INVESTIGATING THE IN-SERVICE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTORS IN HIGHER EDUCATION ENGLISH LANGUAGE SCHOOLS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SEMA TURAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

SEPTEMBER 2022

Approval of the thesis:

INVESTIGATING THE IN-SERVICE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTORS IN HIGHER EDUCATION ENGLISH LANGUAGE SCHOOLS

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ABSTRACT

INVESTIGATING THE IN-SERVICE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTORS IN HIGHER EDUCATION ENGLISH LANGUAGE SCHOOLS

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September 2022, 289 pages

This study aimed to investigate the professional development needs of in-service English language instructors working at higher education English Language schools. The participants of the study were English Language instructors working at the pre-tertiary English Language preparatory schools of 17 universities in Ankara, Turkey. The main research foci of the study are analyzing the professional development needs of English language instructors and identifying the main components of a framework for the in-service training of English language instructors. The study followed a mixed method research design. By making used of quantitative and qualitative data collection tools, the study employed convergent (parallel/concurrent) research design. The data collection tools involved an online needs assessment questionnaire and semi-structured interviews. The questionnaire was administered to 319 English language instructors working at higher education English Language preparatory schools in Ankara and was utilized to determine the needs of EFL instructors. In addition, 21 online interviews were conducted with voluntary instructors to further explain the questionnaire results. At the same time, semi-structured interviews were conducted with 12 teacher trainers and 10 English language school directors to triangulate data. The data analysis procedures involved descriptive and inferential statistics for quantitative data, and coding and categorizing procedures for qualitative data. The results of the study revealed insights about EFL instructors' in-service training needs, beliefs and preferences as well as the

views of the decision-making mechanisms. The findings were used to propose a framework for an in-service training program for EFL instructors in Turkey. The results of the study can be used to design and plan professional development activities for EFL teachers.

Keywords: Teacher education, teachers' professional development, in-service teacher training, needs analysis, higher education English language schools

ÖZ

YÜKSEKÖĞRETİM İNGİLİZCE HAZIRLIK OKULLARINDAKİ ÖĞRETİM GÖREVLİLERİNİN HİZMET İÇİ EĞİTİM VE MESLEKİ GELİŞİM İHTİYAÇLARININ ARAŞTIRILMASI

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Eylül 2022, 289 sayfa

Bu çalışma, yüksek öğretim İngilizce Dil okullarında görev yapan hizmet içi İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını araştırmayı ve buna dayalı bir hizmet içi eğitim programı çerçevesi tasarlamayı amaçlamaktadır. Araştırmanın katılımcıları, Ankara'daki 17 üniversitenin yükseköğretim öncesi İngilizce Hazırlık okullarında görev yapan İngilizce öğretim görevlileridir. Çalışmanın ana araştırma odakları, İngilizce öğretim görevlilerinin mesleki gelişim ihtiyaçlarını analiz etmek, katılımcıların mesleki profilleri ile ihtiyaçları arasında herhangi bir ilişki olup olmadığını belirlemek ve ihtiyaç analizi bulgularına göre bir hizmet içi eğitim program çerçevesi tasarlamaktır. Çalışma, bir karma yöntem araştırması olarak tasarlanmıştır. Nicel ve nitel veri toplama araçlarından yararlanılarak, çalışmada yakınsak (paralel / eşzamanlı) araştırma tasarımı kullanılmıştır. Veri toplama araçları, çevrimiçi bir ihtiyaç değerlendirme anketini ve çevrimiçi yarı yapılandırılmış görüşmeleri içermektedir. Anket, Ankara'daki yüksek öğretim İngilizce hazırlık okullarında görev yapan 319 İngilizce öğretim görevlisine uygulanmış ve bulgular öğretim görevlilerinin mesleki ihtiyaçlarını belirlemek için kullanılmıştır. Ayrıca anket sonuçlarını daha detaylı açıklamak için gönüllü öğretim görevlileriyle 21 çevrimiçi görüşme yapılmıştır. Aynı zamanda, veri kaynaklarını çeşitlendirmek için 12 öğretmen eğitmeni ve 10 İngilizce Hazırlık Okulu Müdürü ile yarı yapılandırılmış çevrimiçi görüşmeler yapılmıştır. Veri analizi prosedürleri, nicel veriler için tanımlayıcı ve çıkarımsal istatistikleri ve nitel veriler için kodlama ve

sınıflandırma prosedürlerini içermektedir. Çalışmanın sonuçları, İngilizce öğretim görevlilerinin hizmet içi eğitim ihtiyaçları, inançları ve tercihlerinin yanı sıra karar verme mekanizmalarının görüşlerine ilişkin içgörüler ortaya çıkarmıştır. Bulgular, Türkiye'deki İngilizce öğretim görevlileri için bir hizmet içi eğitim programı için bir çerçeve önermek için kullanılmıştır. Çalışmanın sonuçları, İngilizce öğretim görevlileri için mesleki gelişim faaliyetleri tasarlamak ve planlamak için kullanılabilir.

Anahtar kelimeler: Öğretmen eğitimi, öğretmenlerin mesleki gelişimi, hizmet içi öğretmen eğitimi, ihtiyaç analizi, yüksek öğretim İngilizce hazırlık okulları

To my beloved late mother who always wanted me to be a good teacher

ACKNOWLEDGEMENTS

Reseach is a collaborative process and writing a doctoral thesis is a long journey which is not possible to complete without the support and guidance of other people. There have been people who accompanied me during this journey with their invaluable support. I am grateful to all those people who have given me their time, love and support.

First and foremost, I would like to express my warmest, most heart-felt gratitute to my dear supervisor Assoc. Dr. Perihan Savaş, who made this work possible. Without her expertise, feedback and encouragement, this study would not have been completed. I would like to thank her for all the time and energy she devoted for all the face to face and online, planned and spontaneous meetings we had during the day and at night throughout this journey. I would like to thank her for reading long manuscripts in the shortest time at times and for her enlightening feedback. Most importantly, I would like to thank her for always believing in me and supporting me. I have been so lucky to have worked with such a professional and understanding mentor.

I would also like to express my deepest gratitude to the thesis committee members, Prof. Dr. Ayşegül Daloğlu and Assoc. Prof. Dr. Yeşim Çapa Aydın, who guided me towards writing this dissertation as a complete work with their valuable feedback. I would like to thank them for all their support throughout the process. In addition, I would like to thank Asst. Prof. Dr. Melike Bekereci Şahin and Asst. Prof. Dr. Necmi Akşit, who enriched the study with their valuable comments and feedback. It was really beneficial and enjoyable to work with them.

This study was realized thanks to the invaluable contributions of the research participants. Without their voluntary and enthusiastic participation, helpful ideas and insightful remarks this study could have never been possible. I would like to thank all of the participants of this study, every single one of the instructors, teacher trainers and English preparatory school directors, who devoted their time and energy to provide data for this research.

I would also like to give my special thanks to my warm and caring friends who helped me feel that I was not alone during this process. I am grateful to Derya Ilgın Yaşar for

listening to my long and boring dissertation talk at our office without any complaint and for giving me ideas. I am also grateful to Kemal Cem Duzan and Canan Duzan for all the walks and dinners, during which they listened to me with great interest. I am also grateful to my dear friends, Orhan Yoncalık and Dr. Oya Uslu Çetin, for all their academic and personal advice when I felt confused while writing this dissertation as well as all the laughter they brought over, which made the process easier and even more fun. I also would like to thank my friend, Dr. Ufuk Poyraz who was going through the same process and helped me a lot with his experience and wonderful ideas.

Getting through the PhD process and this dissertation did require understanding, support and patience of my beloved family. I would like to express my deepest gratitude to my father, İsmail Üster, for always being there with his encouragement and support. I also thank my lovely mother, Hafize Üster, for raising me with the consciousness and motivation for education. I also thank my dear brother, Sabit Üster, for listening to me and motivating me whenever I needed his support. He was always there to back me up during difficult times and worked harder than he should so that I can focus on my studies. I would also like to express my sincere gratitude to my husband, Süleyman Turan, for his support throughout this process. He was always patient, understanding and helpful although I had to deprive him of my company for a long time. Last but not least, I would like to thank my beloved son, Selim Turan, for all the unconditional love and joy he added to my life during the difficult process of writing a dissertation.

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CHAPTER 1

INTRODUCTION

In this chapter, a general idea about the structure of the thesis is delivered. A brief review of the related literature is presented at the beginning. Then, the background of the problem, the purpose and the significance of the study and the research questions are stated. Finally, the definitions of some important key terms used in the study are provided.

1.1. Background to the Study

In-service teachers are those who have completed their initial training and work in classrooms (Borg, 2006). In service teacher training (INSET) can be defined as education and training activities engaged in by teachers, following their initial professional certification. In service training is intended primarily to improve teachers' professional knowledge, skills and attitudes so that they can educate learners more effectively (Roberts, 1998).

Today, many foundations of higher education in Turkey are providing their students with English-medium instruction as part of their education policy or internationalization process. As a result, almost all foundation and state universities include a one-year English language education in order to prepare their learners for the English-medium instruction. This English language education is provided by Schools of Foreign Languages or English Language Schools, and English language instructors working within those schools. The Schools of Foreign Languages usually demand that the instructors attend in-service teacher training for a period of time-usually for a few years after they are recruited, or continuously - throughout their work at the institution. These in-service training programs provided by English Language Schools usually have staff development purposes. They are intended to help the newly-recruited instructors make a smooth transition to the program, to familiarize the new recruits with the procedures and the expectations of the program and the department, to achieve a coherent and uniform level of instruction within the department as instructors come from a variety of

backgrounds, to increase collaboration between teachers through observation and feedback and to contribute to teachers' continuous professional development.

Although this is a common practice among many of the pre-tertiary English language schools, a standard procedure does not exist. Some of these English language schools provide their instructors with systematic and structured in service training procedures whereas there are some others which employ no in-service training programs. In addition, among the ones that provide in-service education, some institutions incorporate structured and long-term in-service training activities that is compulsory for all of the instructors while some others provide in-service education in the form of induction seminars only for the newly-hired instructors or occasional short-term sessions and workshops. Depending on the purpose and the nature of the institution, there are various in-service training procedures and processes as well. For example, some institutions ask their instructors to participate regular peer observations or workshops and input sessions designed by the teacher training or professional development units. These workshops and sessions aim to focus on a problem area or address any issue that the teacher trainer would like to attract attention to. Some other institutions expect the instructors to take initiative about any weaknesses they might have in teaching the language and address those weaknesses either through peer observations or workshops/input sessions. There are also some English language schools that provide all their English language instructors with teacher training by outside training organizations; that is, by hiring teacher trainers from other outside institutions to give short-term and long-term training sessions to the instructors.

Thus, a need to investigate these in-service teacher education and professional development programs arises so that their content and procedures can be explored. Based on the findings of this exploration, a framework for the in-service training of the instructors working at higher education English language schools is aimed to be generated. The findings of this study aim to benefit English language instructors, teacher trainers and English language school directors. Also, the study aims to benefit students attending university English language schools because improving in-service training of teachers help improve the quality of instruction.

1.2. Statement of the Problem

Considering the importance of in-service training for the English language schools and the effects of professional development for teachers and learners of English in higher education, it can be argued that it is crucial to design effective and efficient in-service training programs at these institutions. In order to design effective and efficient training programs, English language instructors' needs have to be investigated. Needs analysis is essential because it provides information about who the trainee teachers that will experience the curriculum are, what they know, what their expectations are, etc. A comprehensive needs analysis demonstrates the present situation, identifies the discrepancies between current and desired situations, and promotes appropriate decision-making for improvement. It also helps with prioritizing the requirements for development and making the teachers feel that they are a part of the program (Darling-Hammond & McLaughlin, 1995). According to Roberts (1998), teacher commitment and ownership of the in-service training programs and the needs assessment methods are directly related. Therefore, to design effective and efficient training programs, a needs assessment is essential to collect data about the participants and the context.

Researchers investigating the professional needs and expectations of the instructors working at English language schools (Özen, 1997; Şentuna, 2002; Alan, 2003; Duzan, 2006; Karaaslan, 2006; Altun & Gök, 2010; Eksi, & Capa-Aydin, 2013) generated different findings regarding the instructors' need areas and expectations from an ideal in-service training program. These researchers suggested enlarging the research context or collecting data from other stakeholders as well as the instructors to obtain more consistent and reliable results regarding the professional needs of English language instructors. In fact, it is important to design in-service training programs with the instructors' needs in mind because programs tailored to the priorities of the participants are more suitable and meaningful. As Roberts (1998) also stated, teacher commitment and ownership of the in-service training programs and the needs assessment methods are directly related. An in-service training program that grows directly out of the professional needs and perceived problems of the teachers is the most useful tool for their professional development. As studies suggest (Desimone et al., 2002; Hewson, 2007; Borko, 2004; Balta et al., 2015), professional development experiences have a positive influence on teachers' classroom practices and as well as school quality and student achievement. That is why, it is essential to engage teachers in professional

development activities designed with their perceived needs and priorities in mind as well as considering the ideas of other stakeholders involved.

In this regard, involving English language instructors working at higher education in professional development activities through in-service training which is designed based on their needs and problems in mind will help to contribute to the quality of instruction and student achievement in higher education English language schools as well as the instructors' professionalism.

1.3. Purpose of the Study

The main purpose of this study is to find out the in-service training needs of the English language instructors working at higher education English language schools. Through the needs analysis, the instructors' perceptions of professional development, the most common in-service training activities they practice at their schools, factors that hinder them from attending in-service training programs and factors that affect their motivation negatively, the areas of teaching English where instructors need in-service training, and the instructors' preferences for delivery methods and formats of the in-service training programs are aimed to be identified.

This study also aims to examine the objectives and the outcomes of the in-service education programs provided within the university English language schools. The expectations of the decision-making figures as well as their approach to in-service training are also aimed to be investigated.

Ultimately, the study aims to identify the principles of an in-service teacher training program framework to be employed by university English Language Schools for the professional development of the instructors.

The study aims to explore the following research questions:

1. What are the in-service training practices of higher education English language schools?
    a. What are the objectives and outcomes of the in-service training practices at higher education English language schools?

b. What are the features and components of higher education English language schools' in-service training practices?

2. What are the in-service training needs of the English language instructors working at higher education English language schools?
    a. What are the needs from the perspectives of the teacher trainers working at higher education English language schools and English language school directors?
    b. Is there a significant difference between in-service training needs from the perspectives of the English language instructors, teacher trainers and school directors?

3. a. Do the following variables affect the in-service training needs of English language instructors working at higher education English language schools:
    a. sex
    b. native language
    c. English proficiency level
    d. teaching experience
    e. field and level of education
    f. type of school they teach at
    g. weekly hours of teaching
    h. the level they teach
    i. whether they have received in-service training before

    b. How are the English language instructors' demographic features related to their professional needs?

1.4. Significance of the Study

The literature emphasizes the importance of professional development for teachers (Desimone et al., 2002; Essel et al., 2009; Borg, 2011) and the positive changes it creates in teachers' beliefs (Cabaroglu and Roberts, 2000; Clarke, 2008; Busch; 2010), allowing them to focus more on ways of developing their classroom practices. This study aimed to support the findings of relevant studies. In addition, this study can be significant in that it aims to address the issues which are referred to as limitations in the related research in the literature.

In the literature, there are studies that investigated the professional needs of the English language teachers. However, most of them are set in the context of primary and secondary school contexts (Mede & Işık, 2016; Canado, 2016; Gokmenoglu, T., Clark, C., Kiraz, E., 2016; Başaran, 2020) where teachers' priorities, concerns, practices and beliefs are expected to be very different from those of instructors working at higher education. In this sense, this research adds findings to the existing literature.

Similarly, there are researchers investigating the professional needs and expectations of the instructors working at higher education English language schools (Özen, 1997; Şentuna, 2002; Alan, 2003; Duzan, 2006; Karaaslan, 2006; Altun & Gök, 2010; Eksi, & Capa-Aydin, 2013). However, most of the existing research was aimed to identify and explore the needs of the instructors, rather than design an in-service training program based on the findings about the needs. In addition, these studies were conducted within one institution of higher education although the research context is different in each one of them. In fact, the researchers mention this factor as a limitation of their studies and they suggest extending the research context to various institutions and schools. This study adds insight to the existing findings because it investigates the needs of instructors in a larger research context and group of participants across various institutions with different features and dynamics. Furthermore, the data collected for this research is used to propose a framework for teacher training. In that sense, this research can be significant in that it embraces the perspectives and attitudes a wider variety of participants and the findings are used for program design and evaluation purposes.

Another limitation of the existing studies which investigated the instructors' needs in the higher education context is that they are mostly quantitative research studies which collected data from the English language instructors via needs analysis surveys as the only source of data. However, this study aims to enrich the data via triangulation. This study involves the views of the teacher trainers and school directors as well as the instructors. Therefore, it adds to the data by exploring the contextual and theoretical concerns as well. In addition to triangulating the source of data, this study also adds to the literature by triangulating the ways of collecting data. In addition to the quantitative method of collecting data via comprehensive needs analysis survey, this research also explores in-depth data via semi-structured interviews with instructors, teacher trainers

and directors. In this sense, this research can be considered significant as it offers comprehensive and in-depth qualitative data supported by statistical quantitative data.

Higher education English Language Schools are not specific to the Turkish academic context. In fact, they exist in academic programs in many countries where English is not the first language while the medium of instruction is English. Such English language preparatory programs are part of the universities' internationalization processes and they help improve English as an international language (EIL) and a lingua franca (ELF). Thus, they are the basic and the most important foundations for English medium instruction (EMI) worldwide. Therefore, the professional development of instructors working at these organizations is an important issue to be addressed in order to enhance internationalization of education. This study, then, is considered significant as it contributes to internationalization at higher education by aiming to provide better in-service teacher education.

This study is also significant because the program framework it aims to offer is one that is needs-based and bottom up. When professional development activities are directly related to teachers' own experiences, expectations and needs, they are more likely to change their pedagogical practices in the positive way and improve their teaching skills (Darling-Hammond & McLaughlin, 1995; Borg, 2017). This research also aimed to set out with an analysis of needs of instructors who teach in a university English language school. Thus, it aims to provide a bottom-up model of in-service training at higher education English language preparatory schools. When programs adopt bottom-up approaches to design, teachers are actively involved in the defining the training activities and voicing their needs. Such approaches also aim to make the daily practice of the teachers interact with theory and with the new skills requirements. In addition, when in-service training programs are designed with a bottom-up approach, it is easier to create a sense of ownership among the teachers or the participants and to give them a sense of ownership of the procedure. On the other hand, an approach that is not based on teachers' daily practice, their own experiences and needs could provoke resistance and opposition to the in-service training programs. Thus, it is important to have a bottom-up approach in order for a restructuring aimed by in-service training programs to succeed.

This study is also significant in that it helps university in-service English language teacher training achieve sustainability. That is, when in-service training programs are designed without consulting teachers, those programs do not have long-term effects on teachers and their practices. When the content of the training program is not suitable for

the teachers' beliefs, teachers usually fail to maintain their habits and routines in the training program throughout their career. They usually go back to the traditional methods instead of adopting the approaches they have learned in the in-service training program, which might eventually affect the quality of instruction and student achievement. Therefore, this study helps English Language instructors gain effective habits and sustain them in the long term throughout their career. As a result, the study helps to increase the efficiency at the English Language schools and enhance student learning and achievement.

This study can also be significant in that it provides an opportunity for higher education English language schools to compare with their in-service training procedures. This investigation might lead to designing a primary framework of in-service training to employ in higher education English language schools. Such a framework might serve as a starting point for the institutions which do not involve a Teacher Education or a Professional Development Unit while helping the existing units to compare their in-service training programs and revise the content and procedures if necessary. An optimum framework might also serve to provide standards for the content and the supervision procedures of higher education English language in-service teacher training programs. In fact, it is essential to set standards in language teacher trainers' ways of providing supervision for teachers' practices although it is not always be the case in the current situation. Hişmanoğlu and Hişmanoğlu (2010) found that during the supervision process in English language instructors' in-service training, the educational supervisor must highlight the strengths of the English language teachers' performance, encourage them to reflect upon their weaknesses and find some solutions to overcome them. However, according to the results of their study, there are remarkable differences between language teachers' beliefs and real experiences concerning educational supervision, which creates a kind of disappointment among teachers and causes them to lose faith in in-service training because their expectations about effective realization of educational supervision by supervisors are not met. After all, supervision procedures that are of no pedagogical or professional value for the teachers do not have a positive effect on their performance. In addition, as expressed by White (1998), there is no agreement in the field on what constitutes good teaching. However, teachers' performance and practices are still being evaluated in in-service teacher training programs. Such evaluations and appraisals of teachers' performance should depend on formal schemes and the views of education based on the idea of professionalism. As

White (1998) suggests, one way to achieve that is to set the standards and design programs by involving the views of the stakeholders and the principles of professionalism. If the purposes were set and standard supervision procedures were designed based on research, teachers might be more motivated to participate in-service training professional supervision procedures can be designed. In this respect, this study can be said to be significant because it helps to implement clinical and professional supervision procedures in in-service language teacher training programs.

As well as supervision, ensuring quality in and through teachers' professional development has become a fundamental global concern. As Bernhardt and Hammadou (1987) state, the quality of education depends heavily on the quality of teachers, so continuous reforms and improvements of the in-service teacher training programs must be essential. As a result, today, many schools and institutions providing English language education are seeking quality assurance and they are aiming to have their quality approved by national and international organizations. In-service training has to be considered an inseparable component of these institutional quality management procedures and needs to be integrated into the language policy of the institution. Standardized procedures and expectations are indispensable parts of these quality management procedures. For example, many English language courses and schools in Turkey, including the ones in higher education, are undergoing quality assurance procedures by national organizations such as Higher Education Council (YOK) and Association of Language Education Programs Evaluation and Accreditation (DEDAK); or international organizations such as Pearson Assured or EAQUALS. For all of these organizations, professional development opportunities that have been designed based on research findings and instructors' needs are important criteria that indicate the quality of the institution. However, in Turkey, there are currently over 6000 English language instructors working at various state or private universities, and they all receive different forms of institutional in-service training while some of them do not receive any training at all. A central framework of in-service training, which this study aimed to generate, would help higher education institutions design effective in-service teacher training programs. Such a unified framework is important because it might help achieve quality management in in-service teacher education in higher education English language schools. Therefore, this study is also significant in terms of providing some form of standardization to achieve quality in in-service English language instructor training programs at higher education language preparatory schools.

1.5. Theoretical Framework

As part of the study, a survey research design is utilized, in which data are collected through a questionnaire prepared by the researcher. In addition, one-to-one interviews with participants are administered in order to explore the survey data further. The purpose is to investigate the in-service training needs of the English language instructors. Needs assessment is the initial step of program design, and it is important to improve professional practices. According to Roberts (1998), teacher commitment and ownership of the in-service training programs and the needs assessment methods are directly related. There are some key considerations when planning a needs assessment. Firstly, in-service training providers need to keep in mind that different group of participants may have different needs. Therefore, needs assessment have to reflect the needs of all participants, rather than just what decision makers or providers consider. Secondly, needs assessment should integrate review and planning for action. This review should lead to development and improvement. Thirdly, needs assessment needs to address some practical considerations such as the focus of the needs assessment, methods of collecting and analyzing data, required time to collect data and to analyze results, the match between needs, procedures and the policies, as well as the feasibility issues. An important issue to consider is the fact that needs evolve. Therefore, needs and objectives should be reviewed regularly during in-service training programs (Roberts, 1998). To design effective and efficient training programs, a needs assessment is essential to collect data about the participants and the context. As Roberts (1998) expressed, methods of needs assessment involve tools that regard watching (observation) and asking (questionnaires and interviews). Information can be collected from participants in a one-to-one or a group fashion. One-to-one data collection can be time consuming and is, therefore, suitable for smaller groups, open-ended interviews, open-ended questionnaire items and structured classroom observation. With larger groups of participants, on the other hand, needs analysis can be conducted via structured questionnaires and selective observations can be more suitable. In general, systematic large-scale observations are usually impractical because it is demanding in terms of time. Since needs analysis is an interdisciplinary field of research, there is a variety of needs assessment models (Gupta, Sleezer & Russ-Eft, 2007; Stufflebeam, McCormick, Brinkerhoff, Nelson, 1985; Allwright, 1982; Hutchinson and Waters, 1987; Kaufman, 1995; Witkin and Altschuld, 1995; Altschuld and Kumar, 2010).

The needs analysis research in this study was designed based on Kaufman (1979)'s needs analysis model. According to Kaufman (1979), to conduct quality needs assessment, the researcher needs to identify the current situation, and then define the desired results. The distance between the two, or the 'gap' as Kaufman (1979) worded it, is the actual need.

Later, Kaufman and Harsh (1969) identified three different approaches to determine the needs especially in educational institutions, and they named them as inductive, deductive and classical approaches to needs analysis. This research adopts Kaufman and Harsh (1969)'s inductive approach to needs analysis. According to this approach, the needs analysis process starts with identifying the needs to be able to set program goals at the end of the process. Although the steps of the needs analysis process may show variation in different studies based on the inductive approach, the process, in general, can be organized as shown in Figure 1.1 below:

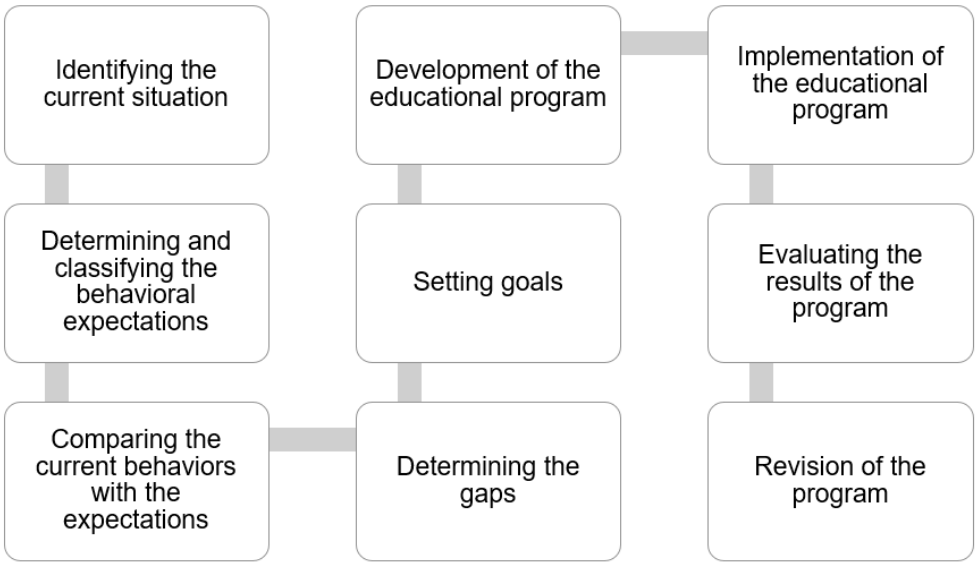


Figure 1. 1. The needs assessment process according to the inductive approach defined by Kaufman and Harsh (1969) (cited in Kılıç, et al., 2019)

This study focuses on the steps of the needs assessment process until development of the educational program. In this study, the current situation of in-service training programs utilized in higher education English language preparatory schools was identified and explored. Then, by analyzing the expected teacher competences and other related

frameworks regarding the teaching profession and the dynamics of higher education, the expectations that regard the knowledge base and skills were identified. After these expectations were compared with the current behaviors of instructors, the gaps were identified. This process was conducted by collecting data from the participants. Then, conclusions were made about these gaps, and the goals regarding the program content and components were set. In the light of these goals generated via the data collected from the participants, some ideas were stated about the basic principals to consider when designing in-service teacher training programs to be utilized in higher education English language preparatory schools. The study did not aim to implement the program and evaluate its results, which might be an important issue to be addressed in further studies.
From a conceptual point of view, this study values and embraces the principles of sociocultural approaches to teacher education in mind. A sociocultural perspective on human learning is important because it explains how second language teacher education understands and supports the professional development of EFL teachers. A sociocultural perspective emphasizes sociocultural activities as the essential processes which form human cognition. What an individual has learned, how it is learned, and how it will be used depend on the individual's prior experiences, the sociocultural contexts in which the learning takes place, and what the individual needs and is expected to do with that knowledge.

The relationship between a sociocultural perspective and second language teacher education is that the professional education of teachers is related to teachers as learners of teaching (Johnson, 2009). Therefore, understanding the cognitive and social processes that teachers go through as they learn to teach is fundamental in informing what is done in language teacher education. Additionally, from a sociocultural point of view, language is a tool that is used to make sense of experience. It is also a cultural tool that is used to make sense of experiences and share them with others. This way, language helps to transform experience into cultural knowledge and understandings. A sociocultural perspective also changes the way we think about language teaching. It helps us to reflect on how the social and cultural aspects of a teacher's professional world shape a teacher's activities. Finally, sociocultural perspectives also influence views on professional development. A sociocultural perspective is relevant to the assumptions of inquiry-based approaches to professional development. Inquiry-based approaches help teachers reflect on their own teaching practices and their students' learning, creating better teacher learning and improvements in teaching practice as well

as the socialization of teachers in schools and wider professional communities (Johnson, 2009).

All in all, a sociocultural approach to language teacher education is important because it does not consider teacher as an individual who aims to master content knowledge. It also does not view teaching as only a transfer of knowledge. A sociocultural perspective views teaching and teacher learning as creating conditions for the co-construction of knowledge and learning through social participation and dialogic teaching. These views are also consistent with developmental approaches to language teacher education and teacher cognition (Borg, 2003).

This study also embraces some conceptualizations of teacher learning as well as the concepts of teacher education with a focus on the developmental approach. Teacher development refers to the professional growth of a teacher achieved as a result of the increased experience and systematic examination of their own teaching (Glatthorn, 1995). Accordingly, teacher development is a bottom-up, reflective, discovery-oriented and inquiry-based process. As Richards (1989) stated, teachers learn from experience by reflecting on their teaching experiences. A development approach to teacher education is more appropriate because it views teacher education as a continuous growth and a developmental process. Developmental approaches aim to equip teachers with the conceptual tools so that they can become language teaching professionals rather than skilled technicians (Richards, 1989). Developmental approaches do not view teachers as starting training programs with deficiencies. There might be areas they are not familiar with or that they want to learn about, but the emphasis is actually on what they know as well as their beliefs and attitudes. As Borg (2003) stated, teachers are active decision makers and they make instructional choices based on their complex personalized practical and context-sensitive knowledge and beliefs. Also, developmental approaches do not aim to change or shape teachers in order to bring them closer to an ideal model, but it serves as a starting point. That is, teacher education programs do not hold the idea that teachers must change and abandon their current practices. The purpose is to raise and expand awareness. This study embraces these ideas as well because developmental approaches to teacher education are more appropriate in that they view teacher education as a process of continuous growth and development.

1.6. Definition of Key Terms

Teacher education: The terms *teacher education* and *teacher training* can be used interchangeably in the literature. However, in this study teacher education is used to refer to the pre-service education of teacher candidates. It refers to the procedures applied to equip prospective teachers with knowledge and skills required to become a teacher and perform classroom-related tasks appropriately.

Teachers' professional development is the set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness. These resources allow instructors to further their knowledge in their subject area and allows for mentorship and the opportunity to learn new teaching techniques. Those who take part in workshops or leadership sessions develop and enhance specialized skills including technical, quantitative and analytical skills.

In-service teacher training: Teacher training is a form of professional development for teachers. The term generally refers to the courses and practical procedures that teachers attend in the course of their employment. It is also used to describe courses that are designed for short-term or immediate purposes. Teacher training activities do not only aim for novice teachers, who are at the beginning of their career but also experienced teachers who want to refresh their professional knowledge base and to improve their teaching practices.

Needs analysis: The term *needs analysis* or *needs assessment* refers to the process of identification and evaluation of needs of potential participants of a training program. It is the initial step that should be taken to develop an effective training program. It is an important process to be able to determine the content, period and other parameters regarding the program so that it can become productive and efficient.

Higher education English language schools: These schools provide English language education for one year before the students start their departmental studies at universities where the medium of instruction is English. The English language education is usually given for one academic year. This period in which English language education is given is called the 'preparatory year' or 'preparatory class'. Attendance to these classes are compulsory. At the end of the preparatory year, students have to take a proficiency exam

to prove that they qualify to study at their departments in English as the medium of instruction. If they cannot get a qualifying score the proficiency test, they cannot start their departmental studies and they attend the preparatory class for another year. English language teachers who have graduated from ELT and related departments work at these schools to teach English to students from various departments. The lessons usually include input and practice on four skills as well as grammar and vocabulary.

CHAPTER 2

LITERATURE REVIEW

This chapter has six parts. In the first part, the concepts of language teaching and teacher education as well as their relationship are explained. The second part focuses on the English language teacher education in the world. In this part, the teacher education models including the Applied Science Model, The Craft Model and The Reflective Model, as well as the content of the teacher education programs in the world is examined. In this part, the parameters of teacher education, which are the knowledge base, contextual factors, practicum and evaluation are explained. In the third part, English language teacher education in the Turkish context is examined. The fourth part focuses on the concept of teachers' professional development. In this part, a definition of professional development is provided and common professional development activities of English language teachers are discussed. The fifth part is about the in-service training of English language teachers from the types of the programs to the reasons why it is essential and the teachers' views of in-service training. Finally, the sixth part is about the process of designing in-service training programs and related research.

2.1. Language Teaching and Teacher Education

Since the late twentieth century which was called the age of communication, the world has rapidly been turning into a global village. As the need to communicate increases, language teaching, especially teaching of the common world languages gains importance because they are seen as international channels of communication (Wallace, 1991).

Such high demand for learning English as a Foreign Language (EFL) requires the provision of competent and professionalized EFL teachers in foreign language programs worldwide. Language teaching, on the other hand, has now become more demanding

and challenging as lessons are expected to respond to the changes and developments of the today's world. Teaching and learning paradigms have shifted towards learner autonomy and teacher being a facilitator of the learning process. Empowered by new technologies, teaching and learning is now learner-centered and flexible. In this new rapidly changing educational reality, teachers' professional development is the main tool to assist them in sustaining their professionalism. It is essential for EFL teachers to acquire sufficient level of English knowledge and good language skills to teach English effectively. Teachers need to gain new perspectives in the profession and have access to further means of continuous learning for success in their professional lives. It is agreed by researchers and educators that the quality of the teacher has a significant effect on students' learning and achievement. Although many of the studies investigating teacher quality focus on the education of teachers in pre-service programs, some results showed that many teachers feel that they lack proper preparation when they were assigned to their teaching positions (Palardy & Rumberger, 2008; Porter & Brophy, 1988), which shows teachers need extra training during their service as well.

Therefore, it is highly important to include professional development activities in educational institutions (Arslan and Basaga, 2010) because the quality of teachers depend on the quality of their education and professional training as well as the post-training support (Iqbal and Arif, 2011).

As teaching is a 'profession,' teachers are 'professional' people. Therefore, there are some implications for teacher education and teachers' 'professional development and the organization of teachers' professional education. Teachers become skilled and effective members of their profession most efficiently when they are provided with the opportunity to reflect on their own experience, relevant new ideas based on the experience of others and benefit from peer advice. As Bowers (1987) suggested, language teaching is a career for life, and career development is a life-long process.

2.2. EFL Teacher Education in the World

According to Burns and Richards (2009), second language teacher education officially began in the 1960s. In the early years, training of the teachers was conducted mainly via short-term programs that involved instruction on language teaching methods. Later, the teacher education programs developed as master's programs which involved courses on

"language analysis, learning theory, methodology, and sometimes a teaching practicum" (p.2). Currently, language teacher education has various forms throughout the world. For example, in some countries, student-teachers attend colleges to receive BA degrees in the field. They can also study further to earn graduate degrees. Also, teacher candidates may attend widely-accepted certificate programs such as CELTA, and if they meet the requirements of these programs, they can become language teachers (Burns and Richards, 2009). As Barduhn and Johnson (2005) indicate, in some places, it is considered a satisfactory qualification if teacher candidates prove their proficiency in the target language by passing certain proficiency exams. Similarly, in some contexts, if the teacher candidate is a native speaker of the target language, it is considered to be enough to work as language teachers regardless of their level of qualification or experience (Barduhn and Johnson, 2005).

Currently, many educational institutions have developed teacher education programs in order to enhance the process of teachers' professional development. These programs aim to explore the possible approaches which could encourage in-service teachers towards teaching activities that also involves focus on their own learning and professional growth. Even though educational theorists and practitioners have proposed different opinions on the possible models for teacher education from their personal point of views, most of the researchers have agreed upon three common views as models of teacher education, which were proposed by Wallace (1991). These are the applied science model, the craft model and the reflective model.

The Applied Science Model, which derives its background from the empirical science, is the traditional model underlying most ESL teacher education programs (Wallace, 1991). The Applied science model emerges on the following assumptions:

- Teaching is a science and it should be examined rationally and objectively.
- Teachers learn to be teachers through research-based theories.
- These theories are conveyed to the teacher-learners only by those who are considered to be the experts in the particular field.
- Teachers are said to be educated when they become proficient enough to apply these theories in practice.

The applied science model is advantageous because it takes the relevant scientific knowledge into account. Also, due to its theory-oriented nature, teacher-learners can have the opportunity to achieve received knowledge (Wallace, 1991). However, in spite of its wide-spread use, it has some limitations as well. For instance, it creates a separation between research and professional practice because the changes that practitioners apply at the practical level are disregarded. In addition, in the applied science model, the teacher-learners are considered to be passive. They just follow the instructions of the expert. That is, this model is based on external knowledge because it depends on rules and principles derived from pre-existing knowledge sources. Thus, the applied science model is limited in scope as it does not take student-teachers' awareness of their role as teachers and as teacher-researchers. Furthermore, the applied science model is prescriptive because it urges teachers to follow proven teaching methods instead of relying on their own individual theories and styles of teaching and learning. As a result, the applied science model may fail to propose relevant solutions to the various professional dilemmas that teachers may face in real-life classroom situations (Wallace, 1991).

The craft model, which is the oldest form of professional education, is still used today in EFL teacher education. In its most basic form, the craft model consists of a trainee who work closely with an expert teacher. The trainee is supposed to learn by imitating all the teaching techniques that the experienced teacher uses. Knowledge is acquired as a result of instruction, observation, and practice (Wallace, 1991). The craft model is advantageous because it allows teacher-learners to develop knowledge based on experience and it is one of the quickest models of ESL teacher education as trainee-teachers can imitate the expert teacher very quickly. On the other hand, the craft model has some limitations as well. For example, As Wallace (1991) also points, student-teachers have a passive role because expert teachers provide the most relevant strategies of the training. In addition, this model is conservative since it does not account for any kind of change. It merely depends on imitation.

The reflective practice has become a dominant paradigm in language teacher education research and programs worldwide (Burton; in Burns & Richards, 2014). The reflective model assumes that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and evaluated to provide input for future planning and action (Wallace, 1991).

The reflective model is applicable to both pre-service and in-service teacher education. The model is separated it into three stages:

1. *The pre-training*: It is believed that the teachers receiving professional education do not start the program with blank mind. They have some pre-training knowledge about teaching.
2. *The professional development*: As they receive professional education, teachers improve their knowledge and practices through theory and practice.
3. *The professional competence*: The ultimate expected outcome of the model is to increase professional competence.

The reflective model is a cyclical process in which the teacher-learners are involved throughout their teaching experience. Such a cycle aims for continuous improvement and the development of teachers' personal and professional beliefs and practices. When the student-teachers enter the classroom environment, they discover the actual framework of teaching and become aware of different classroom situations. Thus, they start recalling about their performance during the teaching practice and they reflect on how some experienced teachers would deal with those situations, and also, how they could manage them. They make decisions about possible actions that could be applied to their context. Sometimes teacher-learners simply reflect upon their classroom practices to evaluate their professional performance. Such study helps them to figure out the positive and negative aspects of their teaching, which means that reflection helps them to avoid various potential dilemmas by recalling and evaluating past teaching experiences. An overview of the processes involved in the reflective model can be seen from Figure 2.1 below:

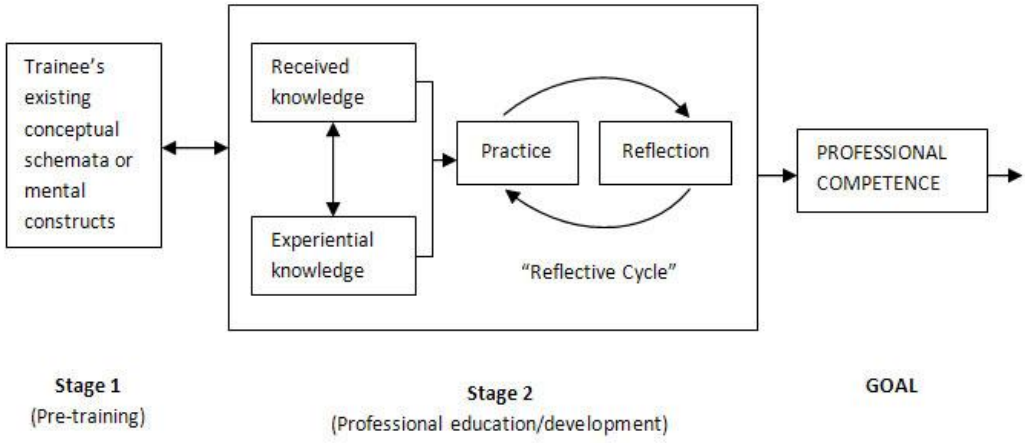


Figure 2. 1. The Reflective Model (taken from Wallace, 1991, p.15)

Arslan and Basaga (2010) conducted a research in order to attract the attention of language instructors working at higher education to reflective teaching. The findings of the research showed that instructors' attitudes towards teaching changed considerably as they started to think of their own teaching from a more critical point of view. The results also revealed that the instructors engaged in reflective practice gained more awareness of issues such as increasing learners' motivation, making adaptations to courses, lesson planning, the role of classroom research, collaboration with colleagues, and reflecting on the lesson. As a result, the research indicated that English language teachers need to reflect upon their teaching in order to improve professionally, which illustrates the importance of reflective practice.

2.2.1. Language Teacher Education Knowledge Base

Second language teacher education (SLTE) programs focus on who will be taught, what will be taught, how it will be taught, and how the taught material will be evaluated (Graves; in Burns & Richards, 2014). In order to be able to bring these components together, the curriculum planning processes start with the needs analysis. Needs analysis is essential because it provides information about who the trainee teachers that will experience the curriculum are, what they know, what their expectations are, etc. It also provides information on what those trainee teachers should know and be able to do at the end of that educational experience, which are the goals of the SLTE program. The third component, how the trainee teachers will be taught, constitute the instructional practices through which trainee teachers learn the content. The last component, how the

taught material will be evaluated, involves determining ways to evaluate the effectiveness of the program and how well the trainee teachers were able to achieve the goals (Graves; in Burns & Richards, 2014). In general, all of these aspects of the SLTE curriculum, that is exploring who will be thought, what will be thought, how it will be taught, and how the taught material will be evaluated, make up the knowledge base of the SLTE.

The knowledge base of the SLTE can be defined as what language teacher education involves and what language teacher educators need to know and be able to do in order to educate language teachers effectively. As Nguyen (2013) also expresses, teachers' participation in SLTE programs, whose content reflects the knowledge base, plays an influential role in shaping how they learn and teach. Therefore, there is a wide agreement that establishment of the knowledge base is fundamental to SLTE. Similarly, Day (1991) also states that the knowledge base is the first of the two major aspects in examining ESL teacher education programs, whereas the second aspect is the way or ways in which that knowledge is delivered to trainee teachers.

Having discussed the importance of defining the knowledge base of SLTE, now we can have a look at the ways of conceptualizing the knowledge base. According to Graves (in Burns & Richards, 2014), the knowledge base of language teaching has historically been separated into two components as knowledge of language ('knowledge about') and knowledge of teaching ('knowledge how') (p.3). Knowledge of language refers to the proficiency in the target language and knowledge about its structure, phonology, and so on. Knowledge about teaching the language, on the other hand, refers to the study of language teaching methods, teaching skills, and language testing. Thus, the knowledge base of SLTE is conceptualized as a content component and a skills component. The role of SLTE programs is, then, to transmit this two-part knowledge base to trainee teachers (p. 117).

An early example of a model for the knowledge base of SLTE, Shulman's (1987) proposal had an implication on SLTE curriculum design as it provides a framework of what the knowledge base of language teaching is. According to Shulman (1987), the knowledge base is a complex array of different types of knowledge supported by the underlying assumption of teachers as active mediators of knowledge and constructors of new knowledge. Shulman's (1987) proposal, which went beyond the subject matter

knowledge and the pedagogical component, is made up of six categories, which are content knowledge, general pedagogical knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of the learner, and knowledge of educational goals and their philosophical bases. The first category, content knowledge, has to do with being knowledgeable about subject matter. In the context of EFL teaching, content knowledge is what teachers teach, that is, English. The second, general pedagogical knowledge is explained as the general set of methodologies and strategies that the teacher needs to know in order to carry out the teaching activity. The third component, pedagogical content knowledge, refers to the knowledge of what language is teachable and how it can be represented to learners. The fourth category, curricular knowledge, is described as the teachers' acquaintance of the curricular program of the school and how they make use of it to favor their students' teaching learning processes. The fifth, knowledge of the learner, refers to the teachers' engagement with the students' processes, considering their physical, psychological and cognitive characteristics. The last component, knowledge of educational goals and their philosophical bases, refers to the knowledge of educational goals and their philosophical bases. This component implies that teachers inquire about the educational system principles and the social expectations they are required to clarify as educators.

Shulman's proposal is also coherent with Freeman and Johnson's (1998) framework of SLTE knowledge base. Freeman and Johnson (1998) argue that how teachers learn to teach should be seen as the activity of learning to teach. This means that learning to teach is "a long-term, complex, developmental process, that operates through participation in the social practices and contexts associated with learning and teaching" (p. 402). This reconceptualization of the knowledge base of SLTE integrates the teacher as a learner, social contexts, and the pedagogical process. Understanding the teacher as a learner of language teaching provides a holistic understanding of what learning to teach is. This also comprises the necessary socialization that teachers need to go through at the schools, and the pedagogical issues regarding the teaching and learning process. These domains are part of a complex system of knowledge base where the domains are interdependent.

In addition to these frameworks of conceptualizing the knowledge base of SLTE, several other researchers have attempted to outline what content should be included in a

SLTE program. Nguyen (2013) presents an overview of the different views of the knowledge base of SLTE. These different views are summarized in Table 2.1 below.

Table 2. 1. Views on the knowledge base of SLTE

Lafayette (1993)	**Day (1993)**	**Richards (1998)**	**Roberts (1998)**
language proficiency	content knowledge	theories of teaching	content knowledge
civilization and culture	pedagogical knowledge	teaching skills	pedagogical content knowledge
language analysis	pedagogical content knowledge	communication skills	general pedagogic knowledge
	support knowledge	subject matter knowledge	curricular knowledge
		pedagogical reasoning and decision making	contextual knowledge
		contextual knowledge	process knowledge

According to Table 2.1, Lafayette (1993; cited in Nguyen, 2013) argues that a SLTE program needs to include three major domains of knowledge, which are language proficiency, civilization and culture, and language analysis which refers to the knowledge about the language. Although he acknowledges the crucial role of language proficiency, the civilization and culture of the target language, he does not seem to recognize the importance of pedagogical knowledge and pedagogical content knowledge. Day (1993; cited in Nguyen, 2013) addresses this weakness by suggesting that the knowledge base of SLTE program should include four categories of knowledge, including content knowledge, pedagogical knowledge, pedagogical content knowledge, and support knowledge. Day's framework appears to be more comprehensive than Lafayette's (1993; cited in Nguyen, 2013) framework. Support knowledge refers to the role of the knowledge of the various disciplines that inform our approach to the teaching and learning of English, such as psycholinguistics, linguistics, second language acquisition, sociolinguistics, and research methods. However, there is still a lack of concern for understanding the teacher as learner of teaching and how they learn to teach. This limitation is later addressed in two views of the knowledge base of SLTE held by Roberts (1998) and Richards (1998) both of whom present comprehensive overviews of

the constituent domains of knowledge, skills, understanding and awareness. Roberts (1998) suggests six types of teacher knowledge, including content knowledge, pedagogical content knowledge, general pedagogic knowledge, curricular knowledge, contextual knowledge, and process knowledge. In fact, Roberts (1998) proposes that the knowledge base of teaching is actually a system of knowledge bases, which expand far beyond the subject matter competence and general pedagogic skills.

What matters beyond the subject matter competence and general pedagogic skills is the role of contextual factors as an essential factor to consider when designing teacher education programs. Due to some common categories of knowledge base components, such as factors related to teacher learners, language learners, teaching contexts, and the wider social, cultural, economic, and political context, development of the knowledge base of SLTE needs to be viewed as changing, contextualized and situated (Nguyen, 2013). Although analyzing the content of SLTE programs is important, studies on the development of the knowledge base of SLTE should also consider the context of its development and implementation since context analysis is one of the key factors in designing a SLTE curriculum so that it can be pragmatically feasible.

The reason for the importance of context is that it provides the relevance of the teacher training and education programs. In order to achieve relevance, teacher training programs must acknowledge the local and contextual variables for which the teachers are being prepared. Hardman et al. (2011) acknowledged the drawbacks of international agencies determining the 'best' practices regarding teacher education and professional development and urging developing countries to adopt these practices by ignoring the realities of the classrooms, and capacity of the teachers in those local contexts. For example, the official policy of teaching in English as the medium of instruction in Kenya and Uganda negatively affects classroom interaction because it presents communication difficulties for both teachers and students. According to the researchers, teacher education and professional development need to combine the cultural or national context with the universal if internationally accepted standards are to be embedded. Similarly, in Avalos's (2011) research on teacher professional development in both the developed and developing world over the 2010s, it was concluded that contextual factors and learning needs change depending on the cultural factors, traditions, school conditions and policies of a particular country. The resulting success of the teacher education will be limited if there is a disconnection between the cultural factors,

traditions, school conditions and policies and the training that the teachers receive. For instance, end-of-primary school exams have a powerful influence on learning and teaching in many sub-Saharan African countries because these exams focus on memorization and recall, which leads to transmission forms of teaching. Therefore, in teacher education, it is important for teachers to learn about competency-based and formative assessment (Hardman et al., 2011). In brief, as Birman et al. (2000) also suggested, any teacher education program should be closely linked with specific national and local factors. The starting point for any teacher education process must be an awareness and understanding of the prevailing local conditions (Borko, 2004).

Making subject matter relevant to teaching is important, but it is not the same as learning from practice itself. In order to learn from practice, teacher-learners need to engage in actual practice as well. Engaging in practice can be in two ways. The first is classroom practice that involves observing teaching, practicing actual teaching and reflecting on teaching. The other way of engaging in practice participating in communities of practice (Graves; in Burns & Richards, 2014).

Practice or practicum courses have a crucial role in SLTE programs. As Johnson (2009) expressed, teaching practice is recognized as one of the most significant institutionalized experiences in the developmental process of learning to teach. It helps especially novice teachers to gain actual classroom experience and to participate directly in the social practices associated with teaching. It socializes novice teachers into the existing and emerging ways of being an L2 teacher and of thinking about L2 teaching (p.12). In addition, regarding the importance of practicum, Legutke & Ditfurth (in Burns & Richards, 2014) point that although the core components of traditional teacher education programs contribute to the knowledge base for teaching, they must not be confused with the activity of language teaching itself (p.209). Any academic subject matter in applied linguistics and language learning pedagogy has to be understood in relation to the teachers' professional lives, within the settings they work and under the circumstances of that work. In that sense, practicum courses, which are official parts of the teacher education is considered valuable by teacher candidates and policy makers. For example, in Tüfekçi Can & Baştürk's (2018) study, the pre-service EFL teachers reported that they gained experience on a variety of issues thanks to teaching in real classes as part of their practicum course. Also, the teacher candidates' positive opinions on teaching outweighed the negative ones after they joined the practice teaching. In another study,

Selçuk & Genç Yöntem (2019) interviewed five pre-service EFL teachers about the reasons why they chose studying teaching English, as well as their concerns about practice teaching and the actual teaching profession at the beginning of the semester, before they joined practicum. Same participants were interviewed again at the end of the semester on the same topics. The findings revealed that practicum made positive contributions to their perceptions regarding teaching profession because almost all of them wanted to teach English when they graduated from the program, and they really are in-service teachers now. In conclusion, teacher education should aim at developing teacher candidates' practical knowledge, and the collaborations between the supervisor, the mentor teacher, and the teacher candidates should be valued and supported in SLTE programs. Similarly, in Köksal and Genç's (2019) study, teaching practicum was found to be effective for student teachers to develop teacher identity, pedagogical strategies, and positive feelings for teaching. The practicum and the teaching experience gained during the process raised student teachers' awareness to their professional strengths and weaknesses and caused a change in their beliefs about their capabilities.

Finally, evaluation helps to understand whether instructional practices within a SLTE program have been effective in helping teacher learners acquire the knowledge base of language teachers. According to Graves (in Burns & Richards, 2014), evaluation in curricular terms has two foci, one of which is the participant learning and the other of which is the program effectiveness. The former is based on the goals of the program; that is, it assesses whether and how well the program participants are achieving and have achieved the learning goals. The latter, on the other hand, looks at how effective the program is in helping student-teachers learn.

Evaluating program effectiveness is done in the form of checking the quality management and the monitoring of compliance with mandates (Kiely & Dickins, 2005). Norris (1998; cited in Kiely & Dickins, 2005) identified six commonly used and routine approaches to curriculum evaluation, including experimentalism, the objective achievement model, performance indicators, self-study, expert or peer review and inspection. As Kiely & Dickins (2005) state, in Britain, the inspection approach to evaluating curriculum development has always been strong. However, the approach to evaluating university departments is a process of peer review. For example, in English Language Teaching, The British Council leads the accreditation of institutions in the public and private sectors in Britain. In addition, the European Association for Quality

Language Services (EAQUALS) aims to promote quality in language teaching institutions in 29 European countries. English language teacher education is managed in a similar way, in which examination boards use series of schemes to accredit specific SLTE programs and professional teaching qualifications (p. 51).

In the light of all the discussion above regarding language teacher education program components, a brief summary as follows can be made about the essential components of language teacher education programs:

1. Competence in the language to be taught
   - Ability to listen, read, speak and write in the language to be taught
   - Knowledge about the language, language use, culture and context
   - SLA and second language learning

2. Understanding of how the target language is taught
   - Theoretical and practical bases for teaching the language

3. Opportunities to reach an understanding of both the art and the craft of teaching
   - Observation of how others teach in peer-teaching, tutoring, actual teaching

4. Practice in the application of knowledge about the subject and teaching in teaching situations
   - Practicum (peer-teaching, team-teaching, etc.)

5. Evaluation of teaching
   - Examination of the effectiveness of program goals, trainee teachers' progress and learning, effectiveness of teaching and the program (Richards & Nunan, 1997).

2.3. EFL Teacher Education in Turkey

The professional education of teachers in Turkey dates back to 1848, when Darülmuallimin, the institution to train teachers, was founded. Later, Village Institutes, Primary Teacher Schools, Education Institutes and Teacher Training High Schools served the purpose of the education and training of teachers. (Kavak, et al., 2007).

In 1997, Faculties of Education were updated about the teacher training models, teaching periods, departments, program names, links, cooperation and so on. With this regulation, student-teacher candidates were expected to attend MoNE schools for practicum so that they could graduate from the program. The practicum was considered an indispensable part of teacher education since it enabled teacher learners to practice what they learned in actual classroom environments. With the regulation, teacher candidates had to start practicum courses in the first year of the program. Also, courses regarding the pedagogical knowledge were offered by Educational Sciences departments, whereas the content knowledge courses were offered by the related departments. (Kavak, et al., 2007).

In the mid-1990s, language teacher education programs became separate departments under Education Faculties. The 1998 ELT pre-service teacher education program was a reform because it standardized pre-service teacher education in relation to the social and technological developments and communication (Uysal & Topkaya, 2017). The program curriculum involved a range of courses that included 'Approaches in ELT', 'Introduction to English Literature I & II' and 'Teaching English to Young Learners' (YOK, 1998). In 2007, another update of the pre-service language teacher education programs arrived, and, the course requirements changed in the related departments. The rationale behind this reform was to examine teacher education programs considering scientific research studies to re-describe the learning outcomes in relation with the European Higher Education Area, and the Constructivist Approach, which was introduced in 2003 (YOK, 2007). According to this new regulation, courses that regard content knowledge constituted 50- 60%, pedagogical knowledge courses constituted 25-30%, and general culture courses constituted 15-20% of the program. In addition, faculties were to determine the 25% of the courses and to increase elective courses. However, practicum course credits were decreased. (Kavak, et al., 2007).

In 2017, the Higher Education Council established the most recent update affecting 25 ELT departments in faculties of education. The undergraduate programs of these 25 departments were updated by arranging course credits and bringing nation-wise standardization to them. The new program was first implemented in 2018-2019 academic year. These changes were made based on General Teacher Competencies and Teacher Strategy Document developed by the Ministry of National Education (MEB, 2017). According to the new program for training pre-service EFL teachers, the students

are expected to complete 155 hours of course work to graduate. There are three course categories, which are pedagogical knowledge (34%), general culture (18%), and content knowledge (48%). There are two practicum courses, both of which are offered in the last year of the program (Yaman, 2018).

In Turkey, efforts to define teacher qualifications for these undergraduate EFL programs to refer to constitute important steps in studies for teacher education. As part of these efforts, the Turkish Ministry of Education published General Teacher Competences in 2006, and it has been updated in the light of feedback from the field and the needs that have arisen from the national and international improvements in education (MEB, 2017). Then, in 2017, Turkish Ministry of Education published the final version of the list of the 'General Teacher Competences.' It is aimed that this list of the General Teacher Competences serves as a guide for stakeholders and decision-makers in the process of teacher education and professional development. It is also a guide for teachers in their personal and professional development (MEB, 2017). In Turkey, Teacher Education and Development Directorate General under the Ministry of Education is responsible for identifying the qualities and qualifications expected from teachers. Teacher Education and Development Directorate General collaborated with national and international experts, teachers, academicians and other participants in workshops and pilot studies, and identified 6 fields of teacher qualifications, which were;

1. Personal and professional values – professional development
2. Knowing the student
3. Teaching and learning processes
4. Observing and evaluating learning and development
5. Relationships between school, family and society
6. Program and content knowledge (MEB, 2017)

However, later, there happened a need to update this list of General Teacher Competences due to the developments in educational settings and in Turkish education system. Therefore, the list of General Teacher Competences was updated again with the participation of officials from the Higher Education Council and many other educational organizations in Turkey. Table 2.2 below summarizes the General Teacher Competences in Turkey.

Table 2. 2. General Teacher Competences according to Turkish Ministry of Education (MEB, 2017)

A. PROFESSIONAL KNOWLEDGE	**B. PROFESSIONAL SKILLS**	**C. ATTITUDES AND VALUES**
A1. Knowledge of the Field	**B1. Planning Education And Teaching**	**C1. National, Moral and Universal Values**
Has advanced theoretical, methodological and phenomenological knowledge and a questioning angle of vision	Is able to plan education and teaching processes effectively	Protects national, moral and universal values
A2. Knowledge of the Content	**B2. Creating Teaching and Learning Environments**	**C2. Approach to the Student**
Has the pedagogical content knowledge and knowledge of curriculum of his/her field	Is able to design appropriate educational materials and healthy and safe learning environments where effective learning will take place for all learners	Adopts an attitude to support student development
A3. Knowledge of the Regulations	**B3. Managing Teaching and Learning Processes**	**C3. Communication and Collaboration**
Acts according to the regulations related to his-her duties, rights and responsibilities as an individual and a teacher	Is able to manage teaching and learning processes effectively	Is in effective communication and collaboration with students, parents, colleagues and other stakeholders in education
	B4. Assessment and Evaluation	**C4. Personal and Professional Development**
	Is able to use assessment and evaluation methods, techniques and tools appropriately	Takes part in studies that aim to develop himself/herself personally and professionally and makes self-evaluation

In addition, Turkish Higher Education Council (YÖK) has published the National Qualifications Framework for Higher Education in Turkey (TYYÇ) in order to work on the national basis about the development of national qualifications framework for higher education with internal and external stakeholders. According to TYYÇ, qualifications for higher education refer to what a person with any higher education degree is supposed to know, do and be competent about. National Qualifications Framework expresses the

qualifications for a national education system and the relationship between these. In other words, National Qualifications Framework is a system in which qualifications, which are recognized by national and international stakeholders are structured within a certain organization. Through this system, all the qualifications for the higher education and the other learning outcomes can be explained and related to each other consistently. General Teacher Competences framework published by Turkish Ministry of Education and the National Qualifications Framework for Higher Education in Turkey published by YÖK provide a guideline to design the curricula of the language teacher education programs in Turkey and the qualifications of English language teachers graduating from these programs.

2.4. Teacher Professional Development

Education systems all around the world are on a rapid change. In addition, it is known that student achievement is related strongly to the quality of education, and teachers are one of the most important elements that influence the quality of education and student learning. However, the quality of the teachers does not depend totally on the pre-service education they get. Research findings that revealed many teachers do not feel prepared to teach their subjects when they are assigned to their positions (Palardy & Rumberger, 2008; Porter & Brophy, 1988) show that pre-service teacher education is not enough in preparing teachers for their potential roles. This need for better-qualified teachers urge researchers, educators and policymakers to address this issue by organizing teacher professional development programs. The importance of these programs for improving teacher performance and impacting student achievement, has become accepted worldwide (Bayar, 2014). Teachers' preparedness and performance depend highly on the extent to which they continue to learn and develop professionally throughout their career. In that sense, teachers are considered to be lifelong learners. Therefore, they should be supported with continuous professional development opportunities so that they can develop professionally to keep up with the change and reforms in the education system and the dynamic learner characteristics.

The term *professional development* in a broad sense refers to 'the development of a person in his or her professional role' (Villegas-Reimers, 2003, p.11). It refers to the 'activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher' (Organization for Economic Cooperation and Development

(OECD), 2009, p. 49). In other words, it is "the professional growth a teacher achieved as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p.41). Accordingly, Fullan and Stiegelbauer (1991) define professional development as "the sum of total formal and informal learning experiences throughout one's career from pre-service education to retirement" (p.326). According to Richards and Farrell (2012), development is focused on general growth, not focused on a specific job. Teachers' professional development serves long-term goals and aims to 'facilitate growth of teachers' understanding of teaching and themselves as teachers' (p. 4). As the definitions show, professional development is commonly associated with a process of ongoing learning throughout a teachers' career. By being involved in effective professional development activities, teachers can explore new methods for teaching that will suit the dynamic needs of their learner groups, learn about innovations in teaching and education and continuously revise and adapt their practices accordingly. As Tanış and Dikilitaş (2018) also expressed, professional development is important for educational systems to enhance teacher quality effectively by helping teachers update their skills, knowledge and practices. Also, professional development must lead to changes in classroom practice so that it is considered effective (Darling-Hammond et al., 2017).

