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EXPECTATIONS AND PRACTICES FOR CONTINUING PROFESSIONAL DEVELOPMENT AT TURKISH STATE AND FOUNDATION UNIVERSITIES: A SUGGESTED MODEL

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PhD THESIS

ENGLISH LANGUAGE TEACHING DEPARTMENT

GAZİ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

September, 2019

TELİF HAKKI ve TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren tezden fotokopi çekilebilir.

YAZARIN

Adı : Zülal

Soyadı : Ayar

Bölümü : İngilizce Öğretmenliği

İmza : 

Teslim Tarihi : 12-09-2019

TEZİN

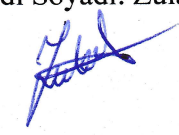
Türkçe Adı : Yabancı Diller Yüksek Okulu'nda Çalışan İngilizce Öğretim Görevlilerinin Sürekli Mesleki Gelişim Uygulamaları ve Beklentileri Sonucunda Önerilen Yeni Bir Model

İngilizce Adı : Expectations and Practices for Continuing Professional Development at Turkish State and Foundation Universities: A Suggested Model

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Zülal AYAR

İmza: 

JÜRİ ONAY SAYFASI

Zülal AYAR tarafından hazırlanan "Expectations and Practices for Continuing Professional Development at Turkish State and Foundation Universities: A Suggested Model" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / ~~oy çokluğu~~ ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Doktora tezi olarak kabul edilmiştir.

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Tez Savunma Tarihi: 11/09/2019

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı'nda Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL
Eğitim Bilimleri Enstitüsü Müdürü .....

I would like to dedicate this dissertation to the memory of all teacher martyrs who devoted their life to teaching, and died in different regions of Turkey for the sake of education…

ACKNOWLEDGEMENTS

Foremost, I would like to show my greatest appreciation to Prof. Dr. Gonca Yangın Ekşi whose meticulous comments were an enormous help to me during my study. Without her guidance, motivation, patience, constructive criticism and persistent help, this dissertation would not have been possible. I also owe a very important debt to my previous supervisor Prof. Dr. Nalan Kızıltan who has always encouraged me with her continuous and precious support to keep on my academic studies and pursue my goals. I could not have imagined having better advisors and mentors for my M.A. and Ph.D studies.

My sincere thanks especially go to Associate Prof. Dr. Hacer Hande Uysal whose feedback I have appreciated during my master and doctorate degree. I am also indebted to Associate Prof. Dr. Esim Gürsoy who has been supportive of my career since my university years.

Besides my advisor, I am particularly grateful to the rest of my thesis committee: Prof. Dr. Arif Sarıçoban and Associate Prof. Dr. Semra Saraçoğlu for their insightful comments, and stimulating discussions which incented me to widen my research from various aspects.

Prof. Dr. Paşa Tevfik Cephe, Prof. Dr. Cem Balçıkanlı, Prof. Dr. Kemal Sinan Özmen made enormous contribution to my pedagogic knowledge throughout my career. Assistant Prof. Dr. Abdullah Ertaş, Assistant Prof. Dr. Bülent İnal, Prof. Dr. Abdülvahit Çakır, Assistant Prof. Dr. Bahar Gün, Instructor Funda Çetin, Prof. Dr. Hüseyin Can Erkin actively provided me academic time to administer my research at universities.

I would also like to express my gratitude to Assistant Fatima Nur Fişne for her support to my research analysis and SPSS besides Dr. Yasemin Yelbay Yılmaz who has read my thesis, and then shared her valuable suggestions while offering a new CPD model at the end of the study.

The supports of my principals at Atatürk University and Ankara University were invaluable for me to pursue my research and academic discipline.

I have also greatly benefited from the instructors, teacher trainers and directors who participated in my study and helped me a lot to gather the data.

Last but certainly not least, I want to thank my family, especially my mother and my father, who have encouraged me spiritually throughout my life in general and devoted all their life to their only child. I cannot find enough words to express my sincere appreciation to them. They have been the people who have shaped my future than I could not even imagine it to be…

YABANCI DİLLER YÜKSEK OKULUNDA ÇALIŞAN İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN SÜREKLİ MESLEKİ GELİŞİM UYGULAMALARI VE BEKLENTİLERİ SONUCUNDA ÖNERİLEN YENİ BİR MODEL

Doktora Tezi

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GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Eylül, 2019

ÖZ

Bu araştırma üniversitelerin hazırlık okullarında görev yapan İngilizce öğretim görevlilerinin sürekli mesleki gelişim çalışmalarını, uygulamalarını, ihtiyaçlarını ve yaşadıkları sorunları çözümlemeyi amaçlamaktadır. Araştırmanın verileri Türkiye'de iki farklı şehirde bulunan iki özel ve iki devlet üniversitelerinde çalışmakta olan toplam 69 İngilizce öğretim görevlisi, sekiz öğretmen eğiticisi ve dört okul müdürü ile yapılan yarı-yapılandırılmış görüşme tekniği ve anketler aracılığıyla toplanmıştır. Veriler 2018-2019 akademik yılında elde edilmiş ve değerlendirilmiştir. Araştırmanın bulguları özel üniversitelerde yürütülen mesleki gelişim faaliyetlerinin öğretim kadrosunun ihtiyaçlarıyla daha çok örtüşme gösterdiğini, verimliliğin ve olumlu tutumun devlet üniversitelerine göre daha yüksek olduğunu kanıtlamıştır. Ayrıca özel üniversitelerdeki öğretim görevlilerinin mesleki gelişime verdikleri önemin, beklentilerinin ve motivasyon seviyelerinin mesleki gelişim biriminin kurulmasından bu yana artış gösterdiği görülmüştür. Buna bağlı olarak, öğretim görevlilerinin en belirgin ihtiyacı olarak ortaya çıkan *öğrenci motivasyonunu arttırabilme* 'nin özel üniversitelerde daha başarılı olduğu dikkat çekmektedir. Bununla birlikte, devlet üniversitelerindeki öğretim görevlilerinin ve öğretmen eğitimcilerinin sürekli mesleki gelişim konusunda daha az deneyimli olduğu; ancak, akademik geçmişlerinin özel üniversitelerde çalışanlara göre daha nitelikli olduğu yüksek lisans ve doktora çalışmalarıyla netlik kazanmıştır. Bu başarının asıl sebebinin okulda yürütülen mesleki gelişim faaliyetlerinden değil, kişisel çalışmalar sayesinde ortaya çıktığı

saptanmıştır. Okullarda belirgin bir değerlendirme sisteminin olmayışı sadece gözlemler, anketler, toplantılar ve öğrenci başarı seviyesinin baz alınarak faaliyetlerin verimliliğinin değerlendirilmesi dikkat çeken bir bulgudur. Müdürlerin akademik personelin motivasyon seviyesini daima yüksek tutmaya çalışması ve öğretmen eğitimcilerinin niteliklerini ön plana çıkarmaları, okullardaki mesleki gelişim etkinliklerine verilen önemi açıklamaktadır. Devlet üniversitelerinde maliyet ve zaman büyük bir sorun teşkil ettiğinden yeterli sayıda faaliyet yapılamamaktadır. Özel üniversitelerde ise faaliyetlerin daha sık yapılma imkanının oluşu, ancak iş yükü sorunun mevcudiyeti müdürler tarafından ifade edilmiştir. Öğretim görevlilerinin öncelikle acil ihtiyaçlarının tespit edilmesi, personel profilinin iyi tanınması, mesleki gelişim etkinliklerinin sınırlarının genişletilmesi, hedeflerin belirlenmesi, programme içeriğinin personel beklentilerine uygunluğu gibi öneriler ve etkin bulunan uygulamaların ışığında, çalışmanın sonunda yeni bir mesleki gelişim modeli önerilmiştir.

Anahtar Sözcükler : Sürekli Mesleki Gelişim, İngilizce Öğretim Görevlisi, Yabancı Diller Yüksek Okulu, Öğretmen Eğitimi
Sayfa Adedi : 315
Danışman : Profesör Doktor Gonca Yangın Ekşi

EXPECTATIONS AND PRACTICES FOR CONTINUING PROFESSIONAL DEVELOPMENT AT TURKISH STATE AND FOUNDATION UNIVERSITIES: A SUGGESTED MODEL

PhD Thesis

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GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

September, 2019

ABSTRACT

This study seeks to explore professional development needs, practices, and challenges of English language instructors who work at School of Foreign Languages of universities in Turkey. Data were gathered from 69 English language instructors, eight teacher trainers and four directors of two state and two foundation universities through semi-structured interviews, questionnaires in 2018-2019 academic year. The results demonstrated that professional development activities at foundation universities were more productive, and parallel to instructors' needs, thus academic staff had more positive attitude to professional development process than at state universities. In addition, it has been suggested that they respected to continuing professional development unit since it was founded in accordance with their regard, expectations and motivations. As a result, the most immediate needs among instructors, *increasing students' motivation*, was indicated to be better at foundation universities. It was found out that English language instructors and teacher trainers at state universities were less experienced; however, they had a more qualified educational background with their M.A. and PhD degrees. Nevertheless, their success was due to their personal attempts, and studies rather than professional development events in schools. Furthermore, only questionnaires, observations, meetings, and students' achievement rate constituted the bases of assessing the productivity of the programme and events. The directors in this study were conscientious to professional development activities in schools when their attempts to increase motivation level among instructors, and improve the qualities of teacher trainers were noticed. Funding and schedule were great challenges encountered at state universities, whereas, despite the frequency of events, the workload

seemed to be the biggest difficulty at foundation universities. By regarding the suggestions and practices, such as learning the immediate needs of instructors, identifying their profiles well, maintaining programmes with international credibility, specifying long and short term goals, revealing the similarities between the content and the expectations of instructors, a new professional development model was presented at the end of the study.

Key Words : Continuing Professional Development, English Language Instructors, Schools of Foreign Languages, Language Teacher Education.
Page Number : 315
Supervisor : Professor Doctor Gonca Yangın Ekşi

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LIST OF ABBREVIATIONS

CELTA Certificate in Teaching English to Speakers of Other Languages

CIPP Context, Input, Process, and Product Model

CLT Communicative Language Teaching

CPD Continuing Professional Development

CoHE Council of Higher Education

CoP Community of Practice

COTE Certificate for Overseas Teachers of English

CTE Certificate for Teachers of English

DELTA Diploma in Teaching English to Speakers of Other Languages

DFL Department of Foreign Languages

DTEFLA Diploma in the Teaching of English as a Foreign Language to Adults

DOTE Diploma for Overseas Teachers of English

EAQUALS Evaluation and Accreditation of Quality Language Services

EF Education First

EFL English as a Foreign Language

ELF English as a Lingua Franca

ELL English Language and Literature

ELT English Language Teaching

ELTER	English Language Teacher Education Research
EMI	English as a Medium of Instruction
EPI	English Proficiency Index
ESL	English as a Second Language
HEI	Higher Education Institutions
ICC	Intercultural Communicative Competence
ICT	Information and Communications Technology
INGED	English Language Education Association
INSET	In-service Education and Training
IUE	İzmir University of Economics
KAL	Knowledge About Language
LLL	Life Long Learning
METU	Middle East Technical University
MoNE	Ministry of National Education
OECD	Organisation for Economic Cooperation-Development
PD	Professional Development
PDU	Professional Development Unit
PLC	Professional Learning Communities
RSA	Royal Society of Arts
SIP	School Improvement Plans
SLTE	Second Language Teacher Education
SPSS	Statistical Package for the Social Science
STPD	Standardized Teacher Professional Development
TD	Teacher Development
TE	Teacher Education
TEPAV	Economic Policy Research Foundation of Turkey

TESOL	Teaching English to Speakers of Other Languages
TL	Teacher Learning
T-Plus	Trainers' Professional Learning and Unlimited Sharing
TSG	Teacher Study Group
TT	Teacher Training
TTP	Teacher Training Programmes
TTU	Teacher Training Units
UCLES	University of Cambridge Local Examinations Syndicate

CHAPTER I

INTRODUCTION

This chapter supplies background knowledge about the study. After the significance of the study, the problem is defined and, aims and research questions are presented.

1.1. Background to the Study

Compared to the past, today in foreign language teaching, some of the most outstanding and researched subjects are about English as a Foreign Language (EFL), Intercultural Communicative Competence (ICC), Information and Communications Technology (ICT), and second language teacher education (SLTE) based on constructivism. These new interests are correlated with beliefs in language teacher education as well as teachers' cognition. In short, they demand changing pedagogical priorities in English Language Teaching (ELT). Thus, being knowledgeable about teachers' feelings (beliefs, perceptions, self-reflections, their expectations and expectancies from them), practices, experience or length of service bears importance. In accordance with this aim, Continuing Professional Development (CPD) events and in-service trainings at universities should be held regularly for instructors to explore, evaluate, and enlighten themselves in their teaching professions (Korkmazgil, 2015; Lalitha, 2005; Raza, 2010).

There is a criticism towards teachers due to low achievement levels of students, failing to keep up with fast technologic evolution in learning and teaching, incompetency at methodology and managing multicultural classes (Zoubi & Younes, 2015). Thus, the global judgment of "traditional teacher" is to be reviewed. At that point, CPD, an umbrella term, steps in and covers any kind of academic attempts of teachers. The real impetus behind the advance of CPD is SLTE with its internal and instructional practices indeed. Self-actualization and lifelong learning via critical thinking, language awareness, reflectivity and the organizations can be exemplified for internal and instructional practices

of SLTE. Furthermore, globalization (Canagarajah, 2006) or English as a Lingua Franca (ELF), and international communication have external pressures on SLTE as is seen in The Common European Framework (Richards, 2008). After the unity of those factors, teacher identity, knowledge about language, critical pedagogy and co-teaching, and the field of reflective teaching can easily be distinguished among other elements to arrive at CPD.

Similar to CPD activities, such as pre-service, in-service training (INSET), further education, vocational training (Koç, 2016, p.455), and Special Interest Groups (SIG), Trainers' Professional Learning and Unlimited Sharing (T-Plus) is also an attempt to welcome new trainees and teacher trainers every year to keep up with recent trends in ELT in Turkey. Its founders define the mission as the development of teacher education and in-service professional learning within university sector language programmes through collaboration and open exchange of practice (Dikilitaş & Gün, 2016). Parallel with this aim, schools of foreign languages in Turkey are expected to follow and take part actively in T-plus events.

Another motive behind the popularity of CPD is the desire of English language teachers' being called as good teachers. Even though they try to do their best, they may sometimes fail to reach success. When they search for their failures, their hesitance about what route to follow, and the gap between the necessities of the course programme and their own needs come out as the main issue (Arıkan, 2006). Therefore, it is now commonplace for teacher trainers to deal mostly with instructors' goals, plans, teaching tools or materials and their immediate needs (Borg, 2015). This is primarily because of the requirements of sociocultural theories, and identity formation (Lantolf, 2001). It means teachers still keep on learning during their teaching experience and improve their creativity in their lives or in social contexts. Then, they can gain the confidence of how best to teach even in different cultural classes (Korkmazgil & Seferoğlu, 2013).

Another sense of labelling immediate needs in the centre of CPD demands to review the early days of professional development (PD) practices. As Yılmaz (2015) states clearly, for about 15 years there has been departments at universities and induction programmes, such as organising workshops, projects under the name of continuous professional and continuous personal development units to introduce the system to the novice instructors. Yet, as will be handled in literature review chapter, having teacher training unit changed to CPD, the real expectation would be to provide autonomous learning occasions to instructors in line with their needs in a dynamic process. One possible way to see their

performances or changes would be probable via action research, reflective practices, such as peer observations, interviews, journal keeping, questionnaires, videos or surveys (Gün, 2015). That is why; these hearten instructors to be critical reflectioners, and to be involved in CPD practices.

Considering this, the current study particularly addresses exploring instructors' perceived and expressed needs, and accordingly, evaluating CPD units in terms of their functioning, trainings at four universities' foreign language schools in Turkey to see their functionality, and offer a new model in accordance with the best practices in two contexts.

1.2. Significance of the Study

There is a strong relationship between pre-service teacher education and in-service trainings (Aydın, 2016; Öztürk, 2017). Nonetheless, regardless of the effort spent in pre-service education, the incompetency of teachers has been criticized at times (Büyükkantarcıoğlu, 2004). Likewise, Çelik, Çepni and İlyas (2013) remarked that though instructors have the awareness of professional improvement, and appreciate the value of CPD in their academic lives, they could not associate CPD activities with their teaching methods, which verifies that the problem originates from undergraduate degree, and still carries its adverse effects on instructors at work. Thus, teacher trainers and researchers are supposed to pay close attention to in-service trainings to make up the deficiency.

Nearly all universities in Turkey have school of foreign languages to give basic English language education to students who are enrolled in English as a Medium of Instruction (EMI) programmes (Kılıçkaya, 2006). Thus, the better the instructors are in their field, the higher achievement the students will be. This can only be reached via teacher education and continuing trainings for instructors; otherwise they cannot be aware of the last, common trends in ELT, and do not adapt them to their own classes. Although teacher trainers adapt or adopt current trends for their instructors and organize trainings, the results of the studies do not seem to demonstrate a huge difference when pre and post interventions are compared, which arouses suspicion to the impact of programmes. For instance**,** Çelik, Mačianskienė and Aytın (2013) set against the efficiency of Turkish and Lithuanian instructors' PD programmes, and find out the divergence among the Turkish with regard to their experience, and workloads. In addition, according to the research by the British Council and Economic Policy Research Foundation of Turkey (TEPAV) on 350 instructors who have differentiating year of experience at Higher Education Institutions

(HEI), Parry (2015) points out that 20 per cent of Turkish universities conduct CPD with no impact. Though 81.7 % of instructors attended CPD events at universities in 2014, these programmes could not be proved to be matched with the instructors' needs and expectancies, hence they have either been neglected or regarded inconvenient.

Different than the reports above, there are some works which indicate the benefits of CPD, and target to reveal the inoperative points as well. To start with, Yurtsever (2013) wants to pinpoint instructors' characteristics at Akdeniz University in addition to some other state universities in Turkey, and their PD preferences. She finalizes that impact of CPD events on instructors has decreased because of their compulsory, inflexible and non-autonomous nature, which hinders instructors to choose an appropriate CPD event matching their needs or experience. As a solution, similar to Arıkan (2004) and Borg (2015), she highlights the significance of group work among each stakeholder. While informing about the noteworthiness of needs, the analysis by Ekşi and Aydın (2013) about the correlation between the length of service and instructors' perceptions about CPD events to guess their PD concerns will also aid to emphasize it. According to the results of a performance at a state university in Istanbul, the greatest demands among instructors have been technological applications and methodology in ELT. That is why; they could vividly give the evidence of a linear connection with the length of service and predicting PD needs. Identically, Şahin (2006) has completed her dissertation working not only on instructors but teacher trainers, chairpersons, and students at Middle East Technical University via Kirkpatrick's (1998) evaluation programme. In the end, she summarizes the findings by stating the incongruity of this evaluation type and CPD technique in spite of overlapping expectancies of the instructors and the programme. Yet, she lists reasonable implications by underlining the disregarded matters, such as running a detailed needs analysis of instructors before the programme, lack of guidance by teacher trainers to instructors at some steps of the programme, heavy burdens of instructors, the small number of workshops for instructors to achieve their goals, and the need of regular staff meetings in order to explain the musts of in-service trainings. Furthermore, Şentuna (2002) organizes a wide range of reflections at 18 state universities in Turkey to learn the interests of instructors, and to see whether in-service training programmes (INSET) address their objectives or they have other hopes and expectations from this system. As opposed to popular belief as Şentuna cites, instructors have been reported to be quite satisfied with INSET courses, and waiting for the new sessions about motivation, language awareness,

methodology or teaching skills despite the difference between the willingness of novice instructors and the experienced ones.

About another state university-based CPD practice at Osmangazi University, School of Foreign Languages, Arıkan (2002) clarifies that as an alternative method of CPD, Teacher Study Group (TSG) established to discover instructors' interests and needs, instructional problems and to offer solutions has been attested to be a form of collaborative professional development opportunity for instructors. In other words, when CPD events could not be handled at university, TSG can be life saver to keep development. Last of all, Alan's (2003) exploration about novice teachers' perceptions of INSET signalizes positive perceptions of participants especially about testing, and classroom management. Moreover, he stresses this innovation to contextualize knowledge for future participations.

Having investigated CPD facilities presented to instructors at some Turkish state universities, it is worth examining the case in (private) foundation universities in Turkey. Gültekin (2007) expresses how crucial INSET is in terms of updating instructors' knowledge, and releasing lack in PD like teaching to unique student groups in different contexts or settings. But, unlike other views above, experienced teachers particularly showed interest in the sessions of teaching skills, which documents the reality that they are constantly empowered to refresh themselves dissimilar to the ones at state universities. In a similar vein, by touching on the renewal issue, Er, Ülgü and Sarı (2013) search for the efficiency of in-service programmes and its contributions to instructors' career progress in Turkish Air Force Academy in the authority of the Ministry of Defence. Being opposed to one-shot programmes to all institutes, they designed a stage-based training depending on teachers' professional maturity levels, and it covered a constructivist design, needs analysis, teaming classroom and content teachers as well as top-down to bottom-up teacher training strategies. To that end, they have produced a model by keeping teachers' beliefs, preferences, and specific needs of both school and instructors to be relevant to all teachers in other authorities, too.

This paper contemplates to make contributions to research studies by regarding the suggestions and practices about CPD, such as learning the immediate needs of instructors, identifying their profiles, specifying long and short term goals, revealing the similarities between the content and the expectations of instructors, and finally offering a new professional development model to schools of foreign languages. This is because there are few if any studies (Bakioglu & Hacifazlioglu, 2007) which directly analyse CPD training

programmes offered to the instructors both at state and foundation universities, which is a gap in literature.

1.3. Statement of the Problem

After their graduation, novice teachers and instructors ought to pursue educational amendments which are replaced in view of recent trends at least in every ten years. In other words, there cannot be any acceptance to the sense of: “I have graduated, and I am an English teacher now. I do not need any further assistance to teach”. Hence, the qualifications, academic values of teachers come into prominence. Though T-plus events are frequently arranged by both foundation universities and state universities, the latter may not manage attracting their instructors in order to better themselves or keep up with the recent trends in ELT. As Coşkuner (2001) mentions, this must be related with their mismatching needs, lack of financial support or the number of training sessions. Another reason could be about the fear of teachers who do not have enough courage to share their knowledge with other colleagues or allow them to observe their lessons, which may result in being “labelled”. Likewise, at foundation universities, it can even lead instructors to lose their jobs or to be graded. The other likely ground is clearly the burden of these trainings from their perspectives. Under that circumstance, a detailed analysis is needed to compare English language instructors at state and foundation universities in the light of the length of service (experience), level of education, their immediate needs and expectations with the inquiry of their beliefs and perceptions.

One of the universities that research will be done, Atılım University (AU) is a foundation university founded in 1996 in Ankara. The second one is İzmir University of Economics (IUE) which is the first foundation university in Aegean Region, İzmir. IUE comes forward with its outstanding labour in PD activities like hosting T-plus participants in 2012, being a permanent member of T-plus events and English Language Teacher Education Research (ELTER) besides actively taking part in it, and arranging ICETR 2016 "Educational Theory and Research" conference. Similar to AU, IUE has teacher development unit with workshops, in trainer-led, teacher-led, trainer/teacher jointly led or presented by guest speakers’ forms, and seminars held annually in each academic year. It also organizes Certificate in Teaching English to Speakers of Other Languages (CELTA), Diploma in Teaching English to Speakers of Other Languages (DELTA) courses for

teacher trainers' professional learning confirming the quality of foreign language education in Europe.

Over and above, IUE is accredited by Evaluation and Accreditation of Quality Language Services (EAQUALS). It was established in 1991 in order to consult Council of Europe about language teaching policy, thus it has formed cooperation with a number of international organisations pioneer in majoring the field of education. Furthermore, relevant to its mission, it has regulated global education and maintained inquiries about curriculum, teacher training, assessment and evaluation, school management (Uygun, 2013). Still, only at school of foreign languages of Izmir University of Economics, Işık University and Özyeğin University, apart from some other K-12 private schools, students and teachers could get benefit from EAQUALS in Turkey. Therefore, in this study, the profit of EAQUALS at Izmir University of Economics on instructors and teacher trainers is also handled to find out the level of its instrumentality.

1.4. Setting of the Study

Two state universities, Gazi University and Ankara University, which are both old and well-known academies in Ankara-Turkey, have also in-service training units for their instructors. Nevertheless, so as to compare the opportunities of instructors working at state and foundation universities in different parts of Turkey, to examine the practicality of their trainings, to reveal the impact of their in-service practices on their instructors, and to gain insight into their problems about this training, it would be sensible to sort universities out in a well-planned analysis.

As it is to illuminate the programmes from several aspects, in the end, the research will also assist to update former programmes, and present invaluable suggestions after four universities are compared regarding the differences in functionality or process, and offer more relevant programmes to the instructors.

1.5. Scope and Limitations

In this study, the researcher aims to emphasize the attributions of CPD in both contexts, check functionality of trainings, and their evaluation, then reveal problems, offer best practises, and suggest a new model. However, it does not deal with CPD efficiency by comparing any programmes' before and after procedures.

The limitation is conducting this search solely in four universities (two state and two foundation), and generalizing the results to all universities in Turkey. Additionally, the participants are assumed to answer all the questions sincerely.

1.6. Aim and Research Questions

The fundamental point in the design of this study is to resolve the practicality of CPD practices on English language instructors at universities considering their experience, educational background, beliefs, and immediate needs. It also aims to identify and diagnose whether in-service programmes at school of foreign languages are good markers to check the progress of instructors. From this point of view, that paper will shed light on the answers of these questions:

1. What are the immediate needs of instructors working both at foundation and state universities?

a. Do CPD needs at foundation and state universities differ?

2. What kind of CPD events are instructors usually involved in in their institutions?
3. What are the instructors' opinions about CPD events?
4. How well could novice and experienced instructors' beliefs reflect the benefit of CPD into their lessons?
5. How are the instructors evaluated at the end of the trainings?

6. What are the best practices in both contexts? What are their problems and what kind of suggestions can be offered?

7. What are the standpoints of the teacher trainers and the directors about the needs, expectations and opinions of the instructors with regard to CPD events at schools?

The research will discover CPD activities, the immediate needs, perceptions, beliefs of academic staff and their evaluation at foundation and state universities. As a result, the instructors, teacher trainers and directors could reflect their best practices and suggestions about CPD quality in the end. Then will it be probable to suggest a new CPD model for school of foreign languages to adapt.

CHAPTER II

REVIEW OF LITERATURE

This chapter, which has five segments, examines the review of literature relevant to that study. At first, in 'professionalism in teaching', basic terms are described in order to understand the scope of the research much better. Then, 'language teacher PD and teacher learning' is introduced including the concepts of teacher education, teacher development, teacher training, CPD and its delivery methods, practices in association with teacher learning. In the second section, reflection and its importance in English language teacher education have been referred. It has also involved 'teacher needs and teacher development' with the criteria of organizing and applying CPD events at universities. In addition, teachers' self-efficacy, beliefs, opinions, expectations, and perceptions have been mentioned. It has been followed by PD models in ELT. In the fourth one, ELT at schools of foreign languages in Turkey has been searched in the light of CPD activities as well as in-service training opportunities at state and foundation universities. Finally, the evaluation of in-service teacher training programmes at school of foreign languages with different instrument types has been introduced.

2.1. Professionalism in Teaching

The term '*professional*' is often uttered to portray someone who is assiduous, determined, qualified and competent in his own field, and he can also *profess* well. However, to reach this final state and to be called as professional, initially the person needs to question oneself, reveal needs, resolve his incompetence, and step into *professionalization* process (Leung, 2012). Although professionalization is worthwhile and it has been required in each occupation, it may not go further than reaching the standards of an organization or enhancing one's professional status. That is an identity formation procedure for a person to learn the ethics and values, gain confidence and to be socialized within the academic area

as a lifelong learning phase. Yet, when it comes to *professionalism*, it correlates with devotion to the career, gaining objectivity towards work, arming oneself with skills and knowledge to arrive at appropriate decisions, and advancing competency in a linear way (Eitel, Kanz, & Tesche, 2000). In a similar vein, Crandall (1993) warns readers against the confusion between these two terms, and defines professionalism as a professional practice, on-going learning and development or being totally involved in a programme self-motivated, whereas professionalization is just about increasing the status via certificates and contracts. Upon analysing their differences, it can be claimed that the latter is more comprehensive and like a buffer for the former one. Moreover, it helps ones to carry out professional practices or gain professionalism.

'Professionalism' is of significance in lots of workforce, such as medicine, business, law, economy or even in daily life. It is also a controversial issue due to the rapid changes in politics and social area, thus it might be entitled as a hot debated topic among scholars. The basic reason behind this notion is its interpretations which vary from one discipline to another. It can refer to respectability, success, control or a branch of an occupation (Demirkasımoğlu, 2000). In teaching context, professionalism represents the standards to be set and reached by teachers. When teachers are equipped with qualifications, credentials, call themselves as one of the best at the department, and bear responsibilities in congruence with the school, teacher professionalism comes to minds. Still, they might miss a vital point: to what extent can they overcome difficulties, apply to their competence, abilities and experience?

This perspective is behind the times, and it is regarded as old-fashioned by Sachs (2003). Being a researcher who has opposed traditional judgment towards teacher professionalism, and thus created a modern and distinguished way of thinking, Sachs clarifies two sorts of professionalism: old professionalism and new professionalism. While the former does not deal with the teachers' performance thoroughly, yet it mostly focuses on self-development by excluding themselves from the others, the latter necessitates cooperation, participation, being open to changes, and being on the move in order to keep up with the regulations. It is known as transformative professionalism as well, this is owing to its wide ranging opportunity for teachers to have responsibility and reflect it to practice.

Having reviewed the fundamental basis of professionalism, and come to the point that professionalization is one step to arrive at professionalism, it would be remarkable to touch upon why and how a teacher could feel its necessity in his career. It also reminds different

professionalisms among teachers. That is because some prefer holding their M.A., Ph.D. degrees; another group solely attend seminars, conferences, certificate programmes, whereas the others readily take part in informal activities without having their credibility. To this end, offering them some alternatives to be proficient on the way to professionalism will be the main point. However, if this nuance among teachers' choices were disregarded, they could have been forced to accomplish specific courses, special trainings, write a dissertation or an article to be published, and to fulfil any academic work (Ginns, Kitay, & Prosser, 2008). This might lead them to attend such kind of organizations merely to get certificates rather than credentialing (Crandall, 1993). At that point, Crandall attaches importance to the significance of experience, and stresses the fact that professionalism can be best achieved through having formal education, being involved in teacher development events, and performing it in classroom teaching practice. Similarly, Sambell, Brown, Graham (2017) appoint how great influence the experience has on teachers on the way to gain the conscious of self-discipline about on-going PD. This evokes an anonymous saying: "Give a man a fish, and you feed him a day. Teach a man to fish, and you feed him for a lifetime".

Another subject to be dealt with professionalism in teaching is the expectations from teachers. Majority of these programmes cover that sentence: "At the end of the course, the participants will be competent enough to … and proficient at…", which gets scholars to inquire either about the assessment, how competent they are in the end, as will be referred in the further phases of this study or whether they overlap with the teachers' needs. The reason lying behind these questions is to reveal the expectations of teachers about the programme.

