in schools, course hours, the number of courses, the quality of the courses, the students' preparedness level, and so on are all equally vital. Naturally, a negative situation that would occur in any of these rings would have a detrimental impact on the overall educational system (Lumpkin, 2008).

As it is known, learning comes from experience. Morrow (2002) states that mistakes are commonly used to gain experience. It is necessary to first expose the mistakes committed for this learning to take place. Similarly, Orange (2008) emphasizes that it is crucial to unearth the most typical mistakes made by teachers, who are one of the most essential components of the educational system. As a result, it would be possible to learn from past mistakes, and the solutions presented to these professional mistakes may serve as a lesson to teacher candidates. Since not much is known about the common mistakes that EFL teachers commit frequently and the possible solutions for these mistakes in the literature, the aim of this research is to broaden current knowledge and help close the gap in the field.

1.2. Background of the Study

Since one of the foundational components of the social structure is education, which is linked to other social structures, education can influence these other structures to move in the desired direction. The main goal of education is to train and integrate people that society requires and wants into corporate life and society. Moreover, education serves a variety of social, cultural, economic, and individual aims. The capability of the education system to carry out these tasks is heavily reliant on the quality of teachers who will make education functional (Aydın, 2019; Yariv, 2011). Hence, teachers are the foundation of social growth and change considering that teaching is both a science and an art.

EFL teachers are integral parts of the success in the field of foreign language learning and the improvement of existing education quality (Gläser-Zikuda & Fuß, 2008) since they are the primary source of encouragement, guidance, and assistance for students. To successfully teach a foreign language, EFL teachers are expected to be highly literate in their subject, employ a variety of teaching strategies, and inspire their students. Given the importance of knowing English in today's socioeconomic context, all factors that influence

language teaching quality need to be investigated to improve the effectiveness of foreign language education. Based on the findings of these investigations, it is essential for a successful language education to identify and eliminate the causes of professional mistakes caused by EFL teachers, as well as to provide desirable solutions to prevent these mistakes.

Azarnoosh (2014) states that the process of teaching and learning a foreign language is a long-term journey that cannot be repeated or compensated for. The problems that may arise during this journey have a negative impact on educational quality. EFL teachers' professional mistakes are one of the problems that are being faced. These professional mistakes have a negative effect not only on student success in learning the language (Barber & Mourshed, 2007), but also on the individual's development. Although many factors contribute to successful completion of this process, the most important pillar is undeniably the teachers. Because it can be quite challenging to make up for teachers' professional mistakes after a certain period. To execute their responsibilities professionally during the foreign language teaching process, teachers must possess the necessary professional competencies. These professional competence areas are categorized under three main titles and eleven sub-titles in the Ministry of National Education (MoNE) publication from 2017 (see Table 1).

Table 1

General Competencies for Teaching Profession

A. Professional Knowledge	**B. Professional Skills**	**C. Attitudes and Values**
A1. Content Knowledge	***B1. Planning of Education and Teaching***	***C1. National, Moral and Universal Values***
She/he has an advanced and critical perspective on theoretical, methodological, and factual knowledge in his/her subject field	She/he plans education and teaching processes effectively	She/he observes national, moral, and universal values.

Table 1 (Continued)

A2. Pedagogical Content Knowledge	***B2. Creating Learning Environments***	***C2. Approach to Students***
She/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area.	She/he prepares appropriate teaching materials and builds a healthy and safe learning environment, where effective learning can be achieved for all students.	She/he has an attitude that supports the development of students.
A3. Knowledge on Legislation	***B3. Managing the Teaching and Learning Process***	***C3. Communication and Cooperation***
As an individual and teacher, she/he conducts her/himself according to the legislation related to her/his duties, rights, and responsibilities.	She/he manages the teaching and learning process effectively.	She/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders
	B4. Assessment and Evaluation	***C4. Personal and Professional Development***
	She/he uses the methods, techniques and tools of assessment and evaluation that fit for purpose	By carrying out self-appraisal she/he participates in personal and professional development activities.

Teachers' lack of the general competencies is directly related to professional mistakes committed while teaching a foreign language. Furthermore, failing to devote enough time to professional development and learning while performing their profession causes to these mistakes. Professional mistakes are always likely to occur unless EFL teachers have mastered these professional competencies. Naturally, these professional mistakes would have a variety of long-term and short-term negative consequences in foreign language education.

“The only true mistake is the one from which we learn nothing”, Henry Ford famously said. If nothing is learned from the mistakes made by the teachers when this teaching is applied to the field of education, it is certain that similar mistakes will be repeated in the future (Peeters & Robinson, 2015). In this case, learning, which is the primary goal of education, would fail. Committing mistakes, which is an unavoidable part of the educational and training process, can be a painful experience for any teacher. The most important thing for teachers to do here is to learn from their mistakes and apply what they have learned in the future. The more professional experience teachers have, the more they can offer students, so increasing the quality of the teacher is also possible with experience.

1.3. Statement of the Problem

When the literature is examined, there are few studies on the types of mistakes that teachers commit on a regular basis in their careers. Few studies (e.g., Özer et al., 2016; Nel & Swanepoel, 2010) have been conducted on the common mistakes committed by language teachers, who contribute significantly in foreign language education, and the sources of these mistakes. This study is unique from other studies on the topic in several ways. For instance, in Özer et al. (2016)'s study, they only focus on the most common mistakes made by teacher trainees' former teachers. Nel and Swanepoel (2010) limit their study to the linguistic mistakes made by ESL teachers. It is hoped that by focusing on the typical mistakes made by language teachers and shedding light on what can be learned from them as well as how they can be avoided to avoid repeating them in language teaching, this study will contribute to filling in the gaps in the pertinent literature since mistakes in this area can have serious consequences that can be disastrous.

1.4. Purpose of the Study

The purpose of this study is to identify the common professional mistakes committed by EFL teachers and to ascertain the guidance they give to aspiring English teachers considering these mistakes. The study is anticipated to aid EFL teachers in their professional development and instructional strategies because teachers have a significant impact on foreign language education. It is assumed that knowing what these professional mistakes are and which ones are common would give teachers the opportunities to learn from mistakes and have a broad insight into professional development since these mistakes caused during language teaching would adversely affect this process. It is also expected to assist educators in developing successful and high-quality teacher training programs for foreign language education.

As previously stated, this study discusses the mistakes that EFL teachers commit on a regular basis in their careers and clearly endeavors to evaluate these mistakes in the professional development of teachers since these mistakes also serve as a tool for learning and are valuable. Due to the dearth of studies examining the effects of teachers' professional mistakes on the teaching of foreign languages, it may also help close the literature gap. To fully comprehend the study in its entirety, the following research questions have been posed:

1.5. Research Questions

The following questions were addressed in order to shed light on the typical mistakes that teachers commit in the course of their work, to pinpoint the reasons behind these mistakes, and to suggest potential solutions to minimize them and raise the standard of language education:

RQ1. What is the most unforgettable mistake that EFL teachers made during the foreign language education process?

RQ2. What are their suggestions to prospective teachers to avoid making the same mistakes?

1.6. Limitations of the Study

The presented thesis has some limitations. The following lists these limitations:

- The study only involved teachers who worked for the MoNE in schools in Çanakkale.
- There are more female teachers than male teachers.
- Higher education institution may be included.
- More teachers with various ages and backgrounds may be included.
- It is challenging to ensure the validity and reliability of qualitative research, according to quantitative research.

1.7. Chapter Summary

The research study is introduced in this section. It is intended to include a series of subheadings that reveal the study's rationale on the professional mistakes that EFL teachers make during the language education process and how learning from these mistakes contributes to their professional development. Following the expression of this fundamental issue, the researcher provided some foundational literature on teacher competencies, knowledge of pedagogical content, and various related research studies. Following that, each subheading contains a detailed explanation of the study's significance, aim, and research questions.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Language teachers are an essential component of language education and are key players in this process. EFL teachers, who have significant responsibilities in language education, perform significant priorities such as shaping society and raising qualified labor, which is every education system's dream (Lumpkin, 2008). They are also a determining factor in the quality of the next generation. To improve the quality of the educational system and to safeguard the current one, it will be crucial to address all facets of the teaching profession and to conduct studies to address any shortcomings of this profession.

The process of learning and teaching includes making mistakes. According to Peeters and Robinson (2015), mistakes are "the mismatch between desired and actual results" (p.214). Since teachers educate future generations, compared to other professions, mistakes in the teaching field can have a greater negative impact (Selvi, 2010). Furthermore, while many of these mistakes are difficult to recover from, if they are repeated, they have a high probability of causing permanent damage. Common mistakes made by teachers must be thoroughly investigated, especially since mistakes that affect language education make it difficult to compensate for the damage caused by mistakes.

The mistakes that teachers make when teaching a foreign language can be quite varied (Bartram & Walton, 2002; Morrow, 2002; Shallenberger, 2015; Tjosvold et al., 2004). Some of these mistakes may be the result of professional inadequacy, while others may be the result of the person's current situation (Atmaca, 2020). These mistakes have numerous negative consequences (Hascher, 2003; Peeters & Robinson, 2015). Persistent mislearning,

for example, may occur. Even if the correct information is obtained, correcting the mistake after the learning age has passed would be difficult. In this context, for language education to be successful, mistakes must be minimized from the start.

Taking everything into account, it is critical to raise teacher awareness to understand what these mistakes are and to enhance the quality of foreign language education to avoid or mitigate negative situations that may arise from professional mistakes committed by English teachers. Being aware of the mistakes is insufficient in this case. Additionally, solutions would be created for the mistakes that EFL teachers commit frequently. Only when the problems and solutions are considered together can the goal be achieved.

2.2. Characteristics of A Good Teacher

The most basic feature that distinguishes one person from another is character. Character development is the result of a variety of factors. These factors can be divided into internal and external. While the internal factors are the innate features of the person, the external factors include the environment, school, family, etc. Some characteristics impact success in the teaching profession, as they do in every job. Teachers are a crucial part of the educational process, therefore knowing the basic traits of a good teacher would be useful at this stage (Bruggeman et al., 2021).

A teacher is more than a person who molds the future of future generations, helps society accomplish its objectives, conveys knowledge, instructs, teaches learning, and imparts values to students. The research studies on teacher characteristics cover both common and dissimilar features of teachers. Hence, there are several definitions of the teaching profession, as well as studies on the characteristics that a teacher should possess. Although these definitions vary depending on the context or subject, and each one focuses on a different aspect of a teacher, it makes sense to examine the entire teacher at this point

and discuss certain common traits. For instance, Beijaard et al. (2004) define being a teacher as a continual process. Also, they highlight that this process includes a combination of both personal and professional unity. Moreover, they underline the idea that this profession is about to be and become a teacher. On the other hand, Uerz et al. (2018) points out that teachers should serve as a link for integrating technology into education. However, Dinçer et al. (2013) refer to the power of empathy in this profession. Numerous studies (e.g., Barnes & Lock, 2013; Bayram et al., 2016) have different aspects of a teacher. In sum, it is critical to analyse these characteristics of teachers as a whole and depict the teacher with the appropriate framework to improve education quality and teacher quality.

2.2.1. Personal Characteristics

Academic competency, personal maturity, and good character of the teacher all play a significant role in establishing a high-quality education that would influence society's future. Since the strength of teachers' performance significantly lies in their personal characteristics, it is reasonable to underline that the success of a good education is directly linked to these traits. Although personality is intrinsic, understanding one's own character qualities allows one to grow. In this regard, it is noteworthy to discuss these individual characteristics as well as their professional qualities.

Since teachers are among the most significant individuals in education, they bear responsibility to society and to the students. Being a model comes with this obligation. Namely, being a good role model for both the society and the students who are part of the society is essential. They must live as an exemplary human being to do this. While teachers act in accordance with the rules of the society, they should be able to free students from certain stereotypes by giving them the opportunity to express their free thoughts and establishing a balance between the two. They should do this by preserving the positive

qualities of their personalities while developing their gaps. Thus, it would be feasible to convey and preserve the society's cultural history. Obviously, this requires a thorough examination of the personal qualities that an ideal teacher should possess. As supported by Külekçi (2018) in her article, given the studies on the personal attributes that an ideal teacher should hold, it is worth mentioning that they all share similarities (Altan, 2017; Archana & Usha Rani, 2017; Arnon & Reichel, 2007; Cheung, 2006; Çakmak & Gündüz, 2018; Korkmaz & Yavuz, 2011). Naturally, the studies on this subject lead us to a common framework.

Most studies have tended to focus on vision which is an essential feature for an ideal teacher. Teachers need to have vision in order to interact with their students in modern, efficient ways, to empathize with them, and to explain how they can get past challenges to accomplish their objectives. Accordingly, by fostering supportive and collaborative environments, teachers inspire students with their charismatic power and prepare them to take risks when necessary. Rahmati et al. (2019) noted that participating in some activities would assist with this, such as ensuring that the students attend a conference given by people who are accomplished in their fields. Teachers should therefore engage in activities that instil a feeling of responsibility in students and improve their capacity to work in groups. Schools, after all, are institutions where students are groomed for social and professional life. Enough theoretical knowledge about life should be presented in these settings where the first rehearsal of life is held. Students will have actual and enduring knowledge, objectives, and will be aware of any problems that may arise in the pursuit of these goals and will learn how to cope with them as a result of their visionary teachers' leadership abilities. It is worthwhile noting that if students can draw a connection between the real-life events they are taught about and their goals, they will be better able to concentrate on those goals.

Along with the growing interest in the characteristics of a good teacher, Strong et al. (2011) call attention to the need for teachers who consider not only the academic demands of students, but also their social and individual needs. On the other hand, a good teacher should be understanding, caring, and loving as pointed out by Korthagen (2004). In similar vein, Hummerstone and Parsons (2021) highlight that patience and understanding are two of the most significant attributes of a great teacher to establish effective communication and connections with students. Other traits that Oruç (2015) and many other scholars such as Lanoutte (2012) agree on include: being courteous, honest, polite, fair, amusing, and so on. As is seen, there are a surprising number of studies on personal characteristics of a good teacher in the literature. Regardless, it is evident that they all meet on similar ground and create a whole.