According to Hadfield (2012), there are six models of teacher professional development, which are teacher-led enquiry, buddy systems, communities of practice, mentoring programs, short courses and qualifications and the conference model. According to the first one, teacher-led enquiry, many teachers actively decide what they want or need to do for their professional development, which books or journals they need to look at, or which conferences or workshops to attend. These teachers are intrinsically motivated and they initiate their own enquiry to improve professionally. The second model of teacher professional development, buddy systems, suggests that some teachers can be in buddy groups which have been set up by their own initiative or by the institution. These buddy systems usually include peer observation and feedback tasks on practical issues regarding teaching. Teachers may be asked to document their research, observations and feedback as a teacher portfolio, or the work may not be recorded. In buddy systems model, an equality of experience and skills among the buddy teachers is assumed. The third model of teacher professional development is communities of practice. Communities of practice is similar to buddy systems, but it involves more people and it is more formal. It usually is a committee or a group set up by the school in a more

formal way to conduct research on a particular area of teaching. Communities of practice share interest and focus on a particular topic, such as classroom management. These topics might be identified by the institution. The fourth model of teacher professional development, mentoring, involves that a more experienced teacher provides guidance to a less experienced teacher in a certain area. This process is usually set by the institution and conducted on a voluntary basis. Mentor and mentee(s) meet regularly and the guidance provided may involve lesson observation, feedback, mentor listening to the mentee's concerns and providing help for them. The fifth model is short courses and qualifications. In this model, based on a short course or qualification, teachers aim to improve their pedagogical knowledge and skills and to enhance their career. These courses may involve small-scale workshops or short courses as well as long-term internationally recognized degrees or qualifications such as a diploma or a Master's degree. Finally, the conference model involves experts and outside speakers coming to the institution to give talks and sessions or to run workshops. Sometimes such sessions continue for a few days and there are different activities which the participants attend according to their personal interests. It is always better to analyze the needs of the staff and organize the sessions and specific activities accordingly although it might be difficult as it is hard to match the availability of the speaker and the needs and demands of the teaching staff. Hadfield (2012) argued that the ideal form of professional development is to balance the teacher-initiated and input-based, pick and mix and targeted, self-help and outside inspiration approaches so that the advantages and disadvantages of each can also be balanced and the variety of needs and learning styles are also catered for.

Professional development can include both formal and informal experiences, and many terms have been proposed to refer to the forms of professional development of teachers. Although professional development actually involves all training and development activities, these terms refer to the different dimensions of teacher education and learning. These terms include 'teacher training,' 'teacher education' and 'teacher development'. According to Edge (1988), the distinction is that training or education is presented or managed by others while development can be done only by and for oneself. Development and education have long-term implications, and they can also take informal forms such as participating in workshops, professional meetings and reading materials about education (Ganser, 2000). According to Glatthorn (1995), teacher development refers to the professional growth of a teacher achieved as a result of the

increased experience and systematic examination of their own teaching. Therefore, teacher development can be considered as a bottom-up process that is informal, reflective and self-driven. Similarly, Richards and Farrell (20212) also stated that teacher development involves examining different dimensions of teachers' practice as a basis for reflection. Therefore, it can be seen as bottom-up. The following are examples of goals from a developmental perspective:

- Understanding the process of second language acquisition
- Understanding how our roles change according to our learners
- Understanding the kinds of decision-making processes teachers engage in during lessons
- Teachers' reviewing their own theories and principles of language teaching
- Understanding different teaching styles (Richards and Farrell, 2012)

The terms training and education have also been distinguished as the former refers to in-service whereas the latter refers to pre-service. However, these terms are also used interchangeably in the literature. For example, Widdowson (1990) defines teacher training as 'the formal process of preparation towards the achievement of a range of outcomes which are specified in advance' (p. 62). In this sense, teacher training may refer to pre-service teachers learning basic concepts and principles to start their teaching experience or actual practitioners (in-service teachers) to prepare for new duties or development in their profession. According to Richards and Farrell (2012), training is used to refer to activities that are focused directly on teachers' present responsibilities and it aims at short-term and immediate goals, unlike development. It can refer to an induction training for a first teaching position or preparation to take on a new teaching responsibility. Teacher training can also refer to teacher practices to try out new strategies in the classroom, usually with supervision and feedback. The content of teacher training practices is usually determined by experts and given in standard training formats. The following are some examples of goals from a training perspective:

- Learning about using effective strategies to open a lesson
- Adapting the textbook to match the learners' needs and preferences
- Learning how to use group activities effectively
- Using questioning techniques effectively

- Using classroom aids and resources
- Techniques for giving effective feedback to learners (Richards and Farrell, 2012)

Along with the recent shifts and developments in educational paradigms and new trends, the content and structure of professional development models have also changed. Conventional or traditional approaches, which involve one-shot "sit-and-get" training sessions and workshops and transmissive practices they refer to have lost their validity. Approaches with collaborative, inquiry-based and constructivist approaches of teacher professional development with transformative purposes are now more valid and favored because such views regard teachers as co-constructors of knowledge who are able to reflect on their practices and take necessary actions. As a result, top-down, transmissive professional development approaches have changed into transformative professional development models that result in collaborative, inquiry-based and self-directed learning relevant to teachers' actual classroom practices (Tanış & Dikilitaş, 2018). Research shows that teacher professional development is needed in both collaborative and individualized manners. As a result of their research with 318 teachers, McElearney, Murphy and Radcliffe (2019) found that teachers mostly prefer collaborative activities such as group work, interactive sessions, coaching and mentoring as well as interactive approaches such as discussions and debates and use of case studies. Furthermore, a majority of the participants identified interactive tasks such as cluster groups providing opportunities for self-reflection, discussions and debates marking their preferred learning style. On the other hand, key findings of the research by Hamilton (2020) showed that teachers build knowledge, which is personalised and specific to each teacher's teaching philosophy, but it is more meaningful when it is informed by other practitioners. The research design that involved collaborative workshops, individualised mentoring and self-study inquiry enabled meaningful action and reflection among the teachers from various settings. Also, a personalised and contextualised written teaching portfolio enabled the teachers to have an account of their own professional learning.

2.4.1. English Language Teachers' Common Professional Development Activities

There is a wide range of formal and informal activities through which EFL teachers' professional learning can be enhanced. For instance, Lieberman (1996) and Musset

(2010) categorized professional development activities based on where they take place. According to this categorization, one of the ways in which EFL teachers can continue learning is joining formal professional events and activities, such as conferences, workshops or training courses, which usually take place *outside the classroom.* Through such activities, English teachers can share their experience in teaching and learn from colleagues and experts. In addition, mentoring or coaching is another alternative for professional development outside the classroom. Learning from more experienced colleagues is an invaluable way to gain insight into teaching English. Another way for teachers' learning is school-based activities that take place *outside the schools*, such as reading professional journals and participating in special interest groups, research activities, projects or visits to other schools. These activities can be performed individually and collaboratively, and they are useful because they enable teachers to network with other English teachers around the world, which is one of the most stimulating ways for professional development. There are even various ELT Facebook and Twitter accounts and groups that teachers can join and share their experiences or opinions about teaching practices.

Borg (2017) categorized the forms of professional development activities as *training-based* and *practice-based* activities. The former kind of activities include formal and structured activities such as seminars, workshops and conferences; and therefore, they are usually considered top-down. The latter, on the other hand, involve activities such as action research, teacher support groups or peer observation, which are developed and implemented by teachers themselves, and so they are usually less formal with a bottom-up approach (Özbilgin, Ekmen & Karaman, 2016). Training-based professional development activities have been criticized because many teachers think that such activities are given once and not supported with any follow-up. Also, the content of those activities is not relevant to the actual needs of the teachers and the problems they experience in their classes. As a result, they do not help teachers enhance their knowledge or foster positive changes in their teaching practice (Hişmanoğlu and Hişmanoğlu, 2010). Borg (2017) also criticized such top-down professional development modals as they are based on teaching teachers what behavior is desirable instead of giving them opportunities to learn from their own experience. On the other hand, when professional development activities are directly related to teachers' own experiences, expectations and needs, they are more likely to change their pedagogical practices in the positive way and improve their teaching skills (Darling-Hammond &

McLaughlin, 1995). Practice-based professional development involves such activities as peer observation, mentoring, lesson studies, self-monitoring and reflection, teacher support groups, team-teaching, reading groups and so on. Beltran and Peercy's (2014) conducted a study to investigate the effectiveness of such collaborative activities among English for Speakers of Other Languages (ESOL) teachers. They made the case for conceptualizing teacher collaboration as an opportunity for shared teacher learning. In addition, another form of collaboration work such as collaborative-action research can be also used as one way to enhance professionalism. Tanış and Dikilitaş (2018) proposed action research as a continuous professional development activity, which is considered effective in enhancing teachers' practical knowledge. Banegas et al. (2013) did an investigation on their teaching practice through collaborative-action research. Their experience reveals a growth in professional development and that their motivation and autonomy influence their students' motivation and language development. Bayar (2014) conducted a research with 16 elementary school teachers who were interviewed about their experiences about professional development activities they attended over a 12-month period. The participants were asked to make a list of the components that they think are essential for a professional development activity to be effective. He also performed document analysis of result reports from Ministry of National Education trainings. As findings indicated, teachers think that an effective professional development activity should involve a match to existing teacher needs, teacher involvement when designing professional development activities, a match to existing school needs, long-term engagement, active participation opportunities, and high-quality instructors.

As part of their professional development, English language teachers all around the world have their professional establishments, and they organize and participate in different kinds of activities such as workshops, trainings, seminars, conferences, symposiums and conventions for their academic and professional development. International Association for Teachers of English as a Foreign Language (IATEFL), International Teacher Training Organization (ITTO), European Association for Language Testing and Assessment **(**EALTA) are some of the professional forums, where English teachers can share their ideas and experiences on ELT.

The importance of professional development activities for teachers is also recognized by the educational institutions in Turkey. There various opportunities for teachers at

different organizations. Ministry of Education has an in-service training department and they offer programs for teachers working at state schools (Bayrakli, 2010). In addition, organizations such as Institution for English Language Education (INGED), British Council, Turkish American Association, and The Turco-British Association offer professional development activities in Turkey.

As in many parts of the world today, the English language is a very important in Turkish education context as well, especially in higher education. Turkish universities place great importance on their students' competence and proficiency in English, which is the medium of instruction in almost all outstanding universities. Therefore, students have to prove their proficiency in English so that they can start studying at their departments. To do so, they need to attend an English language preparatory program for one academic year. This approach to the role of the English language proficiency of students necessitates training the instructors teaching English at these higher education preparatory programs so that they can provide their students with quality and effective education. For this purpose, a lot of universities including Bilkent University, Middle East Technical University, Ankara Social Sciences University, Sabancı University, Atilim University, and Anadolu University have set up their own teacher training units which offer both induction training and continuous professional development activities to the English language instructors. Some private institutions like Pearson and Oxford House College, also offer short-term and long-term training courses for these English language instructors.

In addition, many universities and private schools organize national and international symposiums, congresses, conferences which are open to English language teachers. Publishers working in ELT field sponsor these events and they invite ELT professionals working in different parts of the world. Thanks to activities such as lectures, workshops, seminars and panel discussions, teachers can update themselves on the recent research in their field, learn new techniques and methods, become familiar with latest publications and get together with other professionals (Ur, 2005). The Turkish Ministry of National Education also provides English language teachers with professional development activities including occasional in-service training courses and programs.

Both in international and in national context, one tool that appears as the most commonly practiced professional development activity by teachers of English is in-

service training. In-service training of teachers of English is conducted in various contexts from K-12 to university and for various purposes of professional development.

2.5. In-Service Teacher Training

Educational developments are setting ambitious goals for student learning and school effectiveness. Although there are many factors contributing to achieving these goals, they mostly rely on teachers. Therefore, a great deal of teacher learning is required, which will be possible by providing support and guidance for teachers. As a result, a lot of educational managers and other decision-making figures have started to demand and set up professional development opportunities for teachers so that they can enhance their knowledge and develop new pedagogical skills and practices (Borko, 2004). In-service training is one of those professional development opportunities provided for teachers.
According to Borg (2006), in-service teacher training refers to education and training activities engaged in by teachers who work in classrooms having completed their initial training and professional certification. According to Starkey et al. (2009) "in-service teacher education is also often viewed as an extension of pre-service teacher education in ensuring teachers- whether new or experienced- have up to date snapshots of the knowledge needed to be effective" (p. 186). In-service teacher training can address training and development needs. These needs are defined by a deficit in language, teaching skills, curricular knowledge or some other area of expertise. In fact, these needs arise due to a gap between teachers' existing levels of skills or knowledge and the levels of those expected by their role in the system. However, training needs can remain the same after the in-service training either because of inadequacies in the program or teachers' failure to sustain habits they have acquired during the program.

Borg (2006) defined four types of in-service teacher training based on their purpose and the ways they are initiated. The first type refers to programs in coordination with initial teacher education (ITE), where elements of ITE are scaffolded after teachers have gained some experience. This type of in-service teacher training is provided in a staged system of qualifications. There are also centrally determined programs, which are controlled by a central authority. Such programs usually aim to achieve long term educational outcomes set by the government. Centrally determined programs are often required by curriculum innovations, system changes or changes in teaching style. In addition, some in-service teacher training programs involve locally determined content

with local control. In this type of programs, the emphasis is on system needs which are met by local providers with attention to local conditions such as courses offered by a local teachers' center. Finally, there are in-service teacher training programs determined by individual needs. In these programs, the emphasis is on the personal and the professional development of teachers. These programs involve flexible needs-led workshops, self-directed self-help activities and learning activities beyond teaching.

Formal in-service training offers various means for teachers to experience and learn from. Via these means, teachers engaged in in-service training develop their knowledge and teaching practices. As Cline et al. (1990) expressed, the means of learning that in-service training offers include but are not limited to the following:

- Teaching
    - Development of skills through experience
    - Guidelines from textbooks/teachers' books
    - Experimenting with the curriculum
    - Developing a specialism
    - Placement at another institution
- Professional collaboration
    - Work with a skilled fellow teacher
    - Work with other professionals
    - Collaborative curriculum development
    - Observation and feedback
    - Peer supervision
    - Being a member of an interest group
    - Action research group
- Innovation and Research
    - Writing and presenting a paper
    - Working on a policy statement
    - Developing and evaluating materials
    - Doing research for a higher degree
- Helping others learn
    - Giving sessions to others
    - Giving talks and workshops

    - Helping to prepare training materials
    - Presenting one's practice to peers
    - Supervising trainee teachers
- Courses/Formal sessions
    - Higher education courses
    - Short courses
    - Conferences
    - Seminars
    - Distance learning
- Self-study
    - Reflecting on practice
    - Reading
- Language learning
    - Language development
    - Awareness of learner perspectives

Such variety of content means that via in-service training, teachers or groups with different needs or requirements probably find relevance, which makes the in-service training meaningful and fruitful.

In addition to the forms and means of in-service teacher training, approaches to in-service training have been defined as well. The professional development activities and their components are mainly determined by adopted approach. The type of materials to be used in the program, the relevant activities, the trainer and trainee roles as well as the program content and the evaluation procedures are directly related to the implemented approach.

According to Palmer (1993), there are three approaches to in-service training programs. These are transmission approach, problem-solving approach, and exploratory approach. In the transmission approach, the trainees are perceived as the receivers of knowledge the trainers present. Therefore, it is a passive approach to professional development. In the problem-solving approach, professional development programs are designed and improved by the trainers and trainees working collaboratively. The trainees also participate in the process of determining the program content, based on their

pedagogical problems and teaching experiences. That is, in the problem-solving approach, trainees take more active roles in the process. Finally, in the exploratory approach, the trainees exploit their teaching context so that they can identify the problems and find solutions with the trainers, who help to facilitate the process. In the exploratory approach, trainees take the most active role because they actively participate in the professional development process.

In addition to what Palmer (1993) suggested, Peacock (1993) also identified six approaches to in-service training:

a) full-time degree or diploma courses in universities or other institutes of higher education

b) 'cascade' models in which groups of teachers are given short training courses and asked to pass on the knowledge and skills they have gained to other groups of teachers through formal training courses.

c) 'training of trainers' models where teachers who have good practices are selected as 'Teacher Advisers' or 'Mentor Teachers' and given longer-term training; and then employed in to train teachers in a given region from a Teachers' Centre or by visiting schools.

d) 'expert' models in which expatriate teacher trainers work in a fixed location, such as a Teachers' Centre or Training College on a long-term basis.

e) 'diffusion' strategies in which expatriate specialist trainers travel to conduct short in-service sessions in order to respond to locally or nationally determined professional needs.

f) ‘distance learning’ models, which use radio broadcasts, videos newsletters and other publications.

Alternatively, Cochran-Smith and Lytle (2001) identified three approaches to professional development programs. These are knowledge-for-practice, knowledge-in-practice, and knowledge of practice. The knowledge-for-practice approach “assumes

that university-based researchers generate what is commonly referred to as formal knowledge and theory for teachers to use in order to improve practice" (p.47). This view is similar to Palmer's (1993) transmission approach. They both approach to teacher education in a top-down way. The knowledge-in-practice approach, "refers to the practical knowledge as it is embedded in practice and in teachers' reflection on practice" (Cochran-Smith & Lytle, 2001, p.48). According to this approach, training activities are beneficial for trainee teachers when they can view the knowledge and experience of expert teachers and use that view to improve their pedagogical practices. In fact, knowledge of practice approach combines the other two approaches, bridging the gap between them. That is, what allows teachers to explore and exploit practical and theoretical aspects of teaching is inquiry.

In conclusion, as Yan and He (2015) also argued, in order, the underlying approach to improve professional development programs should be "practice-based transformational paradigm" rather than "input-based transmissive training" (p. 769). One-shot training programs were not found to result in long-term professional development. Instead, the teachers should receive continuous support following the professional development activity so that continuous professional development can be achieved.

2.5.1. Why is In-service Teacher Training essential?

The growth and the education of a teacher is a continuous process of decision-making in the context of the workplace, observing the consequences of those decisions, reflecting on them and sharing the experience with others. Because language teaching is a professional practice, it requires this continuous process of experimentation and evaluation on the part of the practitioners so that they can be more effective in their pedagogy and for their own continuous education.

An in-service training course is the most useful tool to achieve that because it grows directly out of the experiences, assumptions and perceived problems of the teachers. It creates a positive atmosphere for teachers to share their experience in teaching, discuss their problems and look for solutions together and with academic help. Therefore, they can improve their skills in applying recent methodology, approaches, classroom management strategies, etc. They also gain experience in developing and applying an effective curriculum and in evaluating the effectiveness of their teaching as well as their

students' performance. According to the feedback they get, teachers make necessary amendments in their teaching in accordance with the new developments in the field. Therefore, in-service training is of great importance and necessity due to its essential role in teachers' professional development. In their study, Yurkofsky, Blum-Smith & Brennan (2019) investigated the outcomes of a professional learning experience and interviewed teachers who participated an online workshop to explore its outcomes. They found that the outcomes that the teachers found valuable was being exposed to new ideas, reflecting on their own teaching and classroom practices, and the way the course supported new relationships with the surrounding world including their professional community engaged in similar work throughout the world.

Theories, strategies, methods, technologies and curricula change over time, and teachers require in-service training to adapt to these changes. The ultimate aim of in-service training programs is to ensure the effectiveness of teachers in the classroom and to increase student achievement (Hewson, 2007). As studies also suggest (Desimone et al., 2002; Kalinowski et al., 2020; Liu & Phelps, 2020), professional development experiences can have a substantial positive influence on teachers' classroom practice and student achievement as well as school quality. Borko (2004) also supported this idea by stating that teachers' professional development is necessary to improve schools.

Research puts forward that in-service training programs and activities enriches teachers' skills and classroom practices. For instance, Essel et al. (2009) investigated whether in-service training and continuous professional development enhances teachers' skills. They administered a questionnaire to approximately 200 teachers in the basic schools in Ghana in order to find out how often they participate in INSET/CPD programs. The results showed that more than 60% of the teachers participate in INSET/CPD programs and they see it a way to acquire new attitudes and skills, to excel in their teaching profession and to exchange information with colleagues and students. In another study, Desimone et al. (2002) found that professional development focused on specific teaching practices increased teachers' use of those practices in the classroom. Similarly, Gibbs and Coffey (2004) investigated the effectiveness of training university teachers by means of an experimental research. In this research, a group of teachers and their students were studied at the start of their training and one year later. The goals of the training were to improve teachers' skills, to develop teachers' conceptions of teaching and learning, and to result in changes in their students' learning. On the other hand, a

control group of new teachers received no training and both they and their students were studied in the same way. The results indicated a range of positive changes among teachers in the training group and their students. It was revealed that training can improve a number of aspects of teachers' teaching, change teachers such that their students improve their learning and increase the extent to which teachers adopt a student-centered approach. On the other hand, there was a contrasting lack of change, or negative changes, among the untrained teachers in the control group. In another study, Shah et al. (2011) investigated the effects of in-service training on the performance of teachers' working at secondary state schools in Pakistan. The teachers' performance was investigated on four selected parameters which are classroom management, teaching methodology, use of audio-visual aids and evaluation techniques. Observation schedules and questionnaires were used to collect data. It was found that the performance of teachers who received in-service training was comparatively better than the those who received no in-service training. The results revealed that teachers who received in-service training performed better on the aspects of teaching methodology, use of audio-visual aids and use of evaluation techniques, which shows the effectiveness of in-service teacher training.

In order to investigate the effects of in-service training on students' achievement, Balta et al. (2015) conducted a meta-analysis study. They examined theses that investigated the effects of in-service training on teachers' achievement, and found that the most important outcome of in-service training courses is the positive changes about students' achievement.

Most of the research available on the impact of teacher education on language teachers' beliefs has been conducted in pre-service contexts with various findings. For instance, studies such as, Peacock (2001), Urmston (2003) and Borg (2005) found that the beliefs of student teachers before and after their courses were stable. In contrast, Cabaroglu and Roberts (2000), Clarke (2008) and Busch (2010) revealed that there was change in student teachers' beliefs during language teacher education.

In fact, teacher education, especially in-service training is expected to have an impact on teachers' practices. Research also shows that teacher education, particularly in in-service contexts also affects the beliefs of the participating teachers (Feiman-Nemser, S., Remillard, J., 1996). Borg (2011) conducted a qualitative longitudinal study in order to

examine the impact of an intensive eight-week in-service teacher education program in the UK (Delta) on the beliefs of six English language teachers. The study revealed that the program had a considerable impact on the teachers' beliefs. The course allowed teachers to think more explicitly about and become aware of their beliefs, to extend and consolidate beliefs they were initially positively disposed to, and to focus on ways of developing classroom practices which reflected their beliefs. Teachers also experienced shifts in prior beliefs they held about aspects of language teaching and learning.

Overall, it is obvious that in-service training of teachers has positive effects of teachers' and students practices and achievement across different levels and contexts. However, research also shows that in-service training programs and activities depend on some conditions to prove effective. For instance, through a case study of two novice teachers who had just completed an in-service training course (ICELT), Personn and Yigitoglu (2015) found that although participants responded positively on the INSET programs' contents, and felt the course contributed to their professional development, the INSET course did not have much effect on their teaching, due to interplay of cultural and contextual constraints. The two teachers participating the study expressed that some components of the in-service training program the teachers participated, such as communicative activities and tasks based on learner autonomy were difficult to implement due to the cultural characteristics and the backgrounds of their learners. In addition, the graded observations they were engaged with created a pressure on them and disturbed the authentic teaching atmosphere in the classroom. For these reasons, the teachers had difficulty in devotion to these endeavors in their future teaching activities. Also, as Van Eekelen et al. (2006) put forward, a will to learn must be present before teachers engage in actual learning activities. The results of their a small-scale qualitative study revealed that behaviors such as having the ambition to discover new practices, being open to experiences and other people, being pro-active, attribution of successes and mistakes to internal causes, question-asking after performance, undertaking action to learn, and recognition of learning processes and results are indicatives of a will to learn among teachers, and they are essential for effective teacher learning to take place. In addition, findings from another study showed that some school characteristics, features of in-service programs, and implementation characteristics contribute to the impact of in-service training. Variables like external support, hours spent on INSET activities, degree of participation, teacher educators' competence, implementation conditions, and the use of principal's steering functions are subject to alteration to

increase in-service training effectiveness (Veenman et al., 1994). In their study aiming to reveal teachers' and teacher trainers' perceptions of the effectiveness of professional development activities, Gedik-Bal and Savaş (2017) found that some professional development activities such as keeping journals, peer observations, and action research were considered as useful by all the participants of the research. However, instructors were not sure about the benefits of such activities as online teacher development courses, webinars and workshops for their teaching practices.

As these studies show, in-service training is a multi-dimensional process. Although it usually generates positive effects, these outcomes depend on a number of factors that go hand in hand.

2.5.2. Teachers' Perceptions and Views of In-service Training

It is obvious that in-service training is an important tool to enhance teachers' knowledge and to help them develop effective teaching practices. To explore the effectiveness of this tool, then, it is also important to embrace the voices of the practitioners to build professional development programs (Arikan, 2006).

As Yurtsever (2013) expressed, many instructors see professional development programs as compulsory events that their institutions impose. This belief might come from the idea that instructors do not feel free in creating their own developmental steps. However, letting teachers take control of their professional development, as Kumaravadivelu (2001) says, helps them construct their own pedagogic knowledge and leads them to theorize from their practice and to practice what they have theorized. The results of Tanış and Dikilitaş's (2018) research revealed that Turkish EFL instructors who were engaged in transformative and transmissive professional development models had different beliefs regarding their approach to professional knowledge and reflecting on it. The former group's had tendencies for lifelong, collaboration-based, inquiry-based and reflective professional development processes with intrinsic motivation. They indicated evidence for experiential knowledge with a bottom up approach to professional development. In contrast, the group that was engaged in transmissive professional development models showed short-term learning that depend on extrinsic motivation in a non-reflective, passive way and a transmission of theoretical knowledge in a top down approach.

Halpin et al. (1990) conducted a research to identify teachers' perceptions of the effects of in-service education. The research reveals a number of positive effects of in-service education for the participants of the study. For instance, there were positive effects of INSET on teachers' everyday practices in classrooms. A majority of the participants reported that their INSET had impacted positively on their teaching. Also, there was a strong connection between reporting that teaching has been improved and reporting that pupil attainment has increased. In other words, teachers thought that in-service training did have a positive impact on student achievement. The greatest impact of higher education in-service courses was in the area of teachers' attitudes and knowledge levels (Halpin et al., 1990).

In another study, Kabeta and Gebremeskel (2013) examined views of secondary school teachers on the effectiveness of a summer in-service training program in Ethiopia. The study found out that most teachers viewed their training as inadequate in enhancing their professional competencies. According to the authors, the primary reason for teachers' decisions to be involved in this summer in-service program were economic interests. Almost all of the respondents reported the improvement of their teaching and their school practices as secondary. Lack of textbooks and libraries, time shortage and failure of universities to address their adult needs were among the main challenges teachers faced during their study. Therefore, it can be stated that, for in-service training to prove effective, the motivational levels of the participating teachers and the availability of resources are also important factors.

Teachers' views of in-service training courses were also examined by Odabaşı Çimer et al. (2010). They aimed to evaluate the effectiveness of in-service courses conducted by the Ministry of National Education in order to inform teachers about the changes introduced by the new primary and secondary school curricula in Turkey. The study also aimed to reveal whether these changes have entered the classrooms based on the teachers' views of the INSET courses they attended. According to the findings, the INSET courses were found to be ineffective, mainly in terms of the quality of the instructors, teaching methods employed, duration of the courses and support after training. In order to overcome these problems, the authors suggest that needs assessment be carried out carefully as the first step and courses should be planned and delivered accordingly. In addition, the authors also suggest collaboration between the trainers and

the trainees, practical content and follow-up and support for the teachers after the training as factors that could make in-service training effective.

Teachers' views on the in-service training also vary in relation to the format of the program. Wasserman and Migdal (2019) conducted a research to explore teachers' attitudes towards learning in online and traditional training courses. It was found that trainee teachers favored online courses due to reasons such as the positive atmosphere and openness, the productive discussions among colleagues, and the feeling that the instructors believed in the ability of learners.

In brief, teachers across different contexts are open to professional development programs and in-service training courses as long as they are designed based on their needs in a bottom-up way. Research shows that programs that were designed in a participant-centered way proved effective in terms of increasing teachers' knowledge, enhanced their skills and collaboration and helped to increase student achievement. In addition, teachers' motivational levels, available resources and the support provided for teachers are also among factors that make in-service training effective.

2.5.3. Challenges associated with In-service Training and the Way Forward

In-service training of teachers is sure to fill the missing links between pre-service education and an in-service teacher's effectiveness. However, there are some problems that are widely associated with in-service teacher training. It is important to address those issues in order to provide a full scope of the concept in hand.

Firstly, as Osamwoyni (2016) also stated, time factor is a major constraint as contact hours for lectures and examinations make up most of teachers' time. Therefore, teachers hardly find time to participate professional development activities and in-service training courses. Standards and uniformity are other problems associated with in-service teacher training courses and programs. There are a lot of discrepancies in the approaches and techniques adopted by the different institutions involved in in-service education programs which imply lack of uniformity in course content and methodology. The quality of in-service training is also an issue to be dealt with in many cases. That is, when participants start to question the integrity and the credibility of the trainers and the content, the programs cannot meet their objectives or serve the expectations. In addition,

when available activities and programs are impersonal and unrelated to participants' job settings and classrooms, there might be the problem of poor planning and organization. Finally, when in-service education programs are costly and the participants are self-sponsored, many of them may not cope with the fees and other expenses (Osamwonyi, 2016).

Bayrakci's research (2009) also reveals some problems related to in-service teacher training. The research aimed to compare policies and practices relating to teacher in-service training in Japan and Turkey. The study indicated that the most important problems facing in-service training activities in Turkey are a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model. Similarly, the challenges in-service EFL teachers associate with the trainings provided by the Turkish Ministry of Education involve the limited number of programs offered, lack of qualified trainers, insufficient practical focus, poor lecturing, inconvenient time and place, and the mechanical nature of the trainings offered (Uztosun, 2018). In Önalan and Gürsoy's (2020) research with EFL teachers working at primary schools in Turkey, the primary concern of the teachers regarding in-service training programs was that the sessions are usually too theoretical and about the repeating topics and they were usually in the form of lectures. The teachers participating in the study were unhappy with the repetitive, irrelevant and dull content of the sessions where they are passive listeners. Although they feel the need for in-service training, sessions do not meet their needs and expectations. Teachers defined the sessions as transmission of knowledge rather than sharing ideas based on classroom practices. Also, the majority of the participants stated that trainings do not help them renew their knowledge and they need more practical content.

In view of the problems related to in-service teacher education, it can be said that there is need to have well-planned in-service education programs with clearly defined objectives aiming for growth and improvement of instruction. In-service education should be recognized as part of institutional or organizational activities designed for staff development and motivation. In addition, in-service education should focus on job related tasks that are real, practical and relevant to the participants' needs and expectations. There is also a need for in-service training courses and programs to ensure uniformity of standard in course content, methodology and evaluation. Finally,

participants need to be provided with adequate funding to cater for their professional development.

2.6. The Process of Designing In-service Training Programs

As Borg (2006) expressed, teacher learning is gradual and collective, so it takes time. It requires experience, discussion, input and reflection, and it focuses on changing teachers' thinking, practice and self-awareness. Therefore, in-service teacher training needs to be continuous and sustainable. As Figure 2.2 also shows, it is a process rather than a series of events. Needs assessment and evaluation are important in sustaining in-service teacher training because they enhance the continuity and relevance of in-service training programs by monitoring teachers' need that continuously evolve. In between needs assessment and evaluation, there are design and implementation stages, which involve the methods teachers learn through.

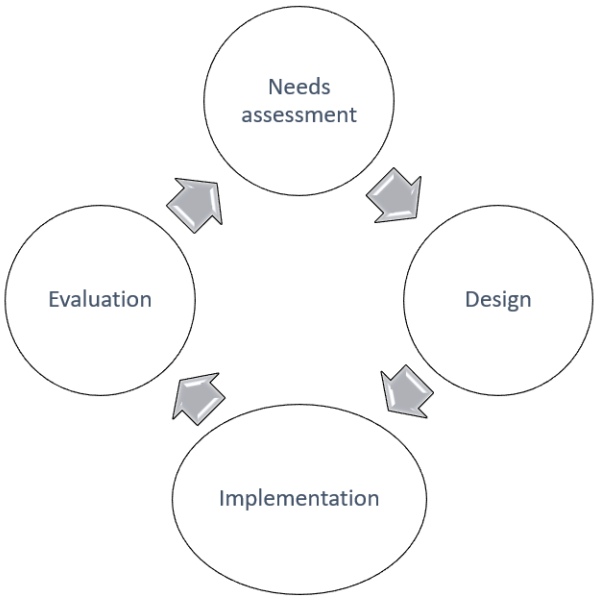


Figure 2. 2. The In-service Training Cycle (taken from Roberts, 1998, p.231)

2.6.1. Needs Assessment

Needs assessment, which is considered to be the initial step of program design, is significant to improve professional practices. According to Gupta, Sleezer & Russ-Eft (2007), needs assessment is a "process for examining and framing people related problems and performance improvement opportunities. It might be initiated in response

to a problem or opportunity, or it might be used in ongoing learning or performance improvement efforts" (p.1). In addition, Stufflebeam, McCormick, Brinkerhoff, Nelson (1985) define needs analysis as a process that helps to identify and examine values and information. Needs analysis can provide an objective and scientific description of the current situation, and the results can be utilized for educational programming and learner improvement. Interviews and questionnaires can be used to collect data for the needs analysis.

It is also important to define 'need' as a term because the meaning attributed to the concept of 'need' influences the definition of needs assessment, and helps to determine what kind of information will be collected during the process and how it will be collected. Stufflebeam, et al. (1985) identified four approaches to the definition of need. The first is the discrepancy view, which defines need as an inconsistency between the desired performance and the actual performance. Secondly, the democratic view defines need as a change desired by a group of people of reference. The third philosophy is the analytic view. It is an expert-based approach to needs assessment, which relies on the opinions of experts in the field for making decisions about the training program. These opinions basically involve what good teaching constitutes, the skills needed to be a good teacher and who good teacher is. Finally, in diagnostic view, a need is defined as that can result in harmful consequences if missing. Because there are different views on how to define need as a concept, Stufflebeam, et al. (1985) suggested that "any needs assessment information must be judged and interpreted within the context of purposes, values, knowledge, cause-effect relationships, and so on in order to reach a decision about what constitutes a need" (p. 12).

Allwright (1982) made a distinction between needs, wants, and lacks. His ideas were adopted later by Hutchinson and Waters (1987). They defined needs as the skills which students see as being relevant to themselves. Wants were defined as those needs on which students put a high priority in the available, limited time. Finally, lacks were defined as the difference between the student's present competence and the desired competence. Kaufman (1995) used the word 'gap' to refer to the same concept. Hutchinson and Waters (1987) advocated a learning-centered approach in which learners' learning needs play a vital role.

Witkin and Altschuld (1995) defined 'need' as "a discrepancy or gap between "what is", or the present state of affairs in regard to the group and situation of interest, and "what should be", or a desired state of affairs" (p.4). Altschuld and Kumar (2010) emphasized that this discrepancy or gap must be measurable. In other words, the conditions of "what is" and "what should be" must be assessed and difference between them would identify the need.

According to Witkin and Altschuld's (1995) definition, professional development needs of teachers can be defined as the difference between the actual performance and the desired performance of teachers. Teachers are interested in professional development programs which help to expand their knowledge and skills, and to enhance their growth and effectiveness (Guskey, 2002). That is, teachers tend to attend the program that will make them more effective and help to develop their skills so that they can reach the level of the desired performance. Darling-Hammond and McLaughlin (1995) pointed that it is essential for teachers to have opportunities to discuss and express their needs. As a result, exploring the needs of teachers is a good starting point of developing a qualified professional development program. Needs assessment is an important stage in planning training activities as it provides program designers with information about different aspects of the program. A comprehensive needs analysis demonstrates the present situation, identifies the discrepancies between current and desired situations, and promotes appropriate decision-making for improvement. It also helps with prioritizing the requirements for development and making the teachers feel that they are a part of the program.

According to Kaufman (1988), needs assessment is the initial requirement so that program developers and providers can select needs so that gaps can be closed. Similarly, Smith (1989) defines needs analysis as a process for identifying the gap between the goals established for teachers and their actual performance. According to Witkin and Altschuld (1995), needs assessment is "a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. The priorities are based on identified needs" (p.10).

According to Roberts (1998), teacher commitment and ownership of the in-service training programs and the needs assessment methods are directly related, so there are

some key considerations when planning a needs assessment. Firstly, in-service training providers need to keep in mind that different group of participants may have different needs. Therefore, needs assessment have to reflect the needs of all participants, not just what decision makers or providers consider. Secondly, needs assessment should integrate review and planning for action. Review should lead to development for improvement. Thirdly, needs assessment needs to address some practical considerations such as the focus of the needs assessment, methods of collecting and analyzing data, required time to collect data and to analyze results, the match between needs, procedures and the policies, as well as the feasibility issues. An important issue to consider is the fact that needs evolve. When teachers are consulted about their needs, they may not be able to provide clear guidelines for design and implementation. However, these needs that are initially expressed may become more precise as teachers' perceptions develop. Therefore, needs and objectives should be reviewed regularly du ring in-service training programs (Roberts, 1998).

To design effective and efficient training programs, a needs assessment is essential to collect data about the participants and the context. In other words, to design the most suitable and meaningful in-service training program, it is necessary to explore the needs of different teachers that will be involved in the program before determining the features and the content. Dubin and Wong (1990) also emphasized the importance of needs assessment in in-service training programs by saying that in-service teacher training usually takes place for a specific purpose, so it is crucial to conduct a meaningful needs analysis. The information gathered through a needs analysis identifies the backgrounds, strengths, needs and expectations of the program participants so that the program can be designed with individual needs in mind, and high levels of trainee satisfaction can be achieved. As Altan (2016) also stated, so that professional development programs create a positive transformation of beliefs and practices, they should not be disengaged with the teachers' perspectives. Otherwise, they will be poorly grounded as it is mainly the teachers' perspectives that help design the content and the format better.

In brief, an assessment of the needs will be the base for the instructional objectives and the content of the instructional programs. Teachers usually take part in an in-service training program with some developmental needs in mind. By analyzing these needs initially, a clearer direction for the program and the most relevant goals and objectives can be determined (Miller and Osinski, 2000). As Evans (1998) suggested, while

planning a teacher training program, the initial step should be analyzing the needs of the trainees. By means of a focus group interview study, Bozkurt et al. (2012) also revealed teachers suggest that a needs analysis be conducted so that they can be aware of the planning of training programs. Once the needs are determined, they should be categorized in terms of skills, knowledge and attitude. Aims should be set, with the participants' knowledge experience, previous training, the workload, practical, and financial constraints in mind. Also, trainers should be selected and decisions about the course content should be made accordingly. Professional development activities which are based on participants' needs help to increase their satisfaction with the program. As a result, it will lead to more enthusiasm for and long-term involvement into professional development.

As Roberts (1998) expressed, methods of needs assessment involve tools that regard watching (observation) and asking (questionnaires and interviews). Information can be collected from participants in a one-to-one or a group fashion. One-to-one data collection can be time consuming and is, therefore, suitable for smaller groups, open-ended interviews, open-ended questionnaire items and structured classroom observation. With larger groups of participants, on the other hand, needs analysis can be conducted via structured questionnaires and selective observations can be more suitable. In general, systematic large-scale observations are usually impractical because it is demanding in terms of time (Roberts, 1998).

2.6.2. Design and Implementation

Decisions that regard design and implementation of the in-service training programs are derived from the findings from the needs analysis as well as assumptions about teachers' learning. According to Roberts (1998), teacher learning is evolutionary as the new ideas and practices develops from preceding perceptions and actions. It also arises from experiences along with reflection and interaction with others. Teachers' personal change requires support from others and personal trial and error, and it is highly related with professional change. Therefore, for teachers' learning and development, a conductive school atmosphere is important.

Binstead (1980) argues that design of training programs involves fundamental decisions, shape and sequence decisions and fine-detail decisions. Fundamental decisions regard

issues that affect the total learning event, such as maintenance or change, focus on the problems or solutions, the roles of the providers and learners and location. Shape and sequence decisions are related to situations at the start and desired end states, flexibility issues and the time available. Finally, fine-detail decisions involve decisions regarding the types of learning activities, grouping the participants and the order issues such as time, order and coherence of the activities involved. Liu and Phelps (2020) proposed two components to consider when designing in-service programs, which are the duration of the program and the provision of follow-up activities. Their research revealed that the longer the duration of the professional development programs, the larger the improvements in teachers' knowledge and practices are. Teachers who participated greater number of in-service training sessions or programs with longer duration were found to remember their knowledge more. This suggests that longer program duration increases the effect of in-service training on teachers and sustains this effect. Liu and Phelps (2020) also found that teachers who attended summer programs had higher rates of knowledge decay than those who attended programs that take place whole year or during the school year. The reason for this difference is probably the fact that whole year or school year programs enable teachers to apply the newly-learned knowledge in their own classrooms immediately. As a result, teachers can internalize what they have learned and apply these ideas learned from the trainings. Therefore, when designing or implementing in-service teacher training programs, it is important to consider these design components to improve and maintain teacher learning. Similarly, Kalinowski, Gronostaj & Vock (2019) found that longer periods of training and well-established classroom routines are necessary for teachers to change their stable beliefs and to extend their professional knowledge. Other important factors to keep in mind when designing effective professional development programs involve coherence with policies, links to participants' own experiences, needs and interests, and the involvement of experts.

Cline et al. (1990) developed a checklist for the preparation of an in-service training course. The checklist involves the points to be considered when designing in-service training, and serves as an outline for program designers. Course organizers may not actually take every single item in this checklist into consideration, but it is good for them to know that a system exists for them. Cline et al. (1990) categorizes these issues to consider when designing in-service training courses as follows:

a. Course program and planning schedule: issues such as course title and course length, dates and times, minimum and maximum number of participants, expected qualifications and experience of participants, likely expenses, availability, etc.

b. Briefing of speakers and group leaders: giving information to the participants on course objectives, program, sessions, the overall plan, the venue, timetable, required equipment, etc.

c. Publicity: announcement of the course, emails/leaflets/ circulation/ newsletters etc., application forms, deadlines for applications, etc.

d. Planning exhibition and / or bookshop: contacting teachers' resource centers and libraries for relevant or required materials

e. Accommodation: determining if it is residential or not and making the necessary arrangements if necessary

f. Catering: timing, speed and the content of service and meals

g. Selection of participants: criteria for acceptance to the course, dealing with queries, fees and receipts, etc.

h. Despatch of course information to the participants: sharing with the participants the information about the program, map and details, pre-course assignments, details about the trainers, etc.

i. Course material: preparation of slides and duplicating course notes, previewing video material, certificates of attendance, name badges, preparation of evaluation materials, etc.

j. Last-minute preparations: preparing notices for routes and rooms, checking equipment, etc.

k. During course sessions: checking if everything goes as planned

l. Follow-up: Feedback and evaluation issues

Cline et al.'s (1990) checklist indicates the how it necessary to consider the value of forward-thinking when designing in-service training courses and programs. If the training program is a within-institution course that is provided by the teacher trainers of the institution and one that aims to help the teachers of that specific institution, these issues regarding design and implementation can be considered more specifically and in a small-scale way.

2.6.3. Evaluation

Evaluation of an in-service training program, along with the assessment of needs, is the indispensable part of the in-service training cycle because the evaluation of one activity shows the needs for another activity (Roberts, 1998). The evaluation of a program or an activity is essential because it improves teachers' participation in and ownership of the programs. As Williams (1999) argued, evaluation has to be a component of in-service training courses and programs to provide data to help with the development of future in-service training activities, to identify needs for the following in-service training activities, to help participants enhance their learning and to check whether the course objectives have been achieved.

Major decisions to make during the evaluation of a program involve decisions about what to evaluate, why to evaluate, who does the evaluation and how to evaluate (Roberts, 1998). What to evaluate focuses on the purposes and the objectives of the in-service training. Why to evaluate aims to identify how the information will be used and what developments in teachers' perceptions and needs will be identified. Who does the evaluation is important in identifying the responsible parties for the collection and distribution of data as well as sharing information. Finally, how to evaluate involves the methods for evaluation, which usually are the same as those for needs assessment. They involve interviews, group discussions, questionnaires, etc. Issues such as economy, practicality and time are important in determining the methods of evaluation. The findings should be provided and shared with the related parties on time so that they can help with making the following decisions (Roberts, 1998).

A popular evaluation model, which regards Context, Input, Process, and Product (CIPP) embedded needs assessment and evaluation (Stufflebeam, 1968; Stufflebeam & Coryn, 2014). In this model, *Context* refers to needs as a parameter for new projects and

interventions. *Input* refer to solutions to the inherent problems during the *Process* to shape the *Product*. That is, according to Stufflebeam (1968), needs assessment and evaluation cannot be considered apart from each other.

Needs assessment and evaluation are intertwined processes. The former takes place early in the development of programs and feeds into the latter, which is commonly done during implementation. Indeed, the findings of the needs assessment could be considered as input into evaluation to guide the program design (Altschuld, & Watkins, 2014).

Table 2.3 below summarizes the similar and unique features of needs assessment and evaluation based on some dimensions:

Table 2. 3. The Similar and Different Properties of Needs Assessment and Evaluation (Altschuld, & Watkins, 2014).

Dimension	**Needs Assessment**	**Evaluation**
Where does it take place during a project or program?	Before (or at the beginning) a project or program is implemented	After a project or program begins and continuously during the program
Purpose	To determine important gaps and objectives, solution strategies, their key features and anticipated results	To determine how well the program is progressing and whether it has achieved its goals
Involvement of concerned parties	Mostly done by assessors in the past; includes the participation of relevant constituencies recently	Involves relevant constituencies while identifying outcomes and interpreting obtained data
Methods	Generally similar to evaluation: a range of qualitative and quantitative methods + some special methods regarding gap analysis, prioritization strategies, causal analysis, and comparing solution strategies.	A range of views and qualitative and quantitative methods
Frequency	Not as often as evaluation	Can be conducted several times occasionally during a project or program as a requirement or a part of accountability.

2.6.4. Related Research in Turkey

The previous studies related to EFL teachers' in-service training and professional development mostly focused on the evaluation of an in-service training program, identifying the perceptions of teachers or determining the training areas. In some other studies, alternative methods of the professional development program types are suggested by the researchers.

Küçüksüleymanoğlu (2006) examined and described in-service training programs, which were organized by the Ministry of Education for English language teachers in Turkey between 1998 and 2005. Küçüksüleymanoğlu (2006) identified that the participants, who were from different types of schools with different needs, were in the same program. However, teachers could have been grouped in smaller numbers in a way to ensure that those with the similar needs were put together to address their needs in a more effective way. Küçüksüleymanoğlu (2006) emphasized that it was necessary to provide teachers with the opportunity to practice what they learnt during the sessions within the program so that they could share their experiences with each other. She concluded that a program evaluation was also necessary to follow up the in-service programs. Similarly, Kahraman Öztürk (2019) conducted a research to find out Turkish in-service EFL teachers' needs and preferences as well as their evaluations of the trainings provided by the MoNE. The findings revealed that a majority of the participants were not satisfied with the in-service trainings given by the MoNE. Teachers stated that their professional needs involve areas such as their English language proficiency, teaching methods and institutional issues. The results yielded by the research suggest that the MoNE should work together with the faculties of education to plan and deliver in-service trainings to EFL teachers, the needs analysis results should be the main factor to determine the content of the trainings and the sessions should be relevant to teachers' professional settings. Also, teachers should be monitored for their development.

In another study, Ozen (1997) investigated the perceived needs and expectations of the staff in Freshman Unit at Bilkent University. The results showed that teachers needed to improve themselves in the areas of material preparation and assessment, skills, testing, curriculum design and development, classroom management, methodology, and giving feedback.

Another study on in-service teaching was by Şentuna (2002), who investigated the needs of 530 instructors from 24 Turkish universities. Findings suggested that teachers mostly wanted to learn about motivating students and raising students' language awareness, new teaching methods, using new materials, and promoting interaction. In this study, it was also found that novice teachers were more interested than the experienced teachers in most of the areas. Alan (2003) also studied the perceptions of novice teachers about in-service training programs in a research carried out at Anadolu University. He found out that teachers mostly needed to gain knowledge in areas such as classroom management, textbook use, and testing.

Another research was conducted by Duzan (2006), who evaluated the effectiveness of the in-service training program implemented for the newly hired teachers in the School of Foreign Languages at Middle East Technical University. In the needs assessment part of the evaluation, Duzan (2006) found out that newly hired teachers needed training in areas such as teaching methodology, classroom management, teaching the skills, use of the resources, and evaluation and assessment. The results showed that these teachers did not need any training on language aspects like phonology, grammar, vocabulary, and language as a communication. Duzan's (2006) findings revealed that the trainees needed the program to address their more immediate needs rather than linguistic skills which they believed they already possessed. In the same study, findings from the experienced teachers indicated that they did not report need to participate in an in-service training program at all.

In addition, Karaaslan (2003) conducted a case study on Başkent University English language teachers related to their perceptions of self-initiated professional development. The research revealed that teachers were aware of the importance of major professional development activities for their growth. However, excessive work load, lack of self-motivation, and lack of institutional support were some important factors which hindered their growth.

Altun and Gok (2010) conducted a study to determine what kind of an in-service teacher training program teachers demand; in other words, to determine what the ideal in-service education is like according to teachers. The teachers taking part in the study expressed that the training should be held in seminars and they should be held in the same city as the school. In addition, they stated that the person who gives the training

should be a teacher with PhD degree; that is, an expert on the issue. Finally, teachers stated that the topic of the training should be determined according to their interests as they wanted to determine the topics. This finding reveals the importance of the analysis of participants' needs as the initial step of designing an in-service training program.

As can be seen from these examples, although a lot of studies represent a common research focus, the variations in contexts and participants may yield different findings and conclusions. This study considered the models and knowledge base of teacher education as well as the component of the in-service teacher training cycle and purposes of in-service teacher training when designing its methodology. That is, the relevant literature has been considered when designing the research objectives and research questions as well as the items in the data collection tools. In addition, the needs of the teachers were taken into account as the bases of the research and the needs are identified through a needs assessment procedure, which is explained further in the methods section.

CHAPTER 3

METHODOLOGY

This chapter introduces six different parts about the methodological details of the study. The overall research design is presented in the first part. In the second part, the participants of the study are described. The third part presents information about the data collection instruments used in this study and the data collection procedures. The fourth part is about the pilot study of the research. The fifth part involves a detailed description of the data analysis procedures. Finally, the sixth part is about the ethical concerns regarding the study.

3.1. Research Design

This study aimed to explore the existing situation of the in-service training that the higher education English language schools in Ankara provide for their English language instructors. In addition, it aimed to investigate the professional needs of the in-service English language instructors working at those English language schools.

This research is a mixed-method study that uses both quantitative and qualitative research methods for the collection, analysis and interpretation of the data. Creswell (2012) defines mixed-method research as types of research in which researcher collects both quantitative and qualitative data to explore the research questions. The researcher, then, combines these two sets of data and makes conclusions using the advantages of combining them. According to Creswell (2012), mixed-method research is an approach that is commonly used in health, social and behavioral sciences. Toraman (2021) defines mixed methods research as an approach involving collection, analysis, and integration of qualitative and quantitative data. In mixed-method studies, it is important to combine and integrate the qualitative and quantitative data. Researchers must ask themselves what, why, when and how to integrate. They need to pay attention to the integration and to presentation of the combined results of the mixed-methods research.

Using mixed-method research design is advantageous because quantitative results often reveal general trends and relationships while qualitative results reveal personal views of individuals. Combining these two types of results does not only provide more data, but also provides a more holistic understanding. As a result of using mixed-method design, researchers can develop various points of view or verify a data set via the other.

In this mixed-method research, the purpose is to collect both qualitative and quantitative data to explore the problem, analyze both sets of data and to combine the findings revealed by the two sets of data and to compare the results. In other words, the quantitative and the qualitative data are collected in one phase. The two sets of data are analyzed separately and then they are compared and combined. In that sense, the research has the convergent (or parallel or concurrent) mixed-method research design (Creswell, 2012). Such an approach to research design enables the researcher to identify the problem both qualitatively and quantitatively. Also, it helps to approach the problem from different perspectives and views. The purpose of employing this method in this research is to confirm and cross-validate findings. It is employed to overcome the possible weaknesses in one method using the strengths of another. It is also beneficial in expanding quantitative data through open-ended, in-depth qualitative data. An overview of the convergent mixed-method research design is given in Figure 3.1 below:

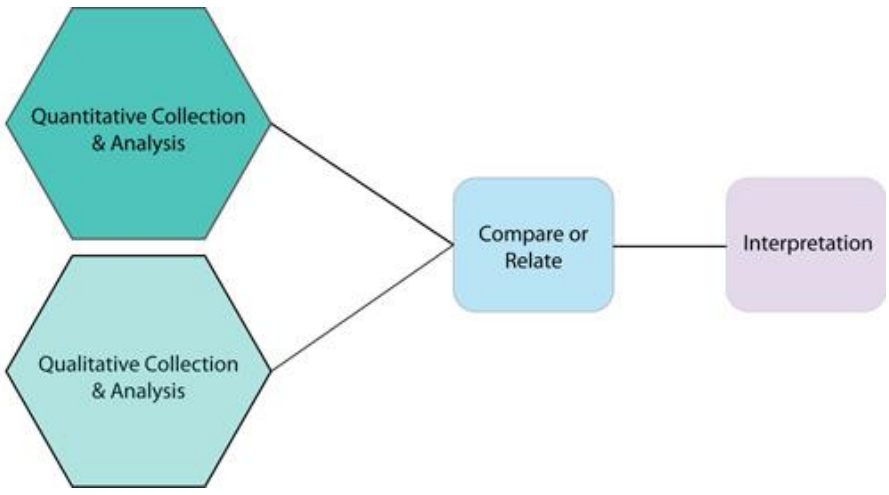


Figure 3. 1. Convergent (or parallel or concurrent) mixed-method research design (Creswell, 2012).

Designed with these ideas in mind, the study aims to answer the following research questions:

1. What are the in-service training practices of higher education English language schools?
    a. What are the objectives and outcomes of the in-service training practices at higher education English language schools?
    b. What are the features and components of higher education English language schools' in-service training practices?

2. What are the in-service training needs of the English language instructors working at higher education English language schools?
    a. What are the needs from the perspectives of the teacher trainers working at higher education English language schools and English language school directors?
    b. Is there a significant difference between in-service training needs from the perspectives of the English language instructors, teacher trainers and school directors?

3. a. Do the following variables affect the in-service training needs of English language instructors working at higher education English language schools:
    a. sex
    b. native language
    c. English proficiency level
    d. teaching experience
    e. field and level of education
    f. type of school they teach at
    g. weekly hours of teaching
    h. the level they teach
    i. whether they have received in-service training before

    b. How are the English language instructors' demographic features related to their professional needs?

Table 3.1 below provides an overview of the data source for each research question.

Table 3. 1. A summary of the data sources for the research questions

Research Question	**Data Collection Tool**	**Data Analysis Methods**
1. What are the in-service training practices of higher education English language schools?	- Semi-structured interviews	- Qualitative analysis – Two-cycle coding (Saldaña, 2009)
1.a. What are the objectives and outcomes of the in-service training practices at higher education English language schools?	- Semi-structured interviews	- Qualitative analysis – Two-cycle coding (Saldaña, 2009)
1.b. What are the features and components of higher education English language schools' in-service training practices?	- Semi-structured interviews	- Qualitative analysis – Two-cycle coding (Saldaña, 2009)
2. What are the in-service training needs of the English language instructors working at higher education English language schools?	- The needs assessment questionnaire (Part 2 & Part 3 & Part 4) - Semi-structured interviews	- Quantitative analysis – Descriptive statistics (Frequency analysis) - Qualitative analysis – Two-cycle coding (Saldaña, 2009)
2.a. What are the needs from the perspectives of the teacher trainers working at higher education English language schools and English language school directors?	- The needs assessment questionnaire - Semi-structured interviews	- Quantitative analysis – Descriptive statistics (Frequency analysis) - Qualitative analysis – Two-cycle coding (Saldaña, 2009)
2.b. Is there a significant difference between in-service training needs from the perspectives of the English language instructors, teacher trainers and school directors?	- The needs assessment questionnaire - Semi-structured interviews	- Quantitative analysis – Descriptive statistics (Frequency analysis) - Qualitative analysis – Two-cycle coding (Saldaña, 2009)
3. a. Do the demographic variables affect the in-service training needs of English language instructors working at higher education English language schools?	- The needs assessment questionnaire - Semi-structured interviews	- Quantitative analysis – Descriptive statistics (Frequency analysis) - Qualitative analysis – Two-cycle coding (Saldaña, 2009)
3. b. How are the English language instructors' demographic features related to their professional needs?	- Semi-structured interviews	- Qualitative analysis – Two-cycle coding (Saldaña, 2009)çok pratik çalışıyo kafa se

3.2. Participants

The participants of this study are the English language instructors working at the English Language Schools of the state and private universities in Ankara, Turkey. In order to triangulate the data source, the study also involves teacher trainers or professional development unit members and directors of the English language schools.

The research context is limited to Ankara because the area has a representative sample of the higher education contexts in Turkey. Ankara has both state and private universities. In total, there are 18 universities involving an English language preparatory program, which embody a large number of English language instructors. According to the Turkish Higher Education Council, there are over 1000 English language instructors working at the universities in Ankara. The universities in Ankara also show variation in terms of the years of service and teaching. 8 of the universities in Ankara have been teaching students the English language for over 20 years while there are also newly founded universities. In addition, the universities in Ankara are rich in terms of the variety of the in-service training procedures provided by the English language preparatory schools. Many of the universities and the English language training programs involve some in-service training for the instructors. Some of these schools keep this training compulsory whereas some others make it optional, leaving it to the motivation of the instructors. In addition, there are also schools which have no formal or structural in-service training procedures at all. This variety in terms of the characteristics of the universities and the forms of the in-service training procedures makes Ankara sufficient in terms of the contextual conditions and the characteristic of the participants.

The data for this research were collected from all English language instructors in Ankara who gave consent. That is, all of the volunteering English language instructors, teacher trainers and English language school directors participated in the study. In total, 319 English language instructors working at the universities in Ankara participated the needs analysis survey and 21 volunteering instructors from different institutions were interviewed to enrich the data. In addition, 12 professional development unit members or teacher trainers and 10 English Language School Directors were interviewed to triangulate the data.

It is important to examine the demographic features of the participants and to explore whether their professional needs differ according to various demographic variables. As lifelong learners, teachers have different professional needs throughout their career. In

addition, these needs differ according to other various demographic variables (Şenol, 2020). Table 3.2 below presents the frequency and percentage distribution by the demographic variables of the participants.

Table 3. 2. Number and Percentage Distribution by Demographic Variables

Variables	Groups	N	Percent
Sex	Male	55	17,2
	Female	261	81,8
	Other	3	0,9
Native Language	English	18	5,6
	Other	301	94,4
Proficiency Level	C1	79	24,8
	C2	229	71,8
	B2	11	3,4
Teaching Experience	1-5 years	30	9,4
	6-10 years	64	20,1
	11-15 years	73	22,9
	More than 15 years	152	47,6
BA	ELT	146	45,8
	Other field(s)	95	29,8
	No degree	12	3,8
MA	ELT	138	43,3
	Other field(s)	91	28,5
	No degree	90	28,2
PHD	ELT	21	6,6
	Other field(s)	33	10,3
	No degree	265	83,1
Institutional Position	Instructor	286	89,7
	Trainer	24	7,5
	Director	9	2,8
Type of School	State university	261	81,8
	Private university	58	18,2
The Level They Teach	A1	8	2,5
	A2	61	19,1
	B1	161	50,5
	B2	77	24,1
	C1	10	3,1
	C2	2	0,6
Weekly Teaching Workload	0-5 hours	20	6,3
	6-10 hours	39	12,2
	11-15 hours	70	21,9
	16-20 hours	113	35,4
	21-25 hours	55	17,2
	More than 25 hours	22	6,9

Table 3.2. (continued)

Whether They Have Received INSET Before	Yes	289	90,6
	No	30	9,4
The Form of INSET Provided at their Institution	Systematic Programmed	165	51,7
	Non-systematic Random	122	38,2
	None	32	10
Total		**319**	**100**

As can be seen in Table 3.2, %81.8 of the participants are female and %17.2 are male. %0.9 of the participants expressed their gender as other. The native language of 5.6% of the participants is English while 94.4% of them are non-native speakers of the English language. 71.8% of the participants are at the C2 level, 24.8% are at the C1 level and 3.4% of them are at the B2 level according to their English language proficiency. The distribution according to experience is more than 15 years (47.6%), 11-15 years (22.9%), 6-10 years (20.1%), and 1-5 years (9.4%) respectively. According to their BA majors, 45.8% of the participants are graduates of ELT departments while 29.8% are graduates of other departments and 3.8% expressed that they do not hold a BA degree. These participants might be graduates of certificate programs. 43.3% of the participants have an MA degree in ELT field, while 28.5% have MA degrees in fields other than ELT and 28.2% do not have an MA degree. 6.6% of the participants have a PhD degree in ELT. 10.3% have a PhD degree in a different field while 83.1% of the participants do not have a PhD degree. A majority of the participants are English language instructors (89.7%) while 7.5% of them are teacher trainers and 2.8% are English language school directors. 81.8% of the participants work at a state university and 18.2% work at a private university. Distributions by the level participants are teaching were found to be as B1 (50.5%), B2 (24.1%), A2 (19.1%), C1 (3.1%), A1 (2.5%) and C2 (0.6%) respectively. The distribution of the participants according to their weekly teaching load by hours is 16-20 hours (35.4%), 11-15 years (21.9%), 21-25 years (17.2%), 6-10 hours (12.2%), more than 25 hours (6.9%) and 0-5 hours (6.3%) respectively. 90.6% of the participants had received some form of in-service training before while 9.4% of them had not received any in-service training. 51.7% of the participants are receiving systematic and programmed in-service training at their current institution. 38.2% are receiving in-service training at their current institution in the form of non-systematic and random practices while 10% stated that they are not receiving any in-service training at their current institution.

3.3. Data Collection

The present study was conducted based on the principles of a mixed methods research design (Creswell, 2012). The data collection procedures followed convergent research design. Two different instruments were used to collect the two types of data.

3.3.1. Data Collection Instruments

The data for the study were collected and analyzed through both quantitative and qualitative means as parts of the mixed-method research.

3.3.1.1. The Quantitative Data Collection Tool: Needs Analysis Survey

A needs analysis survey has been designed by the researcher based on Roberts's (1998) six domains of teacher knowledge and The General Qualifications of Teaching Profession published by the Turkish Ministry of National Education (2017). In addition, the tools used in several studies with similar focus were used as guides (Canado, M. L. P., 2016; Eksi, G. & Capa-Aydin, Y., 2013; Gokmenoglu, T., Clark, C., Kiraz, E., 2016; Kusumoto, Y., 2008). After the first draft of the survey (Appendix A) was designed, a professor from the ELT department kindly reviewed it and contributed to the process as the expert opinion. With her valuable feedback and editing, some revisions, additions and amendments were conducted and the final version of the questionnaire (Appendix B) was designed.