Some of the matters in English Language Teaching (ELT) might primarily stem from the deficit knowledge about professionalism in language education. The directors, policy makers, and sometimes teachers may not be aware of the expectancies. Then, the essential point herein seems to make them think about the changes in professionalism over years besides the reflections of this reform into language teaching. This will also explain current trends in teaching, such as teacher beliefs, opinions, attitudes and the values about teaching profession (Bartels, 2005; Borg, 2012; Burns & Richards, 2009; Canagarajah, 2006; Cummins & Davison, 2007; Freeman & Johnson, 1998; Townsend & Bates, 2007). These trends present reflective boards (Kolb, 1984; Schön, 1994) and self-report for teachers to understand the concept of on-going self-development, to adopt it into their performance,

and to conduct transformative experience (Dewey, 1938; Mezirow, 1991). Therefore, it will pave the way for revealing their failures and setting goals to be attained in parallel with enhanced professionalism.

Performing a careful examination of professionalism in broad domain makes researchers consider the theory behind it. According to Evans (2011), agreeing with the above listed second language teacher educators, professionalism affects teaching and learning in every respect; it not only modifies knowledge and feelings, but also straightens up teachers' ways of thinking and actions. She develops taxonomy whose elements have interconnections. The first one, behavioural component, concerns the things that practitioners do while working in all aspects. It concentrates on every procedure at work, and finally its productivity to resolve achievement. The attitudinal component is about their opinions, perceptions, beliefs, motivations, identity and values; thus this is unlike to the last element: intellectual component. It addresses their awareness, insights and judgments. In other words, this investigates how analytic thinkers they are, and to what extent they can use their reasoning skills. Even though she introduces three main factors of professionalism, some other sub-components will be remarked. She intends to signify the importance of proceeding on a "better way" with combinations of units. Nonetheless, it could not be covered all in one PD model. Hence, the change in behaviour through professionalism can only be designed by multi-dimensional structures. Evans demonstrates and summarizes that cognitive process with the figure below:

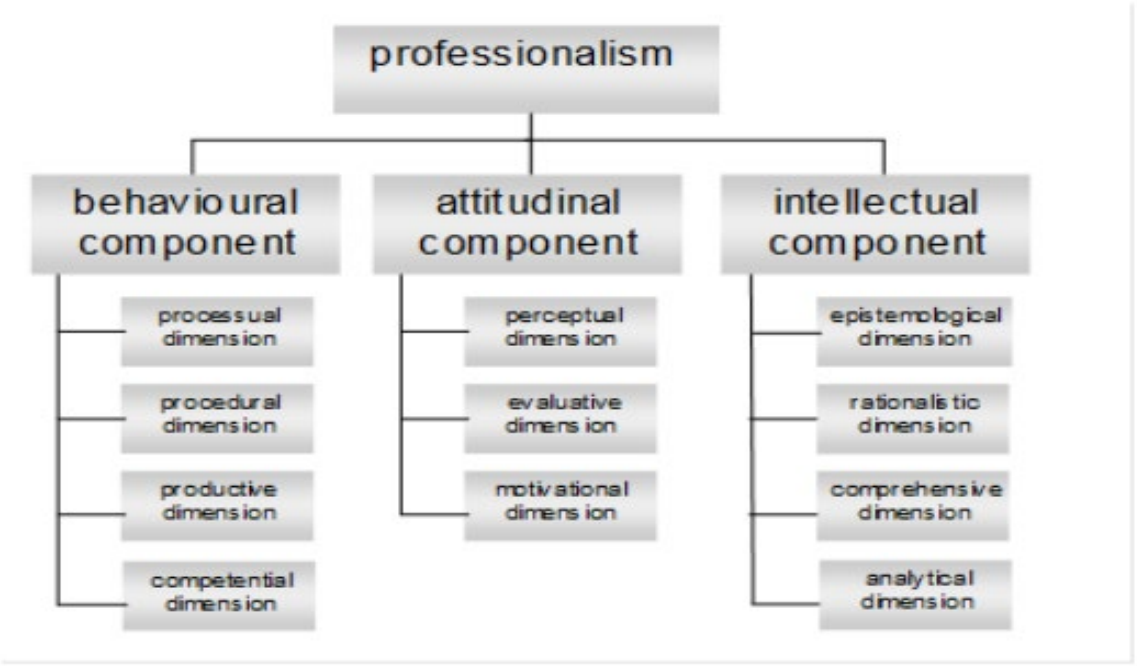


Figure 1. The Structure of Professionalism Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. *Cambridge Journal of Education, 44*(2), 179-198.

Unlike Evans (2011, 2014), Hoyle (1980) handles *deprofessionalism*, and explains possible impacts of professionalism that it may lead to. He mostly dwells on adverse effects of professionalism and deprofessionalism, and points out the reason of deprofessionalization as being seized with fear of losing one's status or career, which causes the failure of teaching service. Still, the most heated point against deprofessionalization in his debate is the theoretical knowledge, which is keystone in professionalism and autonomy of the practitioners. Separating academic learning from the profession means excluding teachers from education system and involving only students to be responsible of their learning in social environment. At that point, Hoyle denotes that there do exist a close knit between research and theory for teachers to recall the past, and get their reflections. He underlines his point of view with extended professionalism which makes teachers broaden their horizon neither to feel suffocated nor restrict them solely to experience.

In short, professionalism is quite probable to be ranked as the first crucial element in the list of Teacher Education (TE) due to the fact that it is like a pendulum which goes back and forth between teachers and the requirements in TE. Therefore, it opens the doors for the benefit of students who are the most important members in education system.

2.2. CPD and Practices about Teacher Learning

2.2.1. Teacher Education, Teacher Development vs. Teacher Training

In EFL, unlike in English as a Second Language (ESL), non-native English teachers endeavour to be proficient in language skills, and try to make up the deficiency of not being the native speaker of target language. As well as four macro skills of language learning, three other skills effective in English communication, such as grammar, pronunciation and vocabulary are required from teachers to investigate, contextualize in language and gain communicative competence. In other words, nowadays teachers are expected to be near native English speakers or teachers than solely non-native. Although this seems to be the only expectation from current EFL teachers: being competent in the language they teach, in fact considerable distinctive features subsist and foster today's EFL teacher notion.

Among all, the first thing to address is the changing trends about teaching over years, and the criteria teachers are labelled accordingly as successful. To correlate modern, contemporary approaches with the teachers of today, hence a brief historical account of language teaching education is in need.

The history of SLTE dates back to 1960s when the attempts with the fall of Audiolingualism and Situational Language Teaching both in America and the United Kingdom lead to Teaching English to Speakers of Other Languages (TESOL), ESL, and EFL. EFL stems from the discussions among linguists about Second Language Teaching (SLT), and then ends up with the initiative of Communicative Language Teaching (CLT) (Prabhu, 1990; Richards & Rodgers, 2014). During the on-going development in TE, Andrews and McNeill (cited in Bartels, 2005) make clear the increasing requirement of receiving certificates in the field of teaching owing to several theories and practices for teachers, which started debates on 'teacher development' versus 'teacher training'. Head and Taylor (1997) address that Teacher Development (TD) has the teacher ask questions of improving himself on the way to be a better teacher, getting the pleasure of teaching at utmost level, and helping students learn sincerely. On the contrary side, Teacher Training (TT) is compulsory, short-term, at once and mostly conducted with supervisors. Similarly, Freeman (1989) outlines that TE is of major importance than the other two due to its superior position. It requires two people, the teacher himself and a teacher educator so that the teacher could monitor the changes in his decision making process via gaining

awareness. However, training is “a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher’s teaching” (ibid, p.39). It means being an expert in English language by obtaining the skills for the leadership of teacher trainer and fulfilment of the teacher.

When some facets of teaching fail to be sorted in more components, development strategy, with integrated and holistic features, comes forward. It entails collaborators to create awareness among teachers via reflections, practicums or critical thinking strategies. Unlike training, mentor does not interfere, yet s/he only brings about changes even beyond the implementation, heartens teachers to be conscientious about teaching and to find their individual strategies. In other words, though in language teaching they both come together and provide each one’s missing points to give the best TE, TD is concerned with teachers’ awareness, needs, interests or collaborative studies within holistic and voluntary-based system. On the contrary, TT merely comprises practical and temporary practices, such CELTA, DELTA courses.

Ur (1996, 1997) shows the distinction between TT and TD, and then she explains the reasons why development is regarded as an ordinary TT technique than TD by using the table below.

Table 1

Teacher Training versus Teacher Development

TRAINING	DEVELOPMENT
Imposed from "above"	Initiated by "self"
Pre-determined course structure	Structure determined through process
Not based on personal experience	Based on personal experience
Externally determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from "experts"	Input from participants
Unthinking acceptance of information	Personal construction of knowledge
Cognitive, cerebral	Cognitive and affective, "whole person"
Isolated	Collaborative
Stresses professional skills	Stresses personal development
Disempowers individual teacher	Empowers individual teacher

Ur, P. (1997). *Teacher training and teacher development: A dseful Dichotomy?* Retrieved from: http://jalt-publications.org/old_tlt/files/97/oct/ur.html

Primarily, the table seems to indicate the superiority of training over development in TE. However, after post-method era, the synergistic relationship among each agency in TE besides Aristotle philosophy and failure of classification have influenced PD. It means forming a relationship in which the whole is greater than the sums of its parts. On that account, conforming to what post-method era brings, PD involves both training and development to give a sound TE programme.

2.2.2. Language Teacher Professional Development, CPD and Its Delivery Methods

All different terms and approaches about development stem from "change" in TE indeed. As a result of change, TT, TD can address the need of on-going learning among educators. Similarly, Webster-Wright (2009) deals with PD essentially in terms of how it has progressed over years, what it has been confused with, why it is conceptualized vaguely, and what kind of meanings it has been attached along with its update in today's education system. She firstly criticizes philosophical schools of thought which have been established sophistically within specific contexts, and they have been restricted to minimum changes. Objective epistemology and ontology which solely come back and forth between professionals and their practices without harmonization have created vicious cycle in development due to misconceptions. This also proves that PD, once committed to memories as ill-defined conceptualized version, has opened a new door to incorporate globalization through an implicit, product-oriented, standardized, compulsory framework. Finally, Mann (2005) differentiates PD and CPD by illustrating the former as obligatory, career focused and more restrictive than the latter which refers to gaining conscious of teacher autonomy to be self-sufficient throughout their life-long learning.

To Filipe, Silva, Stulting, & Golnik (2014), CPD is gathered around a few questions: what to learn, how to learn and how well one has learned. When they have been put into CPD loop, additional four elements are to be comprised: identification of what to learn, planning how to learn, learning and follow-ups. They all serve to initiate and advance professional behaviours of teachers during CPD activities.

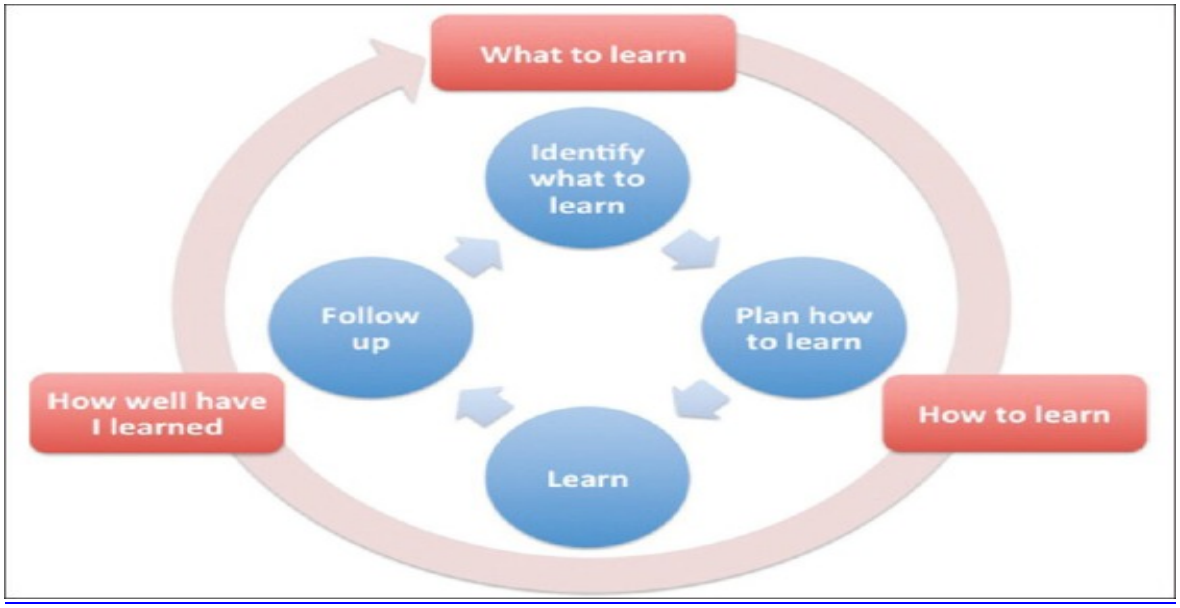


Figure 2. CPD and its items Filipe, H. P., Silva, E. D., Stulting, A. A., & Golnik, K. C. (2014). Continuing professional development: Best practices. *Middle East African Journal of Ophthalmology, 21*(2), 134-141.

Though researchers are almost at the same point about what CPD is, they might not negotiate on its exact definition (Crawford, 2009), and there are various comments due to replacing needs over the years (Evans, 2002; Raza, 2010). Once, in a traditional way, as Lalitha (2005) has categorized the changes for each decade, PD used to be referred merely by three items: skills, knowledge and opinions until 1980s. Thus far the only aim of TE was the success rate of children by looking at teacher proficiency, yet it completely neglected teachers and their personal needs. It reminds us the saying of Shulman (1987) who has criticized researchers for the definitions of TD and wrong judgements about teachers' knowledge base. Accordingly; expectations from teachers in terms of their knowledge, activities, perceptions and professions are not covered in this thought. Hence, he draws great attention to teaching as a profession instead of regarding it any one of the developments so that he can contemplate a general view for teaching.

In 1990s when the effect of every one of the students' skill, knowledge and opinions on teacher performance and consequently on their success was observed via knowledge operationalization in teaching, hence the idea of isolating teachers and all other stakeholders from students began to weaken. Furthermore, teachers, students and schools turned out to be a trilogy all together. Nonetheless, in spite of respecting social aspects in teaching-learning environment, and developing a comprehensive vision, Opfer and Pedder

(2011) state the dominancy of school accountability at that point. Due to mechanical, linear models, the complexity of teaching learning practice has again broken out as in former period (Phillips, 1991).

Even though PD is a multifaceted phrase covering all system constituents as a whole, it might pave the way for a misunderstanding that teaching and learning are both intricate scopes required to be dealt with individually. That sheds light on the divergence between so-called complexity theory favouring investigation of each factor in isolation and complex practices (Leinhardt, Young & Merriman, 1995) which need an in-depth and empirical study. In the following decade, with the increase in severity of social environment and contextual situations, teachers' change, reorganized and process-based learning, interactive activities between teachers and students to advance analytical thinking have come into prominence. In a similar vein, Day (1999, p.4) presents one of the most extensive characterizations of these days as:

It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Day's quotation remarks the significance of finding a common ground serving for the same aim among all stakeholders. That is why, teachers themselves, their contentment, changes in the performances and thoughts, not merely the students and their achievement rates have appeared in this hybrid scheme in the new century. It correlates with Berliner's (2001) conclusion that as no teaching can be without learning, students' achievements cannot be solely grounded to visible outcomes.

2.2.3. Practices in Association with Teacher Learning

Despite elucidations, Teacher Learning (TL) in SLTE literature remains mystery to some extent. Nevertheless, its contributions to TE in general still maintain its vitality, which necessitates reviewing its basis. Originally, TL stems from the natural relationship between learning and teaching. By taking it into consideration, Shulman (1987) refers teaching as a complicated, difficult and exhausting activity that has ever invented by humankind in that teachers are to lecture learners with different learning needs and objectives in various contexts. In spite of its complexity, teaching is interconnected to learning in a dynamic

way. Thus, teacher learning as a new term ought to be mentioned in order to understand SLTE in-depth, and correlate it with CPD.

Putnam and Borko (2000) stress early stage of TL with cognitive theory which outlines the fact that recognition is the control of items in mind. It is in contrast to situative theorists who focus on all elements within a system at an equal rate. In other words, whereas cognitivists emphasize individuals and personal development, situativists search for the ways of being independent from context, which leads the way to regard learning as a social activity. At that point, some theories come to mind. First one belongs to Dewey (1927) who advocates the importance of social inquiry, experience and practice for knowledge to be constructed. Another theory is from Vygotsky (1978) who has worked on socio-cultural perspectives and practices on behalf of promoting language learning. Furthermore, Schön (1986) has also introduced how related teachers and students or teaching and learning are through his social process theory. To him, teachers' knowledge or exercises prompt but do not bring about students' learning. In a sense, as Guskey and Yoon (2009) approach, both teachers and students set up teaching and learning environment, which frames teachers' thinking according to each class as well as giving chance for students to comprehend the language. In short, teachers' own perceptions, feelings about language teaching reverberate into learning process.

Teaching concept majorly aims at making students think analytically though it is interconnected to learning rules or standards as the vehicles. Nonetheless, the critical question will be how teachers make a decision while teaching the subject. This would demand the interests of teachers and students for their success (Woods, 1996). By considering this, similar to Wood, Freeman and Johnson (1998) have focused on teaching than learning with the thought that teachers can be regarded as students, and they may undervalue how students learn. By opposing behaviourism, which solely searches how to teach a language with product-oriented approach and a pure cognitive perspective, they ask how they learn to teach, and so invest in future, social constructivist framework. In this respect, Lave and Wenger (1991) emphasize learning with community of practice (CoP) which is a socio-cultural cooperation. They have a high opinion of social learning mechanism due to its social entity and the contributions from anthropology department. Thus, Wenger (2010) concludes that CoP is the very beginning of analysing learning with its mutual interaction to teaching, and it leads us to new thinking strategies. He furthers his statement and correlates CoP needs to PD with a description that CoP creates environment

within a social context to negotiate meaning among teachers, and helps teachers question themselves about how they have learned to teach or advance it throughout their career. Likewise, Opfer and Pedder (2011) define the failing point of PD as isolation of programmes or activities from learning environment or contextually situated learning.

Based on all of the above mentioned reforms and Kolb's (1984) theory which will be discussed in detail in the following section, Ur (1997) creates a new diagram about optimal TL. By considering to the extent teacher training has isolated itself from teacher reflections within a social constructivist point of view, and cooperation has been ignored in TD, she renews the model.

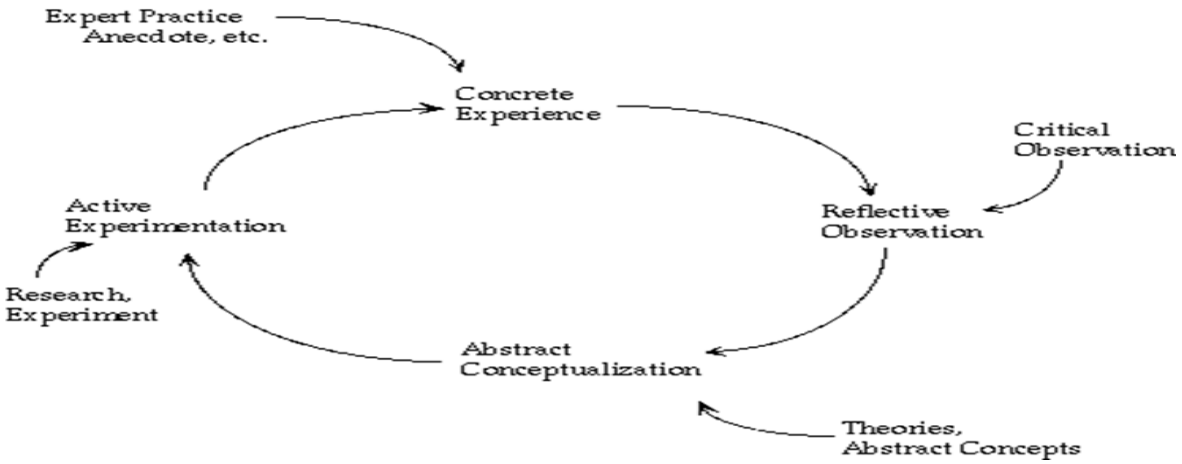


Figure 3. An ideal teacher learning model Ur, P. (1997). *Teacher training and teacher development: A dseful Dichotomy?* Retrieved from: http://jalt-publications.org/old_tlt/files/97/oct/ur.html

She deduces the fact that TL in reflective mode is due for profound impression after putting previous and present experience within social environment together. Additionally, teachers could interpret their own experience and thoughts by searching for the relation between theory and practice, which is mostly ignored in TE (Wallace, 1995). Thus, after raising consciousness about what they really know about their line of work and experience, the setting will promote its holistic frame (Arıkan, 2004). This can also be summarized with a chart by Leu (2004, p.6):

Table 2

The Comparison of Different Approaches to TL

Previous Approaches	Present Approaches
Goal is teachers who are competent in following rigid and prescribed classroom routines	Goal is teachers who are reflective practitioners who can make informed professional choices
Teachers are "trained" to follow patterns	Teachers are prepared to be empowered professionals
Passive learning model	Active and participatory learning model
Cascade model – large centralized workshops or programs	School-based model in which all participants participate
"expert" driven	Teacher facilitated (with support materials)
Little inclusion of "teacher knowledge" and realities of classrooms	Central importance of "teacher knowledge" and realities of classrooms
Positivist base	Constructivist base

Leu, E. (2004). *The patterns and purposes of school-based and cluster teacher professional development programs (EQUIP1 Working Paper No. 2).* Retrieved from: www.equip123.net.docs/working_p2.pdf

After stating the prominence of learning in language teaching, it is also fundamental to examine TL practices at the core of CPD. TL in professional ground depends on language teaching practices, time management and organizing social activities to carry out learning in order to teach. That is why, it is pivotal to enhance not only student learning but instruction and class exercises as well (Freeman, 2006). In the same manner, Shulman (1987) defines teaching as the learned profession. It reveals that subject cannot be the only thing teachers need to explain, they are also to consider inquiry-based learning to broaden student's horizon. Burns and Richards (2009, p.4) agree with these two scholars and illuminate:

Teacher learning is not viewed as translating knowledge and theories into practice but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes. This latter type of knowledge, sometimes called "practitioner knowledge," is the source of teachers' practices and understandings.

This citation implies that TL is in cooperation with social context. In a sense, it clarifies that professional learning requires analytical and critical thinking with top-down and bottom-up processes (Cumming, 2011).

Regarding PD, in the past, as Webster-Wright (2009) explains, instead of learning, development used to be accepted as the keyword bringing people to success. The critical role of learning in a settled mode could not appear to be resolved in research paradigm then. Later, researchers have realized the differences among professional learning, development, continuing education, continuous professional learning, continuing professional learning, and development. Thus, it could have been possible to explore the modifications of PD over years. Having gathered basic information concerning community education, workplace learning, professional education, and PD in literature, it is possible to arrive at the conclusion that current (continuing) professional development terminology culminates in the prerequisites of professional learning to get efficiency of development activities. As an example, the theory of andragogy by Knowles (1980) cannot be restricted to adults but for all humankind. It affects workplace learning, several socio-cultural activities to promote employees' competence and then, it draws attention to the communicative ways of acquisition, learning new profession. Moreover, in undergraduate level, knowledge transfer is the route to comprehend information without making sense of instruction together with students. Hence, development to learning, learning to professional learning ought to be accepted as the order in reframing CPD concept.

Last of all, to emphasize learning in development process, Vermunt (2010) associates teacher practices and TL with PD and TE theories even at the stage of developing new teaching methods. In other words, when a new model is to be created, initially school needs, the differences between novice and experienced teachers' learning and PD besides how teachers learn, and what they want to learn must be correlated with all components of the system (Louwsa, Veenb, Meirinka, & Driel, 2017). Putnam and Borko (2000) likewise claim that experience of teachers in particular settings increase types of knowledge in TL. As a result, TL is to be based on experience and teaching practice in situative aspect.

In sum, as Knight (2006) introduces, professional awareness might not be straightforwardly clarified as the image of an iceberg. Implicit or indirect, related and pre-determined recognition might exist under it. Then, explicit knowledge is constructed as the only thing appearing on the surface. Owing to its multiple layers, it can be misleading for

people to decide without considering students' success and goals. Still, its multifaceted interplay among agents may not always show itself on the way that is planned even though the theory behind professionalism supports a holistic manner by regarding all factors in the name of teacher development. Then, this necessitates other variables to be comprised in CPD concept as is to be discussed in the rest of the study.

2.3. Reflection in English Language Teacher Education

After confirming the role of TL in TE and CPD, it is essential to touch on one of its integral parts which is reflection. The impact of TL on CPD also appears as taking ones' responsibility of learning knowledge to gain autonomy. Naturally, it derives from some important theories, such as Wallace's (1991) teacher learning model, and Kolb's (1984) experiential learning model. Wallace focuses on *applied science, craft*, and *reflective* models. While the first stands for universal, non-specifically stated theories for profession, the second one is totally correlated with imitating what head teachers do. Because of that, it signifies how dependent he is to the teacher trainer. Only his third model, reflectivity, can be correlated with teacher development due to teachers' reflections and experience in their career development steps.

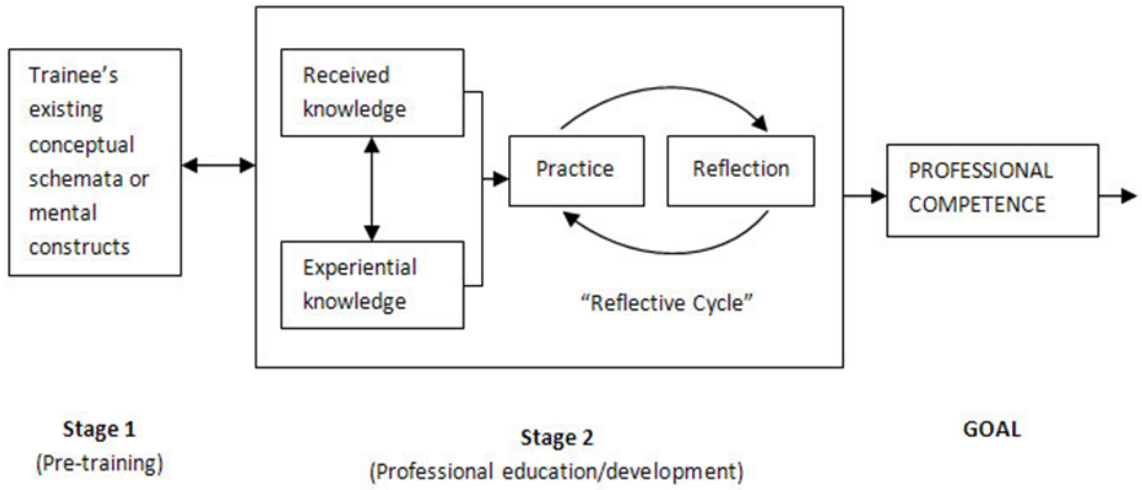


Figure 4. The reflective model of professional development Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach.* Cambridge: Cambridge University.

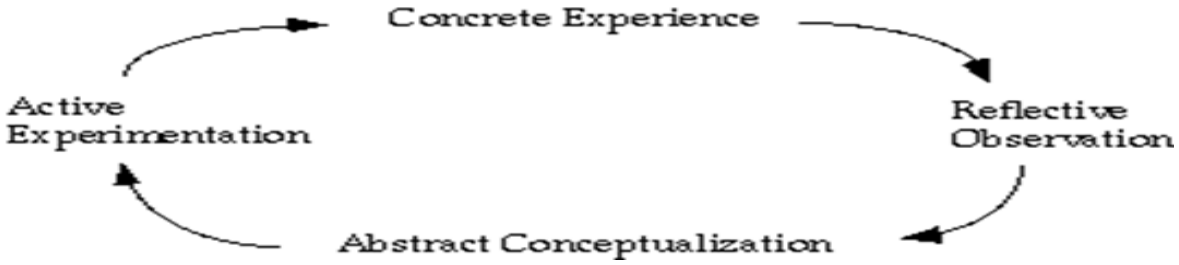


Figure 5. Kolb's (1984) experiential learning theory Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall.

The fifth figure explains the fact that Kolb's theory is mostly created with reflections, conceptualizations, experiments, experience, and it has a student-driven focus. It displays where observation and reflection are, and how assistive they are in the representation of teachers' learning cycle.

Basing on Kolb's loop, Kelly (2013) illustrates a cycle of CPD programme for instructors and teacher trainers as can be seen below.

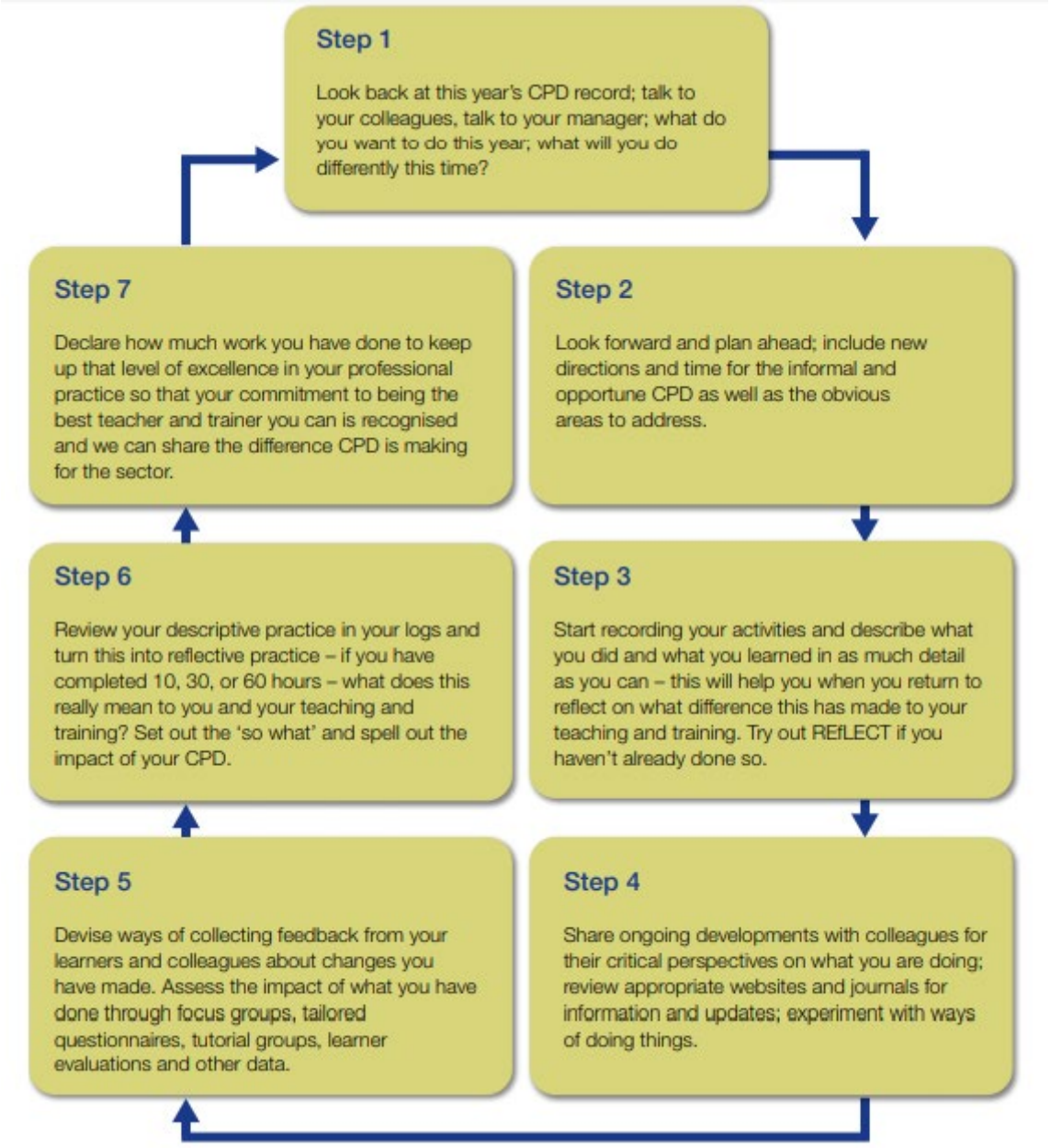


Figure 6. Kolb's model in CPD frame Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall.