2.2.2. Professional Characteristics

The teacher is crucial in the fulfilment of learning in educational settings. Teachers are more than simply persons who pass on information and abilities. Teachers play an essential role in creating attitudes about a situation and instilling national, spiritual, and global values, in addition to imparting information and skills. Thus, this teaching profession necessitates certain personality qualities.

Teacher competences have been extensively researched in studies on teacher education. The abilities described in the General Competencies for Teaching Profession Document (MoNE, 2017), the Ministry of National Education's most current thorough research on this issue, were assessed under the areas of professional knowledge, professional skills, attitudes, and values. The professional knowledge proficiency area encompasses the subject knowledge, field education knowledge, and legislative knowledge competences that a teacher should possess to be qualified to teach. Professional skills competence includes the

abilities to design education and training, create learning environments, manage the teaching and learning process, and monitor and evaluate the teacher's in-class and out-of-class activities. Attitudes and values competency covers general attitudes and ideals of the teaching profession, approach to pupils, national, moral, and global values, communication and collaboration, and personal and professional growth competences. The qualifications that teachers should have in these three areas are subject to knowledge, adequate pedagogical education, knowing their rights and responsibilities, being familiar with rules and regs, being able to plan and manage the education and training process effectively according to individual needs, preparing and using appropriate materials, which method and knowing how to use techniques and so on.

The preceding gives a search for a common basis for teacher professional traits. Teachers who make significant contributions to individual and social development should and must have qualifications that are too numerous to be counted. Still, addressing this critically important profession, which has its own distinct traits and fundamental lines, would undoubtedly illuminate both practitioners and future teachers.

2.3. Characteristics of EFL Teachers

Some qualities are required to practice a profession effectively. To be effective and successful in any profession, one must either possess the traits naturally or work to acquire them. Teaching and learning are a lifelong journey for both teachers and students. This implies that teachers must also grow and stay current to excel in their job. This also applies to EFL teachers (Febriyanti, 2018). In this situation, English teachers are required to meet specific requirements for their students to effectively accomplish this educational process.

As teachers strive to meet the goals of the foreign language education program, they must teach the program's curriculum while keeping their students in mind. Whilst teachers

seek to offer necessary knowledge and skills to their students in the classroom, their students are impressed by teachers' attitudes, actions, needs, beliefs, and so on. Accordingly, there has been a significant amount of research done on teachers' attitudes, actions, needs, values, and other related things, which are regarded to constitute their personalities. These investigations have indicated that teachers with various personalities have distinct effects on students. Teachers need to exhibit certain characteristics in to have a favorable impact on the personalities of their students. At this point, Çakır (2013) reaches the conclusion that EFL teachers must be proficient in the target language in order to complete the language teaching process effectively. They should keep up with current events and acquaint students with the target language's culture. Unquestionably, the teacher, who is anticipated to have professional skills, should be a valuable resource for the children. Teachers are required to be educated about this topic given the advancement of technology and the rise in the use of technological materials in the classroom. In similar vein, Karataş and Tunçer (2020) stress the significance of personality qualities, professional skills, content, and pedagogical knowledge, as well as classroom management.

To summarize, it is critical for EFL teachers to update themselves for the language education process to be fruitful. These common characteristics required of EFL teachers would undoubtedly benefit both students and teachers themselves. A strong sense of self-efficacy would be held by EFL teachers who consistently exceed expectations.

2.4. General Competencies of EFL Teachers

The knowledge, skills, and attitudes that English teachers need to have to properly fulfil the responsibilities required by their professions make up their general competences. Along with the growing interest in general competencies of teachers, MoNE (2017) proposed the three elements of "professional knowledge", "professional skills", and "attitudes and

values" when discussing the competency domains of foreign language teachers. Following this, a question such as what should be the general competencies of English teachers arose. As predicted, the responses to this question may differ depending on a variety of circumstances such as teachers' levels of knowledge and other drawbacks faced during the teaching process. Despite the numerous discussions on this question mentioned previously, it appears that definite solutions are unlikely. Because, as the world changes, so are the abilities demanded of foreign language teachers.

Described by MoNE (2008), there are five primary themes that make up the general competences of EFL teachers. It may be summed up as the following: arranging and planning instructional procedures; learning measurement and evaluation methods and techniques; working with all partners involved in education; and maintaining one's professional growth throughout one's life. The following subheadings can be used to support these five main themes: valuing students, emphasizing national values, conducting self-evaluations, taking part in professional development, staying current, guiding, actively participating in in- and out-of-school activities, respecting individual differences, and preparing materials/syllabus based on individual differences, and so on (MoNE, 2017).

Learning these core skills are helpful for both prospective and existing EFL teachers. Moreover, these competencies enable English teachers in determining their professional competence levels, questioning their existing position, tracking their development, and taking the required actions to achieve their specified goals. As Öner (2015) also emphasizes, EFL teachers who are aware of their general competencies and strive to enhance or change themselves in this field would surely contribute to the success of the foreign language education process.

2.4.1. Teacher Training and Teacher Competencies of EFL Teachers

The emphasis on teacher training has persisted throughout the history of the foreign language education system since it lets prospective teachers to get practical experience and get a sense of what lies ahead. Ghanaguru et al. (2013) provides several reasons for the significance of teacher training, the first of which is that it enables theoretical knowledge to be applied. Likewise, Erdoğan (2019) supports Simon's idea by citing reasons such as teacher training would boost teacher candidates' enthusiasm and help them develop the 21st century skills that are necessary. However, the rapid transformation of society has led to the demand for reform in teacher training. In this regard, questions such as what kind of school, what kind of student, and what kind of teacher should exist in the 21st century have arisen.

Along with shifting student demographics and technological advancements, the definition of a teacher has changed, and new skills have been introduced in the 21st century. Therefore, it has also been inevitable that the education used to train pre-service teachers and improve in-service teachers would alter in line with the new concept of the teacher (Tutkun & Aksoyalp, 2010). Teachers are the first to be impacted by changes, thus the pre-service and in-service teacher training programs they will get must be of high quality. According to the article authored by Hamilton and Pinnegar (2000), the components of this change in teacher training include social engagement, the needs of students, parents, and prospective teachers, not going against culture, and elevating the stature of schools. Within this context, it would be appropriate to point out that the goal of each change in the teacher education process is to boost motivation and productivity (Orland-Barak & Wang, 2021).

There is a considerable amount of literature on the significance of teacher education. Teacher education has been widely identified as the foundation of high-quality education in the studies. In a well-known study conducted by Özcan (2011), it is underlined that teacher

education consists of seven major elements: conceptual framework, curriculum (content), method, environment and partnership, student, faculty member and leadership. The goal of teacher education is to advance teachers' competencies, teaching methods, professional interests, and responsibilities, as well as their ability to instruct and evaluate students. Moreover, the incorporation of multicultural education in teacher education is stressed to encourage the maintenance of cultural variety. As a result, it is intended that teachers would have a worldwide perspective. Nieto (2000) emphasizes that since multicultural education is oriented on social justice and equality, it is critical to provide teachers with a multicultural viewpoint. In this regard, it is essential to enhance the Faculties of Education. Its regulations and physical infrastructure should be updated, as well as a fusion of academic and pedagogical approaches. Furthermore, practice schools should be established in Faculties of Education so that teacher candidates are not isolated from classroom and school contexts (Baskan, 2001).

All the studies agree on one thing: for change in teacher education to advance in a positive way, any reform efforts should be prepared, organized, and coordinated. Undoubtedly, the investments made in this field will result in long-term added value in all areas and disciplines of life since the value given to the teacher is the value given to education. Considering this, the only logical conclusion is that teacher education has to be carefully planned, and the variables that lead to change need to be better understood and managed.

One of the key factors in ensuring success in the language learning and teaching process is assessing the competencies of EFL teachers. According to Chacon (2005), the performance of EFL teachers, who serve as role models in the application of target language skills in foreign language teaching, has a direct impact on student achievement. Thus,

teachers must be aware of what they are doing and how effective they are in the classroom. In this sense, to handle the complex issues of today's world, teachers require a wide variety of competencies. Kızkapan and Bektaş (2017) discuss how teachers must be highly proficient in their subject area to effectively satisfy the requirements of their students and apply novel and innovative teaching strategies. Considering all of these, it would be right to underscore that teachers should participate in in-service trainings and teacher training programs should be improved to increase their competency levels in teaching and to ensure their professional development.

2.4.2. Teacher Training of EFL Teachers in Türkiye

Although the teacher training process has changed dramatically since 1982, 1982 may be considered the start of the English teacher training process. Because the Higher Teachers' School was renamed as the Faculty of Education and started its practices within the university this year. Gathering teacher education under the umbrella of universities in accordance with global education has given education an intellectual and scientific character. The establishment of a distinct department for each branch in the faculty of education resulted in the formation of areas of competence. Undergraduate programs have been expanded to four years, allowing Türkiye to train all teachers up to university level with an equal degree in similar educational structures.

To become an English teacher, it is necessary to graduate from foreign language departments of high school. After then, it is critical to score well enough on the university placement exam. Hence, the right to be assigned to the department of English language teaching within the Faculty of Education is gained. As a result, a bachelor's degree is a minimum requirement for becoming an English teacher.

The Council of Higher Education in Türkiye (CoHE, 2007) defines the three primary components of the teacher training process: Field Knowledge, Vocational Knowledge, and Professional Knowledge. a) Educational Sciences b) Methods of Field Teaching c) Methods and techniques of teaching, general culture, and practice. These components form the basis of the English teacher training process. Teacher candidates receive practical training in the last year, after the first three years of theoretical training at the faculty of education. Thus, they can put into practice what they have learned in theory. Teacher candidates are required to pass the Public Personnel Selection Examination with enough marks. For this reason, they can work as English teachers in government institutions after completing their undergraduate studies. Through the candidacy process in their first year, teachers chosen through the Public Personnel Selection Examination have the chance to blend theory and practice. They both participate in numerous occupational trainings while simultaneously working in schools throughout this one-year teacher preparation program. They therefore discover a chance to mix theory and practice. They would remain employed permanently if their candidacy process is successful. In the following years, teacher education is supported by in-service training.

Especially after the pandemic, the number of distance education has been increased. Additionally, several in-person trainings have been implemented to assist the professional growth of teachers. The English Together Project, which is run in conjunction with the British Council, Sabancı Foundation, and Ministry of National Education, is the most significant of them. MoNE (2022) describes the goals of this project as identifying and fixing current weaknesses in English teachers as well as increasing professional self-awareness. In the regions where they work, the English language teachers who underwent the program will direct the professional advancement of their co-workers. Projects like this would naturally help to continue and advance teacher education throughout one's life.

2.5. The Role of Mistakes in Being a Good Teacher

Through trial and error, people have acquired knowledge in a wide range of fields over the years. While some of these encounters have had favorable outcomes, others have not provided the desired outcome. However, progress has always been accomplished by learning from all forms of information since making mistakes is the quickest method to gain knowledge and experience. People who want to take risks, have great aspirations, and are open to new ideas would inevitably make mistakes.

In the teaching profession, both academic knowledge and experience are crucial. What we learn from mistakes helps us develop experience. Experience encompasses both success and failure. Every accomplishment inspires the teacher, who will encourage the student's future deeds (Russell, 2018; Yenen & Dursun, 2020). However, it is normal for the teacher's attempts to fall short. Failure and success both contribute to experience since it is just as vital to know what not to do as it is to know what to do. Mistake is a beneficial circumstance for a teacher at this phase since it allows the other stages to be reviewed as well. Thus, the fundamental reasons of the mistake are probed and discovered, and lessons are learnt from past mistakes to avoid repeating them. In this regard, mistakes serve as an impetus to restart learning since attempting to identify the issue that causes failure is one method of overcoming failure (Elkhafaifi, 2005). To put it another way, you are motivated to address the issue when mistakes are made as you are aware that you can learn from failures.

There is a well-known saying: a person dies if a doctor makes a mistake, and a generation dies if a teacher does. Naturally, it is an unwise idea to make mistakes in critical scenarios since they could have very negative outcomes. Nonetheless, mistakes do not just

teach us lessons; they also show us what may be done to make up for the bad outcomes that have occurred or to avoid making the same mistake again. Since the brain records our mistakes and recalls them, when necessary, people can try a variety of approaches when coming up with solutions. Making mistakes, learning from them, and improving as a teacher are all crucial in this regard.

2.5.1. Redefining Making Mistakes

Wilson (2020) mentions in his book that making mistakes is a valuable learning experience for any professional. He also underlines that the lessons learned from mistakes made at that workplace help to avoid serious problems. In a similar vein, Peeters and Robinson (2015) emphasize that teachers, like all professionals, can learn a lot from their mistakes as they work to improve. At this point, it is essential for teachers' professional careers to be given the reins while still being closely supervised by more experienced colleagues, as well as to be allowed to make mistakes and receive feedback on those mistakes.

Redefining mistakes instead of seeing them as failures will be the best contribution to teachers' professional development. Therefore, teachers will be less likely to make mistakes in the future if they are conscious of their flaws and mistakes and approach this situation with self-criticism. By doing this, Phelps (2000) underscores that teachers will continuously advance and enhance the educational system. The key idea here is that teachers will be aware of themselves. As previously stated, mistakes serve as the roadmaps that help us grow. As a result, it is necessary to redefine the concept of making mistakes because they not only shape our personalities but also teach us valuable lessons and enable us to improve.

2.5.2. Embracing Mistakes

Making mistakes is human nature, and it is how people learn. Dawes (2007) even stresses that mistakes are an essential component of the profession. To get the best results in the profession, it might be necessary to try a variety of strategies. In this regard, not every unsuccessful experience is a mistake. Every mistake produces either effective or ineffective results. Discovering these ineffective methods involves making mistakes. It is possible to achieve success by eliminating ineffective ways. Therefore, desired outcomes in the profession are now one step closer.