The overall purpose of the questionnaire is to investigate the skills involved, delivery methods, content areas instructors would like to find in the in-service training programs. The needs analysis survey is aimed to be administered to English language instructors working at the English language schools of the universities in Ankara. The participants were informed about the purposes of the research and the survey content in advance. The participation was anonymous and on a voluntary basis. The informed consent of the participants was received before the data collection procedure. At the end of the quantitative data collection and analysis, the overall needs of the English Language instructors were identified.

The survey had 4 main parts. The first part was intended to identify the demographic information of the participants, such as age, sex, years of experience, language proficiency level, education, etc.

The second part aimed to discover the in-service training needs of English language instructors working at higher education. This part was divided into 5 sub-sections. In other words, instructors' needs were grouped in different areas, which were '*pedagogical knowledge, pedagogical content knowledge, use of technology in education, guidance and special education* and *communication and social skills*'. These needs areas were identified based on Roberts' (1998) description of the domains of teacher knowledge and The General Qualifications of Teaching Profession published by the Turkish Ministry of National Education (2017). In this second section, participants were given statements about areas of in-service training and they were asked to indicate whether or not they needed training in those areas on a six-point scale from 'essential' to 'not very necessary'.

The third part of the survey aimed to find out the in-service training course preferences of the participants. The participants were asked to choose between the options given regarding the attendance format, delivery format, time and the provider of the training courses.

The fourth part of the survey was intended to discover the problems that are commonly associated with in-service teacher training courses and programs so that these problems can be avoided in an ideal in-service training to be designed. The participants were asked to state whether they thought the given issue was a problem regarding in-service training on a six-point scale from 'strongly disagree' to 'strongly agree'.

3.3.1.2. The Qualitative Data Collection Tool: Semi-structured Interviews

Secondly, in addition to the volunteering English language instructors, teacher trainers or the professional development unit members and the English language school directors were interviewed in order to explore the research questions in a more in-depth fashion and to verify the findings of the quantitative analysis. The purpose of the interviews was to explore the institutions' approach to in-service teacher education, the objectives and outcomes of the in-service teacher training/professional development processes and the

expectations of the providers from both the in-service training programs and the instructors joining the in-service training programs. The interview questions also aimed to explore the type of the in-service teacher education program at the institution as well as the participant and provider roles (Borg, 2006).

The researcher conducted semi-structured online interviews with the participants. The researcher and the participants were engaged in formal interviews. An interview guide (Appendix C) which involved some questions and topics to be discussed was used during the interviews. However, there were also some discussions outside the interview guide at times, when the researcher felt that there was an issue that needed to be discussed further. The interview questions were designed with the issues regarding teacher education, knowledge base of SLTE, program evaluation principles and the contextual factors in mind. The interviews were conducted in Turkish with Turkish participants because as Rubin and Rubin (1995) also expressed, using the participants' native language during interviews give the interviewers the opportunity to show their willingness to enter into the interviewees' world; therefore, it is important to make the participants feel comfortable when expressing themselves.

3.3.2. Data Collection Procedure

An overview of the data collection procedure can be seen from Figure 3.2 below.

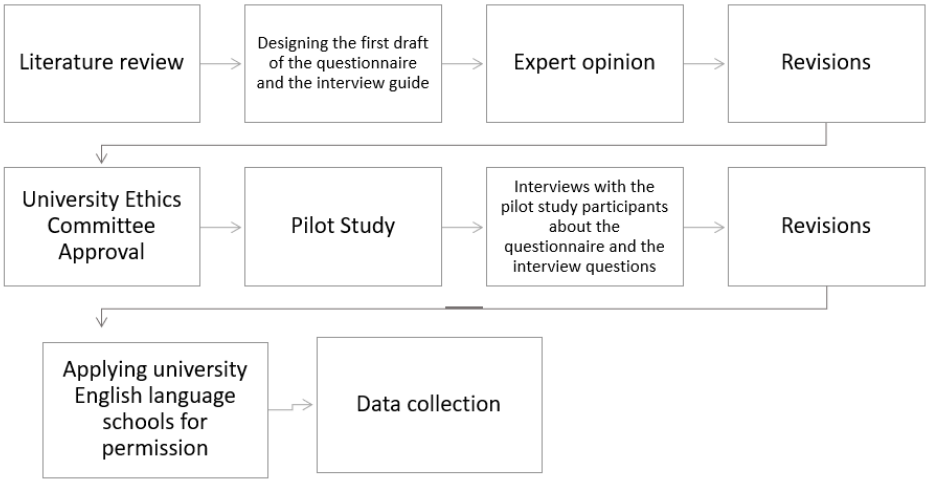


Figure 3. 2. Steps of the data collection process

An important issue to consider when collecting data is triangulation. Data triangulation "involves the practice of viewing things from more than one perspective. This can mean the use of different methods, different sources of data or even different researchers within the study" (Denscombe, 2014, p. 346). Data triangulation helps validation of the study. In the literature, four types of triangulation are defined. These are methodological triangulation, data triangulation, investigator triangulation, and theory triangulation (Denscombe, 2014). To achieve methodological triangulation, researchers employ separate research designs, such as quantitative and qualitative, to collect data and collate the findings (between-methods) or they follow similar research designs to enable the correctness of results (within-methods). For data triangulation, researchers collect data from different groups of participants (informant triangulation), or at separate times (time triangulation). Triangulation can also be achieved involving different researchers in order not to create bias due to the influence of one specific researcher. Finally, in order to achieve theory triangulation, researchers investigate and analyze data with the help of different theories instead of one.

This study involves different forms of triangulation in order to achieve the reliability and the validity of the tools and the data involved. Based on the definitions of triangulation above, it can be said that the present study followed between-methods triangulation as it is a mixed-method study involving both qualitative and quantitative forms of data. The study also has the data triangulation since the data is collected from three different groups of participants. In addition to the English language instructors, teacher trainers working at higher education English language preparatory schools and directors took part in the study. Furthermore, in order to address investigator triangulation, two researchers carried out the coding process during qualitative data analysis.

3.4. Piloting

Before the main data collection procedure, a pilot study was conducted. The purpose of the pilot study was to check the reliability of the data collection instruments.

The participants of the pilot study were the instructors from one state university and one private university in Ankara. 105 English language instructors who gave consent

participated the quantitative part of the pilot study. The reliability analysis of the pilot data yielded a Cronbach's Alpha value of .947 for 87 items.

In addition, before the main qualitative data collection procedure, a pilot study was conducted with 2 English language instructors, 2 teacher trainers and 2 English language school directors. 5 of the interviews were conducted in Turkish, which is the first language of the participants. The participants were interviewed in their first language so that they can provide an in-depth expression of their views and the information provided can be explored extensively. One interview was done in English, which is the common language of the participant and the researcher. Each of the interviews lasted for about 35 minutes. The participants' responses to the interview questions were recorded, and their comments and feedback were received. The initial findings of the pilot interviews are as follows:

- The questions are exploratory enough. They served the purpose of investigating the in-service teacher training needs, existing in-service training procedures, the objectives of the in-service training and the outcomes of the in-service training from three different perspectives.
- The questions provided the participants with reflection about their in-service training experiences and the current procedures.
- The interview guide was extensive enough. There weren't any questions that were added during the interviews. While answering a question, some participants answered some other questions in the interview guide without being aware that it was coming up. Thus, in order not to be repetitive or redundant, those questions were not asked again.
- The timing of the interviews was similar for each participant, which shows the consistency of the interview guide.
- The feedback that the participants provided about the interview questions, the smoothness of the interviews as well as the research was positive. Especially the teacher trainers and the directors asked the researcher to share the results when the research is completed because they thought the findings of the research has a lot to offer for higher education English language schools and their in-service training procedures.

- When talking about the nature of in-service training, the instructors mostly focused on practicality while the teacher trainers focused on professional development and collaboration. English language school directors, however, had a different approach focusing on providing coherent and uniform language education in their institution and student achievement. These initial findings give ideas about the multi-dimensional nature of in-service training and the different purposes it serves. There is definitely a lot more to explore about the issue through more interviews.

3.5. Data analysis

To explore and answer the research questions of this study, convergent mixed-method research design was utilized (Creswell, 2012). As argued above, this involved collecting and analyzing quantitative and qualitative data.

The idea for this research was generated before the emergence of the coronavirus outbreak. However, the corona virus appeared as a global pandemic in early 2020, which corresponded to the during the initial data-collection process of this research. The outbreak of the Covid-19 virus as a global pandemic affected the education and higher education systems in all countries where the pandemic was experienced, and it led to the use of distance education instead of face-to-face education worldwide in order to slow down the dissemination of the virus (Telli Yamamoto & Altun, 2020). As a result, all schools, including the higher education institutions started online teaching and distance learning in Turkey as well. This situation affected the course of this research in two ways. Firstly, teachers' professional needs have changed suddenly and tremendously. As this shift to teaching online was an abrupt one, serious needs for support in creating and presenting online content arose among teachers (Telli Yamamoto & Altun, 2020). Therefore, many of the English language instructors needed in-service training and online courses on such topics as the principles of online teaching, online teaching tools and platforms, teaching skills online, or motivating learners online. These fields and aspects already exist in the needs analysis survey used in this study (Appendix B, Section II, Part C) and the instructors' level of needs for training in these areas were explored. The interviews that were conducted with the voluntary instructors also worked well to support data from the survey, so the participants had sufficient number of opportunities to express their needs related to the changing situation and context of

education due to the Covid-19 pandemic. Secondly, in the original proposal for this research, the interviews were intended to be conducted face to face. However, due to the lock-down measures and online education processes, the interviews were conducted online via the Zoom platform. Similarly, originally, the researcher aimed to visit each school personally and provide the instructors with the hard copies of the survey. However, when this became impossible due to Covid-19, the survey was designed as Google Forms and it was sent to the instructors via email. The participants did the survey in online environments. Although the unexpected situations due to the emergence of the Covid-19 were managed wells, the emergence of such situation during the course of the research might still have influenced the results of the study, and therefore, it is worth mentioning and taking into consideration. This information has also been considered while analyzing the collected data.

3.5.1. Quantitative Data Analysis

The data collected through the needs analysis survey from the English Language instructors were analyzed through quantitative data analysis methods on the Statistical Package for the Social Sciences (SPSS) program. First, as part of the quantitative analysis, descriptive statistics were applied in order to find out the instructors' demographic information and need areas noted in the questionnaire. In addition, multiple regression analysis was administered in order to find out the need areas and specific needs in relation to the demographic information, graduation departments, teaching experience, teaching workload, school type and levels of the participants. At the end of the quantitative data collection and analysis the overall needs of the English Language instructors were identified.

3.5.1.1. Quantitative Data Collection Tool: Reliability and Validity

According to Creswell (2012), reliability means that the results from a tool are dependable, consistent and balanced. There are several types of reliability, which are test-retest reliability, alternate forms reliability, alternate forms and test-retest reliability, interrater reliability, and internal consistency reliability (Creswell, 2012). The first type of reliability refers to administering the same data collection tool to the same participants at different times expecting to yield similar results. The second type of reliability is alternate forms, which involves employing similar data collection tools

which are of the same content, difficulty, or types. The third type of reliability combines the previous two types and requires administering same type of test twice at separate times. Considering the design of this study, these three types of reliability was not utilized.

In addition, for interrater reliability, different researchers are engaged in the data analysis process and then, they compare their findings. This type of reliability is also referred to as intercoder reliability and it refers to the degree of agreement between coders on the same set of data. Because this type of reliability is related to qualitative data, the details are explained in the following section.

Finally, as an indication of reliability, internal consistency was dealt with in this study. Internal consistency checks if a participant's scores are consistent throughout the items included in a quantitative data collection tool. To assess internal consistency in this study, Cronbach's coefficient alpha was used (Creswell, 2012) because the items used in the reliability analysis are in Likert-scale format. Similarly, Subedi (2016) also stated that to calculate the reliability of Likert scale items Cronbach's alpha is better to be used. According to Creswell (2012), .70 and above is a satisfactory score for internal consistency. The Cronbach's Alpha score for the reliability test of the Needs Assessment Survey used in this study is given in Table 3.3 below. In general, the items in the questionnaire can be considered reliable.

Table 3. 3. Needs Assessment Survey Reliability Score

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,973	,973	87

The third type of validity is construct validity, which investigates if the tool is actually measuring the intended constructs (Mills & Gay, 2016). To ensure construct validity of the quantitative data collection tool used in this study, exploratory factor analysis was carried out. Exploratory factor analysis is a multivariate method which aims to generate latent structures from a large number of variables that are related to each other (Henson & Roberts, 2006). As the factor extraction method, principal component analysis was used for each section of the needs assessment survey. Also, varimax rotation method,

which is a method that maximizes variance, was used for the sections that consist of at least two sub-dimensions. In the literature, there are different views about which factor extraction method to use. Karaman, Atar, and Aktan (2017) stated that there is no significant difference between factor extraction methods in strong factor structures in terms of the number of factors extracted, and there may be differences only when factor loads are low. In this study, principal component analysis was used.

Before the exploratory factor analysis, Kaiser-Meyer-Olkin (KMO) and Bartlett test values were examined in order to test the appropriateness of the sample for the factor analysis. KMO shows the adequacy of the sample size, and Bartlett test for sphericity shows that the data matrix is different from the unit matrix for the analysis. When the KMO value is greater than 0.60 and the significance level of the Bartlett test is $p<0.001$, the assumptions are met (Thompson, 2004; Kaiser, 1960). The main purpose of the exploratory factor analysis is to determine the number of factors or dimensions extracted and there are different approaches to that in the literature. The K1 rule suggested by Kaiser (1960), which refers to eigenvalues greater than 1, and the scree plots are the two main methods used (Fabrigar, et al., 1999; Kline, 1994; MacCallum, Widaman, Zhang & Hong, 1999; Thompson, 2004; Velicer & Jackson, 1990). Scree plots are obtained by plotting the eigenvalues from increasing to decreasing value. Every scree plot has a break point. After this point the decline slows down and the line starts to flatten. There are as many factors as the number of points above this point (Fabrigar et al., 1999). The items included in each factor are determined by the matrix of factor loadings. The minimum factor load for an item to be within a factor is 0.30. items included in each factor are determined by the matrix of factor loadings. An item can also give factor loading to more than one factor. In this case, the difference between the factor loads should be at least 0.10 (Stevens, 2002). The factor analysis in this study was conducted based on these principles.

The exploratory factor analysis was carried out for five different sub-scales of the data collection tool. The KMO value for the Pedagogical Knowledge needs sub-scale was found to be .850; and the Bartlett test score was significant (χ^2 =1413.185, df=45, p=.000). For Pedagogical Content Knowledge needs sub-scale, the KMO value was ,913 and the Bartlett test score was significant (χ^2 =11901.145, df=595, p=.000). For sub-scale of needs related to the Use of Technology in Education, the KMO value was found

to be .871 and the Bartlett test score was significant (χ^2 =2306.151 df=36, *p*=.000). The KMO value for the Guidance and Special Education needs sub-scale was found to be .843 and the Bartlett test score was significant (χ^2 =1458.409 df=10, *p*=.000). Finally, for Communication and Social Skills needs sub-scale, the KMO value was ,756 and the Bartlett test score was significant (χ^2 =485.535, df=6, *p*=.000). Therefore, the data structure and the sample are appropriate for the exploratory factor analysis. The details for the factor analysis of each sub-scale can be found in Appendix D.

As Creswell (2012) also stated, reliability and validity are interconnected. Therefore, it can be said that if the data collected from a tool prove to be reliable, then most probably they are also valid. In this study, both issues were considered, and related measures were involved.

3.5.2. Qualitative Data Analysis

Qualitative analysis of the interview data was conducted by the researcher in order to confirm and cross-validate the quantitative findings and to expand quantitative data through open-ended, in-depth qualitative data. First, the interview data were transcribed. The researcher read the transcript several times, trying to get a sense of the data as a whole before breaking it into parts. While doing that, the researcher wrote memos in the margins. These memos were usually short phrases, ideas or conclusions about the participants' responses. The actual data analysis and the coding of the data were done based on Saldaña's (2009) two cycles of coding. During the initial coding, Saldaña's (2009) 'First Cycle Coding' principles were applied; and specifically 'Descriptive Coding' method was used so that a detailed inventory of the interview content could be reached. The codes were expected to summarize and condense data; not simply to reduce them (Saldaña, 2009). After this process, a code list was generated for each interview. Then, the 'Second Cycle Coding' methods were employed in order to categorize the coded data to reach categories and themes. After these two cycles of coding, some issues emerged, and the connections between these issues were found and analyzed to form the themes. These themes not only reflected the commonalities but also the differences between the interview participants (Saldaña, 2009). After the formation of these emerging encompassing themes, the researcher was engaged in interpretative process and thematic analysis in line with the existing literature and the

research questions of the study. When doing that, both inductive and deductive reasoning principles were applied in order to make an in-depth sense of the data. The data analysis procedure did not generalize findings, but present a detailed description of the teacher trainers' and the directors' perspectives. An overview of the analysis of the qualitative data is summarized in Figure 3.3 below:

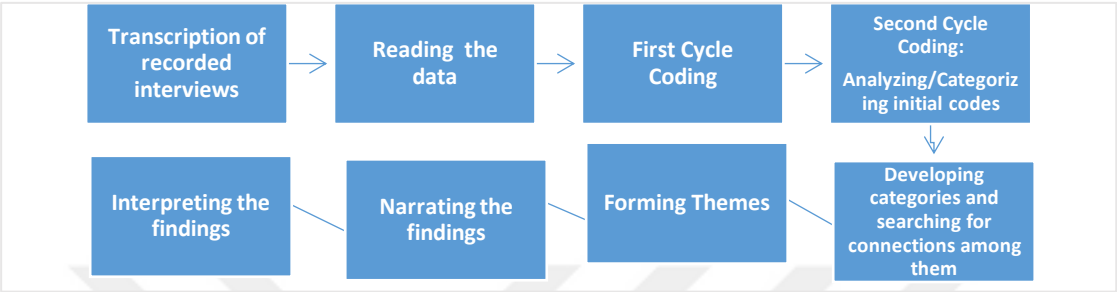


Figure 3. 3. Qualitative Data Analysis Process

When the qualitative data analysis was complete, both quantitative and qualitative findings were combined and compared in the results and discussion sections.

3.5.2.1. Qualitative Data Collection Tool: Credibility and Trustworthiness

Because standards to evaluate quantitative data collection tools cannot be used with qualitative ones, the terms credibility and trustworthiness are used instead of reliability and validity. According to Saldaña (2011) credibility refers to a researcher's plausibility. In order to achieve credibility, the researcher needs to provide a detailed description of the methodology, data collection tools, participants, and the procedures for data collection and analysis. Trustworthiness, as Saldaña (2011) referred, is the credibility of the writing. The indicators for trustworthiness involve amount of qualitative data, and the time the researcher has spent in the field. In general, both credibility and trustworthiness are related with providing detailed information about the procedures of research. For this research, this chapter addresses the issues of credibility and trustworthiness via the explanations regarding the nature of analyses and work conducted. The participants, the interview procedures, the amount and the analysis of the data collected were stated and explained in detail. That is, for credibility and trustworthiness, all the research procedures were written in transparency. Additionally, to ensure credibility and trustworthiness in the qualitative data analysis, intercoder reliability is used. Intercoder reliability refers to the level of agreement between two or

more different coders (Saldaña, 2011). The coders analyze the same qualitative data set, and then they compare the codes to see how consistent they were. Intercoder reliability is important for the quality of a research study as it increases the objectivity of studies and decrease bias.

In this research, for intercoder reliability, the qualitative data gathered via the semi-structured interviews were analyzed by another ELT graduate with a PhD degree and the codes yielded were compared for consistency in order to draw conclusions about intercoder reliability (Appendices 5a and 5b). The transcripts for the 4 of each group of interviews were read through by the two coders and coded independently. After coding the 12 transcripts, the codes, their names, and the text segments that had been coded were examined and compared. Some preliminary major codes were developed. When the researcher found that the codes were consistent and there was agreement on most of the codes and the relevant text segments, each coder independently coded additional transcripts, and compared codes again. The passages that both coders coded were analyzed again to see whether the same codes were assigned to the same text segments. The decision was marked either a "yes" or "no" decision, and the percentage of agreement was calculated. The results revealed that there was 85.2% agreement between the researcher and the second coder. According to literature, an 80% agreement is satisfactory (Creswell & Poth, 2018; McAlister, et al., 2017), but Miles, Huberman & Saldaña (1994) recommended that there should be 85%-90% agreement between the coders. As a result, the intercoder reliability of the study is acceptable.

3.6. Ethical Concerns

Studies that involve human subjects bear some ethical concerns. Research ethics are the principles that aim to make sure that the research involves no harm to the participants of the study. To avoid ethical problems, researchers have to apply for the approval of ethical committees by submitting all the data collection tools required in the research study before the data collection procedure takes place. It is important to conduct research studies with principles of research ethics in mind in order to build a relationship with the participants based on trust. For this reason, the participants should be informed about the purposes of the study and confidentiality of their personal information.

This study was designed and administered considering the principles of research ethics in all stages. First of all, the approval of the Human Subject Ethics Committee in Middle East Technical University was taken (Appendix G). The study utilized an informed consent form (Appendix H) for participants to read and agree to take part at the beginning of the study. The informed consent forms used in this research aimed to explain the purposes of the research to the participants, and to inform them that the participation is on voluntary basis and they are free to leave the study anytime they want with no obligation to complete the study. While designing the data collection tools, items that may cause a kind of discomfort for the participants were purposefully not included. Furthermore, the participants are ensured that their names or other personal information will not appear anywhere in the reporting process and that the data they provide will be used for research purposes only. During the qualitative data collection process, the participants were clearly told that the interviews were going to be audio recorded, and their consent were taken. After each interview was completed, the audio-recording of the interview was transcribed and the written transcription was sent to the interviewee for member checking for participant validation. The purpose of member checking was to further explore the credibility of the results. For member checking process, the interview data were returned to the interviewees for them to check for accuracy and resonance with their experiences. Later, during the data analysis process, any personal information of the participants including names, institutions and other personal details were excluded from the main data. While reporting the results, pseudonyms were used instead of the names of the participants and any information that may risk the anonymity of the participant was not reported.

CHAPTER 4

RESULTS

In the previous chapter, the research methodology of the study was presented. This chapter presents the findings of the study according to the research questions. For all three of the research questions, the answers to the research questions were obtained and presented via quantitative and qualitative analysis. The first research question aimed to find out the approaches to the in-service training in higher education English language schools. The results showed that the participants have a developmental and inductive approach in general. The relevant people take on different roles. The objectives and the outcomes of the in-service training were mostly consistent. In-service training aims to bring about some positive change, a developmental mindset among the instructors, and gain awareness about instruction practices. The features of in-service training programs involve a variety of practices that should ideally be designed considering the instructors' needs and backgrounds.

The second research question aimed to explore the professional needs of the in-service instructors of English language preparatory schools related to the in-service teacher training. In general, English language instructors working at higher education preparatory schools need in-service training activities. The quantitative and the qualitative findings of this research help explore those findings. Firstly, the area where instructors expressed the highest amount of needs is the 'Guidance and Special Education' area, which involves teaching students with disabilities and learning difficulties as well as gifted students or students who need psychological help. The needs almost all areas were found to be correlated. The instructors need this training to be practical and useful in class rather than too theoretical unless the theory helps to support the rationale behind practical suggestions. The instructors preferred the in-service training to be compulsory and to involve practical content such as workshops

and hands-on tasks. They prefer courses to take place on weekdays and to be given by expert trainers with positive personal qualities.

The third research question of the study aimed to find out the relationship between English language instructors' in-service training needs and their demographic features such as their sex, native language, English proficiency level, teaching experience, their field and level of education, whether they teach in a state or a private university, their weekly teaching load, the level they teach and whether they have received in-service training before as well as the form of the in-service training they receive. To find out these relationships, the quantitative data were analyzed via multiple regression analyses. The findings revealed that among those factors, instructors' native language, English proficiency level, their level of education and previous in-service training experiences were not related to their in-service training needs. None of these factors were found to make a significant influence on the instructors' in-service training needs related to pedagogical knowledge, pedagogical content knowledge, use of technology in education, guidance and special education and communication and social skills. On the other hand, instructor's sex, teaching experience, their undergraduate major, the type of school they teach at, they level they teach and their weekly teaching load were found to predict some of the in-service training needs of the English language instructors who participated in this research.

4.1. RQ1: The in-service training practices of higher education English language schools

The first research question of the study was 'What are the in-service training practices of higher education English language schools?' This research question aimed to explore the purposes for which higher education English language schools provide their instructors with in-service training and components of higher education English language schools' in-service training as well as their approaches to in-service training. In that sense, this research question aimed to be responded to with an exploratory and descriptive approach. In order to be able to answer this question, the approaches of the higher education English language schools to in-service teacher training, the objectives and the outcomes of the in-service teacher training at the higher education English language schools, the common practices utilized by the higher education English language schools as part of their in-service teacher training, the evaluation procedures

and the challenges the instructors associated with in-service training were investigated. The data to investigate these issues were gathered via semi-structured interviews and the needs assessment questionnaire. Therefore, both qualitative and quantitative data were analyzed to explore the findings for the first research question.

To be able to better understand the in-service training activities practiced at higher education English preparatory schools, the approaches to it s well as the roles of the stakeholders were explored. As the qualitative data showed, the instructors and teacher trainers working at higher education English Language schools as well as the school directors have various approaches to in-service teacher training. The participants fundamentally approach in-service training as an essential, inductive and non-judgmental component of instructors' personal and professional development. The participants also referred to it as a mindset. Table 4.1 below shows the summary of codes (See Appendix I for the list of all codes).

Table 4. 1. Summary of codes for the approaches to the in-service training

Code	***F***
essential/important	116
personal development	87
Developmental	35
Inductive	13
non-judgmental	10
mindset/a state of mind	10
accreditation/quality standard	7
bottom-up	5

To begin with the participants of the study mostly expressed that the in-service training is an essential and important element. (See Appendix J for the list of quotations.) They approach it as a personal development tool in addition to its role for their professional development. Nevin, one of the English language school directors taking part in this study, expressed the necessity of in-service training as follows:

> It is pointless to discuss whether in-service training is necessary for instructors or why it is necessary. For example, can a doctor who graduated from medical school carry out his entire professional life with the knowledge he graduated from? There are very basic theories, models and so on about language teaching in the world, but there are really innovative approaches, especially in technology-based applications. Teachers need to catch them and not fall behind. [1] (English language school director)

Another director, Elvan, referred to the necessity of in-service training in relation to the quality of the instructors and the instruction. She made her point as follows:

> I think that in-service training is very necessary because I think that the most important element of a quality teaching service is to work with effective teachers. The better our teachers' field knowledge, teaching knowledge and even general culture are, the better their teacher skills are. In this sense, I have a very positive attitude towards CPD. I think it is necessary. [2] (English language school director)

Similarly, Sevil another teacher trainer working with English language instructors talked about the necessity of in-service training of instructors. She mentioned that in-service training is necessary for the instructors' self-reflection and development. She stated that in-service training is not only necessary to address inadequacies or deficiencies. It is an essential process for the instructors to remain in touch with their profession and to evaluate their practices.

Not only the directors and the trainers, but also the English language instructors participating this study mentioned the necessity of in-service training. They also referred to in-service training as an essential process for them to remain up-to-date and update their practices as well as their perspective. For example, as Derya mentioned;

> It may not be necessary to follow that much innovations in other professions. But the student we have is constantly changing generations. It always goes to a different profile. Our materials are changing, the way these materials are written is changing, the assessment is changing. Therefore, in an area where there is so much change, it is necessary to support teacher professional development. I think that we, the teachers, should definitely be given sessions in the necessary areas and where we are missing. For example, such an idea is not acceptable: I am a very good teacher; I do the same thing now as I was doing 20 years ago. I think that in-service training is necessary because it renews the perspective of the instructors. [3] (Instructor)

As the qualitative data and the participant responses showed, in-service training is commonly approached as a necessity. A different perspective, especially that of the directors of English language schools, was found to suggest that this necessity is related to the quality and accreditation requirements. That is, some of the directors taking part in this study expressed that in-service training programs and activities of the instructors is essential not only because they are needed for instructors' professional development, but also because it is required by the accreditation bodies so that the quality of the institution is accredited. In this respect, directors are also interested in providing in-service training from a more pragmatic aspect. For example, Elvan, one of the English

language school directors participating this research stated that they initiated the in-service training and continuous professional development activities in their department while they were trying to organize the department for accreditation. As she explained;

> When we were establishing PDU, we had set out to be accredited at that time. We thought we had a working system and we could record it. We got a feedback asking why not create a CPD program and add these CPD activities as well. And then, the next year, we started it right away. [4] (English language school director)

Similar to Elvan's idea and the point where her institution set out to start in-service training, another English language school director, Hüseyin, also referred to the necessity of the existence of in-service training and professional development activities for the quality and accreditation services. As he explained;

> Situations can change quickly. For example, there was no graduate requirement to be an instructor before, but now there is. Likewise, in order to get accreditation, institutions need to have in-service training practices. That is, for us to be able to qualify for service assurance and quality assurance. This is also another reason why we started our PDU. [5] (English language school director)

In addition to considering the in-service training as an essential process, it was also found that the participants take a developmental approach to in-service training at higher education English preparatory schools. The directors, teacher trainers and the instructors taking part in this research expressed that the in-service training is naturally a developmental process. Therefore, practices that are against this nature of in-service training would negatively affect its efficiency. For instance, as Esin, one of the English language school directors taking part in the study expressed;

> It definitely has to be developmental. In other words, people should definitely not feel threatened to lose their jobs. Evaluation is made, personal evaluation is made, group evaluation is also made, but these must be developmental. Otherwise, it prefabricates what teachers will receive from in-service training. I think it prevents them from reaching their actual potential. Therefore, it must be developmental. [6] (English language school director)

Similarly, Robert also stated that in-service training should aim for the professional development of teachers by showing them ways rather than instructing them or imposing them to use the instructed ways. He illustrated his point as follows:

> Evaluation of lessons is somebody saying "Look, you are using a fork to eat soup. Have you ever used the spoon?" and they suddenly pick up the spoon "Oh, wow! That's much better than using the fork I was struggling so much." And somebody may just say: "No, it doesn't work for me." [7] (Teacher trainer)

Some of the teacher trainers explained that they had to make some attempts to help enhance the developmental nature of the in-service training and to create some intrinsic motivation among the instructors. For instance, Kağan, one of the teacher trainers, had to negotiate the departmental administration not to share the instructors' developmental reports with them in order not to give the process a judgmental nature. He expressed this point as follows:

> Even our director does not see my reports on the observation. And he has agreed. First, the director thought I should be sharing my observation reports with them. But, after I reasoned with them, they accepted that they do not need to see them. The observations are for developmental purposes. If it is about teaching, if they are not teaching well, if they are not, I don't know, using CCQs, ICQs, whatever whatever, they are not going to be sacked for that. So, this way, they might be even a kind of negative feelings towards what we are doing. Actually, I convinced them that we shouldn't be using this. So, that's on developmental basis only. [8] (Teacher trainer)

Similarly, Dilek, another teacher trainer told that they removed the incentives given to the instructors who participated in-service training in their institution. The reason why they did so was to rather than them joining in-service training activities for the sake of those incentives, such as performance points, they wanted them to join sessions with intrinsic motivations for professional development. As Dilek stated;

> Here, until last year, a performance chart was presented to the teachers at the end of the year. In this chart, the PDU had a 15-point share. We have always been against this point of view. We have always stated that we do not want to have in this grading role. We finally achieved that last year. We do not want to give points to or evaluate teachers. We may be trying to understand whether our teachers are open to improvement. Of course, we have some criteria. We have criteria that we use in lesson observations. As I said, at the end of all these observations, we offer some developmental suggestions such as whether the teacher is open to development, or whether more work needs to be done, whether we need to invest in the teacher, whether they should get this training, etc. The administration will take care of other judgmental work, if necessary. We can only discuss how we can help our teachers in a developmental sense, can we help this person more, whether he wants it, whether it is voluntary or not, and why etc. In other words, we try to win people as much as possible and direct them towards development. That's the point. [9] (Teacher trainer)

This developmental approach the participants have towards in-service training was not limited to professional development according to the qualitative data. It was also found out that all three groups of participants taking part in this study value in-service training as it contributes to instructors' personal development. For example, one of the instructors, Çiğdem, stated that she joins in-service training sessions expecting to gain in

terms of her personal development as well as the professional development. She expressed that by personal development she meant various factors from her vocabulary to her perspective of the world. She expressed that her personal development as a teacher was as important as her professional development, and if she could gain from in-service training in that sense, she would value that. Similarly, when asked about an in-service training program or session she had joined and benefited most from, Sezen, another instructor referred to one specific in-service course because the course contributed to her personal development rather than her professional development. She further explained this point by stating that the course helped her learn to be more open to innovation and experimenting. Because she gained a new perspective at the end of the course, she felt that the course contributed to her personal development, and she valued the course. That is, by personal development, the participants meant gaining features such as being open to innovation, expand her perspective and have a developmental mindset. One of the English language school directors, İlknur, also referred to their approach in-service training from a personal development perspective. She expressed that in-service training provides instructors with personal development by helping them explore other perspectives and changing their mindset while enhancing their professional skills. Once this mindset is established, instructors start to approach in-service training and other professional development activities as personal development. To illustrate this point, Deniz, the teacher trainer of one institution that provides their instructors with long-term in-service training stated that in-service training is now part of their institutional culture, and all of their instructors approach it willingly as it helps with their personal development as well as professional development.

As the qualitative data showed, developmental approaches to in-service training of English language instructors working at higher education were adopted by instructors, teacher trainers and school directors. Therefore, according to the qualitative data, judgmental approaches to in-service training were found to be notions to be avoided. All three groups of participants emphasized the idea that it is important for the instructors not to feel as if they were being judged when they are observed by other instructors, administrators or teacher trainers. It is important that the focus is on the developmental aspects. Otherwise, the program would not reach its aims. One of the teacher trainers taking part in the study, Gizem, expressed this point as follows:

> If I look at it as a teacher, if the in-service training activities have an effect on the performance evaluation, it creates a stress factor for the teachers. Anything judgmental backfires. If it is a developmental thing in its own nature, these programs will be successful in any way. [10] (Instructor)

Finally, the many of the participants expressed that they have a bottom-up approach to the in-service training of instructors. As the qualitative data showed, in-service training is approached in an inductive way, structured based on the needs and characteristics of the target group of teachers. For instance, Robert, one of the teacher trainers taking part in the research expressed that they really believe in and value the bottom-up approach. He referred to needs analysis as a way to make the process inductive with a bottom-up approach. As he stated;

> By doing the observations, before actually structuring the input sessions we can pinpoint the most important topics for the input sessions. We also do needs analysis service which is really important…It is nice to see what people need and what they want and it is nice to make them happy by meeting their professional needs. [11] (Teacher trainer)

Overall, the qualitative data and the participants' responses showed that higher education English language schools have various approaches to in-service training of the instructors. Most importantly, in service training is viewed as an essential and important process for the personal and professional development of the instructors as well as the quality assurance of the institutions. People usually value a bottom-up approach to in-service training emphasizing the inductive nature of it. It was also important that rather than an accumulation of courses and sessions, in-service training was found to be approached as a mindset, originating from a developmental state of mind.

In order to understand the approaches to in-service training in higher education English language schools better, the roles that the administrative figures and the teacher trainers take during the process were also investigated. Table 4.2 below shows the codes generated from exploring the qualitative data regarding the administration and trainer roles in higher education in-service training practices.

Table 4. 2. Summary of codes for the administration and trainer roles in higher education in-service training practices

Theme	Categories	Code	*f*
Roles	Administration	support (instructors & PDUs)	89
		identifying needs	42
		regular meetings	24
		raising awareness	23
		organization/coordination	21
		making decisions	18
		providing feedback	14
		goal-setting	12
		providing resources	11
		Advising	10
		team building	8
		information sharing	4
		career coaching/guidance	4
		trainer-training investments	3
	Teacher trainer / PDU	Observer	75
		feedback provider	21
		identifying needs	20
		mentoring	15
		planning INSETs	13
		Facilitator	4
		professional coaching	3

As Table 4.2 shows, both the administrators and the teacher trainers take on various roles during the in-service training practices. Firstly, the English language school directors stated that the main role they took is to provide support for the teacher trainers and the PDUs as well as the instructors receiving in-service training. What was meant by this 'support' was expressed in various forms; however, in the most general sense it refers to providing resources for the PDU and the instructors with a variety of people and subjects as well as courses and ideas. It also involves making the necessary arrangements and organizations in the background. To be able to do that, English language school directors need to be aware of the instructors' needs and demands regarding their professional development. One of the English language school directors who participated the research, Esin, illustrated this point as follows:

> My role is mostly in the planning phase. For example, a need arises that we never thought of before. Then, of course I have to think about how we can meet that need first.

> This is necessary to support our current teacher trainers to create a new course, or to organize it if this requires an outside support. It can also be in the form of calling an outside expert to support our trainers and to create the necessary environments. [12] (English language school director)

Similarly, İlknur, also referred to the supporting role of the administrators for the in-service training practices in preparatory schools. As she also stated, the administrative bodies have important roles in the background, such as planning, organization and supporting the existing practices while allowing the professional development units become the actual practitioners of the in-service training activities. She expressed her point in the following way:

> While planning in-service training practices, it is important to draw the general framework collaborating with the PDU, discuss it together and create it together. Then, we should give the necessary support to the PDU in structuring and detailing of it and to support their planning. In other words, as the department administration, we draw the general framework, and then, the PDU works on it. After designing the main frame, the PDU implements it. If they ask for support, or need ideas, then I'm in. But apart from the framework drawn by the school and the institution, I think that the administration should not interfere with the execution and implementation. [13] (English language school director)

In general, as another director, Zeki, pointed, in-service training practices could be defined as instructors' efforts to find their own way in relation to their teacher beliefs and teaching persona, and administrators were to provide any kind of support for them as they were finding their own way. This supporting role of the administration involves building teams with the right people and making investments for their professional development, arrangements and organizations, holding regular meetings with the related parties, providing financial and human resources in addition to providing advice and feedback when necessary.

As Table 4.2 also showed, teacher trainers and the PDU members working in the in-service training of higher education English language instructors take on more practical roles that target execution and the implementation of the actual training. They observe lessons and provide feedback in addition to planning in-service training sessions and activities by identifying professional needs. They consider their roles as mentor, facilitator and coach rather than more formal duties such as evaluator or performance judging mechanisms. A teacher trainer, Dilek explained this point as follows:

> I only act as a facilitator in the unit. I have no other roles. I mean, we go to lesson observations, yes, we observe the teachers, but I do not observe those teachers as an expert. I'm just there as a second eye. Our aim is to improve the teacher. In other words, when they cannot realize something or do not have the opportunity to look at their practices from the outside, I tell them that I've noticed something, and ask what they think about it. We sit down, discuss and decide together. It's not for judging the teacher. That is, I am here only as a facilitator. [14] (Teacher trainer)

This perspective and the role distribution are also consistent with what the instructors expected. As can be seen in the next section (please see 4.2.1 and Figure 4.3) higher education English language instructors taking part in this research prefer in-service training practices, especially lesson observations and feedback, to be conducted by professional trainers rather than the administrators. A minority of the participants (3%) stated that they prefer to be engaged with administrative observations although they were mostly willing for their voice to be heard by and to be supported by department administrations.

In general, when the higher education English language schools' approaches to in-service training were investigated, it was found that the in-service training was approached as an essential process for the personal and professional development of the instructors as long as it is approached from a developmental perspective. The related parties have various roles within the process, but the directors and the administrators take active roles in organizing and providing resources for the in-service training while the trainers and the PDU members are mostly responsible for execution and implementation of the programs.

4.1.1. What are the objectives and outcomes of the in-service training practices at higher education English language schools?

The higher education EFL instructors, the teacher trainers and English language school directors who participated the study were also asked to identify and describe the objectives as well as the expected outcomes of in-service training practices. An overview of the codes that emerged from this analysis can be seen in Table 4.3 below:

Table 4. 3. Summary of codes for the objectives of higher education English language instructors' in-service training practices

Theme	Category	Code	*f*
Objectives	Institution	effectiveness	69
		collecting best practices	34
		brain teams	18
		adaptation to institution	17
		quality standards	16
		strengths/weaknesses	16
		standardizing practices/consistency	13
		needs/gaps in knowledge	12
		institutional culture	11
		institutional recognition	7
		sense of belonging	7
	Instructors	self-confidence	45
		professional support/help	44
		change	41
		experience	27
		awareness	27
		digital skills	26
		learner profile	17
		to update knowledge	16
		teacher quality/quality of instruction	14
		lifelong learning	11
		help with burnout	10
		collaboration	8
		innovation	6

As Table 4.3 also shows, the objectives of the in-service training practices in higher education English language schools were categorized as the objectives that regard the institutions and the objectives that regard instructors. Accordingly, what institutions aim for was found to be to increase the effectiveness of the instruction by enhancing the instructors' professional skills as well as matching the quality standards. In addition, by providing in-service training practices, institutions aim to collect the best practices and set up teams of professional people so that the institutional units can work efficiently. Especially, English language school directors aim that in-service training help them set up brain teams to increase the effectiveness of the institution. For example, Hüseyin made this point as follows:

> We have the instructors we think will be in the management team or units join sessions and receive training because we are trying to establish a brain team of testers and curriculum developers. We are also trying to train two teacher trainers so that they can

> work together with our current trainer. We also train them. [15] (English language school director)

As the qualitative data gathered from the research showed, in-service teacher training in higher education English language schools also aim to standardize instruction for contingency purposes. In most of the university preparatory schools, there is a curriculum office where the syllabi for the semester is designed and the curriculum is developed. In that regard, the teaching materials and assessment tools are also designed by the central offices and the same materials are given to each class for standardization purposes. The only difference is the instructors who teach that syllabus and those materials. The directors aim that all of the instructors in their department teach the material with similar efficiency, professionalism and skills. Although most of the instructors and teacher trainers taking part in the study expressed that they do not aim for the instructors' practices to be the same as each other, leaving room for individual teacher beliefs and teaching persona of each instructor, they stated that it was not a desirable situation when one group of students learn the material better than another group as it created problems during standardized assessments. That is, an objective of the in-service teacher training in higher education English language schools is to enhance consistency and standard teaching practices. One of the English language school directors, Zeki, expressed this in the following way:

> There has to be a standardization. That's the most basic rule. So, for example, we use the Language Leader. There could be a pattern that we use to teach 'should'. Everyone needs to be able to teach the topic in a similar way in terms of quality and effectiveness. Or everyone should be able to elaborate on reading texts in similar ways. Not in a way that we tell students to simple read the text and answer the questions. They should learn to do the pre-reading activities or justification of answers properly. And we should institutionalize these patterns with in-service training. [16] (English language school director)

As can be seen, what is meant was to match the instructors' practices with the institutional culture and to institutionalize teaching practices. Similarly, Sevil, one of the teacher trainers referred to this point in the following way:

> With in-service training, everyone now knows, for example, what Padlet means, what Kahoot means, or how to teach grammar in the classroom. I think this is speaking the same language. It is important to speak the same language, especially in large institutions like ours, when 170-180 teachers teach students actively in class. Of course, variety is also important, but it is very important that when we talk about something, it means the same thing to everyone. In our institution, the PDU and in-service training provides this. Also, a clear understanding of what we expect during writing standardizations, grading papers, or giving feedback. The institution has some

> expectations and we are trying to bring everyone together in line with this expectation. [17] (Teacher trainer)

As explored via the qualitative data, in-service training also aims to help increase the English language instructors' adaptation to their institution and their sense of belonging with the institution. In-service training in university preparatory schools also involves an induction training period for the instructors who are new to the institution because they just get employed at that school. At this period, instructors need support and guidance about the way instructional processes, such as teaching and assessment, or the administrative issues are conducted at that school. To help them with this adaptation process, the professional development units and the teacher trainers provide a short-term induction training for the newly-hired instructors. Thanks to this induction training, instructors understand the institutional practices and gain insights into how to match their experience and beliefs with the institution. Therefore, they find the adaptation process easier. This was frequently mentioned by the instructors as well as the teacher trainers and the directors throughout this research. For example, when asked to describe the objectives of the in-service training, Sezen, one of the instructors participating the research made the following point:

> There is also an institutional adaptation purpose of in-service training, we have all experienced this. Each institution does something different in terms of practices. New teachers come with a suitcase no matter where they come from. They know something, they have their own teacher beliefs, they have a class, and they know that class best. The process of adapting this knowledge to the institution is also achieved with in-service training. [18] (Instructor)

Similarly, one of the teacher trainers, Hasan, also referred to this objective of in-service teacher training in preparatory schools in the following way:

> I see it (in-service training) as a key for the teacher's adaptation to the institution, so that he can identify himself in the institution and adapt his own beliefs and teaching style to what the school expects from him. I think that with in-service training, people will refine themselves according to the expectations of the institution and the training they have received. For example, I started teaching at an institution without such adaptation and had a lot of difficulty in finding my way. However, it would have been much easier if we had worked together a little at first. Then, I moved to another institution where I received induction training. I got used to that school much more easily. [19] (Teacher trainer)

As can be expected, when the instructors adapt to an institution well, their sense of belonging with that institution is enhanced. Thus, this also appeared as another objective

of the in-service training. Many of the English language school directors who participated the study expressed that it was an advantage for their institutions when the instructors felt that they belonged to the institution. It was also expressed that in-service training is one way of achieving that. Not only via the induction training, but with the in-service training in general, instructors find the best match between their style and teaching persona with the institution's expectations and methods. When they do so, they feel they are personally and professionally connected to their institution. As Alper, one of the English language school directors participating the study expressed, when this organizational commitment increases, the instructors both feel connected and belong to the institution and they don't give up the habits they have learned when the in-service training program is over. They turn those habits into long-term practices.

All in all, the institution-related objectives of the in-service training in higher education English language schools involve enhancing the effectiveness of instruction, collecting best practices and give the instructors opportunities to share them with each other. Also, in-service training aims to help instructors professionally grow and specialize in certain areas so that brain teams can be founded. It was also found that in-service training aimed to support the strengths and amend the weaknesses of the institutions by addressing the instructors' professional needs. Some participants also mentioned that in-service training also aims that the pedagogical practices of the instructors came to a consistent level to achieve institutional and quality standards. Finally, it aimed to ease the instructors' adaptation processes and enhance their sense of belonging to the institution.

The objectives of the in-service training in higher-education English language schools also regard the instructors. As Table 4.3 also shows, in-service teacher training in university preparatory schools aim to increase the instructors' self confidence about their in-class practices, to give them professional help and support when they need it and create a change in their pedagogical behavior. It also aims to help the instructors gain experience and awareness of the new methods, especially digital skills and technology as well as the constantly-changing learner profile. It aims to update the instructors' knowledge and to enhance the quality of instruction via innovation and collaboration with colleagues. The in-service training also aims to help the instructors with their continuous learning and to avoid burnout.

Many of the instructors, teacher trainers and directors who participated this research stated that one of the most important objectives of the in-service training in higher education English language schools is to enhance the instructors' self-confidence regarding their professional practices inside and outside the classroom. One of the instructors, Ali, put this point into words in the following way:

> In-service training courses should aim to help us gain self-confidence about teaching, that is, teaching skills in general. It's also about things that might come up in the classroom. For example, helping a teacher gain self-confidence about motivating an unmotivated student, correcting a student who made a mistake in class, etc. [20] (Instructor)

Another instructor, Çiğdem, also referred to this purpose of the in-service training. She expressed that;

> For me, in-service training courses are a tool that can provide me with some support in teaching areas where I am not fully confident. This is how I see it. Of course, the more I make up for what I lack there, the more my self-confidence will increase. [21] (Instructor)

One of the teacher trainers participating this research, Hasan, also mentioned this purpose of the in-service training in preparatory schools from the trainers' perspective. As he expressed that;

> In my opinion, the primary purpose of professional development activities should be to explain to the teachers in which areas they are good, so that they become confident and understand what they can do well, and then engage in research on what they can do better. [22] (Teacher trainer)

Another finding from the qualitative data exploring the objectives of the in-service teacher training in higher education English preparatory schools is that it aims to create some long-term change in the instructional behavior of the instructors. In that sense, it is similar to the objectives of education in general. Many of the participants expressed that in-service training aim for some positive change in instructors' habits although this might also be a challenge, especially for the experienced teachers. In that case, the teacher trainers aim to make the teachers aware of the method or the new approach in order to give them the opportunity to reflect on it and change eventually. In other words, via in-service training practices, teacher trainers aim to create instructors who are open to change their habits in the positive direction. In fact, one of the teacher trainers, Deniz, defined in-service training as the process of following the changes in the profession and

transform accordingly. Fatma, one of the instructors expressed this point in the following way:

> I think the key word is change, so it (in-service training) should aim to bring about a change. This can be a change in attitude or in terms of behaviors. I mean even if it doesn't create a radical change, it can change my mindset. Maybe it may have an effect on my teaching, my practices, but in the end, if it's a cycle, if it's a process, if it's a causal change, it must have an effect on my learning as well. [23] (Teacher trainer)

One of the teacher trainers participating the research also referred to this multi-dimensional concept as the objectives of the in-service training. As he expressed;

> Maybe in-service training should aim for some attitude change or behavior change among the teachers. That's also a success, I guess. When the teachers are allowed to self-reflect, allowing the self-reflection is the spark that starts change. [24] (Teacher trainer)

In-service teacher training in higher education English language schools also aim to help instructors gain awareness and update their knowledge and skills accordingly as expressed by many of the participants of the research. It was stated by many of the teacher trainers that they aimed to enhance the awareness of the instructors about the content of the training session, hoping that once the training session or the period was over, the instructor would be willing to learn more about the issue. Therefore, the sessions were mostly designed with the objective that instructors were provided with some insight to reflect on and motivation to learn more and gain a growth-oriented mindset. This point was also referred to by Çağlar, who is a teacher trainer taking part in the research in the following way:

> Our aim with these practices is to refresh the work, to gain a new perspective, but most importantly, to raise awareness on this issue for the teachers. Yes, our aim is to raise awareness, … we expect this awareness gained from the trainings and workshops to be reflected in teaching practices. [25] (Teacher trainer)

Although the institutional roles may change, the objectives expressed by the participants were similar. For instance, Esin, one of the directors participating the research also mentioned that;

> In-service training is beneficial when instructors have a growth mindset. If this mindset is achieved, or if we can get closer to it gradually over time, only then in-service training will achieve its purpose. From the perspective of a manager, I can say that we aim to raise awareness on this issue. [26] (English language school director)

In the most general sense, the expected outcomes of the in-service teacher training in higher education English language schools were found to be mostly consistent with the objectives. An overview of the codes that emerged from the qualitative analysis to explore the expected outcomes of the in-service teacher training can be seen in Table 4.4 below:

Table 4. 4. Summary of codes for the outcomes of higher education English language instructors' in-service training practices

Theme	Category	Code	*f*
Outcomes	Instructors	ability to reflect	67
		improved quality of instruction	34
		gained awareness	31
		positive change	29
		self-satisfaction	26
		development	22
		personal development	17
		habit formation	17
		developmental mindset	10
		sense of belonging	7
		self-exploration	5
		Networking	4
		problem solution	3
	Institutions	global practices	5
		curriculum development	21
		Empowerment	4
		collaboration between institutions	4
		Credibility	4
	Learners	learner achievement	6
		learner participation	5

As Table 4.4 also shows, the qualitative data collected to explore the expected outcomes of the in-service teacher training in university preparatory schools were categorized into three groups as outcomes that regard instructors, institutions and learners. The outcomes that the in-service training is expected to bring about within the instructors mostly involve abstract concepts such as personal and professional development, gaining problem solving skills, teachers' exploration of their professional skills and being content with their practices, awareness and sense of belonging to the institution. In addition, in-service training was also found to be result in an improvement in the quality of instructors' teaching and instruction, which is expected to happen as a result of the

ability to reflect and the formation of long-term habits. Outcomes that are expected to be brought about regarding the institutions were mostly centered around collaboration and global arena as well as the empowerment and credibility of the institutions. One of the directors, Nevin, mentioned empowerment of the instructors and institutions as a result of the in-service teacher training in the following way:

> Institutional empowerment is also very important to me as an outcome of in-service training. We provide in-service training to our instructors. But if our instructors' organizational commitment is low, I know that they will leave after they get stronger professionally. Therefore, I feel that we have increased this commitment and belonging with in-service trainings and that we have gained institutional empowerment by ensuring that trained teachers stay in the institution. [27] (English language school director)

Furthermore, participants also mentioned learners' achievement and learners' motivated participation when they were asked to describe the expected outcomes of the in-service teacher training. The qualitative data analysis revealed that the participants mentioned the learners' achievement as one indirect outcome of the in-service teacher training in preparatory school. An increase in the learners' achievement and participation was expected because in-service training was supposed to enhance the quality of instruction and teachers' professional skills. One of the teacher trainers, Sevil, mentioned that after all, the training practices are done to enhance students' success because our ultimate aim is to teach English to students and all of our efforts are to make it good enough. Similarly, Kerem, one of the instructors, mentioned the learner-related outcome of in-service training in the following way:

> The results of in-service training are also important for students. It should be more student-centered, supportive of student self-learning, and ensure that lessons take a learner-orientated form rather than spoon-feeding. In this sense, I think trainings such as trending topics, critical thinking, analytical skills should have a return to students. It should ensure that it is more accurate, fairer and more transparent, especially in assessment. I think that since the trust will increase in the relationship between the student and the teacher, the success of the student and the institution will also increase. [28] (Instructor)

All in all, the objectives and the expected outcomes of the in-service training in higher education English preparatory schools were found to be mostly consistent with each other. What is important is that the identified objectives be considered when designing training programs aiming to bring about the expected outcomes.

4.1.2. What are the features and components of higher education English language schools' in-service training?

In order to identify the approaches to the in-service teacher training thoroughly, this research also aimed to identify the features and the components of the in-service training in higher education English preparatory schools. This research question was investigated in two ways. Firstly, the participants were asked to describe the existing in-service training processes and applications in their current institutions. Secondly, they were asked to describe the properties of an ideal in-service training program in their contexts. The codes generated from the analysis were summarized in Table 4.5 and Table 4.6 below.

Table 4. 5. Summary of codes for the features and components of the existing in-service training practices

Theme	Categories & Sub-categories	Code	*f*
Factors		participants' experience	108
		Frameworks	17
		data from participants (interviews/questionnaires)	14
		participant/instructors' features	12
		reference programs	5
		learner feedback	5
Practices		Observations	148
		Workshops	87
		sessions/seminars	57
		reflective practice	42
		Presentations	42
		outside programs	37
		Mentoring	28
		action research	23
		peer observations	23
		induction/orientation	21
		individual meetings	19
		Conventions	19
		reading / article clubs	15
		sharing practice / swap shops	15
		goal-setting	14
		SIGs	11
		discussion boards	9
		resource pools	9

Table 4.5. (continued)

		Newsletters	6
		team-teaching	5
		MA/PhD support	5
		videos & recording	4
		social events	3
		scholarships / grants	2
		Supervision	2
		Webinars	1
		case studies	1
		academic writing & publishing	1
Challenges	Content	Theoretical	32
		idealistic (not realistic)	14
		Repetitive	8
		Costs	3
	Expectations	Impositions	29
		Frequency	28
		Workload	19
		Compulsory	12
		Paperwork	10
		Deadlines	8
	Evaluation	Resistance	19
		Stress	14
		judgmental	10
		offensive comments	2
Evaluation	Judgmental	Observations	148
		incentives (performance points, grants)	55
		peer-observations	23
		categorization of instructors/suggestions to admin	11
		employment contract renewal	5
	Non-judgmental	Reflection	42
		Certification	30
		appraisal meetings	20
		participation	11
		task-completion	3

As Table 4.5 also shows, there are various features of the in-service training practices in university preparatory schools. Also, there is a variety of practices applied for the in-service training purposes. Some of them were found to be challenging by the participants. Evaluative work was categorized into two as judgmental and non-judgmental / developmental evaluation processes.

As the qualitative data showed, when the in-service training programs were designed, the decision-making figures such as the departmental administrators and teacher trainers or PDU members take some features as the bases of these programs. It was revealed as a result of the qualitative analysis that in-service training program designers usually referred to the data from the participants, such as their features and needs, data from the learner, such as their feedback and academic performance. In addition, they also made use of the existing programs whose reliability and validity were proved, such as DELTA or CELTA, and they took these programs as models for their own program. Finally, they referred to their own experience in designing in-service teacher training courses and programs or they referred to an expert in the field.

The in-service training practices in the institutions where the data was collected were found to involve a large variety of applications that includes collaborative activities such as observations, mentoring, input sessions, webinars, or special interest groups, as well as individual tasks such as reading, reflection and research. Some of these practices were found challenging by the participating instructors. When the content was too theoretical, unrealistic, repetitive or expensive, participating instructors found those courses challenging. In addition, expectations regarding the paperwork and deadlines as well as impositions on the style and method were too much, instructors found the courses challenging and it was no longer developmental. Finally, when the evaluative processes were offensive, judgmental and stressful, the participants did not find the programs beneficial. However, it was found that it was the case in some situations. The evaluation component of the existing in-service training programs involved both judgmental and non-judgmental processes. For example, in some institutions, instructors' performances and practices were evaluated via judgmental means such as observations, incentives and categorizations. In some cases, instructors might even lose their jobs if they were found unsuccessful at the end of the training period. On the other hand, it was also found that instructors' performances during the in-service training periods were also evaluated through non-judgmental means in which their participation was valued, such as task completion, reflection and appraisal.

The participants of this research were also asked to describe the features of an ideal in-service training program. Table 4.6 below presents a summary of the related findings.

Table 4. 6. Summary of codes for the features of the ideal in-service training practices as described by the research participants

Theme	Categories & Sub-categories		Codes	*f*
Ideal In-service Training	Features		need-based	121
			practical	95
			supporting	89
			reflective	42
			non-imposing	29
			interest-based	24
			up-to-date / contemporary	22
			motivating	22
			long-term	20
			situation-specific	13
			problem-based	12
			guiding	12
			collaborative	11
			systematic	9
			flexible	8
			continuous	7
			interactive	7
			comprehensive	7
			innovative	5
			sustainable	4
			inductive	1
	Relevant factors	Instructors	experience	103
			background/education	42
			teaching load	14
			beliefs & styles	11
			proficiency level	1
		Course	Practice	41
			theoretical knowledge base	21
			Variety	10
			Costs	4
Ideal Features	Evaluation	Content	appraisal	20
			participation/attendance	11
			Incentives	8
		Features	reflective	26
			non-judgmental	10
			purposeful	7
			non-competitive	5
			realistic	3

As the qualitative data showed, the most important features of an ideal training program were found to be that it was designed based on the participating instructors' needs and it aimed solving the problems that the instructors might encounter. They preferred the programs to be specific to relevant situations, flexible and practical. The participants of the research expressed that they valued in-service training programs when they offer up-to-date solutions to them in a collaborative and sustainable way. In brief, rather than designed based on the expertise of an experienced person, program participants preferred programs to be designed based on their own needs and the situations they were in. The participants also expressed that ideally, designers should consider instructor-related and program-related factors when designing in-service training programs. They expressed that the features such as the experience and the background of the potential participants of the program and costs and the variety of content of the programs should be taken into account as relevant factors that highly determined the content of the programs. When it comes to the evaluation practices, it was revealed as a result of the qualitative analysis that instructors mostly described non-judgmental evaluative processes as the ideal evaluation. Those processes include appraisals and reflections as non-competitive and purposeful evaluation processes.

As can be seen in Table 4.5 and Table 4.6, there were some inconsistencies regarding the existing in-service teacher training programs and the ideal in-service teacher training programs to be applied in higher education English language schools.

To be more specific about the features and components of the in-service training, the aspects that the research participants found challenging were also investigated in a quantitative fashion. Figure 4.1 below indicates the challenges that the instructors who participated the research.

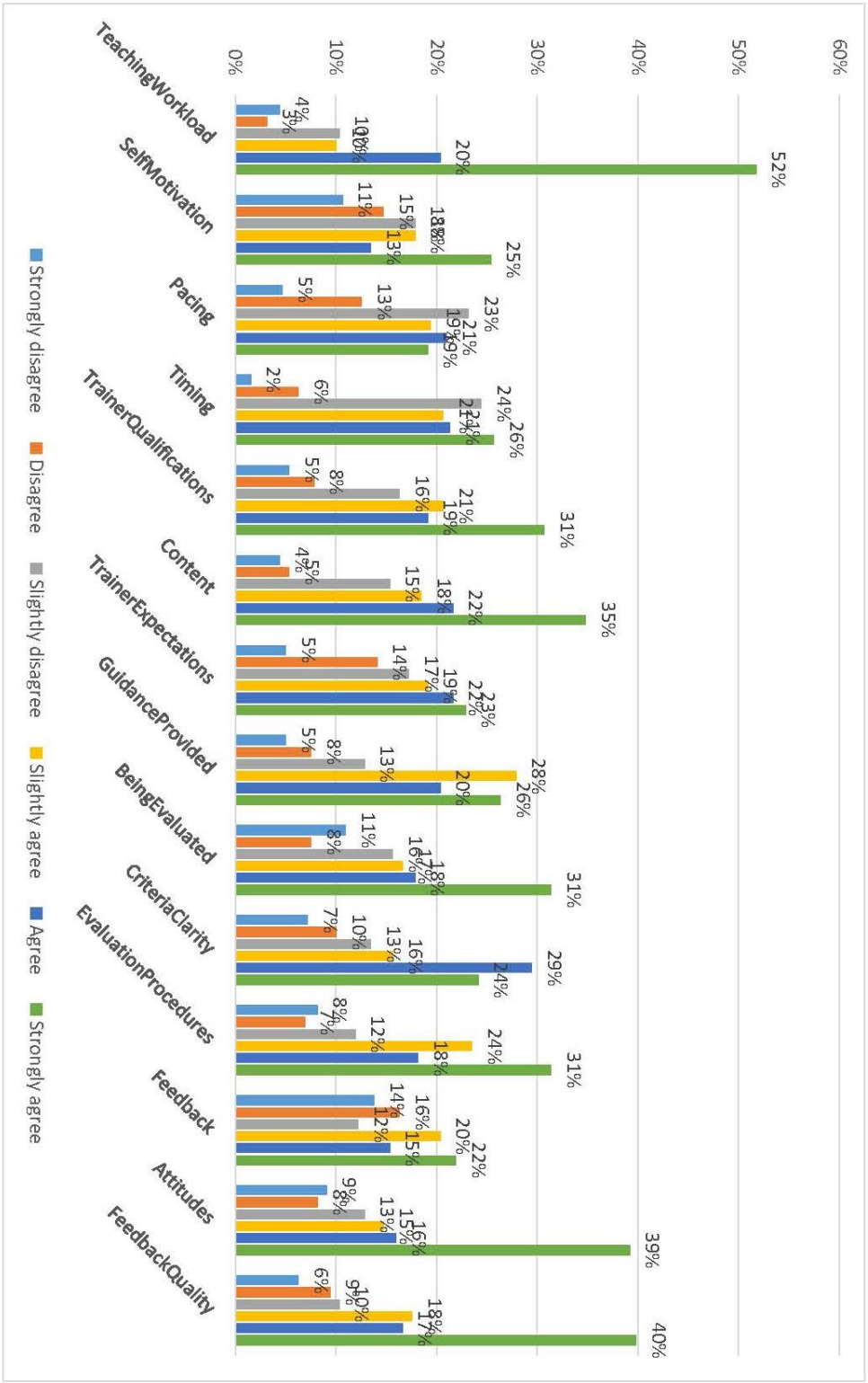


Figure 4. 1. Challenges that the Instructors Associated with In-service Training

As Figure 4.1 also shows, joining in-service training when the instructors have a lot of teaching workload is one of the factors that make in-service training challenging. The instructors were also concerned with the attitudes of the teacher trainers of peers who observed them as well as the quality of the feedback they received from them. Another aspect that they found to be the most challenging was the content of the programs. Many of the participants mentioned that the fact that the content was not relevant to the instructors or it is not practical enough poses a challenge for the instructors to join in-service training session.