The written statements in the figure are intended to highlight the significance of learning and professional learning in that circle.

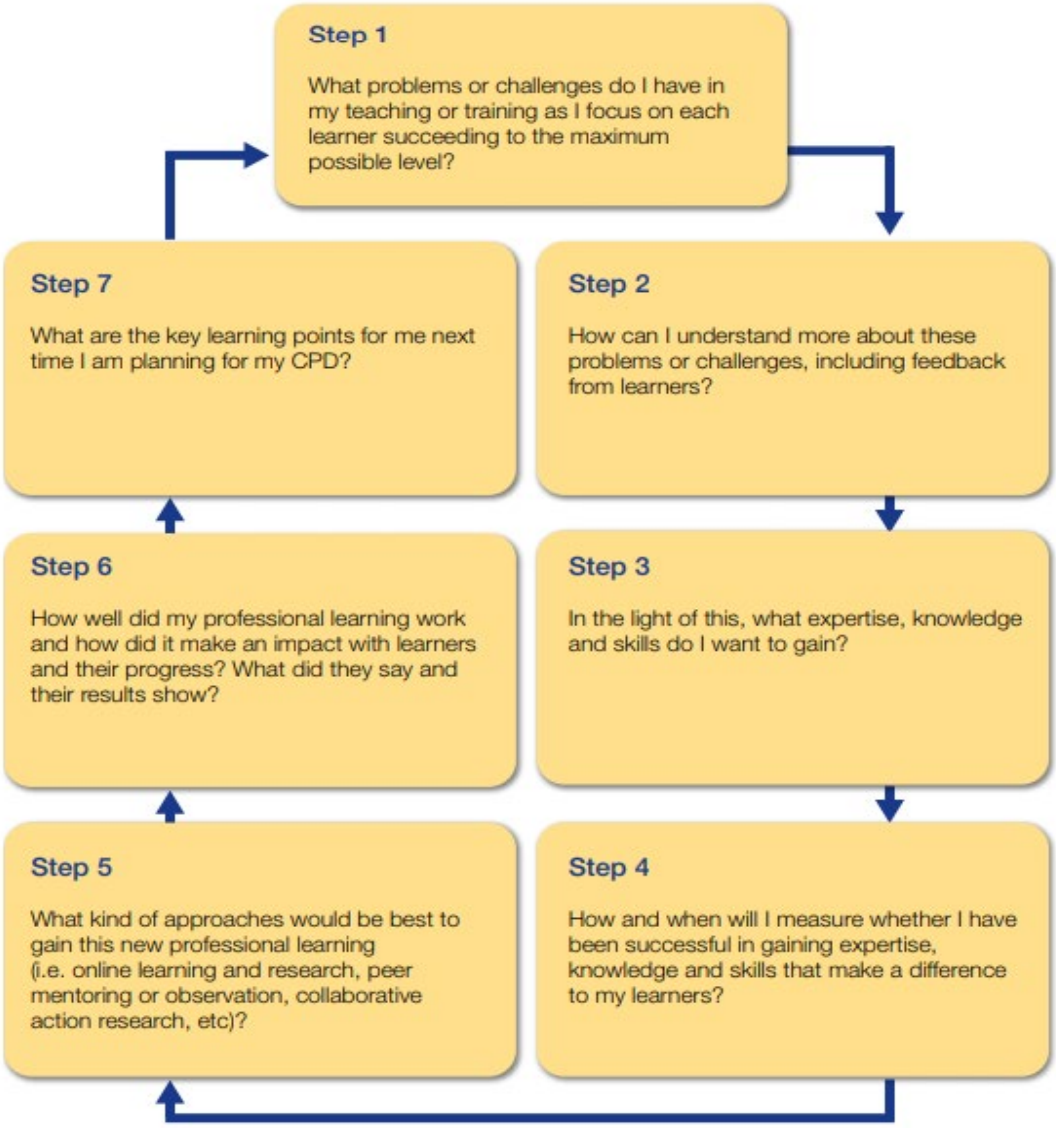


Figure 7. Kolb's sample Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall.

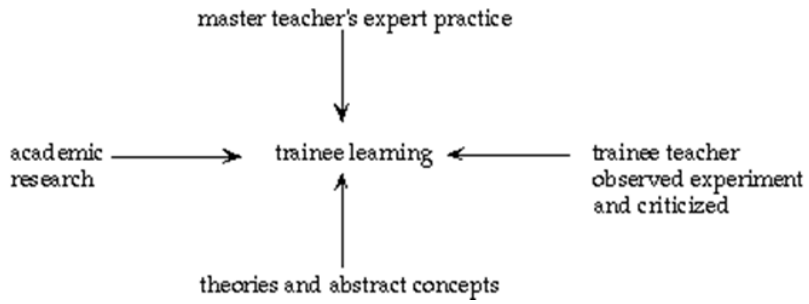


Figure 8. The definition of teacher training Ur, P. (1997). *Teacher training and teacher development: A dseful Dichotomy?* Retrieved from: http://jalt-publications.org/old_tlt/files/97/oct/ur.html

Respecting to theories of Kolb and Wallace as well as the way instructor learns as shown above, Ur (1997) recreates a new model. Her reflection model can be resembled to Palmer (1993) who interprets (in-service) trainings in three phases. The first one, transmission, is typical transfer of knowledge from teacher trainers to instructors. The next one, problem-solving, is in mediator role between transmission and exploratory. The participants are the focal point in resolving the problem, and they have been encouraged by the teacher trainers by means of their knowledge and experience especially when contextual help is in need. Final one is exploratory model where teacher trainers give responsibilities to the participants. They have been quite passive only by observing the instructors, their decision making procedure, facilitating trainings with materials, broadening their minds and raising awareness. Herein, both Palmer (1993) and Ur (1997) share a common ground in terms of expecting participants to be independent in the programme for their self-interests.

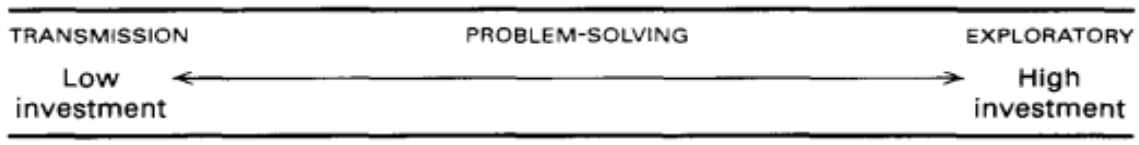


Figure 9. Training input styles/ teacher investment chain Parrott, M. (1993). *Tasks for language teachers: A resource book for training and development.* Cambridge: Cambridge University.

Similar to these approaches, Lieberman and Mace (2008) remind that teachers are unwilling to attend "one size fits all" conferences or workshops because of various teaching techniques and methods with their impacts on students. In addition, they are to develop awareness about the discerned theories formed after class experience via exploration (Moon, 2013), achieve autonomy instead of following pre-determined principles blindly, and learn what teachers should lecture about or who they are. This could pave the way for inferences about their identity and performance in the classroom. Without finding the answers of those questions, teachers may not avoid judgmental stance towards profession and thus they might regard it far from real practice.

Another stimulant underlying reflection is the knowledge types. In addition to academic, pedagogic, practical knowledge; received, individual, local and human knowledge descriptions subsist for development (Raza, 2010; Webster-Wright, 2009). In the way that Zacchi (2014) specifies, concerning about all that knowledge within social, cultural, local

or global sides as well as the knowledge students transfer to lessons clarifies that there is no exact formula but a contextual teaching-learning between students and teachers. This is also similar among teachers. Building knowledge depends on the principles of collaboration and performances. Therefore, the role of teachers is not only to instruct what they have learned, read or heard, but also to produce knowledge by taking their needs, and failures into account with a critical view.

As to reflection, after emphasizing the relationship between action and reflection during professional learning and practice by centralizing contextualization, Schön (1983, 1986) mentions two reflection types: reflection-in action and reflection-on action. The former means immediate, time of teaching points the teacher handles by utilizing their analytic thinking or reasoning (Dewey,1938), just as the latter informs about reflection either before or after the action and makes it well-developed plan for the lessons. In addition to him, Day (1999) refers to reflection-about action by considering self-questioning in teachers' determination, reasons to teach and the outcome they could finally get through practice. These can be listed as the basic requirements of teachers on the way to be professional in reflectivity.

In addition, Mezirow's (1991) transformative learning theory, which regards reflection as the critical point, becomes more of an issue in teacher education with the emphasis of difficult situation to influence critical thinking skills. He underlines both teacher awareness behind practices, learning instead of any presumed comprehension, and its compatibility to transform it into learning experience. Thus, the theory highlights that experience and reflection are fundamental for one another in teachers' learning process along with leading to social constructivist approach in TE (Freeman & Johnson, 1998).

By correlating professionalization within time, its effect on TD, reflectivity, and varying characterization of good teachers (Berliner, 2001), Townsend and Bates (2007) signalize research, especially exploratory and participatory one in which teachers are researchers and use their critical reflection besides valuing teaching quality in globalized, high technologic world to give education to diverse students. Atay (2008) approves it with dissatisfying results of training programmes which hardly ever reflect the real conditions teachers in, and disregard situational factors along with action research but adopt articles or any academic works as statistical analysis presenting theoretical knowledge to teachers. Identically, in his post-modern research view, Kumaravadivelu (2001) discloses the importance of meaning making among all school members in a sociocultural context by

gaining autonomy, then reflecting it for the benefit of other instructors beyond obligatory applications or programmes in or out of school.

As a conclusion, by relying on CoP (Lave & Wenger, 1991) chiefly to promote reflection, Professional Learning Communities (PLC) have been established to provide synergy among teachers by adopting continuing, collective, all-encompassing critical practice (Raza, 2010). PLC need different sorts of PD activities to collect teachers together and share their ideas, reflections, feedback collaboratively. Furthermore, out of four PD activities Richards and Farrell (2005) rank, group-based exercises, such as teacher support groups, action as well as narrative research or institutional practices like seminars, research, and teacher support groups are a good match for teachers' partnership on condition that individual studies of teachers are excluded for a while since they both serve for teachers' reflection to achieve professional learning.

2.4. The Importance of Teacher Needs in Teacher Development

CPD programmes are in general designed for the development of organizations, teaching and TL quality paying less attention to instructors and their perceived and expressed needs. Accordingly, they mostly think about teaching regarding the fact that instructors are always disposed to learn new things, yet they may ignore teaching other knowledge types and skills. Then, they will be destined to sit in auditoriums, and listen the standardized implementations without their own approach to CPD, affiliation to institution, identity, thoughts, TL and the first concerns. Unless teachers are given a chance to form their identities, respecting their experience, perspectives and opinions in the light of CPD events, then those activities may fail to integrate teachers with others in the institution (Lalitha, 2005).

Regarding perceived and expressed needs in detail, expressed CPD needs are composed of four assumptions. It is supposed that instructors know what kind of CPD training they need, they have self-knowledge, they could share the experience in a reliable way, and need assessment items are sufficient in number (Hansen, 2008). It means that they are based on a lack of feeling among group members. Then, instructors could demand their needs through actions, activities and statistics so that they could be realized by others. As to perceived needs, they refer to the assumptions and judgements of people about a programme or a service (Cohen-Mansfield & Frank, 2008). Perceived needs can be revealed via surveys, focus groups or interviews. That is why; as Hansen (2008) and

Mısırlı (2011) emphasize in their research, the difference between two terms ought to be detected on instructors before starting a new programme after needs analyses.

2.4.1. Teacher Beliefs, Opinions, Expectations, and Perceptions about CPD

Beliefs are prominent items in teachers' characterization, their manners to teaching and professional learning due to its domino effect causing plenty of attributes to be formed, such as teacher cognition, Knowledge about Language (KAL), behaviours, teaching styles and research. However, how it frames teaching context with quality, what makes it evolve as a featured element in language teacher education are worth examining. To Borg, as he has revealed in his conversation to Birello (2012), the study of beliefs has originated during 1970s when behaviourism in TE has been shown great respect. Still, upon noticing that it makes teachers' programme similar, the opinion which indicates that teaching comprises of several parts rather than only behaviour has emerged. The reason is there are teacher feelings, beliefs, perceptions and knowledge. Thus, Borg (2001) lays emphasis on how teachers perform in the classroom in the first instance, which could indicate what they believe, and hence they can implement it in teaching procedure. Nevertheless, covering direct and indirect moves is necessary to find out their beliefs on account of the fact that no one can observe them explicitly and ask what they are. This suspicion arises due to the inconsistency between beliefs and practices as well as the complexity of teacher cognition, which leads research to be put into use so as to reach reliability. In addition, different assumptions of teachers usually get the issue "teacher beliefs" labelled complicated with self-confidence, self-regulation and motivation. Longitudinal and comprehensive reflections should also be conducted to see how many teacher beliefs are about what they know.

As is seen, the position of teacher cognition in beliefs has great importance. Borg (2003, p.82) displays how multi-directional term it is with the figure below:

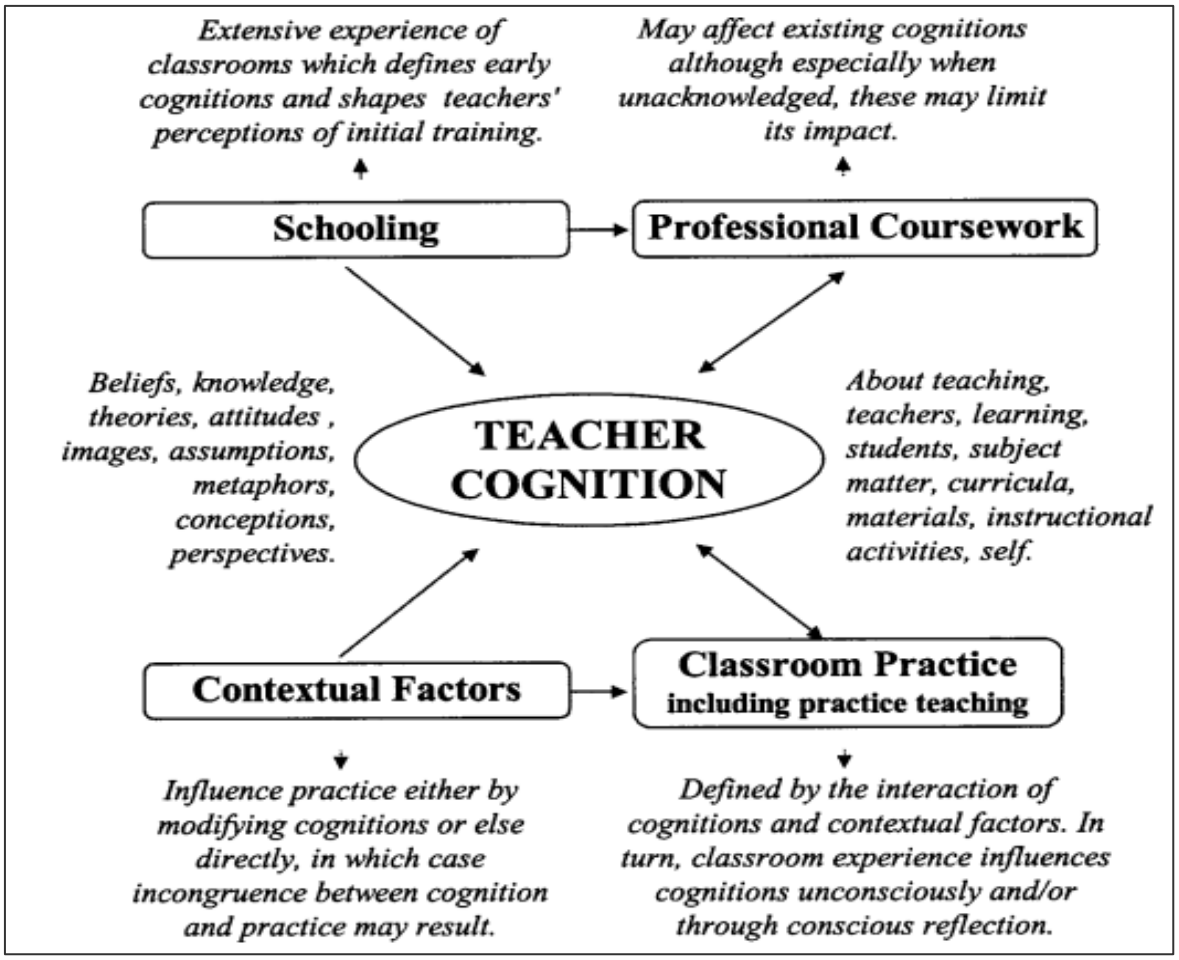


Figure 10. Teacher cognition Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 81-109.

He highlights teachers' personal theories and practices in harmony with pedagogic and pragmatic knowledge. Freeman and Johnson (1998) also call teacher cognition as the mental lives of teachers, and utilize it to restrict the space between beliefs and practice in addition to learning about their teacher identity. They have found it via a research in 1970s when cognitive ideology was popular to affect teacher thoughts and behaviours. This has changed in post-method era with sociocultural cast of mind on the way to contextualize professional experience based on language learning theories or methods. This increase leads us to ask the extent that change is operative in all aspects of TE. For instance, professional and personal improvement necessitate alternatives, options, even doubts in teachers' thoughts, knowledge and practices as the substance of teacher cognition today, whereas in the past, everything in teaching has been demanded to be ready and clear

enough to be adopted into lessons, such as basic curriculum, theories and context behaviour.

Aminudin (2012) sets forth the misconception of trying to change teachers' beliefs in order to increase the rate of student success. Concerning sustainable changes from teachers' side, initially PD must be submitted to teachers successfully; only then the change in their emotions, thinking process, motivation and beliefs could be noticed. In the same respect, Coburn (2016) refers that changes are for practices, cognition and language instructions at personal, educational, institutional degrees as a means of holistic and pragmatic progress. He furthers his explanations with social change, reflection, collaboration, metacognition so that he could encourage teachers to gain awareness of their beliefs, knowledge, needs and self-regulation to attempt new ideas moderately. Therefore, teachers are treated as the key factor behind change (Kooy & Veen, 2012).

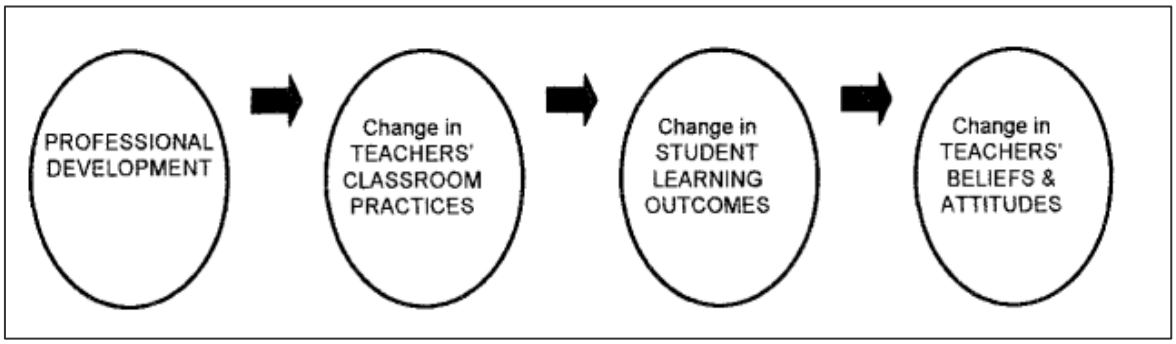


Figure 11. A model of teacher change Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*(3/4), 381-391.

To conclude, students, their needs and preferences will be influenced provided that there is a change in the system. It makes clear that teachers call for changes in skills and professional knowledge (Büyükyavuz, 2013). However, in respect to change, knowledge base of teaching, beliefs and expectations come together either as a commitment to modification or non-stop development behind professionalization because their needs are more about pedagogic knowledge than subject knowledge in academic world. As a result, one of the questions out of current trends takes the form of "To what extent my teaching performance in courses helps my students?" (Tichenor & Tichenor, 2004). It illuminates that teaching is learned by reasoning, putting reasoning into a long process, ending up with imparting, and eliciting in a cycle mode to come to the same point and renew itself (Shulman, 1987) rather than monitoring students as Putnam and Borko (2000) define *fly on*

the wall effect. Freeman (1989) also introduces four components of teaching with the weight on awareness:

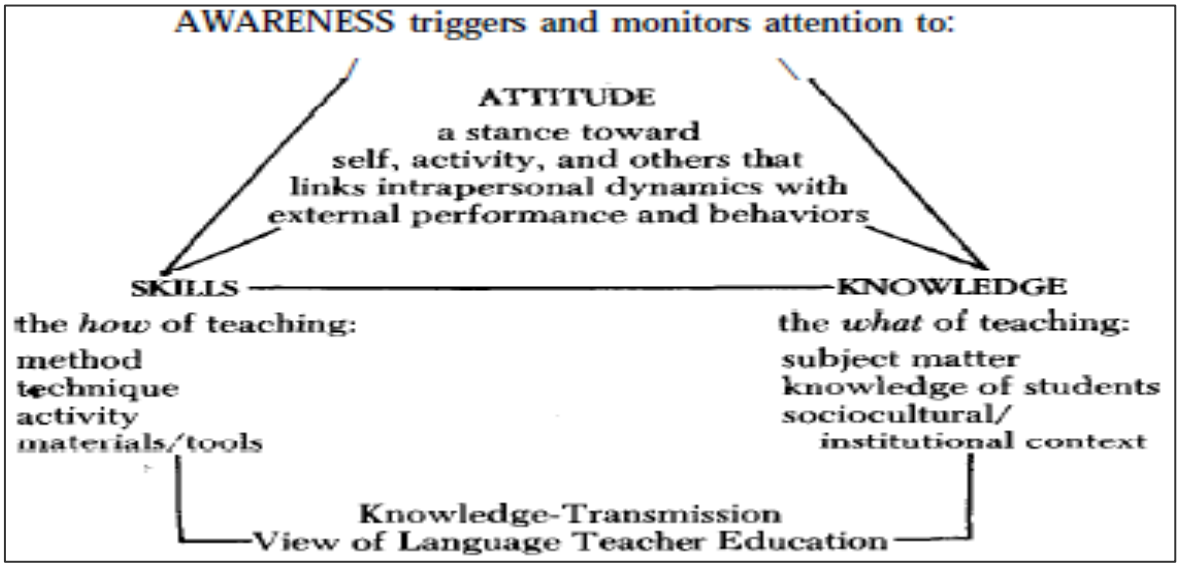


Figure 12. Descriptive model of teaching Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL QUARTERLY, 23*(1), 28-46.

He develops a holistic meaning making mechanism based upon attitude, knowledge, skills and awareness par excellence, and he reforms teaching according to those four elements. Change regulates knowledge base of teaching, then teaching moves with these improvements, and thus it cannot be stabilized in language learning. As a conclusion, teaching represents the side effects of teacher needs in language teacher education.

Last of all, learning can be defined as active process of building new knowledge from experience and beliefs (Borko, Jacobs, & Koellner, 2010). Though teaching and learning foster TL with change in awareness and actions, PD of teachers and learning from experience by taking notice of prior learning (Taylor, 1996), teachers claim that they cannot see its direct impact on autonomy, self-regulation and self-efficacy. It stems from the fact that learning-by-doing as well as other learning methods are not conceptualized in TE, therefore the importance of teachers' internally driven patterns like motivation, perception, expectation and opinion are underestimated in the light of product-oriented TD. Consequently, unresolved meanings of professional learning might arise as a problem (Clegg, 2003). Then, it cannot make teachers identify how close CPD events and their

needs, learning, commitment to work are. Finally, Kıncal, Derya, Beypınar and Topcu (2015) declare that a PD programme must influence teachers' opinions, needs, knowledge, beliefs and skills by dealing with teaching-learning, hence an increase in students' learning and practices could appear.

2.5. Models of CPD

In recent years, the priority of PD and CPD events has increased in Turkey (Borg, 2015). It originates from "portmanteau concept" term which can also be defined as "hugely complex intellectual and emotional endeavour" (Day & Sachs, 2009, p.43). In other words, it contains quite a few principles being modified with current trends, and it reflects troubles about education.

A school can reform itself only by showing regard to all stakeholders and their perceptions, teacher quality as well as other requirements. Although there are several CPD models, PDP model by Lieberman and Wilkins (2006, p.126) can prove that these models are multi-dimensional development programmes as is seen below:

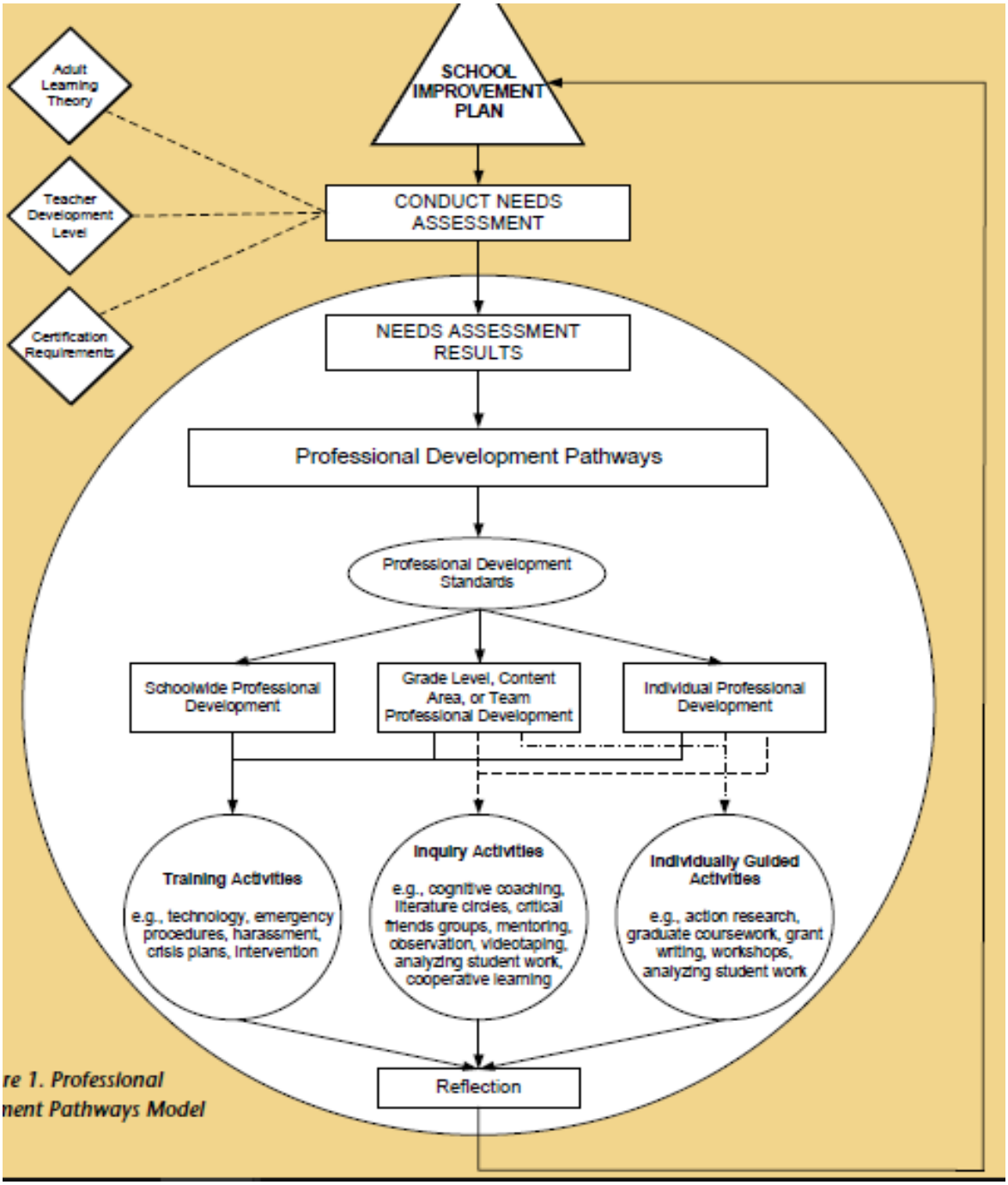


Figure 13. PDP model Lieberman, J. M., & Wilkins, E. A. (2006). The professional development pathways model: From policy to practice. *KAPPA DELTA PI*, 124-128.

The model is distinguished with its adaptability to all schools considering contextualization and various needs of schools. That is why, School Improvement Plans (SIP) are in need to detect problems at schools so as to help out. After that, needs assessment should be applied to teachers individually under school policy, and they can be designated in accordance with adult learning theory, teacher development levels and certification requirements.

According to needs assessment, SIP, PD principles and regarding the choices of teachers and other staff, standards will be determined: individually guided, inquiry and training activities. In the following stage, reflection gets involved to reflect teacher output and student learning rate via a tool. Finally, considering the SIP in a large-scaled study, this recurring system starts over PDP process again. To put it simply, that dynamic model develops resilience to all beholders at each school by taking notice that they are unique in this multilevel structure (Creemers & Kyriakides, 2010).

Table 3

The Efficacy of PD Models

Characteristics of effective PD	*Darling-Hammond and McLaughlin (1995)*	*Hawley and Valli (2000)*	*Knapp (2003)*	*Putnam and Borko (1997, 2000[b])*	*Wilson and Berne (1999)*
Content					
PD content is situated in practice; addresses problems of practice.	PD engages teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development.		Content builds on teachers' pedagogical content knowledge (PCK).	Mantra: Situate teacher education in classroom practice. Ground teacher learning experiences in their own practice.	
Content of PD is focused on students' learning.	PD is connected to and derived from teachers' work with their students.	Content is focused on what students are to learn and how to support student learning; PD addresses impediments to and facilitators of student learning.	Specifically focused on high standards for students.		
Process / structure					
Preferred instructional practices modeled in PD.	Supported by modeling, coaching, and the collective solving of specific problems of practice.		Model preferred instructional practices (e.g., active learning), both in classrooms and in adult learning situations.	Mantra: Teacher educators should treat teachers as they expect teachers to treat students.	
Active teacher learning; teacher inquiry.	Grounded in inquiry, reflection, and experimentation that are participant-driven.	Teachers identify what they need to learn and, when possible, participate in the development of the learning opportunity and / or process to be used.		Mantra: Treat teachers as active learners who construct their own understandings. Empower teachers and treat them as professionals.	Teacher learning is activated, rather than bound and delivered; engage teachers as learners in areas their students will learn, but at a level more suitable to their learning.
Professional learning communities; collaborative learning environments.	PD is collaborative, involving sharing of knowledge among educators and a focus on communities of practice rather than on individual teachers.	PD provides learning opportunities that relate to individual needs but are, for the most part, organized around collaborative problem solving.	Collaborative and collegial learning environments.	Teachers need opportunities to participate in supportive professional learning / discourse communities in order to be successful in constructing new roles or changing their practice.	Communities of teacher learners who are redefining teaching practice; privilege teachers' interactions with one another, build trust and community while creating professional discourse that includes critique.