Mistakes are typically avoided. However, all emotions, including the fear of making mistakes, are natural. On the other hand, this emotion manifests itself when facing a challenge or striving for success. To reduce potential failures, it is necessary to channel this fear. This makes it possible to concentrate on the procedure rather than the outcome. Otherwise, our fear imprisons us, and our fear of making mistakes prevents us from moving forward. We are more motivated and capable of making braver decisions, though, when the benefits such as careful consideration and improved process focus brought on by the fear of making mistakes are considered (Boyes, 2020). In conclusion, embracing our mistakes helps us grow and opens new opportunities.

2.5.3. Learning from Mistakes

There are many exemplary people who helped us discover the importance of the value of making mistakes. Henry Ford says, “the only real mistake is the one from which we learn nothing”. Johann Wolfgang von Goethe, once said, “By seeking and blundering we learn”. Edison also conducted thousands of unsuccessful experiments in his quest to discover the light bulb, and he never lost motivation, viewing each as an opportunity to learn. When considered from this point of view, every mistake made must be viewed as learning moment

since learning from mistakes is a very permanent learning method. Even with the best efforts, mistakes can occur. However, if mistakes are made repeatedly, they become habitual. The significant point is to avoid making the same mistakes and to learn from them.

Making mistakes in the educational system is a critical part of the learning process. Not only should a mistake-based learning environment be created for students, but also for teachers (Shallenberger, 2015). In this way, the best way to handle mistakes constructively is learned. The earlier a problem is identified, the easier it is to resolve. In this regard, it is crucial that teachers accept their mistakes and understand the value of learning from them given the fact that professional mistakes might continue from generation to generation.

2.6. EFL Teachers' Common Mistakes and Their Definitions

It is abundantly clear that a teacher's level of mistake is correlated with their overall competence. Orange (2008) lists the 25 biggest mistakes teachers make in her book, which serves as the foundation for this study. She groups these mistakes collectively under six different headings. Discipline, teacher-student relationships, classroom policies and practices, classroom management and instruction, personality and professionalism, and teaching style and behavior are main themes. These topics will be briefly described below.

2.6.1 Discipline

This title centers on unethical or improper tactics that some teachers employ when attempting to manage their students. Regarding this primary title, several mistakes are presented under 4 different sub-titles. The following are these subheadings: Inappropriate Discipline Strategies, Physical Aggression, Purposeful Alienation, and Public Ridicule.

- *Inappropriate Discipline Strategies:* Unethical strategies used to deal with disciplinary problems.

- *Physical Aggression:* Including behaviors intended to harm the student physically.
- *Purposeful Alienation:* Practicing isolationist behaviors toward students.
- *Public Ridicule:* Involving actions like calling the student names, making fun of them, and acting jokingly.

2.6.2. Teacher–Student Relations

This second title investigates ties between people. Regarding the heading "Teacher-Student Relations," there are seven mistakes listed. The following list of subheadings: Favoritism, Physiological Discrimination, Personal Attacks, Inappropriate Teacher–Student Relationships, Deliberate Mistreatment, Racial and Cultural Discrimination, and Humiliation.

- *Favoritism:* Favoring one student over another for a variety of reasons.
- *Physiological Discrimination:* Consisting of treating students unfairly or prejudicially because of their race, gender, age, or sexual orientation.
- *Personal Attacks:* Attacking someone's personality for a variety of reasons.
- *Inappropriate Teacher–Student Relationships:* Going beyond the appropriate boundaries of intimacy and separation with the student.
- *Deliberate Mistreatment:* Forcing the student to engage in undesirable behaviour by intentionally and consciously mistreating that student. What makes this different from "Purposeful Alienation" is to commit a cruel or malicious act against a student.
- *Racial and Cultural Discrimination*: Animosity toward students who are of a different racial or ethnic background. What makes this different from "Physiological Discrimination" is to include making observations about a student's physical characteristics.

- *Humiliation:* Behaving in a demeaning manner toward the student, to despise individual, and to act in this manner. What makes this different from “Public Ridicule” is that it may aim to have fun without offending anyone.

2.6.3. Classroom Policies and Practices

The third title is followed by 2 sub-titles. Both Inappropriate Classroom Policies and Inappropriate Toileting Practices fall under this category.

- *Inappropriate Classroom Policies:* Failing to treat the student fairly or giving no assistance outside of class.
- *Inappropriate Toileting Practices:* Refusing to let the student use the restroom and placing that student in a challenging situation.

2.6.4. Classroom Management and Instruction

The fourth title discusses improper conduct that has to do with classroom control. Two mistakes are presented in this title. These subheadings are as follows: Inappropriate Educational Strategies and Inappropriate Assessment.

- *Inappropriate Educational Strategies:* Not treating children according to their level, causing students to feel lost.
- *Inappropriate Assessment:* Giving the student unfairly low grades, and failing to properly evaluate the exam paper.

2.6.5. Personality and Professionalism

The fifth title investigates private areas, the teacher’s knowledge of pedagogical content and the ability to use it. This title describes five types of mistakes. These are listed below.

- *Teacher Insensitivity:* Being indifferent to the struggles of the students.
- *Academic Shortcomings:* A lack of experience and knowledge in the field.
- *Poor Administration:* Conducting ineffective organizational management in the classroom, not reading exam and quiz papers on time, and failing to maintain a healthy classroom flow.
- *Teacher Reputation:* Making a good or bad impression on students can result in a positive or negative perception depending on whether you are a caring and effective teacher.
- *Teacher Misjudgment:* Making premature and incorrect judgments about a student.

2.6.6. Teaching Style and Behavior

The final title is concerned with the teacher's behavior, performance, and beliefs in the classroom. The sixth title consists of 5 sub-titles. These are summarized below:

- *Teacher Bias or Expectations:* Having preconceived notions about or expectations for students' performance.
- *Unethical Behavior:* Acting against school policy, failing to exhibit the traits of the profession, and treating the student in a disrespectful manner.
- *False Accusations:* Accusing the student of unfounded claims.
- *Inappropriate Reactions:* Acting rashly without thinking and reacting inappropriately to the student.
- *Sexual Harassment:* Being too intimate with the student and crossing the line of sincerity.

2.7. Related Studies on Characteristics of EFL Teachers

Success in all disciplines is impacted by a variety of variables, regardless of the subject matter. Without a doubt, among them, teachers are the most exceptional and crucial sources of knowledge in the classroom. Effective teachers are a requirement for educational success. In numerous studies, scholars have attempted to depict the ideal teacher and have presented standards for how teaching can be done effectively. Hence, the question of what qualities an effective teacher should possess has always been a research problem for those interested in education. Several studies revealed some teacher qualifications that the researchers all agreed upon (Sahin & Adiguzel, 2012).

Neumann (2001) asserts that due to the nature of this profession, teachers should be qualified in this field. Since this also applies to teaching foreign languages, language teachers ought to be assessed separately as discipline-specific professionals. The importance of this was emphasized by Park and Lee (2006), who claimed that due to the benefits of learning a foreign language in terms of content knowledge, pedagogical knowledge, and social/emotional skills, these issues should be thoroughly addressed as opposed to simply applying general education principles to proficient foreign language teachers. Brosh (1996) examines the qualities of teachers in education. The majority of scholars list the following qualities of a good foreign language teacher: using the target language in a dominant manner, paying attention to pronunciation, being tolerant of incorrect answers, being sincere by using facial expressions to convey their messages; and using verbal communication and materials extensively, using non-verbal cues to aid comprehension, fusing the foreign language being taught with its culture, outlining clearly the tasks to be completed, offering a variety of materials in the classroom, being adaptable with goals, making an effort to reduce students' mistakes, presenting language activities with various characteristics, taking the entire class

into consideration, being adept at managing all types of equipment in the classroom, and motivating students are all important (Baytur & Razı, 2015; Borg, 2006; Brosh, 1996; Dincer et al., 2013; Sanderson, 1983; Shishavan & Sadeghi, 2009; Tatipang et al., 2022; Vadillo 1999; Zamani & Ahangari, 2016).

Examining the studies on the traits of EFL teachers, it is obvious that they all reach the same conclusion: Only if teachers are also trained as qualified will they be able to raise qualified students and provide a qualified education (Gläser-Zikuda & Fuß, 2008). The calibre of the education obtained during the teacher candidacy process also affects how well-trained teachers are. As teacher candidates go through a qualified education, improving the process' quality increases the likelihood that they will receive the qualified education that the age requires. In other words, it is up to the teacher to design the learning-teaching process. Area knowledge, professional knowledge that can be taught, general cultural knowledge, and the ability to effectively transfer knowledge of the teaching profession to students are all necessary to help students think differently and expand their horizons. The significance of the teaching profession courses in the programs of education faculties is growing as a result of the loss of validity of the understanding of teaching by the person who has knowledge about a subject. Now, those who know a subject should also know how to teach and create an effective learning environment for students using a variety of methods and techniques (Onishchuk et al., 2020). Teachers should learn how to learn and teach, select the appropriate classroom materials, decide where and how to use the tools, and choose the best approach for their intended audience while they are preparing for their careers. They must be well-educated and equipped in the field of teaching profession knowledge to know how to use these methods in the most efficient manner, to account for individual differences among students, and to guide them according to their individual characteristics.

2.8. Related Studies on Mistakes Made by EFL Teachers

Learning English entails a long journey, and during this journey, it is important to pay attention to some rules and steer clear of any careless mistakes that might occur. A person who wishes to properly learn English must employ a variety of techniques to advance their language skills, regardless of whether they already know the language well or it is their mother tongue. Students must have a handy resource to refer to while learning English at this point. Knowing the most frequent mistakes made by teachers, who are crucial in the learning and teaching of English, is crucial in this regard. In further detail, it will undoubtedly be helpful for teacher candidates as they begin their careers to be aware of some typical mistakes in English usage in speaking, writing, reading, and spelling (Atmaca, 2020).

Özer et al. (2016) state that since it will be challenging to break difficult patterns later, it is crucial to pay attention to how things are handled from the start. There are numerous advantages to being aware of some of the typical mistakes teachers make that can lead to issues later. The effect size of these mistakes is proportionately larger because students will be most impacted by them. Teachers of English can have a variety of long-term or transient negative effects as they are regarded as the individuals who interact most with students' educational lives, socialize students, realize pedagogical transformation, and leave the greatest mark on people's lives. When these frequent mistakes are carefully examined, it is possible to group them under various headings. The focus of Orange (2008) is on the dearth of classroom management abilities. She highlights the mistakes committed by English teachers, such as being unjust and intimidating students. Likewise, Shallenberger (2015) emphasizes that these mistakes are brought on by teachers' inexperience and a lack of use of effective communication language. In a similar vein, Yariv (2011) claims that these mistakes are caused by factors such as teachers' stress and excessive workload.

To determine the effects of teacher personality on the language teaching process, Cesur and Tekin (2018) conducted another interesting study that examines common mistakes made by English teachers. They emphasize how vital it is to identify the mistakes committed by English teachers and come up with solutions.

The research questions for this study are based on an article by Atmaca (2022) that discusses the professional mistakes that teachers make. Even though EFL teachers are not specifically mentioned in this study, Atmaca points out several professional mistakes committed by teachers and provides sources as well as solutions. Accordingly, pedagogical inadequacy and inexperience are the main causes of teachers' mistakes. He additionally stresses that due to their lack of professional experience, teachers tend to make more mistakes in their early years of practice.

In this regard, it will be extremely vital to shed light on these mistakes, as doing so will benefit teachers professionally by allowing them to learn from their mistakes and either avoid making the same ones in the future or stop them from leading to other mistakes.

2.9. Chapter Summary

The personal and professional characteristics of a good teacher, the characteristics of EFL teachers, the general competencies of EFL teachers, the role of mistakes in being a good teacher, the value of learning from mistakes, and studies on characteristics of EFL teachers and professional mistakes made by EFL teachers are centered in the chapter.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This section presents the study's methodology including the research design, setting, participants, instrumentation, data collection and data analysis. The use of content analysis as a research methodology in research design was explained in the first part, along with its rationale. The participants were listed under the second heading. Instrumentation was discussed in the third title. The data collection procedure was presented in the fourth heading. Following this, the data analysis section was the focal point of the fifth title.

3.2. Research Design

Fraenkel et al. (2012) states that qualitative data analysis methods provide a study that helps us understand an event in depth within the context of a cause-and-effect relationship and reflects a holistic example of our world from an interpretative standpoint. The qualitative research method is notable for its lack of generalization, little or no research on the subject, the researcher's ability to understand the subject of interest, and the researcher's ability to convey prior knowledge on the subject without prejudice to the study (Creswell, 2014).

The contribution to teacher professional development was revealed in this study based on the data obtained from professional mistakes made by EFL teachers and the solutions found for these mistakes. The study was to fill a gap in the literature, and the research data was examined using qualitative research methods. In this regard, the research design is qualitative, with the goal of revealing a phenomenon in detail (Patton, 2002).

The content analysis method, which has grown in popularity as an interdisciplinary process in social sciences in recent years, necessitates a systematic and objective approach to examining texts and comprehending occasions (Krippendorff, 2004; Neuendorf, 2002). The qualitative data from this study were then analyzed using the content analysis method. The reason for this is that the collected and written data is a phenomenon that occurs within the context of a specific subject. Content analysis, according to Şimşek and Yıldırım (2011), is the process of identifying and interpreting sub-themes and themes of codes in the data. Alternatively, Tavşancıl and Aslan (2001) describe the data as being categorized and drawing conclusions based on certain characteristics like meaning. To put it simply, the information that is related to one another is named. Codes are made up of data. These codes are combined to form categories. Themes are groupings of these categories. The obtained results are then reported in the form of a report (Zhang & Wildemuth, 2009). Likewise, Corbin and Strauss (2008) affirm that reading the source material, coding it, making categories, and developing themes are typically how the qualitative analysis process goes. Besides, Vaismoradi et al. (2016) highlight that the most critical step is to comprehend what the material is saying by concentrating only on what it says. As a last remark, it would be fair to emphasize that the researcher bears significant responsibility for performing the stages of content analysis.