4.2. RQ2: In-service training needs of the English language instructors

The second research question of the study was "What are the in-service training needs of the English language instructors working at higher education English language schools?" This question tried to investigate the in-service English language instructors' preferences related to in-service teacher training and professional needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas.

This research question aims to investigate and explore the in-service training needs of the English Language instructors in three aspects: from the instructors' perspective, from the teacher trainers' perspective, from the English Language School Directors' perspective.

4.2.1. RQ.2. What are the in-service training needs of the English language instructors working at higher education English language schools?

The first aspect of the second research question of the study was "What are the needs and preferences of the English language instructors regarding their in-service training?" This question tried to investigate the in-service English language instructors' preferences related to in-service teacher training and professional needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas.

Table 4. 7. Descriptive Statistics for Need Area Scores

Need Area Scores	Minimum	Maximum	Mean	Sd	Skewness	Kurtosis
Pedagogical Knowledge	10	60	29,98	9,68	0,259	-0,422
Pedagogical Content Knowledge	35	210	104,82	36,22	0,282	-0,094
Use of Technology in Education	9	54	25,08	9,92	0,433	-0,097
Guidance and Special Education	5	30	23,29	5,97	-1,013	0,641
Communication and Social Skills	4	24	9,61	4,84	1,103	0,987

Need area scores were obtained by calculating the total score of the items in each scale. As Table 4.7 shows, Pedagogical Knowledge scores range from 10 to 60, with an average of 29.98. Pedagogical Content Knowledge scores range from 35 to 210, and the average is 104.82. Use of Technology in Education scores range from 9 to 54, with an average score of 25.08. Guidance and Special Education scores range from 5 to 30, and their average is 23.29. Finally, Communication and Social Skills scores range from 4 to 24, with an average score of 9.61. Since the skewness and kurtosis are in the range of ±2, it can be said that the data has normal distribution. Data distribution for all scale scores is normal.

Table 4.8 below shows the percentages of responses participants selected to express their need in each area according to the findings from the quantitative data.

Table 4. 8. The percentages of the responses for each need area

	Not very necessary	Slightly necessary	Moderately necessary	Necessary	Very necessary	Essential
Pedagogical Knowledge	3%	31%	34%	24%	8%	1%
Pedagogical Content Knowledge	6%	26%	38%	23%	5%	3%
Use of Technology in Education	12%	34%	30%	18%	4%	1%

Table 4.8. (continued)

	Not very necessary	Slightly necessary	Moderately necessary	Necessary	Very necessary	Essential
Guidance and Special Education	2%	4%	12%	18%	35%	29%
Communication and Social Skills	21%	37%	24%	10%	4%	3%

According to Table 4.8, in all need areas except 'Guidance and Special Education' the percentage of low need exceeded the percentage of high need, which means that the majority of the instructors taking part in the study expressed that they do not need in-service teacher training on 'Pedagogical knowledge', Pedagogical Content Knowledge', Use of Technology in Education' and 'Communication and Social Skills'. Only in 'Guidance and Special Education' high amount of expressed needs exceeded the low amount of needs. 82% of the participants expressed that in-service training in this field was necessary, very necessary or essential, whereas 18% of them thought that training in this field is not very necessary, slightly necessary or moderately necessary. Therefore, it can be said that 'Guidance and Special Education' is the aspect of teacher knowledge base that English language instructors working in higher education preparatory schools need in-service training.

Figure 4.2 below shows a summary of the quantitative results of the in-service training needs with the percentages of each response in need areas.

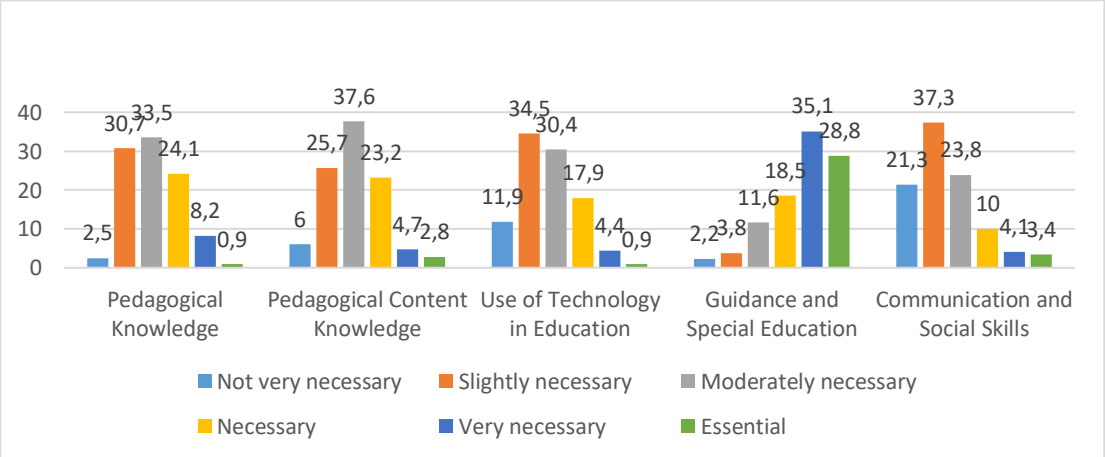


Figure 4. 2. Summary of the results of the in-service training needs: The percentages of the responses expressed in each need area

As Figure 4.2 also shows, 0.9% of the participants stated that it was essential for them to receive in-service training on Pedagogical Knowledge, and 8.2% of the participants thought it was very necessary. The majority of the participants (33.5%) expressed a moderate level of need for in-service training on their professional teaching knowledge. Similarly, in the area of Pedagogical Content Knowledge, which refers to the subject area knowledge, or the field knowledge on ELT, the percentage of the participants who expressed a high level of need for training is low. 2.8 % of the participants thought in-service training on Pedagogical Content Knowledge is essential, and 4.7% stated that in-service training on this area is very necessary. In this area, the majority of the participants (37.6%) expressed a moderate level of need for in-service training on the knowledge of ELT.

In addition, the relationship between all need area scores was also examined with the Pearson correlation coefficient. This method is a parametric method used to examine the relationship between two continuous and normally distributed variables. Table 4.9 below shows the correlations between need areas.

Table 4. 9. Correlations between need areas

	Pedagogical Knowledge	Pedagogical Content Knowledge	Use of Technology in Education	Guidance and Special Education	Communication and Social Skills
Pedagogical Knowledge	1				
Pedagogical Content Knowledge	,809**	1			
Use of Technology in Education	,429**	,621**	1		
Guidance and Special Education	,267**	,304**	0,102	1	
Communication and Social Skills	,592**	,658**	,538**	,204**	1

***p<.01;*
**p<.05*

According to Table 4.9, there was not a significant correlation only between Use of Technology in Education and Guidance and Special Education (r=0.102, p>.05). Other than that, there was statistically significant and positive correlations between all variables. The highest correlation was between Pedagogical Knowledge and Pedagogical Content Knowledge (r=0.809, p<.01), while the lowest correlation was found to be between Guidance and Special Education and Communication and Social Skills (r=0.204, p<.01).

The qualitative data also supports the quantitative findings. During the interviews the instructors were asked about the areas they felt they needed to improve in terms of their practices and professional skills. Then, these samples of the qualitative data were analyzed through coding. The codes and the sub-codes generated for the need areas can be seen in Table 4.10 below:

Table 4. 10. Summary of codes for the instructors' needs

Categories	Codes	*f*
Teaching Skills & Systems	Vocabulary	26
	Speaking	22
	Listening	18
	Reading	12
	Writing	10
	Grammar	8
Personal Issues & Knowledge	Theoretical knowledge	29
	Self-efficacy	27
	Time management	19
	Meta-linguistic awareness	13
	Motivation to teach	1
Other Aspects of Teaching	Online teaching / tools / technology	22
	Motivating learners	21
	Giving written feedback	18
	Learner involvement	13
	Teaching low levels	12
	TTT	10
	Addressing generation Z	9
	Board use	5

As the codes generated from the interview data also shows, the instructors expressed in-service training needs on a variety of aspects and issues some of which are quite specific while some others are rather broad. The participants who took part in the interviews expressed different opinions regarding the use of pedagogical knowledge and the theory of the teaching profession. Some instructors thought that there needs to be a moderate level of input on the theory although they also stated that too much input on theory may result in distancing from practical nature of the in-service training. For example, Kemal, who is an instructor, stated that theoretical input is necessary to make the practical aspect more meaningful and relevant:

> In-service training should always include practice, but there needs to be some theory as well. For example, it is said that it is important to teach conversation strategies. There is a rationale behind why it is important. There is scientific research. I need to see and understand the theory so that I can understand why certain practices are important and how they were scientifically proven. Then, the training is more meaningful to me. And then, it's great if I can do the practical aspect of it during the training session. [29] (Instructor)

Instructors also related the need for input on pedagogical knowledge and pedagogical content knowledge to their educational background and the department they graduated from. Graduates of departments such as Linguistics, English Language and Literature or Translation and Interpretation Studies can work at higher education preparatory schools as instructors. However, they may feel they lack theoretical knowledge at times and they may need training. For example, Hale commented on this situation as follows:

> I feel a bit weak in teaching speaking. Speaking is an open-ended aspect – and I lack theoretical knowledge of how to teach it. I am not an ELT graduate. I started to teach English at the end of an 8-month formation training. If I were an ELT graduate or had read some sources in the field of ELT; if I had such a background, something from that theoretical background would always come to mind when I was stuck, and when I was looking for a solution. I would say 'hey, this researcher had an idea on this' or 'that scientist suggested this', but since I left the theoretical background a little weak - since I didn't feed it, it does not feed me when I need it. [30] (Instructor)

Similarly, another participant, Sevgi, expressed her lack of pedagogical knowledge as a weakness:

> I don't know the theory of ELT. I mean, I don't know what the words or the terms are in theory. For example, I see that I have implemented something, but I don't know what its theoretical name is. I mean I think that I am weak in that theoretical area – maybe I am weak in terminology. [31] (Instructor)

In general, input on pedagogical knowledge and pedagogical content knowledge appears as a moderate need for English language instructors and it should be given place in the in-service teacher training courses in higher education English language schools. However, when it is too much or if it dominates the input it may result in a loss of interest in the in-service training among the instructors. Another participant, Özlem, summarized this situation as follows:

> I think some things are very theoretical. … Theory should be kept as a more supportive element in workshops, but it should be oriented to a little more practical. The aim should not be to give theoretical knowledge in such trainings. [32] (Instructor)

When it comes to the in-service training needs on Use of Technology in Education, as Figure 4.1 shows, the majority of participants (34.5%) stated that they slightly need training in this field. According to the qualitative data, not many participants stated that they need training on using technology for educational purposes. Most of the instructors who were interviewed stated that they can survive without using technology; however, it

provides use and variety if used in class. For example, Mehmet, who is an instructor, pointed to the nature of the need for technology as follows:

> I have trouble with the transfer of technology to the classroom. There are many programs that I can use. I also attend workshops, but I have difficulty in integrating it. For example, when I attend a conference, in some sessions, the teacher tells like, "I did this for my students, and I did that" etc. I say to myself that I never do such things. I wonder if I'm going too traditional. Frankly, I feel weak in this regard. I mean I think I need to improve myself in this aspect. [33] (Instructor)

In addition, as, an instructor, Seda, stated instructors' habits of using technology also depends on their age and experience levels:

> We are young. We have some knowledge of technology. I mean, we do have some technological challenges, but we can somehow overcome them, deal with them. But, there are a lot of technologically-freaked out instructors. That they are able to compete or be compatible in such an environment is only possible with in-service training. [34] (Instructor)

The participants who stated that they value in-service training on technology and technological tools as long as it gives them practical ideas to apply in their classes or it introduces them to an innovative way of approaching instruction. They said that in-service training on the use of technology helped them follow the trends on educational technology, tools and platforms, which they might miss without the in-service training. For instance, Aylin, an instructor, made this point as follows:

> Time flies so fast, technology develops so fast, and education technologies are so diversified that in terms of compatibility, we may not notice them. We need in-service training to notice them. [35] (Instructor)

Similarly, Ece also pointed to the need for training on using technology for practical purposes:

> I think the technology, which we all need should be included in the use of these materials. When it comes to how can we integrate technology into our lessons, they need to help us. [36] (Instructor)

In general, although most of the instructors feel confident about the way they integrate technology and use technological tools in their classes, they think instructors who are not confident about their technological skills may need training on the use of technology in class. They stated that they enjoy learning about the innovative approaches and

applying them in their classes. Although COVID-19 pandemic and its influence on educational contexts made it possible for the instructors to use technology in their lessons, they may still need some training to learn about the developments and recent tools since this field a continuously-developing area and the instructors stated that they need to keep up with that since it is highly relevant to the learner characteristics.

As can be seen in Figure 4.2, the area in which the highest number of participants expressed a high amount of need is Guidance and Special Education. 28.8 % of the participants stated that it was essential and 35.1 % stated that it was very necessary for them to receive in-service training in this area. This area involves issues such as teaching students with disabilities or learning difficulties. The qualitative data supported the quantitative findings. For example, one of the instructors, Hale, stated that she once had a student who needed special education, and she had a lot of difficulty in understanding how to approach him. She emphasized that she had to find a way to learn about dealing with him and teaching him, and when she was able to get it, it was really beneficial both for her and for the student. She passed along her experience and referred to the importance of in-service training on the issue as follows:

> I once had a student. He was a different kid, he was a special one…he was a difficult one. Then, I talked to a few friends of mine who worked with children with autism and atypical children and I asked them what I could do…So, I thought that we need training on working with atypical students, students with autism, students with attention deficit disorder. We need to reach these students even there is one or two of them in our classes. I was helpless. Then, one of the people I talked to told me to touch his shoulder slightly or touch his paper when I communicated with him, so I could help him focus. I did it, and it worked. Then, I talked to institution/admin about that we need training on this issue… We actually need these kinds of trainings. [37] (Instructor)

Unlike Guidance and Special Education, participants in general thought that they do not need in-service training in Communication and Social Skills. 21.3% of the participants expressed that in-service training in this area was not very necessary, and 37.3%, which constitutes the majority of the responses in this area, expressed that it was slightly necessary for them to join in-service training on Communication and Social Skills. Therefore, Communication and Social Skills was the area on which there was the lowest amount of need for in-service training. The qualitative data also supported quantitative findings on this aspect. When asked about their strengths as a teacher, many of the instructors who took part in the interviews stated that they feel strong in terms of their

communication skills and the rapport with their students. For instance, Kerem, who is an instructor made the following point:

> My communication with students is not bad. I like the way I communicate with my students. I mean, I know how to make jokes, and I know how to surprise them… I don't feel weak in this. [38] (Instructor)

Another instructor, Fatma, also made a similar point:

> First of all, I think that my communication with the students is good. I think that there is a good rapport between us. Of course, this does not happen in the first lesson, but after 3 or 5 lessons, I think we create a good rapport. [39] (Instructor)

In general, the qualitative results support the quantitative findings. The instructors need training in areas that are either practical or new to them.

As part of the needs analysis, the instructors' preferences regarding the format, content and the time of the in-service training activities as well as the features of ideal trainers were also investigated. Figure 4.3 below indicates the instructors' preferences of the format of the in-service training courses and sessions.

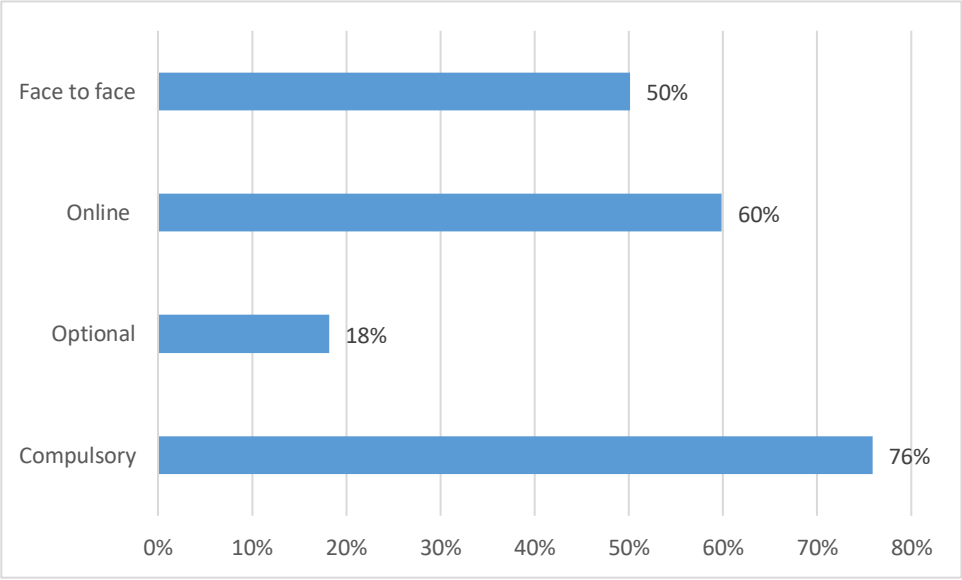


Figure 4. 3. Instructors' preferences regarding the format of the in-service training

As Figure 4.3 also shows, according to the quantitative data, 50% of the English language instructors participating the research preferred face to face training sessions, whereas 60% preferred online sessions. In addition, while 76% of the participants stated

that they prefer in-service training to be compulsory, only 18% preferred it to be optional.

Unlike quantitative findings, qualitative data showed that instructors do not enjoy in-service training sessions when they are compulsory. Instead, they prefer some flexibility or they like to be provided with some options regarding the content or the speaker. For example, one of the instructors who were interviewed, Meral, expressed this point as follows:

> When it is mandatory, when they say 'this is the speaker, this is the subject' and when they say 'you have to participate, signature is required', even if it is a subject that interests me, I don't like it at all because a necessity comes into play there. [40] (Instructor)

Similarly, another instructor, Çiğdem pointed that:

> Sometimes they say that it is mandatory to attend them, and then we will make a presentation about them. In other words, we are supposed to make a presentation about the training we've attended. I've already joined the session because I had to. And when that requirement comes on top of that, then I don't like it at all. Or I have to, and I do, but frankly, nothing good comes out as a result, so it doesn't work. I just do it for the sake of doing it. [41] (Instructor)

Secondly, Figure 4.4 below shows the instructors' preferences regarding the content of the in-service training.

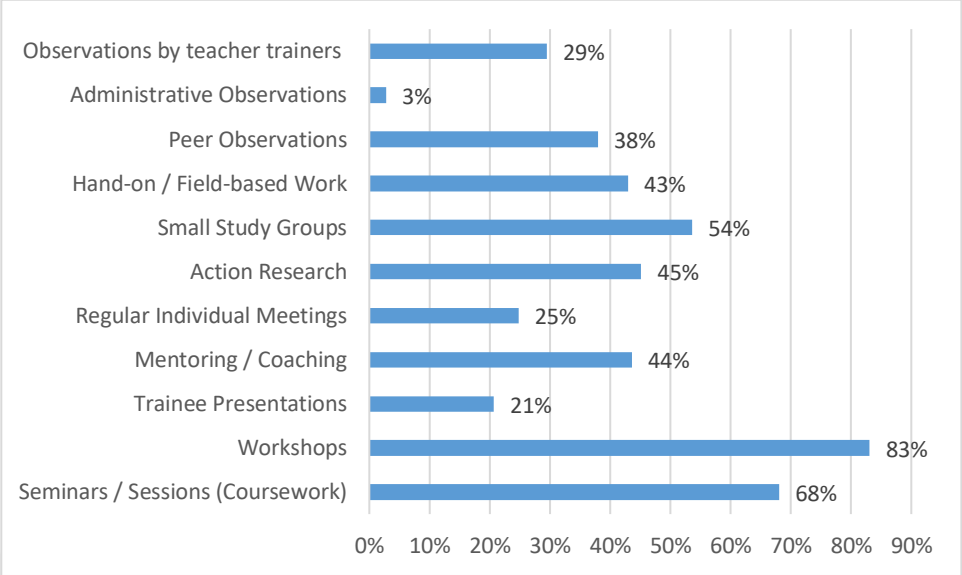


Figure 4. 4. Instructors' preferences regarding the content of the in-service training

Figure 4.4 shows the percentages of the activities and content the instructors preferred to find in in-service training. Accordingly, the majority of instructors (83%) preferred to join workshops within the in-service training, and 68% of the participants preferred to do coursework by joining sessions and seminars. 54% of the instructors preferred small study groups. Other aspects of content that is preferred by the instructors are small study groups, action research, mentoring and hands-on work with the percentages of 54%, 45%, 44% and 43% respectively. This might show that instructors prefer practical content. However, not that many people preferred evaluation-related or judgmental content such as observations or trainee presentations. Although they might be open to the idea of peer-observations (38%), as Figure 4.4 shows, they do not enjoy being observed by trainers (29%). The least preferred content is observations by the administrative teams with only 3% of preference by the instructors participating the research.

The analysis of the qualitative data also showed that instructor preferred practical and hands-on activities as in-service training content as can be seen in Table 4.11 below.

Table 4. 11. Summary of codes for the instructors' preferences of ideal in-service training content

Category	Codes	*F*
Ideal Content	workshops/hands-on tasks	47
	personal / emotional support	45
	collection of good practice	37
	seminars	26
	use of technology	16
	networking	14
	conferences	14
	action research	13
	mentoring	8
	kinesthetic activities	7

Similar to the quantitative findings, the qualitative data analysis also showed that the English language instructors taking part in this study expressed that they value practical in-service training content such as workshops, hand-on tasks, and action research. They also thought it is important for them to feel that they are supported and activities such as mentoring or emotional support are important. The participants also mentioned the value of collaboration and networking, which is an opportunity to interact with other practitioners.

Figure 4.5 below shows the English language instructors' preferences of the time of the in-service training courses and sessions.

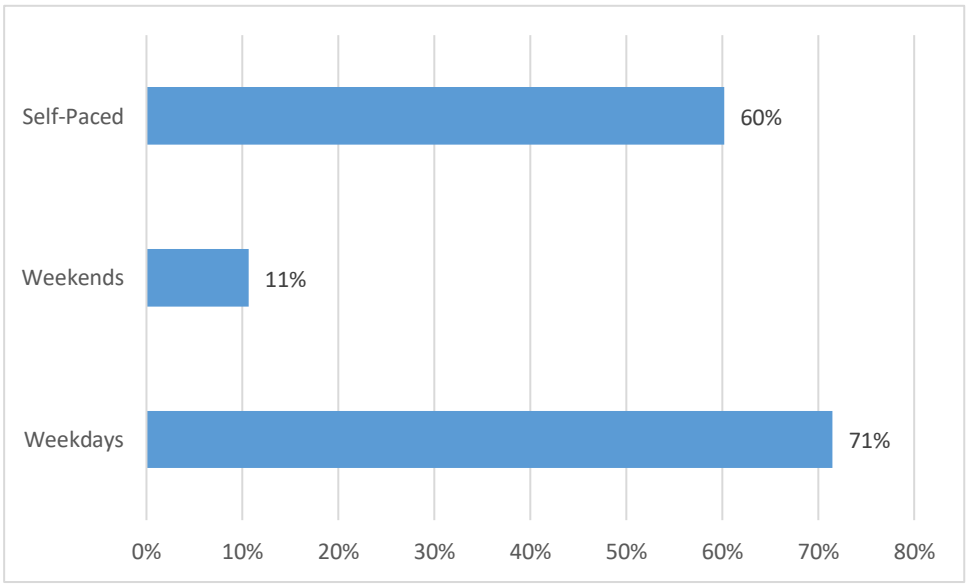


Figure 4. 5. Instructors' preferences regarding the time of the in-service training

Among the options they were provided with, a majority of the participants thought that they prefer in-service training to take place either on the weekdays (71%) of they wanted them to be self-paced (60%). That means there are some content to be completed within certain amount of time and participants of the training are supposed to complete that content in their own time depending on their own organization of the time. Unlike these two options, few instructors (11%) stated that they prefer in-service training to take place at the weekend.

Finally, Figure 4.6 below indicates the instructors' preferences regarding the trainers who provide the in-service training programs.

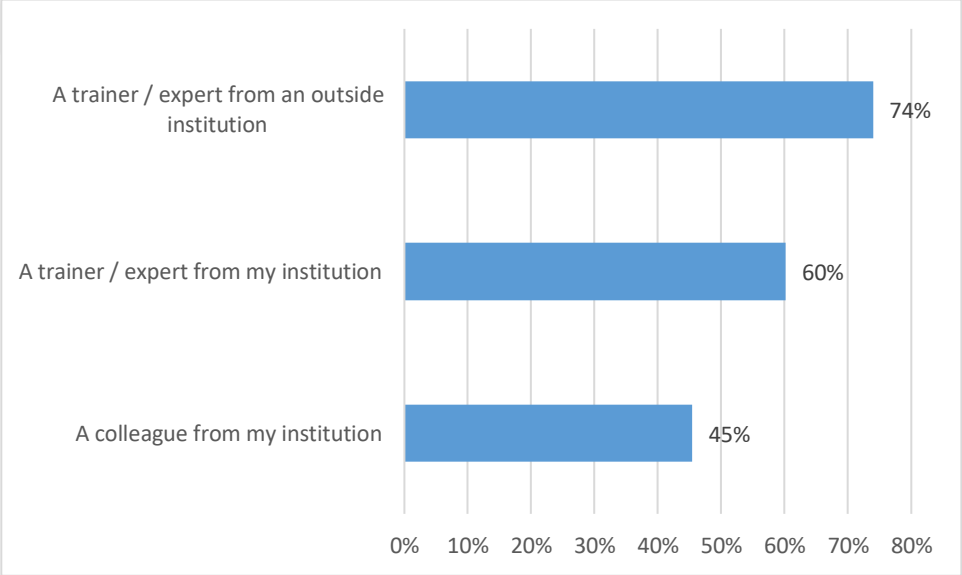


Figure 4. 6. Instructors' preferences regarding the features of the ideal teacher trainer

As Figure 4.6 also shows, the majority of the participants (74%) expressed that they preferred a teacher trainer or an expert that come from an outside institution, rather than someone from their own institutions. 60% of the participants preferred a teacher trainer or an expert from their own institution, whereas 45% of the participants preferred to receive in-service training from a colleague from their own institution. As the general pattern shows, participants mostly prefer the teacher trainer to be an expert trainer.

The quantitative data investigates the participants' preferences of the trainer. The qualitative data support these findings by further exploring the features of an ideal teacher trainer as expressed by the participants. Table 4.12 below presents a summary of

codes for the instructors' descriptions of an ideal teacher trainer who provide in-service training.

Table 4. 12. Summary of codes for the instructors' preferences of ideal teacher trainer

Theme	Categories	Codes	*f*
Ideal Trainer	Professional qualities	non-judgmental	27
		Flexible	25
		experienced (institution / profession)	22
		presentation skills	21
		teaching skills	20
		aware of the participant characteristics	19
	Personal qualities	knowledgeable / expert	18
		Sociable	14
		actively teaching EFL learners	12
		open-minded	11
		Sharing	10
		Approachable	9

As Table 4.12 also shows, the qualitative data analysis showed that the English language instructors who were interviewed for this research considered the ideal features of a teacher trainer as professional qualities and personal qualities. They thought an ideal teacher trainer must be knowledgeable in the field and experienced in the teaching and training profession. For instance, Kemal made a point about the fact that teacher trainers should be knowledgeable:

> I mean, if a trainer comes in front of me and talks about a certain subject, first of all, I want them to be knowledgeable in what they are doing. I guess I need that so I can respect them… in order for me to gain from it, they should know more than me or have knowledge in a field, in general… I think they should have knowledge in their field. [42] (Instructor)

The instructors also give importance to the fact that teacher trainers are experienced in the institution they are working at, or more senior than them. For example, Meral, who is an instructor, stated that she values the title, and made the following point:

> Here, in our institution, I think there are 1 or 2 instructors who have the teacher trainer title. There might also be some who are in the process of requiring it. Just because they work at the PDU and although they are less senior in the institution than me, they make a presentation. I don't like this. This does not mean that I underestimate their knowledge, but I think to myself they are not teacher trainers! I mean, okay, they definitely have something to give but, yeah does the title make a difference? It does. [43] (Instructor)

Although the participants thought it was important for the trainer to be knowledgeable and trained, they did not mention their level of education. The participants did not seem to have such an idea that teacher trainers must be graduates of ELT departments or have academic degrees. In fact, they considered in-service training different from and not relevant to especially the academic training and academic contexts. Rather, they were interested in the level of knowledge they transmit during the sessions and the level of relevance and involvement they provide them with although some of them thought that teacher trainers need to be trained on practical issues such as training teachers, teaching and presentation skills. In other words, the participants considered trainer training essential, but different from academic training. For example, as Mehmet pointed:

> I think teacher trainers should receive training on training teachers. I'm not talking about graduate school. As I just said, someone who has a master's or doctorate may still not have practical knowledge. They must be aware of issues such as how the curriculum is designed, or how the teachers' papers are given feedback. I don't think they can learn these things from a book by themselves. I think they should definitely get some relevant education about it. [44] (Instructor)

Similarly, Gamze mentioned this point in the following way:

> I do not have such criteria for the trainer as they must have a very high level of education or they must have a doctorate. No, I don't think so. It's enough if they have educated and improved themselves in this field. [45] (Instructor)

Furthermore, as the qualitative data showed, according to the participants, the ideal trainer must have effective teaching skills and presentation skills such as eye-contact, effective tone of voice and ability to attract participants' attention and interest. As Fatma also commented:

> Of course, issues such as the teacher's eye-contact establishment, presentation skills, and tone of voice are important. Sometimes a teacher trainer comes as the speaker. A very good, famous person, maybe. Ok, great! But they make such a presentation that their tone of voice never changes, and the presentation is so monotonous. Even if the subject they talk about is great, I can't listen even though I want to listen because I feel sleepy. The speaker's energy has to pass. [46] (Instructor)

The participants also thought that it was important that teacher trainers must be teaching or have recently taught the English language learners so that they can know them and understand their characteristics and needs. As Gamze referred;

> Let's think about, for example, a research assistant who has never really had an actual class to teach. He graduated, started working as a research assistant, completed his doctorate, and works as a trainer. I don't think what such a person who has never had a classroom would say will be wrong, but I think it will be a little bit dangling in the air. [47] (Instructor)

In addition, as Özlem also pointed out, the instructors also gave importance to the fact that teacher trainers know their characteristics, abilities and reasons to join training sessions so that the sessions are meaningful and purposeful for them:

> It is bad that teacher trainers do not know the readiness, wishes, demands and needs of the target audience. Trainers should know our knowledge and skills. They should make profile analyses. They must also know our needs. They should know our context. For example, you can say to a teacher who teaches at an EMI institute that students should definitely not use their first language. However, at a non-EMI institution, the argument that the first language should not be used is difficult to accept. Giving in-service training to those teachers on that subject is useless. Whenever the trainers with the expertise do studies that are really tailored to our needs, directly to the needs of the preparatory school teachers, I have found them very helpful. For example, 1 or 2 years ago, a person from a publishing house came to our school for a training session. He was going to give a session on the book. He showed us exercises that would address young learners. He was showing activities such as listen and draw, or listen and do. Okay, but this was not something that suited our student's nature. I mean, there are fixed desks in universities, and in some places, in the form of lecterns. Students attend lessons in lecture halls. It may not even be physically possible to do the recommended activity in prep schools. [48] (Instructor)

In addition to these qualities, the instructors who participated this research also commented on the personal qualities of an ideal trainer. As the qualitative data analysis showed English language instructors working at higher education preparatory schools value teacher trainers who are open-minded and non-judgmental. When they are flexible considering the teachers' beliefs and practices, they feel valued and they become more motivated to join sessions and receive feedback. Also, when trainers have interpersonal skills, instructors find them approachable and are able to share their concerns and reflections, which makes the training process relevant and meaningful. For example, Elif stated that;

> I think trainers should definitely be open minded and flexible. As far as I have observed, in general, people working in this field are a bit rigid…They should be a little more flexible and less rigid. Also, … they should be more smiling, more inviting. [49] (Teacher trainer)

4.2.2. RQ. 2.a. What are the needs from the perspectives of the teacher trainers working at higher education English language schools and English language school directors?

The second and the third part of the second research question aim to explore English Language instructors' needs from the perspectives of the other stakeholders who are teacher trainers working at higher education English language schools and English language school directors. Both qualitative and quantitative data were analyzed to answer this research question.

First of all, it was investigated how the expressed needs in each need are varied between the three group of participants. Figure 4.7 below shows the expressed needs in Pedagogical Knowledge.

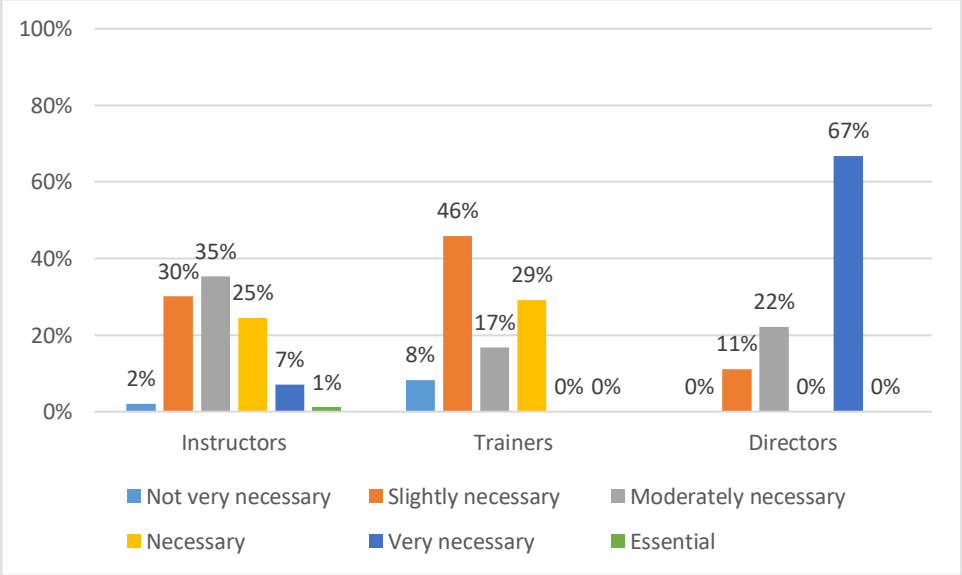


Figure 4. 7. Pedagogical Knowledge needs as expressed by different group of participants

As can be seen in Figure 4.7, it was the Directors who thought in-service training on Pedagogical knowledge is the most necessary (67%) compared to the instructors (2%) and the teacher trainers (8%).

Secondly, Figure 4.8 shows the expressed needs in the Pedagogical Content Knowledge area.

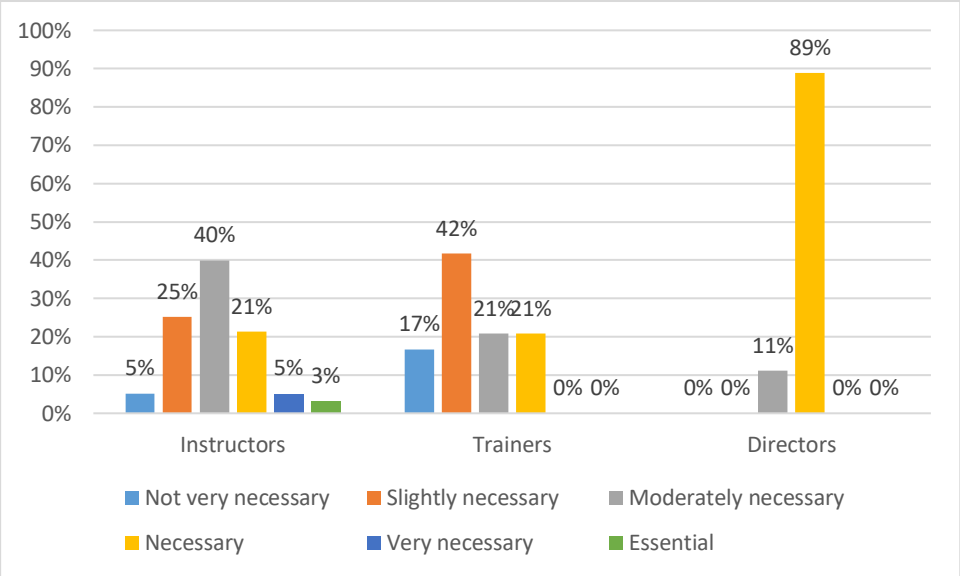


Figure 4. 8. Pedagogical Content Knowledge needs as expressed by different group of participants

A similar pattern is visible when it comes to the needs in the area of pedagogical content knowledge. Almost all of the English language school directors (89%) participating the study believed that in-service training on pedagogical content knowledge is necessary, while this rate is much lower among teacher trainers and instructors (21%).

Thirdly, Figure 4.9 shows the expressed needs in the Use of Technology in Education area.

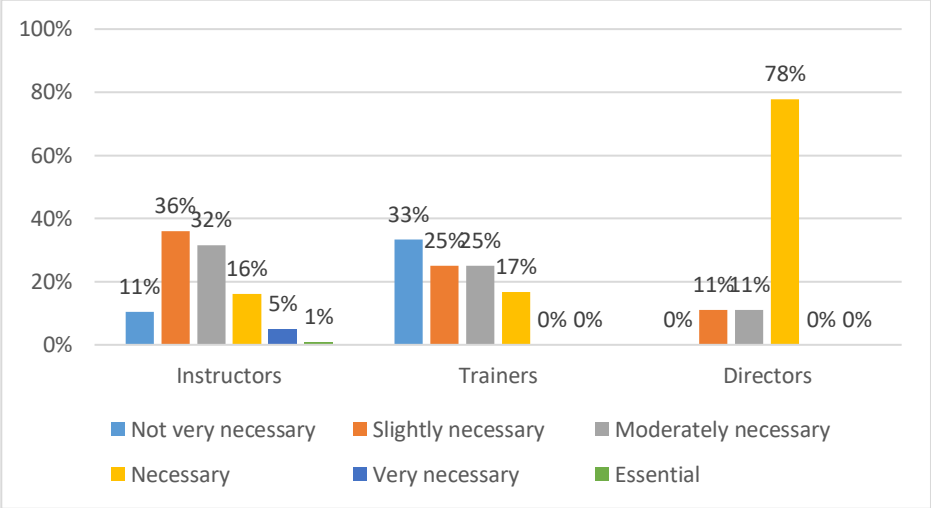


Figure 4. 9. Use of technology in education needs as expressed by different group of participants

Similar to the pattern in other need areas, in use of technology in education, directors feel a higher amount of need compared to the teacher trainers and instructors. 78% of the directors thought that in-service training on use of technology in education was necessary while only the 17% of the trainers and 16% of the instructors thought that it was necessary. In general, the instructors thought in-service training on the use of technology in education was slightly necessary (36%) or moderately necessary (32%), while it was not very necessary according to the teacher trainers (33%).

As the qualitative data showed, according to the English language school directors, the fact that they thought in-service training on the use of technology was necessary was related to the COVID-19 pandemic because especially after the onset of COVID-19 pandemic, they found themselves in a context where educational activities rely on technological tools and platforms. As Hüseyin, an English language school director expressed:

> I express this at meetings at every opportunity. I express this both at PDU meetings and at meetings about my own unit. I say we have a very hot, a current example. Did we know about COVID a year ago? Of course not. What happened with COVID? We immediately started emergency distance education, and then distance education and so on. So what did all of these entail? It required professional development. [50] (English language school director)

Fourthly, Figure 4.10 shows the expressed needs in the guidance and special education area.

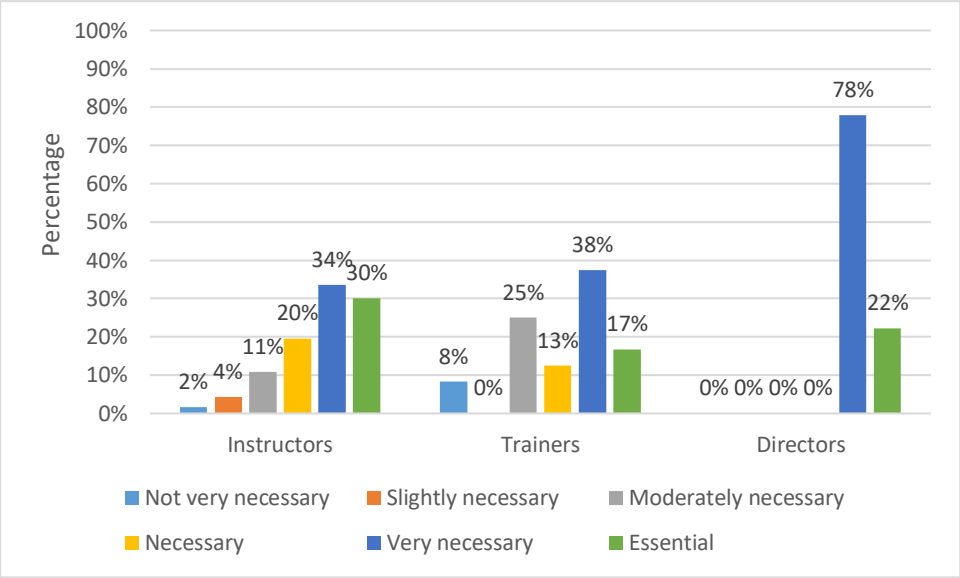


Figure 4. 10. Guidance and special education needs as expressed by different group of participants

Unlike the other need areas, in guidance and special education, all groups of participants expressed high amount of needs. In other words, according to instructors, directors and teacher trainers, in-service training on guidance and special education was important and necessary. 78% of the English language school directors, 38% of the teacher trainers and 34% of the English language instructors working in preparatory schools stated that in-service training on guidance and special education was very necessary. During the interviews, one of the teacher trainers, Ayla, mentioned that they give importance to this point and provide training sessions for their instructors on this point. She emphasized that they had to invite an expert from an outside institution because, as trainers, their team was also not able to provide in-service training on this issue:

> So far, we have also worked on how we can approach our special education and visually impaired students. We received support from different departments regarding these issues. [51] (Teacher trainer)

Finally, Figure 4.11 shows the expressed needs in the communication and social skills area.

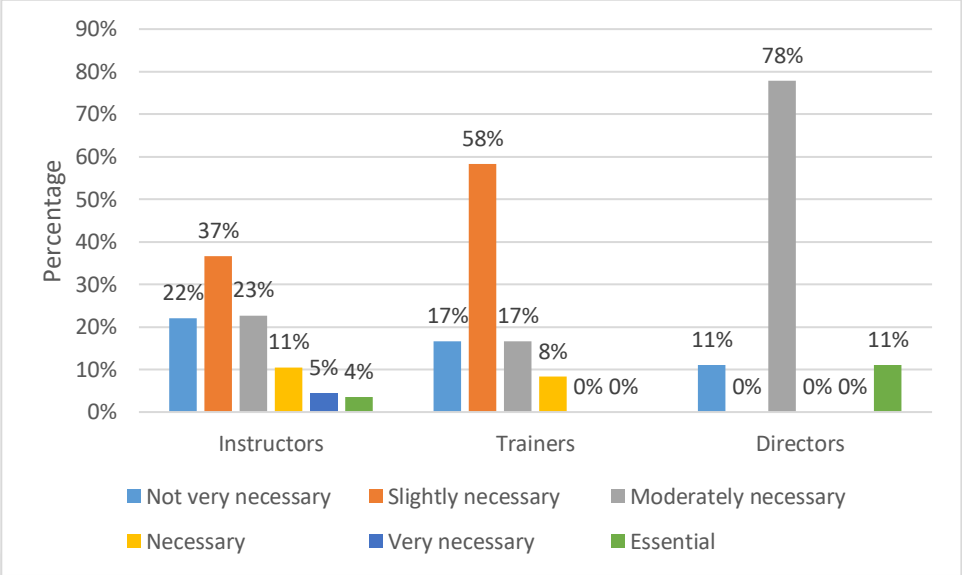


Figure 4. 11. Communication and social skills needs as expressed by different group of participants

As it was mentioned previously, this area was the one that the instructors expressed the lowest amounts of needs. This pattern was similar in the needs expressed by the teacher trainers and the directors. 58% of the teacher trainers thought giving in-service training to the instructors on communication and social skills was slightly necessary. 37% of the instructors stated that it was slightly necessary, and 22% of them stated that it was not very necessary. The total of these responses is more than the sum of other responses. Similar to the patterns in the other need areas, the directors thought that there is a higher amount of need in this area although their percentage of necessity is much lower than the other need areas. 78% of the directors thought that in-service training on communication and social skills was moderately necessary.

4.2.3. RQ. 2.b. Is there a significant difference between in-service training needs from the perspectives of the English language instructors, teacher trainers and school directors?

In order to check if there are any significant differences between the expressed needs, inferential statistics were applied. A one-way between subjects ANOVA was conducted to compare the needs expressed by the teacher trainers, the instructors and the directors participating this research.

Table 4. 13. ANOVA results for needs according to institutional position

		Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Knowledge	Between Groups	15.847	2	7.924	7.816	<.001
	Within Groups	320.347	316	1.014		
	Total	336.194	318			
Pedagogical Content Knowledge	Between Groups	14.669	2	7.334	6.475	.002
	Within Groups	357.952	316	1.133		
	Total	372.621	318			
Use of Technology in Education	Between Groups	13.345	2	6.672	5.823	.003
	Within Groups	362.122	316	1.146		
	Total	375.467	318			
Guidance and Special Education	Between Groups	8.002	2	4.001	2.654	.072
	Within Groups	476.437	316	1.508		
	Total	484.439	318			
Communication and Social Skills	Between Groups	5.978	2	2.989	1.953	.144
	Within Groups	483.708	316	1.531		
	Total	489.687	318			

As Table 4.13 shows, there was a significant difference between the needs expressed by instructors, teacher trainers and English language school directors in Pedagogical Knowledge [F(2, 316) = 7,816, p<,001], Pedagogical Content Knowledge [F(2, 316) = 6,745, p=,002], and Use of Technology in Education [F(2, 316) = 5,823, p=,003]. On the other hand, there was not a significant difference between the needs expressed by instructors, teacher trainers and English language school directors in Guidance and Special Education [F(2, 316) = 2,654, p=,072] and Communication and Social Skills [F(2, 316) = 1,953, p=,144].

In order to check the size of this difference between the groups, the effect size was calculated and the Eta square (η^2) values were found. Effect size gives information about the size of the differences between groups. Eta square, one of the most widely used ways of calculating effect size, shows the ratio of the total variance in the dependent variable explained by the independent variable. The eta-square value ranges from 0 to 1 (Büyüköztürk, 2006; Pallant, 2007). According to Cohen (1988), the Eta square value of 0.01 indicates a small effect, .06 indicates a moderate effect, and .14 indicates a large effect. Table 4.14 below indicates the effect size and the Eta square (η^2) values for each of the need areas.

Table 4. 14. Eta square (η^2) values to indicate effect size for the differences between the group of participants

Need areas	η^2
Pedagogical Knowledge	0.05
Pedagogical Content Knowledge	0.04
Use of Technology in Education	0.06
Guidance and Special Education	0.01
Communication and Social Skills	0.02

According to Table 4.14, the institutional position of the participants make a small effect on their needs in the areas of Pedagogical Knowledge (η^2 =0.05), Pedagogical Content Knowledge (η^2 =0.04), Guidance and Special Education (η^2 =0.01), and Communication and Social Skills ((η^2 =0.02) while the different positions of participants make a moderate level of effect (η^2 =0.06) on their needs related to the field of Use of Technology in Education (Pallant, 2007; Cohen, 1988).

Because a statistically significant result was found, the findings were further analyzed via post-hoc tests.

Table 4. 15. Post-hoc Bonferroni test results for differences across groups

	(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
Pedagogical Knowledge	Instructor	Trainer	0,40676	0,21397	0,175
		Director	-1,14880*	0,34086	0,003
	Trainer	Director	-1,55556*	0,39355	<,001
Pedagogical Content Knowledge	Instructor	Trainer	,59761*	0,22618	0,026
		Director	-0,83294	0,36031	0,064
	Trainer	Director	-1,43056*	0,41601	0,002
Use of Technology in Education	Instructor	Trainer	0,47028	0,2275	0,119
		Director	-,94639*	0,3624	0,028
	Trainer	Director	-1,41667*	0,41842	0,002
Guidance and Special Education	Instructor	Trainer	0,48397	0,26095	0,194
		Director	-0,52991	0,41569	0,61
	Trainer	Director	-1,01389	0,47994	0,106
Communication and Social Skills	Instructor	Trainer	0,32634	0,26293	0,646
		Director	-0,6181	0,41885	0,423
	Trainer	Director	-0,94444	0,48359	0,155

As Table 4.15 also shows, post-hoc comparisons using the Bonferroni test indicated that difference between the mean scores of directors and instructors and directors and trainers was significant (p=,003 and p<,001 respectively) in Pedagogical Knowledge needs. In addition, there was a significant difference between the mean scores of the instructors and the directors (p=,026), and trainers and directors (p=,002) in Pedagogical Content Knowledge needs. Finally, there was a significant difference between the mean scores of the instructors and the directors (p=,028), and trainers and directors (p=,002) in needs related to Use of Technology in Education. There was not a significant difference between the needs in Guidance and Special Education area because, as mentioned before, this area was considered important by all groups of participants. Also, there was not a significant difference between the needs in Communication and Social Skills area because in-service training in this area was considered not necessary by all groups of participants.

4.2.4. Summary of the findings for the second research question

In general, English language instructors working at higher education preparatory schools need in-service training activities. The quantitative and the qualitative findings of this research help explore those findings. Firstly, the area where instructors expressed the highest amount of needs is the 'Guidance and Special Education' area, which involves teaching students with disabilities and learning difficulties as well as gifted students or students who need psychological help. The needs almost all areas were found to be correlated. The instructors need this training to be practical and useful in class rather than too theoretical unless the theory helps to support the rationale behind practical suggestions. The instructors preferred the in-service training to be compulsory and to involve practical content such as workshops and hands-on tasks. They prefer courses to take place on weekdays and to be given by expert trainers with positive personal qualities.

In addition, in general, the needs expressed by the English language instructors and the teacher trainers were consistent, but the amount and pattern of the needs expressed by the English language school directors were different. That is, the teacher trainers and the instructors had similar perspectives when it comes to defining in-service training needs.

4.3. RQ3: The relationships between the in-service training needs of the English language instructors and their demographic features

The first part of the third research question of the study was 'Do the following variables affect the in-service training needs of English language instructors working at higher education English language schools:

a. sex
b. native language
c. English proficiency level
d. teaching experience
e. field and level of education
f. type of school they teach at
g. weekly hours of teaching
h. the level they teach
i. whether they have received in-service training before'

This question tried to investigate the relationship between the demographic features of the English language instructors' in-service teacher training needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas. In order to find answers to this research question multiple regression analyses were conducted for each need area.

One of the most important assumptions of the multiple regression analysis is multicollinearity, which is defined as a high degree of correlation (>.90) between the independent variables in the model (Pallant, 2007). This situation can be checked looking at the Tolerance and VIF values in the regression analysis. According to Tabachnick and Fidell (2013), if the Tolerance value is greater than 0.10 and the VIF value is less than 10, there is no multicollinearity. In this research, multicollinearity was checked before the multiple regression analysis. All sub-dimensions were included in the model with the same independent variables. Table 4.16 below shows the multicollinearity check.

Table 4. 16. Multicollinearity Table

	Tolerance	VIF
Sex	0,94	1,07
Native language	0,94	1,07
Proficiency Level	0,85	1,18
Experience	0,78	1,28
BA	0,88	1,14
MA	0,94	1,07
PHD	0,86	1,17
Position	0,87	1,15
School Type	0,83	1,20
Teaching level	0,85	1,17
Lesson Hours per Week	0,89	1,12
Inset before	0,74	1,36
Inset Form	0,77	1,30

As Table 4.16 shows, there is no multicollinearity between the variables because none of the Tolerance values are greater than .10 and none of the VIF values are less than .10 (Tabachnick and Fidell, 2013).

The scatterplots and PP-Plots for normality and linearity check of the data can be found in Appendix K.

4.3.1. In-service Training Needs on Pedagogical Knowledge

The multiple regression analysis was conducted for each need area. The first area was Pedagogical Knowledge. The purpose of the analysis here was to find out the relationship between the demographic features of the participants and their pedagogical knowledge needs.

The categories given in parentheses for each variable in regression tables are the reference categories. The way variables were categorized for the analysis were presented in Table 4.17 below:

Table 4. 17. Reference categories for the variables

Variables	Dummy Category (0)	Reference Category (1)
Sex	Female	Male
Native language	Non-native English speaker	English
Proficiency level	C1 & B2	C2
Experience	Novice	Experienced
Undergraduate major (BA)	Non-ELT	ELT
Graduate major (M.A.)	Non-ELT (or no M.A.)	ELT
Graduate major (PhD)	Non-ELT (or no PhD)	ELT
Institutional position	Teacher trainer / other roles	Instructor
The type of school they teach at	Private university	State university
The level of the group they teach	A & C	B
Weekly teaching load in hours	Less than 21 hours	More than 21 hours
If they have received INSET before	No	Yes
The form of INSET at their institution	Non-systematic	Systematic

Table 4.18 presents the results of the multiple regression analysis that aimed to find out the relationship between the demographic features of the participants and their pedagogical knowledge needs.

Table 4. 18. Regression Table (Pedagogical Knowledge)

	Unstandardized Coef.		Standardized Coef.			Correlations		
	B	SE	Beta	t	p	Zero-order	Partial	Part
(Constant)	34,034	3,243		10,496	0			
Sex (Male)	0,651	1,447	0,026	0,45	0,653	-0,03	0,026	0,025
Native language (English)	1,975	2,369	0,047	0,834	0,405	0,042	0,048	0,046
Proficiency Level (C2)	-2,6	1,28	-0,121	-2,032	**0,043**	-0,094	-0,116	-0,112
Experience (Experienced)	-4,25	1,316	-0,201	-3,229	**0,001**	-0,168	-0,183	-0,177
BA (ELT)	-3,676	1,137	-0,189	-3,233	**0,001**	-0,112	-0,183	-0,177
MA (ELT)	0,85	1,109	0,043	0,766	0,444	0,019	0,044	0,042
PHD (ELT)	-4,044	2,305	-0,104	-1,754	0,08	-0,055	-0,1	-0,096
Position (Instructor)	-1,097	1,859	-0,035	-0,59	0,556	0,02	-0,034	-0,032
School Type (State Uni.)	3,849	1,515	0,153	2,54	**0,012**	0,078	0,145	0,139
Teaching level (B)	-0,269	1,323	-0,012	-0,204	0,839	-0,028	-0,012	-0,011
Lesson Hours Week (>=21)	1,384	1,31	0,061	1,057	0,291	0,029	0,061	0,058
Inset before (Yes)	-0,908	2,111	-0,027	-0,43	0,668	-0,101	-0,025	-0,024
Inset Form (Systematic)	1,344	1,212	0,069	1,109	0,268	-0,009	0,064	0,061
$F_{(13,302)}$=2.293; p<.001								
R=0.307; R^2=0.090								

According to Table 4.18, the regression model established with the variables affecting pedagogical knowledge is statistically significant ($F_{(13,302)}$=2.293; p<.001). The R square value shows how much of the variability in the dependent variable is explained by the independent variables (Pallant, 2007). As Table 4.18 shows, 9% of the variability in pedagogical knowledge needs is explained by the variables in the regression model.

Instructors' proficiency levels (B=-2.6, t=-2.032, p<.05), experience in teaching (B=-4.25, t=-3.229, p<.05), their undergraduate major (BA) (B=-3.676, t=-3.233, p<.05) and the type of the school they teach at (B=3.849, t=2.54, p<.05) significantly predict their needs regarding pedagogical knowledge. Among these significant variables, the B coefficient is negative for instructors' proficiency level, experience in teaching and their undergraduate major, and it is positive for the type of school they teach at.

Accordingly, the pedagogical knowledge needs of the participants who had C2 proficiency level were lower than the participants lower proficiency levels. Also, pedagogical knowledge needs of the experienced teachers were lower than those of the novice teachers who participated the study. In addition, instructors who graduated from ELT departments with undergraduate degrees had lower pedagogical knowledge needs than those who had BA degrees from other departments. Finally, the pedagogical knowledge needs of the instructors who worked at state universities were higher than those of the instructors who worked at private universities.

The effect of the standardized B value shows the degree of importance of the variables in the model. Accordingly, the variable with the greatest effect on instructors' in-service training needs on pedagogical knowledge in this model was found to be the type of school they teach at.

4.3.2. In-service Training Needs on Pedagogical Content Knowledge

The second area was Pedagogical Content Knowledge. The purpose of the analysis was to explore the relationship between the demographic features of the participants and their pedagogical content knowledge needs.

Table 4.19 below shows the regression model based on the independent variables and the pedagogical content knowledge needs.

Table 4. 19. Regression Table (Pedagogical Content Knowledge)

	Unstandardized Coef.		Standardized Coef.			Correlations		
	B	SE	Beta	t	p	Zero-order	Partial	Part
(Constant)	118,965	12,184		9,764	0			
Sex (Male)	4,063	5,437	0,043	0,747	0,455	-0,011	0,043	0,041
Native language (English)	3,529	8,902	0,023	0,396	0,692	0,018	0,023	0,022
Proficiency Level (C2)	-4,428	4,809	-0,055	-0,921	0,358	-0,03	-0,053	-0,051
Experience (Experienced)	-16,199	4,946	-0,205	-3,275	**0,001**	-0,164	-0,185	-0,181
BA (ELT)	-13,092	4,272	-0,18	-3,064	**0,002**	-0,122	-0,174	-0,169
MA (ELT)	1,125	4,169	0,015	0,27	0,787	-0,002	0,016	0,015
PHD (ELT)	-13,396	8,661	-0,092	-1,547	0,123	-0,072	-0,089	-0,085
Position (Instructor)	3,941	6,984	0,033	0,564	0,573	0,088	0,032	0,031
School Type (State Uni.)	8,365	5,693	0,089	1,469	0,143	0,046	0,084	0,081
Teaching level (B)	-7,922	4,973	-0,095	-1,593	0,112	-0,099	-0,091	-0,088
Lesson Hours Week (>=21)	3,78	4,921	0,045	0,768	0,443	0,048	0,044	0,042
Inset before (Yes)	-0,203	7,932	-0,002	-0,026	0,98	-0,069	-0,001	-0,001
Inset Form (Systematic)	1,837	4,555	0,025	0,403	0,687	-0,018	0,023	0,022
$F_{(13,302)}$=2.074; p<.05								
R=0.286; R^2=0.082								

As Table 4.19 shows, the regression model established with the variables that affect pedagogical content knowledge needs is statistically significant ($F_{(13,302)}$=2.074; p<.05). 8.2% of the variability in pedagogical content knowledge needs is explained by the variables in the regression model. According to Table 4.19, the instructors' experience (B=-16.199, t=-3,275, p<.05) and their undergraduate major (B=-13.092, t=-3.064, p<.05) variables significantly predict pedagogical content knowledge needs. The B coefficient was found to be negative both for the undergraduate major variable and the experience variable. Accordingly, experienced teachers had lower needs for in-service training in the pedagogical content knowledge compared to the novice teachers taking part in the research. In addition, the in-service training needs on pedagogical content knowledge area of participants who graduated with a BA degree in ELT were lower than those of the participants who graduated from other departments. In this model, the undergraduate major was found to be the factor that affect pedagogical content knowledge needs the most.

4.3.3. In-service Training Needs on Use of Technology in Education

The third area was use of technology in education. The purpose of the analysis was to investigate the relationship between the demographic features of the participants and their in-service training needs on use of technology in education.

Table 4.20 below shows the regression model based on the independent variables and their needs regarding the use of technology in education.

Table 4. 20. Regression Table (Use of Technology in Education)

	Unstandardized Coef.		Standardized Coef.			Correlations		
	B	SE	Beta	t	p	Zero-order	Partial	Part
(Constant)	22,935	3,203		7,16	0			
Sex (Male)	-2,764	1,429	-0,106	-1,934	0,054	-0,118	-0,111	-0,103
Native language (English)	-1,639	2,34	-0,038	-0,7	0,484	-0,076	-0,04	-0,037
Proficiency Level (C2)	-1,256	1,264	-0,057	-0,994	0,321	-0,026	-0,057	-0,053
Experience (Experienced)	2,956	1,3	0,137	2,273	0,024	0,171	0,13	0,121
BA (ELT)	-1,333	1,123	-0,067	-1,187	0,236	-0,043	-0,068	-0,063
MA (ELT)	0,129	1,096	0,006	0,117	0,907	0,006	0,007	0,006
PHD (ELT)	0,627	2,277	0,016	0,275	0,783	0	0,016	0,015
Position (Instructor)	-0,563	1,836	-0,017	-0,307	0,759	0,04	-0,018	-0,016
School Type (State Uni.)	4,017	1,497	0,156	2,683	0,008	0,187	0,153	0,143
Teaching level (B)	-4,279	1,307	-0,188	-3,273	0,001	-0,243	-0,185	-0,174
Lesson Hours Week (>=21)	3,623	1,294	0,158	2,8	0,005	0,134	0,159	0,149
Inset before (Yes)	1,819	2,086	0,054	0,872	0,384	0,138	0,05	0,046
Inset Form(Systematic)	0,074	1,198	0,004	0,062	0,95	0,025	0,004	0,003
$F_{(13,302)}$=3.986; p<.001								
R=0.383; R^2=0.146								

As can be seen in Table 4.20, the regression model established with the variables that affect use of technology in education needs is statistically significant ($F_{(13,302)}$=3.986; p<.001). 14.6% of the variability in use of technology in education needs is explained by the variables in the regression model. According to Table 4.20, the instructors' experience in teaching (B=2,956, t=2,273, p<.05), the type of school they teach at (B=4,017, t=2,683, p<.05), the proficiency level of the group they teach (B=-4,279, t=-3,273, p<.05), and their weekly course load (B=3,623, t=2,8, p<.05) variables significantly predict use of technology in education needs. Among these significant variables, for the level instructors teach, the B coefficient was negative while it was positive for the other variables. Accordingly, experienced instructors had more in-service training needs in terms of use of technology in education. Similarly, instructors who teach at state universities needed in-service training more than instructors who teach at private universities do. In addition, technology-related in-service training needs of the instructors who teach B levels (pre-intermediate / intermediate levels) were found to be lower than those who teach A (beginner / elementary) and C (upper-intermediate / advanced) levels. Finally, instructors who teach 21 or more hours per week need in-service training on the use of technology in education more than those who teach less than 21 hours per week do. Among the significant variables, the type of school the instructors teach at was found to be the variable which affects the use of technology in education needs the most.