PD settings are appropriate to goals, often school based.	PD is connected to other aspects of school change.	PD is school based and integral to school-based operations. PD is integrated with a comprehensive change process.	School based when possible.	Mantra: Situate teacher education in classroom practice. PD experiences are situated in multiple contexts based on the goals of the PD.
PD opportunities or models are ongoing and sustainable	PD is sustained, ongoing and intensive.	PD is continuous and ongoing, with follow-up and support for further learning. PD includes support from external sources to provide resources and outside perspectives	Rigorous cumulative opportunities for learning over time.	

Borko, H., Jacobs, J. K., & Koellner, K. (2010). Contemporary approaches to teacher professional development. *International Encyclopedia of Education, 7*, 548-556.

In table 3, Borko et al. (2010, p.551-552) have illustrated the theories within high-quality PD. There are five basic PD theses implying significant elements of effective development. In fact, they all search for sustainability of the programme, objectives and needs of students, teachers and the institutions besides professional learning opportunities, TL and instructional practices. It proves that there can be no best PD method for any schools to follow blindfolded.

To maintain the studies, current CPD models might be also activated and enlarged instead of developing a new one (Harland & Kinder, 1997). The decision must be made according to new skills, knowledge of theory, general awareness to CPD, materials, the change in beliefs, opinions and teacher initiation. In order to perform changes via a CPD model, informational, personalized, affective and institutional outcomes as a whole ought to be put into use to see impact on practice.

Aydın (2016) cites some other PD models that Johnston (2009) has ranked, such as certificate programmes (CELTA, DELTA), observations, reflections and seminars, Teacher Study Groups (TSG), workshops and narrative inquiry. CELTA covers the courses of theory and practice about ELT so that the participants could improve themselves as an English teacher though their majors might be other fields like translation or literature. DELTA is one step ahead of CELTA owing to the fact that the course takers need to become experienced in teaching at least for two-years to receive this diploma, which is the confirmation of their competency in TESOL. As for narrative inquiry, Craig (2011) tells how it triggers curriculum, subject matter and cultural studies along with individual study

groups and collaboration among colleagues to reform school panorama. Furthermore, Connelly and Clandinin (1988), Clandinin, Downey and Huber (2009), Clandinin, Pushor and Orr (2007) investigate how beliefs and teaching practices change in global world with narrative inquiry, and how it can affect thinking style of teachers and researchers while working on student experience. Similar to inquiry research, observations and reflections have gained more profound meaning when they are utilized as PD activities or models. Mostly, it starts with observations of peers, teachers, students or mentors, and is ensued by reflection. Then, the core of the matter is correct order of their inclusion into the implementation. In other words, when change is the aim in teacher beliefs, only reflection after the practice will function (Opfer & Pedder, 2011). Otherwise, it would be demanding to have an experience about their beliefs and to change them in following steps.

The negotiation among colleagues makes teaching more productive than self-study activities (Coşkuner, 2001). In addition, Tevs (1996) establishes the fact that seminars and workshops are also superior to other trainings about PD. Accordingly; TSG can be a representative of discussions among teachers when they hold it regularly. Due to the fact that it evolves out of teachers' beliefs and interests (Cramer, Hurst, & Wilson, 1996) and then it identifies their autonomy, they can take chance to personal and professional development with the responsibility of their improvement (Bailey, Curtis, & Nunan, 2001). However, as in any versions, TSG might have some unfavourable points. Table 4 displays both advantages and disadvantages of TSG. Nonetheless, it resolves the fact that no best way might be called to begin or pursue change in TL.

Table 4

Pros and Cons of TSG

Study Groups		
Strengths	**Limitations**	**Costs considerations**
▪ Goal oriented ▪ Can bring a sense of purpose, school-based learning and collaboration to teaching ▪ Builds on what teachers already informally do	▪ Time consuming ▪ May be difficult to coordinate, implement and sustain ▪ If not managed well, meeting diligently, doing assigned work, and following through, they can easily disintegrate ▪ Can be accomplished without a facilitator, but it is better to have a trained facilitator to mediate teacher learning and group dynamics	▪ Low cost ▪ Cost is associated with time and personnel involved ▪ May involve costs of providing an external, ongoing facilitator to help instruct and facilitate Study Groups

Tevs, M. (1996). *A survey of pre-service and in-service teacher training programs of 1-year preparatory English classes at Turkish universities* (Master's Thesis). Retrieved from http://tez.yok.gov.tr.

Although PD models and activities can be ranked in different forms as listed above, they can also be gathered under three basic headlines (Gaible & Burns, 2005, p.15):

- Standardized Teacher Professional Development (TPD) Programmes,
- Site-Based TPD Programmes,
- Self-directed TPD

Standards and traditional ways of teacher training are mostly carried out by one of the so-called teacher trainers at schools. Therefore, these programmes have been labelled as cascade, centralized methods to prepare teachers to workshops, seminars or one-day conferences. The site-based lays emphasis on group-works, peer teaching, teacher observation and reflection with an aim to carrying long-term and high-toned studies. The last one refers to personal, independent programmes, such as reading educational books, watching movies, applying action research and case studies. Though each one attaches importance, site-based programmes rank first at providing sustainable, continuing, cooperative local points and gathering people who experience same problems or have similar demands.

Nevertheless, on the other hand, Gaible and Burns (2005) dwell on how laborious it can be when provisions of an expanded TPD programme are to meet by a group of designers. Furthermore, as they appeal in-depth and long studies under the supervision of partially

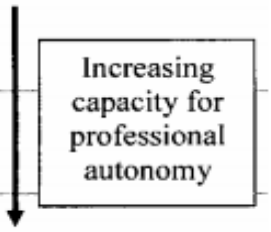
professional mediators, counselling to content, technology or instruction with limited materials may not be efficient enough. That evokes the impossibility of managing real on-going teacher development under these conditions.

Taking this into account, Kennedy (2005, p.248) reviews nine types of CPD models in accordance with teachers' aims.

Table 5

Models of CPD

Model of CPD	Purpose of model
The training model	Transmission
The award-bearing model	
The deficit model	
The cascade model	
The standards-based model	Transitional
The coaching/mentoring model	
The community of practice model	
The action research model	Transformative
The transformative model	

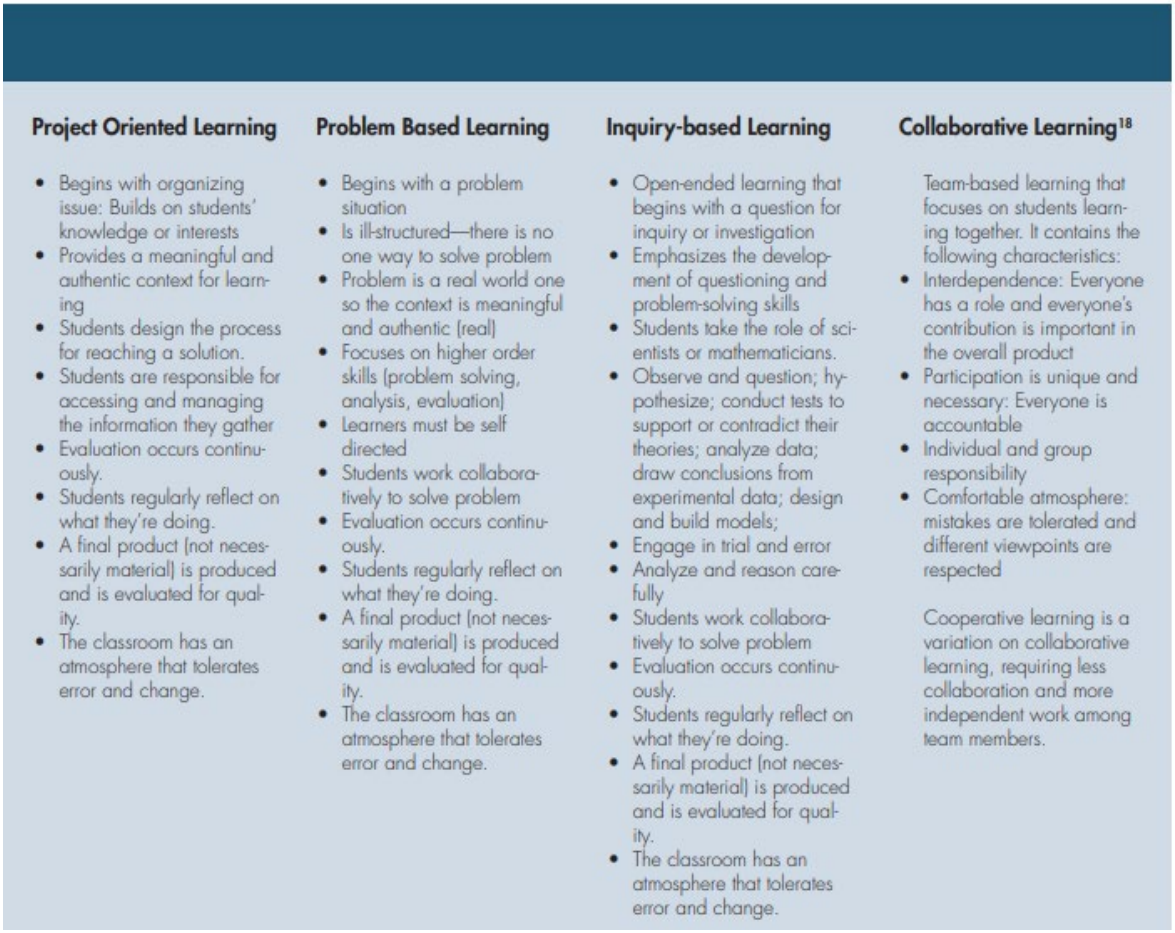


Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-service Education, 31*(2), 235-250.

The category of transmission includes training-based, deficit models owing to teachers' passive role in self-fulfilment. Different from Gaible and Burns (2005), Kennedy touches upon transformation, namely the conversion of teachers' objectives from unilateral perspective to systematic autonomous route. This is to verify the real changes behind PD, and developing stage of peer coaching to inquiry-focused competent model. Information and Communication Technologies (ICT) will also expand TPD activities herein. After scrutinizing all models and displaying their deficient points in technology integrated world, rebuilding both teachers' computing skills and student-centred TPD in parallel with the needs will function better. Online distance learning, technically-support ICT, student-centred models (Kennedy, 2005, p.114) and collaboration are also to be dealt by laying emphasis on every one of the stakeholders in teaching process as well as being informed of the policymakers who keep up with the current trends in TPD.

Table 6

Student-centred TPD



Project Oriented Learning	Problem Based Learning	Inquiry-based Learning	Collaborative Learning[18]
• Begins with organizing issue: Builds on students' knowledge or interests • Provides a meaningful and authentic context for learning • Students design the process for reaching a solution. • Students are responsible for accessing and managing the information they gather • Evaluation occurs continuously. • Students regularly reflect on what they're doing. • A final product (not necessarily material) is produced and is evaluated for quality. • The classroom has an atmosphere that tolerates error and change.	• Begins with a problem situation • Is ill-structured—there is no one way to solve problem • Problem is a real world one so the context is meaningful and authentic (real) • Focuses on higher order skills (problem solving, analysis, evaluation) • Learners must be self directed • Students work collaboratively to solve problem • Evaluation occurs continuously. • Students regularly reflect on what they're doing. • A final product (not necessarily material) is produced and is evaluated for quality. • The classroom has an atmosphere that tolerates error and change.	• Open-ended learning that begins with a question for inquiry or investigation • Emphasizes the development of questioning and problem-solving skills • Students take the role of scientists or mathematicians. • Observe and question; hypothesize; conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; • Engage in trial and error • Analyze and reason carefully • Students work collaboratively to solve problem • Evaluation occurs continuously. • Students regularly reflect on what they're doing. • A final product (not necessarily material) is produced and is evaluated for quality. • The classroom has an atmosphere that tolerates error and change.	Team-based learning that focuses on students learning together. It contains the following characteristics: • Interdependence: Everyone has a role and everyone's contribution is important in the overall product • Participation is unique and necessary: Everyone is accountable • Individual and group responsibility • Comfortable atmosphere: mistakes are tolerated and different viewpoints are respected Cooperative learning is a variation on collaborative learning, requiring less collaboration and more independent work among team members.

Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-service Education, 31*(2), 235-250.

ICT is involved in TE programmes because power of technology has enhanced communication skills. In order to strengthen TPD among teachers, ICT might serve as a mediator which helps to reflect whether teachers could construct the knowledge both in and outside of school practices. For instance, collaborative learning can be a portal to bring TL and face to face communication together in ICT terminology. In addition, it can serve as an online library and an open class supposing that teachers would like to search, share supportive tools and exchange information to help others with mentoring or peer feedback. For students, ICT in open lesson format could also support mass communication, discussion, collective learning on condition that teachers aiming to lecture the same subject come together to the same platform from different schools. In short, the right model of ICT

might change when appeared with specialities in PD attempts to make teachers identify themselves as life-long learners.

Although TPD models have been grouped differently according to top-down and bottom-up processes, short and long terms goals, requirement of programmes, trainer and trainee agreement, ICT and how close they are to teachers' new thoughts, they either fall into traditional, training-based (constructivist) or development-based categories. Whereas the former comprises seminars, workshops, conferences; the latter is for all personal, partnership-based events regarding teachers as the leaders in their own learning and advancement. Taking this into account, Yurtsever (2013) classifies four major types: mentoring, peer-coaching, self-directed and training TPDs. The first two dating back to constructivist stream (Dewey, 1938; Vygotsky, 1978) underline what reflection, cooperation, and experience mean for colleagues during professionalism. Though self-directed model is carried out in bottom-up process to encourage autonomy among teachers in a specific community with an aim to acquiring independence, such as mentoring and peer-coaching, training should not be undervalued in view of the fact that it provides a basis for the inexperienced to find their own way in teaching (Larsen-Freeman, 1993). This would be similar to avoid Grammar Translation or Direct Method in ELT methodology on the way to create new perspectives or enhance PD.

2.6. ELT at Schools of Foreign Languages in Turkey

Firstly, the ability of using target language with the speakers of other languages is crucial on account of the fact that it requires cultural knowledge, social norms, and appropriate language use to begin and maintain a normal intercultural communication. With the advancement in technology and increasing number of speakers from different language backgrounds collaborating with one another in English, English as a Lingua Franca (ELF) has been created (Harmer, 2007). When ELF has been accepted, the term *World Englishes* (WEs), English with multicultural identities, has already been defined by Kachru (1985). From his viewpoint, *World Englishes* is made up of three concentric groups: expanding, outer and inner circles. As Crystal (2003) emphasizes, in expanding circle countries (Korea, Egypt, Japan, South America and so forth), English has the status of foreign language, whereas in outer circle (countries, such as India, Pakistan, Kenya), institutions have adopted English either as an official or second language. As to the inner circle countries, such as America or Britain, English is the mother tongue. Though Kachru has

been criticized due to this strict classification of English language depending on nativeness or non-nativeness of speakers by lots of scholars (Graddol, 2006; Jenkins, 2006; Kirkpatrick, 2007; Quirk, 1990; Seidlhofer, 2011; Selinker, 1972; Widdowson, 1994, 1997), it is commonly considered as the backbone taxonomy in English varieties (Bayyurt, 2012). The failure is that no place for grey areas among circles have been given. The classifications of countries like 'norm-providing', 'norm-developing' or 'norm-dependent' have led Kachru (2005) to redesign the circles and develop more dynamic model called *Asian Englishes*. He has also noticed that the number of non-native speakers are on the increase, the changes in languages contribute to new group identities, standardization is a block before this change in the world, and ELF is different from EFL owing to lack of imitation (Widdowson, 2013). However, it does not sound compatible to mention *Asianness* in globalized world on a gradual distinctiveness due to common culture and its geography by ignoring the position of English (Blommaert, 2010; Murata & Jenkins, 2009). Although *World Englishes* and ELF are still debated in ELT research, the categorization of countries according to English practice appears to be respectable.

Kachru (1997), promoting standardized English varieties, places Turkey in expanding circle where English is spoken as a foreign language. It means language does not have any historical background in this country; still it is applied to have contacts in international arena. By deriving from this fact, respecting the country's place in terms of English use across the globe would ease to see the rate of English language mastery specifically in Turkish education system. Initially, according to the report of Economic Policy Research Foundation of Turkey (TEPAV) and British Council (2015), Turkey has ranked 47th, in the last order of all 24 European countries in English Proficiency Index (EPI) in 2014, as is shown in table below.

Table 7

European Rankings of English Proficiency 2014

European Ranking	World Ranking	Country	European Ranking	World Ranking	Country
1	1	Denmark	13	16	Romania
2	2	Netherlands	14	17	Hungary
3	3	Sweden	15	18	Switzerland
4	4	Finland	16	19	Czech Republic
5	5	Norway	17	20	Spain
6	6	Poland	18	21	Portugal
7	7	Austria	19	22	Slovakia
8	8	Estonia	20	27	Italy
9	9	Belgium	21	29	France
10	10	Germany	22	36	Russia
11	11	Slovenia	23	44	Ukraine
12	14	Latvia	24	47	Turkey

TEPAV & British Council. (2015). *The state of English in higher education in Turkey: A baseline study.* Ankara: Yorum Basın Sanayi.

Education First (EF, 2017), one of the world's largest education company, also reports that Turkey has been the 62nd out of 80 countries in English proficiency statistics of 80,274,604 students with 7.90 mean of schooling years. Considering preceding years, Turkey seems to have a stable place, and could not advance in English teaching in spite of PD opportunities for instructors at schools.



Figure 14. English Proficiency Rates in Turkey by Years *Education First EPI-Turkey*. (2017). English proficiency rates in Turkey by years. Retrieved from https://www.ef.com.tr/epi/regions/europe/turkey/

The findings of case analysis conducted by British Council (2015) on academicians at 38 Turkish universities in 15 different cities corroborate that Turkey's condition is impotent in a full-scale study. Having introduced the motive behind the difficulties of English teaching

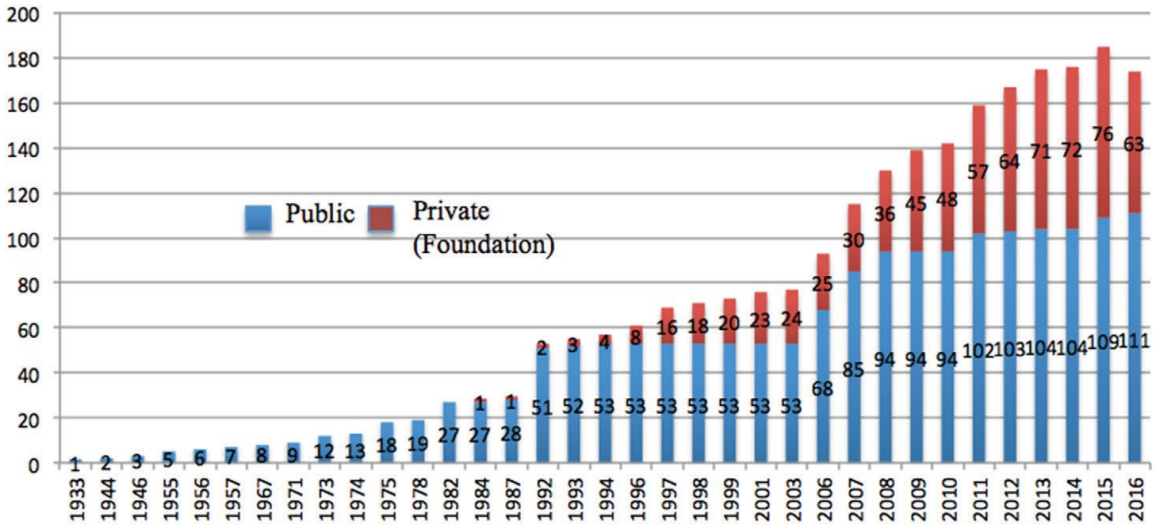
with some questions, such as 'how and under what circumstances can education maintain within pre and while stages of higher education programmes at foundation and state universities, what should be done to improve conditions?', British Council administered the study under five-fold parameters. However, the parts 'departmental context: English teaching', 'teaching through -English as the medium of instruction in the department' (Dearden, 2004), and 'national context: language of instruction' are not referred due to the scope of that research. Only two preliminary factors will be included.

International Context: Globalization

This section covers the statistics and the place of Turkey in English education, reform movements, research, Bologna process, quality assurance, staff and student mobility.

Table 8

The Total Number of Turkish Universities



Acer, E. K., & Güçlü, N. (2017). An analysis of the expansion of higher education in Turkey using the new institutional theory. *Educational Sciences: Theory & Practice, 17*(6), 1911–1933.

After the study by Acer and Güçlü (2017), the number of universities in Turkey has increased and reached '206' as has been reported by Council of Higher Education in 2018-2019 academic year. It means that for the last 15 years, their number has doubled and it is still on the rise. In terms of providing equal education opportunities to all students by the agency of universities, they only tantalize educators in the way that Hos and Topal (2013) emphasize. It seems that the more universities emerge, the less qualified the instructors will be on condition that their recruitment was only to fill a vacant position in departments. It is not only related to foreign language competence at some departments like faculty of

engineering or social science, but about the domain knowledge the staff should be sophisticated in. As a result, this case demands a review of schools of foreign languages in Turkey where university students aim to learn basic language skills and to be equipped with language learning discipline for their career.

Institutional Context: Language Teaching Programmes

English language learning at schools of foreign languages starts with basic English education at universities. Therefore, the active development of these schools in Turkey is of the essence to monitor English proficiency at tertiary level.

British Council (2015), Doğançay-Aktuna and Kızıltepe (2005), and Kırkgöz (2009) address the structures at schools of foreign languages in Turkey. Accordingly, the first school of foreign languages was founded by Bosporus University as Robert College in 1958. Then at the beginning of 1960s, Middle East Technical University (METU) established one after receiving necessary materials from Robert College and setting up the assessment units. In 1996, curriculum was confirmed for students who need to learn English for academic purposes; yet in 2001-2002 academic year, this was also put into practice in departments where the medium of instruction is Turkish, the mother tongue of the students. After new educational policy, English teaching at schools of foreign languages was also modified due to negative feedback about language studies in the country. Furthermore, great expectations from students in a short time span, the lack of motivation due to the struggle of reviewing same topics for years, the incompatibility between students' academic studies and language programmes at schools and students' perception that the whole year of English study would be like a holiday to relax after university exam marathon strengthen the decrease in English competency at schools as indicated in Aydın et al. (2017).

In consideration of Turkey's English deficiency and its dramatic impact on higher education, academic life, international affairs despite some recorded quality enhancement (Heyworth, 1998), and Turkish universities in Times Higher Education Supplement global university list, economy, politics, socio-economic development and cultural awareness about learning a foreign language through experience will be the determiners behind the failure. However, the first thing to concern is instructors themselves indeed. It is owing to the fact that data to enlighten about missing points at schools could be obtained only when instructors' immediate needs, assumptions, standpoints about finding the ways to teach better are disclosed rather than charging them with these failures. Genesee (1994) cites that

instead of blaming and having them feel weak, resorting to requirements of contemporary education and heartening instructors to see their own problems and find solutions will operationalize the system.

Sparks (2002), similar to Guskey (2002), considers the efficiency of PD via regarding students' success and takes his stand with these words: "Low expectations from student achievement and poor quality in PD go hand in hand" (p.21). Identically, Wart (2012) suggests how to achieve learning via teaching. After stating Hedge's (2000) support about that point, some analyses can be additionally presented to affirm how close instructors and students or teaching and learning are.

Exploring conditions of instructors in higher education and inspecting the facilities will help to understand whether PD activities and giving lifelong learning opportunities are really respected at universities or not. Özcan (2011, p.31) denotes this in his own words:

> This is the weakest area in higher education of Turkey since there is no national or institutional legislative framework so far has been designed to regulate for implementation of such activities. However, it has become a national priority and policy within the promotion of Life Long Learning (LLL) at all levels of studies.

He defines LLL as one of the biggest challenges that higher education is expected to fulfil with the change from tradition to transformation context apart from internalization, financing, funding, quality improvement, assurance and accreditation. His reference touches on teaching staff at universities. Similar to the above mentioned sections, the increase in the number of universities and academic staff does not imply the raise in educational quality or enhancements.

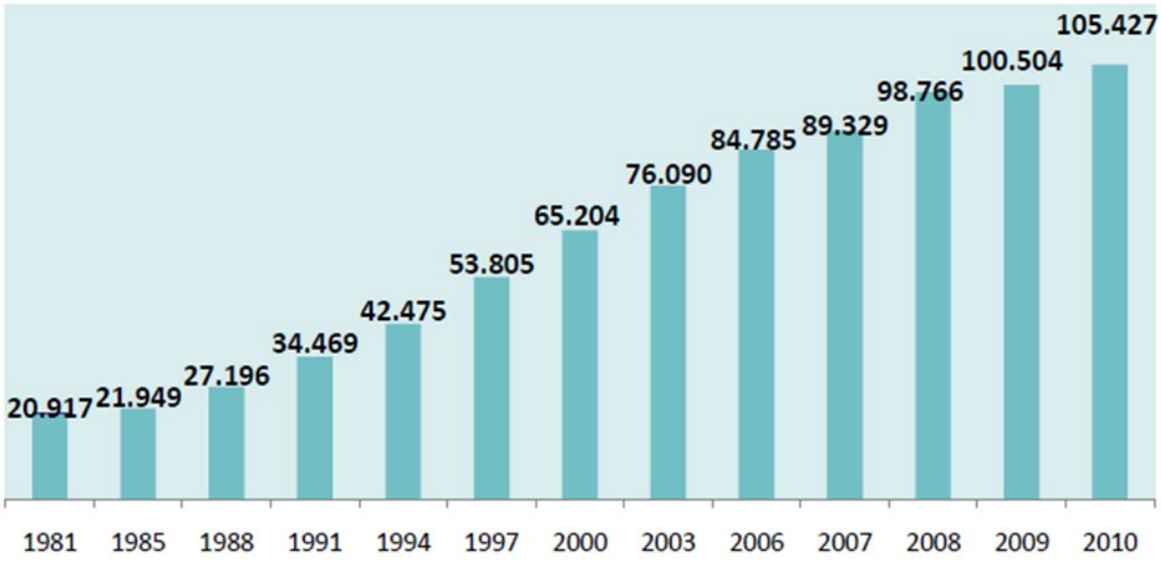


Figure 15. The Statistics of Teaching and Academic Staff at Higher Education in Turkey Özcan, Y. Z. (2011). Challenges to the Turkish higher education system. *22nd International Conference on Higher Education.* Ankara: Bilkent University.

Figure 15 points 25% growth in academic staff since 2006, and it clearly presents that the number of students per staff has dropped year by year, which might bring extra time for instructors to be engaged with their self-achievement. 2017 statistics in table 9 also tells about the progression.

Table 9

The Number of Academic Staff at Universities

	Professor			Associate Professor			Assistant Professor			Lecturer			Instructor		
Universities	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
State	13760	6280	20040	7926	4710	12636	17389	11865	29254	9984	6610	16594	3005	4309	7314
Foundation	2485	1040	3525	945	721	1666	3397	3337	6734	1428	2269	3697	666	1935	2601
Foundation Vocational School	4	1	5	3	0	3	14	14	28	76	145	221	3	8	11
Total	16249	7321	23570	8874	5431	14305	20800	15216	36016	11488	9024	20512	3674	6252	9926

Özcan, Y. Z. (2011). Challenges to the Turkish higher education system. *22nd International Conference on Higher Education.* Ankara: Bilkent University.

It indicates the burden of instructors and their struggles to confront challenges in teaching and learning process. In order to keep abreast of constantly changing university regulations and the expectations of higher education, instructors could demand continuing professional

development events to be regulated. The emphasis here is their continuous attempt of self-development. Otherwise, only pre-service, without the assistance of in-service, education training programmes would be active for instructors.

Being incompetent in problem solving skills and having ‘fixed mind sets’ (Dweck, 2008) might make instructors dissatisfy with their profession. As a result, they can rarely be energetic enough to improve themselves or they may lose teaching limelight, which can have a negative impact on students. Likewise, developmental stages besides professional practices have been declared for instructors to free themselves from prejudices, but comply with teaching through a book as is illustrated in the figure below (British Council, 2005, p. 5).

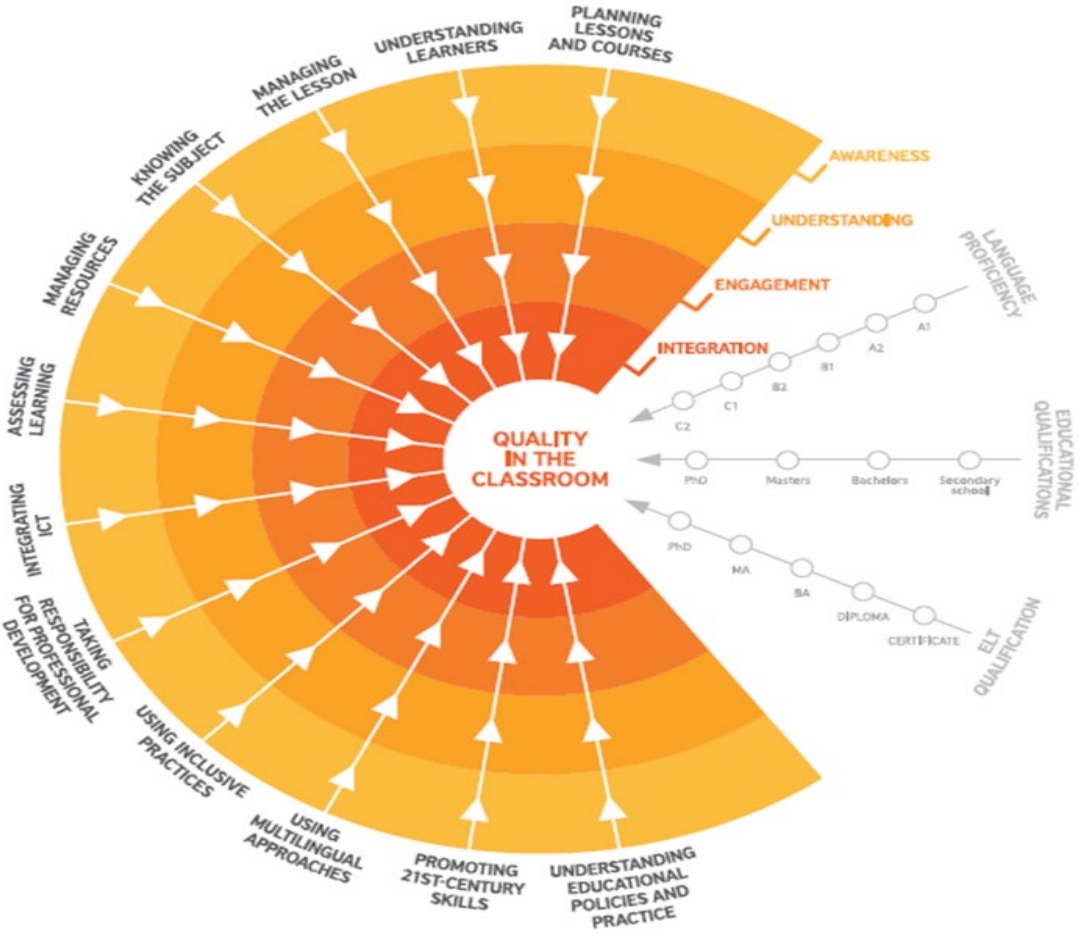


Figure 16. Professional Practices of CPD British Council. (2005). *Continuing Professional Development (CPD) Framework for teachers.* U.K.