3.3. Research Study

This section of the thesis clearly explains the research study's setting and participants, instrumentation, interview, data collection and analysis procedures.

3.3.1. Setting and Participants

To achieve the desired audience, this research used a purposive sampling method. Purposeful sampling allows for the choice of a specific population based on the study's

objectives. The study group of the research consists of 100 EFL teachers working in public schools in the districts of Çanakkale during the 2022-2023 academic year. The descriptive features of this study's audience include gender, age, grade level and work experience. EFL teachers who participated in the study were chosen based on the purpose, and data collection was done in two stages based on their preference. While the first phase of the research participants were English teachers working in public schools in the districts of Çanakkale, the second phase participants were 8 teachers in total, two of whom were volunteer teachers from each of the districts of Çanakkale. While answering the questions, participants were asked to consider their teachers and evaluate the behaviors of inexperienced teachers they encountered as students. The second stage of this evaluation focuses on the common mistakes committed by English teachers in their careers, the reasons for these mistakes, and the solutions proposed to avoid such mistakes for successful language education. Gender, age, current grade level teaching, and work experience of participants were also included under this heading.

The demographic information of the 100 participants that constitute the sample of the study is given in Table 2.

Table 2

Demographic Information of the Participants (N = 100)

Code	Gender	Age	Exp.	Lv.	Code	Gender	Age	Exp.	Lv.
T1	Female	30-39	5-10	HS	T51	Male	20-29	<5	SS
T2	Female	30-39	5-10	SS	T52	Female	30-39	5-10	SS
T3	Male	40-49	5-10	SS	T53	Female	40-49	5-10	HS
T4	Female	20-29	5-10	PS	T54	Female	20-29	<5	HS
T5	Female	40-49	11-20	SS	T55	Female	20-29	<5	SS
T6	Male	30-39	11-20	SS	T56	Female	30-39	11-20	SS

Table 2 (Continued)

T7	Female	20-29	<5	SS	T57	Female	30-39	11-20	PS
T8	Female	20-29	<5	SS	T58	Female	50+	>20	SS
T9	Female	30-39	5-10	SS	T59	Female	40-49	>20	HS
T10	Female	30-39	11-20	SS	T60	Female	30-39	5-10	SS
T11	Female	20-29	5-10	SS	T61	Male	20-29	5-10	HS
T12	Male	40-49	11-20	SS	T62	Female	40-49	>20	SS
T13	Female	30-39	11-20	SS	T63	Female	20-29	5-10	SS
T14	Female	30-39	5-10	SS	T64	Male	20-29	<5	SS
T15	Female	40-49	11-20	SS	T65	Female	30-39	5-10	PS
T16	Male	20-29	5-10	SS	T66	Female	30-39	11-20	SS
T17	Female	40-49	11-20	SS	T67	Female	30-39	11-20	HS
T18	Female	40-49	>20	SS	T68	Female	30-39	11-20	SS
T19	Female	20-29	<5	SS	T69	Female	30-39	11-20	HS
T20	Male	20-29	<5	SS	T70	Female	30-39	<5	HS
T21	Female	20-29	<5	SS	T71	Female	30-39	5-10	SS
T22	Female	30-39	5-10	SS	T72	Female	40-49	11-20	SS
T23	Female	20-29	<5	SS	T73	Female	30-39	5-10	SS
T24	Female	40-49	11-20	SS	T74	Female	30-39	5-10	SS
T25	Female	40-49	>20	SS	T75	Female	50+	>20	SS
T26	Female	30-39	5-10	SS	T76	Female	30-39	11-20	SS
T27	Male	20-29	<5	SS	T77	Male	40-49	>20	SS
T28	Male	30-39	11-20	SS	T78	Female	30-39	5-10	SS
T29	Female	30-39	11-20	SS	T79	Female	20-29	<5	SS
T30	Female	30-39	11-20	SS	T80	Male	20-29	<5	PS
T31	Female	30-39	5-10	SS	T81	Female	30-39	5-10	SS
T32	Female	30-39	5-10	SS	T82	Female	40-49	>20	SS
T33	Female	40-49	11-20	SS	T83	Female	30-39	5-10	SS
T34	Female	20-29	<5	SS	T84	Female	30-39	5-10	SS
T35	Male	20-29	5-10	SS	T85	Female	30-39	11-20	SS
T36	Female	20-29	<5	SS	T86	Female	30-39	5-10	HS

Table 2 (Continued)

T37	Female	40-49	<5	SS	T87	Male	20-29	<5	PS
T38	Female	30-39	5-10	PS	T88	Female	30-39	11-20	SS
T39	Female	30-39	5-10	PS	T89	Female	30-39	11-20	SS
T40	Female	20-29	<5	PS	T90	Female	40-49	11-20	HS
T41	Female	20-29	<5	SS	T91	Female	40-49	11-20	HS
T42	Female	30-39	11-20	SS	T92	Female	20-29	<5	SS
T43	Female	20-29	5-10	SS	T93	Female	40-49	11-20	SS
T44	Female	40-49	>20	SS	T94	Male	30-39	11-20	HS
T45	Female	30-39	11-20	HS	T95	Male	30-39	5-10	PS
T46	Female	20-29	<5	PS	T96	Male	20-29	<5	SS
T47	Female	30-39	5-10	SS	T97	Male	20-29	<5	PS
T48	Female	30-39	11-20	HS	T98	Male	40-49	11-20	HS
T49	Female	30-39	5-10	SS	T99	Male	40-49	11-20	HS
T50	Female	30-39	5-10	PS	T100	Male	30-39	5-10	SS

Note. Exp. = Experience. Lv. = Level of education the teacher works at. PS = Primary school. SS = Secondary school. HS = High school.

Accordingly, Table 3 has been prepared to summarize information about the participants. There are 100 participants in total, 80 female teachers, and 20 male teachers. There are 29 teachers in the participant group who are between the ages of 20 and 29 when the age distribution of the group is considered. 47 teachers fall within the 30-39 age range. There are only 2 teachers over the age of 50 compared to the 22 teachers in the 40-49 age range. The number of teachers working at the primary school level is 22, the number of teachers working at the secondary school level is 51, and the number of teachers working at the high school level is 27. When the experience periods of the participating teachers are examined, it is discovered that 26 teachers worked for less than 5 years, 33 for 5-10 years, 32 for 11-20 years, and 9 for more than 20 years.

The demographic data obtained from Google forms was exported to excel files and coded in the SPSS 25. Table 4 shows the general characteristics of the participants according to gender, age, teaching level and working experience.

Table 3

Demographic Profiles of the Participants (n=100)

Features		***n***	***f***
Gender	Female	80	80
	Male	20	20
Age	20-29	29	29
	30-39	47	47
	40-49	22	22
	Over 50	2	2
Level	Primary School	22	22
	Secondary School	51	51
	High School	27	27
Experience	<5	26	26
	5-10	33	33
	11-20	32	32
	>20	9	9

To sum up, the first stage of the research was carried out with 20 male and 80 female participants. There are mostly participants in the age range of 30-39 in the study. Most of them teach at the secondary school level. Most of the teachers have more than 5 years of experience.

Table 4

Demographic Characteristics of the Interviewed Participants

Code	Gender	Age	Level	Experience
I1	Female	30-39	High School	5-10
I2	Female	30-39	Primary School	5-10
I3	Female	20-29	Secondary School	5-10
I4	Female	20-29	High School	5-10
I5	Male	30-39	Secondary School	<5
I6	Male	40-49	High School	<5
I7	Male	20-29	Primary School	11-20
I8	Male	20-29	Secondary School	11-20

Note. I = Interviewee.

The research involved eight EFL teachers. The interview questions were answered by four females and four male participants with varying levels of education. Three of the participants are secondary school teachers, two are primary school teachers, and three are high school teachers. Half of the participants range in age from 20 to 29. Additionally, they have 5-10 years of teaching experience.

3.3.2. Instrumentation

In this study, a book by Orange (2008) and the article by Atmaca (2020) were used as a data collection tool, and the teachers' opinions on the most common mistakes and possible solutions to these mistakes made by EFL teachers were obtained by asking two main questions and nine sub-questions through Google Forms. With these two main open-ended questions, EFL teachers were asked to provide information about the mistakes they committed most frequently in their previous teaching lives, as well as the suggestions to these mistakes, in the first stage of data collection. The master's program, which coincided with the pandemic period, was critical in employing an innovative approach to data

collection. Furthermore, to avoid paper waste, the data collected online gave both the participants and the researcher flexibility in terms of time and location. Some of the volunteer EFL teachers were interviewed to learn more about the research topic. These meetings were also held online through Microsoft Teams, Zoom, and Google Meetings.

3.3.3. Interview

According to Dilshad and Latif (2013), a focus group is a group formed by people who share certain characteristics in order to discuss a specific subject or subjects in depth. A focus group is a method for gathering qualitative data that enables a small group to go into greater depth and detail about a subject during the interview. Through pre-prepared questions, the researcher expects to elicit detailed opinions from interviewees about the topic. Since it fits the purpose of this study, a focus group interview, one of the data collection methods available in qualitative research, was chosen. In accordance with this purpose, a semi-structured interview with simple questions was primed for a better understanding the common mistakes, experiences, and solutions proposed by EFL teachers regarding the foreign language teaching. These questions are as follows.

1. Do you think the common mistake discovered as a result of this research reflects your foreign language teaching process and experiences?
2. Do you have any other examples of mistakes you have made while teaching a language?
3. Do you consider the suggested solutions for these mistakes to be appropriate?
4. Do you believe there to be any other solution that is essential?

Participants in the interview included 8 volunteer English teachers. It is essential that the participants work at various levels in order to obtain detailed answers to the research questions of this study. As a result, 8 volunteers convened via Zoom. The goal of this

meeting was to discuss how much of the results were applicable to them and whether they made similar or different mistakes. They were asked if they had any additional thoughts from the results of the research. In line with this, comments were made about the solutions to common mistakes that have occurred. The study's data collection process ended up taking about a month. The interviewees gave their verbal consent for all interviews to be recorded by the researchers.

3.3.4. Reliability, Validity, and Trustworthiness

In qualitative research, it is challenging to comprehend the validity and reliability processes. To meet the validity and reliability requirements in these studies, objectivity and transparency are highly essential. According to Creswell (1998), the reliability and validity of the findings and the proper analysis of the data should be the primary concerns for every research project. The confidence in the study findings produced by qualitative data gathering methodologies consequently rises when these two requirements are satisfied (Daymon & Holloway, 2003). One technique used to accomplish this successfully is peer debriefing.

Peer debriefing

Peer debriefing refers to a peer review of the research to make sure that there are no obvious mistakes in the researcher's analyses and remarks. It helps the researcher maintain an objective viewpoint and address specific problems that can obstruct involvement and interpretation in his work (Miles & Jozefowicz-Simbeni, 2010). In this study, the researcher had the chance to receive feedback from both the thesis advisor and another instructor who is an expert in the field of qualitative study. The reviewers examined the methodology of the study, checked the transcription of the interviews, and checked the coding to detect possible biases in what the researcher observed or in the way of observation.

Given that this study is qualitative, the accuracy of the themes and codes developed during the research was ensured by using the peer debriefing technique with the assistance of two instructors who are specialists in the field of qualitative research. Peer debriefers were asked to classify mistakes that came to light as a result of the research, considering the Orange (2008) list of the 25 biggest mistakes make by teachers as the foundation for their classifications. The researcher also gives a presentation to confirm that the analysis is done appropriately. After that, they analyzed the mistakes considering the created codes and recorded what they discover in an Excel sheet. The researcher compiles data that two peer debriefers have examined. The two peer debriefers and researcher finally got together for an online discussion to discuss the codes they differed from one another. The agreed-upon codes were decided upon at the conclusion of the meeting.

3.3.5. Data Collection Procedure

A great study necessitates careful preparation of the data collection process. It covers the phases that researchers take, from research questions to data analysis. All ethical permissions were acquired from the ÇOMU Institute of Educational Sciences, the Ministry of National Education, and the participants. Afterwards, the semi-structured interview containing the research questions was shared with the participants via "Google Forms". The data collection process was completed at the end of the two-month period. English was used to conduct the questionnaires and interviews. This procedure was carried out online to protect the health of both the researcher and the participants.

Based on Atmaca (2020)'s article, the researcher developed the data collection tool. The semi-structured interview seeks teachers' responses to two open-ended questions and some further questions about the most common professional mistakes made by EFL teachers. In the first stage of data collection, foreign language teachers were asked what their most

common professional mistake was based on their previous teaching experiences, and they were asked to consider a possible solution proposal to this mistake and provide information.

Online interviews were conducted in the second stage with a total of 8 teacher candidates who voluntarily agreed to participate, were two from each district, and were among the teachers who completed the semi-structured interview. The interview was conducted to assess the most common professional mistakes made by English teachers that were discovered during the previous stage. The answers given by the pre-service teachers to two open-ended questions were analyzed and tabulated under the themes at first, and these data were evaluated together with 8 pre-service teachers in the second stage. The purpose of this evaluation was to determine the teachers' opinions to evaluate the professional mistakes of EFL teachers, the circumstances under which their mistakes occurred, what they meant, and how they can eliminate these mistakes. Participants were given more freedom to express their knowledge and contributions, rather than being forced to agree with any statement proposed by the researcher.

3.3.6. Data Analysis

Microsoft Excel 2016 was used for entering data and analysis (Meyer & Avery, 2009). The data was then coded in the Excel program by Microsoft. The results of the content analysis were presented in the tables in a descriptive manner, enabling the researcher to properly identify related topics, ideas, and themes (Berg & Lune, 2019; Mayring, 2004).