4.3.4. In-service Training Needs on Guidance and Special Education

The fourth need area was guidance and special education. The purpose of the analysis was to investigate the relationship between the demographic features of the participants and their in-service training needs on guidance and special education.

Table 4.21 below shows the regression model based on the independent variables and their needs regarding guidance and special education.

Table 4. 21. Regression Table (Guidance and Special Education)

	Unstandardized Coef.		Standardized Coef.			Correlations		
	B	SE	Beta	t	p	Zero-order	Partial	Part
(Constant)	22,239	1,987		11,194	<,001			
Sex (Male)	-1,543	,887	-,099	-1,740	,083	-,091	-,100	-,096
Native language (English)	,388	1,452	,015	,267	,790	,001	,015	,015
Proficiency Level (C2)	,909	,784	,070	1,160	,247	,026	,067	,064
Experience (Experienced)	-2,446	,807	-,190	-3,032	,003	-,184	-,172	-,167
BA (ELT)	,353	,697	,030	,507	,613	,030	,029	,028
MA (ELT)	,655	,680	,055	,964	,336	,073	,055	,053
PHD (ELT)	1,993	1,412	,084	1,411	,159	,085	,081	,078
Position (Instructor)	1,088	1,139	,056	,956	,340	,042	,055	,053
School Type (State Uni.)	-1,365	,928	-,089	-1,470	,143	-,112	-,084	-,081
Teaching level (B)	-,086	,811	-,006	-,106	,916	-,006	-,006	-,006
Lesson Hours Week (>=21)	,501	,802	,036	,625	,533	,085	,036	,034
Inset before (Yes)	2,016	1,293	,100	1,559	,120	,051	,089	,086
Inset Form (Systematic)	,238	,743	,020	,320	,749	,023	,018	,018
$F_{(13,302)}$=1.990; p<.05								
R=0.281; R^2=0.079								

As can be seen in Table 4.21, the regression model established with the variables that affect guidance and special education needs is statistically significant ($F_{(13,302)}$=1.990; p<.05). 7.9% of the variability in guidance and special education needs is explained by the variables in the regression model. The instructors' experience in teaching significantly predict guidance and special education needs (B=-2.446, t=-3.032, p<.05). For this variable, the B coefficient was negative. Guidance and special education needs of the experienced instructors were found to be lower than those of the novice instructors. That is, novice teachers need in-service training on guidance and special education more than experienced teachers. In this model, the experience of the participants had the greatest effect on the participants' guidance and special education needs.

4.3.5. In-service Training Needs on Communication and Social Skills

The last need area was communication and social skills. The analysis aimed to investigate the relationship between the demographic features of the participants and their in-service training needs regarding communication and social skills.

Table 4.22 below shows the regression model based on the independent variables and their needs regarding communication and social skills.

Table 4. 22. Regression Table (Communication and Social Skills)

	Unstandardized Coef.		Standardized Coef.			Correlations		
	B	SE	Beta	t	p	Zero-order	Partial	Part
(Constant)	12,711	1,633		7,784	0			
Sex (Male)	1,351	0,729	0,106	1,854	0,065	0,062	0,106	0,102
Native language (English)	1,387	1,193	0,066	1,162	0,246	0,063	0,067	0,064
Proficiency Level (C2)	-0,915	0,645	-0,085	-1,419	0,157	-0,043	-0,081	-0,078
Experience (Experienced)	-1,354	0,663	-0,128	-2,043	0,042	-0,121	-0,117	-0,113
BA (ELT)	-1,43	0,573	-0,147	-2,497	0,013	-0,093	-0,142	-0,138
MA (ELT)	0,107	0,559	0,011	0,192	0,848	0,001	0,011	0,011
PHD (ELT)	-0,699	1,161	-0,036	-0,603	0,547	-0,027	-0,035	-0,033
Position (Instructor)	0,228	0,936	0,014	0,244	0,808	0,049	0,014	0,013
School Type (State Uni.)	-0,319	0,763	-0,025	-0,418	0,676	-0,057	-0,024	-0,023
Teaching level (B)	-1,431	0,666	-0,129	-2,147	0,033	-0,111	-0,123	-0,119
Lesson Hours Week (>=21)	1,091	0,66	0,097	1,654	0,099	0,09	0,095	0,091
Inset before (Yes)	-0,741	1,063	-0,045	-0,697	0,486	-0,058	-0,04	-0,039
Inset Form (Systematic)	0,783	0,61	0,081	1,283	0,201	0,056	0,074	0,071
$F_{(13,302)}$=1.934; p<.00								
R=0.277; R^2=0.077								

Just like the other variables, the regression model established with the variables that affect communication and social skills needs is statistically significant ($F_{(13,302)}$=1.934; p<.00). As can be seen in Table 4.22, 7.7% of the variability in communication and social skills needs is explained by the variables in the regression model. The three variables that significantly predict communication and social skills needs are experience (B=-1.354, t=-2,043, p<.05), instructors' undergraduate major (B=-1.43, t=-2,497, p<.05), and the level they teach (B=-1.431, t=-2.147, p<.05). For these variables, the B coefficient was negative. The in-service training needs of the experienced instructors who took part in the study were found to be lower than those of the novice instructors in the communication and social skills area. Additionally, in-service training needs for the communication and social skills of the instructors who graduated from ELT departments was lower than instructors who graduated from other departments. Finally, in-service training needs of the instructors who taught B levels were lower than those who taught

A and C levels. The variable that predicted communication and social skills needs the most was the instructors' experience in teaching.

4.3.6. How are the English language instructors' demographic features related to their professional needs?

The second part of the third research question aimed to further investigate the way the English language instructors' professional needs in relation to their demographic features.

As shown by the findings, the in-service training needs of the English language instructors taking part in this study were affected by various factors. For each need area, the factor that made the biggest effect also showed variation. However, it was found that instructors' teaching experience was relevant to all five of the need areas; and it was the variable that made the most important effect for three of the five need areas. This may mean that instructors' teaching experience is highly relevant to their in-service training needs. Similarly, instructors' undergraduate major was also relevant to their in-service training needs. It was found to be effective for three of the need areas, being the most important variable for one of them.

Qualitative data also supported these quantitative findings. During the interviews, participants frequently referred to the level of experience and the field of graduation as important factors defining in-service training needs of the instructors working at university English language schools. For example, one of the instructors, Çiğdem, referred to this point as follows:

> It may be based on experience. I mean, the needs of a teacher who just started and a teacher in the 5th year or a teacher in the 10th year are different. The teacher who is in his 10th year may need a little more motivation. The teacher in their first year may need a little more theoretical support. The teacher who is in his 5th year may want to listen and see new things. In other words, there are many teachers in every institution, it does not make sense for 100 teachers to constantly receive the same training. [52] (Instructor)

Similarly, Ali also illustrated this point referring to his own case as an example:

> I'm thinking of myself. I wasn't able to teach some strategies this effectively 10 or 15 years ago. I couldn't teach topics which I use in language learning and which I think are important for students, such as word formation, guessing the meaning, or a little more

> structural topics, such as part of speech, that well. Maybe I needed a different kind of training then, and a different training now. [53] (Instructor)

As the qualitative data showed, providing the same form of in-service training with the same content to instructors regardless of their teaching experience may also be a reason for resistance to in-service training, especially among experienced teachers. Another instructor, Fatma, also referred to this point as follows:

> I mean, they may feel like they are being evaluated. This can especially be seen among teachers like me or instructors with more years of experience than me, because as far as I can see, teachers who are older or teachers with 10-12 years of teaching experience say more than novice teachers that they do not need such a training, and they do not want to participate. [54] (Instructor)

Similar to the other instructors, Meral also mentioned the role of instructors' level of experience as an important factor for their in-service training:

> Each teacher has subjects that they feel strong or weak at due to their age or their strengths or weaknesses. Some sessions can be really nice, but in some of them I really can't keep my eyes open. … how can I say, after the 15th year, these issues do not address me at all. … that topic doesn't relate to me. Sometimes I wish they would categorize it. For example, they could say that this seminar is for those who are between the 1st and 5th year of teaching, this is for the 5-10 years; and that's for the 10-15 years. [55] (Instructor)

Not only the instructors, but also the trainers referred to the instructors' teaching experience when talking about the ways in-service training processes were defined. For example, as Dilek explained:

> Depending on the experience of the instructors, their needs certainly vary a lot. While new teachers may request more theoretical workshops on teaching English, more experienced instructors generally expect more practical presentations that do not take too long. [56] (Teacher trainer)

Another trainer, Hasan, reflected on the issue from a broader perspective. He commented on the variation of instructors' needs and preferences depending on undergraduate majors, the level taught, age and experience, and so on. He commented:

> In general, while the instructors are expecting something more for teacher practice, regardless of department they graduated from, they demand more theoretical workshops along with something practical. In addition, the use of technology has become a very important point. Everyone is interested in the issues of edu-tech and teachers' technological knowledge. So, especially our older teachers say that they feel like they are missing something. They experience panic and anxiety, so they may demand

> workshops that will enable them to overcome this panic and fear. Our instructors who teach upper and proficiency level classes want more technical and strategy training-related sessions to help prepare students for exams, whereas what our instructors teaching lower-level classes is more fun activities. In short, the needs vary a lot. But since we cannot meet every demand, we try to do something suitable for the optimum majority. [57] (Teacher trainer)

Not only the instructors and teacher trainers, but also the English language school directors also mentioned the instructors' experience and referred to the variety in their backgrounds as an identifying factor in in-service teacher training at their institutions. For example, Zeki, who was one of the directors participating this research mentioned the variety of backgrounds the instructors had. He expressed that they benefit from this variety to shape the in-service training applications at the institution. In fact, the different experiences of the instructors appear as a source of variety in in-service training processes in the institution. He expressed:

> Some of our lecturers consist of lecturers who have worked at a foreign language school before. These instructors have experiences from their previous institutions. We try to benefit from the experiences of these instructors. For example, we take their thoughts and evaluations on every subject in our school. There are also instructors who transitioned from teaching at primary schools or from Ministry of Education schools to higher education. We also provide in-service training to these instructors starting from the first day they start, so that they can keep up with the ways regarding working at the university. [58] (English language school director)

The English language school directors also mentioned the variety of the departments the instructors graduated from, and the role of the in-service training to help them meet at common terms and standards despite this variety. For example, Esin referred to this variety as 'a melting pot'. As she explained:

> We have teachers from different backgrounds or from different fields, even if they are related to language. They can be graduates of translation, English language and literature, American culture and literature or ELT departments. They can have a bachelor's degree, a master's degree, or even a PhD. Of course, all of them will come, but teaching a language is a different issue, so, firstly, there is in-service training for the instructors from these different fields so that they can adapt to the foreign language policies of that unit or school, to be informed about them and to solve problems in the context of needs. Because they come from different backgrounds, the school is like a kind of melting pot when they first start in-service training. One function of in-service training in that sense is like an equalization of these variety. [59] (English language school director)

As can be seen, some institutions are aware of the fact that instructors' teaching experiences and backgrounds make a difference when it comes to the in-service training

practices they are provided with. It is an advantage because as the qualitative data analysis also indicated, when all instructors were given the same in-service training, it is neither meaningful nor for the benefit of the English language instructors working at higher education.

4.3.7. Summary of Findings for Research Question 3

The third research question of the study aimed to find out the relationship between English language instructors' in-service training needs and their demographic features such as their sex, native language, English proficiency level, teaching experience, their field and level of education, whether they teach in a state or a private university, their weekly teaching load, the level they teach and whether they have received in-service training before as well as the form of the in-service training they receive.

To find out these relationships, the quantitative data were analyzed via multiple regression analyses. The findings revealed that among those factors, instructors' sex, native language, their level of education and previous in-service training experiences were not related to their in-service training needs. None of these factors were found to make a significant influence on the instructors' in-service training needs related to pedagogical knowledge, pedagogical content knowledge, use of technology in education, guidance and special education and communication and social skills.

On the other hand, instructor's teaching experience, their undergraduate major, the type of school they teach at, they level they teach and their weekly teaching load were found to predict some of the in-service training needs of the English language instructors who participated in this research.

Instructors' pedagogical knowledge needs were found to be related to the proficiency level of the group the instructors teach, their teaching experience, their undergraduate major and the type of school they teach at. Instructors who taught upper-intermediate and advanced level of learners had less pedagogical knowledge needs compared to instructors who taught lower levels. Also, novice teachers needed in-service training on pedagogical knowledge more than experienced teachers. Instructors who were not graduates of ELT departments needed in-service training on pedagogical knowledge more than ELT graduates. Finally, instructors who taught at state universities had more

pedagogical knowledge needs compared to the instructors who taught at state universities. Among these factors, school type was found to be the one that was mostly relevant to instructors' pedagogical knowledge needs.

English language instructors' needs for in-service training in pedagogical content knowledge were found to be related to their teaching experience and their undergraduate majors. Experienced instructors were found out to need in-service training on ELT knowledge more than novice teachers. In addition, instructors who were not graduates of ELT departments needed in-service training on pedagogical content knowledge more than ELT graduates. In this area, the factor that affected instructors' needs the most was the department they graduated from.

There were many factors that predicted English language instructors in-service training needs regarding the use of technology in education. These were teaching experience, school type, teaching level and the instructors' weekly teaching load. According to the findings, novice teachers did not need in-service training on the use of technology as much as more experienced teachers. In addition, instructors who worked at state universities needed in-service training on technology use more than instructors who worked at private universities. Furthermore, the use of technology needs of instructors who taught pre-intermediate and intermediate level learners were less than instructors who taught beginner, elementary, upper-intermediate or advanced learners. Finally, instructors who taught 21 hours or more in a week had more in-service training needs compared to instructors who taught less than 20 hours per week. The factor which predicted instructors' in-service training needs of use of technology in education most was the type of school they teach at.

English language instructors' in-service training needs on guidance and special education was related to their teaching experience as indicated by the multiple regression analysis. Experienced instructors needed training on guidance and special education more than novice instructors. Instructors' teaching experience was the factor that related most with their in-service training needs on guidance and special education.
English language instructors' in-service training needs on communication and social skills were predicted by their teaching experience, their undergraduate major and the level they taught. As the data analyses showed, instructors who had teaching experience needed in-service training on communication and social skills more than the novice

teachers. Also, instructors who were not graduates of ELT departments needed in-service training on communication and social skills more than ELT graduates. Finally, communication and social skills needs of instructors who taught pre-intermediate and intermediate level learners were less than instructors who taught beginner, elementary, upper-intermediate or advanced learners. Among these factors, instructors' teaching experience was the one that was mostly relevant to instructors' communication and social skills needs.

The in-service training needs of the English language instructors taking part in this study were affected by a variety of factors. In general, instructors' teaching experience and the department they graduated from were found to be relevant to many of the need areas. These findings were also supported by the qualitative data.

Figure 4.12 below indicates an overview of the data and the findings of this research.

Figure 4. 12. An overview of the data and the findings

CHAPTER 5

DISCUSSION

This chapter presents the results of the study in relation to relevant literature. The chapter is organized in accordance with the three research questions of the current study. Each of the research questions are provided, and a summary of the findings is offered. Later, the findings are compared and contrasted to the relevant studies in the literature. The recurring themes obtained from the data are also examined and presented in relation to other studies in the field. After discussing the findings, a framework for the higher education in-service teacher training program design has been proposed.

5.1. Presentation of findings in relation to the relevant literature

In this section, the findings of the research in line with the research questions have been presented in relation to the other related findings in the literature.

5.1.1. The approaches of higher education English language schools to in-service training

The first research question of the study was 'What are the approaches of higher education English language schools to in-service training?' This research question aimed to explore the purposes for which higher education English language schools provide their instructors with in-service training and components of higher education English language schools' in-service training as well as their approaches to in-service training. There were two sub-components to be examined under this research question: (a) the purposes for which higher education English language schools provide in-service training (b) the features and components of higher education English language schools' in-service training. Both qualitative and quantitative data collected were analyzed to explore the findings for this research question.

The results showed that the participants approach in-service training as an essential, inductive and non-judgmental component of instructors' personal and professional development. The participants also referred to it as a mindset.

In the literature, Richards and Farrell (2012) refer to the different approaches individual teachers and institutions have towards teachers' professional development and that these go hand in hand. They stated that for institutions aiming for success and reputation, professional development and training of their staff is a priority. By providing teacher with the essential knowledge and skills, teachers can gain increased job satisfaction resulting in better performance and more effective and enhanced student learning.

Similarly, Tanış and Dikilitaş (2018) also revealed that Turkish EFL instructors who were engaged in transformative and transmissive professional development models had different approaches to professional knowledge. They had tendencies for lifelong, collaboration-based, inquiry-based and reflective professional development processes with intrinsic motivation. They indicated evidence for experiential knowledge with a bottom up approach to professional development.

Similar to the findings of this research, Karaaslan (2003) also revealed that teachers were aware of the importance of major professional development activities for their growth.

Richards and Farrell (2012) also mentioned the institutions' roles when administering professional development programs for teachers and they are consistent with the findings of this research regarding the roles. According to Richards and Farrell (2012), the roles of the institutions and administrators include but not limited to identifying the institution's and teachers' professional needs by conducting effective needs analysis, setting goals for professional development, selecting the participants and team members, identifying important considerations such as adult learning, guided reflection and methods and procedures, providing support for teachers and finally evaluating what has been learned as well as the training and development activities.

Additionally, according to the findings of the study, the objectives of the in-service training practices in higher education English language schools regard the institutions and the instructors. What institutions aim for was to increase the effectiveness of the

instruction by enhancing the instructors' professional skills as well as matching the quality standards. In addition, by providing in-service training practices, institutions aim to collect the best practices and set up teams composed of professional people so that the institutional units can work efficiently. In addition, in-service teacher training in higher education English language schools also aim to standardize instruction for contingency purposes.

In-service training also aims to help increase the English language instructors' adaptation to their institution and their sense of belonging with the institution. The objectives of the in-service training in higher-education English language schools also regard the instructors. The in-service teacher training practices in university preparatory schools aim to increase the instructors' self-confidence about their in-class practices, to give them professional help and support when they need it and create a change in their pedagogical behavior. It also aims to help the instructors gain experience and awareness of the new methods, especially digital skills and technology as well as the constantly-changing learner profile. It aims to update the instructors' knowledge and to enhance the quality of instruction via innovation and collaboration with colleagues. The in-service training also aims to help the instructors with their continuous learning and to avoid burnout. The results are relevant to previous research findings (Hewson, 2007; Halpin et al., 1990; Desimone et al., 2002; Kalinowski et al., 2020; Liu & Phelps, 2020) which suggested that the ultimate aim of in-service training programs is to ensure the effectiveness of teachers in the classroom and to increase student achievement. Balta et al. (2015) also found that the most important outcome of in-service training courses is the positive changes about students' achievement.

Similar to these findings, research also revealed that (Gibbs and Coffey, 2004; Shah et al., 2011) in-service training can improve a number of aspects of teachers' teaching, change teachers such that their students improve their learning and increase the extent to which teachers adopt a student-centered approach.

Richards and Farrell (2012) also stated that professional development is focused on both institutional goals and teachers' individual goals. Similar to the findings of this study, they pointed that teachers' achieving personal and professional growth and improving the school performance will go hand in hand although many schools aim for both. Teachers are interested in enriching their professional knowledge and skills while

keeping up with the theory as well as the practice in the field so that they gain confidence and achieve better learner performance. They are also interested in gaining empowerment by exploring their own beliefs and principles as well as the values adopted by their schools. These statements are consistent with the findings of this research regarding the aims of professional development activities including in-service training.

Furthermore, the results of the study also revealed that the outcomes that the in-service training is expected to bring about within the instructors mostly involve abstract concepts such as personal and professional development, gaining problem solving skills, teachers' exploration of their professional skills and being content with their practices, awareness and sense of belonging to the institution. In addition, in-service training was also found to be result in an improvement in the quality of instructors' teaching and instruction, which is expected to happen as a result of the ability to reflect and the formation of long-term habits. Outcomes that are expected to be brought about regarding the institutions were mostly centered around collaboration and global arena as well as the empowerment and credibility of the institutions. The participants also mentioned learners' achievement and learners' motivated participation as one indirect outcome of the in-service teacher training in preparatory school. An increase in the learners' achievement and participation was expected because in-service training was supposed to enhance the quality of instruction and teachers' professional skills.

These findings are consistent with results of the previous research by Yurkofsky, Blum-Smith & Brennan (2019) who found that the outcomes of the in-service training that the teachers expected to find was being exposed to new ideas, reflecting on their own teaching and classroom practices, and the way the course supported new relationships with the surrounding world including their professional community. Similarly, Essel et al. (2009) found that teachers saw INSET/CPD programs as a way to acquire new attitudes and skills, to excel in their teaching profession and to exchange information with their colleagues and students. Also, Desimone et al. (2002) found that professional development focused on specific teaching practices increased teachers' use of those practices in the classroom.

The results of this study regarding the outcomes of in-service training are also consistent with Borg's (2011) research that revealed that intensive eight-week in-service teacher

education program in the UK (Delta) had a considerable impact on the teachers' beliefs, allowing teachers to think more explicitly about and to become aware of their beliefs and to focus on ways of developing their classroom practices. McElearney, Murphy and Radcliffe (2019) also stated that professional development activities must result in change in classroom practices to be considered effective.

Similarly, Borko (2004) also supported this idea by stating that teachers' professional development is necessary to improve schools. Professional development experiences can have a substantial positive influence on teachers' classroom practice and student achievement as well as school quality. In addition, Richards and Farrell (2012) also stated that teacher development is primarily related with the needs of the institution. It aims to enhance the institution's performance to make it more successful with better learning outcomes and to attract more students since it adds to the reputation of the institution.

The first research question also aimed to identify the features and the components of the in-service training in higher education English preparatory schools. The research findings revealed that there are various practices applied by different preparatory schools. These mostly include lesson observations and supervision cycles, workshops and input sessions, reflective practice, mentoring, peer observations, action research and reading academic articles. Table 5.1 illustrates a representation of the in-service training activities generally conducted by the higher education English language schools in relation to the levels of collaboration between instructors and teacher trainers participating those activities.

Table 5. 1. In-service training activities practiced by university English preparatory schools

Individual	One-to-one	Group-based
Reflective practice	Mentoring	Special interest groups
Case studies	Peer observation	Action research
Goal-setting	Action research	Sessions / Seminars
Action research	Team teaching	Conventions
	Supervision & Feedback	Sharing practice

The study also revealed that instructors' needs and experience levels, experts' opinions, reference programs and participants' features were found to be the relevant factors. The participants reported that they found in-service training challenging when it is too theoretical, judgmental, idealistic rather than realistic, involves too much paperwork and lack variety in terms of content. The ideal features as described by the participants were that the programs are need-based, specific to relevant situations, flexible and practical.

Relevant research (Miller and Osinski, 2000; Evans,1998; Bozkurt et al., 2012; Odabasi Cimer et al., 2010; Altun and Gök, 2010) also suggested that needs assessment be carried out carefully as the first step of in-service training course design and courses should be planned and delivered accordingly. That is, it is important for in-service training programs to be need-based. In addition, in Önalan and Gürsoy's (2020) research, the primary concern of the teachers regarding in-service training programs was found to be that the sessions are usually too theoretical and about the repeating topics and they were usually in the form of lectures. The teachers participating in the study were unhappy with the repetitive, irrelevant and dull content of the sessions where they are passive listeners. Although they feel the need for in-service training, sessions do not meet their needs and expectations. Also, the majority of the participants stated that trainings do not help them renew their knowledge and they need more practical content. As this study revealed, teachers value in-service training programs that have practical and relevant content allowing teacher to actively participate and renew their knowledge and skills. The results of the study are also consistent with Odabasi Cimer et al.'s (2010) findings which suggested that collaboration between the trainers and the trainees, practical content and follow-up and support for the teachers after the training as factors that could make in-service training effective.

When it comes to the challenges associated with in-service training by teachers, some relevant findings were also suggested in the literature. Osamwoyni (2016) also stated that time is a major constraint as contact hours for lectures and examinations make up most of teachers' time, and teachers hardly find time to participate professional development activities and in-service training courses.

On the other hand, Bayrakci (2009) found that the most important problems regarding in-service training activities in Turkey are a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service

training model. In addition to these, Uztosun (2018) found that the challenges in-service EFL teachers associate with the trainings provided by the Turkish Ministry of Education involve the limited number of programs offered, lack of qualified trainers, insufficient practical focus, poor lecturing, inconvenient time and place, and the mechanical nature of the trainings offered. These findings add to the findings of the current study.

Similarly, Karaaslan (2003), also found that excessive work load, lack of self-motivation, and lack of institutional support were some important factors which hindered teachers' attendance in professional development programs.

5.1.2. In-service training needs of the English language instructors

The second research question of the study was "What are the in-service training needs of the English language instructors working at higher education English language schools?" This question tried to investigate the in-service English language instructors' preferences related to in-service teacher training and professional needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas.

There were three sub-components to be examined under this research question: (a) The needs and preferences of the English language instructors regarding their in-service training (b) The needs from the perspectives of the teacher trainers working at higher education English language schools (c) The needs from the perspectives of higher education English language school directors.

It was found that English language instructors working at higher education preparatory schools need in-service training activities. The quantitative and the qualitative findings of this research help explore those findings. Different from the findings of this research, however, Duzan (2006) found that the experienced teachers indicated that they did not report need to participate in an in-service training program at all.

According to the findings of this research, firstly, the area where instructors expressed the highest amount of needs is the 'Guidance and Special Education' area, which involves teaching students with disabilities and learning difficulties as well as gifted students or students who need psychological help. The needs almost all areas were

found to be correlated. The instructors need this training to be practical and useful in class rather than too theoretical unless the theory helps to support the rationale behind practical suggestions. The instructors preferred the in-service training to be compulsory and to involve practical content such as workshops and hands-on tasks. They prefer courses to take place on weekdays and to be given by expert trainers with positive personal qualities.

The research conducted previously also yielded various results regarding the content of the in-service training programs. For example, Ozen (1997) showed that teachers needed to improve themselves in the areas of material preparation and assessment, skills, testing, curriculum design and development, classroom management, methodology, and giving feedback. In Şentuna's study (2002), the findings suggested that teachers mostly wanted to learn about motivating students and raising students' language awareness, new teaching methods, using new materials, and promoting interaction. Alan (2003) also found out that teachers mostly needed to gain knowledge in areas such as classroom management, textbook use, and testing. Duzan (2006) also found out that newly hired teachers needed training in areas such as teaching methodology, classroom management, teaching the skills, use of the resources, and evaluation and assessment. The results showed that these teachers did not need any training on language aspects like phonology, grammar, vocabulary, and language as a communication.

Similarly, Hamilton (2020) also attracted attention to the importance of the special education and suggested that the findings of his research be explored further in special education.

The activity types that were found to be preferred by the teachers participating this research were consistent with the findings of McElearney, Murphy and Radcliffe (2019) who found that collaborative and interactive activities were preferred mostly by teachers who attend in-service training. Collaborative activities involved group work, interactive sessions, cluster groups, coaching and mentoring while interactive activities included self-reflective, discussion and debating, and use of case studies.

Similar to the results this research yielded, in Tanış and Dikilitaş's (2018) research action research as an ongoing activity appeared as an effective professional development activity that was found to be effective by the teachers participating their research.

Although the participants of this research expressed that they mostly prefer face to face courses, Wasserman and Migdal (2019) found that teachers favored online courses due to the positive atmosphere and openness, the productive discussions among colleagues, and the feeling that the instructors believed in the ability of learners. Similarly, Altun and Gök (2010) also found that in-service training should be held in seminars and teachers participating the research stated that the person who gives the training should be a teacher with PhD degree; that is, an expert on the issue.

In addition, the needs expressed by the English language instructors and the teacher trainers were mostly consistent, but the amount and pattern of the needs expressed by the English language school directors were different. That is, the teacher trainers and the instructors had similar perspectives when it comes to defining in-service training needs.

5.1.3. The relationships between the in-service training needs of the English language instructors and their demographic features

The third research question of the study was 'How are the in-service training needs and preferences of the instructors related to the following aspects:

j. sex
k. native language
l. English proficiency level
m. teaching experience
n. field and level of education
o. type of school they teach at
p. weekly hours of teaching
q. the level they teach
r. whether they have received in-service training before'

This question tried to investigate the relationship between the demographic features of the English language instructors' in-service teacher training needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas. In order to find answers to this research question multiple regression analyses were conducted for each need area. To find out these relationships, the quantitative data were analyzed via

multiple regression analyses. The findings revealed that among those factors, instructors' sex, native language, their level of education and previous in-service training experiences were not related to their in-service training needs. On the other hand, instructor's teaching experience, their undergraduate major, the type of school they teach at, they level they teach and their weekly teaching load were found to predict some of the in-service training needs of the English language instructors who participated in this research. In general, instructors' teaching experience and the department they graduated from were found to be relevant to many of the need areas. These findings were also supported by the qualitative data.

Other research in the literature have also revealed important findings regarding the relevance between teachers' experience and their professional needs and interests. For example, Şentuna (2002) found that novice teachers were more interested in the sessions and workshops than the experienced teachers in most of the areas. Richards and Farrell (2012) also referred to the difference between experienced and novice teachers in relation to their professional development. Accordingly, the difference between experienced and novice teachers basically stem form the difference between their ways of conceptualizing and understanding teaching developed in their contexts of work. Experienced teachers are different from novice teachers because they have a richer and more elaborate knowledge base, they can make better meaning of knowledge and more sound judgement based on their past experience, a deeper understanding of the students and their learning, and better autonomy in teaching. On the contrary, novice teachers might be less familiar with the context, teaching strategies, and behavioral routines (Richards and Farrell, 2012). Therefore, the pedagogical needs and professional development patterns of experienced and novice teachers are different.

5.2. A Framework for the In-service Training Program Design at Higher Education English Language Schools

Based on the data gathered for this research and the relevant findings, and considering the points raised by the relevant literature, a framework for the in-service training programs at higher education English language schools in Turkey have been suggested. A summary of this framework can be seen in Figure 5.1 below. Mainly there are four core steps in this framework: (1) analysis of the context, (2) identifying the input, (3)

identifying the process, and (4) analysis of the product. Each of these are presented under separate headings in relation to the findings of the study and related studies.

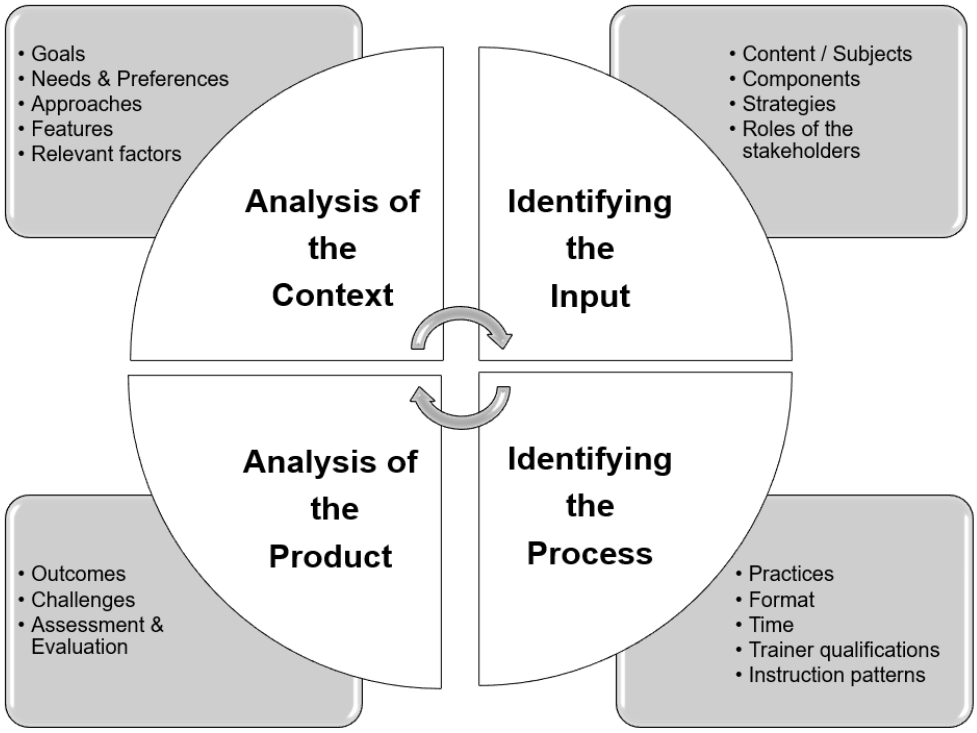


Figure 5. 1. A Framework for the In-service Training Programs at Higher Education English Language Schools

The four components of the framework are related to four basic questions. The first step, analysis of the context, is related to the contextual dynamics that present the initial questions before designing and implementing in-service training programs for university English language preparatory school instructors. This stage is aimed to identify the goals and objectives of the program. As the findings of the research showed, these objectives can be related to the institution or the instructors. In-service training programs can aim at improving institutional effectiveness, collecting good practices, setting up brain teams by educating staff, enhancing instructors' adaptation and sense of belonging to the institution, meeting quality standards and setting up an institutional culture. The programs can also aim to enhance instructors' self-confidence about their pedagogical practices, provide professional support for the instructors, change their pedagogical practices in the positive sense in the long term, help them gain awareness of the recent

methodology and effective teaching strategies, help them gain digital skills and update their knowledge to match the changing learner profiles and teaching methods. Institutions can revise the objectives listed as findings of this research or they can list their potential goals to implement an in-service training program at their institution. In addition, institutions also identify their approaches to in-service training and aim to design and implement a program accordingly. They need to determine how they approach in-service training and initiate the design process accordingly. They may approach it as a developmental process that is to be designed in a bottom-up way as the data suggests. The data gathered for this research gives some ideas about the ideal features of in-service training programs. For example, they could consider that in-service programs are to be need-based, practice based, realistic, relevant to the instructors, systematic, continuous and developmental rather than judgmental. Institutions may consider these points and adopt the ones they believe would prove effective in their institutions. Most importantly, during the analysis of the context, in-service training program designers need to carry out a comprehensive analysis of the needs and preferences of their instructors. The demographic features of the instructors should also be studied carefully and especially, the experience levels, school and learner profiles, and educational backgrounds of the instructors should be taken into account. A variety of sessions and content should be offered in relation to such dynamics. In brief, the first step of the framework aims to identify the goals, approaches and priorities of the program specific to the institution as well as the instructors' needs, preferences and relevant dynamics.

The second component of the framework, identifying the input, regards the question 'what.' It involves determining the content and the subject areas as well as the program components and training strategies in line with the objectives that have been identified. It also includes the identification of roles of the involved stakeholders such as the teacher trainers, school directors and the instructors. This study has proposed the subject areas and the content which are commonly involved in the in-service training programs employed at university English language schools. That is, instructors who participated this research mostly expressed needs on guidance and special education and use of technology for pedagogical purposes. Institutions can make use of this information. The subjects and the areas of instruction can also be identified based on the results of the needs analysis specifically conducted by the institutions. Furthermore, participants expressed that they wish to be engaged with activities that involve personal and

emotional support, networking and sharing practice, action research, and mentoring. In a similar process, institutions can determine and identify the content and the strategies they are going to implement as in-service training for their instructors. If the institutions are not sure about the roles that the stakeholders need to adopt, the findings of this study may help. Administrators and trainers can take different roles during the process. For instance, administrators can identify institution-related goals, provide support for the instructors and teacher trainers, attend regular meetings and manage the organization and coordination of the training programs while teacher trainers can work as the facilitators who observe lessons, provide supervision and feedback as well as mentoring instructors and planning and delivering sessions based on the needs analysis results.

The third component of the framework, identifying the process, regards the question 'how.' At this stage, the practices to be involved in the training program as well as the practical issues regarding the format, time and the instruction patterns of the in-service training are to be identified. In addition, the expected qualities and qualifications of the trainer can be considered and identified. According to the results of this study, English language instructors working at higher education preparatory schools preferred compulsory and online training sessions that take place on the week days. They also stated that they preferred an expert trainer from an outside institution. The instructional patterns and practices which were mostly preferred by the participants of this research involved workshops, seminars, small study groups, action research and mentoring. In brief, in order to identify their training processes, institutions should identify the process. To be able to do so, they can make use of the findings of this research, but they might as well conduct their own research to identify their own process of the in-service training.

The last component of the framework, analysis of the product, aims to check if the whole process has worked as planned by evaluating the outcomes, challenges encountered and the assessment and evaluation procedures. During this analysis, institutions can expect the programs to generate outcomes related to the institution, the instructors and the learners, as suggested by the findings of this research. In general, institutions analyze the outcomes at this stage and check if they are compatible with the objectives they have identified in the first place. In addition, an analysis of the challenges encountered during the process would also help to design effective training programs on the way forward. For example, as suggested by this research, instructors might find it challenging to join training sessions when they have the busy teaching

workload. They might also find it challenging to deal with the attitudes of the trainers, peers, mentors or other parties involved. They may not benefit from the content of the training program or the quality of the feedback they receive. Institutions can make use of this information. They should still involve their instructors in program evaluation processes and ask for the points they have found challenging during the program. Trying to avoid those issues when revising programs would definitely help institutions design and implement effective in-service training. In brief, the analysis of the product gives information about the practicality and the efficiency of the program. It helps to determine the sustainability of the program, whether it requires revisions, or whether the program will be terminated, by comparing program outcomes and the previously set objectives in relation to the instructors' needs and preferences.

Overall, the purpose of the first component of the proposed framework, analysis of the context, is to analyze all environmental factors in relation to goals and needs, and to determine whether these goals adequately meet the needs. Context evaluation basically means examining the infrastructure of the program. The second component of the framework, identifying the input, seeks answers for questions such as what kind of subjects are to be involved in the training program, what resources are required, what the roles of the stakeholders are and which strategies are to be involved in the program to meet the needs. For the third component of the framework, identifying the process, the difference between the planned and implemented activities are investigated. It involves the question of how the program will actually be implemented. Finally, the fourth component of the framework, analysis of the product, investigates whether the program has achieved its purposes and whether or not to make an adjustment to the program in line with its outcomes.

In general, higher education English language schools that aim to initiate an in-service training program for the professional training of its instructors or schools that aim to revise the in-service training program that they have been utilizing for a while can benefit from the findings of this research. By following the steps provided in the proposed framework, they can design their own in-service training programs or revise their existing programs.

5.3. Implications of the Study

As this research aims to contribute to the literature on professional development of EFL teachers, some implications for pre-service teacher education and in-service teacher training have been suggested based on the findings of the study and relevant literature.

5.3.1. Implications for Pre-service EFL Teacher Education

Considering the common patterns of professional development needs participants revealed, it can be suggested that undergraduate studies may also focus on these issues as well.

In the present study, the in-service EFL instructors stated their needs about guidance and teaching students with special needs, disabilities, learning difficulties; or teaching gifted students. Considering that there is not a specific course aiming to equip EFL teachers with such knowledge and skills during the pre-service EFL education in Turkey (YÖK, 1998; YÖK, 2007), it can be suggested that undergraduate EFL programs could be revised to this end. Additional courses can be offered about guidance and special education. Demo applications, teaching practices and micro teachings can be incorporated into the existing courses in order to prepare future EFL teachers better for the situations they might be involved in when they start their career. In addition, training of the ELT departments' academic staff on training teachers to teach students with special needs may be essential. In this respect, collaborations between departments of education faculties and related staff may be helpful.

Furthermore, although there is a course on teaching four skills (reading, listening, speaking, writing) and language systems (grammar and vocabulary) in undergraduate level, the results of the study revealed that each of these subjects appeared as an area of need for training. For this reason, it can be suggested that pre-service teacher education programs should offer elective courses or integrate separate methodology courses that aim to teach pre-service teachers about teaching skills and systems individually.

Additionally, the growing need for improving technological competence for language teaching have some implications for pre-service teacher education as well. Currently, in the undergraduate EFL programs, there is an introductory level course for technological

competence; however, that course is aimed for general technological skills, and especially computer use. What can be suggested is including more courses on technological competence focusing on using computers and technology for pedagogical purposes and integrating technology; especially for teaching the English language. The course content may involve a variety of topics from materials design to games and other web tools that can be used to teach English. In addition, courses aiming for developing technological competence should be included in the programs in order to offer chances of practice. The academic staff teaching at education faculties and ELT departments may also employ assignments or tasks integrating technology in the courses they offer in order to present a meaningful context for practice.

The results of this study showed the need for practice-based applications in teacher education. As it was also mentioned in 2.3, the number of practice-based courses have been decreased in the current pre-service EFL teacher education programs in Turkey. The teacher candidates are not engaged with any practice until their senior year. As a result, it can be argued that the undergraduate courses should provide more opportunities for practice while equipping teacher candidates with theoretical knowledge of pedagogy and pedagogical content. To be able to do this, the pre-service EFL teacher education programs in Turkey should increase the number of practice courses. Moreover, the teaching practicum may start from early on to provide better opportunities for practice.

Considering the results of the study regarding the preferred assessment and evaluation processes, the undergraduate teacher education programs could also follow non-judgmental, reflective, and formative assessment methods. For instance, teacher candidates receiving pre-service may be asked to participate in observations and supervision cycles rather than theory-based tests. In addition, undergraduate EFL programs could employ more in-class practice and hands-on experience for pre-service teachers.

Finally, considering that the present study aimed to propose framework for the design and evaluation of the training programs, the same line of thought can also be utilized for pre-service teacher education. As mentioned earlier, the initial step in the framework is the analysis of the context. For this reason, undergraduate EFL teacher education can also involve the processes of identifying the goals, approaches, features and relevant

factors as well as the needs and preferences of the participants by following the principles mentioned in the present study. The input can be identified based on such an analysis of the context and participants. During the analysis of the process, both theoretical and the practical aspects can be involved in the programs to better prepare the prospective teachers for teaching EFL classes. Finally, effective evaluation of the outcomes and challenges encountered by different stakeholders as well as the results of the assessment procedures can lead to a more meaningful analysis of the context and give better ideas about how to design programs in the way forward.

5.3.2. Implications for In-service EFL Teacher Training

Based on the findings of the present study, and the relevant literature, some implications can also be suggested for professional development of EFL instructors.

As it was also suggested in the literature, professional development activities "should go beyond providing teachers with new knowledge and should aim to impact on their affective states and offer practice-oriented education with particular attention to the teaching context" (Uztosun, 2018, p.3). To support these statements, the present study revealed that approaches to teacher training that are merely theory-based fail to meet the needs and expectations of in-service instructors. Therefore, practical aspects should be an essential and integral part of any in-service training activity in higher education English language schools. As the results of this study also showed, the in-service instructors working at university preparatory schools preferred practice-based evaluation tools as well as the content. For this reason, in-service training activities in higher education English language schools should be designed to encourage hands-on experience when it comes to evaluation as well. For example, instructors could be asked to practice the training content in their classes and share their experiences and reflections during supervision sessions and receive feedback. Self-reflection could also be useful. Instructors could be frequently be engaged in tasks which they video-record themselves and observe their own classes to reflect on their practices. They can also observe other English classes in their institution, or they can observe the video recordings of instructors from different schools so that they can be engaged with a reflective process to think about the differences between practices in relation to contexts, learners, proficiency levels, materials used, etc. Such reflective processes would help teachers grow professionally and broaden their horizons.

One of the most important findings of this study is that in-service instructors of English working at university preparatory schools need training on guidance and special education. That is, they encounter learners with special needs, such as physical or psychological disabilities and learning difficulties like dyslexia, or gifted students. However, they may not exactly know how to approach these students and how to teach them the English language. Therefore, issues on how to teach students with special needs and students who need psychological help should be included in in-service teacher education programs. As mentioned earlier, the most important step when designing programs is the needs analysis. Teacher trainers and designers of the in-service training programs should remember to include guidance and special education area in the needs assessment tools. In addition, trainer training on guidance and special education is also essential. Institutions should invest in the training of their training staff and professional development unit members in order to equip them with necessary knowledge and skills do that they can train instructors on how to provide guidance for learners and how to teach students with special needs.

The findings of this study also regard the content of the in-service teacher training in university preparatory schools. As the participants expressed, training programs should not only include pedagogical content, but it should also involve aspects such as emotional and psychological support to help instructors with burnout. In addition, the participants mentioned that 'one-shot' training sessions that target transmission of theoretical knowledge given by outside trainers are not useful. Instead, long-term and sustainable programs should be provided by expert trainers who know the context and the instructors well with a constructivist, reflective and developmental approach paying attention to practice and hands-on experience.

As the results of the present study revealed, the content and the features of the ideal in-service training defined by the EFL instructors are different from the features of the current in-service training programs employed by the university preparatory schools. One reason for this situation can be that the programs are not based on the needs of EFL teachers. Instead, they are designed based on the decision-makers' previous experiences, experts' opinions or other training programs used as the reference. Therefore, it can be suggested that in-service teacher training in higher education preparatory schools should be designed based on instructors' professional needs and the problems they might encounter in their professional lives. In addition, programs should be institution-specific

because the dynamics such as learner profiles and needs, materials used in classes, instructor profiles, objectives, or approaches to training can be different in each institution. Main principles of program design and evaluation can be identified, but these should be adapted according to the contextual features as relevance is important. One way to achieve that is conducting comprehensive needs analysis before the implementation of programs.

One of the important foci of this research was to investigate the relationships between English language instructors' professional needs and demographic features such as their teaching experience, educational background, teaching workload, etc. The study yielded important findings in this aspect as well. As mentioned earlier, the English language instructors' experience in teaching, the department they graduated from, whether they work at a state or a foundation university, they proficiency level of the group they are teaching and their weekly course load were found to be important dynamics affecting their professional needs. This was expected because there is not a common or standard profile of instructors in university English language schools. They can be graduates of ELT departments as well as other ELT-related departments such as English literature or Linguistics, having participated certificate programs to be able to teach English. They can be experienced teachers or novice teachers. They could have worked at universities, language schools or state schools. They could have worked with adult learners only, or they might only have the experience of working with young learners. Such a variety in the profile of instructors pose a challenge when designing in-service training programs because the needs of these instructors would be different from each other. Therefore, it can be suggested as one implication of this research that the instructors' professional profiles are as important as their needs and preferences when designing in-service training programs. Especially, their experience in teaching, the department they graduated from and the type of school they work at should be taken into account. If possible, there should be different training activities and separate sessions for different groups of instructors. A variety of theoretical and practical activities should be offered so that instructors with different needs can benefit from them. Institutional dynamics should also be considered when designing programs and trainers who are well aware of these dynamics should provide the trainings instead of trainers who come from outside foundations and give the same sessions and presentations to every group from different schools. It is also important that the decision makers and program designers such as the teacher trainers and English language school directors be aware of this and be ready to

offer a variety of contents and practices. Therefore, in-service training would be beneficial, instructors would join the sessions and activities more willingly and they would find them useful and relevant. They would gain a more open-minded perspective towards professional development and have the growth mindset, which would eventually contribute to the quality of education, school effectiveness and learner performance.

This study yielded results regarding in-service training from the perspectives of the English language school directors and teacher trainers as well as the instructors. Therefore, some implications have also been suggested from the institutional perspective. Accordingly, in-service training activities should not only aim to improve the instructors' performance, but they should also intend to benefit the school as a whole. To this end, opportunities for in-service training should be provided for all staff. For example, a program coordinator may need professional studies or a degree in TESOL while a newly-hired instructor may need training on effective use of videos as teaching resources. Both types of needs are important because the success of a school depends on the teaching skills of its academic staff as well as a good curriculum or the learner profile. Improvement of teaching skills and acquiring new knowledge or perspectives are parts of an institution's developmental process. Teacher development can contribute to institutional improvement in terms of creating a culture, making instructors familiar with research findings, enabling instructors to do their own research on issues of relevance and interest and designing curriculum as well as helping staff to update and improve their teaching skills.

Another important issue to consider at the end of this research is collaboration. In-service training programs at higher education English language schools should be planned in ways enhancing collaboration and cooperation rather than competition between the participants. Such cooperation refers to one between teacher trainers and instructors who receive training. Participants stated that one of the reasons why they attend in-service training and other professional development activities is exchanging professional experience and networking. That is, in-service training activities should also aim to encourage collegial support and partnership between EFL instructors.

One suggestion to strengthen these collaborative benefits of in-service training in higher education English language schools is to share the in-service training program design,

process and outcome analyses with other schools so that they can benefit from the results in their own contexts. In other words, institutions can share the results of their in-service training inquiries with each other to provide an inter-institutions forum to disseminate the professional development processes. Such dissemination of the results can be done in various ways including the following:

- Sharing written reports of the projects which can be shared with directors or teacher trainers of other English language schools. With the help of such documents, stakeholders can be aware of what training practices are other schools engaged with and evaluate the feasibility of carrying out similar activities in their own context.
- Presentations of practices and results to colleagues from other institutions
- Accounts of the training practices and projects in shared newsletters, online forums, professional magazines or journals
- Conference presentations
- Workshops given by the instructors or trainers of one institution to those of another in order to explore and share the issues related to carrying out developmental activities (Richards and Farrell, 2012).

A way to achieve such dissemination professionally could be via the Training of Trainers model suggested by Peacock (1993). As mentioned earlier, in Peacock's (1993) 'training of trainers' model, teachers who have good practices are selected as teacher advisors or mentor teachers and they are given longer-term training. Later, they are to train teachers in a given region from a Teachers' Centre or by visiting other schools. The Training of Trainers (ToT) model is intended to engage teacher trainers in training new trainers who are less experienced with a particular skill or with training in general. In ToT models of in-service training, a new participant observes an experienced trainer teach, and then, completes exercises and practices training other participants. The main purpose of the ToT model is to train instructors for presenting information effectively, as well as responding to trainee questions and planning and delivering training sessions to reinforce learning. The ToT model is advantageous because it can help build a pool of competent teacher trainers who can train other teachers. Thus, it creates a broader scope of professionalism, it is sustainable and is much more efficient in terms of cost and time.

Table 5.2 below presents a way of using ToT model to share and exchange information in the light of this study.

Table 5. 2. Components of the Training of Trainers Model to disseminate information

Steps	**Purpose**	**The trainer**	**Use**
Training	To improve the participants' delivery skills	An expert trainer	To train an instructor with less experience in a particular skill or in training in general
Practice	To practice the skills acquired during training	The participating instructor or another expert in the program – sometimes they co-train participants.	To prepare trainers who are less experienced with program design or content delivery
Piloting	To pilot a new program and receive expert trainer's feedback	The instructor being trained and/or the expert trainer	To receive and implement input and feedback to design the program / content
Delivery	To implement and deliver the training program To start training other trainers	An expert trainer	To help trainee teachers see a model of how the program would be delivered by a master trainer

With the help of such a process, the findings of this research and the related information can be disseminated among higher education English language schools so that they can share the in-service training processes they apply with other institutions. The reason for such dissemination of information and experiences is to help equip each institution and the instructors working at those institutions with opportunities for professional development. As mentioned earlier, there are many preparatory schools where in-service training procedures are applied and taken very seriously. There are systematic training procedures aiming to improve the instructors' teaching skills, the quality and effectiveness of the school and learner performance and achievement. However, there are also newly-founded institutions where there are non-systematic or no in-service training practices. Those institutions may not know where to start the in-service training; or how to design and implement the programs. If instructors are trained based on the framework suggested by this study and the components of it analyzing how they correspond to design and implementation steps of in-service training programs, they can also transfer this information to their own institution. They can design and implement

in-service training and other professional development activities to suit their own contextual dynamics. Therefore, many instructors working at higher education English language schools get actively involved in training activities, sharing experiences and opinions and they will be supported to participate programs. The purpose would be to help acquire the necessary skills, knowledge and materials for further training and mentoring of other teachers in their own institutions or in other schools. Such a process would definitely contribute to the effectiveness of English language preparatory schools, the instructors' professionalism and strengthen the sense of collaboration between institutions. Therefore, the findings of this research would be more meaningful and beneficial.

CHAPTER 6

CONCLUSION

This chapter presents a summary of the study. After stating the limitations of the study, the chapter also presents some suggestions for future research.

6.1. Summary of the Study

This study aimed to investigate the professional development needs of in-service English language instructors working at higher education English Language schools. The participants of the study were English Language instructors working at the pre-tertiary English Language preparatory schools of 17 universities in Ankara, Turkey. The main research foci of the study were analyzing the professional development needs of English language instructors and identifying the main components of a framework for the in-service training of English language instructors.

The main purpose of this study was to find out the in-service training needs of the English language instructors working at higher education English language schools. Through the needs analysis, the instructors' perceptions of professional development, the most common in-service training activities they practice at their schools, factors that hinder them from attending in-service training programs and factors that affect their motivation negatively, the areas of teaching English where instructors need in-service training, and the instructors' preferences for delivery methods and formats of the in-service training programs were aimed to be identified. This study also aimed to examine the objectives and the outcomes of the in-service education programs provided within the university English language schools. The expectations of the decision-making figures as well as their approach to in-service training were also aimed to be investigated. Ultimately, the study aimed to identify the principles of an in-service teacher training program framework to be employed by university English Language Schools for the professional development of the instructors.

The study aimed to explore the following research questions:

1. What are the in-service training practices of higher education English language schools?
    a. What are the objectives and outcomes of the in-service training practices at higher education English language schools?
    b. What are the features and components of higher education English language schools' in-service training practices?
2. What are the in-service training needs of the English language instructors working at higher education English language schools?
    a. What are the needs from the perspectives of the teacher trainers working at
    higher education English language schools and English language school directors?
    b. Is there a significant difference between in-service training needs from the
    perspectives of the English language instructors, teacher trainers and school directors?
3. a. Do the following variables affect the in-service training needs of English language instructors working at higher education English language schools:
    a. sex
    b. native language
    c. English proficiency level
    d. teaching experience
    e. field and level of education
    f. type of school they teach at
    g. weekly hours of teaching
    h. the level they teach
    i. whether they have received in-service training before

    b. How are the English language instructors' demographic features related to their professional needs?

This research is a mixed-method study that uses both quantitative and qualitative research methods for the collection, analysis and interpretation of the data. It was designed based on the convergent (or parallel or concurrent) mixed-method research methodology (Creswell, 2012). The participants of this study were the English language

instructors working at the English Language Schools of the state and private universities in Ankara, Turkey. In order to triangulate the data source, the study also involved teacher trainers or professional development unit members and directors of the same English language schools. 319 English language instructors working at the universities in Ankara participated the needs analysis survey and 21 volunteering instructors from different institutions were interviewed to enrich the data. In addition, 12 professional development unit members or teacher trainers and 10 English Language School Directors were interviewed to triangulate the data.

Two different instruments were used to collect the two types of data. A needs assessment survey was utilized to collect the quantitative data. The survey was designed by the researcher based on Roberts's (1998) six domains of teacher knowledge, The General Qualifications of Teaching Profession published by the Turkish Ministry of National Education (2017), and the data collection tools that were used in previous studies with a similar focus. The overall purpose of the survey was to investigate the skills involved, delivery methods, content areas instructors would like to find in the in-service training programs. To collect the quantitative data, the volunteering English language instructors, teacher trainers or the professional development unit members and the English language school directors were interviewed using a semi-structured interview guide. The purpose of the interviews was to explore the institutions' approach to in-service teacher education, the objectives and outcomes of the in-service teacher training/professional development processes and the expectations of the providers from both the in-service training programs and the instructors joining the in-service training programs. The interview questions also aimed to explore the type of the in-service teacher education program at the institution as well as the participant and provider roles.
The first research question of the study was 'What are the approaches of higher education English language schools to in-service training?' This research question aimed to explore the purposes for which higher education English language schools provide their instructors with in-service training and components of higher education English language schools' in-service training as well as their approaches to in-service training. It was found that the instructors and teacher trainers working at higher education English Language schools as well as the school directors have various approaches to in-service teacher training. The participants fundamentally approach in-service training as an essential, inductive and non-judgmental component of instructors' personal and professional development. The participants also referred to it as a mindset.

In addition, it was revealed that the administrators and the teacher trainers take on various roles during the in-service training practices. The English language school directors stated that the main role they took is to provide support for the teacher trainers and the PDUs as well as the instructors receiving in-service training. It generally refers to providing resources for the PDU and the instructors. It also involves making the necessary arrangements and organizations in the background, being aware of the instructors' needs and demands regarding their professional development. On the other hand, teacher trainers and the PDU members working in the in-service training of higher education English language instructors take on more practical roles that target execution and the implementation of the actual training. They observe lessons and provide feedback in addition to planning in-service training sessions and activities by identifying professional needs. They consider their roles as mentor, facilitator and coach.

The first research question also aimed to investigate the objectives and the outcomes of in-service training at university English language preparatory schools. As the findings of the research showed, these objectives can be related to the institution or the instructors. In-service training programs can aim at improving institutional effectiveness, collecting good practices, setting up brain teams by educating staff, enhancing instructors' adaptation and sense of belonging to the institution, meeting quality standards and setting up an institutional culture. The programs can also aim to enhance instructors' self-confidence about their pedagogical practices, provide professional support for the instructors, change their pedagogical practices in the positive sense in the long term, help them gain awareness of the recent methodology and effective teaching strategies, help them gain digital skills and update their knowledge to match the changing learner profiles and teaching methods. In addition, as the study revealed, the outcomes that the in-service training is expected to bring about within the instructors mostly involve abstract concepts such as personal and professional development, gaining problem solving skills, teachers' exploration of their professional skills and being content with their practices, awareness and sense of belonging to the institution. In-service training was also found to be result in an improvement in the quality of instructors' teaching and instruction as well as learners' achievement.

The in-service training practices in the institutions where the data was collected were found to involve a large variety of applications that includes collaborative activities such as observations, mentoring, input sessions, webinars, or special interest groups, as well

as individual tasks such as reading, reflection and research. The most important features of an ideal training program were found to be that it was designed based on the participating instructors' needs and it aimed solving the problems that the instructors might encounter. They preferred the programs to be specific to relevant situations, flexible and practical. The participants of the research expressed that they valued in-service training programs when they offer up-to-date solutions to them in a collaborative and sustainable way.

Participating in-service training when the instructors have a lot of teaching workload was found to be one of the factors that make in-service training challenging. The instructors were also concerned with the attitudes of the teacher trainers of peers who observed them as well as the quality of the feedback they received from them. Another aspect that they found to be the most challenging was the content of the programs.

The second research question of the study was "What are the in-service training needs of the English language instructors working at higher education English language schools?" This question tried to investigate the in-service English language instructors' preferences related to in-service teacher training and professional needs with regards to pedagogical knowledge, pedagogical content knowledge, use of technology, guidance and special education and communication and social skills areas. The results showed that the area where instructors expressed the highest amount of needs is the 'Guidance and Special Education' area, which involves teaching students with disabilities and learning difficulties as well as gifted students or students who need psychological help. The needs almost all areas were found to be correlated. The instructors preferred the in-service training to be compulsory and to involve practical content such as workshops and hands-on tasks. They prefer courses to take place on weekdays and to be given by expert trainers with positive personal qualities. In addition, in general, the teacher trainers and the instructors had similar perspectives when it comes to defining in-service training needs.

The third research question of the study aimed to find out the relationship between English language instructors' in-service training needs and their demographic features. To find out these relationships, the quantitative data were analyzed via multiple regression analyses. The findings revealed that among those factors, instructors' sex, native language, their level of education and previous in-service training experiences

were not related to their in-service training needs. On the other hand, instructor's teaching experience, their undergraduate major, the type of school they teach at, they level they teach and their weekly teaching load were found to predict some of the in-service training needs of the English language instructors who participated in this research. Instructors' pedagogical knowledge needs were found to be related to the proficiency level of the group the instructors teach, their teaching experience, their undergraduate major and the type of school they teach at. English language instructors' needs for in-service training in pedagogical content knowledge were found to be related to their teaching experience and their undergraduate majors. There were many factors that predicted English language instructors in-service training needs regarding the use of technology in education. These were teaching experience, school type, teaching level and the instructors' weekly teaching load. English language instructors' in-service training needs on guidance and special education was related to their teaching experience. Finally, English language instructors' in-service training needs on communication and social skills were predicted by their teaching experience, their undergraduate major and the level they taught.

Based on the findings revealed by this research and the points raised by the relevant literature, a framework for the in-service training programs at higher education English language schools in Turkey was suggested. Mainly there are four core steps in this framework: (1) analysis of the context, (2) identifying the input, (3) identifying the process, and (4) analysis of the product. The purpose of the first component of the proposed framework, analysis of the context, is to analyze all environmental factors in relation to goals and needs, and to determine whether these goals adequately meet the needs. Context evaluation basically means examining the infrastructure of the program. The second component of the framework, identifying the input, seeks answers for questions such as what kind of subjects are to be involved in the training program, what resources are required, what the roles of the stakeholders are and which strategies are to be involved in the program to meet the needs. For the third component of the framework, identifying the process, the difference between the planned and implemented activities are investigated. It involves the question of how the program will actually be implemented. Finally, the fourth component of the framework, analysis of the product, investigates whether the program has achieved its purposes and whether or not to make an adjustment to the program in line with its outcomes.

Finally, some implications for pre-service teacher education and in-service teacher training were suggested based on the findings of the study and relevant literature. Accordingly, the in-service teacher training in higher education preparatory schools should be designed based on instructors' professional needs and the problems they encounter in their professional lives. Dynamics such as instructors' experience, graduation majors, teaching workload as well as the levels they teach must be taken into account. In-service training programs should be institution-specific. Main principles can be adapted according to contextual features because relevance is essential. One way to achieve that relevance that is needs analysis. Comprehensive needs analyses must be conducted before programs are designed. When designing programs, rather than merely relying on the experience and expertise of people or the reference programs, the needs, interests and preferences of the instructors must be taken into account. Issues on how to teach students with special needs (disabled students, gifted students, etc.) and students who need psychological help must be included in pre-service and in-service teacher education curricula. Training of pre-service teacher educators and in-service teacher trainers on guidance and special education is also essential. In-service teacher training in university preparatory schools should not only include pedagogical content, but it should also involve aspects such as emotional and psychological support to help instructors with burnout. 'One-shot' training sessions that target transmission of knowledge given by outside trainers are not useful. Instead, long-term and sustainable programs should be provided by expert trainers who know the context and the instructors well with a constructivist, reflective and developmental approach paying attention to practice. Finally, higher education English language schools should work collaboratively with each other in order to share the experiences of designing and implementing in-service training programs. Peacock's (1993) Training of Trainers model can be a good example as a way of disseminating the information and experiences among institutions. Accordingly, when an institution design and implement a program, they train instructors from other institutions about their journey. These instructors go to their own school and share the information with the stakeholders there. They adapt the information according to their own context, considering their own specific dynamics and profiles, and they design and implement their own in-service teacher training program. Therefore, the effectiveness of English language preparatory schools and the instructors' professionalism would be enhanced, and the sense of collaboration between institutions would be strengthened. Also, the findings of this research would be more meaningful and beneficial.

6.2. Limitations of the Study

In a scientific study, limitations refer to the factors that develop beyond the control of the researcher and may negatively affect the findings obtained from the research, the interpretation of the findings and the conclusions made based on the findings. There are some limitations of this study as well that must be addressed. Firstly, the research context is limited to Ankara because it involves enough number of instructors and a variety of contexts for the research to provide a sample for the target participants and contexts. However, the data could have been collected from throughout the country considering the regional differences between universities and participant profiles. That could have provided a larger research sample and helped to make more structured conclusions of the findings. Furthermore, more people could have been reached to collect the quantitative and qualitative data. More samples would definitely have helped to generate more trusted and generalizable data. However, the participation was on voluntary basis and 319 instructors were reached.