First of all, instructors must be aware of professional practice and understand its profit in language teaching. Then, they are to concentrate on real contexts, the classes so that they could efficiently apply what they have just learned from the courses to the students in the

lesson. At the final step of integration, having gained the qualifications of professional practices at high competency, they will be able to adjust it into their profession with regular feedback. This is probable to be the only way that they could display a good performance.

At the first stage of this practice, instructors have to plan courses by considering students and their needs which are to be compatible with the lesson objectives and outcomes. Then, they will select correct materials and activities without discounting assessment criteria and reflective methods so as to comprehend students' feedback correspondingly. Having been implemented, it will illuminate who the students in the class are: their ages, achievement and motivation levels, language background and learning preferences as the keystones in needs analyses. In succeeding sections, managing the lesson, having comprehensive knowledge about the subject as well as handling resources and assessing learning elements in parallel with the first two items are stated. Furthermore, featuring ICT with reference to CPD in order to ease instructors' self-development process sounds a rational practice.

Slaouti and Motteram (2006) describe CLT as reconstruction; in other words, they interpret potential teacher beliefs, knowledge and experience. This is to gather them all within technologic reforms in current ELT developments. Gaining advantage of the technology in language classes also requires being an expert at revealing intended outcomes with appropriate assessment techniques to arrive at a fruitful teaching and learning atmosphere within CPD framework. Principally, using technology in lessons describes one aspect of taking responsibility of PD. It means that keeping up with current trends in education, and being informed of tasks (Parrott, 1993) correspondent with needs, career goals and interests lead to undertake CPD. It brings about learning, self-enhancement and higher achievements of students via inclusive practices. As to multilingual approaches, they detail how considerate teachers ought to be about its effect on learning and students. Briefly stated, instructors need to think critically, collaborate with colleagues, and use creativity with the awareness of their strengths, weaknesses and demanded skills of the 21st century. This is because when they come together, they need to create a whole through educational goals, language policy, teaching standards and hence make current educational policies and practices in ELT meaningful.

2.6.1. In-service Training Opportunities at State and Foundation Universities

In-service education and training (INSET) programmes are intended to provide life-long learning opportunities for instructors, contribute to behavioural changes and serve an update model in language education. This is because they mostly match with TD having more extended projects than TT. Nonetheless, apart from TD or TT, as Coburn (2016) confirms INSET is also confused with CPD, TL, teaching training, PD and professional learning. Regarding this, he stresses the pre-eminence of CPD in that INSET is a part of CPD which conducts formal and disciplined activities without conceptualizing personal attempts of instructors or any academic analyses. Therefore, considering instructors' experience and knowledge, CPD places TL at the core of professional learning. In the same vein, Koç (1992, p.48) gives full-description of INSET as:

> … teachers share and exchange their experience in their teaching, discuss their problems and practical solutions to their problems with academic help from educators in improving their skills in applying recent methodology, approaches, classroom management strategies, gain experience in developing and applying an effective curriculum, in evaluating the effectiveness of their teaching as well as their students' performance on courses they teach and according to the feedback they get, they make necessary changes in their style of teaching...

Concerning the challenges and changes in INSET, it will be appropriate to examine its progress. The first INSET events are in need with the introduction of new curriculum for English language teachers entitled to 1997 Ministry of National Education (MoNE) reform which has aimed to keep EFL education compulsory from the 4th grade students via constructivist and communicative movement (Kırkgöz, 2007, 2008). Though, they have firstly gained popularity upon leading teachers to find their own approach in the class (Hayes, 2000), then it has turned out to be traditional, fixed trainings for them (Bayrakcı, 2009). As a result, teachers have become unwilling to attend these compulsory events in the form of unsystematic, temporary meetings without originating from the needs and experience of teachers (Sandholtz, 2002). According to Atay (2008), this failure might also be related to baseless knowledge transmission from teacher trainers to instructors.

Regarding INSETs specifically in Turkish education context, huge gap between pre-service and in-service trainings, theory and practice and the variety between contents of the events and teacher beliefs, expectations come forth (Aydın, 2016). Additionally, Özer (2004) mentions time-honoured practices in INSETs under the names of seminars or conferences based on a top down model without attaching importance to teachers' concern.

Consequently, INSETs can be regarded as forced labour, fruitless, redundant programmes among teachers rather than a vehicle opening doors to success in CPD (Kıncal et al., 2015; Küçüksüleymanoğlu, 2006; Özen, 1997; Uysal, 2012; Yağcı, 2014). Narrowing the above mentioned gaps could recover these problems and bring about lifelong changes for teachers to build up their self-consciousness after doing self-criticism about their teaching performance, to develop creativity and reflect it to students, respectively.

Initially, it can be suggested that prospective teachers at education faculties be trained in accordance with the same expectancies of in-service teachers to display background of teacher education programmes when pre-service and in-service trainings are the matters of debate. This reports the importance of being knowledgeable about the ways teachers learn to teach and transition of theory into practice in language teaching (Freeman, 1989). Craft (1996) assumes that in-service training is a treasure for teachers to update their knowledge, and keep up with the new trends in ELT. Thus, upon graduating from universities, teachers should apprehend that in-service programmes would overcome their deficiencies regardless of their pace of progress in professional context.

As to prerequisites of effective INSETs with holistic and integrated activities in line with learning about needs assessment (Kervancıoğlu, 2001), pre-service education (Brown & Miller, 2006; Cortés, 2006), curriculum design, beliefs, opinions about students' learning, awareness level in teaching and learning, potential problems in selecting the most appropriate methods, techniques and materials are to be considered (Atay, 2008; Day, 1999; Meng & Tajaroensuk, 2013). It reminds the modern definition of INSETs as is demonstrated within renewed principles below (Stein, Smith, & Silver, 1999 cited in Borko et al., 2010; p. 549):

Table 10

Characteristics of Old versus New Paradigms for Professional Development

Inputs to design process	*Traditional in-service staff development*	*New model of professional development*
Strategies	Focus on activities (techniques, ideas, and materials)	Focus on building capacity to understand subject matter and guide students' development of concepts
	Dominant formats are workshops, courses, and seminars	Uses a variety of formats including the provision of in-class support and scaffolding of teacher participation in practice-related efforts (e.g., grade-level meetings, after-school meetings)
	Short duration with bounded personal commitments	Longer duration with more open-ended personal commitments
Knowledge and beliefs	Teacher educator sets the agenda	Iterative co-construction of agenda by teachers and professional developer over time
	Theories of teacher learning based on the psychology of the individual	Theories of learning that include social and organizational factors
	Translation of new knowledge to classroom is a problem to be solved (usually by the teacher)	Challenge is to scaffold learning that is both immediately relevant to practice and builds a more generalized knowledge base
Context	Particularities of context not factored into staff development	Particularities of context play an important role in shaping professional development
	Takes place away from schools, classrooms, and students	Takes place in a variety of locations, at least some of which occur in schools and classrooms
Critical issues	Focus is on developing the teacher (teachers participate as individuals)	Focus is on developing the instructional program and the community in addition to the teacher (teachers participate as an organizationally cohesive unit)
	Leadership training not an issue	Leadership training is a big issue

Borko, H., Jacobs, J. K., & Koellner, K. (2010). Contemporary approaches to teacher professional development. *International Encyclopedia of Education, 7*, 548-556.

INSET models, such as reflections, peer-coaching, mentoring, action research and school based designs or seminars, individualized trainings, workshops and e-INSET can also be accepted as the formats of INSETs (Mısırlı, 2011). Correspondingly, Villegas-Reimers (2003, p.70) tables the list with sorts of trainings under two different headings in the table below. She categorizes INSET models according to partnerships or self-studies to find the most operative design out of all.

Table 11

INSET Models

Organizational partnership models	**Small group or individual models**
Professional-development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature.* Paris: International Institute for Educational Planning.

In short, new INSETs demand interpreting knowledge, contextualization and also being cautious against teaching in decontextualized milieu (Zacchi, 2014), getting the benefit of collegiality through communications or problem-solving and reviewing role awareness in constructivist paradigm in order to fill the gap between what they are familiar with and what happens in classrooms.

Having reviewed the definition of INSET, its transformation through the years and impacts on CPD, it is reasonable to deal with some studies particularly administered at state and foundation universities in Turkey so as to portray differences between two contexts. Originally, Turkish Higher Education has unified foundation universities, state universities and vocational schools with two-year tertiary education in 1982 (Özcan, 2011). Since the late 18th century, school directors have stepped in the management of INSETs to increase their productivity among teachers (Day, 1999). Thereafter, upon noticing the failures of INSETs because of each stakeholder's disregard, a study has been initiated both for Council of Higher Education (COHE) and MoNE to understand teachers' competencies

and thus to increase teacher qualities in Turkey in 1999. As this national project has taken three years, new trends and policies have already occurred in the world (Soysal, 2012). Accordingly, by pursuing world-wide changes, INSETs have widened the scope to foundation and state universities, In-service Training Department of Ministry of Education and companies called English Language Education Association (INGED) and the British Council. Though the number of these courses could not exceed a few at universities, and they have been mostly held at secondary level, this has opened a new door to launch individual INSET agents at quite a few foundation and state universities in Turkey. Besides, there are some publishing companies, such as Longman, Cambridge which have funded to support public and universal workshops, webinars and conferences on ELT with the help of other universities to improve pedagogic competence. However, İzmir University of Economics, Çukurova University, Hacettepe University, Atılım University, Bosporus University, Sabancı University, Bilkent University and Middle East Technical University have their own INSET units unlike others which could neither afford provision nor have the necessary infrastructure to found it (Gültekin, 2007; Şentuna, 2002).

MoNE has always maintained in-service trainings to improve instructional efficiency at primary, secondary and high schools via regular, nation-wide implementations. Dissimilarly, universities need to determine their own objectives according to students' expectations, backgrounds, language awareness and their general opinions towards English in addition to teachers' needs and directors' constraints. That is why, understanding administration of INSETs at universities appear to be more demanding in comparison to MoNE. A related study (Aydın et al., 2017) which refers to HEC 2016 Regulation of Optional English Preparatory Programmes and was conducted by six directors of Turkish state universities has revealed low motivation level among students, administrative difficulties and the problems about staff. Even though level of motivation among students is out of scope of this study, the other findings disclose the distinctions at state and foundation universities, such as supporting necessary materials of a language class and burnout among instructors. This is due to their efforts to attract the students into lesson who regard this year only as a holiday at university before the bachelor's degree. This result also represents the difficulty at schools of foreign languages at state universities in Turkey.

Çelik et al. (2013) have analysed students' achievement levels at state universities, then they have arrived at the conclusion that the reason behind their failure must have been

correlated to teachers' attitudes to PD and trainings. After studying on attitudes of 42 instructors towards PD at school of foreign languages in the north-eastern Turkey, they have found that they are acquainted with what INSET means in their academic life, and they are really eager to attend in general. Yet, they could not observe any overlaps between what they need and the kind of opportunities offered them as teaching practices in these programmes. Having found a common ground with that study, Türkay (2000) has also gathered data from EFL instructors working at two Turkish state universities in different regions. She declares that they mainly expect INSET to introduce current trends in ELT, practise theoretical knowledge they have gained through books, lessons within group activities and encourage scholar studies. They would also like to maintain their self-development outside of the school via these programmes by requiring budget, time and support from directors. She concludes that some of their expectations have failed after these programmes, and the probable reason can be clarified as not learning instructors' expectations before planning INSET, but solely depending on hearsay information or current issues in ELT.

Another study to reflect opportunities, expectations and interests of EFL instructors at Turkish state universities has been completed by Şentuna (2002). She has run the research on 530 instructors who have either utmost five-year experience or more at 18 universities in different regions. As a result, especially novice instructors have been founded to be interested in teaching skills, methodology, classroom management skills, adaptation of new materials, assessment and evaluation techniques. She has also paid attention to the content of INSETs before having an in-depth plan by considering that it has to be connected to real life conditions in classes, based on needs besides the interaction between teacher trainers and instructors. She has clarified that instructors should adopt exploratory and reflective models with other opportunities to train themselves within INSET design.

As to Şahin (2006), all stakeholders in in-service community must be incorporated into the research. Therefore, she has carried out her experiment on instructors, teacher trainers, students and the director at METU, School of Foreign Languages. Owing to the fact that METU has a particular and reflective programme called Certificate for Teachers of English (CTE), which has been organized by two departments (Department of Modern Languages and the Department of Basic English), both units have been involved into the study. It is noted that prior to CTE, the school used to follow the Certificate for Overseas Teachers of English (COTE) programme without being grounded on a gradable scale. (This was also

the same programme that Bilkent University has put into use from 2003 to 2004). Moreover, Department of Basic English has conducted Royal Society of Arts (RSA), University of Cambridge Local Examinations Syndicate (UCLES) and Diploma for Overseas Teachers of English (DOTE) courses with the aim of running ELT trainings for two years. Though she intends to clear the productivity of these programmes within evaluation criteria, it can be deduced that instructors could not feel so much improvement in theoretical contents with the exception of raising awareness to practices. Yet, teacher trainers who believe they have taken a giant step have claimed the opposite. Its probable reason is teachers can interiorize trainings in the long-run since when they do not have to study on assignments a lot in the second term; they have shown more positive attitudes towards the programme. Still, the most constraining parts of instructors have been their background ignorance, incompatible expectations and unreal classroom practices as has sided by department heads. The teacher trainers have thought that it is their lack of guidance to instructors, and students have been contented with the styles of instructions the teachers have adapted. The results hence reflect the general success of CTE despite some of its features in need of recovery.

In other state university in Turkey, Alan (2003) searches for the impressions about INSETs on novice EFL instructors. Their perception demonstrates efficient workshops on testing grammar and speaking as well as classroom management skills and teaching techniques. Material development, teaching vocabulary and reading have been among the least favoured workshops due to their irrelevance to real classrooms. Finally, they state they would like to attend coming INSETs supposing that they are mostly about contextual knowledge.

Having been impressed by the function of constructivism and reflective practices on CPD, Yurtsever (2013) undertakes EFL instructors' PD preferences, beliefs, mannerism and opinion in the light of their needs. She has collected data from school of foreign languages at Akdeniz University in addition to some other state universities. In the end, she has arrived at the conclusion that instructors have to undergo trainings within peaceful, non-threatening atmosphere to associate what they have experienced before their practices, then to theorize and implement it. For this purpose, directors must have rationales to encourage instructors on a volunteer basis to attend in-service trainings for gaining autonomy.

Özcan (2011, p.35) has confirmed in figure 17 that Turkey has failed to ensure autonomy in higher education institutions when instructors' and universities' performances have been measured across the world.

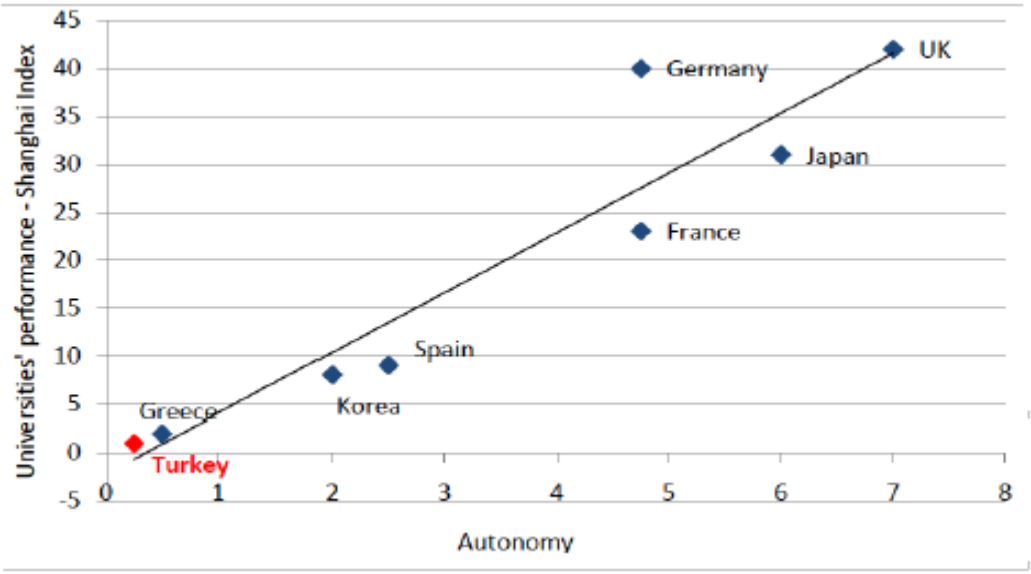


Figure 17. Autonomy levels of countries Özcan, Y. Z. (2011). Challenges to the Turkish higher education system. *22nd International Conference on Higher Education.* Ankara: Bilkent University.

In a like manner, Ekşi and Aydın (2013, p. 678) have checked the perceptions, needs, workload, graduation, and length of service, opinions of 92 EFL instructors about professional development who work at a state university in İstanbul, Turkey as is seen in table below.

Table 12

Demographic Information of the Participants

Variables	*F*	*%*
Gender		
Female	81	88.0
Male	11	12.0
Department		
Teaching	48	52.2
Literature	34	37.0
Linguistics	3	3.3
Translation	2	2.2
Other	5	5.4
Teaching Certificate		
Yes	84	91.3
No	8	8.7
Form of Employment		
Full-time	79	85.9
Part-time	13	14.1

Ekşi, G., & Aydın, Y. Ç. (2013). English instructors' professional development need areas and predictors of professional development needs. *Procedia - Social and Behavioral Sciences*, 675 – 685.

Consequently, although the majority of experienced instructors have stated their respect to INSETs in their academic life, they seem to fall behind the less experienced ones as Duzan (2006) has found in her study. This is because their areas of improvement on PD show new methods and trends, such as integrating technology into class. Notwithstanding, the least preferred ones have been the longstanding issues in ELT (lesson planning, classroom management, and so forth). Briefly, EFL instructors at Turkish state universities must have acknowledged that the higher curiosity towards the current techniques is, the closer they are to the starting point of their lifelong learning and development. It means PD programmes initiate a reform among instructors indeed, yet they do not match with the needs of the institution.

Making an attempt to offer opportunities for Turkish state universities and strengthen the connection between INSETs and CPD, Coşkuner (2001) has used data of 180 EFL instructors from nine provincial state universities in distinct parts of Turkey. She has mainly resolved the anticipations about ELT besides their job satisfaction, perceptions

about CPD opportunities and so-called barriers which hinder them to attend PDs. In the end, all these factors have been correlated to instructors' commitment to their jobs. Positive working environments also seem to be affecting teachers' perceptions. Thus, she has finalized her research with a similar result to Ar (1998) who reports 23 EFL instructors' sensitivity at three state universities (METU, Balıkesir University and Anadolu University) in Turkey, then emphasizes that their displeasure might be owing to the load of work, colleagues who could not maintain a friendly relationship in academic environment, problems with the management about CPD facilities, attitudes of directors and students and the reluctance of instructors.

As Coşkuner (2001) has introduced, state and foundation universities in Turkey differ in terms of working environment, the rapport between instructors and school management, stress at work and practical opportunities the school offers. Accordingly, state universities in the first and third biggest cities, İstanbul and İzmir, can be treated as the best ones in the country due to regularly held academic events for the personal development of instructors. However, universities in the same district may differ in their implementation of INSETs as is scrutinized above papers. For this reason, examining some research within Turkish foundation universities context can introduce new aspects to be considered in TE.

First of all**,** Kabadayı (2013) has collected data about opinions and needs of 100 EFL instructors working at a foundation university, Zirve University, in the south-eastern part of Turkey. Then, she has aimed to find their readiness to PD activities depending on their year of experience, ages, the majors and the course hours they lecture. In consequence, instructors have mostly confirmed to be contented with taking part in these trainings. They have expressed their satisfaction with the unity between their classroom performances and trainings. Furthermore, it is reported that their immediate needs have been adapting themselves to the new trends in ELT so that they could reflect this information to students. They have also claimed to attend workshops and seminars particularly about how to teach speaking, writing, reading, listening, grammar and vocabulary, respectively. However, instructors assert that due to work load, they could not have enough time to spend on in-service trainings, which implies that EFL instructors at foundation universities may not be so advantageous about their working conditions.

At TOBB, University of Economics and Technology, Department of Foreign Languages (DFL) Gültekin (2007) has completed a similar research to check the importance of in-service training programmes on 39 novice and experienced EFL instructors through their

PD needs and favourite INSET programmes. Accordingly, they all believe in the necessity of INSETs specifically concerning pronunciation, classroom management problems, learner autonomy, giving feedback with corrections and teaching speaking skills in their life-long learning. Yet, experienced instructors, more than the novice, attach importance to teaching some skills, such as vocabulary and grammar, error correction techniques in productive skills. The greatest opportunity for EFL instructors has been the support of directors in order to follow, take part in national or universal workshops and subscribe to ELT journals as has also been confirmed by the school director.

Another research at TOBB ETU is organized by Turhan and Arıkan (2009). They have coordinated with 30 EFL instructors at DFL in order to see the differences between their feelings before and after the foundation of teacher development unit by taking into account their length of service. The findings show that novice instructors, unlike the experienced, have regarded INSETs as a facility to practice teaching techniques along with perceiving essential teaching skills, taking part in academic events, keeping up with the recent trends besides increasing their language competency. Still, no significant difference could be recorded between novice and experienced instructors from any other aspects. Both sides have asserted that they believe the significance of INSETs even if directors could not organize trainings with similar contents. All in all, instructors have remarked the delicate balance of resolving and adapting study results on instructors in the institution according to their needs.

Recently, Irgatoğlu (2018) has published her article about PD of language instructors through Teacher Training Programmes (TTPs) which is an INSET form. The efficiency of these programmes on four teacher trainers and 348 EFL instructors, who have been working at schools of four foundation universities in Ankara, has been searched. It notes the fact that those trainings are not regularly held at each university. Further to that when the contents are not reviewed according to the requirements and current trends in ELT, they may not make progress to be professional. Despite positive manners of instructors to INSETs, it seems that trainings are not serviceable due to its irrelevance to instructors' needs. They are only in the mode of giving lectures about how to apply theories into practice. TTPs have also been thought to be time-consuming and boring. Thus, they are only to reflect what to do, yet they do not include how to discover teaching styles and why to use these techniques by putting students at the core in education system. Finally, the research informs that self-development activities are not adequately stimulated among

colleagues, and no follow-up trainings are applied to reflect their experience to one another.

As for the analyses which comprise both state and foundation universities' PD facilities, Tevs (1996) can be placed on the top in the list of researchers. He has collected data from three different groups: 11 teacher trainers, 27 directors and 138 instructors at 26 universities in 14 regions of Turkey. The universities assigned with numbers 3, 4 and 15 in table 13 represent foundation universities while the others are all state universities in this research.

Table 13

The Universities in the Study

Code Number	Name of University	Location
1	Cukurova University	Adana
2	Ankara University	Ankara
3	Baskent University	Ankara
4	Bilkent University	Ankara
5	Gazi University	Ankara
6	Hacettepe University	Ankara
7	Middle East Technical University	Ankara
8	Uludag University	Bursa
9	Anadolu University	Eskisehir
10	Osmangazi University	Eskisehir
11	Ataturk University	Erzurum
12	Gaziantep University	Gaziantep
13	Bogazici University	Istanbul
14	Istanbul University	Istanbul
15	Koc University	Istanbul
16	Marmara University	Istanbul
17	Istanbul Technical University	Istanbul
18	Yildiz University	Istanbul
19	Dokuz Eylul University	Izmir
20	Ege University	Izmir
21	Kocaeli University	Izmit
22	Erciyes University	Kayseri
23	Inonu University	Malatya
24	Mersin University	Mersin
25	Mugla University	Mugla
26	Sakarya University	Sakarya

Tevs, M. (1996). *A survey of pre-service and in-service teacher training programs of 1- year preparatory English classes at Turkish universities* (Master's Thesis). Retrieved from http://tez.yok.gov.tr.

Instructors are also classified in accordance with experienced, less experienced, well-qualified and less-qualified with CPD in order to triangulate data. As only seven out of 26 institutions had teacher trainers, and directors could not exceed 27 in number, upon gathering the data he has decided to categorize directors and teacher trainers as one group, whereas the instructors have been listed in another group. In conclusion, the study has shown that merely six of those universities had teacher training units, and only four could offer INSETs to instructors with a certificate and diploma. On the other hand, the others could not organize any training to instructors, which is statistically equal to 85% of the subjects. In addition, all of the instructors regardless of their length of service have expressed their eagerness to be involved in INSETs. The findings also signal that novice instructors are one step ahead of the experienced. Though, he does not declare his direct support either to the foundation or the state, the data display that only Bilkent University or Başkent University as foundation universities have had INSETs in their schools similar to METU, Hacettepe University, Marmara University and ÇukurovaUniversity as the state universities when the survey has been conducted. These four universities come into prominence when compared to other 20 state universities in Turkey then. Thus, it can be deduced that INSETs cannot be so common even during the late 1990s with the exception of two foundation universities where training events outnumber the others.

Yağcı (2014) has also furthered studies. The data she has collected are professional trainings of six EFL teachers who work in three public high schools in separate districts through seven EFL instructors at a foundation university. She has aimed at comparing EFL instructors' experience by considering their background, needs and PD alternatives in schools. It reveals that public schools mostly fall behind the current trends. The result indicates that INSETs might have been ineffective throughout the years. The previous experience of teachers illustrates temporary trainings with high expectancies, disrespect to the change of opinions, the delay in implementing needs assessments and interests, lack of follow-up sessions after trainings and the gap between theory and practice. In short, she underlines the necessity of INSET opportunities for all teachers.

Even though considerable scientific work has been involved in that research to explain the situation of Turkey in terms of enabling INSETs to EFL instructors at universities, most of the studies about INSET and PD activities are either conducted at primary and secondary schools (Daloğlu, 2004; Eken, 2009; Koç, 2016; Korkmazgil, 2015; Özer, 2004; Uysal, 2012), high-schools (Birer, 2000), or in multiple contexts (Bayrakcı, 2009; Korkmazgil &

Seferoğlu, 2013; Küçüksüleymanoğlu, 2006). Nonetheless, the analyses particularly including state and foundation universities in order to find out the successful practices and problems before professional and personal development of their staff could not go beyond the academic reports as reviewed in this paper. Besides, there are limited data gathered from foundation universities, which makes the researcher check whether context has the critical role in this process since foundation universities are discovered to accomplish the objectives in the system, while state universities are in struggle to find the most appropriate way for instructors and their INSET missions. Thus, when the current research has been finished, the probable difference in those two contexts will have also been resolved.

To conclude, the contents of INSET programmes can be classified under basic headings. In his study, Tevs (1996) assembles 11 principles to be able to conduct an INSET by paying attention to the ratio of administrators, instructors and teacher trainers in school.

Table 14

The Content of INSET

		Group			
		A / TT (n=38)		T (n=138)	
		f	%	f	%
Introduction of new books	In-service	26	68	55	40
New teaching techniques	In-service	28	74	75	54
Review of old teaching techniques	In-service	15	40	42	30
Collaborative work / Group work	In-service	26	69	64	46
Peer observation	In-service	20	53	53	38
English for Specific Purposes	In-service	20	53	38	28
English for Academic Purposes	In-service	20	53	28	20
Testing	In-service	21	55	40	29
Curriculum and syllabus design	In-service	17	45	47	35
Introduction of new syllabus based on students' needs	In-service	19	50	38	28
Classroom planning and management	In-service	19	50	50	36

Note. A / TT = Administrators and Teacher Trainers, T= Teachers.

Tevs, M. (1996). *A survey of pre-service and in-service teacher training programs of 1- year preparatory English classes at Turkish universities* (Master's Thesis). Retrieved from http://tez.yok.gov.tr.

In her dissertation, Korkmazgil (2015) has also collected data about focal points of instructors in an INSET programme and listed them by focusing on their immediate needs parallel to PD, updating content delivery system in cognitive thinking skills after follow-ups, advancing trainings in schools and appreciating teachers' learning goals. Furthermore, the teacher trainers are found to be quite professional to lead instructors to succeed, and short trainings have been suggested being omitted from the scope of the programme. Relevant to this issue, Şentuna (2002, p.47) directly assigns the elements of successful INSETs upon asking questions and examining replies of teachers as is shown below in table 15:

Table 15

Former Units of INSET Content

Items
Q24. Ways of Motivating Students
Q25. Raising My Students' Language Awareness
Q15. Implementation of New Teaching Methods
Q26. Raising My Students' Awareness of Their Goals and Objectives
Q47. Ways of Evaluating the Effectiveness of Teaching
Q45. Ways of Determining My Students' Needs
Q8.Teaching Vocabulary
Q21.Promoting Interaction
Q4.Teaching Reading
Q3.Teaching Speaking
Q30. Using New Materials

Şentuna, E. (2002). *The Interests of EFL Instructors in Turkey Regarding INSET Content* (Master's thesis). Retrieved from http://tez.yok.gov.tr.

Last but not least, different from the above mentioned studies, Kervancıoğlu (2001) designs some new training programmes for EFL instructors upon getting criticism of students through questionnaires. 16 items have been covered: teaching reading skills, teaching speaking skills, using audio-visual aids, question and answer technique, role-play activities as well as grammar games at teaching, telling the students the objectives of each teaching activity, giving clear instructions, using a variety of materials, revising the previous structure before presenting a new one, motivating students, taking individual differences of the students into consideration, checking and evaluating written assignments, showing interest to every student, speaking English fluently and responding

students' questions rewardingly. Even though they do not all represent the criteria to be approved as INSET content, Kervancıoğlu has modelled how this renewal affects students' language proficiency, perceptions and the needs of the organization.

In short, the analyses highlight that INSETs should give opportunities to the instructors for their self-actualization process in line with their needs as well as the contributions of directors and teacher trainers rather than only presenting "how to teach" methods and techniques in conference halls.

2.7. Evaluation of In-service Teacher Training Programmes at Schools of Foreign Languages

Evaluation is encountered within many contexts, such as courses, systems, centres or programmes. Still, it has been misidentified in some of these contexts. According to Oxford Dictionary, evaluation is: "The act of forming an opinion of the amount, value or quality of something after thinking about it carefully." This indicates the existence of some criteria before reaching a definite decision. In this regard, Goldstein (1993) characterizes evaluation in the role of: "systematic collection of descriptive and judgmental information necessary to make effective decisions related to selection, adoption, value and modification of various instructional activities (p.181)". These definitions clearly demonstrate that evaluation is a comprehensive, an in-depth concern with its on-going nature, holistic type, goal-orientation (Eseryel, 2002), power in research and feedback.

Another specified matter about evaluation is its difference from assessment. Huitt (2007) portrays assessment as large-scale data, while evaluation makes judgments and uses fixed norms to interpret them. In short, any kind of measurements, such as test results, serve as tools to draw conclusions under the name of evaluation. On the other hand, Organisation for Economic Cooperation and Development (OECD) (2013) accounts a dualistic role for both and introduces a holistic approach to advance teacher quality, the appraisals in education system, accountability and the educational policy. In addition to ELF research and technologic innovations, the teachers themselves have always been at the centre of assessment-evaluation framework with responsibilities of self-evaluation, student learning and evaluation and their conformity to educational standards.