The content analysis method, one of the qualitative data analysis methods, was used to analyze the data. In-depth content analysis was performed on the information gathered through interviews. First, it was written down as soon as the interviews were over. The participant replies were then grouped for easier data administration. The data was then labeled using coding. The researcher (peer debriefing) and two instructors developed codes

and sub-codes based on the research questions. For each EFL teacher participating in the study, these codes and sub codes were then organized into several categories and themes. The quantitative results are discussed and comprehended thoroughly using these processes.

3.4. Chapter Summary

The methodology used in the study is presented and discussed. First and foremost, the research method and research design are clearly outlined. The research study itself is then described in detail. The process of developing and deploying data collection tools was then mentioned. Ultimately, the setting and participants as well as the data collection and analysis procedures are explained.

CHAPTER 4

FINDINGS

4.1. Introduction

This research looks at the most common mistakes that EFL teachers make when teaching foreign languages. It also suggests possible solutions for their abolition. Moreover, it investigates teachers' perceptions, expectations, and experiences. This study also investigates whether English teachers in the province of Çanakkale differed perceptually based on the level they taught when they made these mistakes as well as demographic factors like gender, age, experience, and education level. To that end, the following research questions were attempted to be answered.

1. What is the most unforgettable mistake that EFL teachers made during the foreign language education process?
2. What are their suggestions to prospective teachers to avoid making the same mistakes?

4.2. Results of the First Research Question

By identifying the themes, sub-themes, and codes associated with the frequent mistakes committed by ELT teachers regarding the first research question of this study, the following findings will be given in Table 5 and will be interpreted in order.

Table 5

Common Mistakes EFL Teachers Commit by Themes and Subthemes

Themes	Subthemes	Codes	*n*	*%*
Personality and professionalism	Academic shortcomings	incorrect teaching methods / lack of pedagogical knowledge	61	60.40
	Poor administration	time management issues	14	13.86
	Teacher insensitivity	being inconsiderate / uncaring	1	0.99
Classroom management and instruction	Inappropriate educational strategies	ineffective instruction	6	5.94
	Inappropriate assessment	unfair rating	1	0.99
Teacher-student relations	Favoritism	favoring	3	2.97
	Humiliation	being abusive	1	0.99
	Racial and cultural discrimination	being prejudiced	1	0.99
Teacher style and behavior	Teacher bias and expectations	having preconceived notions	5	4.95
	Inappropriate reactions	acting harshly	3	3.96
Discipline	Public ridicule	mocking	1	0.99
	Inappropriate discipline strategies	slapping / excessive pressure	2	1.98
Classroom policies and practices	Inappropriate classroom policies	giving no additional help	1	0.99

The mistakes brought on by academic shortcomings are clearly the most striking outcome in Table 5 above. 60.40% of the participants use ineffective teaching techniques, lack pedagogical skills, and encounter academic shortcomings. Poor administration mistakes are next, coming in at number two with 13.86%. The participants committed mistakes,

particularly with regard to time management. The third most common mistake, Inappropriate instructional strategies, comes in at 5.94% when participants are considered who claimed that they committed mistakes due to using ineffective instruction.

Two sub-themes regarding the mistakes English teachers make regarding discipline stand out. These themes are: "Public Ridicule" and "Inappropriate Discipline Strategies". T61 explained that he made fun of his student's name in the first sub-theme, Public Ridicule. In his own words, "*I made fun of a student's name*." Additionally, T94 noted that he had hit a student during his early years of teaching under the other sub-theme, Inappropriate Discipline Strategies. In his words, "*I hit one of my students in my early teaching years.*" T100, on the other hand, provides the following explanation for how he mishandled the inappropriate discipline: "I *pressured a student to not wear a school jacket and I yelled at her."*

Table 5 shows three distinct sub-themes of the "Teacher-Student Relations" theme. The following are the sub-themes: "Favoritism", "Humiliation", and "Racial and Discrimination". The codes for the sub-themes were determined based on the mistakes. T24 favors her smart students more for the first sub-theme, Favoritism. "*I treated the smart students I love differently*", T62 says and describes her mistake as follows: "*I loved and appreciated my hardworking students more.*" T96 continues under the same title: "*I have always treated my hardworking and obedient students better*." In response to the second sub-theme, Humiliation, T12 says, "*I used bad words to those who did not do their homework*." In the final sub-theme, Racial and Discrimination, T95 says, "*I was prejudiced against my Syrian student.*"

Due to mistakes make by English teachers regarding classroom procedures, the sub-theme of "Inappropriate Classroom Policies" has been reached in Table 5. "*I did not help my*

students outside of school" explains T73. Regarding this type of mistake, a code of "no additional assistance" has emerged.

Based on the mistakes make by EFL teachers regarding classroom management and instruction, the following two sub-themes were identified in Table 5: "Inappropriate Educational Strategies" and "Inappropriate Assessment". In response to the first sub-theme, Inappropriate Educational Strategies, T53 states, "I talked too fast. It is important to speak slowly and ensure the students understand the instructions." T10 explains her mistake in the following way: "I asked difficult questions in the exams in my first years of teaching and when the students had trouble understanding the questions, I did not assist them." T32, however, clarifies her mistake as follows: "*I used to say things like 'that's the rule' or 'that's what the book says,' when I was not sure.*" Similarly, T63 says, "*When I was unsure, I would say that's the rule*." T54, however, makes her mistake clear by saying the following: "*When I started to teach English for the first time instead of speaking only English in the classroom with children, I used to speak Turkish. It was a huge mistake that I was not supposed to do.*" The code "ineffective instruction" has appeared in relation to this mistake. The T80 mistake in this sub-theme is as follows: "*I always talked and taught. I did not allow my students talk.*" Likewise, T98 mentions a similar mistake: "*I gave lectures all the time. I spoke all the time."* The "unfair rating" code has revealed the subtitle, Inappropriate Assessment. T99 admits his mistake, saying, "I gave a student's homework a low grade because I was upset."

The mistakes that English teachers make in personality and professionalism are shown in Table 5. This theme has three subheadings. These are "Teacher Insensitivity", "Academic Shortcomings", and "Poor Administration". These sub-headings were developed based on codes such as being inconsiderate/uncaring, using incorrect teaching methods/lack of pedagogical knowledge, and having time management problems.

Regarding the first subtitle, teacher insensitivity, T28 says the following sentence: "*Honestly speaking, I have not had any personal mistake so far. They were mainly because of the socio-economic status of the students and the whole society and sometimes I was insensitive to the student's economic, emotional, and academic needs."* This sub-theme is derived from the code of "being inconsiderate/uncaring".

In the light of "incorrect teaching methods" and "lack of pedagogical knowledge codes", Academic Shortcomings sub-theme has been reached. When it comes to this second sub-theme, T5, T8, T9, T18, T29, T30, T31, T33, T34, T35, T39, T41, T44, T48, T50, T52, T55, T64, T65, T66, T69, T70, T74, T76, T77, T81, T84, T88, T91, T92, and T93 say, "I sometimes make mistakes about pronunciation." while T45 states, "*I mispronounced the days of the week for one or two years. I did not know the meaning of "You're welcome" as well. What a shame!*" T85 describes her mistake with these words: "*I told the wrong meaning of the word*". T31, T67, T86, and T90 explain their mistakes as follows: "*I misspelled the words*". On the other hand, "*I focused only on grammar*", say T1, T7, T14, T17, T20, T38, T58, and T83. T25 says differently, "*I forget the words sometimes*". T2, T4, T13, T15, and T57 all refer to the mistake of using the first language: "*I spoke in mother tongue/Turkish*".

The third sub-theme, Poor Administration, T71 speaks about her mistake: "*Poor time management. I was bad at accomplishing all the learning objectives of each Unit for 6th graders because I was expected to finish all objectives in 3 or 4 weeks, the student book was poorly composed without enough practices and drills. I tried to teach both skills and grammar with a lot of exercises to make my students comprehend the topic better. However, I failed doing all of these within 4 weeks.*" T19 mentions, "*In my education process, I realize that I teach students according to what the curriculum says. Outside the curriculum, I did not organize any activities according to the needs of the students.*" T22 goes on to say the

following: "*I expected perfection, yet teaching is not the perfect profession at all. I lacked preparation for in-class activities. All the time I dwelled on the course book, and it made my lessons colorless."*

Table 5 finally lists the most common mistakes made by EFL teachers in Teaching Style and Behavior. The subtitles of "Teacher Bias and Expectations" and "Inappropriate Reactions" have been determined based on the "having preconceived notions" and "reckless behavior" codes of these mistakes. Referring to the first sub-theme, Teacher Bias, and Expectations, T47 states: "*I always wanted more from students*." T97 cites the following: "*My students did well in class. I gave a lot of homework and always expected the best.*" Regarding the mistake, T27 says the following: "*I will never forget a dress-up lesson where I had the students dress up like people from various regions and nations on the board. There was a Chinese character, for instance, and the student had to dress the Chinese character in a lion costume to represent the lunar calendar or dress the Turkish character in a Turkish folklore outfit. When my third student approached the blackboard after 1-2 of his classmates had already done it, he told me, "Sir, I don't want to put this person on it." It was supposed to do that in the activity's description, but I did not know what to say at the time. I tried to convince the pupil, I tried to convince the student, but he always seemed to have other ideas and refused to follow my instructions. Then I realized I had made a serious error because I had been inadvertently indoctrinating the students with a form of prejudice. I mean, just because it is the lunar new year, why would a Chinese person need to dress up as a dragon? Although I had assumed that this unit would also teach students about culture, that was not even the case. By telling them "People in this country wear this, people here wear that," I was formally establishing prejudice in their minds at that precise moment. After a brief pause of 10 to 15 seconds, I completely changed the activity and said, "Let's dress the characters we want, let's introduce these clothes on the board, and by giving names to these people,*

without adding countries." Thanks to my student, I immediately realized my mistake. This was the most valuable lesson I have ever learned from a pupil in my career as a teacher." T42 continues: "*I assigned extra homework because I expected more*." T43 mentions her mistake as follows: "*It was my first year and I was pushing my kindergarten students to learn a lot. Because I expected them to be the best.*" T21 says the following in reference to the sub-theme "Inappropriate Reactions": "*I cannot control my voice thinking that if I speak loudly my students will participate in the tasks*." T59 reports her inappropriate reaction as follows: "*I yelled at the students for not doing their homework*". Similarly, T72 refers to: "*In my first year I screamed to students when they did not listen to me.*" Besides, T82 expressed her mistake about the sub-theme with the following words: "*It was years ago. I was teaching in a primary school. A great number of students did not do homework despite my warnings as usual. I was angry with that. And at those times Facebook was popular, I do not know why but I told them I would take photo of the ones who did not do homework and post it on Facebook so that everyone would see that they are lazy students. I pretended like I took their photo, or I might have taken, I do not remember at all. But of course, I have never shared or posted it on any platforms. After a short while, a parent came to complain about me to my principal in a naughty way. I admitted that I told that in my class but never did such a thing. I just pretended it for the sake of students. In that time, most of the students began to do their homework. So, I knew that it was not ethic, never logical but it worked. I defended myself that I did it just for the sake of my students' success. But after just one parent's complaint, I never insisted my students to do their homework.*"

4.2.1. Results of the Participants' Answers to the First Research Question

In order to get responses to the first research question covered in this paper, 100 EFL teachers were sent two open-ended questions via Google forms. The purpose of the first of

these questions is to highlight the common mistakes that EFL teachers make. Mispronunciation is highlighted as the most memorable mistake by 60.40% of EFL teachers in the tables made using the responses to the first research question mentioned above. Time management mistakes rank second among the other frequent mistakes committed by EFL teachers with 13.86%. Giving unclear or incomplete classroom instructions is the third frequent mistake made by 5.94% of EFL teachers. The fourth most typical mistake of EFL teachers, which accounts for 4.95% of all mistakes, is to have preconceived notions about their students and to demand too much of them. The fifth most frequent mistake is responding to students rashly, hastily, or inappropriately, which is made by 3.96% of EFL teachers. 2.97% of EFL teachers cited favoring their favorite smart students as the sixth most frequent type of mistake. 1.98% of EFL teachers name inappropriate tactics like exerting excessive pressure on the student as the seventh most frequent kind of mistake. 0.99% of EFL teachers emphasize that they disregard the feelings of their students, give unfair grades, and emphasize that they offer no support to their students outside of the classroom.

4.2.2. Results of the Interviewees' Answers to the First Research Question

The themes, sub-themes, and codes related to the findings of the mistakes frequently made by ELT teachers have been determined as a result of the interviews with 8 EFL teachers regarding the first research question of this paper. The following two questions were asked to the interviewees regarding the first question of the study:

1. Do you think the common mistake discovered as a result of this research reflects your foreign language teaching process and experiences?
2. Do you have any other examples of mistakes you have made while teaching a language?

Table 6

Common Mistakes of Interviewees Make as ELT Teachers

Mistake Type	**I1**	**I2**	**I3**	**I4**	**I5**	**I6**	**I7**	**I8**	***n***
Inappropriate Discipline Strategies		x			x		x		3
Physical Aggression									0
Purposeful Alienation	x								1
Public Ridicule						x			1
Favoritism	x		x	x	x	x		x	6
Physiological Discrimination		x							1
Personal Attacks			x						1
Inappropriate T–S Relationships									0
Deliberate Mistreatment				x					1
Racial and Cultural Discrimination									0
Humiliation		x						x	2
Inappropriate Classroom Policies	x		x		x			x	4
Inappropriate Toileting Practices		x							1
Inappropriate Educational Strategies				x	x				2
Inappropriate Assessment			x		x				2
Teacher Insensitivity		x							1
Academic Shortcomings	x	x	x	x	x	x	x	x	8
Poor Administration	x	x		x	x	x	x	x	7
Teacher Reputation			x		x				2
Teacher Misjudgment	x	x							2
Teacher Bias or Expectations		x	x	x	x	x			5
Unethical Behavior									0
False Accusations				x					1
Inappropriate Reactions		x				x			2
Sexual Harassment									0
								Total	46

According to Table 6, Academic Shortcomings is the category of mistake that the eight ELT teachers who took part in the interview made the most frequently. Poor Administration is the category that follows that and is related to the mistake type. Favoritism ranks third among the mistakes committed by our teachers, and Teacher Bias and Expectations rank fourth. Following these mistake categories are, in order, Inappropriate Classroom Policies, Inappropriate Discipline Strategies, Inappropriate Educational Strategies, Inappropriate Assessment, Teacher Reputation, Teacher Misjudgment, and Inappropriate Reactions. The categories for Inappropriate Toileting Practices, Teacher Insensitivity, False Accusations, Purposeful Alienation, Public Ridicule, Physiological Discrimination, Personal Attacks have the lowest rates. The list of mistakes that are never made includes Physical Aggression, Inappropriate Teacher–Student Relationships, Racial and Cultural Discrimination, Unethical Behavior and Sexual Harassment.