The researcher made attempts to ensure the link to the online survey was sent to all instructors working at English preparatory schools of all universities in Ankara. However, as an inherent limitation of surveys, the participants who completed the needs assessment survey were volunteers. That is, the sample used in the research can only represent the motivated, volunteering professionals. However, instructors who are not eager to participate in research studies or in in-service training and other professional development activities might have helped to vary the results of the study and the conclusions made based on them. On the other hand, as the participant group was very large, the results can still be claimed to have a representative power.

Additionally, the results of this study obtained from this study cannot be generalized to other situations and contexts because the research setting was limited to Ankara. The findings of this study only reflect the characteristics of the in-service training program implemented in this context and may not be true for similar training programs in other institutions throughout Turkey.

Another limitation of the study is related to the time of the data collection process. The idea for this research was first generated before the COVID-19 outbreak. The pandemic started right before the data collection process and the data were collected via online

means during the pandemic, when teachers started emergency online teaching. This situation might have changed the main concerns and priorities of the teachers, resulting in a shift of interest towards online teaching principles and methods as well as online teaching tools and technological aids. Therefore, the results of the study might have been different. Still, the research yielded results that indicate in-service training needs other than online teaching, but use and integration of technology in their pedagogical practices was still an area of concern for the instructors.

In addition, the present study considered EFL instructors, teacher trainers and directors working at higher education English language schools as participants. However, other stakeholders, such as policy makers, program designers, experts and learners at English preparatory schools were not involved in the study. Especially, to make conclusions and suggest implications about the pre-service EFL teacher education, education faculty members, pre-service teachers and teacher candidates could have been included in the data collection procedures of this study. Taking the opinions of other parties could have helped to make structured conclusions about the in-service training programs. However, the results of the present study could still be employed to develop in-service training programs for EFL instructors in Turkey.

Additionally, this study did not involve practicing the framework suggested. The aim of the study was to determine the needs of the participants and then provide framework for EFL in-service training in higher education English language schools. However, a program have not been designed, implemented or evaluated based on the framework suggested. The potential participants' opinions about the framework and the program were not evaluated. Nevertheless, it is hoped that the present study contributed to the literature by identifying in-service EFL teachers' needs from diverse backgrounds and these data were used to design a framework that could be used in the long term in a variety of contexts.

6.3. Suggestions for Further Research

Despite the limitations mentioned, the study contributes to the research area and the literature in the field. However, it is still possible to make some suggestions for further research.

Most importantly, further studies can focus on extending the research content and settings to all over the country using regional sampling. Data can be collected from university English language preparatory schools in other cities in Turkey, including less advantaged areas as well as schools with a variety of instructor profiles with different backgrounds, experience levels, English language proficiency levels, educational backgrounds, etc. This way, the findings of the research would be more generalizable and the reliability of the conclusions will be enhanced.

Furthermore, future research studies aiming to explore the in-service training in higher education English language schools can basically focus on the implementation of the suggested framework in actual context and reflecting on the program design and evaluation processes. Bu using case studies and long term qualitative and quantitative research, the processes and the effects can be analyzed.

Furthermore, the current study is based on the perceived needs of the English language instructors. Future studies can also focus on the in-class needs as well, or the relationships between perceived needs and in-class needs by employing research methods such as observations and document analyses. The in-class teaching practices of the instructors can be observed and the insights can be compared to the in-service training program objectives, and General Teacher Competences. Therefore, better and more structured insight and suggestions can be proposed to the field.

In addition, the institutional collaboration and dissemination of knowledge and experiences between institutions suggested in this study can also be practiced in actual contexts in further studies. Therefore, through in-service training, partnerships between instructors from different schools and settings can be established. For this reason, exploring the collaborative practices in in-service training at university preparatory schools may provide valuable implications.

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APPENDICES

APPENDIX A: THE FIRST DRAFT OF THE NEEDS ASSESSMENT QUESTIONNAIRE

In-Service Teacher Training Needs Assessment Survey

Dear Teachers,

This survey has been designed as part of the Ph.D. studies conducted at the Middle East Technical University Department of English Language Teaching. The purpose of the survey is to find out the professional needs of English Language teachers working at the English Language Schools of universities so that they can be provided with in-service training that is suitable to their needs and expectations. Please respond to each item in the survey by marking the choice that is most suitable to you or by writing specific responses. The survey takes about 15 minutes.

Your name and the specific information you will share will be kept confidential, and your answers will only be used for research purposes. If you need further information about the survey or the research, you can contact Sema Turan (suster@metu.edu.tr) or Assoc. Prof. Dr. Perihan Savaş (perihans@metu.edu.tr).
Thank you very much for your cooperation.

I. DEMOGRAPHICS

1. **Age:** _____

2. **Sex:**
- Male _____
- Female _____
- Other _____

3. **Nationality:**
- Turkish _____
- Other (Please specify: _____)

4. **What is your English proficiency level?**
- YDS Score: _____
- IELTS Score: _____
- TOEFL Score: _____
- Not applicable

5. **How many years of teaching experience do you have?**
- 1-5 years
- 6-10 years
- 11-15 years
- More than 15 years

6. **What is your education?**
- Certificate (Please specify:_____)
- B.A. (in _____)
- M.A (in _____)

- Ph.D. (in _____)

7. What is your institutional position?
- English language instructor
- English language school director
- Teacher trainer / Professional development unit coordinator

8. What is the type of school you teach at?
- State university
- Private university

9. Which of the following best describes the level at which you currently teach?
- A1 (Beginner)
- A2 (Elementary)
- B1 (Intermediate)
- B2 (Upper-Intermediate)
- C1 (Advanced)
- C2 (Proficiency English)

10. How many hours of English lessons do you conduct per week?
- 0-5 hours
- 5-10 hours
- 10-15 hours
- 15-20 hours
- 20-25 hours
- 25 hours and above

11. Have you received any in-service teacher training before?
- Yes (Which course?/When?/Where?) _____
- No

12. Please choose one of the options that most applies to your work in terms of in-service teacher education / training:
- There are systematic and programmed in-service teacher education / training practices in my work.
- There are non-systematic and random in-service teacher education / training practices in my work.
- There are no in-service teacher education / training practices in my work.

II. NEED AREAS

A. PEDAGOGICAL KNOWLEDGE / PROFESSIONAL TEACHING KNOWLEDGE

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	Very necessary	Necessary	Moderately necessary	Slightly necessary	Not very necessary
1.	Planning (lesson planning, course planning, etc.)						
2.	Time management						
3.	Developmen t and learning						
4.	Changing paradigms in education						
5.	Classroom management						
6.	Approaches, principles and methods in teaching and education						
7.	New approaches to teaching and education						
8.	Ethics in education						
9.	Mentoring / Guidance						
10.	Managing work-related						

	stress and burnout						
11.	Other (Please specify):						

B. PEDAGOGICAL CONTENT KNOWLEDGE / SUBJECT AREA KNOWLEDGE

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Revising / Remembering existing knowledge on ELT						
2.	New trends and approaches in ELT						
3.	Testing and assessment of grammar						
4.	Testing and assessment of vocabulary						
5.	Testing and assessment of reading						
6.	Testing and assessment of listening						
7.	Testing and assessment of speaking						
8.	Testing and assessment of writing						
9.	Teaching grammar						
10.	Teaching						

	vocabulary						
11.	Teaching reading						
12.	Teaching listening						
13.	Teaching speaking						
14.	Teaching writing						
15.	Teaching integrated skills						
16.	Second Language Acquisition Theories						
17.	Common European Portfolio and European Language Portfolio						
18.	ESL/EFL Curriculum design						
19.	Course/Syllabus design						
20.	Collaborative teaching						
21.	Materials design and development						
22.	Evaluating and adapting existing materials						
23.	Using games in English class						
24.	Using drama in English class						
25.	Increasing						

	student motivation / Helping students develop positive attitudes						
26.	Teaching for exams (IELTS, TOEFL, YDS, etc.)						
27.	Learner characteristics / Differentiated teaching						
28.	English for Specific Purposes (ESP) / English for Academic Purposes (EAP)						
29.	Giving written and oral feedback to students						
30.	Action research / Classroom research						
31.	Qualitative / Quantitative Research						
32.	Reflective practice						
33.	Joining associations, networks, conferences, etc.						
34.	Relating content to students' daily life						
35.	Teaching culture and cross-cultural understanding						
36.	English Medium Instruction						

	(EMI) / Teaching English in English						
37.	ELT Pedagogy						
38.	Use of Literature in the Language Classroom						
39.	Linguistics / Knowledge of English						
40.	Applied Linguistics (including sociolinguistics, psycholinguistics, and neurolinguistics)						
41.	Learner Autonomy						
42.	Roles and Responsibilities of the ELT Teacher						
43.	World Englishes/ English as Lingua Franca (ELF) / English as an International Language (EIL)						
44.	Other (Please specify)						

C. USE OF TECHNOLOGY IN EDUCATION

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Use of social media for pedagogical purposes						
2.	Use of web quests for pedagogical purposes						
3.	Use of interactive whiteboards						
4.	Use of computer-mediated communication						
5.	Preparing teaching materials using appropriate software						
6.	MS Office programs (Word, Excel, PowerPoint, etc.)						
7.	Projector use						
8.	Basic computer skills						
9.	Using the Internet (search, download,						

	email, etc.)						
10.	Online teaching and learning platforms (Zoom, Skype, Adobe Connect, etc.)						
11.	Other (Please specify)						

D. GUIDANCE AND SPECIAL EDUCATION

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Education of gifted students						
2.	Education of students with learning disabilities						
3.	Education of students with physical disabilities						
4.	Education of students who need psychologi cal help						
5.	Meeting individual						

	differences and needs in education						
6.	Other (Please specify)						

E. COMMUNICATION AND SOCIAL SKILLS

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Effective communication with students						
2.	Effective communication with parents						
3.	Effective communication with colleagues						
4.	Adapting to a new workplace (city, school, grade level, etc.)						
5.	Other (Please specify)						

III. IN-SERVICE TRAINING COURSE PREFERENCES

1. **Preferred attendance format (Please check all that apply):**
- o Optional
- o Compulsory
- o Online
- o Face-to-Face
- o Other (Please specify): _____

2. **Preferred delivery format (Please check all that apply):**
- o Seminars / Sessions (Coursework)
- o Workshops
- o Trainee Presentations
- o Mentoring/Coaching
- o Regular individual meetings
- o Problem-based projects (Action research)
- o Small study groups
- o Hands-on/Field based work
- o Peer observations
- o Administrative observations
- o Observations by teacher trainers
- o Other (Please specify): _____

3. **Preferred Trainer / Speaker (Please check all that apply):**
- o A colleague from my institution
- o A trainer / expert from my institution
- o A trainer / expert from an outside institution
- o Other (Please specify): _____

4. **Preferred Time (Please check all that apply):**
- o Weekdays
- o Weekends
- o Self-paced
- o Other (Please specify): _____

IV. PROBLEMS ASSOCIATED WITH IN-SERVICE TRAINING COURSES AND PROGRAMS

Please mark the suitable box for each item if you agree/disagree that they pose a problem about in-service training.

		Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
1.	Not finding enough time due to heavy workload						
2.	Lack of self-motivation						
3.	Intense pacing of in-service training courses						

4.	Inconvenient timing of in-service training courses						
5.	Unqualified trainers						
6.	Unrealistic content						
7.	Unrealistic expectations of trainers						
8.	Lack of guidance on what teachers are expected to do						
9.	Stress of being evaluated						
10.	Lack of clear evaluation criteria						
11.	Unannounced evaluation procedures (e.g. observations)						
12.	Receiving negative feedback						
13.	Judgmental attitudes of evaluators						
14.	Low quality of feedback given						
15.	Unconstructive feedback						
16.	Other (Please specify)						

APPENDIX B: THE NEEDS ASSESSMENT QUESTIONNAIRE

In-Service Teacher Training Needs Assessment Survey

Dear Teachers,

This survey has been designed as part of the Ph.D. studies conducted at the Middle East Technical University Department of English Language Teaching. The purpose of the survey is to find out the professional needs of English Language teachers working at the English Language Schools of universities so that they can be provided with in-service training that is suitable to their needs and expectations. Please respond to each item in the survey by marking the choice that is most suitable to you or by writing specific responses. The survey takes about 15 minutes.

Your name and the specific information you will share will be kept confidential, and your answers will only be used for research purposes. If you need further information about the survey or the research, you can contact Sema Turan (suster@metu.edu.tr) or Assoc. Prof. Dr. Perihan Savaş (perihans@metu.edu.tr).
Thank you very much for your cooperation.

I. DEMOGRAPHICS

1. **Age:** _____

2. **Sex:**
   - Male _____
   - Female _____
   - Other _____

3. **Native Language:**
   - English _____
   - Other (Please specify: _____)

4. **What is your English proficiency level?**
   - YDS Score: _____
   - IELTS Score: _____
   - TOEFL Score: _____
   - Score not available

5. **How many years of teaching experience do you have?**
   - 1-5 years
   - 6-10 years
   - 11-15 years
   - More than 15 years

6. **What is your education?**
   - Certificate (Please specify:_____)
   - B.A. (in _____)
   - M.A (in _____)
   - Ph.D. (in _____)

7. **What is your institutional position?**
   - English language instructor
   - English language school director
   - Teacher trainer / Professional development unit coordinator

8. **What is the type of school you teach at?**
- State university
- Private university

9. **Which of the following best describes the level at which you currently teach?**
- A1 (Beginner)
- A2 (Elementary)
- B1 (Intermediate)
- B2 (Upper-Intermediate)
- C1 (Advanced)
- C2 (Proficiency English)

10. **How many hours of English lessons do you conduct per week?**
- 0-5 hours
- 5-10 hours
- 10-15 hours
- 15-20 hours
- 20-25 hours
- 25 hours and above

11. **Have you received any in-service teacher training before?**
- Yes (Which course?/When?/Where?) _____
- No

12. **Please choose one of the options that describes your work environment in terms of in-service teacher education / training:**
- There are systematic and programmed in-service teacher education / training practices in my work.
- There are non-systematic and random in-service teacher education / training practices in my work.
- There are no in-service teacher education / training practices in my work.

II. NEED AREAS

A. PEDAGOGICAL KNOWLEDGE / PROFESSIONAL TEACHING KNOWLEDGE

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Planning (lesson planning, course planning, etc.)						
2.	Time management						

3.	Learners' development and learning						
4.	Changing paradigms in education						
5.	Classroom management						
6.	Approaches, principles and methods in teaching and education						
7.	New approaches to teaching and education						
8.	Ethics in education						
9.	Providing mentoring / guidance						
10.	Managing work-related stress and burnout						
11.	Other (Please specify):						

B. PEDAGOGICAL CONTENT KNOWLEDGE / SUBJECT AREA KNOWLEDGE

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Revising / Remembering existing knowledge on ELT						
2.	New trends and approaches in ELT						
3.	Testing and assessment of grammar						
4.	Testing and assessment of vocabulary						
5.	Testing and assessment of reading						
6.	Testing and assessment of listening						
7.	Testing and assessment of speaking						
8.	Testing and assessment of writing						
9.	Teaching grammar						
10.	Teaching vocabulary						
11.	Teaching reading						
12.	Teaching listening						

13.	Teaching speaking						
14.	Teaching writing						
15.	Teaching integrated skills						
16.	Second Language Acquisition Theories						
17.	Common European Portfolio and European Language Portfolio						
18.	ESL/EFL Curriculum design						
19.	Course/Syllabus design						
20.	Collaborative teaching						
21.	Materials design and development						
22.	Evaluating and adapting existing materials						
23.	Using games in English class						
24.	Using drama in English class						
25.	Increasing student motivation / Helping students develop positive attitudes						
26.	Preparing students for exams (IELTS, TOEFL, YDS, etc.)						

27.	Learner characteristics / Differentiated teaching						
28.	English for Specific Purposes (ESP) / English for Academic Purposes (EAP)						
29.	Giving written feedback to students						
30.	Giving oral feedback to students						
31.	Qualitative / Quantitative Research						
32.	Reflective practice						
33.	Joining associations, networks, conferences, etc.						
34.	Relating content to students' daily life						
35.	Teaching culture and cross-cultural understanding						
36.	English Medium Instruction (EMI) / Teaching English in English						
37.	Action research / Classroom research						
38.	Use of Literature in the Language Classroom						
39.	Linguistics / Knowledge of						

	English						
40.	Applied Linguistics (including sociolinguistics, psycholinguistics, and neurolinguistics)						
41.	Learner Autonomy						
42.	Roles and Responsibilities of the ELT Teacher						
43.	World Englishes/ English as Lingua Franca (ELF) / English as an International Language (EIL)						
44.	Other (Please specify)						

C. USE OF TECHNOLOGY IN EDUCATION

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Use of social media for pedagogical purposes						
2.	Use of web quests for pedagogical purposes						
3.	Use of interactive whiteboards						

4.	Use of computer-mediated communication						
5.	Preparing teaching materials using appropriate software						
6.	MS Office programs (Word, Excel, PowerPoint, etc.)						
7.	Projector use						
8.	Basic computer skills						
9.	Using the Internet (search, download, email, etc.)						
10.	Online teaching and learning platforms (Zoom, Skype, Adobe Connect, etc.)						
11.	Other (Please specify)						

D. GUIDANCE AND SPECIAL EDUCATION

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	**Very necessary**	**Necessary**	**Moderately necessary**	**Slightly necessary**	**Not very necessary**
1.	Education of gifted students						
2.	Education of students with learning disabilities						
3.	Education of students with physical disabilities						
4.	Education of students who need psychological help						
5.	Meeting individual differences and needs in education						
6.	Other (Please specify)						

E. COMMUNICATION AND SOCIAL SKILLS

Please mark the suitable box for each item if you think you need training on the following areas.

		Essential	Very necessary	Necessary	Moderately necessary	Slightly necessary	Not very necessary
1.	Effective communication with students						
2.	Effective communication with parents						
3.	Effective communication with colleagues						
4.	Adapting to a new workplace (city, school, grade level, etc.)						
5.	Other (Please specify)						

III. IN-SERVICE TRAINING COURSE PREFERENCES

1. **Preferred attendance format (Please check all that apply):**
   - o Optional
   - o Compulsory
   - o Online
   - o Face-to-Face
   - o Other (Please specify): _____

2. **Preferred delivery format (Please check all that apply):**
   - o Seminars / Sessions (Coursework)
   - o Workshops
   - o Trainee Presentations
   - o Mentoring/Coaching
   - o Regular individual meetings
   - o Problem-based projects (Action research)
   - o Small study groups
   - o Hands-on/Field based work
   - o Peer observations
   - o Administrative observations
   - o Observations by teacher trainers
   - o Other (Please specify): _____

3. **Preferred Trainer / Speaker (Please check all that apply):**
- o A colleague from my institution
- o A trainer / expert from my institution
- o A trainer / expert from an outside institution
- o Other (Please specify): _____

4. **Preferred Time (Please check all that apply):**
- o Weekdays
- o Weekends
- o Self-paced
- o Other (Please specify): _____

IV. CHALLENGES TO BE OVERCOME ABOUT IN-SERVICE TRAINING COURSES AND PROGRAMS

Please mark the suitable box for each item if you agree/disagree that they pose a challenge about in-service training.

		Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
1.	Heavy teaching workload						
2.	Self-motivation						
3.	Pacing of in-service training courses						
4.	Timing of in-service training courses						
5.	Trainer qualifications						
6.	Content						
7.	Expectations of trainers						
8.	The level of guidance on what teachers are expected to do						
9.	Being evaluated						
10.	Clarity of evaluation criteria						
11.	Evaluation procedures (e.g. observations)						

12.	Receiving feedback						
13.	Attitudes of evaluators						
14.	The quality of feedback given						
15.	Other (Please specify)						

APPENDIX C: THE INTERVIEW GUIDE

Interview Questions for English language instructors

1. What are some of your strengths when you conduct English lessons?
2. What are some of your concerns and challenges when you conduct English lessons?
3. What was the most effective professional development course/activity/training that you participated in your career? Why do you think this course was effective?
4. What was the least effective professional development course/activity/ training that you participated in your career? Why do you think this course was ineffective?
5. What are your suggestions, ideas to have a better and productive in-service training?
6. What kind of materials do you think should be used to have a better and productive in-service training?
7. What kind of evaluation procedures do you think should in-service training programs/courses involve?
8. What do you think the outcomes of in-service training are/should be?

Interview Questions for the INSET Providers (Teacher Trainers / Professional Development Unit Heads)

1. What is your approach to / expectations from the INSET?
2. What are the objectives of the INSET provided at this institution?
3. What kind of a process do you follow for the INSET?
4. What forms of delivery do you use?
5. How did you set the content? / How did you determine the components of the INSET curriculum?
6. What is your role in the planning, delivery and evaluation stages of the INSET?
7. What are the participants' roles?
8. How did you set the standards for the content and evaluation?
9. What kind of evaluation procedures do you use?

10. Are there any sanctions of evaluation (e.g. dismissal from work, incomplete degree or promotion within the institution, etc.) for the participants?
11. Do you report to the School Director or the Department Head? How? Why?

Interview Questions for the English Language School Directors

1. What is your approach to the INSET?
2. How important do you think the instructors' professional development are? Why?
3. How necessary do you think the in-service education and training of the instructors working at this school/department?
4. What is your role in the planning, delivery and evaluation stages of the INSET?
5. What are the expected outcomes of the INSET in your part?
6. What do you think the trainers roles are?
7. What do you think the participants' roles are?
8. Do you prefer providing INSET by sources/people/institutions from inside the department/school or by outside sources/people/institutions? Why?
9. What are the costs of INSET? Do you think the effort is worth it? Why?

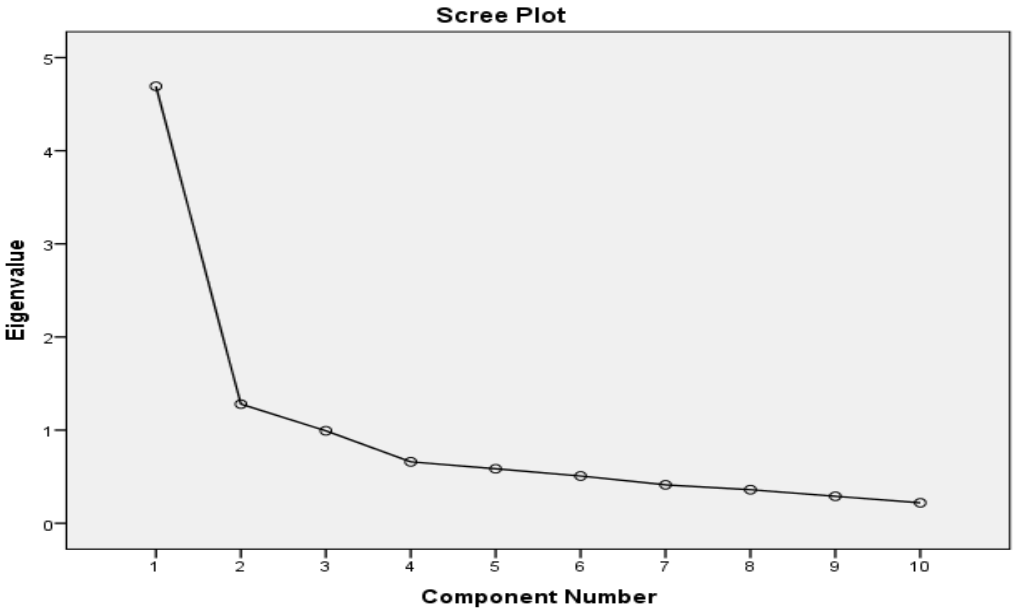
APPENDIX D: EXPLORATORY FACTOR ANALYSIS RESULTS FOR SUB-SCALES

KMO and Bartlett Test Scores for Each Sub-scale

Sub-scales	KMO Scores	Bartlett Scores	
Pedagogical Knowledge	0,850	χ^2 =1413.185	*p*=.000
Pedagogical Content Knowledge	0,913	χ^2 =11901.145	*p*=.000
Use of Technology in Education	0,871	χ^2 =2306.151	*p*=.000
Guidance and Special Education	0,843	χ^2 =1458.409	*p*=.000
Communication and Social Skills	0.756	χ^2 =485.535	*p*=.000

Pedagogical Knowledge Sub-scale

For pedagogical knowledge sub-scale, KMO value was found to be 0.850, and Bartlett test of sphericity was significant (X^2 =1413.185, df=45, *p*=.000), which means the data is appropriate for the EFA.



The scree-plot based on the data from the Pedagogical Knowledge sub-scale showed that the curve began to straighten after the 3rd point. Therefore, it can be concluded that the Pedagogical Knowledge sub-scale has two factors.

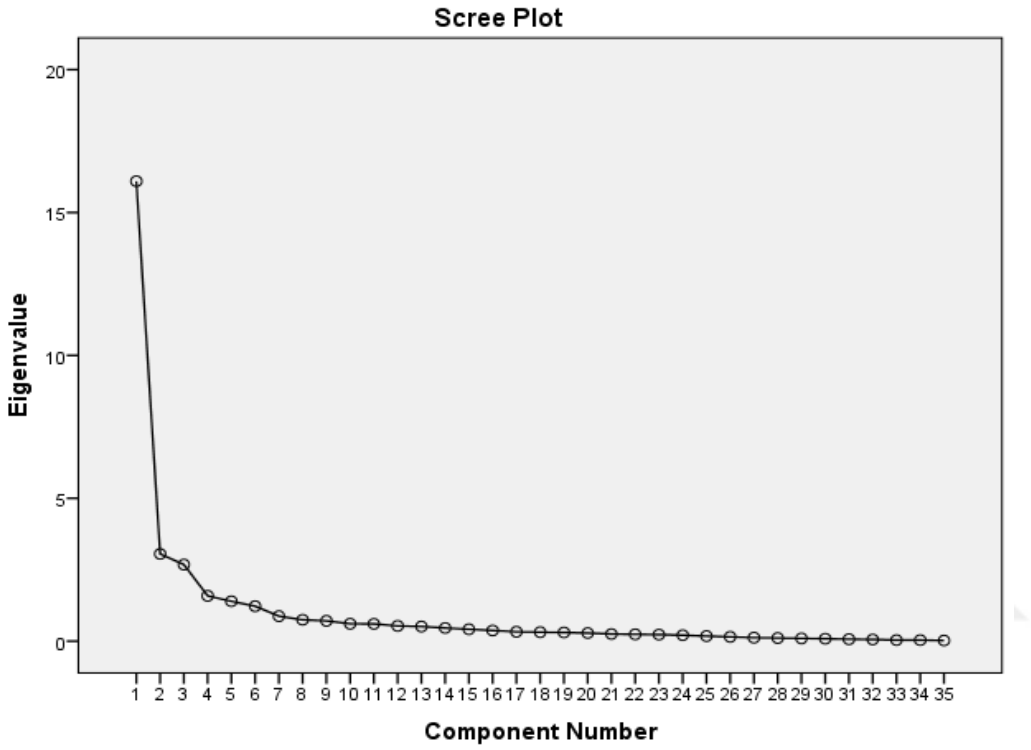
Factor Loads and Explained Variance (Pedagogical Knowledge Needs)

Items	1	2
Changing paradigms in education	0,834	
New approaches to teaching and education	0,762	
Ethics in education	0,756	
Providing mentoring/guidance	0,652	
Managing work-related stress and burnout	0,598	
Planning		0,865
Time management		0,803
Classroom management		0,711
Learners' development and learning		0,61
Approaches, principles and methods in teaching and education		0,587
Eigen value	3,034	2,937
Explained Variance	30,34	29,373
Explained Cumulative Variance	30,34	59,713
Cronbach Alfa	0,820	0,816
PCK Cronbach Alfa	0,869	

The table above shows the factor loads of the items within the pedagogical knowledge needs sub-scale and the variance explained by each item. The items 'Providing mentoring/guidance' and 'Learners' development and learning' had loads on both factors and were found to be higher than 0.10. The eigenvalues of the two factors are greater than 1 and they explain the 59.7% of the total variance. The first factor is named 'outside-class issues.' Their factor loads are between 0.598 and 0.834, and they explain 30.4% of the total variance. The second factor is named 'in-class issues.' Their factor loads are between 0.587 and 0.865, and they explain 29.3% of the total variance. The Cronbach's Alpha score for reliability is 0.820 and 0.816 for the outside-class issues and in-class issues respectively. The Cronbach's Alpha score for reliability was found to be 0.869 for the pedagogical knowledge sub-scale. All in all, it can be concluded that the pedagogical knowledge sub-scale is a reliable scale.

Pedagogical Content Knowledge Sub-scale

For pedagogical content knowledge sub-scale, KMO value was found to be 0.913, and Bartlett test of sphericity was significant (X^2 =11901.145, df=595, p=.000), which means the data is appropriate for the EFA.



The scree-plot based on the data from the Pedagogical Content Knowledge sub-scale showed that the curve began to straighten after the 7th point. Therefore, it can be concluded that the Pedagogical Content Knowledge sub-scale has six factors.

Factor Loads and Explained Variance (Pedagogical Content Knowledge Needs)

Items	1	2	3	4	5	6
Testing Reading	0,883					
Testing Vocabulary	0,873					
Testing Listening	0,87					
Testing Grammar	0,867					
Testing Writing	0,798					
Testing Speaking	0,764					
Learner characteristics / Differentiated teaching		0,729				
Giving oral feedback to students		0,64				
ESP/EAP		0,609				
Learner Autonomy		0,594				
Giving written feedback to students		0,589				
Roles and Responsibilities of the ELT Teacher		0,578				
Evaluating and adapting existing materials		0,528				
English Medium Instruction (EMI)/Teaching English in English		0,487				
Teaching Reading			0,825			
Teaching Grammar			0,784			
Teaching Vocabulary			0,761			
Teaching Listening			0,754			
Teaching Writing			0,624			
Teaching Speaking			0,622			
Teaching Integrated Skills			0,536			
Qualitative/Quantitative Research				0,755		
Action Research/Classroom Research				0,721		
Joining associations, networks, conferences, etc.				0,694		
Reflective Practice				0,684		
Collaborative Teaching				0,532		
ESL/EFL Curriculum Design					0,755	
Common European Portfolio and European Language Portfolio					0,739	
Course/Syllabus Design					0,718	
SLA theories					0,63	
Materials design and development					0,605	
Applied Linguistics						0,792
Use of Literature in the Language Classroom						0,715
Linguistics/Knowledge of English						0,708
ELF/EIL						0,577
Eigen value	5,78	4,94	4,934	3,869	3,602	2,908
Explained Variance	16,514	14,115	14,097	11,055	10,292	8,309
Explained Cumulative Variance	16,514	30,628	44,725	55,78	66,072	74,381
Cronbach Alfa	0,898	0,968	0,933	0,883	0,886	0,862
PCK Cronbach Alfa	0,965					

The table above shows the factor loads of the items within the pedagogical content knowledge needs sub-scale and the variance explained by each item. The eigenvalues of the six factors are greater than 1 and they explain 74.3% of the total variance. The items that give loads to more than one factor and the difference between factor loads are lower than .10 were excluded from the analysis. The items 'Using games in English class' and 'Using drama in English class' formed one factor. However, because there has to be at least three items in one factor, they were also excluded from the analysis.

The first factor is named 'Testing'. The factor loads are between 0.764 and 0.883, and they explain 16.5% of the total variance. The second factor is named 'Outside-class issues.' The factor loads are between 0.487 and 0.729, and they explain 14.1% of the total variance. The third factor is named 'Teaching skills and systems.' The factor loads are between 0.536 and 0.825, and they explain 14.09% of the total variance. The fourth factor is named 'Research skills.' The factor loads are between 0.532 and 0.755, and they explain 11.05% of the total variance. The fifth factor is named 'Theory and Frameworks.' The factor loads are between 0.605 and 0.735, and they explain 10.29% of the total variance. Finally, the sixth factor is named 'Linguistics.' The factor loads are between 0.577 and 0.792, and they explain 8.3% of the total variance.

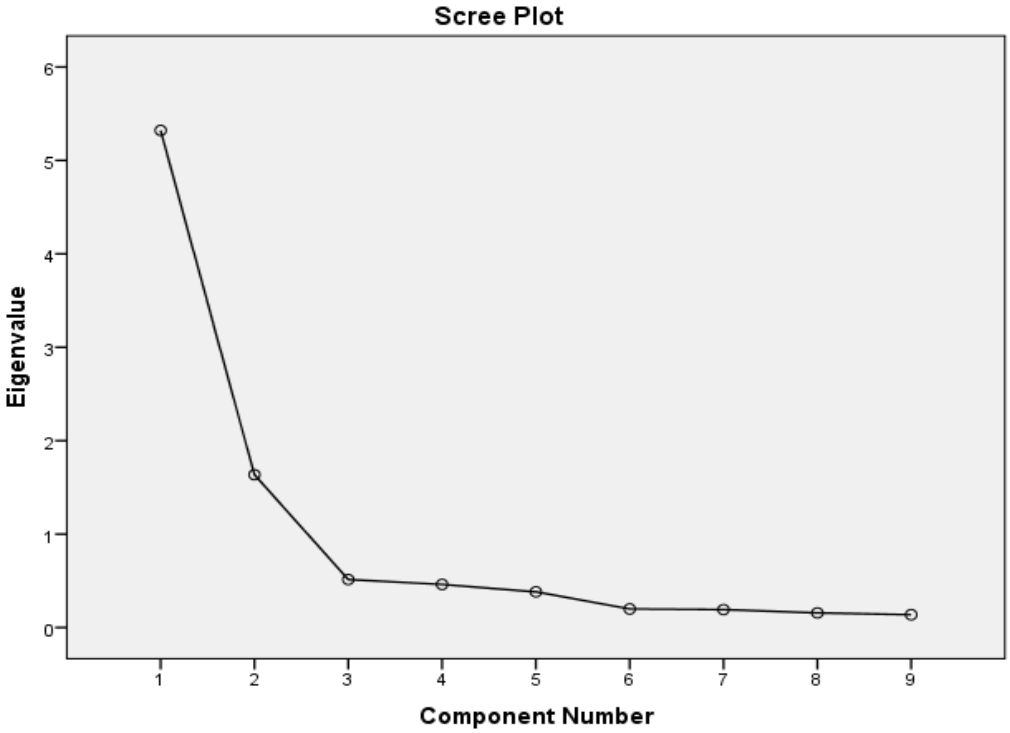
The Cronbach's Alpha scores for reliability are as follows for each factor:

Factor	**The Cronbach's Alpha**
Testing	0.898
Outside-class issues	0.968
Teaching skills and systems	0.933
Research skills	0.883
Theory and Frameworks	0.886
Linguistics	0.862

The Cronbach's Alpha score for reliability was found to be 0.965 for the pedagogical content knowledge sub-scale. All in all, it can be concluded that the pedagogical content knowledge sub-scale is a reliable scale.

Use of Technology in Education Sub-scale

For Use of Technology in Education sub-scale, KMO value was found to be 0.871, and Bartlett test of sphericity was significant (X^2 =2306.151 df=36, p=.000). Therefore, the data is appropriate for the EFA.



The scree-plot based on the data from the Use of Technology in Education sub-scale showed that the curve began to straighten after the 3rd point. Therefore, it can be concluded that the Use of Technology in Education sub-scale has 2 factors.

Factor Loads and Explained Variance (Use of Technology in Education Needs)

Items	1	2
Use of web quests for pedagogical purposes	0,895	
Use of social media for pedagogical purposes	0,868	
Use of computer-mediated communication	0,842	
Use of interactive whiteboards	0,838	
Preparing teaching materials using appropriate software	0,678	
Basic Computer Skills		0,898
Projector Use		0,861
Using the Internet (search, download, email, etc.)		0,855
MS Office programs (Word, Excel, PowerPoint, etc.)		0,801
Eigenvalue	3,686	3,271
Explained Variance	40,959	36,344
Explained Cumulative Variance	40,959	77,303
Cronbach Alfa	0,912	0,899
PCK Cronbach Alfa	0,91	

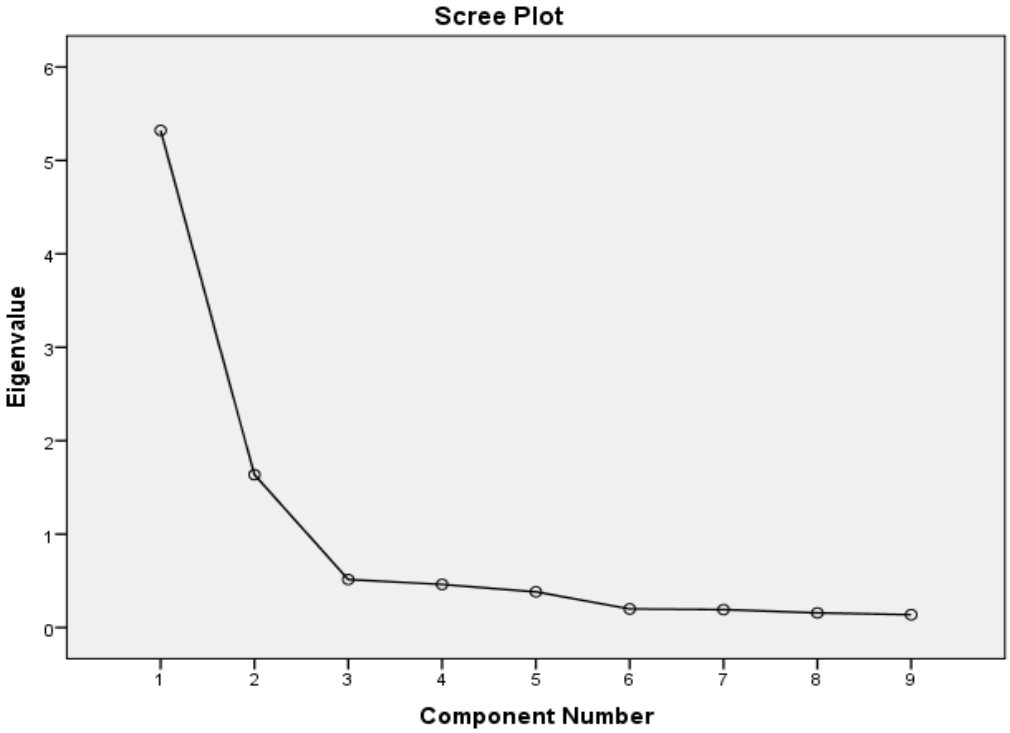
The table above shows the factor loads of the items within the Use of Technology in Education needs sub-scale and the variance explained by each item. The item 'Online teaching and learning platforms' had loads on both of the factors and were found to be higher than 0.10. Therefore, it was excluded from the analysis. According to the results of the EFA, the eigenvalues of the two factors are greater than 1 and they explain the 77.3% of the total variance.

The first factor is named 'Technological tools.' The factor loads are between 0.678 and 0.895, and they explain 40.95% of the total variance. The second factor is named 'Technological skills.' The factor loads are between 0.801 and 0.868, and they explain 36.34% of the total variance.

The Cronbach's Alpha score for reliability is 0.912 and 0.899 for the technological tools and technological skills respectively. The Cronbach's Alpha score for reliability was found to be 0.910 for the Use of Technology in Education sub-scale. All in all, it can be concluded that the Use of Technology in Education sub-scale is a reliable scale.

Guidance and Special Education Sub-scale

For Guidance and Special Education needs sub-scale, KMO value was found to be 0.843, and Bartlett test of sphericity was significant (X^2 =1458.409 df=10, p=.000). Therefore, the data is appropriate for the EFA.



The scree-plot based on the data from the Guidance and Special Education sub-scale showed that the curve began to straighten after the 2nd point. Therefore, it can be concluded that the Use of Technology in Education sub-scale has 1 factor.

Factor Loads and Explained Variance (Guidance and Special Education Needs)

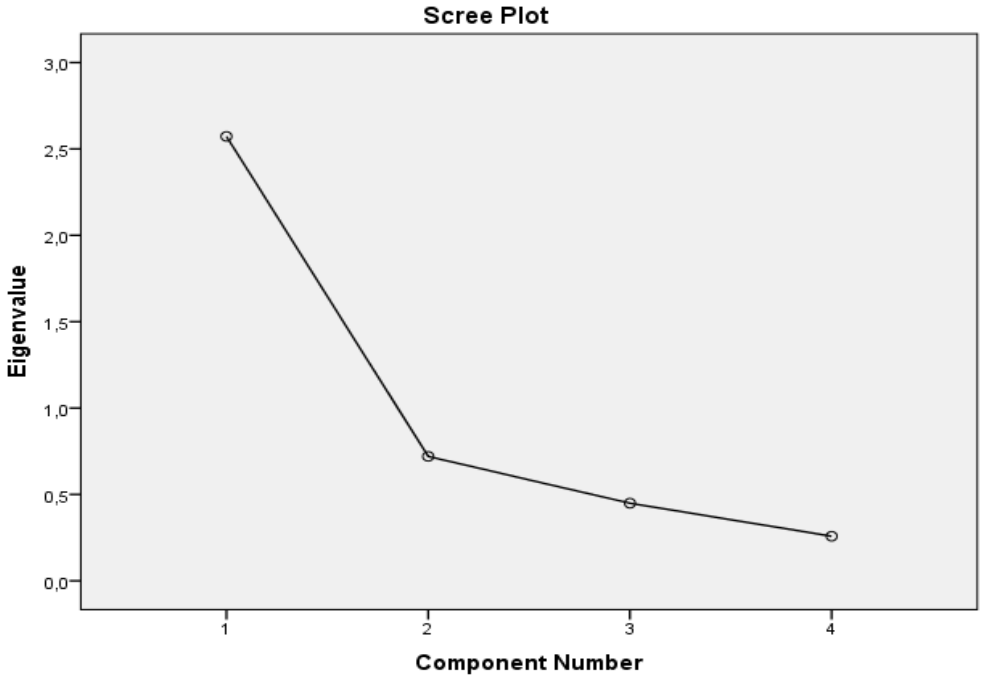
Items	Guidance and Special Education
Education of students with learning disabilities	0,834
Education of students with physical disabilities	0,762
Education of students who need psychological help	0,756
Education of gifted students	0,652
Meeting individual differences and needs in education	0,598
Eigen value	3,82
Explained Variance	76,398
Cronbach Alfa	0,919

The table above shows the factor loads of the items within the Guidance and Special Education needs sub-scale and the variance explained by the one factor. None of the items in this sub-scale was excluded from the analysis. According to the results of the EFA, the eigenvalue of the one factor is greater than 1 and it explains the 76.39% of the total variance.

The factor is named 'Guidance and Special Education.' The factor loads are between 0.598 and 0,834, and the Cronbach's Alpha value was found to be 0.919. As a result, it can be concluded that the Guidance and Special Education sub-scale is reliable.

Communication and Social Skills Sub-scale

For Communication and Social Skills needs sub-scale, KMO value was found to be 0.756, and Bartlett test of sphericity was significant (X^2 =485.535, df=6, p=.000). Therefore, the data is appropriate for the EFA.



The scree-plot based on the data from the Communication and Social Skills sub-scale showed that the curve began to straighten after the 2nd point. Therefore, it can be concluded that this sub-scale has 1 factor.

Factor Loads and Explained Variance (Communication and Social Skills Needs)

Items	Communication and Social Skills
Effective Communication with Colleagues	0,896
Effective Communication with Students	0,834
Adapting to a new workplace (city, school, grade level, etc.)	0,821
Effective Communication with Parents	0,632
Eigen value	2,573
Explained Variance	64,315
Cronbach Alfa	0,808

The table above shows the factor loads of the items within the Communication and Social Skills needs sub-scale and the variance explained by the one factor. None of the items in this sub-scale was excluded from the analysis.

According to the results of the EFA, the eigenvalue of the one factor is greater than 1 and it explains the 64.31% of the total variance.

The factor is named ‘Communication and Social Skills.’ The factor loads are between 0.632 and 0.821, and the Cronbach’s Alpha value was found to be 0.808. As a result, it can be concluded that the Communication and Social Skills sub-scale is reliable.

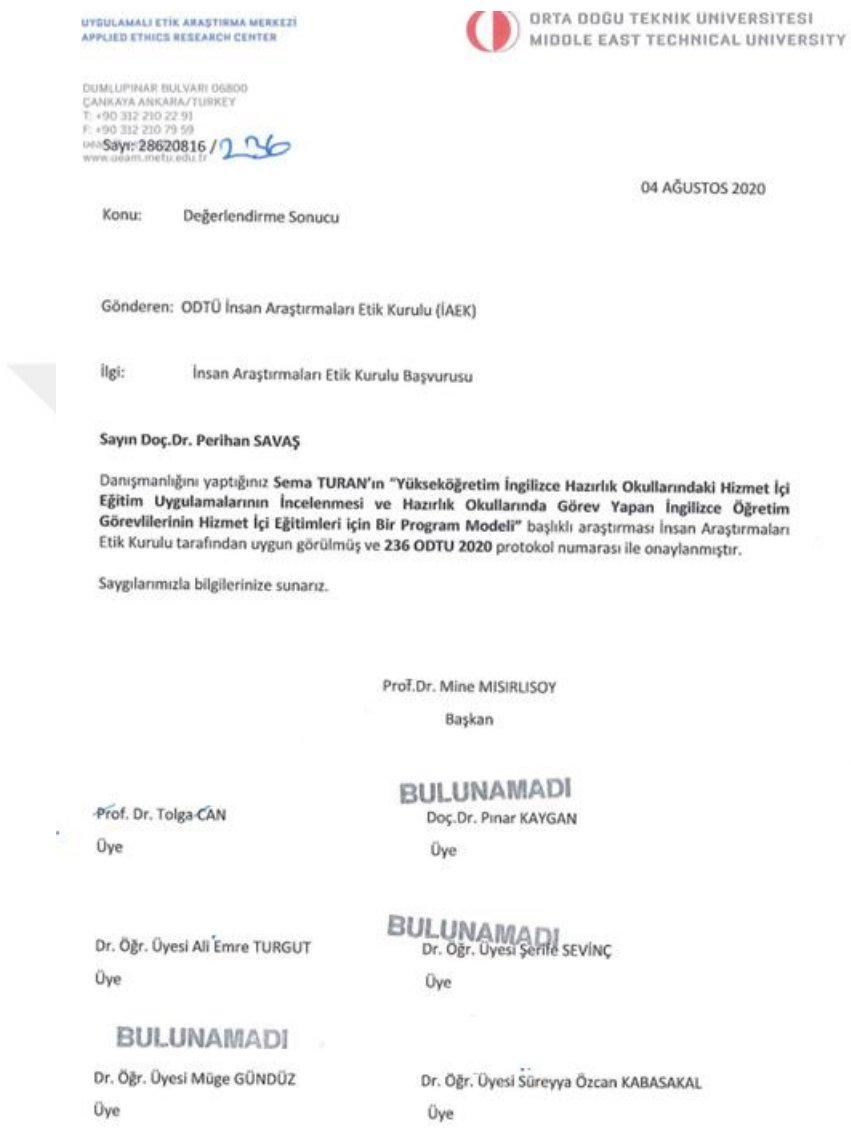
APPENDIX E: AN EXAMPLE OF CODING PROCEDURE FOR THE INTERVIEW DATA

Utterance	Theme	Sub-code / Category	Code
I think this comes from kind of a broader, kind of life knowledge. I think it is very hard to find the right balance. Now, I will try to explain what I mean. Standardizing teachers to make sure high- when I say standardizing, high standard of teaching is something really nice and I think in-service training helps with that. If it continues, even after the first year; if it continues for like how do you call it? Professional development, so that you actually can benefit the whole institution.	Objectives of INSET	Consistent practices	Standardizing teachers
	Forms of INSET	Orientation / ITE	First year of teaching
	Objectives of INSET	Institution-related objectives	Institution's benefit
The problem is that there are some people who just don't like being observed for you know years and years and years and years. At the same time there are schools, private institutions especially where they do observations all the time. Regardless if it is your first year or not. I kind of find it that could be a little bit of too much sometimes just because of the way people see it. So, I don't know, I think if in-service training is specifically for professional development there is no feeling that the school is going to punish you excessively for like one and less you can go exactly according to its plan. Like if it's realistic, then I think it can be very beneficial. So that's the balance. Like finding a balance between the reality of thing and then trying to make all of the teachers teaching at a high standard but no threatening teachers too much. Because I think that has negative effect on their teaching and their view of teaching general.	Forms of INSET		Observation
	Ideal INSET	Beneficial	Realistic
	Ideal INSET	Non-imposing	Non-threatening

APPENDIX F: AN EXAMPLE OF CODING PROCEDURE FOR THE INTERVIEW DATA BY THE SECOND CODER

Utterance	Theme	Sub-code / Category	Code
I think this comes from kind of a broader, kind of life knowledge. I think it is very hard to find the right balance. Now, I will try to explain what I mean. Standardizing teachers to make sure high- when I say standardizing, high standard of teaching is something really nice and I think in-service training helps with that.	Objectives of INSET	High-standard teaching	Standardizing teachers
If it continues, even after the first year; if it continues for like how do you call it? Professional development, so that you actually can benefit the whole institution.	Objectives of INSET	Institutional	Benefit the institution
The problem is that there are some people who just don't like being observed for you know years and years and years and years.	Forms of INSET		Observation
At the same time there are schools, private institutions especially where they do observations all the time. Regardless if it is your first year or not.	Forms of INSET	ITE	First year training
I kind of find it that could be a little bit of too much sometimes just because of the way people see it. So, I don't know, I think if in-service training is specifically for professional development there is no feeling that the school is going to punish you excessively for like one and less you can go exactly according to its plan. Like if it's realistic, then I think it can be very beneficial.	Ideal INSET		Realistic
So that's the balance. Like finding a balance between the reality of thing and then trying to make all of the teachers teaching at a high standard but no threatening teachers too much. Because I think that has negative effect on their teaching and their view of teaching general.	Ideal INSET	Helping with PD	No threatening teachers

APPENDIX G: APPROVAL OF THE HUMAN SUBJECT ETHICS COMMITTEE IN METU



UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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Sayı: 28620816 / 236

04 AĞUSTOS 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığını yaptığınız **Sema TURAN'ın "Yükseköğretim İngilizce Hazırlık Okullarındaki Hizmet İçi Eğitim Uygulamalarının İncelenmesi ve Hazırlık Okullarında Görev Yapan İngilizce Öğretim Görevlilerinin Hizmet İçi Eğitimleri için Bir Program Modeli"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **236 ODTU 2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
Başkan

BULUNAMADI
Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

BULUNAMADI
Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

BULUNAMADI
Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

APPENDIX H: INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, doktora tez çalışmaları kapsamında ODTÜ İngiliz Dili Öğretimi Bölümü doktora öğrencisi Sema Turan tarafından Doç. Dr. Perihan Savaş danışmanlığında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışmanın genel amacı, çeşitli yükseköğretim kurumlarında görev yapan İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarını, programların hedeflerini ve karar mekanizmalarının beklentilerini öğrenmektir. Sonuç olarak, yükseköğretimde İngilizce hazırlık okulları tarafından kullanılacak optimum bir hizmet içi öğretmen eğitim programı çerçevesinin tasarlanması amaçlanmaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık 15 dakika sürecek bir ankete cevap vermeniz beklenmektedir. Bu anket siz öğretim görevlilerinin hizmet içi eğitim programlarında bulmak istediği becerileri, sunum yöntemlerini ve içerik alanlarını belirlemeyi amaçlamaktadır. Sorulara verilen yanıtlar kaydedilecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Anketi tamamlamanız için sizden kimlik veya çalıştığınız kurum/bölüm/birim belirleyici hiçbir bilgi istenmemektedir. İsminiz ve diğer kişisel bilgileriniz araştırma raporu içerisinde gizli tutulacaktır. Cevaplarınız da tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel yayımlar için kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İngiliz Dili Eğitimi Bolumu doktora öğrencisi Sema Turan ya da öğretim üyelerinden Doç. Dr. Perihan Savaş ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Adı & Soyadı Tarih İmza

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APPENDIX I: LIST OF ALL CODES

Themes	Categories & Subcategories	Codes	N
Approaches to INSET		essential/important	116
		personal development	87
		professional development	35
		inductive	13
		non-judgmental	10
		mindset/a state of mind	10
		accreditation/quality standard	7
		bottom-up	5
Roles	Administration	support (instructors & PDUs)	89
		identifying needs	42
		regular meetings	24
		raising awareness	23
		organization/coordination	21
		making decisions	18
		providing feedback	14
		goal-setting	12
		providing resources	11
		Advising	10
		team building	8
		information sharing	4
		career coaching/guidance	4
		trainer-training investments	3
	Teacher trainer / PDU	observer	75
		feedback provider	21
		identifying needs	20
		mentoring	15
		planning INSETs	13
		facilitator	4
		professional coaching	3
Objectives	Institution	effectiveness	69
		collecting best practices	34
		brain teams	18
		adaptation to institution	17
		quality standards	16
		strengths/weaknesses	16
		standardizing practices/consistency	13
		needs/gaps in knowledge	12
		institutional culture	11
		institutional recognition	7
		sense of belonging	7

Objectives	Instructors	self-confidence	45
		professional support/help	44
		Change	41
		Experience	27
		Awareness	27
		digital skills	26
		learner profile	17
		to update knowledge	16
		teacher quality/quality of instruction	14
		lifelong learning	11
		help with burnout	10
		Collaboration	8
		Innovation	6
Themes	**Categories & Subcategories**	**Codes**	**N**
Outcomes	Instructors	ability to reflect	67
		improved quality of instruction	34
		gained awareness	31
		positive change	29
		self-satisfaction	26
		professional development	22
		personal development	17
		habit formation	17
		gaining a developmental mindset	10
		sense of belonging	7
		self-exploration	5
		Networking	4
		problem solution	3
	Institutions	global practices	5
		curriculum development	21
		Empowerment	4
		collaboration between institutions	4
		Credibility	4
	Learners	learner achievement	6
		learner participation	5
Relevant Factors		participants' experience	108
		Frameworks	17
		data from participants (interviews/questionnaires)	14
		participant/instructors' features	12
		reference programs	5
		learner feedback	5

Themes	Categories & Subcategories	Codes	N
Ideal Content		workshop/hands-on tasks	47
		personal / emotional support	45
		collection of good practice	37
		seminars	26
		use of technology	16
		networking	14
		conferences	14
		action research	13
		mentoring	8
		kinesthetic activities	7
Common Practices		observations	148
		workshops	87
		sessions/seminars	57
		reflective practice	42
		presentations	42
		outside programs	37
		mentoring	28
		action research	23
		peer observations	23
		induction/orientation	21
		individual meetings	19
		conventions	19
		reading / article clubs	15
		sharing practice / swap shops	15
		goal-setting	14
		SIGs	11
		discussion boards	9
		resource pools	9
		newsletters	6
		team-teaching	5
		MA/PhD support	5
		videos & recording	4
		social events	3
		scholarships / grants	2
		supervision	2
		webinars	1
		case studies	1
		academic writing & publishing	1

Themes	Categories & Subcategories		Codes	N
Features			need-based	121
			practical	95
			supporting	89
			reflective	42
			non-imposing	29
			interest-based	24
			up-to-date / contemporary	22
			motivating	22
			long-term	20
			situation-specific	13
			problem-based	12
			guiding	12
			collaborative	11
			systematic	9
			flexible	8
			continuous	7
			interactive	7
			comprehensive	7
			innovative	5
			sustainable	4
			inductive	1
Ideal INSET	Relevant Factors	Instructors	experience	103
			background/education	42
			teaching load	14
			beliefs & styles	11
			proficiency level	1
		Course	practice	41
			theoretical knowledge base	21
			variety	10
			costs	4
	Evaluation	Content	appraisal	20
			participation/attendance	11
			incentives	8
		Features	reflective	26
			non-judgmental	10
			purposeful	7
			non-competitive	5
			Realistic	3

Theme	Categories & Subcategories	Codes	N
Need Areas	Teaching Skills & Systems	Vocabulary	26
		Speaking	22
		Listening	18
		Reading	12
		Writing	10
		Grammar	8
	Personal Issues & Knowledge	Theoretical knowledge	29
		Self-efficacy	27
		Time management	19
		Meta-linguistic awareness	13
		Motivation to teach	1
	Other Aspects of Teaching	Online teaching / tools / technology	22
		Motivating learners	21
		Giving written feedback	18
		Learner involvement	13
		Teaching low levels	12
		TTT	10
		Addressing generation Z	9
		Board use	5
Ideal Trainer	Professional qualities	non-judgmental	27
		flexible	25
		experienced (institution / profession)	22
		presentation skills	21
		teaching skills	20
		aware of the participant characteristics	19
	Personal qualities	knowledgeable / expert	18
		sociable	14
		actively teaching EFL learners	12
		open-minded	11
		sharing	10
		approachable	9
		actively teaching EFL learners	12
		open-minded	11
		sharing	10
		approachable	9

Number	Original	Translation	Participant
[1]	Neden eğitim görevlilerine ya da personele hizmet içi eğitim gereklidir? Ya bunlar gerekli mi değil mi, bunun tartışmasını yapmak zaten yersiz. Bu şey gibi, yani örneklemek gerekirse tıp fakültesinden mezun olan bir doktor mezun olduğu andaki bilgileriyle bütün meslek hayatını yürütmesi neyse onu da o şekilde yer alacaksa vay halimize. Çünkü dünyada dil öğretimiyle ilgili tamam çok temel kuramlar, modeler vesaireler var ama özellikle teknoloji temelli uygulamalarda gerçekten çok inovatif yaklaşımlar var. Hocaların bunları yakalaması, geri kalmaması gerekiyor.	It is pointless to discuss whether in-service training is necessary for instructors or why it is necessary. For example, can a doctor who graduated from medical school carry out his entire professional life with the knowledge he graduated from? There are very basic theories, models and so on about language teaching in the world, but there are really innovative approaches, especially in technology-based applications. Teachers need to catch them and not fall behind.	Nevin, English language school director
[2]	Ben hizmet içi eğitimin çok gerekli olduğunu düşünüyorum çünkü kaliteli bir öğretim hizmetinin en önemli unsurunun etkili öğretmenlerle çalışmak olduğunu düşünüyorum. İşte öğretmenlerimizin alan bilgisi, öğretmenlik bilgisi hatta genel kültürü bile ne kadar iyiyse öğretmen becerisi de o yönde zengin ve etkili oluyor. Hani bu anlamda da CPD'ye karşı da oldukça pozitif bir tutum sergiliyorum. Gerekli olduğunu düşünüyorum.	I think that in-service training is very necessary because I think that the most important element of a quality teaching service is to work with effective teachers. The better our teachers' field knowledge, teaching knowledge and even general culture are, the better their teacher skills are. In this sense, I have a very positive attitude towards CPD. I think it is necessary.	Elvan, English language school director
[3]	Yani belki başka mesleklerde bu kadar yenilik takip etmek gerekmeyebilir. Ama bizin elimizdeki öğrenci sürekli jenerasyon değiştiriyor. Sürekli farklı bir profile gidiyor. Yani materyallerimiz değişiyor, bu materyallerin yazılış şekli değişiyor, assessment değişiyor. Dolayısıyla bu kadar değişimin olduğu bir sırada hocaya destek çıkmak gerekir mesleki gelişim olarak. Biz hocalara gerekli alanlarda, eksik kaldığımız yerlerde kesinlikle session yapılması gerektiğini düşünüyorum. Yani şöyle bir şey olmaz.	It may not be necessary to follow that much innovations in other professions. But the student we have is constantly changing generations. It always goes to a different profile. Our materials are changing, the way these materials are written is changing, the assessment is changing. Therefore, in an area where there is so much change, it is necessary to support teacher professional development. I think that we, the teachers, should definitely be given sessions in the necessary areas and where we are missing. For	Derya, Instructor

	Ben çok iyi bir öğretmenim. 20 yıl önce ne yapıyorsam şimdi de aynısını yapıyorum. Hocaların kendi perspektifini yenilediği için hizmet içi eğitimin gerektiğini düşünüyorum.	example, such an idea is not acceptable: I am a very good teacher; I do the same thing now as I was doing 20 years ago. I think that in-service training is necessary because it renews the perspective of the instructors.	
[4]	Biz PDU'yu kurarken, o dönemde akredite olmak için yola çıkmıştık. Çalışan bir sistemimiz var ve biz bunu kayıt altına alabiliriz diye çıkmıştık. Neden bir CPD programı oluşturmuyorsunuz, bunu da eklemiyorsunuz diye bir dönüt aldık. Akabinde de ertesi sene hemen başlattık.	When we were establishing PDU, we had set out to be accredited at that time. We thought we had a working system and we could record it. We got a feedback asking why not create a CPD program and add these CPD activities as well. And then, the next year, we started it right away.	Elvan, English Language School Director
[5]	Şartlar çabuk değişebiliyor. Mesela daha önce okutman olmak için yüksek lisans şartı yoktu ama şimdi var. Aynı şekilde, akreditasyon alabilmek için de hizmet içi eğitim uygulamalarınızın olması gerekiyor. Yani, hizmet güvencesini, kalite güvencesini sağlayıcı bir durumumuz olması için. Bizim PDU'yu başlatmamızda bunun da etkisi olmuştur yani.	Situations can change quickly. For example, there was no graduate requirement to be an instructor before, but now there is. Likewise, in order to get accreditation, institutions need to have in-service training practices. That is, for us to be able to qualify for service assurance and quality assurance. This is also another reason why we started our PDU.	Hüseyin, English Language School Director
[6]	Kesinlikle developmental olması lazım. Yani insanların ekmeğiyle oynar nitelikte olmaması lazım kesinlikle. Değerlendirme yapılır, kişisel değerlendirme de yapılır, grup değerlendirmesi de yapılır ama bunların developmental olması lazım. Yani çünkü aksi öğretmenin hizmet içi eğitimden alacağı şeyleri prefabricate eder. Kendi özgün kazanımlarına ulaşmasını engeller diye düşünüyorum. O yüzden mutlaka developmental olmalı.	It definitely has to be developmental. In other words, people should definitely not feel threatened to lose their jobs. Evaluation is made, personal evaluation is made, group evaluation is also made, but these must be developmental. Otherwise, it prefabricates what teachers will receive from in-service training. I think it prevents them from reaching their actual potential. Therefore, it must be developmental.	Esin, English Language School Director