Identical to other fields, evaluation term in training programmes includes considerable principles to be called high-grade. Hamblin (1974) defines evaluation of training and

development programmes as the attempt to get information about the effectiveness of training and estimate it in this sense of information. In other words, when evaluation of a programme is at issue, objectives of training introduced to participant teachers must be reviewed as the backbone of the study. Then, methods, contents, appropriate materials can be integrated to design a curriculum in the light of pre-determined objectives. This will help to find the right way via certain certificates or testing methods according to a time table (Murphy, 1985).

2.7.1. The Instrument Types Applied in Evaluation Process

With reference to sorts of evaluation, different routes can be selected in any INSET programmes. As Creswell (2014) states, formative and summative evaluation via quantitative instruments, such as survey, questionnaires, tests, inventory and qualitative ones, such as case study, ethnography, journals, interviews, observations, portfolio assessments, field records or analyses of documents will be the first evaluation types that come to mind in a programme. Although data collection tools are substantial in research design, evaluation process is also totally correlated with the benefit of project.

Formative evaluation is for the improvement of a programme conducted during the research (Scriven, 1991; Worthen, Sanders, & Fitzpatrick, 1997). On the other hand, summative evaluation is related to instrumentality of the study by controlling completed works in accordance with pre-determined plans. Thus, it intends scholars to ensure that the things they could achieve to learn are the same objectives supposed to be comprehended at the end of the course (Brinkerhoff, 1987; Rossi & Freeman, 1999; Rossi, Lipsey, & Freeman, 2004; Scriven, 1991; Warr, Bird, & Rackham, 1970).

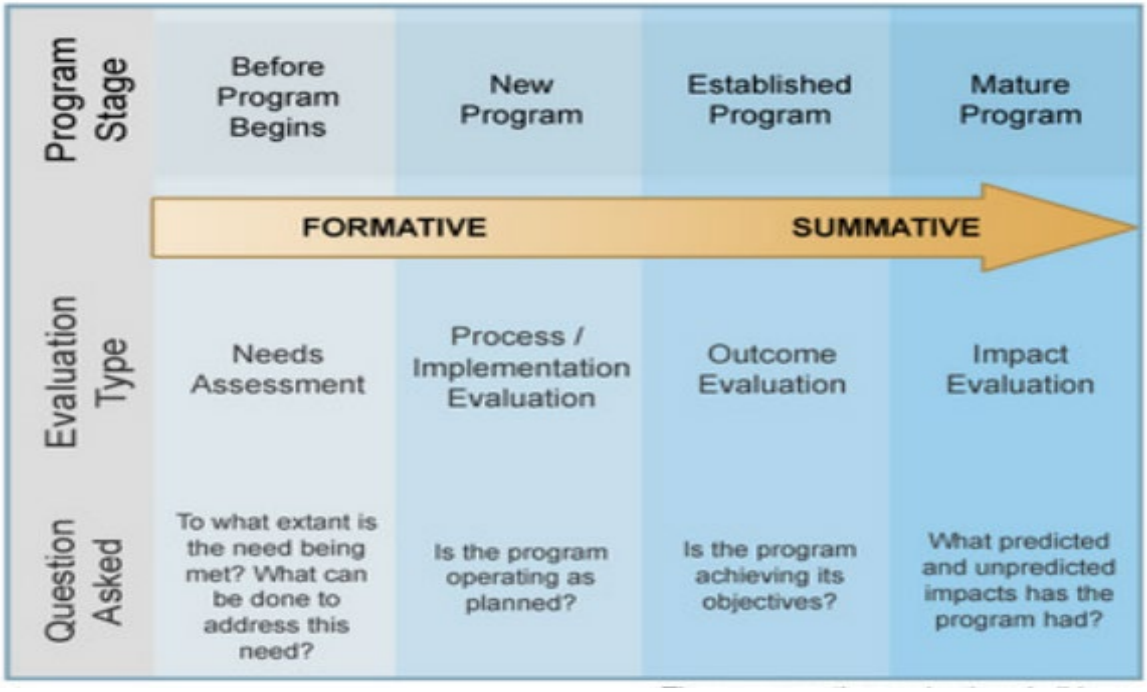


Figure 18. Summative and formative evaluation Centers for Disease Control and Prevention. (2010). *CDC's healthy communities program* https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/eval_planning.pdf

Centers for Disease Control and Prevention (2010, p.3) have also exposed these two evaluation types in figure 18 to learn the schedule and phases of the project. Yet, the critical point implied in the figure is not merely being depended on either of these types. Otherwise, researchers may never arrive at intended effective instruction (Guskey, 2000). In summary, Robert Stake states the connection properly as ‘‘When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative (Miller, King, Mark, & Caracelli, 2016, p.2)”.

To signify the substance of needs and content in any trainings, Bramley (1986) similarly presents his opinion below with the aim of highlighting the strong connection between instructors’ expectations and the plan of the programme.

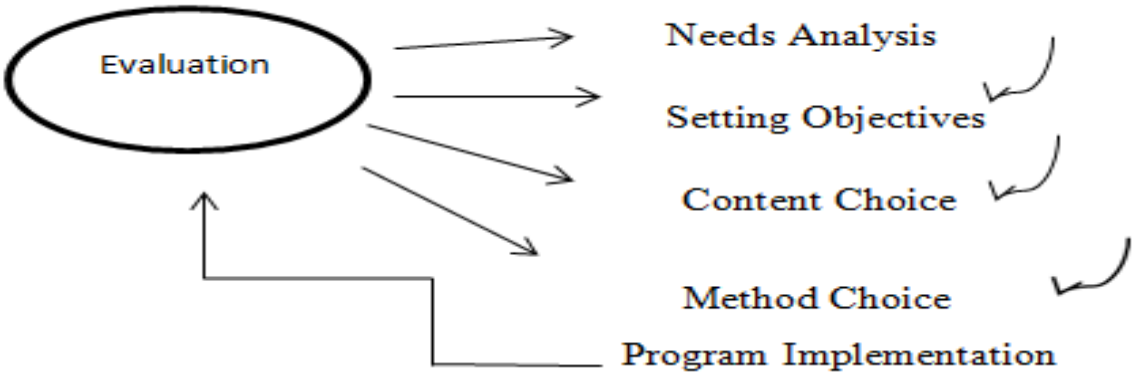


Figure 19. Programme evaluation with its essential components Bramley, P. (1986). *Evaluation of training: A practical guide.* London: British Association for Commercial and Industrial Education.

Initially, needs analysis must be regulated, in accordance with the results, and then objectives are to be set, which also frames the target content. Having assembled all data around a specific method or technique, by depending on the final outcome, the programme can be conveyed to resolve its practicality in comparison to the results.

Roberts (1998, p. 231) likewise epitomizes the entities of INSET with a simple scheme in figure 20. *Needs assessment* is crucial to clarify the reasons behind the study design, its objectives, possible impact on teaching-learning, and to create awareness of teachers' immediate needs besides their overlap with the programme and the benefits of the institution. *Implementation*, the third stage appears after *design* with the role of schema certifying to outline structured plans. The needs of the participants should correspond to the practices in this training. Then, the final stage, *evaluation* is to restart the system with original needs in a cyclical approach.

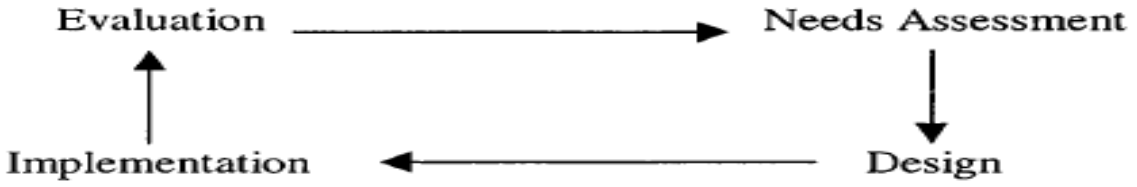


Figure 20. INSET cycle Roberts, J. (1998). *Language teacher education.* London: Arnold.

This INSET cycle is to underline the strength of evaluation in PD trivet since without judgment or interpretation of a framework, no radical revolution could be estimated in an

organization. Nevertheless, various types of evaluation can be utilized in empirical studies in INSETs. It is hence vital to search its techniques in PD activities closely.

The focal point in the model developed by Siedow, Memory and Bristow (1985) is to think about the motives of pre and in-service teachers' resistance to advance their knowledge. Having scrutinized it in detail, the necessity of needs assessment, design of the study in line with objectives, activating plan via presentations and evaluating the impact of the programme on students will stand out in the following order.

1) Assessment of staff needs,

2) Determination of in-service objectives,

3) Planning content,

4) Choosing methods of presentation,

5) Evaluation of the effectiveness and

6) Providing follow-up assistance and reinforcement.

Another hotly-debated point in CPD is the accountability of assessment despite variety in tools. Since they are corresponding to personal features, such as awareness, knowledge, beliefs or identity, there has not been quite a few attempts to record the positive changes among in-service teachers. This is because they require longitudinal studies and high efforts unlike any other SLTE programmes which can be handled only concerning contents or material choice (Richards, 2008).

Guskey (2000) emphasizes so-called misunderstanding such that evaluation is in large accounted as an expensive routine which distracts scholars from original plans, implementations and follow-ups. However, some suppose that it stems from the loss of knowledge and competence necessary to comprehend evaluation. The consequence would be the avoidance of evaluation among scholars that may mislead them to thoughts that evaluation studies at the end of the analyses can only be the work of professionals. This might cause evaluation to be called as Cinderella term. Then, this perspective will interfere with planning, questioning and articulating clear responses to reach sound conclusions in study.

Guskey also mentions six main evaluation models for PD. These are Tyler‘s Evaluation Model, Metsfessel and Michael‘s Evaluation Model, Hammond‘s Evaluation Model, Scriven‘s Goal-Free Evaluation Model, Stufflebeam‘s CIPP Evaluation Model and

Kirkpatrick‘s Evaluation Model. Afterwards, he explains his own approach with radical solution sets to the problems.

- Tyler’s Evaluation Model

Being one of the pioneer evaluation models of Tyler, it regards evaluation as the time to see how strength it could adhere to the objectives of the programme. It contains some basic notions, such as determining the goals of the programme, knowledge evaluation in parallel with the objectives, calling students’ attention to the content area so that behavioural adjectives could be defined, giving chance to perform accomplished goals, identifying the means of assessment, gathering data to correlate pre-determined objectives and their actual performance (Tyler, 1949). Nonetheless, he has been criticized for his model which is technical (Eisner, 1967), far from classroom practice (Schwab, 1969), and the use of objectives as the first stage of the planning has been dysfunctional (Connelly & Clandinin, 1988).

- Metfessel and Michael’s Evaluation Model

Principally based upon Tyler’s model, it has broadened perspectives by including several factors and data collection methods in evaluation process. Metfessel and Michael (1967) dwell on all the constituents of the school team (teachers, students and directors) in programme formation. Furthermore, educational objectives of the school must be responsive to purposeful strategies via teaching, informing and authority concerns (Yakar & Saracaloğlu, 2016). The substance of this approach consists of eight key propositions (Fitzpatrick, Sanders, & Worthen, 2004; Michael & Metfessel, 1967):

1. Involve the total school community as facilitators in the evaluation process.

2. Formulate a cohesive model of goals and specific objectives.

3. Translate objectives into a communicable form applicable to facilitating learning in the school environment.

4. Select or construct instruments to furnish measures allowing inferences about programme effectiveness.

5. Carry out periodic observations using content-valid tests, scales, and other behaviour measures.

6. Analyse data using appropriate statistical methods.

7. Interpret the data using standards of desired levels of performance over all measures.

8. Develop recommendations for the further implementation, modification, and revision of broad goals and specific objectives.

This model has hence contributed not only to the vast expansion of opportunities in instrument types, but insights of educators on the way to respect evaluation outcomes.

- Hammond's Evaluation Model

Similar to Metfessel and Michael, Hammond (1967) has improved Tyler's model. However, he mostly regards whether programme objectives could be attained by resolving the reasons of lack of success. To that end, Hammond has created three-dimensional cube with the elements of behaviour, instruction and institution within their lower steps.

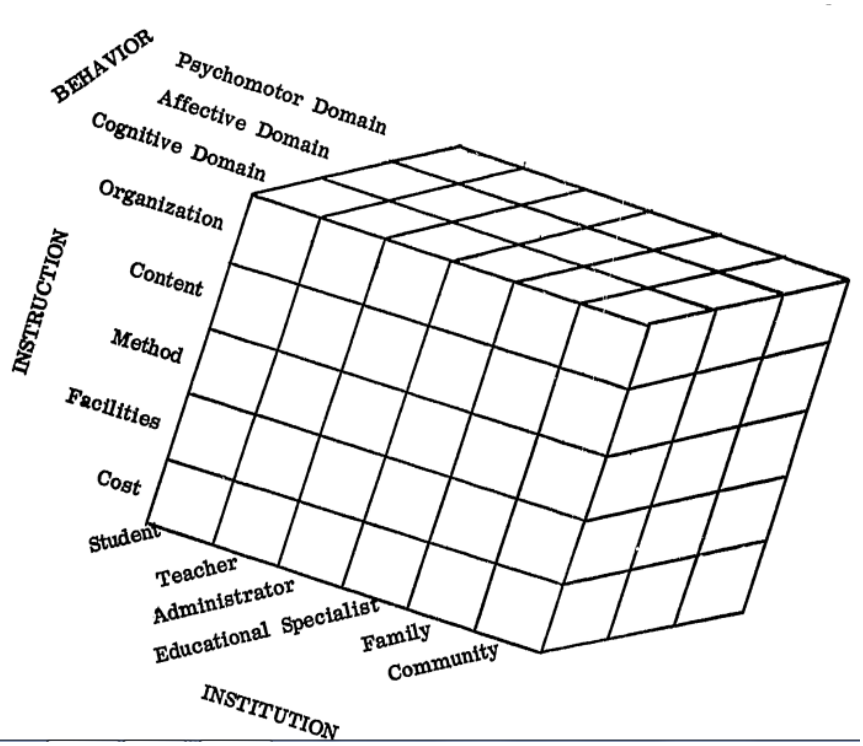


Figure 21. Hammond, R. L. (1967). *Evaluation at the local level.* Address to the Miller Committee for the National Study of ESEA Title III.

Moreover, Worthen and Sanders (1987, p. 68) describe every one of the phases in this model.

1. Defining the programme

2. Defining the descriptive variables (using his cube)

3. Stating objectives

4. Assessing performance

5. Analysing results

6. Comparing results with objectives.

In total, 90 cells would be formed to search for possible problems in programme evaluation, and find their answers as it has been approved by Fitzpatrick et al. (2004). Yet, the disadvantages of this model have been complexity in its structure for a surveyor to detect school problems by crossing the cells within the cube and finding appropriate activities differing to each particular programme (Guskey, 2000).

- Scriven's Goal-Free Evaluation Model

Unlike three referred models, being a goal free evaluation, it has been carried out without any predetermined objectives about the system not to restrict its scope. Accordingly, its quality lies on the reports of the programme and the needs of the participants (Scriven, 1972). Thus, the model searches meaningful attempts, actual outcomes instead of intended results in implementation process (Guskey, 2000; Owston, 2007). Still, he has been criticized owing to poor planning, only being promoter of another model, probability of missing significant impacts and not being practical (Irvin, 1979; Mathison, 2005; Shadish, Cook, & Leviton, 1991).

- Stufflebeam's Context, Input, Process, and Product Evaluation Model

His model centres on decision-making process. Alternative decisions should be investigated to broaden the horizons' of decision makers who are either directors or policy makers, and have information about the advantages and disadvantages of decisions to reach the best solution (Stufflebeam, 2002). Its most outstanding side can be its suggestion to process and holistic evaluation which means including both quantitative and qualitative methods (Rose & Nyre, 1977). As to evaluative information, contextual evaluation is to plan decisions in the light of programme needs and disorders. Input evaluation checks the functionality of the decision by considering resources, programme costs and further plans. Process evaluation is designed for practices. It monitors and cites any potential failures about the programme and finds formulas. The last one, product evaluation is to reprocess the efficacy, sustainability and transferability of the system via checking its influence on participants in accordance to their needs and expectations. The aim at that point is to clarify whether to change, abandon or endure the programme and its projects. (Alkin & Ellett, 1985; Owston, 2007; Ross, 2010).

- Kirkpatrick's Evaluation Model

Due to the fact that he has shaped his model majorly for industry and business (Ross, 2010), prior to the reference of the evaluation of any training programmes in-detail, Kirkpatrick and Kirkpatrick (2006, p.17) remind the significance of evaluation in trainings:

1. To justify the existence and budget of the training department by showing how it contributes to the organization's objectives and goals,

2. To decide whether to continue or discontinue training programmes,

3. To gain information on how to improve future training programmes.

Though those are all accepted policies in any organization, it may sound general for academic institutions. However, they give point to the quality of teacher trainers, the advantages and disadvantages of former programmes by designing a pilot study to predict potential outcomes. After conducting surveys, selecting the best and most appropriate one for instructors and school attaches importance. Four-level model firstly defined in 1959 by Kirkpatrick (1998) has been arranged in an international credibility standard evaluation form for the efficiency of trainings.

Table 16

Kirkpatrick's Four-Level Training Evaluation Model

Level 4: Results	To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement.
Level 3: Behavior	To what degree participants apply what they learned during training when they are back on the job.
Level 2: Learning	To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event.
Level 1: Reaction	To what degree participants react favorably to the learning event.

Kirkpatrick, D. L. (1998). *Evaluating training programs: The four levels (2nd ed.)*. San Francisco, CA: Berrett-Koehler.

First level is to monitor instructors' responses to the programme, while the second one is about their learning. It determines the reliability of training on teacher trainers. For instance, when they complete an activity or skill well, they are expected to demonstrate it on tasks. Third level centres original contexts, classes, and the question of whether teacher trainers could remember and apply what they have just received from the courses. The fourth step is related to final outcome which explores its direct impact on schools, and regards teachers' output to understand whether it is the result of this training or other agents have an effect on it. In spite of its world-wide reputation, Guskey (2000) criticizes and resolves the inefficient parts to create a new hierarchy which depends one other level so that it could reach the last step.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	• Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable?	• Questionnaires administered at the end of the session.	• Initial satisfaction with the experience	• To improve program design and delivery
2. Participants' Learning	• Did participants acquire the intended knowledge and skills?	• Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios	• New knowledge and skills of participants	• To improve program content, format, and organization
3. Organization Support & Change	• What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared?	• District and school records • Minutes from follow-up meetings. • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios	• The organization's advocacy, support, accommodation, facilitation, and recognition.	• To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	• Did participants effectively apply the new knowledge and skills? • (How are participants using what they learned?) • (What challenge are participants encountering?)	• Questionnaires • Structures interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes	• Degree and quality of implementation	• To document and improve the implementation of program content
5. Student Learning Outcomes	• What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? • (How does the new learning affect other aspects of the organization?)	• Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	• Student learning outcomes: • Cognitive (Performance & Achievement) • Affective (Attitudes & Dispositions) • Psychomotor (Skills & Behaviors) • (Student Work Samples) • State/Local Assessments) • (Performance Assessments)	• To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

Figure 22. The Critical Levels of Professional Development Evaluation Guskey, T. (2000). *Evaluating professional development.* California: Corwin.

This hierarchy starts with receiving feedback from teachers about CPD via an inquiry, and then their active learning is tested to record the extent that they could learn its insight. The organisational evaluation refers to the pillar of TL through CPD as an institution with all of its units. Teachers' use of knowledge and skills, its reflection to class and students' achievement levels are then monitored. Finally, the result is submitted in order to make it public.

Guskey (2000), adjusting Kirkpatrick's model to evaluate teacher PD programmes, has fulfilled the opinions, learning, beliefs of teachers and investigated its influence in classes. It means that evaluation of training programmes encircles lots of complex items (Eseryel, 2002). For this reason, it forms a basis while controlling the coordination between evolution of student learning and PD, entails data collection with its interpretations and presents the overall process of this data gathering to perform evaluation (Sparks, 1996). In addition, the design in the model would be its applicability to K-12 schools. Hence it has been extended via the dissertation of Ross (2010) which is consistent with higher education and post-secondary PD programmes as well.

	Primary Purpose of Evaluation					
Evaluation Model	**Attainment of the Program's Goals and Objectives**	**Program Improvement**	**Accreditation of the Program**	**Development of Theory about Intervention**	**Meeting Information Needs of Diverse Audiences**	**Overall Impact of Program**
Goal-based (Tyler, 1942)	X	X				
Goal-free evaluation (Scriven, 1972)	X	X				X
Context, input, process, and product (CIPP) (Stufflebeam, 1973)	X	X				X
Multilevel (Guskey, 2000; Kirkpatrick, 2001)		X	X			X

Figure 23. Evaluation models for evaluation purposes Owston, R. (2007). Models and methods for evaluation. In J. M. Spector, M. D. Merrill, J. v. Merriënboer, & M. P. Driscoll, *Handbook of research on educational communications and technology* (pp. 606-616). New York: Taylor & Franci.

Despite the fact that one standard model in INSET evaluation cannot be acknowledged, by characterizing Guskey's (2000) model, the traits of practical INSET are to be redefined to comprehend current requirements. Firstly, he centralizes teachers, their immediate needs, perceptions about teaching to recognize them in organization and practices of the programme. He aims at independency of the instructors, PD, self-confidence, self-efficacy, awareness about teaching and learning. Moreover, in an efficient INSET event a series of

techniques, data collection materials, examination of the experience by welcoming a holistic paradigm, and control in student and teacher learning ought to be held. This is because it will make a teacher more reflective than being resistant to change. On further steps, giving opportunity to practice what teachers have learned either from teacher trainers, peers or on their own via questioning experience will have long-running influence on PD in specific contexts. These also represent the criteria of designing evaluation scheme for a school according to their teachers.

Şahin (2006) has utilized Kirkpatrick's model to evaluate the effectiveness of INSETs on EFL instructors at METU. She aims to reveal whether it could reach success by following the determined objectives of the programme and the vital points in replacement of the course. The data have included the questionnaires of instructors and their students, interviews with directors, teacher trainers and instructors besides the observations recorded in their lessons. According to the findings, Kirkpatrick's evaluation model could not be confirmed to be influent in the Certificate for Teachers of English. Its basic deficiency is not having linear connections to follow a definite evaluation criterion. Thus, she has certified the need of more precise, exclusive model of evaluation for teacher training programmes at Turkish universities.

INSETs at Çukurova University and Hacettepe University have been examined by Türkay (2000). At Çukurova University, three different groups of activities (language proficiency and teaching-based activities and academic programmes) have constituted INSETs. On the other hand, at Hacettepe University, novice instructors' training which is oriented by the British Council has been carried in the form of INSET. The participants are majorly monitored for their expectations about INSETs and to learn whether they could be pleased. After conducting questionnaire on teacher trainers and the interviews on directors, she concludes her study with the gap between real INSETs and fulfilment of the beliefs.

To Tevs (1996), the evaluation of INSETs depends on informal feedback despite not basing upon unique model as is seen below.

Table 17

The Evaluation of Training Programmes

	Group			
	A / TT (n=38)		T (n=138)	
	f	%	f	%
Through questionnaires given to participants	16	42	24	17
Through interviews with participants	16	42	14	10
Through feedback from TT	17	45	30	22
Through informal written/spoken feedback from T	24	64	34	25

Note. A / TT = Administrators and Teacher Trainers, T= Teachers

Tevs, M. (1996). *A survey of pre-service and in-service teacher training programs of 1- year preparatory English classes at Turkish universities* (Master's Thesis). Retrieved from http://tez.yok.gov.tr.

The evaluation process chiefly forces analysts to appoint time to periodic feedback. In this respect, Morrow and Schocker (1993) intensify the interaction between teacher trainers and instructors about sharing their experience and inputs, regulations of group-based learning in addition to the guidance of teacher trainers, relevancy of INSET content and criticizing training programme in line with further activities. As a result, the participants could deeply feel control over comments and judgments in trainings. Lamie (2005, p. 96) also demonstrates how to improve the efficiency of INSETs in evaluation process in table 18.

Table 18

Implementation of Efficient INSET Programmes

Procedure	**Participant**	**Activity**	**Content**	**General**
Part of overall scheme and clearly articulated rationale	Continual involvement	Share information	Good practice	Focus on individual
Planning Implementation Evaluation	Individual difference	Demonstrations	Interactive	Appropriate form
Length & mode of delivery	Needs awareness	Trials	Relevant	Government support
Methodology	Motivation	Feedback	Coherent	Credible trainers
Follow-up work	Researcher	Relevant	Supporting materials	Cultural awareness

Lamie, J. M. (2005). *Evaluating change in English language teaching.* New York: Palgrave Macmillan.

In her experiment, Uysal (2012) has observed the adaptability of INSETs in Turkish primary school context. By utilizing the model of Guskey, she has documented the failures of INSET in the phases of planning and evaluation of the training. The inadequacy of peer discussions and follow-ups to meet on a common ground about problems, transmission-based presentations and most importantly differing teacher needs from the content of INSET are in her lists to inform readers about its inefficiency. Furthermore, instructors are reported not to be involved in organization and implementation procedures.

The evidence presented by Muijs and Lindsay (2007) likewise has revealed the suitability of Guskey's model to test CPD evaluation on 416 teachers and 223 directors from 1000 schools in England with random sampling. Regarding the questionnaires, all participants seem to have satisfied after evaluation and its effect on adopting new skills, whereas student success has receded into the background. As for the statistical correlations, some instruments, such as interviews and documentary evidence are noted to create close contacts with evaluation. On the other hand, journals and observations are limited in number, which is owing to the constraint in CPD evaluations. Thus, high-graded evaluation becomes prominent in utilizing a number of evaluation forms rather than the questionnaires alone.

In their search, by using Guskey's model, Goodall, Day, Lindsay, Muijs and Harris (2005) find out that the best schools in CPD events could achieve learning outcomes of students. In addition, the most evaluative application has been the lower levels, learning and participants' satisfaction in his hierarchy. It must have originated from the choice of questionnaires and surveys applied to students at the same time.

Focusing on learner-centred approach as the mission and conclusive result of any CPD activities, Kudenko and Hoyle (2014) do not feature qualitative data collection tools to learn the beliefs and perceptions of teachers. They majorly check students' progress. The study gives qualitative data through courses with anecdotal comments, research experiments and questionnaires. Additionally, quantitative data investigation about CPD themes has been adopted to reveal its responsibility on students. Then, they put research and reflective practices into use after CPD in the first narration. Finally, they arrive at the same conclusion with Guskey (2002) that in CPD evaluation design, beginning with the last level could assist to achieve the real purpose of CPD which is improving students' learning.

By regarding all of the given professional evaluation models of INSET (Bramley, 1991; Worthen & Sanders, 1987), shortly it is reasonable to claim that they all intend to fulfil the missing points of one another in the literature. Therefore, Guskey's model, being one of the well-known and high-profile of all forms, could be acknowledged as an example in the community of school members. However, as in this study, there appears to subsist an urgent need to an evaluation model which do not centrally answer to students' learning outcomes according to CPD progress of academic staff in an institution, but particularly tackles the needs of all constituents at school team so as to plan a sound programme highlighting all needs analyses, objectives, the method and content besides implementation and follow-up sections of the project. By taking this into account, the current study has not been strictly adhered to Guskey's model. It has recommended a new model to schools to be adapted in programme evaluation phase.

CHAPTER III

METHODOLOGY

This thesis checks thoroughly the expectations and practices of academic staff at two state and two foundation universities in Turkey so as to inquire about their immediate professional needs, beliefs, and opinions towards the CPD unit in schools. The real goal behind this study is to disclose the differing points of view among teacher training units, teacher trainers, instructors, and the directors so that the scope of training units would be revised in the light of the findings, and a model could be suggested.

Methodology chapter consists of five separate sections. Upon stating essential information about the study, the first section includes the participants who work at universities in different positions. The number of teacher trainers, instructors, directors, and their educational background, gender, age, work experience will be presented. Then, the instruments in data collection as well as the reliability issue are to be covered. Later, the procedure is introduced before the next section, data analysis. Finally, the conclusion part demonstrates the summary of this chapter.

3.1. Participants

The research was conducted at two state universities: Ankara University and Gazi University; and two foundation universities: Atılım University and İzmir University of Economics in the first term of 2018-2019 academic year. 15 English language instructors, two teacher trainers, and the directors of the universities were involved into the study from each foundation university. As to state universities 22 English language instructors, two teacher trainers and one director from Ankara University; 17 instructors, two teacher trainers and one director from Gazi University cooperated into this research. In total, 69 instructors, eight teacher trainers and four directors participated in this research.

All of the participants signed the "Consent Form" (see Appendix 1), stating that they volunteered to be the participants in that survey on condition that their names would not be shared by anyone but just for the aim of this research.

The general distribution of the instructors from universities was shown below. With regards to age, the instructors whose ages were between 31 and 40 had the highest frequency whereas the ones more than 60 years old were the least in number. Out of all, more female instructors were willing to take part in this academic study than the males. However, the range of frequency for teaching experience of the instructors varied according to the type of the universities. More experienced instructors participated from foundation universities voluntarily, whereas the maximum rate for years of experience decreased at state universities. Another difference was noted in their educational background. Instructors with master's degree at state universities outnumbered the instructors at foundation universities who mostly held only their bachelor's degree. Yet, both state and foundation universities represented English Language Teaching (ELT) graduates more than other English departments.

Unlike at state universities, foundation universities did not have a policy of hiring only Turkish citizens. Thus, some instructors (N=2) at foundation universities were from the U.K., and also their majors were not limited to English language or related departments.

Table 19

Demographics of Instructors

Questionnaire for Instructors	State Universities		Foundation Universities		Total
Part 1	f	p (%)	f	p (%)	
Age:					
23 to 30 years	11	28,2	8	26,6	19
31 to 40 years	18	46,1	13	43,3	31
41 to 50 years	8	20,5	3	10	11
51 to 60 years	1	2,5	5	16,6	6
more than 60 years	1	2,5	1	3,3	2
Gender:					
Male	6	15,3	9	30	15
Female	33	84,6	21	70	54
Years of teaching experience:					
newly graduate	-		-	-	-
1 to 5 years	7	17,9	7	23,3	14
6 to 10 years	13	33,3	2	6,6	15
11 to 20 years	11	28,2	11	36,6	22
21 to 30 years	7	17,9	6	20	13
more than 31 years	1	2,5	4	13,3	5
Major:					
English Language Teaching	20	51,2	14	46,6	34
American Culture and Literature	4	10,2	2	6,6	6
English Linguistics	4	10,2	2	6,6	6
English Translation and Interpretation	1	2,5	1	3,3	2
English Language and Literature	10	25,6	6	20	16
other (History, Art history, Philosophy &Political Science, Sociology, Avienks)	-		5	16,6	5
Educational background:					
Bachelor's Degree	18	46,1	16	53,3	34
Master's Degree	19	48,7	14	46,6	33
Doctor of Philosophy	2	5,1	-	-	2

When the teacher trainers at universities were handled, a chart similar to table 19 was created to analyse the features in-depth.