The first category is about Academic Shortcomings, ELT teachers (I1, I3, I5, I7, I8) highlighted that they made pronunciation mistakes. While I1 states *"I sometimes make pronunciation mistakes when reading words that I see for the first time",* I3 states *"I tried to read the word "Archive" as in Turkish and I made a mistake". "I make pronunciation mistakes in lessons from time to time,"* said I7 and I8. Likewise, I5 stated, *"There is a chance of making mistakes, especially if there is a word that I have never heard before and I cannot instantly control how to pronounce it. I occasionally mispronounce because of this."* I2, I4, and I6, on the other hand, emphasize mistakes brought on by inadequate pedagogy. I2 stated, *"I have always worked in secondary education. I became aware of my shortcomings in this area when I first started working at a primary school."* Similarly, I4 admitted that she was unable to assist students because she *"lacked a solid understanding of some grammar topics."* I6 further states: *"Intensive language study in high school language classes can be challenging for me at times."*

Regarding the second category, Poor Administration, seven of the eight ELT teachers (I1, I2, I4, I5, I6, I7, and I8), except for one, stated that they frequently struggle with time management issues because they have a lot of work to do at school at the same time. I1: *"I grade the exams at the last minute."* Besides, I2: *"I sometimes have trouble finishing the quizzes on time."* Moreover, I4 states: *"At school, there is a lot of paperwork."* I5 goes on saying: *"I sometimes find it difficult to finish the units because I have quizzes or exams coming up."* Additionally, I6 shares his experience with these words: *"I get stressed out because of how little time I can use efficiently."* I7 reports: *"There are times when extracurricular activities require time commitment, making subject instruction impossible."* I8 explains his mistake: *"On days when I am unprepared, it is difficult to manage the time in the lesson."*

According to the mistakes mentioned by the interviewees, Favoritism falls under the third category of mistakes. The following experiences have been shared by ELT teachers who were questioned about this kind of mistake. I1 admits: *"I do prefer and like my students who do their homework more." "I treat some students more warmly,"* says I3. Likewise, I4 states: "*I ignore students who treat me poorly and disrespectfully. Also, I help the good ones I like."* Also, I5 continues, *"I like the students who pay attention to what I say and complete their homework promptly. Moreover, I give them more freedom to express themselves."* In a similar vein, I6 refers to *"I occasionally directly take the side of the students I like when there is a problem between students."* I8 explains his mistake as follows: *"I am more understanding toward female students because I have a daughter."*

Teacher Bias and Expectations category ranks fourth in line with the mistakes that five of the participants shared. Considering this, I2 says, *"I always wanted my students to be first in the tests and I pushed them too hard without taking into account their capacities."* I3

declares, *"I went too far when a student could not complete the task I gave. However, she had not yet grasped the subject."* I4 reports: *"Because one of my students has a lower socioeconomic status, I believed that his knowledge was also lacking. I was therefore taken aback when he received high marks on the exam."* I5 states: *"Before I started teaching, for some reason, I believed that male students were more unsuccessful. I overcame this prejudice over the years."* Relatedly, I6: *"One day, I became enraged with the male students because I found the classroom dirty. The female students, however, made the class unclean."*

In the category of Inappropriate Classroom Policies, four of our ELT teachers have expressed their opinions. I1: *"While I was having my students make Mother's Day cards, I noticed that one of them did not. I warned him that your mother would be furious. He said, "I don't have a mother," and then broke down in tears. I ought not to have behaved in such a callous manner."* I3: *"I promised to hold a quiz and penalize anyone who did not show up with low marks. Then, despite being sick, I had a student show up for class. I regretted being so strict."* In addition, I5: *"Until the end of the lesson, I would not permit those who wanted to raise their hands and ask questions. One of my students urinated beneath him as a result."* Furthermore, I8: *"I never allowed my students to enjoy themselves. I just lectured them."*

Three of our ELT teachers have talked about their experiences under the heading of inappropriate disciplinary strategies. I2 for this mistake stated: *"Once, I yelled at the student as loud as I could when I got angry."* I5 also expressed a similar mistake: *"I yelled at a whole class for one lesson."* I7 declared: *"My student disrespected me, and I gripped his arm too tightly."*

The following is what two people who were interviewed about the Humiliation mistake type report. While I2 admits: *"I made a student feel bad in front of the entire class because he did not understand and could not answer the question."*, I8 states: *"I*

embarrassed a student in front of all classes because he was unable to raise the flag at the ceremony held on Friday."

When it comes to the category of Inappropriate Educational Strategies, two ELT teachers have voiced their opinions. I4 and I5 agreed that they occasionally used phrases like *"this is what the book says, the management wants it"* in place of *"explaining it to students."* I5 adds: *"I have never assisted my students in understanding."*

The following mistakes associated with Inappropriate Assessment have been described by two ELT teachers. I3 says: *"I didn't give a student the score she deserved because I did not like her."* On the other hand, I5 explains: *"Due to one student's lack of participation, I gave the group as a whole a low grade."*

In the Teacher Reputation category, two participants have made the following comments. I3: *"In my early years I was known as a strict teacher, and I thought that was a good thing."* Likewise, I5: *"I was known for my ruthlessness as a teacher."*

Two ELT teachers expressed two different mistakes in the Teacher Misjudgment category. I1: *"I gave a low grade to a student because she did not deliver her project, but it turns out she was the first to do it."* Similarly, I2: *"There were two students fighting. Due to the other being misbehaving, I took him to the principal's office. He was innocent, though, and his punishment was unfair."*

The two mistake types I2 and I6 refer to fall under the heading of Inappropriate Reactions. I2 admits to making the mistake, saying, *"I had over-corrected my student and discouraged him."* According to I6, *"While I was upset with one of my students for leaving the bottom of his desk filthy, I did not say anything to the other."*

Different participants only voiced one opinion regarding each of the different mistake types that would be shared in turn. In Purposeful Alienation, I1 means: *"Due to my bad behavior, which caused all my friends to despise me, the teacher decided against playing the game we were going to play."* In Public Ridicule, I6: *"Even though my student had asked me about the lesson, I laughed at her question and let everyone else join in."* In Physiological Discrimination, I2: *"One of my students was not permitted to take part in the activity because I believed she could not because of her weight. He was the best at it though, by far."* In Personal Attacks, I3: *"I explained to a group of cheeky students that you cannot win a spot. Not every student, though, needs to be engaged in the lesson."* In Deliberate Mistreatment, I4: "*Even though I was aware of how nervous one of my students was to speak on the board, I forced her out, and she peed underneath*." In the category of Inappropriate Toileting Practices, I2: "*I blocked a student who was always wanting to use the restroom, and the expected result occurred.*" In the category of Teacher Insensitivity I2: "*I was inconsiderate of my student's feelings while she was going through a difficult time and never brought it up with her*." In the category of False Accusations, I4: "*My book was open when I returned from break, so I pointed the finger at the student seated at the table. But it was not he who had done it."* Any mistake type falling under the headings of Physical Aggression, Inappropriate T-S Relationships, Racial and Cultural Discrimination, Unethical Behavior, or Sexual Harassment was not mentioned by participants.

Given below in Table 7 are the participants' answers integrated to both data collection instruments.

Table 7

Integration of Participants' Answers to Both Data Collection Instruments

The results of open-ended questions	*n*	The results of interviews	*n*
Academic Shortcomings	61	Academic Shortcomings	8
Poor Administration	14	Poor Administration	7
Inappropriate Educational Strategies	6	Favoritism	6
Teacher Bias and Expectations	5	Teacher Bias or Expectations	5
Inappropriate Reactions	4	Inappropriate Classroom Policies	4
Favoritism	3	Inappropriate Discipline Strategies	3
Inappropriate Discipline Strategies	2	Humiliation	2
Public Ridicule	1	Inappropriate Assessment	2
Humiliation	1	Inappropriate Educational Strategies	2
Racial and Cultural Discrimination	1	Teacher Reputation	2
Inappropriate Classroom Policies	1	Teacher Misjudgment	2
Inappropriate Assessment	1	Inappropriate Reactions	2
Teacher Insensitivity	1	Purposeful Alienation	1
Teacher Reputation	0	Physical Aggression	0
Teacher Misjudgment	0	Inappropriate T–S Relationships	0
Inappropriate T–S Relationships	0	Racial and Cultural Discrimination	0
Unethical Behavior	0	Unethical Behavior	0
Sexual Harassment	0	Sexual Harassment	0
Purposeful Alienation	0	Public Ridicule	0
Physical Aggression	0	Teacher Insensitivity	0
Total number of themes = 20	101	Total number of themes = 20	46

Table 7 summarizes the answers given to both the open-ended questions and the interviewees. Accordingly, the most common mistake that both participants and interviewees stated was academic shortcomings. It provided information on their experience of what common mistakes EFL teachers often make. On the other hand, bad management is the most common mistake. Inappropriate Educational Strategies is the third most frequent mistake. Teacher Bias and Expectations, Inappropriate Reactions, Favoritism, Inappropriate Discipline Strategies, Public Ridicule, Humiliation, Racial and Cultural Discrimination, Inappropriate Classroom Policies, Inappropriate Assessment and Teacher Insensitivity mistake types are also common denominators, respectively. No opinion was given about the mistake types of Teacher Reputation, Teacher Misjudgment, Inappropriate T–S Relationships, Unethical Behavior, Sexual Harassment, Purposeful Alienation, and Physical Aggression. In short, it is crystal clear that the answers given by the participants in both instruments are parallel.

4.3. Results of the Second Research Question

To succeed in learning a foreign language and get long-lasting benefits, action must be taken. It is required of English teachers, who are at the center of this process, to effectively manage it and accomplish the predetermined goals. The difficulties that the English Language Teaching teachers encountered during the process were carefully investigated, as well as the frequent mistakes that they made, in order to accomplish this goal. Knowing these mistakes will not only affect the success of the foreign language education process. Additionally, if these mistakes are fixed, success is achievable. For this reason, this study examines the participants' responses to the second research question, which focuses on potential fixes for common mistakes made by EFL teachers.

4.3.1. Results of the Participants' Answers to the Second Research Question

For the purpose of answering the second research question of this study, Table 8 will provide suggested solutions for common mistakes committed by English teachers, which will be interpreted in a logical manner.

Table 8

Suggested Solutions EFL Teachers Propose

Suggested Solutions	***n***	***%***
Self-improvement	37	25.52
Practice	29	20.00
Being open to new ideas	21	14.48
Preparation and double checking	14	9.66
In-service training and candidate teacher training	12	8.28
Focus on vocabulary	10	6.90
Increasing student engagement	9	6.21
Creating a positive learning environment	7	4.83
Considering individual differences / different learning styles	4	2.76
Holding an orientation week	2	1.38

Based on the data in Table 8, self-improvement is the solution suggested by EFL teachers most frequently. The paper makes the point that EFL teachers should invest in their own professional and personal growth. Practice, using as much English as you can, and doing more speaking-related activities come in second. The goal is to make learning a foreign language practical rather than just theoretical. The knowledge gained via application and use will be strengthened and endure. In third place, there is no limit to what can be learned. EFL teachers believe that teachers who are open to new ideas and have no boundaries are more flexible to the process and change. They will be better able to adapt to future change and

modernization if they do this. This necessitates staying current in a world that is constantly evolving.

Fourth place goes to preparation and double checking. Here, EFL teachers are stressing the need of carefully planning the foreign language teaching process. They stress the importance of thoroughly planning everything, from the lessons to be given to time management, and that doing a second check, if necessary, will help to avoid any potential issues. The fifth suggestion is to raise the standard of in-service training and candidate teacher preparation programs. Thus, EFL teachers will be taught about how education is changing and developing, and through this process, they will acquire the knowledge, skills, and attitudes required to be efficient and effective.

The sixth solution is to focus more on teaching vocabulary than grammar. They underlined that English education for teachers goes beyond just teaching grammar. As a result, the value of vocabulary instruction lies in the fact that if a student can communicate effectively or express an issue, at the very least, they are able to do so. In seventh place is increasing student engagement and activity in the classroom. Students who pay close attention to the class will have a better comprehension of the subject. Knowing how to include students in the class is crucial in this regard.

Making a safe and welcoming environment is suggested in position eight. For the subjects to be taught to be better understood and to produce better results, it is essential to provide a safe environment in the classroom. In this regard, a positive environment will unquestionably have a favorable impact on pupils' growth. The ninth solution is that each student is unique, and learning styles should be developed accordingly. Every child has a variety of hobbies and academic strengths. In this sense, despite the widespread adoption of a particular teaching methodology, the process of teaching a foreign language can be

enhanced by utilizing a variety of techniques and engaging children's attention using various characters. In the tenth, holding an orientation week is the suggested solution. A meeting and socialization week and a transition time with games or other activities can be organized rather than jumping right into teaching English.

4.3.2. Results of the Interviewees' Answers to the Second Research Question

The findings are presented in Table 9 below as a result of the interviews with 8 EFL teachers answering the second research question of this study on possible solutions to the mistakes that ELT teachers frequently commit.