[7]	Evaluation of lessons is somebody saying "Look, you are using a fork to eat soup. Have you ever used the spoon?" and they suddenly pick up the spoon "Oh, wow! That's much better than using the fork I was struggling so much." And somebody may just say: "No, it doesn't work for me."		Robert, Teacher trainer
[8]	Even our director does not see my reports on the observation. And he has agreed. First, the director thought I should be sharing my observation reports with them. But, after I reasoned with them, they accepted that they do not need to see them. The observations are for developmental purposes. If it is about teaching, if they are not teaching well, if they are not, I don't know, using CCQs, ICQs, whatever whatever, they are not going to be sacked for that. So, this way, they might be even a kind of negative feelings towards what we are doing. Actually, I convinced them that we shouldn't be using this. So, that's on developmental basis only.		Kağan, Teacher Trainer
[9]	Burada geçen seneye kadar yıl sonunda hocalara bir performans çizelgesi sunuluyordu. Bunun içinde PDU'nun da bir 15 puanlık gibi bir rolü vardı. Yalnız bu puanlı duruma hep karşı çıktık. Bu puanlandırılma aşamasında olmak istemediğimizi hep dile getirdik. Nihayet sonunda geçen yıl buna ulaştık. Biz hocalara puan veren ya da hocaları değerlendiren birisi değiliz. Biz hocalarımızın gelişime açık olup olmadığını anlamaya çalışıyoruz belki. Tabii kriterlerimiz var. Ders gözleminde kullandığımız bir kriterimiz var. Dediğim gibi bunca gözlemin sonunda biz sadece gelişime açık, gelişime çok da açık değil, daha fazla üstünde çalışılması	Here, until last year, a performance chart was presented to the teachers at the end of the year. In this chart, the PDU had a 15-point share. We have always been against this point of view. We have always stated that we do not want to have in this grading role. We finally achieved that last year. We do not want to give points to or evaluate teachers. We may be trying to understand whether our teachers are open to improvement. Of course, we have some criteria. We have criteria that we use in lesson observations. As I said, at the end of all these observations, we offer some developmental suggestions such as whether the teacher is open to development, or whether more	Dilek, Teacher Trainer

	gerek, yatırım yapmak lazım, şu eğitimi alabilir, şunun gibi bir şeyler yapabilir gibi bazı gelişimsel önerilerimizi sunuyoruz. Bütün bunun dışındaki her şeyi gerekirse idare halleder. Biz sadece öğretmenlerimize gelişimsel anlamda daha nasıl yardımcı olabiliriz, bu kişiye daha yardımcı olabilir miyiz, istiyor mu, gönüllü mü, istemiyor ama neden, nedenlerini görüşebiliriz. Yani insanları olabildiğince kazanmayı ve onu gelişime yönlendirmeye çalışıyoruz. Maksat bu.	work needs to be done, whether we need to invest in the teacher, whether they should get this training, etc. The administration will take care of other judgmental work, if necessary. We can only discuss how we can help our teachers in a developmental sense, can we help this person more, whether he wants it, whether it is voluntary or not, and why etc. In other words, we try to win people as much as possible and direct them towards development. That's the point.	
[10]	Bir öğretmen olarak bakarsam, hizmet içi eğitim faaliyetlerinin performans değerlendirmesine bir etkisi olsa, bu hocalarda bir stres faktörü oluşturur. Judgemental bir şey ters teper. Zaten kendi doğası içerisinde tamamen developmental bir şeyse her türlü başarılı olur bu programlar.	If I look at it as a teacher, if the in-service training activities have an effect on the performance evaluation, it creates a stress factor for the teachers. Anything judgmental backfires. If it is a developmental thing in its own nature, these programs will be successful in any way.	Gizem, Teacher trainer
[11]	By doing the observations, before actually structuring the input sessions we can pinpoint the most important topics for the input sessions. We also do needs analysis service which is really important…It is nice to see what people need and what they want and it is nice to make them happy by meeting their professional needs.		Robert, Teacher trainer
[12]	Benim rolüm daha çok planlama aşamasında oluyor. Şöyle olabiliyor mesela, bundan önce hiç aklımıza gelmeyen bir ihtiyaç doğuyor, o zaman tabii ki önce benim o ihtiyacı nasıl kapatırız diye bir planlama yapmam gerekiyor. Bu gerek hali hazırdaki teacher trainer'larımızın, yani eğitmenlerimizin yeni bir kurs oluşturmasına destek olmak, ya da bu dışarıdan alabileceğimiz bir destekse onun organizasyonunu	My role is mostly in the planning phase. For example, a need arises that we never thought of before. Then, of course I have to think about how we can meet that need first. This is necessary to support our current teacher trainers to create a new course, or to organize it if this requires an outside support. It can also be in the form of calling an outside expert to support our trainers	Esin, English language school director

	yapmaktır. Dışarıdan uzman çağırmak şeklinde de olabilir. Yani destek olmak, gerekli ortamları yaratmak şeklinde.	and to create the necessary environments.	
[13]	Hizmet içi eğitim uygulamaları planlanırken genel çerçeveyi çizmek, bunu birlikte tartışmak, birlikte oluşturmak önemli. Ancak alt yapılandırmasında, detaylandırılmasında PDU'ya gerekli desteği verip onların planlamasına destek çıkmak çok önemli. Yani aslında bölüm başkanlığı olarak biz genel çerçeveyi çizeriz birlikte. Sonrasında PDU unit çalışır. Ana çerçeveyi çizdikten sonra, uygulayıcısı PDU'dur. Destek ister, fikir ister o zaman ben varım. Ama haricinde okulun, kurumun genel çizdiği çerçevenin haricinde ben idarenin müdahalesinin olmaması gerektiğini düşünüyorum.	While planning in-service training practices, it is important to draw the general framework collaborating with the PDU, discuss it together and create it together. Then, we should give the necessary support to the PDU in structuring and detailing of it and to support their planning. In other words, as the department administration, we draw the general framework, and then, the PDU works on it. After designing the main frame, the PDU implements it. If they ask for support, or need ideas, then I'm in. But apart from the framework drawn by the school and the institution, I think that the administration should not interfere with the execution and implementation.	İlknur, English language school director
[14]	Ben birimde sadece bir facilitator olarak rol alıyorum. Başka hiçbir rolüm yok. Yani ders gözlemlerine gidiyoruz, evet hocaları gözlemliyoruz ama ben bilirkişi olarak gözlemlemiyorum o dersleri. Ben orada sadece bir second eye olarak bulunuyorum. Amacımız hocayı geliştirmek. Yani onun görmediği, göremediği, kendi dışarıdan bakma imkanı olmadığı durumlarda ona bir "Ya hocam işte ben böyle bir şey gördüm. Nasıl?" deyip oturup beraber karar verdiğimiz süreç. Yani yargılama vesaire için değil. Şu da var, hocalarımız da her zaman kabulümüz, bizim de derslerimize onlar ne zaman isterlerse misafir olarak girebilirler. Bizim derslerimizi de onlar eleştirebilirler. Eleştirmek dediğim gelişimimize katkı sağlayacak her şeye açığız. Dolayısıyla ben burada sadece bir facilitator olarak bulunuyorum.	I only act as a facilitator in the unit. I have no other roles. I mean, we go to lesson observations, yes, we observe the teachers, but I do not observe those teachers as an expert. I'm just there as a second eye. Our aim is to improve the teacher. In other words, when they cannot realize something or do not have the opportunity to look at their practices from the outside, I tell them that I've noticed something, and ask what they think about it. We sit down, discuss and decide together. It's not for judging the teacher. That is, I am here only as a facilitator.	Dilek, Teacher trainer

[15]	Yönetimde ya da birimlerde olacağını düşündüğümüz hocalara ayrıca dersler ve eğitimler aldırıyoruz. Çünkü bir beyin takımı kurmaya çalışıyoruz o anlamda, testing ve müfredatçılardan. Bir de iki tane teacher trainer yetiştirmeye çalışıyoruz şimdiki trainer'ımızla birlikte çalışması, yetişmesi için. Onlara da eğitim aldırıyoruz.	We have the instructors we think will be in the management team or units join sessions and receive training because we are trying to establish a brain team of testers and curriculum developers. We are also trying to train two teacher trainers so that they can work together with our current trainer. We also train them.	Hüseyin, English language school director
[16]	Bence öğretim şeklinde de bir standartlaşmaya gitmek gerekiyor. En temel çıkış noktası o. Yani mesela, biz Language Leader kullanıyoruz. Orada ne olsun? Should'ları anlattığımız bir pattern olsun. Bunu herkes aynı kalitede anlatabilsin. Ya da reading'in üzerinde dururken herkes aynı tarzda durabilsin. Yani "Okuyun çocuklar, şimdi cevabı söyleyin" şeklinde yapmasın kimse. Mesela bunun pre-reading aktivitelerini yapmayı, justification'ını yapmayı öğrensinler. Hizmet içi eğitimle biz bu pattern'leri de kurumsal hale getirelim.	There has to be a standardization. That's the most basic rule. So, for example, we use the Language Leader. There could be a pattern that we use to teach 'should'. Everyone needs to be able to teach the topic in a similar way in terms of quality and effectiveness. Or everyone should be able to elaborate on reading texts in similar ways. Not in a way that we tell students to simple read the text and answer the questions. They should learn to do the pre-reading activities or justification of answers properly. And we should institutionalize these patterns with in-service training.	Zeki, English language school director
[17]	Hizmet içi eğitimle şu an herkes mesela Padlet ne demek, Kahoot ne demek ya da sınıfta grammar nasıl öğretilir biliyor. Aynı dili konuşmak dediğim bu. Hepimiz aynı noktaya geldik. Özellikle bizim gibi büyük kurumlarda 180 hoca, 170 hoca aktif derse girdiğinde aynı dili konuşmak önemli. Tabi ki renklilik de önemli ama bir şeyi konuştuğumuzda herkese aynı şeyi ifade etmesi çok önemli. Bizde bunu PDU ve hizmet içi eğitimler sağlıyor. Ayrıca, neyi beklediğimizin net anlaşılması, mesela writing standardizasyonları, writing kağıdı okumak, feedback vermek. Burada kurumun bir beklentisi var ve herkesi bu beklenti doğrultusunda bir yere getirmeye çalışıyoruz.	With in-service training, everyone now knows, for example, what Padlet means, what Kahoot means, or how to teach grammar in the classroom. I think this is speaking the same language. It is important to speak the same language, especially in large institutions like ours, when 170-180 teachers teach students actively in class. Of course, variety is also important, but it is very important that when we talk about something, it means the same thing to everyone. In our institution, the PDU and in-service training provides this. Also, a clear understanding of what we expect during writing standardizations, grading papers, or giving feedback. The institution has some expectations and we are trying to bring everyone together in line with this expectation.	Sevil, Teacher trainer

[18]	Bir de hizmet içi eğitimin bir kurumsal adaptasyon amacı var, hepimiz bunu yaşadık. Her kurumda başka bir şey yapılıyor. Pratikler anlamında yani. Hani öğretmenin işte sınıfta ne yaptığını bir görüp, aksi giden bir şey varsa onu telafi etmek gibi, öyle de bir amacı var. Yeni hocalar nereden gelirse gelsin bir valizle geliyor yani zaten gelirken. Bildiği bir şey var, bir teacher belief'i var, bir sınıfı var ve o sınıfı en iyi o tanıyor. Bu bilgiyi kuruma uyarlama süreci de hizmet içi eğitimle oluyor.	There is also an institutional adaptation purpose of in-service training, we have all experienced this. Each institution does something different in terms of practices. New teachers come with a suitcase no matter where they come from. They know something, they have their own teacher beliefs, they have a class, and they know that class best. The process of adapting this knowledge to the institution is also achieved with in-service training.	Sezen, Instructor
[19]	Adaptasyonu için bir anahtar olarak görüyorum hocanın kurumu tanıması için, kendini kurumda tanımlandırabilmesi için, kişinin hani bu kendi belief'leri, teaching style'ı, okulun ondan ne beklediği gibi konuları birbirine uydurabilmesi için. Hizmet içi eğitimde kişilerin kendilerini kurumun beklentilerine göre, aldıkları eğitime göre rafine edeceklerini düşünüyorum. Ben mesela bir kuruma böyle adaptasyonsuz başladım ve kendi yolumu çok zor buldum. Halbuki başta biraz birlikte çalışsaydık çok daha kolay olacaktı. Sonra başka bir kuruma geçtim, orda induction training gördüm. Oraya çok daha kolay adapte oldum.	I see it (in-service training) as a key for the teacher's adaptation to the institution, so that he can identify himself in the institution and adapt his own beliefs and teaching style to what the school expects from him. I think that with in-service training, people will refine themselves according to the expectations of the institution and the training they have received. For example, I started teaching at an institution without such adaptation and had a lot of difficulty in finding my way. However, it would have been much easier if we had worked together a little at first. Then, I moved to another institution where I received induction training. I got used to that school much more easily.	Hasan, Teacher trainer
[20]	Genel olarak yani öğretmeyle ilgili yani teaching skill'lerle ilgili özgüven kazandırmayı amaçlamalı hizmet içi eğitim kursları. Bir de sınıfta karşımıza çıkabilecek şeylerle ilgili. Mesela motive olmamış bir öğrenciyi kazanmak, hata yapan bir öğrenciyi o sırada düzeltmek falan konularında da bir öğretmenin kendine güvenini sağlamak.	In-service training courses should aim to help us gain self-confidence about teaching, that is, teaching skills in general. It's also about things that might come up in the classroom. For example, helping a teacher gain self-confidence about motivating an unmotivated student, correcting a student who made a mistake in class, etc.	Ali, Instructor

[21]	Hizmet içi eğitim kursları benim için benim kendime tam güvenmediğim teaching alanlarında bana birazcık destek sağlayabilecek bir araçtır. Bunu böyle görüyorum. E tabii ki de orada eksiğimi ne kadar kapatırsam öz güvenim de o ölçüde artacaktır.	For me, in-service training courses are a tool that can provide me with some support in teaching areas where I am not fully confident. This is how I see it. Of course, the more I make up for what I lack there, the more my self-confidence will increase.	Çiğdem, Instructor
[22]	Bence mesleki gelişim aktivitelerinin öncelikli amacı hocaya, önce hangi alanlarda iyi olduğunu anlatabilmek olmalı ki hocamız kendine güvensin, neleri iyi yapabildiğini anlasın, ondan sonra daha iyi neleri yapabilirim diye kendisi bir araştırmaya girsin.	In my opinion, the primary purpose of professional development activities should be to explain to the teachers in which areas they are good, so that they become confident and understand what they can do well, and then engage in research on what they can do better.	Hasan, Teacher trainer
[23]	Bence zaten değişiklik key word yani burada bir change ortaya çıkarmayı amaçlaması gerekiyor. Bu attitude change olur, behavior change olur. Yani hani tabii ki köklü bir değişiklik yapmasa bile mindset'imi değiştirebilir. Belki ya da teaching'ime, practice'leriime etkisi olabilir ama en sonunda hani bu bir cycle'sa süreçse eğer causal change'se benim learningime'e mutlaka etkisi olması lazım.	I think the key word is change, so it (in-service training) should aim to bring about a change. This can be a change in attitude or in terms of behaviors. I mean even if it doesn't create a radical change, it can change my mindset. Maybe it may have an effect on my teaching, my practices, but in the end, if it's a cycle, if it's a process, if it's a causal change, it must have an effect on my learning as well.	Fatma, Instructor
[24]	Maybe in-service training should aim for some attitude change or behavior change among the teachers. That's also a success, I guess. When the teachers are allowed to self-reflect, allowing the self-reflection is the spark that starts change.		Kağan, Teacher trainer
[25]	Bu uygulamalarla amacımız hocalar için de işte bir tazelenme, yeni bir bakış açısı kazanma, ama en önemlisi bu konuda bir farkındalık yaratma oluyor. Evet, amacımız bir farkındalık yaratma, … düzenlenen eğitimlerden ve workshop'lardan da bu farkındalığın öğretim programına yansımasını bekliyoruz.	Our aim with these practices is to refresh the work, to gain a new perspective, but most importantly, to raise awareness on this issue for the teachers. Yes, our aim is to raise awareness, … we expect this awareness gained from the trainings and workshops to be reflected in teaching practices.	Çağlar, Teacher trainer

[26]	Hizmet içi eğitimin faydalı olması demek growth mindset'e sahip olmak demek. Eğer bu mindset'te geliniyorsa veya biz buna yaklaştırabilirsek yavaş yavaş zaman içerisinde, ancak o zaman amacına ulaşır. İdareci gözüyle şunu diyebilirim, biz de en azından bu konuda bir farkındalık yaratmayı amaçlıyoruz.	In-service training is beneficial when instructors have a growth mindset. If this mindset is achieved, or if we can get closer to it gradually over time, only then in-service training will achieve its purpose. From the perspective of a manager, I can say that we aim to raise awareness on this issue.	Zeki, English language school director
[27]	Hizmet içi eğitimin sonuçları bakımından kurumsal güçlenme de benim için çok önemli. Arkadaşımıza hizmet içi eğitimler veriyoruz. Ama arkadaşımızın örgütsel bağlılığı düşük olursa ben şunu biliyorum ki bu arkadaşımız güçlendikten sonra ayrılacak. Dolayısıyla ben hizmet içi eğitimlerle bu bağlılığı, aidiyeti artırdığımızı ve eğitimli hocaların kurumda kalmasını sağlayarak kurumsal olarak güçlendiğimizi hissediyorum.	Institutional empowerment is also very important to me as an outcome of in-service training. We provide in-service training to our instructors. But if our instructors' organizational commitment is low, I know that they will leave after they get stronger professionally. Therefore, I feel that we have increased this commitment and belonging with in-service trainings and that we have gained institutional empowerment by ensuring that trained teachers stay in the institution.	Nevin, English language school director
[28]	Hizmet içi eğitimin öğrenci açısından da sonuçları önemli. Öğrenci için, daha öğrenci merkezli işte öğrencinin self-learning'ini destekleyici, derslerin spoon-feeding'den çıkıp learner-orientated bir şeye dönüşmesini bence sağlamalı. Bu anlamda işte alınan eğitimler trending topics - critical thinking, analytical skills gibi eğitimlerin bence öğrenciye dönüşü olmalı. Yapılan işlerin özellikle assessment bölümünde daha doğru, daha hakkaniyetli, daha transparan olmasını sağlamalı. Öğrenci öğretmen arasındaki ilişkide güven artacağı için tabii bu da öğrenci başarısını ve kurum başarısını artırır diye düşünüyorum.	The results of in-service training are also important for students. It should be more student-centered, supportive of student self-learning, and ensure that lessons take a learner-orientated form rather than spoon-feeding. In this sense, I think trainings such as trending topics, critical thinking, analytical skills should have a return to students. It should ensure that it is more accurate, fairer and more transparent, especially in assessment. I think that since the trust will increase in the relationship between the student and the teacher, the success of the student and the institution will also increase.	Kerem, Instructor
[29]	Hani practice'i her zaman dahil ediyor olması lazım ama biraz teori de olması lazım. Yani şimdi bana teoriyi de session'da vermemesi lazım belki de. Hani bir assignment olabilir, pre-task olabilir, bunları	In-service training should always include practice, but there needs to be some theory as well. Maybe, I shouldn't be presented the theory during the session. There could be an assignment or a pre-	Kemal, Instructor

	okuyun gelin olur. Onları okursun ve dersin teoriye hazır edinmiş olursun ve onlar üzerine practice "Nasıl derse entegre ederim?" olabilir. Yani teorinin practice'e nasıl entegre edileceğini öğretebiliyor olmamız lazım. Şimdi mesela "Conversation strategy teaching önemli." diyoruz. Niye önemli olduğunun bir rationale'i var, bilimsel olarak çalışmalar var. Önce kafamda benim "Niye?" sorusunu oturtabilmem için teoriyi gerçekten görmem lazım ve bunun da bilimsel olarak prove edildiğini hani ispatlandığını görmem lazım. O zaman daha anlamlı geliyor bana training ve ben bunu o training esnasında da practice kısmını yaparsam tamam, süper olur yani.	task, like reading the material before the session. We could read them and join the session having been prepared in terms of the theory. Then, we could think about them practically – like how to integrate those ideas in our lessons. I mean, we need to learn how to integrate theory in practice. For example, it is said that it is important to teach conversation strategies. There is a rationale behind why it is important. There is scientific research. I need to see and understand the theory so that I can understand why certain practices are important and how they were scientifically proven. Then, the training is more meaningful to me. And then, it's great if I can do the practical aspect of it during the training session.	
[30]	Speaking öğretmekte biraz zayıf hissediyor gibiyim. Speaking ucu açık bir alan yani ne kadar- bir kere zaten nasıl öğreteceğim konusunda teorik alt yapım eksik. Ben ELT mezunu değilim, 8 aylık bir formasyon eğitimi neticesinde işte bir şeylere talip oldum. ELT mezunu olsaydım veya ELT alanında biraz mürekkep yalamışlığım olsaydı …. Eğer böyle bir background biriktirmiş olsaydım ne olurdu? Hani speaking'de sıkıştığım anda böyle çözüm ararken şeyden o theoretical background'dan bir şey sıçrar gelirdi ön plana hep çıkardı. Aaa işte filanca araştırmacı şunu demişti, filanca bilim adamı bunu önermişti gibi fakat ben onu kuramsal geri planı biraz zayıf bıraktığım için ne yalan söyleyeyim pek beslemediğim için o da beni beslemiyor ihtiyacım olduğunda.	I feel a bit weak in teaching speaking. Speaking is an open-ended aspect – and I lack theoretical knowledge of how to teach it. I am not an ELT graduate. I started to teach English at the end of an 8-month formation training. If I were an ELT graduate or had read some sources in the field of ELT; if I had such a background, something from that theoretical background would always come to mind when I was stuck, and when I was looking for a solution. I would say 'hey, this researcher had an idea on this' or 'that scientist suggested this', but since I left the theoretical background a little weak - since I didn't feed it, it does not feed me when I need it.	Hale, Instructor

[31]	Genel olarak onun dışında düşünürsek tabii öğretmenliğin daha çok akademikten ziyade öğrenciyle connection bence çok önemli. Yani son senelerde iyice gitgide onu görmeye başladım. O alanda daha işte eksik kaldığım noktalar var. Mesela kendi tez alanımla ilgili okudukça eksik kaldığım, gördüğüm şeyler var. Şu alanda eksiğim ona da yüksek lisansta şimdi yaptıkça anlıyorum. ELT'nin teorisini bilmiyorum yani teorik olarak kelimeler ne ya da şeyler ne bilmiyorum. Mesela bunu uyguladığımı görüyorum ama onun teorik adı ne bilmiyorum. Yani o teorik alanda zayıf olduğumu- o isimler konusunda belki zayıf olduğumu düşünüyorum.	In general, of course, I think rather than the academic aspects of teaching, the connection with the student is really important. I mean, I've started to realize that especially in the last few years. There are some points that I feel weak in that area. As I read about my thesis field, there are things that I see that I am weak in. I'm lacking in theoretical knowledge. I understand this as I do my master's studies now. I don't know the theory of ELT. I mean, I don't know what the words or the terms are in theory. For example, I see that I have implemented something, but I don't know what its theoretical name is. I mean I think that I am weak in that theoretical area – maybe I am weak in terminology.	Sevgi, Instructor
[32]	Bazı şeylerin çok teoride kaldığını düşünüyorum. Ben ELT mezunuyum, ELT'de yüksek lisans yaptım, doktoramı ELT'de başlayacağım. Dolayısıyla benim için de değil sadece, bütün arkadaşlarım için de teorinin çok fazla olmaması gerektiğini, biraz daha practical şeyler olması gerektiğini düşünüyorum. Tabii teori olmadan hani ne bileyim belki bir edebiyat mezunu bir kişinin içselleştirmesi çok zor olabilir alan dışı ya da alan içi de kişinin içselleştirmesi zor olabilir ama yine de teoriyi biraz daha tamam destekleyici bir unsur olarak tutmalı workshop'larda ama biraz daha practical'a yönelmeli. Amaç teorik bilgi vermek olmamalı sanki böyle eğitimlerde.	I think some things are very theoretical. I am an ELT graduate, I have a master's degree in ELT, I will start my PhD in ELT. Therefore, not only for me, but also for all my friends, I think that the theory should not be too much; it should be a little more practical. Actually, of course, without theory, it may be very difficult for a literature graduate to internalize, or it may be difficult for a person from outside the field or within the field to internalize, but still theory should be kept as a more supportive element in workshops, but it should be oriented to a little more practical. The aim should not be to give theoretical knowledge in such trainings.	Özlem, Instructor
[33]	Ya, bu şey, teknolojinin sınıfa aktarımı konusunda sıkıntılıyım. Yani böyle işte bir sürü program var işte kullanabileceğim workshop'larına falan da katılıyorum ediyorum ama böyle onu entegre	I have trouble with the transfer of technology to the classroom. There are many programs that I can use. I also attend workshops, but I have difficulty in integrating it. Although, with this	Mehmet, Instructor

	etmekte zorlanıyorum. Yani gerçi bu uzaktan eğitimle biraz daha bu konuya girmiş olduk ama daha böyle kendimi, mesela ne bileyim, bir konferansa katıldığım zaman oradaki işte ne bileyim bazı session'larda hoca çıkıyor "Öğrencilerime şunu yaptım, bunu yaptım." Ben diyorum hiç böyle şeyler yapmıyorum. Çok mu acaba geleneksel gidiyorum diye bu konuda kendimi zayıf hissediyorum açıkçası. Yani bu konuda kendimi geliştirmem gerektiğini düşünüyorum. Şu ana kadar uyguladığın şeylerin işe yaradığını gördüğün zaman da pek onun dışına çıkma gibi bir ihtiyaç hissetmiyorsun. Hani böyle de gayet hani ben işimi götürüyorum, böyle de başarılı, böyle de zevk alıyorlar ama yine de kendimizi dinç ve diri tutmak açısından ve tabii ki öğrencilerin sonuçta bir artık tabii böyle bir ayrım yok işte digital natives gibi bir ayrım yapmıyorlar ama sonuçta bu çocuklar teknoloji hayatlarının bir parçası.	distance education, we got into this subject a little more, but still.. For example, when I attend a conference, in some sessions, the teacher tells like, "I did this for my students, and I did that" etc. I say to myself that I never do such things. I wonder if I'm going too traditional. Frankly, I feel weak in this regard. I mean I think I need to improve myself in this aspect. When you see that the things you have applied so far are working, you do not feel the need to go out of it. You know, it's also fine like that, I also do my job this way, it's successful like that, they enjoy it this way as well, but still, this is necessary in order to keep ourselves vigorous and alive. In addition, after all, students don't make such a distinction anymore, of course, they don't make a distinction like digital natives, but in the end, technology is a part of these children's life.	
[34]	Bizler bir şekilde hani daha genciz, teknolojiden haberdarız hani böyle technological challenge'larımız var ama böyle bir şekilde bunları hani ne diyelim? Overcome edebiliyoruz deal with edebiliyoruz ama okulda bir sürü gerçekten technologically freaked out hocamız varken. Böyle bir ortamda bir şekilde compete edebiliyor olmaları, hani compatible bir hale şekilde gelmiş olabilmeleri de hizmet içi eğitimle mümkün olabilir. Yani buradan da şunu çıkartıyoruz hani "Bu saatten sonra ben ne uğraşacağım? Nasıl yapacağım?" yok, yani herkes her yaşta, her şeyi yapabilmeli hizmet içi eğitimle.	We are young. We have some knowledge of technology. I mean, we do have some technological challenges, but we can somehow overcome them, deal with them. But, there are a lot of technologically-freaked out instructors. That they are able to compete or be compatible in such an environment is only possible with in-service training. So, we conclude that no one should say 'Why should I bother after all this time?' or 'How am I supposed to do that?' Everyone should be able to do everything at any age via in-service training.	Seda, Instructor

[35]	Zaman o kadar hızlı akıyor, teknoloji o kadar hızlı gelişiyor ki ve eğitimde, eğitim teknolojileri de o kadar çeşitleniyor ki uyumluluk açısından biz fark edemeyebiliriz. Fark etmemiz için, işte, hizmet içi eğitime ihtiyaç var.	Time flies so fast, technology develops so fast, and education technologies are so diversified that in terms of compatibility, we may not notice them. We need in-service training to notice them.	Aylin, Instructor
[36]	Bence teknolojiyi, bence hepimizin ihtiyacı olan teknolojinin dahil edilmesi lazım bu materyal kullanımlarına. Teknolojiyi dersimize nasıl entegre edebiliriz kısmında bize yardımcı olmaları lazım."	I think the technology, which we all need should be included in the use of these materials. When it comes to how can we integrate technology into our lessons, they need to help us.	Ece, Instructor
[37]	Benim bir kere bir öğrencim olmuştu. Farklı bir çocuktu, özel bir çocuktu ve bakanlar böyle "Ay bu ne deli ayol bu!" falan "Senin sınıfında mı? Geçmiş olsun canım!" falan derlerdi. Şimdi, ben 3 dönem okuttum o çocuğu, deli falan değil ama zor. Sonra birkaç arkadaşımla görüştüm bu, otizm, atipik çocuklarla çalışan "Ne yapabilirim? Bu söylediğim hareketler senin bildiğin herhangi bir tanıya uyuyor mu?" falan "Çocuğu işte bizim PDR'ye gönderiyorum bir faydasını görmüyorum." falan Ben gidiyorum PDR'ye, bir sonuç alamıyoruz. Dedim ki, bize bir eğitim lazım. Atipik öğrenciler, işte otizmli öğrenciler, ADHD'si olan öğrenciler. Bunlara bizim 1 bile olsa 2 bile olsa ulaşmamız lazım çünkü ben çaresiz kaldım. Sonra konuştuklarımdan biri bana dedi ki iletişim kurarken şöyle bir omzuna dokun, kağıdına dokun işte odaklanmasına yardımcı olursun. Yaptım, işe yaradı. Sonra eğitime ihtiyacımız olduğunu kuruma ilettim. Kurum da dedi ki bana bununla ilgili bir uzman bul. Çok güzel! Bununla ilgili bir uzman da buldum. "Aaa pahalı, bu eğitimi alamayız." dediler ama biz Cambridge'den gelen ve bize reading anlatmak isteyen adama her sene kim bilir kaç bin euro veriyoruz. Asıl böyle eğitimler gerekli aslında.	I once had a student. He was a different kid, he was a special one, and the other teachers used to say 'Oh my God, what is that! He is crazy!' He was in my class for three semesters. He was not crazy, but he was a difficult one. Then, I talked to a few friends of mine who worked with children with autism and atypical children and I asked them what I could do and if he matched with any of the children they worked with. I told them that I referred this student to our psychological counseling and guidance department, but it did not work; or I went to the psychological counseling and guidance department, but we still had not been able to get a solution. So, I thought that we need training on working with atypical students, students with autism, students with attention deficit disorder. We need to reach these students even there is one or two of them in our classes. I was helpless. Then, one of the people I talked to told me to touch his shoulder slightly or touch his paper when I communicated with him, so I could help him focus. I did it, and it worked. Then, I talked to institution/admin about that we need training on this issue, and they asked me to find an expert on this. Great! I found the expert, but	Hale, Instructor

		then the admin said the training was too expensive and we couldn't get it! However, who knows how much we pay every year to trainers who are from Cambridge and tell us about how to teach reading. We actually need these kinds of trainings.	
[38]	Öğrencilerle iletişimim fena değildir. Öğrencilerle iletişimimi beğenirim. Yani hani espri yapmayı bilirim, ondan sonra öğrenciyi şaşırtmayı bilirim. Yani hani hiç beklemediği anda böyle alakasız bir alandan gönderme yapmak suretiyle. Bu konuda fena bulmuyorum kendimi.	My communication with students is not bad. I like the way I communicate with my students. I mean, I know how to make jokes, and I know how to surprise them. I mean, by sending a reference from such an unrelated field when they least expect it. I don't feel weak in this.	Kerem, Instructor
[39]	Öncelikle öğrencilerle iletişimimin iyi olduğunu düşünüyorum, iyi rapor olduğunu düşünüyorum aramızda. Tabii bu ilk derste değil ama yani şöyle bir 3-5 ders olduktan sonra iyi bir rapor oluşturduğumuzu düşünüyorum.	First of all, I believe that my communication with my students is good. I think there is good rapport between us. Of course, it doesnot happen in the first lesson, but after 3 or 5 lessons, I think we set up a good rapport.	Fatma, Instructor
[40]	Zorunlu olarak 'gelen konuşmacı budur, konu budur' dendiği zaman ve 'katılmak zorundasın imza alınıyor bundan' dendiği zaman o benim ilgimi çeken bir konu olsa bile, orada bir zorunluluk işin içine girdiği için o zaman hiç hoşlanmıyorum.	When it is mandatory, when they say 'this is the speaker, this is the subject' and when they say 'you have to participate, signature is required', even if it is a subject that interests me, I don't like it at all because a necessity comes into play there.	Meral, Instructor
[41]	Bazen de bunlara katılmak zorunlu, daha sonra da bunlarla ilgili bir sunum yapacaksınız diyorlar. Yani katıldığın eğitim ile alakalı bir sunum yapacaksın. Ben zaten sevmeden katılmışım ona. Bir de üstüne üstlük o zorunluluk gelince o zaman hiç hoşlanmıyorum. Ya da yapmak zorundayım, evet yapıyorum, ama açıkçası çok süper bir şey olmuyor yani güzel bir iş ortaya çıkmıyor. Yapmış olmak için yapıyorum sadece.	Sometimes they say that it is mandatory to attend them, and then we will make a presentation about them. In other words, we are supposed to make a presentation about the training we've attended. I've already joined the session because I had to. And when that requirement comes on top of that, then I don't like it at all. Or I have to, and I do, but frankly, nothing good comes out as a result, so it doesn't work. I just do it for the sake of doing it.	Çiğdem, Instructor

[42]	Yani karşıma çıkıp belli bir konu konuşuyorsa öncelikle yaptığı işte bilgili olmasını isterim. Hani saygı duyabilmem için sanırım bu. Genelde sadece hani teacher trainer ya da herhangi bir şey değil, bir şeyde verim alabilmem için benden daha fazla bir şey bilmesi ya da o alanda bilgi sahibi olabilmesi gerektiğini düşünüyorum genel olarak, kişisel olarak. Alanında bilgi sahibi olması gerektiğini düşünüyorum.	I mean, if a trainer comes in front of me and talks about a certain subject, first of all, I want them to be knowledgeable in what they are doing. I guess I need that so I can respect them. Not only for the teacher trainer, but in order for me to gain from it, they should know more than me or have knowledge in a field, in general. That's what I think, personally. I think they should have knowledge in their field.	Kemal, Instructor
[43]	Burada, bizim kurumumuzda teacher trainer title'ına sahip olan hoca sanırım 1 ya da 2. Belki hala o aşamalarda olanlar da vardır. Ama sadece PDU unit'te çalıştığı için ve benden çalışma yılı az olmasına rağmen, oradan bir hocayı çıkarıyorlar sunum yaptırıyorlar. Bu benim hoşuma gitmiyor. Bu asla ben onun bilgisini küçümsüyorum anlamında değil ama, ister istemez insan diyor ki ama o teacher trainer değil ki! Yani tamam, illa ki vardır vereceği bir şey ama, yani evet, title'lar etkiliyor mu? Etkiliyor.	Here, in our institution, I think there are 1 or 2 instructors who have the teacher trainer title. There might also be some who are in the process of requiring it. Just because they work at the PDU and although they are less senior in the institution than me, they make a presentation. I don't like this. This does not mean that I underestimate their knowledge, but I think to myself they are not teacher trainers! I mean, okay, they definitely have something to give but, yeah, does the title make a difference? It does.	Meral, Instructor
[44]	Trainer'ın bence training anlamında eğitimler alması lazım. Ben yüksek lisanstan falan da bahsetmiyorum. Az önce söylediğim gibi yüksek lisans, doktora yapmış olan birisinin yine pratik bilgileri olmayabilir. Mesela curriculum nasıl dizayn edilir, ondan sonra işte hocaların paper'larına nasıl feedback verilir, bunları mutlaka bilmesi lazım. Bunları da kendisi bence kitaptan öğrenemez, mutlaka bununla ilgili relevant bir eğitim alması lazım bence.	I think teacher trainers should receive training on training teachers. I'm not talking about graduate school. As I just said, someone who has a master's or doctorate may still not have practical knowledge. They must be aware of issues such as how the curriculum is designed, or how the teachers' papers are given feedback. I don't think they can learn these things from a book by themselves. I think they should definitely get some relevant education about it.	Mehmet, Instructor

[45]	Trainer'la ilgili benim şöyle bir kriterim yok yani "Çok üst düzey eğitimi olması lazım, doktorası olması lazım." hayır, böyle düşünmüyorum. Kendini eğitmiş olması, kendini bu alanda geliştirmiş olması yeterli.	I do not have such a criterion for the trainer as they must have a very high level of education or they must have a doctorate. No, I don't think so. It's enough if they have educated and improved themselves in this field.	Gamze, Instructor
[46]	Tabi ki, karşıdaki hocanın eye-contact kurması, yani bu presentation skill'ler dediğimiz, işte ses tonu, bunlar önemli. Bazen bir hoca geliyor, teacher trainer, işte çok iyi tamam, adı var, super. Ya bir sunum yapıyor, ses tonu hiç değişmiyor - monoton. Yani, anlattığı konu süper belki, ama dinlemek istediğim halde dinleyemiyorum çünkü uykum geliyor. Karşıdakinin enerjisinin geçmesi lazım.	Of course, issues such as the teacher's eye-contact establishment, presentation skills, and tone of voice are important. Sometimes a teacher trainer comes as the speaker. A very good, famous person, maybe. Ok, great! But they make such a presentation that their tone of voice never changes, and the presentation is so monotonous. Even if the subject they talk about is great, I can't listen even though I want to listen because I feel sleepy. The speaker's energy has to pass.	Fatma, Instructor
[47]	Diyelim ki gerçekten hiç sınıf görmemiş, mesela araştırma görevlisi bir arkadaşı düşünelim. Mezun olmuş, direkt araştırma görevliliğine başlamış, doktorasını bitirmiş, trainer'lık yapıyor. Böyle hiç ama hiç sınıf havası almamış bir insanın söyleyeceklerinin yanlış olacağını düşünmüyorum ama biraz havada kalacağını düşünüyorum.	Let's think about, for example, a research assistant who has never really had an actual class to teach. He graduated, started working as a research assistant, completed his doctorate, and works as a trainer. I don't think what such a person who has never had a classroom would say will be wrong, but I think it will be a little bit dangling in the air.	Gamze, Instructor
[48]	Eğitimcilerin, hedef kitlenin hazır bulunuşluğunu, isteklerini, taleplerini, ihtiyaçlarını bilmiyor olması çok kötü. Trainer'ın benim bilgi becerimi biliyor olması lazım, profile analysis çıkarması lazım. Ayrıca ihtiyaçlarımı biliyor olması lazım. Context'imi biliyor olması lazım. Şimdi hani EMI Institution'ı olan birine %100 dil eğitimini verirsin orada dersin ki first language kesinlikle yasak. Ama EMI olmayan bir kurumda first language kullanmayın argümanı çok zor. Yani orada o hocaya	It is bad that teacher trainers do not know the readiness, wishes, demands and needs of the target audience. Trainers should know our knowledge and skills. They should make profile analyses. They must also know our needs. They should know our context. For example, you can say to a teacher who teaches at an EMI institute that students should definitely not use their first language. However, at a non-EMI institution, the argument that the first language should not be	Özlem, Instructor

	o konuda eğitim vermek gereksizdir. İşte bu trainer dediğimiz expertise'i olan kişi ne zaman bizim gerçekten ihtiyaçlarımıza yönelik, doğrudan hazırlık okulu öğretmenlerinin ihtiyaçlarına yönelik bir çalışma yaptığı zaman ben onları çok faydalı buldum. Yani bundan 1-2 yıl evvel yayınevinden bir kişi gelmişti. Kitapla ilgili bir eğitim verecekti. Hep young learners'la ilgili alıştırmalar gösteriyordu bize sürekli. İşte listen and draw, işte listen and do gibi aktiviteler de gösteriyordu. Tamam ama bu bizim öğrencimizin yapısına uygun bir şey değildi. Yani üniversitede sabitlenmiş sıralar var, bazı yerlerde böyle kürsü şeklinde, öğrenciler amfilerde ders alıyor. Yani o önerilen aktiviteyi yapmak fiziksel olarak bile çok mümkün olmayabiliyor hazırlıklarda.	used is difficult to accept. Giving in-service training to those teachers on that subject is useless. Whenever the trainers with the expertise do studies that are really tailored to our needs, directly to the needs of the preparatory school teachers, I have found them very helpful. For example, 1 or 2 years ago, a person from a publishing house came to our school for a training session. He was going to give a session on the book. He showed us exercises that would address young learners. He was showing activities such as listen and draw, or listen and do. Okay, but this was not something that suited our student's nature. I mean, there are fixed desks in universities, and in some places, in the form of lecterns. Students attend lessons in lecture halls. It may not even be physically possible to do the recommended activity in prep schools.	
[49]	Trainer'ın kesinlikle açık fikirli ve flexible olması gerektiğini düşünüyorum. Genelde gözlemlediğim kadarıyla daha rigid oluyor bu alanda çalışan kişiler. Hani "Ben çok iyi biliyorum, benim bildiğim - my way or highway." şeklinde gidiyor. Biraz daha flexible daha az rigid olmalılar. Bir de işte, nasıl diyeyim onu, biraz daha yumuşak olmalı. Yani daha güler yüzlü, daha inviting olmalı.	I think trainers should definitely be open minded and flexible. As far as I have observed, in general, people working in this field are a bit rigid. They are like "I know very well, what I know - my way or highway." They should be a little more flexible and less rigid. Also, how can I say, they should be a little softer in terms of their style. In other words, they should be more smiling, more inviting.	Elif, Instructor
[50]	Ben toplantılarda her fırsatta dile getiriyorum. Hem mesleki gelişimle ilgili yapılan toplantılarda hem de kendi birimimle ilgili yapılan toplantılarda buluştuğumuzda ben her fırsatta bunu dile getiriyorum. Arkadaşlar, işte önümüzde çok hot yani böyle current bir örnek var. Biliyor muyduk bir sene	I express this at meetings at every opportunity. I express this both at PDU meetings and at meetings about my own unit. I say we have a very hot, a current example. Did we know about COVID a year ago? Of course not. What happened with COVID? We immediately started	Hüseyin, Director

	önce, COVID'den haberdar mıydık? Elbette değil. COVID'le birlikte ne oldu? Hemen acil uzaktan öğretim dedik, sonra uzaktan öğretim ve benzeri, yani bunlar ne gerektirdi? Mesleki gelişim gerektirdi.	emergency distance education, and then distance education and so on. So what did all of these entail? It required professional development.	
[51]	Şimdiye kadar özel eğitim ve görme engelli öğrencilerimize nasıl yaklaşabiliriz – bu konuyla ilgili de çalışmalar yaptık. Bunlarla ilgili de farklı bölümlerden destek aldık.	So far, we have also worked on how we can approach our special education and visually impaired students. We received support from different departments regarding these issues.	Ayla, Trainer
[52]	Deneyime göre olabilir. Yani ilk giren hocayla 5. senesinde olan hocanın veya 10. senesinde olan hocanın ihtiyaçları başkadır. Yani 10. senesinde olan hocanın biraz daha motivasyona ihtiyacı olabilir. 1. senesinde olan insanın biraz daha teorik desteğe ihtiyacı olabilir. 5. senesinde olan insan işte birazcık böyle dinlemek, yeni şeyler görmek istiyor olabilir falan. Yani her kurumda bir sürü hoca var 100 hocanın da sürekli girip aynı eğitimleri alması anlamlı olmuyor.	It may be based on experience. I mean, the needs of a teacher who just started and a teacher in the 5th year or a teacher in the 10th year are different. The teacher who is in his 10th year may need a little more motivation. The teacher in their first year may need a little more theoretical support. The teacher who is in his 5th year may want to listen and see new things. In other words, there are many teachers in every institution, it does not make sense for 100 teachers to constantly receive the same training.	Çiğdem, Instructor
[53]	Yani mesela, kendimi düşünüyorum. 10 sene 15 sene önce bu kadar etkili kullanamıyordum bunları. Kendi adıma dil öğreniminde kullandığım ve bence hani öğrenciler için önemli olan, işte ne bileyim, word formation olsun, guessing the meaning olsun ya da biraz daha structural mesela part of speech olsun. Belki o zaman başka tür bir traininge ihtiyacım vardı, şimdi başka.	I'm thinking of myself. I wasn't able to teach some strategies this effectively 10 or 15 years ago. I couldn't teach topics which I use in language learning and which I think are important for students, such as word formation, guessing the meaning, or a little more structural topics, such as part of speech, that well. Maybe I needed a different kind of training then, and a different training now.	Ali, Instructor

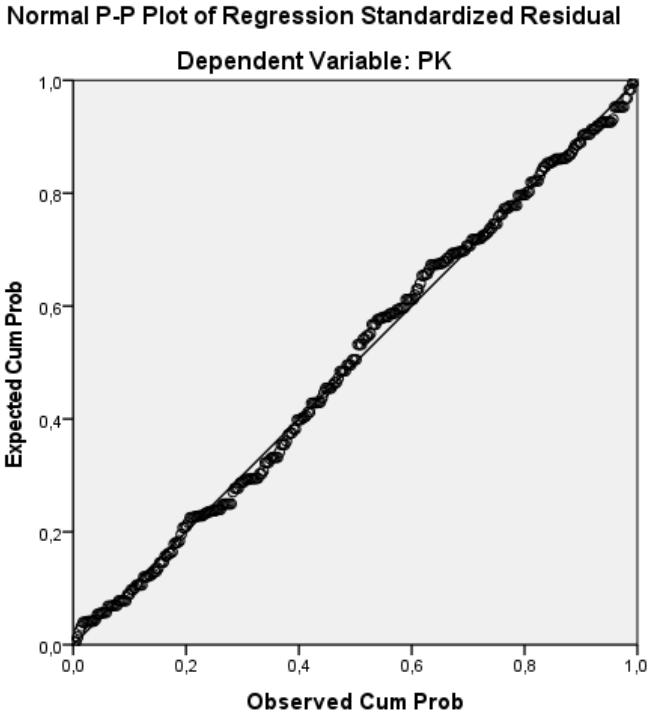
[54]	Yani kendilerini böyle evaluate ediliyormuş gibi hissediyor olabilirler. Bu bilhassa benim gibi ve benden daha fazla yıl tecrübesi olan hocalarda çok şey olabilir, görünür olabilir, çünkü benim yani gördüğüm kadarıyla, hep yaşı ilerlemiş hocalar ya da tecrübe bakımından deneyimi 10-12 yıl civarında olan hocalar novice teacher'lara göre daha 'benim ihtiyacım yok ki böyle bir şeye' diyorlar ve katılmak istemiyorlar.	I mean, they may feel like they are being evaluated. This can especially be seen among teachers like me or instructors with more years of experience than me, because as far as I can see, teachers who are older or teachers with 10-12 years of teaching experience say more than novice teachers that they do not need such a training, and they do not want to participate.	Fatma, Instructor
[55]	Yani her hocanın farklı, yani yaşı gereği, ya da işte kendi weakness/strength'leri gereği kendini güçlü ya da zayıf hissettiği konular var. Bazıları gerçekten çok güzel şeyler olabiliyor – session'lar. Ama bazıları gerçekten, yani gözümü bazen zor açık tutuyorum. Yani karşımdaki hoca belki çok değerli bir hoca, yani mutlaka öyle. Yani, ama artık bana, yani nasıl diyeyim, 15. yıldan sonra -yani tamam öğrenmenin sonu yok, yani ben tamamım dediğim hiçbir şey yok. Sonuçta hala devam eden bir süreç bu. Ama bazen diyorum ki, ya bunu mesela kategorileştirseler keşke, işte mesela hocalığının 1 ve 5. yılı aralığında olanlara. Bu seminer, işte 5-10 yıl; işte 10-15 yıl bu.	I mean, each teacher has subjects that they feel strong or weak at due to their age or their strengths or weaknesses. Some sessions can be really nice, but in some of them I really can't keep my eyes open. The trainer in front of me may be a very valuable trainer. But, I mean, how can I say, after the 15th year, these issues do not address me at all. Ok, there is no end to learning, so there is nothing that I am done with. After all, this is still an ongoing process. But that topic doesn't relate to me. Sometimes I wish they would categorize it. For example, this seminar is for those who are between the 1st and 5th year of teaching, this is for the 5-10 years; and that's for the 10-15 years.	Meral, Instructor
[56]	Genel olarak hocalar daha çok teacher practice'e yönelik bir şeyler beklerken yeni gelen hocalar her ne bölümden mezun olursa olsun hiç fark etmiyor birazcık böyle teorik workshop'lar, yanında tabii uygulamalı bir şeylerle birlikte daha fazla talep ettiklerini görüyorum. Bunun yanı sıra teknoloj kullanımı çok önemli bir nokta hale geldi. Herkesin buluştuğu nokta edu tech işleri ve teachers' technological knowledge meselesi. İş artık bu noktaya geldi. Bilhassa daha yaşı olgun hocalarımız "Bir şeyleri kaçırıyorum gibi hissediyorum" diyor.	In general, while the instructors are expecting something more for teacher practice, regardless of department they graduated from, they demand more theoretical workshops along with something practical. In addition, the use of technology has become a very important point. Everyone is interested in the issues of edu-tech and teachers' technological knowledge. So, especially our older teachers say that they feel like they are missing something. They experience panic and anxiety, so	Dilek, Teacher trainer

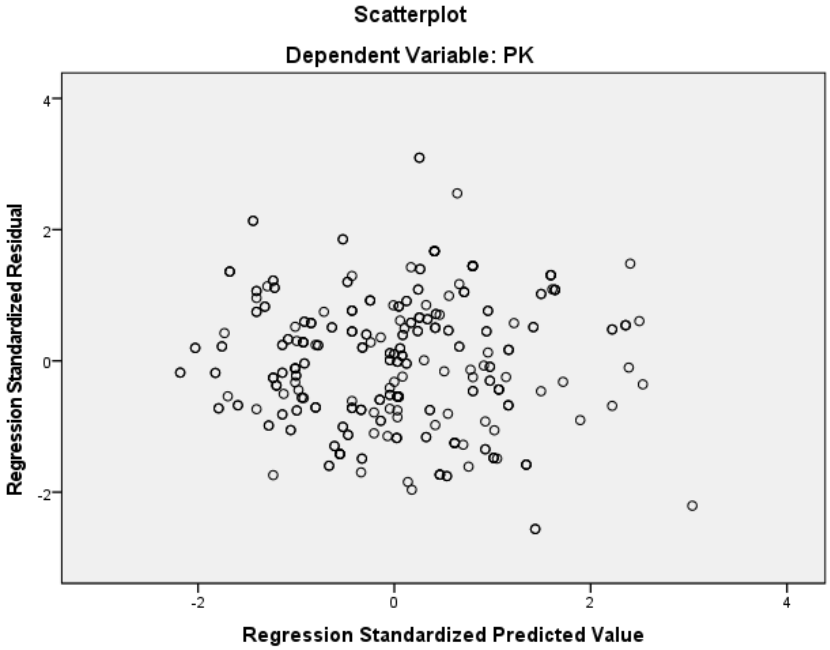
	Panik, anksiyete yaşıyor. Onun o paniğini, korkusunu yenebilmesini sağlayacak, böyle, workshop'lar da istiyor olabiliyorlar. Upper ve proficiency sınıflarına giren hocalarımız biraz daha sınavlara yönelik, daha teknik ve stratejik şeyler istiyorken daha low level hocalarımızın istediği şeyler daha eğlenceli fun aktiviteli şeyler oluyor. Kısacası çok değişiyor. Ama her talebi karşılayamadığımız için optimum çoğunluğa uygun bir şeyler yapmaya çalışıyoruz.	they may demand workshops that will enable them to overcome this panic and fear. Our instructors who teach upper and proficiency level classes want more technical and strategy training-related sessions to help prepare students for exams, whereas what our instructors teaching lower-level classes is more fun activities. In short, the needs vary a lot. But since we cannot meet every demand, we try to do something suitable for the optimum majority.	
[57]	Öğretim görevlilerimizden bazıları daha önce yabancı diller yüksekokulunda çalışmış öğretim elemanlarından oluşuyor. Bu öğretim elemanlarının bir önceki kurumlarından edinmiş oldukları tecrübeleri oluyor. Bu öğretim elamanlarının bu tecrübelerinden de istifade etmeye çalışıyoruz. Mesela, onların yüksekokuldaki her konuda düşüncelerini alıyoruz ve değerlendiriyoruz. Öğretim görevlilerinin bazıları da öğretmenlikten yüksekokula geçiş yapan öğretim elemanlarından oluşuyor. Bu öğretim elamanlarına da başladıkları ilk günden itibaren üniversitede çalışıyor olmaya yetişmeleri için gerektiği kadar hizmet içi eğitim veriyoruz.	Some of our lecturers consist of lecturers who have worked at a foreign language school before. These instructors have experiences from their previous institutions. We try to benefit from the experiences of these instructors. For example, we take their thoughts and evaluations on every subject in our school. There are also instructors who transitioned from teaching at primary schools or from Ministry of Education schools to higher education. We also provide in-service training to these instructors starting from the first day they start, so that they can keep up with the ways regarding working at the university.	Hasan, Teacher trainer
[58]	Farklı alt yapılardan, yani dille ilgili de olsa, farklı alanlardan gelen hocalarımız oluyor. Mütercim tercümanlık olabiliyor, İngiliz dili ve edebiyatı, Amerikan kültürü ve edebiyatı veya ELT mezunu olabiliyor. Lisans mezunu olabiliyor, yüksek lisans mezunu olabiliyor. Hatta doktorası olabiliyor. Tabii hepsi gelecek ama dil öğretmek ayrı bir konu. Birincisi, bu farklı alanlardan gelen personelin o birimin veya okulun yabancı dil politikalarını benimsemeleri, buna uyum göstermeleri, bununla	We have teachers from different backgrounds or from different fields, even if they are related to language. They can be graduates of translation, English language and literature, American culture and literature or ELT departments. They can have a bachelor's degree, a master's degree, or even a PhD. Of course, all of them will come, but teaching a language is a different issue, so, firstly, there is in-service training for the instructors from these different fields so that they can adapt to the	Zeki, English Language School Director

	ilgili bilgilenmeleri ve ihtiyaçlar bağlamında o sorunları ya da ihtiyaç gerekliliklerini çözebilmeleri için in-service training var. Farklı background'lardan geldiği için hocalar bir tür melting pot gibi oluyor hizmet içi eğitim ilk başladıklarında onlar için. Bir eşitleme gibi oluyor hizmet içi eğitimin bir fonksiyonu.	foreign language policies of that unit or school, to be informed about them and to solve problems in the context of needs. Because they come from different backgrounds, the school is like a kind of melting pot when they first start in-service training. One function of in-service training in that sense is like an equalization of these variety.	

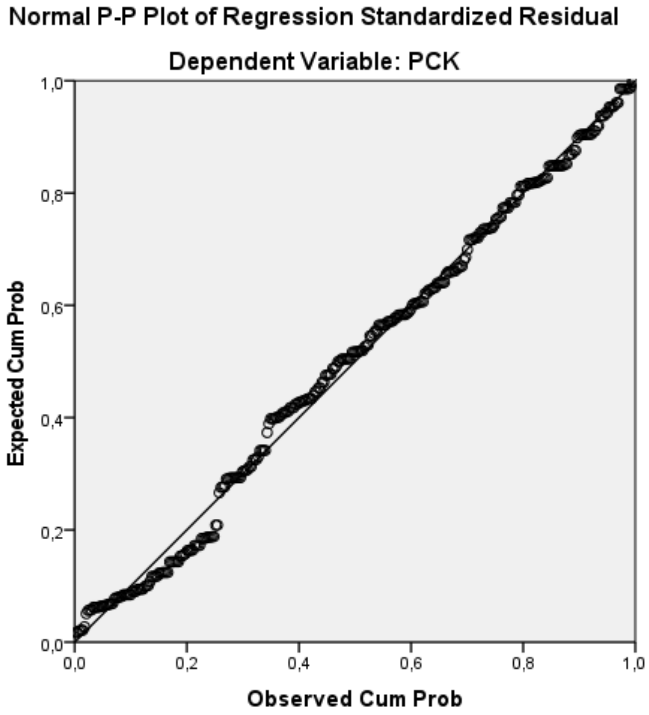
APPENDIX K. SCATTERPLOTS AND PP-PLOTS FOR NORMALITY AND LINEARITY CHECK

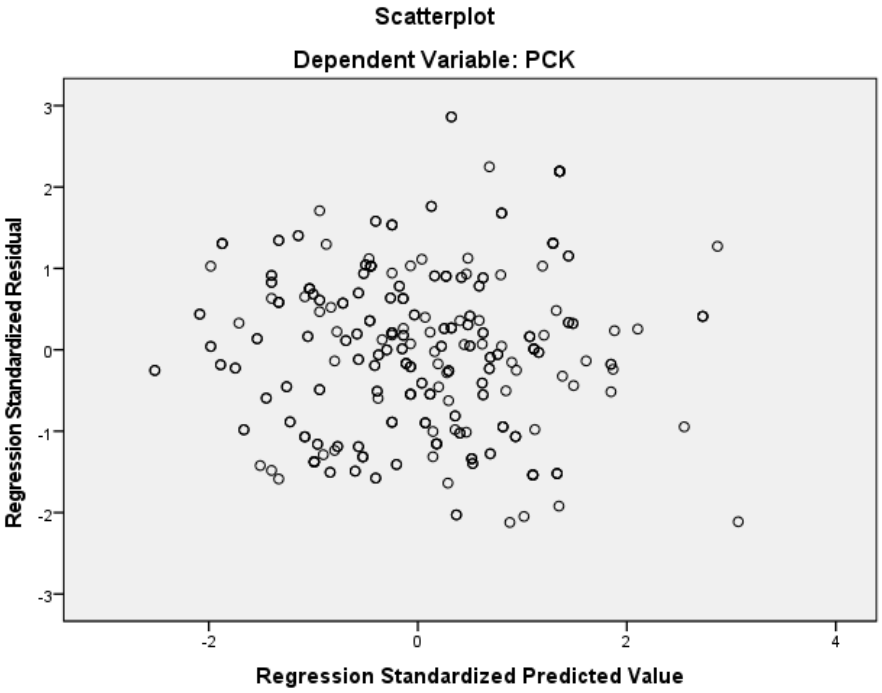
Pedagogical Knowledge



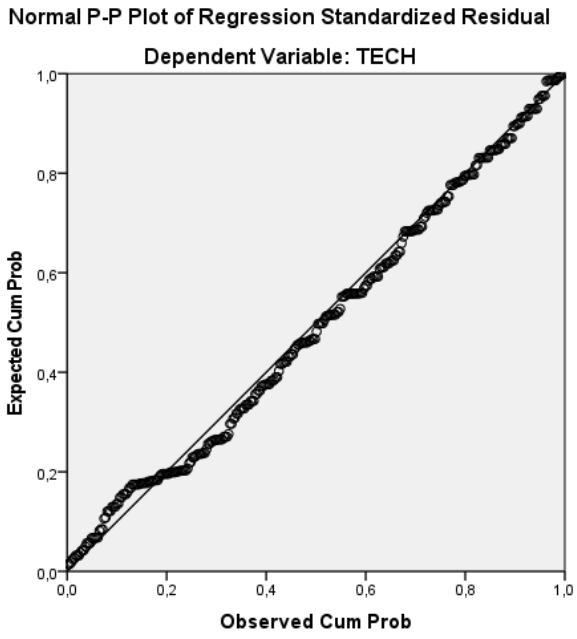


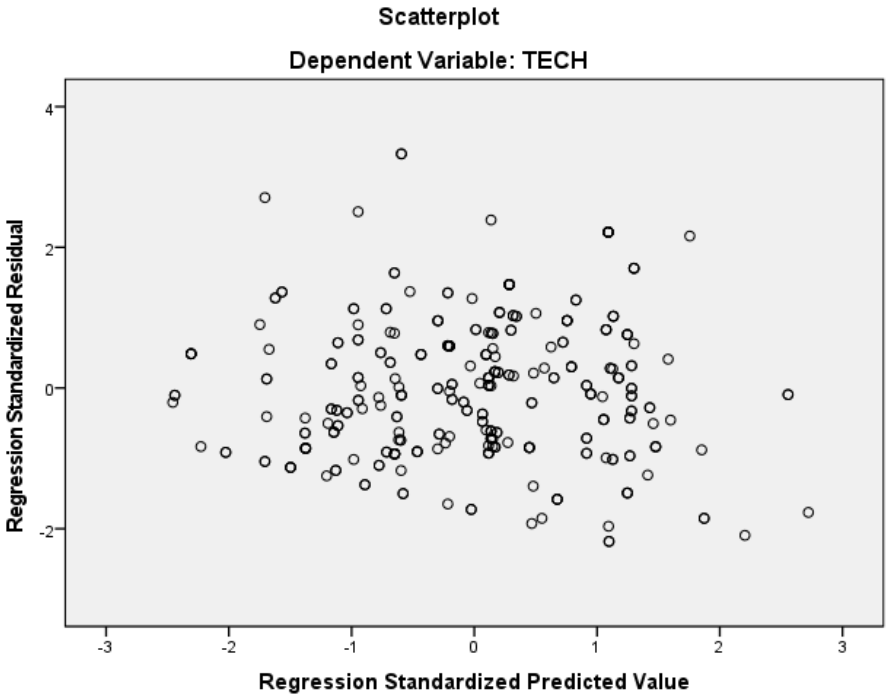
Pedagogical Content Knowledge



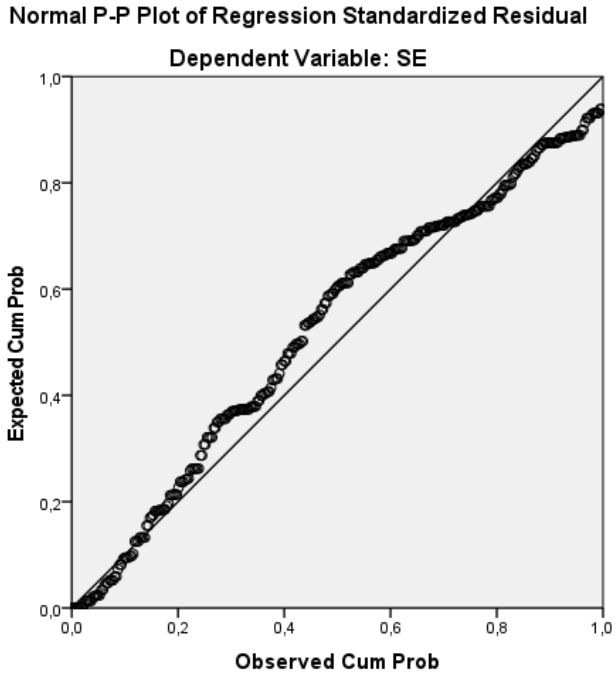


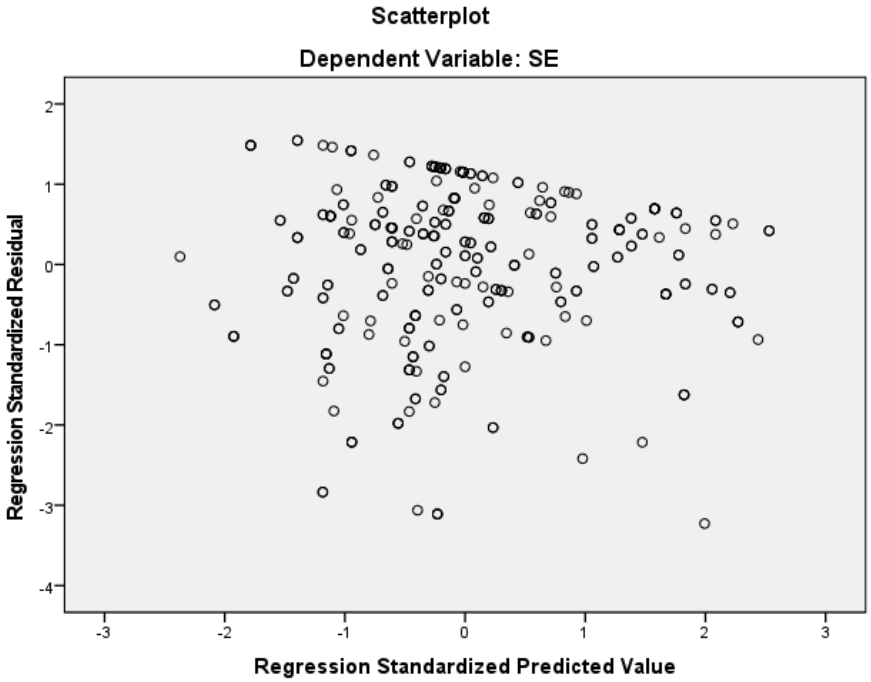
Use of Technology in Education



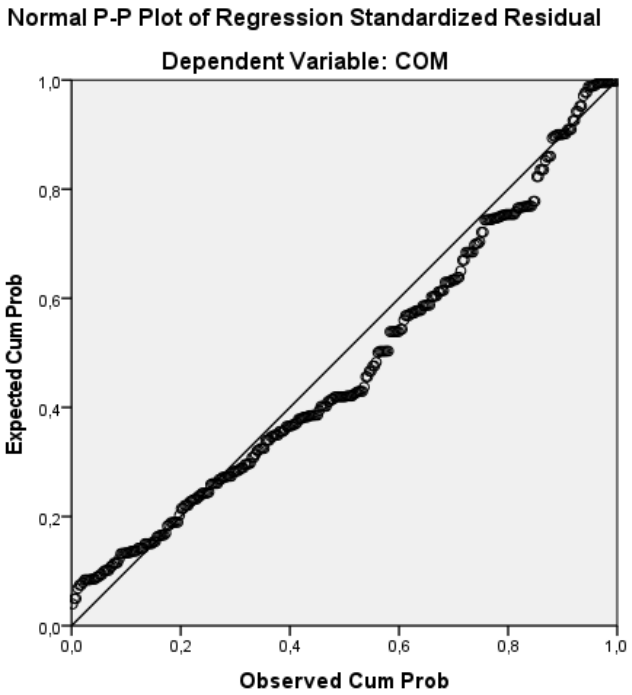


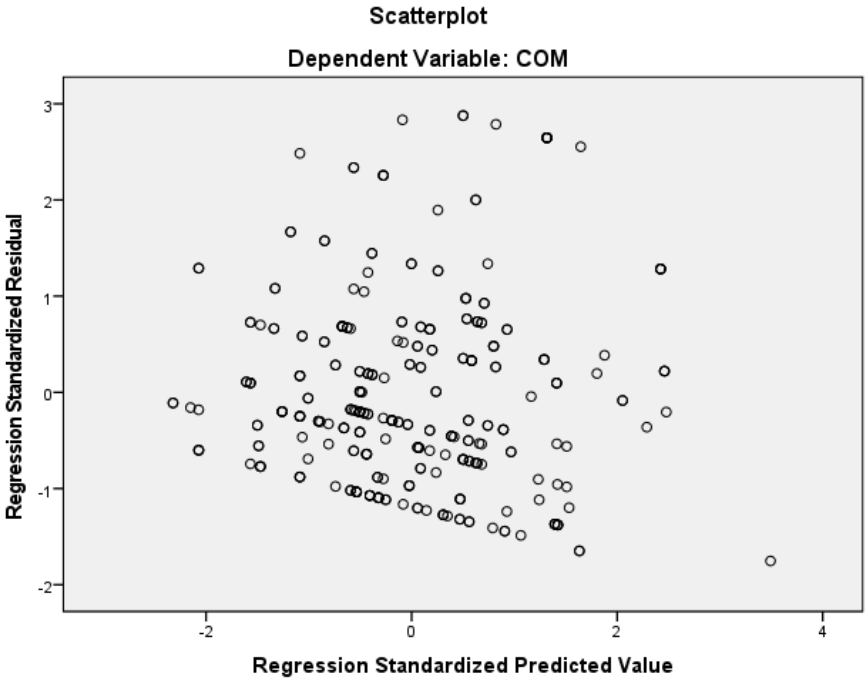
Guidance and Special Education





Communication and Social Skills




Scatterplot
Dependent Variable: COM
Regression Standardized Residual
Regression Standardized Predicted Value
3
2
1
0
-1
-2
-2
0
2
4

APPENDIX L. CURRICULUM VITAE

SEMA TURAN

Employment

11 / 2010 - Current: Middle East Technical University / School of Foreign Languages
Department of Basic English
Ankara/ Turkey

09 / 2008 - 06 / 2010: Tevfik Fikret Private Schools / English Teacher / Ankara / Turkey

08 / 2005 - 07 / 2008: TOBB University of Economics and Technology
Department of Foreign Languages Ankara/ Turkey

Education

09 / 2015 – Present: Middle East Technical University / Ankara / Turkey
Department of English Language Teaching
PhD Student

03 / 2015: Cambridge English Diploma in Teaching English to Speakers of Other Languages (Delta)
Module 1: Understanding Language, Methodology and Resources for Teaching (02 / 2015 / Merit)
Module 2: Developing Professional Practice (11 / 2014 / Pass)
Module 3: ELT Specialism (08 / 2014 / Pass)

09 / 2005 – 12 / 2008: Middle East Technical University / Ankara / Turkey
Graduate School of Social Sciences
Department of English Language Teaching (M.A. Degree)

09 / 2001 – 06 / 2005: Middle East Technical University / Ankara / Turkey
Faculty of Education
Department of Foreign Language Education (B.A. Degree)

09 / 1998 – 06 / 2001: Teacher Training High School / Isparta / Turkey

Publications

Co-Authored Article: A Comparative Analysis of Teaching Vocabulary in Context and by Definition. *Procedia Social and Behavioral Sciences 1.* 2009. 1568–1572

Conference Presentations

3-4 May 2018: Teaching Experience and Non-Native Teachers' Foreign Language Anxiety
11th METU International ELT Convention Ankara / Turkey

5-8 March 2015: Increasing Learner Involvement and Autonomy through Task-Based Learning / 22nd International IATEFL Slovenia Conference Terme Topolsica / Slovenia

31 May - 02 June 2012: The Effects of Brain Based Language Teaching on EFL Students' TOEFL IBT Integrated Writing Performance / 11th METU International ELT Convention Ankara / Turkey

1 - 3 October 2011: The Role of Brain-Based Gender Differences on the Vocabulary Learning Strategies TESOL Conference on Putting Research into Practice Doha / Qatar

Certificates

January 2020: Cambridge English / Train the Trainer / Certificate of Completion

28 April 2015 From Teacher to Trainer Norwich Institute of Language Education (NILE)

7 March 2013: Propell Workshop for the TOEFL IBT Test
Certificate of Attendance

1 - 3 October 2011: Sociocultural Approach to Teaching Languages and Lieracies for Adolescents
TESOL Pre-Conference Workshop
Certificate of Attendance / TESOL Conference / Doha / Qatar

5 - 18 August 2007: Expert Teacher - Pilgrims Teacher Training Organization Canterbury / Kent / England

24 -29 July 2006: Testing and Evaluation in English Language Teaching - Pilgrims Teacher Training Organization / Bodrum / Mugla / Turkiye

Computer Literacy:

SPSS (Statistical Package for Social Sciences) / Statistical Data Analysis Program (Advanced Level)
Tobii Studio / Human Computer Interaction / Eye-Tracking Data Collection Programme (Advanced Level)
ELAN Metadata and Videodata Analysis Program (Good Level)
Microsoft Office Programs / All (Advanced Level)

Achievements

2004 – 2005 / Fall Semester: High Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

2003 – 2004 / Spring Semester: High Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

2003 – 2004 / Fall Semester: Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

2002 - 2003 / Spring Semester: Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

2001 – 2002 / Spring Semester: High Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

2001 - 2002 / Fall Semester: Honour Student – Middle East Technical University
Faculty of Education / Department of Foreign Language Education

07 / 2001: University Entrance Exam / Turkey
Ranked 2nd in Turkey in the field of Foreign Languages

Academic Interests

English Language Teacher Education
In-service Teacher Training
Teacher Professional Development
Language and Mind

APPENDIX M. TURKISH SUMMARY / TÜRKÇE ÖZET

Bu çalışma, yüksek öğretim İngilizce Dil okullarında görev yapan hizmet içi İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını araştırmayı ve buna dayalı bir hizmet içi eğitim programı çerçevesi tasarlamayı amaçlamaktadır.