Table 20

Teacher Trainers

		S.U.	F.U.
1	B.A. in ELT	2	1
2	B.A. in English Translation and Interpretation	2	
3	B.A. in English Linguistics		1
4	B.A. in English Language and Literature		1
5	M.A. in ELT	1	1
6	M.A. in English Translation and Interpretation	1	
7	M.A. in TEFL	1	
8	M.A. in Teaching Foreign Languages	1	
9	M.A. in Education Technologies	1	
10	SLTEP (The Sabancı University School of Languages Trainer Education Programme)	1	
11	Coaching by Suzanne Mordue, Simon Wright		1
12	Trainings from the British Council		2
13	COTE, CELTA, DELTA		3
14	Teacher Trainings at Ankara University (for 8 months)	2	
15	Training at Oxford University (for a month)	1	
16	Teacher Trainings at Gazi University by a prestigious academy and a bookshop in Ankara (for 8 months)	1	

Table 21

Teacher Trainers' Teaching Experience before Their Trainer Career

		S.U.	F.U.
1	5 years	1	
2	7 years		2
3	8 years	1	
4	9 years	1	
5	15 years	1	
6	20 years		2

Similar to the instructors, the ages of teacher trainers changed from 31 to 40, and their teaching experience before being a teacher trainer ranged from 11 to 20 years at both state and foundation universities. Nonetheless, in reference to the major, volunteers from state universities were all teacher trainers graduated from ELT or English Translation and

Interpretation departments, which was quite flexible at foundation universities considering the departments the trainers graduated, such as ELT, English Linguistics, English Language and Literature. There was one Bulgarian Language and Literature graduate working at one of the foundation universities again because of their policy of employing foreigners as academic staff. Referring to the educational background, all teacher trainers at state universities and half of the teacher trainers from foundation universities came into fore due to holding their master's degree. Only other half of the teacher trainers from the foundation universities appeared to have graduate degrees. However, it was not probable to point any teacher trainers with postgraduate degree. Last of all, apart from the trainings organised by their own institutions, some of the teacher trainers received important certificates like CELTA, DELTA, COTE, and Diploma in the Teaching of English as a Foreign Language to Adults (DTEFLA). Nevertheless, owing to their costs, they mostly came into prominence at foundation universities as professional qualifications of teacher trainers. State universities could not lead their teacher trainers to specific programmes. Yet, they could send them to trainings having international credibility similar to the ones conducted by the British Council.

Table 22

Directors

Questionnaire for Directors	State University	Foundation University	Total
Part 1	f	f	
Age:			
23 to 30 years			
31 to 40 years			
41 to 50 years	1		1
51 to 60 years		2	2
more than 60 years	1		1
Years of teaching experience:			
newly graduate			
1 to 5 years			
6 to 10 years			
11 to 20 years	1	1	2
21 to 30 years			
more than 31 years	1	1	2
Major:			
English Language Teaching	1	1*(MA)+1	3*
American Culture and Literature			
English Linguistics			
English Translation and Interpretation			
English Language and Literature		1*(BA)	1*
Other: Educational Leadership		1*(PhD)	
Japanese Language and Literature	1		1*
Educational background:			
Bachelor's Degree			
Master's Degree			
Doctor of Philosophy	2	2	4
Other			

Having stated two essential figures in the study, instructors and teacher trainers, it would be worth describing the other pillar of this trio, which were directors. As can be seen in the table above, out of four, two directors aged between 51-60 work at foundation universities. Still, age limit of principals at state universities was not stable; it varied from 40 to 50 and may be more than 60. In parallel with age, their teaching experience changed. Being equal at both university models, the directors had either 11 to 20 or more than 31 years of teaching practice. In fact, they held their PhD degrees in spite of the variety in

departments. Though their professional fields seemed to be ELT at first sight, one of the directors of the foundation universities completed his BA's in English Language and Literature, and MA's in ELT. As an American, and the native speaker of the target language, he could continue his academic work in Educational Leadership. Different from the other three, one director's major was Japanese Language and Literature.

3.2. Data Collection Instruments

Two data collection instruments were used in that study. Although a questionnaire was applied to all participants in the beginning, it had been designed with different questions for instructors, teacher trainers and directors. The piloting procedure was also conducted before data collection process. In pursuit of the general and descriptive results of the questionnaire, interview questions were addressed to some of the participants in semi-structured form. Therefore, this research adopted both qualitative and quantitative data. While the interviews set qualitative data, questionnaires with prioritising the given responses, multiple-choice and Likert-scale forms of questions constituted quantitative data.

In regard to the research design of the study, it was of great importance to refer to both instruments in research paradigm. Quantitative methods were dynamic due to numerical and definite calculations, group comparisons and specifying experiment, whereas qualitative ones were more contextual, in real like settings, narrative and based on cultural, human practices (Guba & Lincoln, 1994; Tashakkori & Teddlie, 2003). Nonetheless, as recommended by Creswell (2014), and Leeach & Onwuegbuzie (2011), both quantitative and qualitative methods must be combined in a research to complete the missing points of one another. It would refer to 'triangulating' the data (Denzin, 1978) in order to arrive at more reliable results. Castro, Kellison, Boyd and Kopak (2010) also illustrated it: "Such designs can offer the strength of confirmatory results drawn from quantitative multivariate analyses, along with "deep structure" explanatory descriptions as drawn from qualitative analyses (p.342)." Hence, in that paper, the research was planned to be conducted by 'mixed methods' design to display CPD impact in many respects on English language instructors extensively.

3.2.1. Questionnaires

Initially, the questionnaires were designed to explore the needs, expectations, beliefs and opinions of instructors, teacher trainers and directors towards the on-going teacher training programmes in the schools with the guidance of Arıkan (2002), Büyükyavuz (2013), Creswell (2014), Gültekin (2007), Korkmazgil (2015), Lalitha (2005), Şentuna (2002), Şahin (2006), Tevs (1996), Türkay (2000), and Yağcı (2014). Additionally, the literature was reviewed, the expert views were taken, and a pilot study was conducted in order to create the questionnaires.

The questionnaire for instructors (Appendix 2) was composed of three basic categories with 30 questions in total. The first part covered questions about demographic information (general information and academic background) of instructors. In part two, with the first thirteen questions, it was aimed to find out their professional background process, while the next four (14, 15, 16, 17) were about the content of the programme. The last six questions of the second part (18, 19, 20, 21, 22, 23) were developed to investigate the preferences of the instructors, to find out whether their expectations overlapped with the school's and the current programme. The final section included issues like personal beliefs and the organisations of trainings provided them in school.

The questionnaire for teacher trainers (Appendix 3) started with five questions about demographic information. Experience, qualifications were also embodied to enlighten whether they had enough proficiency in this field. The following section was created to gather information about their continuing professional development process with the first fifteen questions. Only two questions asked about the content of the INSETs with the numbers of 16, 17 successively. Items 18, 19, 20 were related to their preferences, perspectives as teacher trainers touching on their observations and impressions about these trainings in school. In the end, five questions in part 3 were listed to reveal the perceptions, motives and suggestions to advance trainings both in quantity and quality.

As to the questionnaire for directors (Appendix 4), it was originally organised to be done in English (Appendix 5). Yet, it had to be redesigned in Turkish due to the fact that one director was from Japanese Language department, and did not have enough proficiency to fulfil it in English. Upon getting their brief demographic information as a principal, fourteen questions were listed to uncover how professional development programmes were applied in the schools and to what extent they were informed about their function. Questions 15, 16, 17, 18, 19 were to understand their treatment to the INSETs. Finally, part

3 headed them to think about possible failures from instructors' point of view, and their individual reasons, choices to implement trainings in these institutions.

All three forms of questionnaires were checked and previewed by a professor of English Linguist and by the thesis supervisor even before the piloting so that the face validity would be ensured. The piloting process was explained exhaustively in the procedure part below.

Items 4, 5, and 6 in instructors' questionnaire were intended to reveal their impulses or distractors behind the manner of their acceptance or refusal. Since the trend was only to motivate them to find the true path in line with their needs, expectations and insufficiencies (Mann, 2005), they were intentionally put into this inquiry. The number of questions 1, 9, 13 (in the third part) in instructors', 5 in teacher trainers', and 5, 16 in directors' questionnaires aimed to check to what extent the collegiality worked in schools. This was what Lave and Wenger (1991), Mezirow (1991), and Opfer and Pedder (2011) underlined to remark reflectivity, transformative learning theory, community of practice (CoP), reciprocal and meaningful learning for teachers.

Similar to Borg (2003, 2012), Burns and Richards (2009), Freeman and Johnson (1998), Townsend and Bates (2007) also highlighted the significance of dealing with beliefs, needs, thoughts and manners of the teachers towards teaching. Therefore, items 10, 11, 12, 16, 18, 19 were listed in instructors' questionnaire so as to obtain how much their own opinions, cognition and perspectives were congruent with the real practice.

Korkmazgil (2015), Şentuna (2002) and Tevs (1996) stressed the emphasis on the content of trainings. Their up-to-datedness, how much they matched with teachers' immediate needs and the motive to lead them to self-actualisation or gaining autonomy in their performance must be considered as well. By taking that fact into account, items 7, 14 in instructors', items 2, 16, 17 (part 3) in teacher trainers' and items 4, 15 in directors' questionnaire were included to see in what level their assumption of content overlap with one another.

Practicality of the knowledge in trainings was another subject to be handled about CPD. As in his definition of INSET, Koç (1992) mentioned the value of practical solutions offered as academic help to instructors. To be able to prove the instructors' demand about classroom materials in this study accurately, and to balance practical and theoretical information in trainings, questions 15, 20, 21, 22 were asked to instructors.

With respect to feedback forms to measure the effectiveness level of trainings, observations, video recordings, surveys, journals or action research might be utilised as a means of monitors (Gün, 2015). In order to learn the ways of assessment, questions 3, 6 (in the last section) for teacher trainers, and 2, 5, 6 (in part 3) for directors were given in each questionnaire.

Concerning five-point scale Likert type in questionnaires, questions 10, 11, 12, 13, 14 for instructors, 10, 11, 12, 13, 14, 15, 16, 20 for teacher trainers, and 12, 13, 14, 15, 16 for directors with definitely true, mostly true, not sure, mostly false, definitely false options were directed to the participants. This depended on the fact that unlike the second question of directors which required a direct answer, any yes-no answer would be too severe to explore their stance about these topics. No problems with that Likert-scale type were noted in piloting procedure which was explained below.

3.2.2. Interviews

A range of interview questions were arranged in advance in the light of Arıkan (2002), Gültekin (2007), Korkmazgil (2015), Lalitha (2005), Şahin (2006), Türkay (2000) and a research book (Johnson & Golombek, 2011) besides articles of Block (2000) and Lowes and Prowse (2001). They were associated with the ones in the questionnaires so as to recognize if the needs, expectations, beliefs of instructors, teacher trainers and directors were coordinated or balanced before and after their preparations. Identical to the questionnaires, the interviews were conducted with the same, three stakeholders. However, dissimilar to the questionnaires, they were limited in number to five instructors, two teacher trainers and the directors from each school. There were 22 interview questions for instructors (Appendix 6). 21 similar interview questions were also asked to teacher trainers (Appendix 7), and 15 questions were presented to every one of the directors (Appendix 8). There was no strict order in three of the interview questions in terms of covering personal, perceptual responses or the treatment of trainings in the schools. This was because the researcher could guide and add any extra relevant questions during the interview as a semi-structured one. Regarding the language in the interviews, it was in Turkish unlike the questionnaires (with one exception). That was owing to the fact that using the target language might have blocked their real expressions or they may not have spoken coherently and articulated their talk easily.

3.3. Procedure

The questions in the questionnaires and the interviews were prepared comprehensively after revising the literature about teacher training practices in schools. Then, the expert views of a professor of English linguist and an expert in ELT were involved so as to ensure comprehensiveness. Following the interviews, the corroboration of the answers was examined by looking at the items from both of these instruments.

3.3.1. Piloting

Having completed the literature review in 2017-2018 academic year, and prepared the questionnaires and the interview questions for instructors, teacher trainers and directors independently, the researcher applied for the ethics committee approval (Appendix 9). After obtaining the approval in September 2018, the researcher launched the piloting process.

First of all, a fairly similar questionnaire was piloted to three instructors, one teacher trainer, and the director in School of Foreign Languages at Samsun Ondokuz Mayıs University (state) and Çankaya University (foundation) in 2018-2019 academic year during September and October.

These two universities were selected to manage the pilot study since Ondokuz Mayıs University was a well-established state university when its foundation was taken into consideration. In addition, it was in the Black Sea region in Turkey, which released the function of another teacher training unit operating in a different district instead of the capital city, Ankara. As for Çankaya University, it was well-known for the education system where English was the medium of instruction in most of its departments. Accordingly, they paid close attention to the schools and academic staffs to create better educational facilities for all of the students who would be studying their major in English in the following years. It was also included into the study due to the fact that it was a foundation university in Ankara, Turkey.

The questionnaire was administered to a set of voluntary participants in order to control its components, the clarity of expression to improve comprehensibility and to disclose any possible disregarded points by the subjects. It means that they were requested to note down any statement not taking place there. Depending on the new comments and feedback, the questionnaires were updated to the final version redesigned.

3.3.2. Data Collection

After the piloting, the answers of the attendants were carefully analysed and their extra responses to "other" section, such as the means of informing teacher trainers about instructors' needs, learning the immediate professional needs, the ways of getting opportunities for teacher trainers' own attainments were added into the questionnaires.

The data collection process started at Ankara University. It was also run at Atılım University, İzmir University of Economics and Gazi University. Having gathered the questionnaires from the subjects, based on their schedule and school timetable, the researcher organised appointments for the interviews with each participant. Thus, the following stage of the research, administration of interviews began after the questionnaires.

As the interviews were carried out nearly at the same time with the questionnaires, both data collection types were completed in November and December, 2018-2019 academic year in order to increase reliability, comparability, validity, and transparency. They took nearly fifteen minutes per subject, and they were also tape recorded.

In total, 22 questionnaires and five interviews with randomly chosen instructors who had completed the questionnaire beforehand at Ankara University, 17 questionnaires and five interviews with randomly chosen instructors at Gazi University, 15 questionnaires and five interviews again with randomly chosen instructors each at Atılım University and İzmir University of Economics were managed to be implemented. As for the teacher trainers and the directors, two questionnaires and interviews with the same teacher trainers and only one questionnaire and interview with the directors were arranged at all universities. This made 81 questionnaires, and 32 interviews in total from all of the subjects attended voluntarily into that analysis.

In the end, all of the interviews were transcribed (the interviews of two directors, two instructors, and one teacher trainer were given in Appendix 10 to represent and serve as examples). Then, they were scrutinised to generate codes and themes according to the reiterated items, and to be categorised under the labelled columns in accordance with the answers to the interview questions. That process was applied to all questions in three questionnaires. The basic reason of their record and transcription was to compare the answers of teacher trainers, instructors, directors all in-depth, and observe the similarities and differences in their specific fields. Furthermore, some answers were quoted with pseudonyms not to clarify the identities of the participants.

The reason of involving these four universities into the study was that state universities, both Ankara University and Gazi University, were founded in Ankara in 1940s and 1980s respectively. Yet, Atılım University was established in Ankara in 1996 whereas İzmir University of Economics started education in İzmir in 2001. Not only being in different cities, but having a longer or shorter history in providing education to students were hot-debated issues about whether these criteria were the real determiners to function well in teacher training units. Thus, both convenience sampling and purposive sampling methods were utilized to select different university contexts with PDU to observe the enforcements, compare the expectations and recruitment criteria in this current research. As a result, it was planned to respond those questions in detail upon reaching the valid and reliable results.

3.4. Data Analysis

Two instruments, the questionnaires and the interviews, constituted the basis of data collection in this research. Consequently, qualitative and quantitative data were incorporated into the analysis to ensure triangulation. In terms of content validity, a comprehensive literature review and expert view were implemented in both instruments.

The data collected via interviews were analysed depending on grounded theory. This was based on the explanations of Boeije (2010) and Charmaz (2006) who laid weight on grounded theory because it had a methodical code to gather, synthesize, analyse, and conceptualize qualitative data inductively.

During data analysis process, upon transcribing the interviews, two coders classified each question according to the answers of instructors, teacher trainers and directors under correlated codes. Hence they began the first coding to examine and measure the data in a well-regulated way. Likewise, by keeping the research questions and the codes in mind, the researcher and the second coder found themes when the possible connection among them was postulated. Therefore, the procedure of designing themes was to arrange framework of data analysis systematically. After the analyses of the instrument by the researcher, an expert with a PhD in the field once again investigated the interviews, and transcripts to confirm the results, and ensure inter-coder reliability (.85) as suggested by Perreault and Leigh (1989), and Tawney and Gast (1984).

Each item in the questionnaire was also typed to reach statistical figures through Statistical Package for the Social Science (SPSS) along with the descriptive analysis of every one of the questions within numbers and frequency. After the results were computed in SPSS 21 version, normality test was carried out on data set to decide which comparison tests to be used in the analysis.

Table 23

Tests of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	University	Statistic	df	Sig.	Statistic	df	Sig.
Item10	Foundation	,301	30	,000	,821	30	,000
	State	,265	34	,000	,870	34	,001
Item11	Foundation	,302	30	,000	,785	30	,000
	State	,221	34	,000	,838	34	,000
Item12	Foundation	,249	30	,000	,875	30	,002
	State	,176	34	,009	,917	34	,013
Item13	Foundation	,312	30	,000	,772	30	,000
	State	,204	34	,001	,886	34	,002
Item14	Foundation	,317	30	,000	,823	30	,000
	State	,320	34	,000	,797	34	,000

a. Lilliefors Significance Correction

As can be interpreted from table 23, it was evident that data sets were not distributed normally. Thus, Mann-Whitney U tests were adopted as in the clusters of non-parametric so as to compare state and foundation universities.

3.5. Conclusion

Having referred to the participants, data collection instruments, settings, procedure and data analysis, the following chapter explicitly displays the data analysis phase.

CHAPTER IV

RESULTS

Quantitative and qualitative data collection tools adopted during the study were presented to examine each item in-depth and to reach a precise result about the research by using these instruments. The findings and the numbers of attendants to the questionnaires and the interviews were also stated in the tables below.

4.1. Questionnaires

Three different questionnaires for three stakeholders, instructors, teacher trainers and directors, were developed and investigated separately in the following segments.

4.1.1. The Instructors

30 instructors from state and 39 instructors from foundation universities volunteered to complete the questionnaires. Initially, the demographical information was indicated in the table below.

Table 24

The Major of Instructors

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
Major:					
English Language Teaching	20	51,2	14	46,6	34
American Culture and Literature	4	10,2	2	6,6	6
English Linguistics	4	10,2	2	6,6	6
English Translation and Interpretation	1	2,5	1	3,3	2
English Language and Literature	10	25,6	6	20	16
other (History, Art history, Philosophy &Political Science, Sociology, Avienks)	-		5	16,6	5
Educational background:					
Bachelor's Degree	18	46,1	16	53,3	34
Master's Degree	19	48,7	14	46,6	33
Doctor of Philosophy	2	5,1	-	-	2

As majors of the instructors could reveal why they had varying options about CPD content, the list was created to introduce their educational background. The graduates of English Language Teaching (ELT) and English Language and Literature (ELL) outweighed the other English departments. Still, ELT graduates in both contexts were outstanding when the frequency in Table 24 was regarded. One of the differences was that foundation universities were allowed to recruit native speakers of English regardless of their faculties they had studied, such as history, art, philosophy. Moreover, the instructors at state universities reached a higher ratio to step into academic life by considering their Master's (M.A.) degrees than the foundation universities where they only held the Bachelor's (B.A.) degree above average.

Table 25

Age of Instructors

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
Age:					
23 to 30 years	11	28,2	8	26,6	19
31 to 40 years	18	46,1	13	43,3	31
41 to 50 years	8	20,5	3	10	11
51 to 60 years	1	2,5	5	16,6	6

Initially, age range among the instructors centred on '31 to 40 years' at both university types. Except for the first three age limits (23 to 30 years, 31 to 40 years, 41 to 50 years), other experienced instructors were high in number at foundation universities. On the other hand, 41 to 50 year-old experienced instructors outnumbered at state universities.

Table 26

Teaching Experience of Instructors

Questionnaire for Instructors	State Universities		Foundation Universities		Total
Years of teaching experience:	f	p (%)	f	p (%)	
newly graduate	-		-	-	-
1 to 5 years	7	17,9	7	23,3	14
6 to 10 years	13	33,3	2	6,6	15
11 to 20 years	11	28,2	11	36,6	22
21 to 30 years	7	17,9	6	20	13
more than 31 years	1	2,5	4	13,3	5

Moreover, when the term 'experienced' was accepted to be valid only for the instructors who had been working 11 years or more, foundation universities came into prominence by employing more experienced instructors than state universities.

Table 27

CPD Practices in Schools

Questionnaire for Instructors	State Universities		Foundation Universities		Total
Part 2	f	p (%)	f	p (%)	
1. How often do you have Professional Development courses at your school?					
once in every two weeks	1	2,5	2	6,6	3
three or four times a term	1	2,5	1	3,3	2
once a month	7	17,9	16	53,3	23
once a term	3	7,6	4	13,3	7
once every six months	3	7,6	2	6,6	5
once an educational year	12	30,7	2	6,6	14
never	5	12,8	-	-	5
not regularly	5	12,8	1	3,3	6
regularly (three or four sessions every two months)	-		2	6,6	2
2. When are these trainings held in your institution?	-		2	6,6	2
at the weekends					
at office hours	7	17,9	23	76,6	30
in overtime periods	25	64,1	6	20	31
at lunch breaks or during inter-modular breaks	1	2,5	3	10	4
3. Who provides training for you in your institution?					
teacher trainers at school	9	23	25	83,3	34
other instructors	21	53,8	16	53,3	37
external teacher trainers	16	41	16	53,3	32
4. Is attendance to these teacher training programmes voluntary or compulsory?					
Voluntary	19	48,7	10	33,3	29
Compulsory	12	30,7	11	36,6	23
It depends	4	10,2	9	30	13
5. If you attend voluntarily, what are your reasons to take part in the activity according to priority (1 refers to the most significant item)?	1 2 3 4		1 2 3		4
the topics are matched best with your needs	2 7 2 1 3,5		8 4 6		1 3,15
it is correlated with your interests	4 7 6 5 2,45		1 5 8		5 2,10
you need a learning environment where all instructors learn something new from one another	6 2 9 8 2,24		6 6 3		4 2,73

it is part of your professional development	8	7	5	5	2,72	7	4	2		9	2,40

When that table was regarded, the fact that CPD events were carried more regularly at foundation universities (53,3 %) can be precisely manifested. Another comparison was the schedule of those activities. As foundation universities conditioned that instructors had to work at schools all day long, irrespective of the hour they completed teaching, the instructors regarded trainings within office hours, while state universities welcomed all trainings in overtime periods. Furthermore, the events were also managed by teacher trainers (83,3 %) at foundation universities systematically, whereas it could not be applied so well at state universities due to the fact that they were carried out by other colleagues (53,8 %) at schools. The analyses were also demonstrated in cross tabulations separately for the instructors, the teacher trainers and the directors in Appendix 11, 12 and 13, respectively.

The trainings to the instructors at state universities were also voluntary-based unlike foundation universities where they mostly felt obliged to attend them.

Moreover, question 5 displayed that instructors at state universities were more motivated to attend those activities as long as their needs overlapped with the events. They would reach 3,5/4 on average whereas it was 3,15/4 for foundation universities as was also approved by descriptive statistics in table 27 (Due to the fact that total missing data were too many, comparison tests could not be applied).

Table 28

CPD Programmes

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
6. If you attend compulsorily, what are the base distractors for you not to take part in CPD?	17	43,5	14	46,6	31
time					
I have already known all of the things they mention	5	12,8	8	26,6	13
I cannot earn money	2	5,1	1	3,3	3
it is not correlated with my needs	11	28,2	10	33,3	21
I have no alternatives	3	7,6	4	13,3	7
the director does not support it	1	2,5	1	3,3	2
7. Who determines the content of the programme?	9	23	9	30	18
director					
vice-director	14	35,8	5	16,6	19
trainer	8	20,5	23	76,6	31
coordinator	5	12,8	8	26,6	13
instructor	17	43,5	9	30	26
8. How do you inform your needs to teacher trainers?					
in meetings	26	66,6	22	70	48
via personal messages	10	25,6	17	56,6	27
other (survey, questionnaire)	3	7,6	4	13,3	7
9. What kind of practices do you apply with your colleagues to advance your professional learning?					
peer observation	6	15,3	29	96,6	35
study groups	5	12,8	11	36,6	16
mentoring	2	5,1	15	50	17
sharing experience	32	82	22	73,3	43
team teaching	3	7,6	11	36,6	14
10. Do you think that those teacher trainings motivate you to hold further academic degrees, such as MA, PhD?					
Definitely true	4	10,2	3	10	7
Mostly true	5	12,8	12	40	17
Not sure	20	51,2	13	43,3	33
Mostly false	5	12,8	2	6,6	7
Definitely false	3	7,6	-	-	3

Question 6 pointed out the change in factors and percentages on condition that these events were compulsory instead of being voluntary-based. After “time” (the first element), the instructors in both contexts referred to mismatching needs as the second most prominent distractor for them not to step in CPD at their schools.

Another fundamental component about the content may be the authorised person who took the decision of scope and coverage of CPD programmes. When the determiners of the programmes were regarded by looking out the frequency values on the chart, it was straightforward that the instructors themselves (43,5 %) played a strategic role at state universities while teacher trainers (76,6 %) were the executives about that at foundation universities. Even though both university types showed similarity in the means of informing their needs to teacher trainers, the communication tools they utilised to keep in touch with colleagues and learn the novelties in CPD differed from one to another. That is why; the other critical point forming the instructors’ opinions about CPD at schools came forth as ‘observations’. The state universities especially claimed that they used to have peer observations and teacher trainers’ visit into their lessons. Nonetheless, due to time schedule, they could not practise their old systems at schools any more, and as a result, they exchanged sharing experience with other colleagues to solve it out (with 82 % in the table). At foundation universities, observations were continued as the key element of CPD success.

The last question, 10, in the table above was the first of four Likert-scale items. The item 10 in the questionnaire was to expose their thoughts about whether they sensed that these events had a big influence on their choice to hold academic degrees, such as M.A. or Philosophy of Doctorate (PhD). As a consequence, state universities (51,2 %) and foundation universities (43,3 %) formed their view on “not sure” with the figure in the middle out of five (definitely true, mostly true, not sure, mostly false, definitely false).

Apart from this, according to Mann-Whitney U test results for item 10, the answers of the instructors who worked either at state or foundation universities varied at both contexts, and a statistically significant difference was recorded due to p value .034 ($p<0.05$).

Table 29

Personal Preferences about CPD Activities

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
11. Do you believe in the significance of these trainings for new opportunities in ELT?	7	17,9	9	30	16
Definitely true					
Mostly true	14	35,8	17	56,6	31
Not sure	15	38,4	4	13,3	17
Mostly false	-	-	-	-	-
Definitely false	1	2,5	-	-	1
12. Do you think that your institution takes your feedback in professional assessment?					
Definitely true	5	12,8	6	20	11
Mostly true	10	25,6	13	43,3	23
Not sure	13	33,3	8	26,6	21
Mostly false	6	15,3	3	10	9
Definitely false	4	10,2	-		4
13. Do you have a supportive learning atmosphere among colleagues at school?					
Definitely true	10	25,6	11	36,6	21
Mostly true	13	33,3	17	56,6	30
Not sure	9	23	2	6,6	11
Mostly false	4	10,2	-	-	4
Definitely false	3	7,6	-	-	3
14. Do the contents of the programme match with your immediate professional needs or needs in general?	3	7,6	3	10	6
Definitely true					
Mostly true	12	30,7	19	63,3	31
Not sure	19	48,7	7	23,3	26
Mostly false	1	2,5	1	3,3	2
Definitely false	-	-	-	-	-
15. What are tasks you have been presented by teacher trainers or programme developers?	3	7,6	11	36,6	14
about time management					
teaching four basic skills	23	58,9	20	66,6	43
using technology	22	56,4	25	83,3	47
research	3	7,6	15	50	18
teaching students at different proficiency	2	5,1	10	33,3	12
classroom management skills	14	35,8	16	53,3	30
giving feedback/ dealing with errors	11	28,2	23	76,6	34

teaching vocabulary	17	43,5	19	63,3	36
teaching grammar	10	25,6	19	63,3	29
teaching pronunciation	1	2,5	13	43,3	14
strategies for evaluation and assessment	10	25,6	14	46,6	24
other (technical issues, and course book adaptation)	2	5,1	-	-	2
16. In your opinion, what are your professional needs?					
conducting research	7	17,9	6	20	13
using technology	16	41	14	46,6	30
increasing students' motivation	26	66,6	23	76,6	49
preparing materials	9	23	7	23,3	16
teaching integrated skills	21	53,8	13	43,3	34
other (evaluating writing, giving effective instruction)	2	5,1	-	-	2
17. What kind of opportunities is presented to you in line with your needs, expectations?					
seminars	23	58,9	17	56,6	40
trainings in your institution	17	43,5	28	93,3	45
other locations – in Turkey or on abroad-	6	15,3	5	16,6	11
18. What makes you think that you need CPD programmes?					
improving your teaching skill	27	69,2	23	76,6	50
gaining awareness about being autonomous	7	17,9	13	43,3	20
learning other teachers' common problems and finding a way out	14	35,8	13	43,3	27
widening your horizon	28	71,7	26	86,6	54
19. What's your expectation from courses? (the things you aim to gain at the end of the training)					
solving personal problems on your own	11	28,2	15	50	26
investing in your future career	16	41	14	46,6	30
getting the significance of self-improvement	17	43,5	20	66,6	37
the difficulties teachers face and the solutions	21	53,8	19	63,3	40
learning basic information about CPD without having to hold any academic degree (master, PhD)	9	23	10	33,3	19

When importance of trainings to direct instructors into new opportunities in ELT was searched with 11th question, it appeared that foundation universities were more inclined to welcome them while state universities cannot reach an exact decision.

The statistical analysis introduced the fact that a significant difference between groups was appointed to question 11 by taking account of p value .020 ($p<0.05$).

12th question was about the assessment procedure of trainings at universities, thus this would signify to handle it in terms of learning instructors' feelings about its function. As is seen in table 29, instructors at foundation universities had a more positive opinion toward working together with the school to reach more reliable results in assessment. However, instructors at state universities did not appear to be so eager to collaborate with the school about assessment issue (33,3 %).

Accordingly, a significant difference can also be detected between foundation and state universities when p value (.040) was regarded (see Appendix 11)

Similar to the above mentioned criterion and their common approach to have a unity in decision making process, instructors at foundation universities felt more predisposed to work in a supporting learning environment with other colleagues. Although state universities were in agreement with the foundation universities, they had less percentage (33,3 %) rate than theirs (56,6 %) depending on the information in table 29.

That difference was also statistically defined to be significant (p .027) as can be seen in Appendix 11.

Question 14, which was included to analyse the link between instructors' needs and the content of the programme, can be embodied again in order to reflect the views of the instructors. It was plain to declare that state universities were not so fulfilled with the tasks involved in CPD with 48,7 % (not sure), while this altered to a large extent at foundation universities where the instructors reported their complacency with 63,3 % (mostly true). However, this distinction could not be determined as 'significant' owing to p value .075 ($p>0.05$).

Table 29 also represented top four subject matters handled at state universities which were teaching four basic skills, using technology, teaching vocabulary and classroom management skills. However, using technology, giving feedback and dealing with errors, teaching four basic skills, teaching vocabulary and grammar were put as the key points at foundation universities.

At state and foundation universities, students' motivation appeared as the pivotal element among all features that instructors would like to improve in their CPD. For state universities, teaching integrated skills and using technology were rated as the second and

third essential ones whereas this was vice versa for foundational universities. With the exception of “other” segment, the least favoured and demanded component emerged as conducting research in classes or schools. The following one revealed that foundation universities held in-house seminars at school, and they ran their own trainings in large part, whereas state universities felt the assistance of other institutions.