Table 9

Suggested Solutions Interviewees Propose

Suggested Solutions	***n***	***%***
Self-improvement (I1, 2, 3, 4, 5, 6, 7, 8)	8	14.55
Practice (I1, 2, 3, 4, 5, 6, 7, 8)	8	14.55
In-service training and candidate teacher training (I1, 3, 4, 5, 6, 7, 8)	7	12.73
Creating a positive learning environment (I1, 2, 4, 5, 6, 7)	6	10.91
Being open to new ideas (I1, 2, 3, 4, 5, 7)	6	10.91
Preparation and double checking (I1, 5, 6, 7, 8)	5	9.09
Increasing student engagement (I1, 2, 4, 7, 8)	5	9.09
Focus on vocabulary (I1, 7, 8)	3	5.45
Considering individual differences / different learning styles (I3, 5)	2	3.64
Holding an orientation week (I4, 6)	2	3.64

The two solutions that interviewees place the most emphasis on are self-improvement and practice. 14.55% of participants think that developing oneself will lead to professional achievement and that practicing a lot will produce outstanding outcomes. These were suggestions given specifically for the types of mistakes caused by academic

shortcomings and poor administration. According to I1, "*A person who develops himself/herself achieves success in his/her profession,*" yet according to I2, "*We must add something new to ourselves every day.*" Likewise, I3 continues, *"We must learn new things and keep exploring."* While I4 states that *"it is necessary to increase personal awareness and complete the deficiencies,"* I5 states that *"as English teachers, we evaluate ourselves; it is important that we identify our strengths and aspects that need improvement."* Whilst I6 advises that *"time management skills should be developed,"* I7 suggests that *"we must constantly improve ourselves to keep up with technology."* Similarly, I8 continues, *"We must update current technical skills."* The following statement is shared by I1, I2, I3, I4, I5, I6, I7, and I8: *"Continuous practice makes people perfect in their profession."*

Particularly for mistakes caused by academic shortcomings and poor administration, another excellent suggestion relates to in-service and candidate teacher training. Therefore, I1 says, *"It is critical to get support from experts in the field and to participate in in-service training for this."* I3 and I4 both agree that *"In-service training offers advantages for professional growth."* I5 explains as follows: *"English teachers should take advantage of both their in-service training and candidate teacher training." "The candidate teacher training needs to be done well so that there are no mistakes in the profession, especially in the initial years,"* I6 continues. *"Teachers participate in a variety of training programs",* according to I7. Likewise, I8 emphasizes that: *"In-service training and in-service training are vital to increase productivity in the profession. They can advance in their profession by being subjected to it."*

A general opinion expressed by I1, I2, I4, I5, I6, and I7 is that *"creating a positive learning environment will contribute to the development of students' working habits, to the increase of their friendships, to their learning, and to the teacher's control in the*

classroom." In this regard, the interviewees underline that by creating a safe and good learning atmosphere in the classroom, many mistakes in the foreign language learning process can be avoided. Another notable suggestion for avoiding typical mistakes is for English teachers to be open to new ideas. This notion is expressed by I1 as follows: *"It is essential for us to be open to new information and ideas in foreign language education."* Similarly, I2 and I3 state: *"We should be open to new ideas and get out of our comfort zone."* I4, I5, and I7 go on to say that *"to be able to adopt innovations, one must be open to new ideas."*

I1, I5, I6, I7, and I8 all indicate that another possible solution to common English teachers' mistakes is to prepare and go over the preparation twice if required. While I1 states, *"If everything is ready before the lesson begins, mistakes can be avoided,"* I5 states, *"Everything should be double-checked to ensure a successful lesson and to identify any flaws in the plan. As a result, we can make the teaching process more efficient."* In the same vein, I6, I7, and I8 all agree that *"double checking always saves lives."*

Another way of avoiding typical EFL teacher mistakes has been stated by the interviewees with 9.09% to encourage student participation in the lesson. Keeping students' attention in the classroom, ensuring good academic performance, and encouraging them to achieve school goals are significant to increase the success of foreign language education. I1 and I2 explain this as follows: *"Teachers who successfully ensure students' participation in the lesson can prevent most of their mistakes."* I4, on the other hand, adds*: "Students' interest in the lesson should be increased in order for the students to understand the subject well in the lesson and to eliminate any mistakes that may arise during this process."* Accordingly, I7 says: *"When teaching English, students must listen closely. Thus, we must draw their attention to the lesson. This will avoid numerous mistakes from occurring as a*

result of our actions." Besides, I8 simply goes on to say: *"Attracting students' attention to the lesson is a good way to avoid mistakes made by English teachers during the foreign language teaching process."* I1, I7, and I8 argue that *"because teachers lay too much emphasis on grammar teaching, the effectiveness of the language education process suffers.* They propose that *"more emphasis needs to be placed on vocabulary teaching."*

With the opinions of 3.64% of the participants, considering individual differences, adopting diverse learning styles, and providing an orientation week appear to be the least emphasized suggestions. Along with these, I3 and I5 state: *"Taking into account the individual differences of students and developing different learning styles will increase students' participation in the lesson."* Additionally, I4 and I6 stress the following: *"With an adaptation week before the education process, students will adapt to the foreign language learning process better."*

The integrated responses provided by the participants to the second research question that came up in both instruments are shown in Table 10 below.

Table 10

Integration of Participants' Proposed Solutions

Suggested Solutions	***n***	***%***
Self-improvement	45	18.37
Practice	37	15.10
Being open to new ideas	27	11.02
Preparation and double checking	19	7.76
In-service training and candidate teacher training	19	7.76
Increasing student engagement	14	5.71
Focus on vocabulary	13	5.31
Creating a positive learning environment	13	5.31
Considering individual differences / different learning styles	6	2.45
Holding an orientation week	2	0.82

Possible solutions for the common mistakes performed by English teachers are provided in Table 10, which was created as a result of the findings from both interviews. *Self-improvement*, the most notable solution, comes first with 18.37%. Then, with 15.10%, the significance of *practicing* in second place is stressed. *Being open to new ideas* is the third-place suggestion, receiving 11.02% of the total. With 7.76%, *preparation and double-checking*, as well as *in-service training and candidate teacher training*, tie for fourth place. With 5.71%, *increasing student engagement* comes in fifth place. Putting an emphasis on *vocabulary teaching* and *fostering a healthy learning environment* tie for sixth with 5.31%. *Considering individual differences and various learning styles* comes in eighth with 2.45%, and *holding an orientation week* comes in last with 0.82%.

4.4. Chapter Summary

The findings of the research and the results of the analysis are presented in this section. The purpose of this study, which used qualitative methods to collect data, was to reveal a general view of EFL teachers' perceptions and experiences working in the province of Çanakkale about the common mistakes they make during the foreign language education process and the solutions they offer. The two main research questions that underpin this study are: (1) What is the most unforgettable mistake you made during the foreign language education process? (2) What is your advice to prospective teachers to avoid making the same mistakes?

CHAPTER 5

DISCUSSION

5.1. Introduction

This section includes an introduction to the study, a discussion of the most frequent mistakes made by 100 EFL teachers when teaching a foreign language, their perceptions, experiences, expectations, and significant findings regarding potential solutions, conclusions and study limitations, and recommendations for future research studies.

5.2. Overview of the Study

This study aims to look closely at the frequent mistakes that English teachers working in the provinces of Çanakkale make, as well as their perceptions, experiences, expectations, and possible solutions to these mistakes. Two key research questions that serve as the foundation of the study have been attempted to be answered in this situation. The study's findings discuss the common mistakes, personal experiences, and potential solutions used by EFL teachers when instructing students in the English language.

5.3. Discussion of the Major Findings

Based on the thematic analysis of the data obtained and the general results of descriptive statistics, some inferences can be made about the mistakes, experiences and possible solutions that English teachers often make in foreign language teaching. Considering the similarities and differences of the findings of this study with other studies, it is possible to say that this study serves the gap in the field.

When the participant teachers were asked to say the common mistake they made, the first thing that came up was the wrong pronunciation. Accordingly, Demirpolat (2015) emphasizes and admits that it is partially true, that foreign language teachers are not at a

sufficient level in productive skills such as speaking and writing of the target language they are teaching. Gilakjani and Sabouri (2016), on the other hand, underline the low language proficiency of foreign language teachers because they do not receive a qualified education and do not develop themselves.

Academic shortcomings and a lack of experience are two of the most significant causes of mistakes. The experiences ELT teachers gained as a result of these mistakes support their professional learning and development. According to several recent studies (Duman, 2010; Habibi et al., 2018; Kozikoğlu & Senemoğlu, 2018; and Macias, 2018), most professional mistakes are made in the early years of a career, particularly in classroom management.

According to Ehrmann (2002), mistakes play a significant role in learning. There are also those who refrain from achieving various goals and profiting from mistakes. The learning costs associated with some mistakes, though, appear to be very high for teachers. Because the magnitude of mistakes varies depending on the type, who, and where of the mistake. The cost of teachers making difficult mistakes in this process can be quite high for students because the subject is human life. As a result, it is crucial to begin training teachers with strong pedagogical skills and to continue this training within the confines of established professional standards (Sakulprasertsri et al., 2021). Additionally, teachers should be viewed as having made very valuable professional advancements when they are conscious of their mistakes, present self-criticism, and take action to gain students' attentions by backing away from the mistake they made.

This study bears many similarities to Atmaca's article, which was one of the data collection tools of this study. According to Atmaca's research, academic shortcomings is primarily to blame for common mistakes teachers make. In a similar vein, classroom

management problems are frequently present during the early years of the career. Similarly, similar mistakes are made by teachers in their interactions with their students. Teachers, for example, make similar mistakes by behaving in a way that offends students and causes them to lack self-confidence. The results are included in this section even though Atmaca does not focus specifically on EFL teachers since they seem to be related.

The findings of this study suggest that ELT teachers also make mistakes with their students. These mistakes include behaviors that hurt their self-confidence, offend, humiliate, or insult them, threaten them verbally or physically, use violence, deprive them of things, or shout at them. However, students are not the only ones who make mistakes in the foreign language education process. As a result, teachers make mistakes in their professional lives at various points in time and in the classroom. They learn from these mistakes and gain experience, but it is also clear that this type of learning is crucial.

A key indicator of the mistake and its detrimental effects on students is the fact that teachers second-guess their own actions after making a mistake in the workplace and try to make up for it by criticizing themselves. Furthermore, teachers offer professional learning as a result of the circumstances they have encountered in the past and that they have made progress in this direction because most teachers claim that they avoid similar mistakes today. The results of the study demonstrate that the most significant professional mistakes made by teachers—mistakes that have a significant impact—are mainly attributable to insufficient pedagogical knowledge, a failure to interact with students, parents, and school administration in an effective manner, as well as inexperience during the early years of the profession. According to Alfaidi and Elhassan (2020), it is evident that their participation in courses that will further their professional development contributes. In the end, this situation

affects both teacher preparation and the professional competencies that teachers should possess.

Understanding the causes of all these frequent mistakes will also help explain why the process of learning a foreign language sometimes gets interrupted. In this sense, the results of this study were presented to the teachers who took part in the interview during this process. They were questioned about their opinions on mispronunciation, which was discovered to be the most frequent mistake. According to the teachers' comments, the following factor is to be blamed for this mistake: *lack of pedagogical competence.* Regarding poor administration, which was mentioned as another common mistake, the following conclusion was reached based on their general opinion: *lack of experience.* Another common mistake is inappropriate educational strategies. The following was determined as the reason for the teachers' mistake based on the comments made for this theme: *a mix of inexperience and inadequate pedagogical knowledge.* The fourth most common type of mistake is teacher bias and expectations. The following are the interviewees' comments on this type of mistake: *prejudices*. The next most common kind of mistake is inappropriate reactions. According to the interviewees, this type of mistake is caused by *excessive workload and stress.*

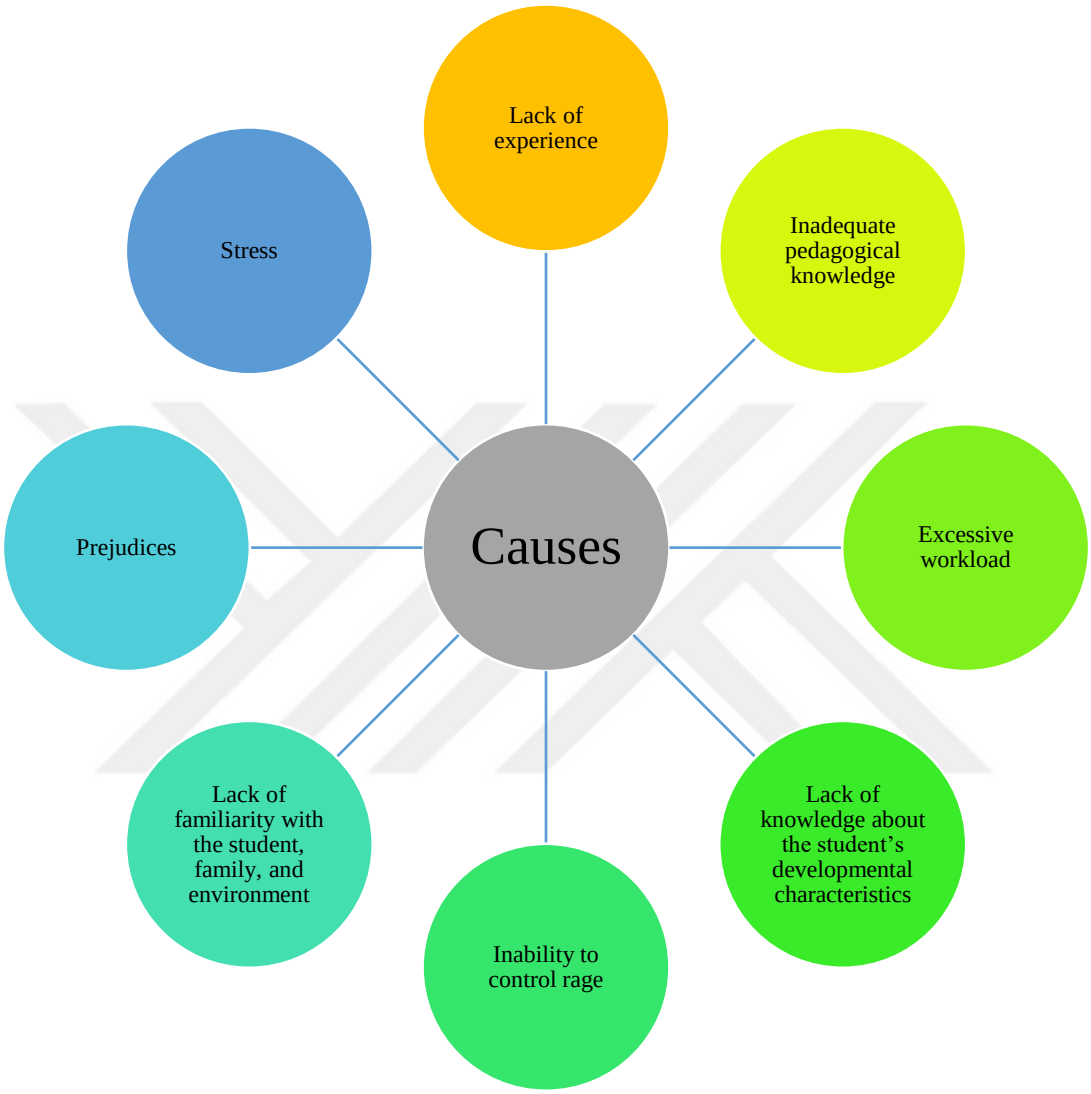
Given the comments made on other types of mistakes as well, the reasons that lead EFL teachers to make these mistakes are as follows:

- Lack of familiarity with the student, family, and environment,
- Lack of knowledge about the student's developmental characteristics,
- Inability to control one's rage.