Bugün Türkiye'deki birçok yükseköğretim kurumu, eğitim politikalarının veya uluslararasılaşma sürecinin bir parçası olarak öğrencilerine İngilizce dil eğitimi vermektedir. Sonuç olarak, hemen hemen tüm vakıf ve devlet üniversiteleri, öğrencilerini İngilizce eğitim veren öğretime hazırlamak için, öğrenciler lisans programlarına başlamadan önce, bir yıllık İngilizce hazırlık eğitimi vermektedir. Bu İngilizce eğitimi, Yabancı Diller Yüksekokulları veya İngilizce Dil Okulları ve bu okullarda görev yapan İngilizce öğretim görevlileri tarafından sağlanmaktadır. Yabancı Diller Yüksekokulları, öğretim elemanlarından genellikle belirli bir süre için -genellikle işe alındıktan sonra birkaç yıl veya sürekli olarak- kurumdaki çalışmaları boyunca hizmet içi öğretmenlik eğitimlere katılmalarını talep etmektedir. İngilizce hazırlık okulları tarafından verilen bu hizmet içi eğitim programları genellikle personel geliştirme amaçlıdır. Bu programlar, yeni işe alınan eğitmenlerin programa sorunsuz geçiş yapmalarına yardımcı olmak, yeni işe alınanları program ve bölümün prosedürleri ve beklentileri ile tanıştırmak, bölüm içinde eğitmen olarak tutarlı bir eğitim düzeyi elde etmek gözlem ve geribildirim yoluyla öğretmenler arasındaki işbirliğini artırmak ve öğretmenlerin sürekli mesleki gelişimine katkıda bulunmak gibi amaçlar doğrultusunda tasarlanmıştır.

Bu, yüksekokul öncesi İngilizce dil okullarının çoğu arasında yaygın bir uygulama olmasına rağmen, standart bir prosedür mevcut değildir. Bu İngilizce hazırlık okullarından bazıları, eğitmenlerine sistematik ve yapılandırılmış hizmet içi eğitim prosedürleri sağlarken, bazıları ise herhangi bir hizmet içi eğitim programı uygulamamaktadır. Ayrıca, hizmet içi eğitim veren kurumlar arasında bazı kurumlar tüm öğretim görevlileri için zorunlu olan yapılandırılmış ve uzun süreli hizmetiçi eğitim faaliyetlerine yer verirken, bazıları ise hizmet içi eğitimlerini sadece işe yeni alınan öğretim görevlilerine yönelik göreve başlama seminerleri veya ara sıra kısa süreli oturumlar ve atölye çalışmaları şeklinde sağlamaktadır. Kısacası, kurumların amacına ve

niteliğine bağlı olarak çeşitli hizmet içi eğitim prosedür ve süreçleri bulunmaktadır. Bu nedenle, bu hizmet içi öğretmen eğitimi ve mesleki gelişim programlarının içerik ve prosedürlerinin keşfedilebilmesi ve araştırılması doğrultusunda bir ihtiyaç ortaya çıkmaktadır. Bu araştırmanın bulgularına dayalı olarak, yükseköğretim İngilizce hazırlık okullarında görev yapan öğretim elemanlarının hizmet içi eğitimlerine yönelik bir çerçeve oluşturulması hedeflenmektedir. Bu çalışmanın bulguları, İngilizce öğretmenleri, öğretmen eğitmenleri ve İngilizce dil okulu yöneticilerine fayda sağlamayı amaçlamaktadır. Ayrıca, öğretmenlerin hizmet içi eğitimlerinin iyileştirilmesi eğitim kalitesinin iyileştirilmesine yardımcı olduğundan, üniversite İngilizce hazırlık okullarına devam eden öğrencilere fayda sağlamayı da amaçlamaktadır.

Araştırmanın katılımcıları, Ankara'daki 17 üniversitenin yükseköğretim öncesi İngilizce Hazırlık okullarında görev yapan İngilizce öğretim görevlileridir. Çalışmanın ana araştırma odakları, İngilizce öğretim görevlilerinin mesleki gelişim ihtiyaçlarını analiz etmek, katılımcıların mesleki profilleri ile ihtiyaçları arasında herhangi bir ilişki olup olmadığını belirlemek ve ihtiyaç analizi bulgularına göre bir hizmet içi eğitim programı çerçevesi tasarlamaktır. Çalışma, bir karma yöntem araştırması olarak tasarlanmıştır. Nicel ve nitel veri toplama araçlarından yararlanılarak, çalışmada yakınsak (paralel / eşzamanlı) araştırma tasarımı kullanılmıştır. Veri toplama araçları, çevrimiçi bir ihtiyaç değerlendirme anketini ve çevrimiçi yarı yapılandırılmış görüşmeleri içermektedir. Anket, Ankara'daki yüksek öğretim İngilizce hazırlık okullarında görev yapan 319 İngilizce öğretim görevlisine uygulanmış ve bulgular öğretim görevlilerinin mesleki ihtiyaçlarını belirlemek için kullanılmıştır. Ayrıca anket sonuçlarını daha detaylı açıklamak için gönüllü öğretim görevlileriyle 21 çevrimiçi görüşme yapılmıştır. Aynı zamanda, veri kaynaklarını çeşitlendirmek için 12 öğretmen eğitmeni ve 10 İngilizce Hazırlık Okulu Müdürü ile yarı yapılandırılmış çevrimiçi görüşmeler yapılmıştır. Veri analizi prosedürleri, nicel veriler için tanımlayıcı ve çıkarımsal istatistikleri ve nitel veriler için kodlama ve sınıflandırma prosedürlerini içermektedir. Çalışmanın sonuçları, İngilizce öğretim görevlilerinin hizmet içi eğitim ihtiyaçları, inançları ve tercihlerinin yanı sıra karar verme mekanizmalarının görüşlerine ilişkin içgörüler ortaya çıkarmıştır. Bulgular, Türkiye'deki İngilizce öğretim görevlileri için bir hizmet içi eğitim programı için bir çerçeve önermek için kullanılmıştır. Çalışmanın sonuçları, İngilizce öğretim görevlileri için mesleki gelişim faaliyetleri tasarlamak ve planlamak için kullanılabilir.

Bu çalışmanın temel amacı, yükseköğretim İngilizce hazırlık okullarında görev yapan İngilizce okutmanlarının hizmet içi eğitim ihtiyaçlarını belirlemektir. İhtiyaç analizi ile

öğretim elemanlarının mesleki gelişim algıları, okullarında en sık uyguladıkları hizmet içi eğitim faaliyetleri, hizmet içi eğitim programlarına katılmalarını engelleyen ve motivasyonlarını olumsuz etkileyen faktörler, öğretim görevlilerinin hizmet içi eğitime ihtiyaç duyduğu alanlar, ve öğretim görevlilerinin hizmet içi eğitim programlarının sunum yöntem ve formatlarına ilişkin tercihlerinin belirlenmesi amaçlanmıştır. Bu çalışma aynı zamanda üniversitelerin İngilizce hazırlık okullarında verilen hizmet içi eğitim programlarının amaçlarını ve sonuçlarını incelemeyi amaçlamıştır. Ayrıca, yöneticilerin ve diğer karar vericilerin beklentileri ile hizmet içi eğitime yaklaşımları da araştırılmıştır. Sonuç olarak, bu çalışma, öğretim elemanlarının mesleki gelişimi için yükseköğretim İngilizce hazırlık okulları tarafından kullanılacak bir hizmet içi öğretmen yetiştirme programı çerçevesinin ilkelerini belirlemeyi amaçlamıştır.

Bu çalışma, aşağıdaki araştırma sorularını cevaplamayı amaçlamaktadır:

1. Yükseköğretim İngilizce hazırlık okullarındaki hizmet içi eğitim uygulamaları nelerdir?
    a. Yükseköğretim İngilizce hazırlık okullarındaki hizmet içi eğitim uygulamalarının amaçları ve sonuçları nelerdir?
    b. Yükseköğretim İngilizce hazırlık okullarındaki hizmet içi eğitim uygulamalarının özellikleri ve bileşenleri nelerdir?
2. Yükseköğretim İngilizce hazırlık okullarında görev yapan öğretim görevlilerinin hizmet içi eğitim ihtiyaçları nelerdir?
    a. Yükseköğretim İngilizce hazırlık okullarında görev yapan öğretmen eğitmenleri ve İngilizce hazırlık okulu müdürlerinin bakış açılarına göre hizmet içi eğitim ihtiyaçları nelerdir?
    b. Yükseköğretim İngilizce hazırlık okullarında görev yapan öğretim görevlileri, öğretmen eğitmenleri ve hazırlık okulu müdürleri açısından hizmet içi eğitim ihtiyaçları arasında anlamlı bir farklılık var mıdır?
3. a. Aşağıdaki değişkenler, yükseköğretim İngilizce hazırlık okullarında görev yapan öğretim görevlilerinin hizmet içi eğitim ihtiyaçlarını yordamakta mıdır:
    a. cinsiyet
    b. ana dil
    c. İngilizce yeterlilik seviyesi
    d. mesleki deneyim
    e. eğitim düzeyi ve alanı

f. çalıştıkları okulun türü
g. haftalık ders saati
h. dersine girdikleri grubun İngilizce yeterlilik seviyesi
i. daha önce hizmet içi eğitim alıp almadıkları

b. öğretim görevlilerinin demografik özellikleri hizmet içi eğitim ihtiyaçlarıyla nasıl ilişkilidir?

Bu araştırma, verilerin toplanması, analizi ve yorumlanması için hem nicel hem de nitel araştırma yöntemlerini kullanan bir karma yöntem araştırmasıdır. Yakınsak (veya paralel veya eşzamanlı) karma yöntem araştırma metodolojisine dayalı olarak tasarlanmıştır. (Creswell, 2012). Bu karma yöntem araştırmasında amaç, sorunu keşfetmek için hem nitel hem de nicel veri toplamak, her iki veri grubunu da analiz etmek ve iki veri grubunun ortaya çıkardığı bulguları birleştirmek ve sonuçları karşılaştırmaktır. Diğer bir deyişle, nicel ve nitel veriler aynı anda, tek bir aşamada toplanmıştır. İki veri seti ayrı ayrı analiz edilmiş; daha sonra karşılaştırılmış ve birleştirilmiştir. Bu anlamda araştırma, yakınsak (veya paralel veya eşzamanlı) karma yöntem araştırma tasarımına sahiptir denilebilir. (Creswell, 2012). Araştırma tasarımına böyle bir yaklaşım, araştırmacının sorunu hem niteliksel hem de niceliksel olarak tanımlamasını sağlar. Ayrıca, soruna farklı bakış açılarından ve görüşlerden yaklaşmaya yardımcı olur. Bu araştırmada bu yöntemi kullanmanın amacı, bulguları birbiriyle karşılaştırarak anlayabilmek ve doğrulayabilmektir. Karma yöntem nitel ve nicel araştırma yöntemlerinden birinin olası zayıflıklarını diğerinin güçlü yönlerini kullanarak aşmak için de kullanılabilir. Açık uçlu, derinlemesine nitel veriler aracılığıyla nicel verilerin genişletilmesinde de faydalı olduğu için de bu yöntem tercih edilmiştir.

Bu çalışmanın katılımcıları, Türkiye'nin Ankara ilinde bulunan devlet ve vakıf üniversitelerinin İngilizce hazırlık okullarında görev yapan İngilizce öğretim görevlileridir. Veri kaynaklarını çeşitlendirmek için, aynı İngilizce dil okullarının öğretmen eğitmenleri veya mesleki gelişim birimi üyeleri ve yöneticileri de çalışmaya dahil edilmiştir. Ankara'daki üniversitelerde görev yapan 319 İngilizce okutmanı ihtiyaç analizi anketine katılmış; ayrıca verileri zenginleştirmek için farklı kurumlardan 21 gönüllü öğretim görevlisi ile çevrimiçi görüşmeler gerçekleştirilmiştir. Ayrıca, verileri çeşitlendirmek ve zenginleştirmek için 12 mesleki gelişim birimi üyesi veya öğretmen eğitmeni ve 10 İngilizce Hazırlık Okulu Müdürü ile de çevrimiçi görüşmeler gerçekleştirilmiştir.

Nitel ve nicel olmak üzere iki tür veriyi toplamak için iki farklı araç kullanılmıştır. Nicel verileri toplamak için bir ihtiyaç değerlendirme anketi kullanılmıştır. Anket, Roberts (1998) tarafından belirlenenöğretmenlik bilgisinin altı alanı, TC Milli Eğitim Bakanlığı tarafından yayınlanan Öğretmenlik Mesleğinin Genel Yeterlilikleri (2017) ve daha önceki benzer odaklı çalışmalarda kullanılan veri toplama araçlarına dayalı olarak araştırmacı tarafından tasarlanmıştır. İhtiyaç analizi anketinin genel amacı, hizmet içi eğitim programlarında yer alan becerileri, sunum yöntemlerini ve öğretim görevlilerinin hizmet içi eğitim programlarında bulmak istediği içerik alanlarını araştırmaktı. Nicel verileri toplamak için ise yarı yapılandırılmış görüşme kılavuzu kullanılarak gönüllü İngilizce öğretim görevlileri, öğretmen eğitmenleri veya mesleki gelişim birimi üyeleri ve İngilizce dil okulu yöneticileri ile mülakatlar gerçekleştirilmiştir. Mülakatların amacı, kurumların hizmet içi öğretmen eğitimine yaklaşımını, hizmet içi öğretmen yetiştirme/mesleki gelişim süreçlerinin amaç ve çıktılarını ve hem hizmet içi eğitim programlarına katılan öğretim görevlilerinin hem de hizmet içi eğitim sağlayıcılarının bu hizmet içi eğitim programlarından beklentilerini araştırmaktır. Mülakat soruları ayrıca kurumdaki hizmet içi öğretmen eğitimi programının türünü ve katılımcı ve sağlayıcı rollerini keşfetmeyi de amaçlamıştır.

Araştırmanın ilk araştırma sorusu "Yükseköğretim İngilizce dil okullarının hizmet içi eğitime yaklaşımları nelerdir?" olmuştur. Bu araştırma sorusu, yükseköğretim İngilizce hazırlık okullarının öğretim görevlilerine hizmet içi eğitim sağlama amaçlarını, yükseköğretim İngilizce hazırlık okullarının hizmet içi eğitim bileşenlerini ve hizmet içi eğitime yaklaşımlarını keşfetmeyi amaçlamaktadtır. Yükseköğretim İngilizce hazırlık okullarında görev yapan öğretim elemanları ve öğretmen eğitmenlerinin yanı sıra, yüksekokul müdürlerinin de hizmet içi öğretmen yetiştirme konusunda çeşitli yaklaşımlara sahip oldukları tespit edilmiştir. Katılımcılar, hizmet içi eğitime temel olarak, eğitmenlerin kişisel ve mesleki gelişimlerinin temel, tümevarımcı ve yargılayıcı olmayan bir bileşeni olarak yaklaşmaktadır. Katılımcılar buna bir zihniyet olarak da değinmiştir.

Ayrıca hizmet içi eğitim uygulamalarında yönetici ve öğretmen yetiştiricilerinin çeşitli roller üstlendikleri ortaya çıkmıştır. İngilizce hazırlık okulu müdürleri, üstlendikleri temel rolün, öğretmen eğitmenleri ve mesleki gelişim birimleri ile hizmet içi eğitim alan öğretim görevlilerine destek sağlamak olduğunu belirtmişlerdir. Bu durum, genellikle mesleki gelişim birimleri ve eğitmenler için kaynak sağlamayı ifade etmektedir. Bu

destek, ayrıca, eğitmenlerin mesleki gelişimleri ile ilgili ihtiyaç ve taleplerinin farkında olarak arka planda gerekli düzenleme ve organizasyonların yapılmasını da içerir. Öte yandan, öğretmen eğitmenleri ve yükseköğretim İngilizce okutmanlarının hizmet içi eğitimlerinde görev yapan mesleki gelişim birimi üyeleri, asıl eğitimin yürütülmesini ve uygulanmasını hedefleyen daha pratik roller üstlenmektedir. Mesleki ihtiyaçları belirleyerek hizmet içi eğitim oturumları ve etkinlikleri planlamanın yanı sıra dersleri gözlemlemekte ve geri bildirim sağlamaktadırlar. Kendi rollerini bir mentor, bir kolaylaştırıcı ve bir koç olarak görmektedirler.

İlk araştırma sorusu aynı zamanda üniversite İngilizce hazırlık okullarında hizmet içi eğitimin amaçlarını ve ortaya çıkarması beklenen sonuçları da araştırmayı amaçlamıştır. Araştırma bulgularının gösterdiği gibi, bu hedefler kurum ile veya öğretim elemanları ile ilgili olabilir. Hizmet içi eğitim programları, kurumsal etkinliği artırmayı, iyi uygulamaları toplamayı, personel yetiştirerek beyin takımları oluşturmayı, öğretim elemanlarının kuruma uyum ve aidiyetini artırmayı, kalite standartlarını karşılamayı ve bir kurum kültürü oluşturmayı hedefleyebilir. Programlar, öğretim elemanlarının pedagojik uygulamalarına ilişkin özgüvenlerini artırmayı, öğretim elemanlarına profesyonel destek sağlamayı, uzun vadedeki pedagojik uygulamalarını olumlu anlamda değiştirmeyi, güncel metodoloji ve etkili öğretim stratejileri hakkında farkındalık kazanmalarını sağlamayı, dijital beceriler kazanmalarına ve bilgilerini değişen öğrenci profillerine ve öğretim yöntemlerine uyacak şekilde güncellemelerine yardımcı olmayı da hedefleyemektedir. Ayrıca çalışmanın ortaya koyduğu üzere, hizmet içi eğitimin öğretim elemanlarında ortaya çıkarması beklenen sonuçlar daha çok kişisel ve mesleki gelişim, problem çözme becerilerinin kazandırılması, öğretmenlerin mesleki becerilerini keşfetmeleri ve uygulamaları, farkındalık ve kuruma aidiyet duygusu kazanmaları gibi kavramları içermektedir. Hizmet içi eğitimin, eğitmenlerin öğretim kalitesini artırmasının yanı sıra öğrencilerin başarısında da bir iyileşme ile sonuçlandığı bulunmuştur.

Verilerin toplandığı kurumlardaki hizmet içi eğitim uygulamalarının, gözlem, mentorluk, girdi oturumları, web seminerleri veya özel ilgi grupları gibi işbirlikçi faaliyetleri içeren çok çeşitli uygulamaların yanı sıra, okuma, düşünme ve araştırma gibi bireysel görevleri içerdiği tespit edilmiştir. İdeal bir eğitim programının en önemli özelliği, katılımcı öğretim elemanlarının ihtiyaçlarına göre tasarlanmış olması ve öğretim elemanlarının karşılaşabilecekleri sorunları çözmeyi amaçlamış olmasıdır.

Öğretim elemanları, hizmet içi eğitim programlarının ilgili durumlara özgü, esnek ve pratik olmasını tercih ettiklerini belirtmişlerdir. Araştırmaya katılanlar, işbirlikçi ve sürdürülebilir bir şekilde kendilerine güncel çözümler sunulduğunda hizmet içi eğitim programlarına değer verdiklerini ifade etmişlerdir.

Araştırmanın sonuçları na göre, öğretim elemanlarının ders yükünün çok olduğu bir ortamda hizmet içi eğitime katılmanın, hizmet içi eğitimi zorlaştıran faktörlerden biri olduğu tespit edilmiştir. Öğretim görevlileri, kendilerini gözlemleyen öğretmen eğitmenlerinin tutumları ve onlardan aldıkları geri bildirimlerin kalitesi ile de ilgilenmektedirler. En zorlayıcı buldukları bir diğer konu ise programların içeriğidir.

Araştırmanın ikinci araştırma sorusu "Yükseköğretim İngilizce dil okullarında görev yapan İngilizce öğretim görevlilerinin hizmetiçi eğitim ihtiyaçları nelerdir?" şeklindedir. Bu soru ile İngilizce öğretim görevlilerinin pedagojik bilgi, pedagojik alan bilgisi, teknoloji kullanımı, rehberlik ve özel eğitim ile iletişim ve sosyal beceri alanlarına ilişkin hizmet içi öğretmen eğitimi ve mesleki ihtiyaçlara ilişkin tercihleri araştırılmaya çalışılmıştır. Sonuçlar, öğretim elemanlarının en fazla ihtiyaç duydukları alanın engelli ve öğrenme güçlüğü çeken öğrencilere, üstün yetenekli veya psikolojik yardıma ihtiyacı olan öğrencilere öğretimi içeren "Rehberlik ve Özel Eğitim" alanı olduğunu göstermiştir. İhtiyaçların hemen hemen tüm alanlard birbirleriyle ilişkili olduğu bulunmuştur. Öğretim görevlileri, hizmet içi eğitimin zorunlu olmasını ve çalıştaylar ve uygulamalı görevler gibi uygulamalı içerikleri içermesini tercih etmişlerdir. Kursların hafta içi olmasını ve olumlu kişisel niteliklere sahip uzman eğitmenler tarafından verilmesini tercih etmektedirler. Ayrıca, hizmet içi eğitim ihtiyaçlarının belirlenmesi söz konusu olduğunda, genel olarak öğretmen eğitmenleri ve öğretim elemanlarının benzer bakış açılarına sahip oldukları görülmüştür.

Araştırmanın üçüncü araştırma sorusu, İngilizce öğretim görevlilerinin hizmet içi eğitim ihtiyaçları ile demografik özellikleri arasındaki ilişkiyi ortaya koymayı amaçlamıştır. Bu ilişkileri bulmak için nicel veriler çoklu regresyon analizleri ile analiz edilmiştir. Bulgular, bu faktörlerden eğitmenlerin cinsiyeti, ana dili, eğitim düzeyi ve önceki hizmet içi eğitim deneyimlerinin hizmet içi eğitim ihtiyaçları ile ilişkili olmadığını ortaya koymuştur. Öte yandan, bu araştırmada yer alan öğretim elemanının öğretmenlik deneyimi, lisans bölümü, eğitim verdiği okul türü, eğitim verdiği seviye ve haftalık ders yükü, eğitime katılan İngilizce öğretim görevlilerinin hizmet içi eğitim ihtiyaçlarının bir

kısmını yordadığı bulunmuştur. Öğretim elemanlarının pedagojik bilgi ihtiyaçlarının öğretim elemanlarının ders verdiği grubun yeterlilik düzeyi, öğretmenlik deneyimi, lisans bölümü ve öğretmenlik yaptığı okul türü ile ilişkili olduğu bulunmuştur. İngilizce öğretim görevlilerinin pedagojik alan bilgisine yönelik hizmet içi eğitim ihtiyaçlarının öğretmenlik deneyimleri ve lisans bölümleriyle ilişkili olduğu bulunmuştur. İngilizce öğretmenlerinin eğitimde teknoloji kullanımına ilişkin hizmet içi eğitim ihtiyaçlarını öngören birçok faktör bulunmaktadır. Bunlar öğretim deneyimi, okul türü, öğretim düzeyi ve öğretim elemanlarının haftalık ders yüküdür. İngilizce okutmanlarının rehberlik ve özel eğitim konusunda hizmet içi eğitim ihtiyaçları öğretmenlik deneyimleriyle ilişkili olduğu bulunmuştur. Son olarak, İngilizce okutmanlarının iletişim ve sosyal becerilere yönelik hizmet içi eğitim ihtiyaçları, öğretmenlik deneyimleri, lisans bölümleri ve öğrettikleri seviye ile ilişkili olduğu görülmüştür.

Araştırmanın bulguları literatürdeki ilgili diğer bulgularla uyumludur. Örneğin, bu çalışmanın sonuçları, katılımcıların hizmet içi eğitime, eğitmenlerin kişisel ve mesleki gelişimlerinin temel, tümevarımcı ve yargılayıcı olmayan bir bileşeni olarak yaklaştıklarını ortaya koymuştur. Katılımcılar hizmet içi eğitim ve mesleki gelişim konularına bir zihniyet olarak da değinmiştir. Literatürde, Richards ve Farrell (2012) öğretmenlerin mesleki gelişimine yönelik bireysel öğretmenlerin ve kurumların sahip olduğu farklı yaklaşımlara ve bunların birbirleriyle ilişkili olduğu konusuna atıfta bulunmuştur. Başarıyı ve itibarı hedefleyen kurumlar için, çalışanlarının mesleki gelişim ve eğitiminin bir öncelik olduğunu belirtirler. Temel bilgi ve beceriler sağlanarak, öğretmenler daha iyi performans ve daha etkili ve gelişmiş öğrenci öğrenimi ile sonuçlanan artan iş tatmini kazanabilirler. Benzer şekilde Tanış ve Dikilitaş (2018) da dönüştürücü ve aktarıcı mesleki gelişim modelleriyle uğraşan Türk İngilizce öğretmenlerinin mesleki bilgiye farklı yaklaşımları olduğunu ortaya koymuştur. Bu öğretmenlerin, sürekli, işbirliğine dayalı, sorgulamaya dayalı ve içsel motivasyona sahip yansıtıcı mesleki gelişim süreçlerine eğilimleri vardır. Mesleki gelişim konusuna tümden gelimsel bir yaklaşımla deneyimsel bilgi için yaklaşıldığında değerli olduğunu belirtmişlerdir. Bu araştırmanın bulgularına benzer şekilde Karaaslan (2003) da öğretmenlerin önemli mesleki gelişim etkinliklerinin profesyonel gelişimleri için öneminin farkında olduklarını ortaya koymuştur.

Richards ve Farrell (2012), öğretmenlere yönelik mesleki gelişim programlarını uygularken kurumların rollerine de değinmiştir ve rollere ilişkin bulguları bu

araştırmanın bulgularıyla tutarlıdır. Richards ve Farrell'e (2012) göre, kurumların ve yöneticilerin rolleri, etkili ihtiyaç analizi yaparak kurumun ve öğretmenlerin mesleki ihtiyaçlarını belirleme, mesleki gelişim için hedefler belirleme, katılımcıları ve ekip üyelerini seçme, önemli olanları belirlemeyi içerir ancak bunlarla sınırlı olmayıp, yetişkin öğrenmesi, rehberli yansıtma ve yöntem ve prosedürler, öğretmenlere destek sağlanması ve son olarak öğrenilenlerin yanı sıra eğitim ve geliştirme etkinliklerinin değerlendirilmesi gibi hususları da içerir.

Ayrıca, araştırmanın bulgularına göre, yükseköğretim İngilizce hazırlık okullarında hizmet içi eğitim uygulamalarının amaçları, kurumları ve öğretim elemanlarını da ilgilendirmektedir. Kurumların amacı, eğitmenlerin mesleki becerilerini geliştirmek ve kalite standartlarını eşleştirmek suretiyle öğretimin etkinliğini artırmaktır. Ayrıca kurumlar hizmet içi eğitim uygulamaları sağlayarak en iyi uygulamaları toplamayı ve kurumsal birimlerin verimli çalışabilmesi için profesyonel kişilerden oluşan ekipler oluşturmayı amaçlamaktadır. Ayrıca, yüksek öğretim İngilizce hazırlık okullarında hizmet içi öğretmen eğitimi de tutarlılık sağlamak amacıyla farklı sınıf ve gruplarda farklı öğretim görevlileri tarafından sağlanan öğretimi mümkün olduğunca standartlaştırmayı amaçlamaktadır.

Hizmet içi eğitim ayrıca İngilizce öğretim görevlilerinin kurumlarına uyumlarının ve kuruma aidiyetlerinin artırılmasına yardımcı olmayı amaçlamaktadır. Bu araştırmanın sonuçlarına göre, yükseköğretim İngilizce hazırlık okullarında verilen hizmet içi eğitimin amaçları, öğretim görevlilerini de ilgilendirmektedir. Üniversite hazırlık okullarındaki hizmet içi öğretmen yetiştirme uygulamaları, öğretim elemanlarının sınıf içi uygulamaları konusunda özgüvenlerini artırmayı, ihtiyaç duyduklarında profesyonel yardım ve desteği sağlamayı ve pedagojik davranışlarında değişiklik yaratmayı amaçlamaktadır. Ayrıca, eğitmenlerin sürekli değişen öğrenci profilinin yanı sıra dijital beceriler ve teknoloji başta olmak üzere yeni yöntemler hakkında deneyim ve farkındalık kazanmalarına yardımcı olmayı amaçlamaktadır. Yenilikçilik ve meslektaşlarla işbirliği yoluyla eğitmenlerin bilgilerini güncellemeyi ve öğretimin kalitesini artırmayı amaçlar. Hizmet içi eğitim aynı zamanda eğitmenlerin sürekli öğrenmelerine yardımcı olmayı ve mesleki tükenmişliğin önüne geçmeyi amaçlamaktadır. Bu sonuçlar da önceki araştırma bulgularıyla tutarlıdır (Hewson, 2007; Halpin et al., 1990; Desimone et al., 2002; Kalinowski et al., 2020; Liu & Phelps, 2020) Bu araştırmacılar, hizmet içi eğitim programlarının nihai amacının, öğretmenlerin sınıf

içindeki etkinliğini sağlamak ve öğrenci başarısını artırmak olduğunu öne sürmüşlerdir. Balta et al. (2015) ayrıca hizmet içi eğitim kurslarının en önemli çıktısının öğrencilerin başarısındaki olumlu değişimler olduğunu bulmuştur.

Bu bulgulara benzer şekilde, önceki araştırmalar da (Gibbs ve Coffey, 2004; Shah ve diğerleri, 2011) hizmet içi eğitimin öğretmenlerin öğretiminin bir takım yönlerini iyileştirebileceğini, öğretmenleri öğrencilerinin öğrenmelerini geliştirecek ve artıracak şekilde değiştirebileceğini ortaya koymuştur.

Richards ve Farrell (2012) ayrıca mesleki gelişimin hem kurumsal hedeflere hem de öğretmenlerin bireysel hedeflerine odaklandığını belirtmişlerdir. Bu çalışmanın bulgularına benzer şekilde, birçok okulun her ikisini de hedeflemesine rağmen, öğretmenlerin kişisel ve mesleki gelişim sağlamaları ile okul performansını iyileştirmelerinin ilişkisine işaret etmişlerdir. Öğretmenler, özgüven kazanmak ve daha iyi öğrenci performansı elde etmek için teoriye ve alandaki pratiğe ayak uydururken mesleki bilgi ve becerilerini zenginleştirmeye önem verirler. Ayrıca, kendi prensip ve ilkeleriyle birlikte okullarının benimsediği değerleri de keşfederek mesleki açıdan güçlenmek de onlar için önemlidir. Bu ifadeler, hizmet içi eğitim de dahil olmak üzere mesleki gelişim faaliyetlerinin amaçlarına ilişkin bu araştırmanın bulgularıyla tutarlıdır.
Bu araştırmanın sonuçları, ayrıca, hizmet içi eğitimin öğretim elemanlarında ortaya çıkarması beklenen kazanımların şu yönlerde olduğunu ortaya koymuştur: kişisel ve mesleki gelişim, problem çözme becerilerinin kazanılması, öğretmenlerin mesleki becerilerini keşfetmeleri ve kendi sınıf içi uygulamalarından memnun olmaları, farkındalık ve kuruma aidiyet duygusu kazanmaları. Ayrıca, hizmet içi eğitimin, uzun vadeli alışkanlıkların oluşması ve yansıtma becerisinin kazanılmasının bir sonucu olarak gerçekleşmesi beklenen öğretim elemanlarının öğretim kalitesinde bir iyileşme ile sonuçlandığı da tespit edilmiştir. Kurumlarla ilgili olarak ortaya çıkması beklenen sonuçlar ise daha çok kurumlar arası işbirliği ve küresel arena ile kurumların yetkilendirilmesi ve kredibilitesi etrafında şekillenmektedir. Katılımcılar ayrıca, hazırlık okullarında hizmet içi öğretmenlik eğitiminin dolaylı bir sonucu olarak öğrenicilerin başarısındaki ve derse katılım düzeylerindeki artıştan da bahsetmiştir. Hizmet içi eğitim uygulamaları öğretimin kalitesini ve öğretmenlerin mesleki becerilerini artıracağı için öğrenicilerin başarılarında ve katılımlarında bir artış beklenmektedir.

Bu bulgular, Yurkofsky, Blum-Smith & Brennan (2019) tarafından yapılan önceki araştırmanın sonuçlarıyla tutarlıdır. Bu araştırmacılar, hizmet içi eğitimin sonuçlarının yeni fikirlere maruz kalmayı, kendi öğretim ve sınıf uygulamalarının üzerine düşünmeyi ve kursun kendi profesyonel toplulukları da dahil olmak üzere çevredeki dünyayla yeni ilişkileri destekleme şeklini içerdiğini bulmuşlardır. Benzer şekilde, Essel ve ark. (2009), öğretmenlerin hizmet içi eğitim ve mesleki gelişim programlarını yeni tutum ve beceriler edinmenin, öğretmenlik mesleklerinde başarılı olmanın ve meslektaşları ve öğrencileriyle bilgi alışverişinde bulunmanın bir yolu olarak gördüklerini tespit etmiştir. Ayrıca, Desimone ve ark. (2002), belirli öğretim uygulamalarına odaklanan mesleki gelişimin, öğretmenlerin bu uygulamaları sınıfta daha çok kullanmalarınını sağladığını bulmuştur.

Hizmet içi eğitimin sonuçlarına ilişkin bu çalışmanın sonuçları, Borg'un (2011) İngiltere'deki sekiz haftalık yoğun bir hizmet içi öğretmen eğitimi programının (Delta) öğretmenlerin mesleki prensipleri üzerinde önemli bir etkisi olduğunu ortaya koyan araştırması ile de tutarlıdır. Bu eğitim program, öğretmenlerin prensipleri hakkında daha açık düşünmelerini ve bu prensiplerin farkına varmalarını ve sınıf uygulamalarını geliştirme yollarına odaklanmalarını mümkün kılmıştır. McElearney, Murphy ve Radcliffe (2019) de mesleki gelişim etkinliklerinin etkili sayılabilmesi için sınıf uygulamalarında olumlu anlamda bir değişikliğe yol açması gerektiğini belirtmişlerdir.
Benzer şekilde Borko (2004), okulları iyileştirmek için öğretmenlerin mesleki gelişiminin gerekli olduğunu belirterek bu fikri desteklemiştir. Mesleki gelişim deneyimleri, öğretmenlerin sınıf uygulamaları ve öğrenci başarısı ile okul kalitesi üzerinde önemli bir olumlu etkiye sahiptir. Ayrıca Richards ve Farrell (2012) de öğretmen gelişiminin öncelikle kurumun ihtiyaçları ile ilgili olduğunu belirtmişlerdir. Kurumun itibarını arttırdığı için daha iyi öğrenme çıktıları ile kurumun performansını artırmayı ve daha fazla öğrenci çekmeyi amaçlar.

Bu çalışma aynı zamanda öğretim elemanlarının ihtiyaç ve deneyim düzeylerinin, uzman görüşlerinin, referans programlarının ve katılımcı özelliklerinin ilgili faktörler olduğunu ortaya koymuştur. Katılımcılar, hizmet içi eğitimin gerçekçi olmaktan çok teorik, yargılayıcı, idealist, çok fazla evrak işi içeren ve içerik açısından çeşitlilikten yoksun olduğu durumlarda katılım göstermekte zorlandıklarını belirtmişlerdir. Hizmet içi eğitim programlarının katılımcıların ihtiyaçlarına dayalı olması, ilgili durumlara özel olması, esnek ve pratik olması, katılımcılar tarafından tanımlanan ideal özelliklerdir.

İlgili araştırmalar (Miller ve Osinski, 2000; Evans, 1998; Bozkurt ve diğerleri, 2012; Odabaşı Cimer ve diğerleri 2010; Altun ve Gök,2010) de ihtiyaç değerlendirmesinin dikkatli bir şekilde yapılmasını önermiştir. Hizmet içi eğitim program tasarımının ilk adımı ihtiyaç analizi olmalı ve dersler buna göre planlanmalı ve verilmelidir. Yani, hizmet içi eğitim programlarının ihtiyaç temelli olması önemlidir. Ayrıca Önalan ve Gürsoy'un (2020) araştırmasında öğretmenlerin hizmetiçi eğitim programlarıyla ilgili öncelikli kaygılarının, oturumların genellikle fazla teorik ve tekrar eden konulara yönelik olduğu ve genellikle ders şeklinde olduğu tespit edilmiştir. Araştırmaya katılan öğretmenler pasif dinleyici oldukları oturumların tekrarlayan, alakasız ve sıkıcı içeriğinden memnun olmadıklarını belirtmişlerdir. Her ne kadar hizmet içi eğitim ihtiyacı hissetseler de programlar onların ihtiyaç ve beklentilerini karşılamamaktadır. Ayrıca katılımcıların büyük çoğunluğu eğitimlerin bilgilerini yenilemelerine yardımcı olmadığını ve daha pratik içeriklere ihtiyaç duyduklarını belirtmişlerdir. Benzer şekilde, bu çalışma da, öğretmenlerin programlara aktif olarak katılmalarına ve bilgi ve becerilerini yenilemelerine olanak tanıyan pratik ve ilgili içeriğe sahip hizmetiçi eğitim programlarına değer verdiklerini ortaya koymaktadır. Çalışmanın sonuçları, Odabaşı Cimer ve diğerleri'nin (2010) öğretmen eğitmenleri ve katılımcı öğretmenler arasındaki işbirliğinin, pratik içeriklerin ve eğitim sonrası öğretmenlere verilen desteğin hizmet içi eğitimi etkili kılan önemli faktörler arasında olduğunu öne süren bulgularıyla da uyumludur.

Öğretmenlerin hizmet içi eğitim konusuyla ilişkilendirdiği zorluklar konusunda da, literatürdeki mevcut verilerle benzer bazı bulgular da önerilmektedir. Örneğin Osamwoyni (2016), öğretmenlerin zamanlarının çoğunu dersler ve sınavlar için çalışma saatleri olarak ayırmak zorunda kaldıklarını ve bu nedenle mesleki gelişim faaliyetlerine ve hizmet içi eğitim kurslarına katılmak için neredeyse hiç zaman bulamadıklarını; bu durumun da önemli bir kısıtlama olduğunu belirtmiştir.

Bayrakcı (2009), Türkiye'de hizmet içi eğitim faaliyetlerine ilişkin en önemli sorunların profesyonel personel eksikliği, öğretmenler arasında işbirliğine dayalı ortaklıkların olmaması, geri bildirim sağlanamaması ve sistematik bir hizmet içi eğitim modelinin olmaması olduğunu tespit etmiştir. Bunlara ek olarak, Uztosun (2018), İngilizce öğretmenlerinin Türk Milli Eğitim Bakanlığı tarafından verilen hizmet içi eğitimlerle ilişkilendirdiği zorlukların, sunulan program sayısının ve çeşitliliğinin sınırlı olması, kalifiye eğitmen eksikliği, yetersiz pratik odaklanma, yetersiz ders anlatımı ve uygunsuz

içerik gibi konuları içerdiğini öne sürmüştür. Benzer şekilde Karaaslan (2003), aşırı iş yükü, öz motivasyon eksikliği ve kurumsal destek eksikliğinin öğretmenlerin mesleki gelişim programlarına katılımını engelleyen önemli faktörler olduğunu bulmuştur. Bu bulgular da mevcut çalışmanın bulgularına katkıda bulunmaktadır.

Bu araştırmanın ortaya koyduğu bulgulara ve ilgili literatürün öne çıkardığı noktalara dayalı olarak, Türkiye'deki yükseköğretim İngilizce hazırlık okullarında hizmet içi eğitim programları için bir çerçeve önerilmiştir. Bu çerçevede temel olarak (1) bağlamın analizi, (2) girdinin belirlenmesi, (3) sürecin belirlenmesi ve (4) ürünün analizi olmak üzere dört temel adım vardır.

Çerçevenin bu dört bileşeni, dört temel soruyla ilgilidir. İlk adım olan bağlamın analizi, üniversite İngilizce hazırlık okullarında çalışan öğretim görevlileri için hizmet içi eğitim programları tasarlamadan ve uygulamadan önce ilk soruları sunan bağlamsal dinamiklerle ilgilidir. Bu aşamada programın amaç ve hedeflerinin belirlenmesi amaçlanır. Araştırma bulgularının gösterdiği gibi, bu hedefler kurum ile veya öğretim elemanları ile ilgili olabilir. Hizmet içi eğitim programları, kurumsal etkinliği artırmayı, iyi uygulamaları toplamayı, personel yetiştirerek beyin takımları oluşturmayı, öğretim elemanlarının kuruma uyumunu ve kuruma aidiyetini artırmayı, kalite standartlarını karşılamayı ve bir kurum kültürü oluşturmayı hedefleyebilir. Programlar, öğretim elemanlarının pedagojik uygulamalarına ilişkin özgüvenlerini artırmayı, öğretim elemanlarına profesyonel destek sağlamayı, uzun vadede pedagojik uygulamalarını olumlu anlamda değiştirmeyi, güncel metodoloji ve etkili öğretim stratejileri hakkında farkındalık kazanmalarını sağlamayı da hedefleyebilir. Kurumlar, bu araştırmanın bulguları arasında sıralanan amaçları revize edebilir veya kurumlarında bir hizmet içi eğitim programı uygulamak için potansiyel hedeflerini sıralayabilirler. Ayrıca kurumlar hizmet içi eğitime yönelik yaklaşımlarını da belirleyerek buna göre bir program tasarlamayı ve uygulamayı hedefleyebilir. Kurumların hizmet içi eğitime nasıl yaklaştıklarını belirlemeleri ve buna göre tasarım sürecini başlatmaları gerekir. Bu araştırmanın sonucunda ortaya konulan verilerin önerdiği gibi, tümden gelim yöntemine göre tasarlanacak bir gelişim süreci olarak yaklaşabilirler.

Bu araştırma için toplanan veriler, hizmet içi eğitim programlarının ideal özellikleri hakkında da bazı fikirler vermektedir. Örneğin, hizmet içi programların ihtiyaca dayalı, uygulamaya dayalı, gerçekçi, öğretim görevlileri ile bağlantılı, sistematik, sürekli ve

yargılayıcı olmaktan çok gelişimsel olması gerektiğini düşünebilirler. Kurumlar bu hususları dikkate alabilir ve kurumlarında etkili olacağına inandıkları hususları benimseyebilirler. En önemli nokta, bağlamın analizi sırasında hizmet içi eğitim programı tasarımcılarının, eğitim alacak öğretim görevlilerinin ihtiyaç ve tercihlerinin kapsamlı bir analizini yapmaları gerektiğidir. Öğretim elemanlarının demografik özellikleri de dikkatle incelenmeli ve özellikle öğretim elemanlarının mesleki deneyim düzeyleri, okul ve öğrenci profilleri ile eğitim durumları ve alanları dikkate alınmalıdır. Bu dinamiklerle ilgili olarak çeşitli oturumlar ve içerikler sunulmalıdır. Özetle, çerçevenin ilk adımı kuruma özel programın amaçlarını, yaklaşımlarını ve önceliklerini, öğretim elemanlarının ihtiyaçlarını, tercihlerini ve ilgili dinamikleri belirlemeyi amaçlamaktadır.

Çerçevenin girdiyi tanımlayan ikinci bileşeni, 'ne' sorusuyla ilgilidir. Bu bileşen, belirlenen hedefler doğrultusunda içerik ve konu alanlarının yanı sıra program bileşenlerinin ve eğitim stratejilerinin belirlenmesini içerir. Ayrıca öğretmen eğiticileri, okul müdürleri ve eğitmenler gibi ilgili paydaşların rollerinin belirlenmesini de içerir. Bu bileşen ile ilişkili olarak, bu çalışma, üniversitelerin İngilizce hazırlık okullarında uygulanan hizmet içi eğitim programlarında yaygın olarak yer alan konu alanlarını ve içerikleri incelemektedir. Bu doğrultuda, bu araştırmaya katılan öğretim görevlileri en çok rehberlik ve özel eğitim ile teknolojinin pedagojik amaçlarla kullanımına yönelik ihtiyaçlar dile getirmişlerdir. Kurumlar bu bilgilerden yararlanabilir. Aynı zamanda, kurumlar tarafından özel olarak yapılan ihtiyaç analizi sonuçlarına göre de konu ve eğitim alanları belirlenebilir. Ayrıca, bu çalışmada yer alan katılımcılar, kişisel ve duygusal destek, ağ oluşturma ve paylaşım pratiği, eylem araştırması ve mentorluk içeren faaliyetlerde bulunmak istediklerini ifade etmiştir. Benzer bir süreçte kurumlar, öğretim görevlilerine sunacakları hizmet içi eğitim faaliyetleri kapsamında uygulayacakları içerik ve stratejileri belirleyebilirler. Kurumlar, paydaşların benimsemesi gereken rollerden emin değilse, bu çalışmanın bulguları yardımcı olabilir. Yöneticiler ve öğretmen eğitmenleri süreç içerisinde çeşitli roller üstlenebilirler. Örneğin, yöneticiler kurumla ilgili hedefleri belirleyebilir, eğitmenlere ve öğretmen eğiticilerine destek sağlayabilir, düzenli toplantılara katılarak eğitim programlarının organizasyonunu ve koordinasyonunu yönetebilirken, öğretmen eğitmenleri öğretim görevlilerine rehberlik etmenin yanı sıra ihtiyaç analizi sonuçlarına dayalı oturumları planlayan ve sunan, dersleri gözlemleyen, süpervizyon ve geri bildirim sağlayan kolaylaştırıcılar olarak çalışabilirler.

Çerçevenin süreci tanımlayan üçüncü bileşeni, 'nasıl' sorusuyla ilgilidir. Bu aşamada, eğitim programında yer alacak uygulamalar ile hizmet içi eğitimin formatı, zamanı ve öğretim örüntüleri ile ilgili pratik hususlar belirlenir. Ayrıca eğitimciden beklenen nitelikler ve nitelikler de bu aşamada göz önünde bulundurulabilir ve belirlenebilir. Bu çalışmanın sonuçlarına göre, yükseköğretime hazırlık okullarında görev yapan İngilizce öğretim görevlileri, hafta içi yapılan zorunlu ve çevrimiçi eğitimleri tercih etmektedir. Ayrıca, kurum dışından uzman bir eğitmeni tercih ettiklerini belirtmişlerdir. Bu araştırmanın katılımcıları tarafından en çok tercih edilen öğretim desenleri ve uygulamaları çalıştaylar, seminerler, küçük çalışma grupları, eylem araştırması ve mentorluk olarak bulunmuştur. Kısacası kurumların eğitim süreçlerini belirlemeleri için süreci tanımlamaları gerekmektedir. Bunu yapabilmek için bu araştırmanın bulgularından yararlanabilecekleri gibi, kendi hizmet içi eğitim süreçlerini belirlemek için kendi araştırmalarını da yürütebilirler.

Çerçevenin son bileşeni olan ürünün analizi, sonuçları, karşılaşılan zorlukları ve ölçme ve değerlendirme prosedürlerini değerlendirerek tüm sürecin planlandığı gibi çalışıp çalışmadığını kontrol etmeyi amaçlar. Bu analiz sırasında kurumlar, bu araştırmanın bulgularının önerdiği gibi, programların kurum, eğitmenler ve öğrenenler ile ilgili çıktılar üretmesini bekleyebilir. Genelde kurumlar bu aşamada çıktıları analiz eder ve ilk etapta belirledikleri hedeflerle uyumlu olup olmadığını kontrol eder. Ayrıca, süreç boyunca karşılaşılan zorlukların analizi de ileriye yönelik etkili eğitim programlarının tasarlanmasına yardımcı olacaktır. Örneğin, bu araştırmanın önerdiği gibi, öğretim görevlileri yoğun bir öğretim iş yüküne sahip olduklarında hizmet içi eğitim oturumlarına katılmakta zorlanabilmektedir. Ayrıca öğretim görevlileri, akranların, mentorların veya hizmet içi eğitim sürecinde diğer ilgili kişilerin tutumlarıyla başa çıkmakta zorlanabilirler. Ayrıca, yine bu çalışmada yer alan katılımcıların ifda ettiği üzere, hizmet içi eğitim programının içeriğinden veya aldıkları geri bildirimlerin kalitesinden faydalanamayabilmektedir. Kurumlar bu bilgilerden yararlanabilir. Yine de öğretim elemanlarını program değerlendirme süreçlerine dahil etmeli ve program sırasında zorlandıkları noktaları sormalıdırlar. Programları revize ederken bu sorunlardan kaçınmaya çalışmak, kurumların etkili hizmet içi eğitim programları tasarlamalarına ve uygulamalarına kesinlikle yardımcı olacaktır. Kısaca, ürünün analizi bileşeni, programın pratikliği ve verimliliği hakkında bilgi verir. Eğitmenlerin ihtiyaç ve tercihleriyle ilgili olarak program çıktıları ile önceden belirlenen hedefler arasında karşılaştırma yaparak programın sürdürülebilirliğinin, revizyon gerektirip

gerektirmediğini veya programın sonlandırılıp sonlandırılmayacağını belirlemeye yardımcı olur.

Özetlenecek olursa, önerilen çerçevenin ilk bileşeni olan bağlamın analizinin amacı, hedefler ve ihtiyaçlarla ilgili tüm çevresel faktörleri analiz etmek ve bu hedeflerin ihtiyaçları yeterince karşılayıp karşılamadığını belirlemektir. Bağlam değerlendirmesi temel olarak programın altyapısını incelemek anlamına gelir. Çerçevenin ikinci bileşeni olan girdinin belirlenmesi, eğitim programının ihtiyaçları karşılayabilmesi için, programda ne tür konuların yer alacağı, hangi kaynakların gerekli olduğu, paydaşların rollerinin neler olduğu ve hangi stratejilerin sürece dahil edileceği gibi soruların cevaplarını arar. Çerçevenin üçüncü bileşeni olan sürecin belirlenmesi aşamasında planlanan ve uygulanan faaliyetler arasındaki fark araştırılır. Bu aşama ayrıca programın gerçekte nasıl uygulanacağı sorusunu da içerir. Son olarak, çerçevenin dördüncü bileşeni olan ürün analizi, programın amaçlarına ulaşıp ulaşmadığını ve programın ortaya çıkardığı sonuçlar doğrultusunda bir düzenleme yapılıp yapılmayacağını araştırır. Genel olarak, öğretim elemanlarının mesleki eğitimleri için bir hizmet içi eğitim programı başlatmayı hedefleyen yükseköğretim İngilizce hazırlık okulları veya bir süredir kullanmakta oldukları hizmetiçi eğitim programını revize etmeyi amaçlayan okullar, bu araştırmanın öne sürdüğü bulgulardan yararlanabilir. Önerilen çerçevede verilen adımları takip ederek kendi hizmet içi eğitim programlarını tasarlayabilir veya mevcut programlarını revize edebilirler.

Son olarak, çalışmanın bulgularına ve ilgili literatüre dayalı olarak hizmet öncesi öğretmen eğitimi ve hizmet içi öğretmen eğitimi için bazı çıkarımlar önerilmiştir. Buna göre, yükseköğretim hazırlık okullarında hizmet içi öğretmen eğitimi program ve uygulamaları, öğretim elemanlarının mesleki ihtiyaçları ve meslek yaşamlarında karşılaştıkları sorunlar göz önünde bulundurularak tasarlanmalıdır. Programlar tasarlanırken, eğitmenlerin deneyimleri, mezun oldukları bölümler, haftalık ders yükleri ve öğrettikleri seviyeler gibi dinamikler dikkate alınmalıdır. Ayrıca, hizmet içi eğitim programları kuruma özel olmalıdır. Ana ilkeler bağlamsal özelliklere göre uyarlanabilir çünkü alaka düzeyi esastır. Bu alaka düzeyine ulaşmanın bir yolu ihtiyaç analizidir. Programlar tasarlanmadan önce kapsamlı ihtiyaç analizleri yapılmalıdır. Programlar tasarlanırken sadece kişilerin deneyim ve uzmanlıklarına ya da referans programlara güvenmek yerine, öğretim görevlilerinin ihtiyaçları, ilgi alanları ve tercihleri dikkate alınmalıdır. Ayrıca, özel gereksinimli öğrencilere (engelli öğrenciler, üstün yetenekli

öğrenciler vb.) ve psikolojik yardıma ihtiyacı olan öğrencilere nasıl öğretileceğine ilişkin konulara hizmet öncesi ve hizmet içi öğretmen eğitimi müfredatlarında yer verilmelidir. Rehberlik ve özel eğitim konusunda öğretmen adaylarının ve hizmet içi öğretmen eğitmenlerinin eğitimi de oldukça önemlidir. Diğer önemli bir konu da şudur ki üniversite hazırlık okullarında hizmet içi öğretmen eğitimi sadece pedagojik içerik içermemeli, aynı zamanda tükenmişlik sorunu yaşayan öğretim elemanlarına yardımcı olacak duygusal ve psikolojik destek gibi yönleri de içermelidir. Dışarıdan eğitmenler tarafından verilen bilgilerin aktarılmasını hedefleyen 'tek seferlik' eğitim oturumları yararlı bulunmadığı belirtilmiştir. Bunun yerine, bağlamı iyi bilen uzman eğitmenler ve eğitmenler tarafından yapılandırmacı, yansıtıcı ve geliştirici bir yaklaşımla uygulamaya önem veren uzun vadeli ve sürdürülebilir programlar sunulmalıdır.

Son olarak, bu çalışmanın bulguları ve bulgulardan yola çıkılarak ulaşılan çıkarımlar ışığında, yükseköğretim İngilizce hazırlık okullarının, hizmet içi eğitim programlarını tasarlama ve uygulama deneyimlerini paylaşmak için birbirleriyle işbirliği içinde çalışmaları gerektiği öne sürülmektedir. Bu bağlamda, Peacock'un (1993) Eğitimcilerin Eğitimi modeli, kurumlar arasında bilgi ve deneyimlerin yaygınlaştırılmasının bir yolu olarak iyi bir örnek olabilir. Buna göre, bir kurum bir hizmet içi eğitim programı tasarlayıp uygularken, diğer kurumlardaki öğretmen eğitmenlerini veya öğretim görevlilerini kendi süreçleri hakkında eğitir. Bu eğitmenler kendi okullarına giderek, içerik ve süreç hakkında edindikleri bilgileri oradaki paydaşlarla paylaşırlar. Kendi özel dinamiklerini ve profillerini göz önünde bulundurarak bilgileri kendi bağlamlarına göre uyarlarlar ve kendi hizmet içi öğretmen eğitimi programlarını tasarlar ve uygularlar. Böylece İngilizce hazırlık okullarının etkinliği ve öğretim elemanlarının profesyonelliği artırılacak ve kurumlar arası işbirliği duygusu güçlendirilecektir. Ayrıca bu araştırmanın bulguları daha anlamlı ve faydalı olacaktır.

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): INVESTIGATING THE IN-SERVICE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS OF INSTRUCTORS IN HIGHER EDUCATION ENGLISH LANGUAGE SCHOOLS

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