The interviews yielded eight major reasons, as Atmaca (2020) noted in his article, according to which the following reasons are listed as in Figure 1 below.

Figure 1

Causes of Common Types of Mistakes



With the correction of the mistakes mentioned, it is possible to succeed in foreign language instruction and to solve the issues that arise in the process. This is to say, the most frequently mentioned solution for frequent mistakes by the participants was personal and professional development. A teacher will eventually achieve the desired level if he or she recognizes his or her shortcomings and works to address them. Naturally, teachers who regularly participate in professional and personal development courses will also improve the

caliber of instruction in foreign languages. It is crucial that ELT teachers take part in personal and professional development programs for qualified teachers and qualified teaching because of this. Moreover, English teachers need to work on their pronunciation because it is one of the most frequent mistakes they make. Teachers who struggle with their pronunciation cannot successfully complete their education in a foreign language. Thus, when learning English, pronunciation is a crucial factor to consider. This can be resolved by constant exposure to and practice with proper pronunciation. We will be successful if we try to improve our English by paying attention to English sounds, letter combinations, frequently mispronounced words, and proper pronunciation.

A further solution is to isolate students from English by emphasizing the teaching of grammar. To help students develop their vocabulary, teaching vocabulary should take precedence over teaching grammar. Even though teaching grammar is essential, it is meaningless without words that can fit into that structure. Without word knowledge, it is difficult to construct sentences, and without even rudimentary grammar knowledge, it is impossible to speak English. Therefore, the participants underlined the need to devote more time to vocabulary teaching instead of focusing excessively on grammar teaching.

The preparation of English teachers is another way to address the mistakes that they commit. Classroom management abilities are related to how vital it is for teachers to arrive at the classroom prepared. The first requirement is to prepare for the lesson in advance using a variety of sources. The effectiveness of a teacher in a lesson depends on both their subject knowledge and their communication skills. In other words, the teacher should be knowledgeable about both the subject and the lesson. For this, some advance planning needs to be done. Not to be overlooked is the fact that a teacher is also a lifelong learner.

Being open to new ideas and developments is one of the personal traits of an effective teacher. The teacher needs to be in a structure that has caught up with the times and is continually evolving in order to do this in the best possible way. If the teacher remains unchanged, neither he nor his students will benefit in the long run. A teacher learns while imparting knowledge. The teacher must therefore continually reinvent himself. In short, keeping yourself up to date in this ever-changing world is key.

In brief, among the many suggestions that can be made are listed as the following: organizing teacher trainings seriously; identifying and eliminating deficiencies; giving action plans to pre-service teachers regarding situations that may occur through various scenarios or real events; and, most importantly, raising awareness that an effective communication language is a sine qua non of the profession. Additionally, as an alternative suggestion, it is possible to discuss the professional mistakes made by teachers through the eyes of the students and conduct comparative research on various studies that will be conducted with the students.

CHAPTER 6

CONCLUSION

6.1. Introduction

An overview of the study's findings, a discussion of the research's limitations, and recommendations for additional study are all included in this section of the thesis.

6.2. Overall Conclusions

It is inevitable that EFL teachers may make mistakes while teaching students in foreign languages. Whether the mistakes are big or small, the key is to grow and learn from these mistakes. Additionally, it enhances the successful, self-improving process of teaching languages. Knowing the causes of mistakes, looking at the different sorts of mistakes, and conducting study on their elimination are all crucial for improving oneself and performing better in one's profession. As a result, the research findings have focused on the mistakes that English teachers commit frequently and presented solutions to these mistakes. It would be accurate to state that if the solutions for these mistakes are put into practice, speaking a foreign language will provide more fruitful outcomes.

The purpose of this qualitative study, which deals with common mistakes made by EFL teachers, is to identify common mistakes in the foreign language education process and to find possible solutions to them and help these mistakes disappear or minimize. In accordance with this purpose, research questions were delivered to EFL teachers through a semi-structured interview prepared on Google Forms. The basis of these questions is to learn the experiences, expectations, and perceptions of EFL teachers in the foreign language education process and to produce solutions to how we can make this process more efficient. In order to further analyze the research and delve into the origins of the mistakes, 8 EFL

teachers who took part in the semi-structured interview were interviewed. The research findings were shared with the EFL teachers who were interviewed, and it was debated whether the findings were compatible with their own experiences. At the conclusion of both procedures, it is evident that the research findings are consistent with the mistakes committed by EFL teachers in the teaching of foreign languages and the suggested solutions.

It is feasible to increase the effectiveness of foreign language education with the fulfillment of vocational learning. Therefore, it is crucial to identify and correct any professional mistakes that were made during the process. Indeed, the different experiences and mistakes that ELT teachers encounter are not only things of the past but also lessons to be learned. The learning experiences acquired from correcting these mistakes will raise the standard of language instruction.

The findings show that there are different mistakes that EFL teachers commit when teaching students in foreign languages. At the same time, despite this diversity, it is obvious that some of the most prevalent negative experiences described by English teachers have some common reasons. The mistakes resulting from academic shortcomings are the most prevalent of these related mistakes. Problems with pronunciation, a lack of knowledge of the subject matter, and a lack of proficiency in field education are examples of the kind of mistake brought on by academic shortcomings. EFL teachers must therefore regularly advance their level of professional expertise. The effectiveness of teaching foreign languages will be hampered for a variety of reasons, including incorrect pronunciation, inability to master the material, and failure to deliver accurate information.

The second most prevalent mistake is mismanagement. Examples of such mistakes include challenges the EFL teacher encounters with the environment of the classroom, interaction styles, interpersonal relationships, student participation, organization, and

behavioral patterns. Typically, this kind of mistake occurs when a teacher is just starting out in the field. There are several possible causes for this, including poor communication skills, an inability to resolve conflicts, and a lack of a safe learning environment.

Nearly all the teachers who have had a bad experience have learned from it as a professional, and the mistakes they make are ultimately beneficial to them. Every mistake is an opportunity for learning, and making amends for mistakes is a sort of learning that lasts a lifetime. Realizing and accepting mistakes, as well as using them as a tool for efficient learning, opens the way for the development of professional skills. The cost of EFL teachers' catastrophic mistakes during this procedure can be rather high for the learner because a person's life is at stake. Therefore, steps need to be made in order to draw the essential conclusions from mistakes. For the foreign language teaching process to be profitable, actions like identifying the mistake, engaging in self-criticism, coming up with a fix, and generating solutions will be of great assistance.

In the solution suggestions made by the EFL teachers themselves, the solution suggestion given to the most common mistake is that the teacher should constantly improve himself. This improvement can be achieved in a variety of ways. Since technology has advanced so much and we can now access all kinds of education with one click, it is possible for EFL teachers to make up for their own shortcomings. There are various vocational courses that they can find both free and paid in matters that require expert assistance. In this regard, it is critical for EFL teachers to begin their duties with high pedagogical competence and to continue their teacher training within the framework of professional qualifications.

The fact that English teachers examine their own behaviors following professional mistakes and strive to compensate for their faults through self-criticism demonstrates a significant understanding of mistakes and their detrimental repercussions on students. It

would be reasonable to conclude that the solution suggestions made in this research are helpful for EFL teachers since professional learning from actual scenarios should be supplied in order to prevent repeating the same mistakes. This study demonstrates that pedagogical inadequacies, an inability to interact effectively with students, school administration, and parents, as well as inexperience in the early years of the profession, are the main causes of the most significant professional mistakes committed by EFL teachers. In this regard, it is critical to understand the professional qualities that EFL teachers should possess and to prioritize teacher education. In conclusion, it is recommended that the training of English teachers should be seriously organized, the missing points should be identified and eliminated, action plans for situations that may occur through various scenarios or real events should be brought to teacher candidates, and most importantly, raising awareness that an effective communication language is a must for the profession. When put into practice, it will provide a solution to several issues in the study of foreign languages.

6.4. Suggestions for Further Studies

Learning is a crucial component of being a great teacher. The most engaged students and the highest-quality classes are eventually delivered by teachers who work to improve their abilities, comprehend their students' learning preferences, and have a greater understanding of the learning process. However, reaching this stage requires time, and frequently the journey is difficult with lessons that fail to go as expected. This study discusses certain oversights that EFL teachers frequently make in their lessons. The suggestions offered here are intended to help you in avoiding (or at the very least preventing) those mistakes on your own.

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APPENDICES

APPENDIX 1: Questionnaire

(Adapted from Atmaca, 2020)

COMMON MISTAKES MADE BY EFL TEACHERS AND THEIR SUGGESTED SOLUTIONS

Dear Colleagues...

I would hereby like to invite you to complete a survey for my master's thesis. The purpose of this study is to unearth the common mistakes of English language teachers in the professional context. The data gathered from these questions will be evaluated within the scope of the master thesis. Participation in this study must be a voluntary basis. Your responses will be kept strictly confidental, only the researcher will review them, and they will only be used for this study. You have the right to leave the research at any moment throughout your participation if you are uncomfortable for any reason. Your answers are expected to reflect your teaching. If you agree to participate, please tick the box below. Please accept my heartfelt gratitude in advance for your support.

Best regards,
Hande Gül AYAS

Supervisor: Assoc.Prof. Dr. Kürşat CESUR
Çanakkale Onsekiz Mart University
Faculty of Education - English Language Teaching

I read the information about the study and agree to participate in this study. *

- ○ Yes
- ○ No

I read the information about the study and agree to participate in this study. *

- Yes
- No

I. PART

About You

Your gender *

- Male
- Female

Your age *

- 20-29
- 30-39
- 40-49
- Over 50

Current grade level teaching *

- ○ early years education
- ○ primary school
- ○ secondary school
- ○ high school
- ○ Diğer...

Working experience *

- ○ <5
- ○ 5-10
- ○ 11-20
- ○ >20

II. PART

Please answer the first question considering the following sub-questions (a-b-c-d-e-f-g-h-i). You may not answer the subquestions if not needed.

1. What is the most unforgettable mistake you made during the foreign language education process? *

Uzun yanıt metni

a. Who did you make the mistake against?

Uzun yanıt metni

b. Which grade level were you teaching?

Uzun yanıt metni

c. Under what conditions were you working at that time?

Uzun yanıt metni

d. How was your communication with students and parents?

Uzun yanıt metni

e. How long had you been working as a teacher?

Uzun yanıt metni

f. What were the consequences of the mistake?

Uzun yanıt metni

g. What are the experiences you got from this mistake or mistakes?

Uzun yanıt metni

h. What has it brought you professionally?

Uzun yanıt metni

i. Did it cause a behavior change?

Uzun yanıt metni

III. PART

Suggestions

2. What is your advice to prospective teachers to avoid making the same mistakes? *

Uzun yanıt metni

APPENDIX 2: Interview Questions

COMMON MISTAKES MADE BY EFL TEACHERS AND THEIR SUGGESTED SOLUTIONS

Dear participants,
This study is carried out in order to reveal common mistakes made by ELT teachers and to find possible solutions to these mistakes. The data collected through this survey will be used to improve the foreign language education process. By completing the questionnaire below, you agree to participate in the research. Your answers will remain strictly confidential and will not be shared with anyone other than the researcher. The data collected during this study will be used for academic research purposes only and will only be presented at national/international academic meetings and/or publications. There are no right or wrong answers to the questions asked of you. While answering the questions, it is very important for the results of the research that you read them all and answer them without leaving any blanks, being sincere and honest and will contribute to the reliability of the research.

1. Do you think the common mistake discovered as a result of this research reflects your foreign language teaching process and experiences?

Kısa yanıt metni

2. Do you have any other examples of mistakes you have made while teaching a language?

Uzun yanıt metni

3. Do you consider the suggested solutions for these mistakes to be appropriate?

Kısa yanıt metni

4. Do you believe there to be any other solution that is essential?

Kısa yanıt metni

APPENDIX 3: Research Ethics Committee Approval

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü
Bilimsel Araştırma Etik Kurulu

Sayı : E-84026528-050.01.04-2200018217 24.01.2022
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2022-YÖNP-0028 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 20.01.2022 tarih ve 02/30 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR:30- Doç. Dr. Kürşat CESUR'un sorumlu yürütücülüğünü yaptığı "Common Mistakes Made by EFL Teachers and Their Suggested Solutions" başlıklı araştırmasının, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.