The next question to check both universities’ needs was number 18. Their motives towards CPD programmes changed feature by feature. For the instructors at both universities, improving teaching skill was the second vital need that they drew attention to following “widening horizon”. Nevertheless, state universities seemed to pay less concern to the needs on the way to be more autonomous, and to share problems with colleagues so that they might all solve them out.

When it comes to item 19, as can be seen in the figure above, the answers from the instructors at state universities mostly intensified around ‘the difficulties teachers face and the solutions’. ‘Getting the significance of self-improvement’ took precedence over ‘the difficulties teachers face and the solutions’ to the instructors at foundation universities. The only common point between two contexts was their least favoured items ‘learning basic information about CPD’ which needs to be reviewed in discussion part in order to look through the sound reasons behind it.

Table 30

The Effects of CPD on Instructors

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
20. How do you apply the new knowledge skills you gained from the programme into your classes?	32	82	27	90	59
applying common teaching principles					
research	7	17,9	6	20	13
suitable assessment practices	8	20,5	12	40	20
other (preparing materials)	-	-	1	3,3	1
21. How do they contribute to your teaching experience in higher education?					
improvement of in-class practice	23	58,9	21	70	44
reflections on their own way of teaching	21	53,8	18	60	39
learning more about students' needs, preferences, learning styles	20	51,2	21	70	41
22. What is the most impressive side of the programme that you felt improved thereafter?	25	64,1	17	56,6	42
sharing experience					
learning more about your own teaching style	22	56,4	19	63,3	41
23. What could you suggest for CPD programmes to be much better and effective?	19	48,7	19	63,3	38
providing integration of ideas among colleagues					
helping me enhance my teaching skill	25	64,1	12	40	37
gaining me awareness of changed approaches in ELT	20	51,2	18	60	38
making me have autonomy	10	25,6	9	30	19
helping me see the theoretical background of teaching practices	4	10,2	7	23,3	11
being adoptable into teaching performance	19	48,7	17	56,6	36
making me change my beliefs and teaching style	10	25,6	8	26,6	18
motivating me to seek for other professional trainings	15	38,4	12	40	27
offering creativity for new teaching practices	34	87,1	25	83,3	59
helping me see what technologic enhancement means	13	33,3	10	33,3	23
handling recent issues about language teaching	16	41	17	56,6	33
creating a learning environment among colleagues	23	58,9	15	50	38

Though question 20 was responded and recorded the highest percentages as is seen in table 30, there were also some instructors who certified the other rates for the last three principles too. In the same vein, the instructors again asserted the contribution of CPD into the lectures mostly when they were practical and easy to implement.

Similar to the question 9, state universities again stated that the most impressive side of the programmes was sharing experience. However, foundation universities had a different point of view by selecting the other item. They paid more attention to discover their own teaching techniques. Final explanation demonstrated that both state and foundation universities recommended programmes to be more creative and made them search for new teaching methods.

Table 31

CPD from Instructors' Perspectives

Questionnaire for Instructors	State Universities		Foundation Universities		Total
	f	p (%)	f	p (%)	
Part 3					
1. According to you, CPD means:					
subscription to an ELT journals	4	10,2	3	10	7
attending seminars on ELT	21	53,8	16	53,3	37
holding academic degrees	7	17,9	5	16,6	12
being knowledgeable about how to use instructional technology	18	46,1	14	46,6	32
reading and following ELT resource books	8	20,5	8	26,6	16
the exchange of ideas with colleagues	28	71,7	21	70	49
carrying out action research	10	25,6	9	30	19
recording class performance to examine later	5	12,8	6	20	11
implementing new teaching methods in class	30	76,9	24	80	54
being able to motivate oneself/gain autonomy	19	48,7	20	66,6	39
learning the ways of using technology in class	20	51,2	19	63,3	39
dealing with students' needs and being able to redesign the lesson	31	79,4	26	86,6	57
the competence of evaluating the effectiveness of one's teaching	18	46,1	21	70	39
2. Which of the organizations arrange CPD to you?					
your institution	31	79,4	29	96,6	60
British Council	7	17,9	4	13,3	11
English Language Education Association (INGED, IATEFL, TESOL, TOEFL, IELTS)	12	30,7	8	26,6	20
International Publishing Houses	11	28,2	7	23,3	18

In the last part, the meaning of CPD depending on four universities feedback was defined in the order of importance as 'dealing with students' needs and being able to redesign the lesson', 'implementing new teaching methods in class' and 'the exchange of ideas with colleagues'. Yet, as an extra point, 'the competence of evaluating the effectiveness of one's teaching' was also detected at foundation universities. Moreover, the last question in the questionnaire was examined and noticed that the instructors mostly participated in their own teacher training units' arrangements rather than getting any assistance from outside.

4.1.2. The Teacher Trainers

The responses of eight teacher trainers to the questionnaire were given in an order below.

Table 32

Demographics of Teacher Trainers

Questionnaire for Teacher Trainers	State University		Foundation University		Total
Part 1	f	p (%)	f	p (%)	
Major:					
English Language Teaching	2	50	1	25	3
American Culture and Literature					
English Linguistics			1	25	1
English Translation and Interpretation	2	50			2
English Language and Literature			1	25	1
other (Bulgarian Language and Literature)			1	25	1
Educational background:					
Bachelor's Degree			2	50	2
Master's Degree	4	100	2	50	6
Doctor of Philosophy					
Professional Qualifications:					
CELTA			1	25	1
DELTA			1	25	1
DOTE					
COTE			1	25	1
DTEFLA	1	25			1
Teacher Training Courses by Prestigious Academies	2	50			2

When profile of teacher trainers were checked, it was obvious that they had mostly graduated from ELT department, had MA degrees and participated in some teacher training courses in the past so as to be qualified as professional in teaching.

Table 33

CPD for Teacher Trainers

Questionnaire for Teacher Trainers	State University		Foundation University		Total
Part 2	f	p (%)	f	p (%)	
1. How long have you been qualified as a teacher trainer in your institution?					
1 to 5 years	2	50	2	50	4
6 to 10 years	2	50			2
11 to 15 years					
16 to 20 years			2	50	2
21 years or more					
2. How do you decide on the content of the programme?	4	100	2	50	6
via needs analysis					
with personal contact	3	75	1	25	4
upon demands of instructors, the director's decision	1	25	4	100	5
according to trainers' area of interest	1	25			1
3. Are your professional development trainings voluntary or compulsory to attend?					
voluntary	2	50			2
compulsory	2	50	4	100	6
4. How long do the programmes last?					
up to 30 minutes					
up to 45 minutes					
up to 60 minutes	3	75	2	50	5
up to 90 minutes	1	25			1
up to 120 minutes			2	50	2
5. How often could you organize these trainings?					
every two weeks			1	25	1
once a month	3	75	1	25	4
once a term	1	25	2	50	3
once every six months					
once an educational year					
6. How could you determine their changes?					
with an evaluation system	2	50	2	50	4
other : getting feedback from the teachers	1	25	1	25	2
through observations			2	50	2
7. How do you obtain academic assistance for your own professional attainment?					
by attending workshops or seminars regularly	4	100	4	100	8
with study groups	1	25	1	25	2
peer mentoring	1	25	2	50	3

Though they cannot be called experienced in their training career in general, the teacher trainers at foundation universities appeared to have carried out their academic roles longer than at state universities. In addition, the teacher trainers at both contexts had a high opinion of instructors' needs, and regarded them while planning the trainings. As to the participation of the programmes, the teacher trainers had instructors feel obliged to attend them despite a few staff (N=2) who claimed that they were voluntary-based. When it comes to the duration of the programmes, the teacher trainers were careful not to maintain them more than one hour. Similarly, they also did not extend the intervals among trainings a lot. They were conducted either a month or a term. According to question six, the instructors also had to take part in evaluation system to see the efficiency. Last of all, teacher trainers reflected that in order to instil knowledge to instructors, they primarily continued their own professional attainments by regularly attending workshops or seminars.

Table 34

Personal Trainings of Teacher Trainers

Questionnaire for Teacher Trainers	State University		Foundation University		Total
Part 2	f	p (%)	f	p (%)	
8. How do you get opportunities for your own professional attainment?					
by attending workshops or seminars regularly	4	100	2	50	6
with study groups	1	25	1	25	2
peer mentoring	1	25	2	50	3
in-service training	-		3	75	3
other (research webinars)	1	25			1
9. How often could you contact with ELT professional development centres or courses?					
once a month	2	50	1	25	3
once a term			1	25	1
once every six months					
once an educational year			2	50	2
It depends on the opportunities	1	25			1
never	1	25			1
10. Do you keep track of any specific programme to cover into your courses?	1	25			1
Definitely true					
Mostly true			3	75	3
Not sure	2	50	1	25	3
Mostly false					
Definitely false	1	25			1
11. Do you centre on teachers' professional needs and conduct needs analysis before the programme?	1	25			1
Definitely true					
Mostly true	3	75	2	50	5
Not sure			2	50	2
Mostly false					
Definitely false					
12. Does your director provide a budget for CPD to you?					
Definitely true			1	25	1
Mostly true	1	25			1
Not sure			2	50	2
Mostly false	1	25			1
Definitely false	2	50	1	25	3

The teacher trainers at one of the state universities reported that they did their best to administer courses in assistance with other centres, which could be arranged nearly every month. Still, the other one could not be contented with the procedure, and they were based on the opportunities of the school or they can never contact and get outside help to run them. On the other hand, foundation universities can achieve to organise more courses with the support of other centres. While projecting their schedule, the teacher trainers might have followed a specific course programme or not depended on other entities, and mostly regarded the importance of needs. Thus, they asked instructors to complete needs analysis test before taking any decision about the programme. Nevertheless, the problem they encountered was the lack of financial support by the principals, which came into sight especially at state universities.

The data were also investigated statistically and typed into SPSS. As a result, the replies of teacher trainers varied significantly only to question 11 depending on the contexts (see Appendix 12)

Table 35

Opportunities about CPD

Questionnaire for Teacher Trainers	State University		Foundation University		Total
Part 2	f	p (%)	f	p (%)	
13. Does your director provide support for CPD to you?					
Definitely true			2	50	2
Mostly true	3	75			3
Not sure			2	50	2
Mostly false					
Definitely false	1	25			1
14. Does your director provide extra time for CPD to you?					
Definitely true			2	50	2
Mostly true	1	25			1
Not sure			2	50	2
Mostly false	1	25			1
Definitely false	2	50			2
15. Do you develop any programmes for the director?					
Definitely true					
Mostly true					
Not sure			2	50	2
Mostly false			2	50	2
Definitely false	4	100			4
16. Do your courses cover teaching and learning theories, approaches?					
Definitely true			3	75	3
Mostly true	2	50			2
Not sure	1	25	1	25	2
Mostly false	1	25			1
Definitely false					
17. What are the opportunities you presented to instructors via these programmes?					
conducting research	-		3	75	3
using games	4	100	3	75	7
preparing materials	3	75	3	75	7
increasing students' motivation	4	100	4	100	8
teaching integrated skills	2	50	4	100	6
other (swap shops, literature integration, newsletters, blogs, voluntary in-class observation, in-service trainings for newly recruited teachers)	1	25			1

The above mentioned criterion about the approval of the director to administer these programmes much better at schools was analysed in terms of moral support and time. In a like manner, foundation universities declared a great deal of attention of administration whereas state universities did not seem to get their benefit to that extent according to this table.

Additionally, teacher trainers noticed theoretical aspects of trainings and gave place to approaches, theories and techniques in their courses. This was also clear in the following question, 17, when the items were read. Then, the similar result came out again and state universities fell behind in supplying variable opportunities to the instructors apart from 'using games' or 'increasing students' motivation levels' in the main.

Upon entering the data into SPSS, the responses revealed that only for question 15, there was a significant difference with regards to teacher trainers' preferences (see Appendix 12).

Table 36

Beliefs of Teacher Trainers about CPD

Questionnaire for Teacher Trainers	State University						Foundation University						Total
Part 2	f			p (%)			f			p (%)			
18. In your opinion, what are the teachers' immediate needs according to priority of the importance (1 refers to the most significant item)?	1	2	3	4	5		1	2	3	4	5		
time management			2		1	2,3			3		1	2,5	
teaching four basic skills	2		2			4	1					5	
using technology	1	1				4,5						-	
research						-						-	
teaching students at different proficiency					2	1				1	1	1,5	
classroom management skills		2				4	1	3				4,2	
giving feedback/ dealing with errors					1	1	2	1		1	1	3,4	
teaching vocabulary		1		3		3,5				1		2	
teaching grammar						-						-	
teaching pronunciation				1		2			1	1		2,5	
strategies for evaluation and assessment						-					1	1	
other (the sense of belonging and feeling valuable)	1					5						-	
19. What are your suggestions to improve CPD in your institution?													
providing integration of ideas among colleagues	3			75		4			100		7		
helping them to see the theoretical background of teaching practices	-					2			50		2		
motivating them to seek for their own professional trainings	4			100		4			100		8		
offering creativity	2			50		4			100		6		
handling recent issues about language teaching	-					4			100		4		
creating a learning environment among colleagues	4			100		4			100		8		
some time for teachers to organize or attend CPD events	1			25							1		
20. Do you believe that these programmes increase continuing professional development and make changes on teachers?													

Definitely true					
	1	25	1	25	2
Mostly true	3	75	3	75	6
Not sure					
Mostly false					
Definitely false					

Question 18, one of the key codes in the questionnaire, released that the pivotal element for teacher trainers at state universities was affective: feeling worthwhile and important in the institution. This was different for foundation universities where teacher trainers mostly needed to know more about 'how to teach four basic skills'.

Even though the missing data were high in number for question 18, and no comparison tests could be implemented, descriptive analyses of each item can be shown separately in Appendix 12.

The same need 'how to teach four basic skills' was also clear in the following question, 19. Teacher trainers at state universities handled collegiality and motivation issues as suggestions to enhance these programmes at school. Nonetheless, foundation universities also proclaimed that they were in need of creativity, recent trends to be covered in further workshops as well. The last question brought out the fact that universities in that study showed a positive opinion to productivity of these courses on instructors.

Table 37

CPD Implementations for Teacher Trainers

Questionnaire for Teacher Trainers	State University		Foundation University		Total
Part 3	f	p (%)	f	p (%)	
1. Please choose any one (s) of the following relevant reasons for the programmes in your school.	2	50	3	75	5
Request from the director					
Request from instructors	2	50	2	50	4
General academic policy to follow	2	50	3	75	5
Increasing students' achievement levels	3	75	1	25	4
The number of novice teachers	4	100	3	75	7
The promotion of other teacher training programmes, such as INGED, TESOL	-		2	50	2
Creating a peer learning environment among teachers in which they exchange ideas, and share experience	1	25			1
2. Please tick the item(s) you include as the content of your programme.					

Teaching four basic skills	4	100	3	75	7
Using technology	3	75	3	75	6
Research	-		2	50	2
Teaching students at different proficiency	2	50	1	25	3
Classroom management skills	2	50	4	100	6
Teaching grammar	2	50	4	100	6
Teaching pronunciation	-		4	100	4
Strategies for evaluation and assessment	1	25	2	50	3
Giving feedback/ dealing with error	1	25	4	100	5
Teaching vocabulary	3	75	3	75	6
3. Please tick the ways of your CPD programme evaluation feedback below.					
interviews	-		3	75	3
questionnaires	3	75	2	50	5
feedback from teachers	4	100	4	100	8
peer observations	2	50	4	100	6
taking part in the lesson with teachers	2	50	3	75	5
trainer observations	2	50	3	75	5
feedback gained from master, PhD studies	1	25	2	50	3
4. Please choose any one (s) of the following relevant reasons that teachers might not be willing to take part in CPD courses according to your perception.					
They feel they are qualified enough not to participate any trainings	4	100	4	100	8
They believe gaining experience in years can make them professional	2	50	2	50	4
They do not want to hear any theoretical information to adopt into their class	-		3	75	3
They do not gain any benefit for their academic status	2	50	3	75	5
They cannot earn extra money when they attend these programmes	2	50	3	75	5
They cannot obtain exact knowledge about what to do or how to behave in particular teaching situations, but only new perspectives to broaden their horizon	1	25	1	25	2
They do not want to invest time for these extracurricular activities	4	100	2	50	6
They may not relate their needs with the content of the programme	3	75	3	75	6
They would rather self-professional development strategies than come and listen to the trainers	2	50	1	25	3
They might not find teacher trainers competent enough in their field	2	50	2	50	4

5. Please choose any of the relevant reasons below what professional development could mean for the teachers in your institution.					
subscription to an ELT journals	-				
attending seminars on ELT	4	100	2	50	6
holding academic degrees	2	50			2
being knowledgeable about how to use instructional technology	1	25	1	25	2
reading and following ELT resource books	-				
the exchange of ideas with colleagues	4	100	4	100	8
carrying out action research	-		3	75	3
recording class performance to examine later	-		4	100	4
implementing new teaching methods in class	1	25	2	50	3
being able to motivate oneself/gain autonomy	2	50	1	25	3
learning the ways of using technology in class	2	50	1	25	3
dealing with students' needs and being able to redesign the lesson	2	50	3	75	5
the competence of evaluating the effectiveness of one's teaching	-		3	75	3

Having revised the numbers and frequency of each basis, it was apparent that the teacher trainers demanded and performed these programmes mainly due to a great number of novice instructors. Furthermore, they noted that 'teaching four basic skills' was the backbone issue in their programmes both at state and foundation universities. The teacher trainers reported to determine contents and assessment about the courses through feedback from the instructors as the prerequisite of the system.

The questionnaire also released the probable reasons lying behind the reluctance of instructors toward CPD from teacher trainers' perspective. As a result, the teacher trainers declared that instructors thought they were already qualified a lot, and did not necessitate attending any new trainings or courses to update themselves. Additionally, instructors appeared to respect CPD by ascribing it the meanings of seminars, the exchange of ideas with colleagues and dealing with students' needs, then redesigning the lesson in the light of those requirements.

4.1.3. The Directors

As the last leg of trio, the replies of four directors were displayed by similar tables.

Table 38

Demographics of Directors

Questionnaire for Directors	State University		Foundation University		Total
Part 1	f	p (%)	f	p(%)	
Years of teaching experience:					
newly graduate					
1 to 5 years					
6 to 10 years					
11 to 20 years	1	50	1	50	2
21 to 30 years					
more than 31 years	1	50	1	50	2
Major:					
English Language Teaching	1	50	1*MA +1	100	3*
American Culture and Literature					
English Linguistics					
English Translation and Interpretation					
English Language and Literature			1*BA	50	1*
Other: Educational Leadership			1*PhD		
Japanese Language and Literature	1	50			1*
Educational background:					
Bachelor's Degree					
Master's Degree					
Doctor of Philosophy	2	100	2	100	4

As is noticed in the table, the directors at universities were all experienced. Half of them (N=2) have been maintaining their academic life more than 11, whereas the other half (N=2) have completed at least 30 years in teaching career. Even though majority of them graduated from English language departments, only one held his degree in another language department. In addition, one of the directors completed his major in different fields, such as ELT, ELL and Educational Leadership. Last of all, they all held PhD degrees.

Table 39

CPD Practices from Directors' Perspectives

Questionnaire for Directors	State University		Foundation University		Total
Part 2	f	p	f	p	
1. What is the number of English language teachers in your institution?					
101 to 150	1	50	1	50	2
151 to 200	1	50	1	50	2
2. Do you have a professional development unit at school?					
Yes	2	100	2	100	4
No					
3. What are the ways of professional development opportunities to your English language teachers at school?					
academic support through CPD	2	100	2	100	4
extra time for CPD	2	100		100	2
CPD programmes	1	50	1	50	2
mentoring	1	50	1	50	2
other ways of motivation: providing them to present their MA or PhD thesis	1	50			
implementing a Micro-Credential Badge Programme			1	50	2
4. Who are the decision makers of the content of the CPD programme?					
you	1	50	1	50	2
teacher trainers	2	100	2	100	4
teachers all together			2	100	2
by adapting an already running programme					
other (bookshop volunteers)	1	50			1
5. How do you inquire about English language teachers' continuing development in academic studies?					
with the help of teacher trainers	1	50	2	100	3
with an evaluation system in your institution	1	50	2	100	3
6. How could you be informed about teachers' needs to sustain their professional development?					
via needs analysis	2	100	2	100	4
teacher trainers' contact with teachers and their reflections	2	100	2	100	4
in meetings	2	100	1	50	3

All directors had considerable number of instructors in schools though it may change from 100 to 200. Consequently, they expressed that PDU was necessary to be able to follow the recent changes and reflect them to the academic staff. To implement any projects as training and evaluate them, they appear to trust their teacher trainers pretty much. As was in question 6, it was because they not only kept on trainings, but also they could observe, do needs analysis, share reflections and contact in a friendly environment with instructors to sustain trainings.

Table 40

CPD Process in School

Questionnaire for Directors	State University		Foundation University		Total
Part 2	f	p(%)	f	p(%)	
7. Are your professional development programmes voluntary or compulsory for English language teachers to attend?					
voluntary	1	50	1	50	2
compulsory	1	50	1	50	2
8. How long do the CPD programmes last?					
up to 30 minutes					
up to 45 minutes					
up to 60 minutes	1	50			1
up to 90 minutes			1	50	1
up to 120 minutes	1	50			1
it varies depending on session			1	50	1
9. How often could you organize these trainings?					
once every two or three weeks	1	50	1	50	2
Once a month					
once a term	1	50	1	50	2
once every six months					
once an educational year					
10. How do you obtain academic assistance for your trainers' professional attainment?					
sending them other courses	2	100	1	50	3

if necessary sending to other cities					
other (providing courses within the institution)			1	50	1
11. How do you provide opportunities for your trainers' professional attainment?					
sending them other courses	2	100	2	100	4
if necessary sending to other cities	1	50	1	50	2
other (hosted conferences)			1	50	1
12. Could you fund for professional development activities at your school?					
Definitely true			1	50	1
Mostly true			1	50	1
Not sure					
Mostly false	1	50			1
Definitely false	1	50			1

About 7th and 8th items which the directors could not be in an agreement with one another, they conceived that these CPD activities were administered at school at least once a term. To increase the quality, they also supported the teacher trainers by sending them other courses about CPD. Still, the problem of state universities at that point was the budget. This was due to the fact that the government did not provide extra grant for principals to manage CPD events. Foundation universities seem to have more alternatives about funding and offer this financial help to their academic staff.

Table 41

Opinions of Directors about CPD

Questionnaire for Directors	State University		Foundation University		Total
Part 2	f	p(%)	f	p(%)	
13. Could you provide support (extra time) for professional development activities at your school?					
Definitely true	1	50	1	50	2
Mostly true			1	50	1
Not sure	1	50			1
Mostly false					
Definitely false					
14. Do you have a specific format or school based system to evaluate teachers' progress in the light of these courses?					
Definitely true			1	50	1
Mostly true	1	50	1	50	2
Not sure	1	50			1
Mostly false					
Definitely false					
15. Do you believe that professional development practices are to be fulfilled according to teachers' needs?					
Definitely true	2	100			2
Mostly true			2	100	2
Not sure					
Mostly false					
Definitely false					
16. Do you think that your school represents a warm learning atmosphere for all teachers?					
Definitely true	2	100	1	50	3
Mostly true			1	50	1
Not sure					
Mostly false					
Definitely false					
17. What do you think about the programmes developed and carried out by teacher trainers?					
you know the procedures of how they design it	2	100	2	100	4
you have already attended one of the trainings	1	50	2	100	3
they pay attention to teachers' reflections, and your view	1	50	2	100	3

In the same respect, 13th and 14th questions displayed the directors at state universities might not enhance enough trainings since they could not allot extra time to teacher trainers

to design new alternatives. Nor did they keep track of a specific and unique evaluation system to adopt while assessing the progress among instructors as much as the foundation universities. Even so, all four universities tried to organize trainings based on the needs of the instructors in a warm learning atmosphere. Furthermore, they were aware of the procedures the teacher trainers had pursued, and curious about the feedback they got from academic staff.

The responses were to be checked with Mann-Whitney U test by regarding the directors' selections (see Appendix 13). Consequently, no significant difference among the answers of the directors to the likert questions of 12, 13, 14, 15 16 could be noticed.

Table 42

Practices of the Programme

Questionnaire for Directors	State University					Foundation University					Total
Part 2	f			p(%)		f			p(%)		
18. How do you delegate the duties of teachers and teacher trainers according to importance (from 5 to 1)?	1	2	3	4	5	1	2	3	4	5	
the experience		2					2			1 1	4,5
their major	1						1	1		1	3
educational background	1				1	3	1	1			1,5
their certificates			1	1		3,5		1	1		2,5
general view towards them at school			1			3			1	1	3,5
19. What are your suggestions to improve CPD in your institution?											
providing integration of ideas among colleagues			1			50			1	50	
helping teachers to see the theoretical background of teaching practices									1	50	1
motivating teachers to seek for their own professional trainings			2			100			2	100	4
offering creativity			1			50			1	50	2
handling recent issues about language teaching			2			100					2
creating a learning environment among colleagues			2			100			2	100	4

The most significant criterion for directors at state universities as to select teacher trainer was their experience. However, that changed at foundation universities because they marked educational background as the best.

The statistical descriptive analysis of the results can also be reflected to the tables (see Appendix 13).

Last of all, as for the suggestions of the directors on the way to improve the value of CPD, the critical points from their views were motivation and an encouraging atmosphere among instructors to advance their professional development together.

Table 43

Preferences of Directors about CPD

Questionnaire for Directors	State University		Foundation University		Total
Part 3	f	p(%)	f	p(%)	
1. Please choose any one (s) of the following relevant reasons for the programmes in your school.					
Request from the director	1	50	1	50	2
Request from instructors	1	50		50	1
General academic policy to follow					
Increasing students' achievement levels	2	100	2	100	4
The number of novice teachers	1	50		50	1
The promotion of other teacher training programmes, such as INGED, TESOL					
Forming the culture of the institution according to the learning organization	2	100	1	50	3
2. Please tick the ways of your CPD programme evaluation feedback below.					
interviews	1	50	2	100	3
questionnaires	2	100	1	50	3
feedback from teachers	2	100	2	100	4
peer observations	1	50	1	50	2
taking part in the lesson with teachers			1	50	1
the data gathered from the studies of MA, PhD			1	50	1
3. How do you conduct CPD in your school your institution?					

Your institution	2	100	2	100	4
British Council	1	50			1
English Language Education Association (INGED, IATEFL, TESOL)	1	50	1	50	2
International Publishing Houses	1	50	1	50	2

Part 3 searched for the reasons underlying the directors' motive to have PDU at schools. In order to reveal the reasons, they were asked this question, and then the most rated answer appeared as 'increasing students' achievement levels'. This success also derived from the assessment methods they adapted. One of them was through feedback from instructors, and it was followed by interviews and questionnaires. In addition, in spite of some external assistance they might need from time to time, the directors felt that they can best deal with this process via the seminars they could arrange by themselves.

Table 44

Personal Beliefs of Directors about CPD

Questionnaire for Directors	State University		Foundation University		Total
Part 3	f	p(%)	f	p(%)	
4. Please choose any one (s) of the following relevant reasons that teachers might not be willing to take part in CPD courses according to your perception.					
They feel they are qualified enough not to participate any trainings	1	50			1
They believe gaining experience in years can make them professional			1	50	1
They do not want to hear any theoretical information to adopt into their class	1	50	1	50	2
They do not gain any benefit for their academic status	1	50	2	100	3
They cannot earn extra money when they attend these programmes			1	50	1
They cannot obtain exact knowledge about what to do or how to behave in particular teaching situations, but only new perspectives to broaden their horizon					
They do not want to invest time for these extracurricular activities	1	50	1	50	2
They may not relate their needs with the content of the programme	1	50	2	100	3
They would rather self-professional development strategies than come and listen to the trainers					
They might not find teacher trainers competent enough in their field	1	50			1
5. Please choose any of the relevant reasons below what professional development could mean for the teachers in your institution.					
subscription to an ELT journals					
attending seminars on ELT	2	100	1	50	3
holding academic degrees	1	50			1
being knowledgeable about how to use instructional technology	1	50			1
reading and following ELT resource books			1	50	1
the exchange of ideas with colleagues	1	50	1	50	2
carrying out action research	1	50	2	100	3
recording class performance to examine later	1	50	1	50	2
implementing new teaching methods in class	1	50	1	50	2
being able to motivate oneself/gain autonomy	1	50			1
learning the ways of using technology in class	2	100	1	50	3
dealing with students' needs and being able to redesign the lesson	2	100	1	50	3
the competence of evaluating the effectiveness of one's teaching	1	50	1	50	2

The last two questions were asked to the directors similar to the teacher trainers. Accordingly, the most plausible reasons were their gaining from these courses, which was generally ELT knowledge, and their mismatching needs when compared to the content of

the programme. Their reflections to the actual meaning of CPD were attending seminars, carrying out action research, using technology in class or dealing with student needs.

4.2. Interviews

As the second data instrument after the questionnaires, the interview questions were detailed so that the researcher could find out more information about the points aimed at throughout the study. The qualitative data was then quantified indicating the number of instructors stating the codes and themes.

4.2.1. The Instructors

Table 45

The Meaning of CPD to the Instructors

Themes		Codes	S.U.	F.U.
Life-long Learning Process	1	Life-long learning for teachers both in formal and informal settings	1	2
	3	A means of providing help for teachers' needs which vary from their years of experience	1	
	4	Making oneself more productive to students as an instructor	2	
	7	Not limiting one's ability within time	1	1
	10	Learning by experience	1	
	11	In addition to the theoretical knowledge gained from one's B.A., the education is one must still maintain	1	
	15	Learning how to engage students in teaching		1
Improving Ability of Teaching	2	Being included in teaching itself	1	
	8	Getting the benefit of all resources on behalf of advancing one's teaching ability as much as possible	1	
	9	Expressing oneself much better	1	
	13	Making one feel confident		1
	14	Keeping oneself alive in teaching		2
	16	Refreshing oneself		1
Readiness to Change	5	Keeping up with the recent novelties in ELT	2	4
	6	Exchanging information or experience with colleagues	2	1
	12	Being open to change		1

The first item which checked the value of CPD from the instructors' perspectives informed that from one institution to another the instructors sensed CPD context differently. 19 codes were created and based on the answers of the instructors to the first interview

question. Then, four themes were formed to combine similar codes under the same principles.

The statements 1, 3, 4, 7, 10, 11, 15 referred to ‘life-long learning process’, 2, 8, 9, 13, 14, 16 can emerge under ‘improving the ability of teaching’ theme. 5, 6, 12 stressed the importance of ‘readiness to change’.

Table 46

The Instructors' Experience about CPD Training Programmes

	Codes	S.U.	F.U.
1	The ones carried out by CPD unit in the school	7	10
2	Trainings performed in previous working places, such as colleges or other private schools		2
3	Seminars run by external corporations like British Council about ELT	1	1
4	Workshops of other universities about language teaching	1	5
5	Having trainings about education technologies	1	
6	ELT Conferences (without stating by whom they are run)	3	2
7	Attending trainings abroad	1	1
8	Online webinars		1
9	Some compulsory ones to unattractive places with transportation problem (as a punishment by the director)	1	
10	None	1	

The programmes appeared to be conducted by CPD unit at schools, external corporations or online courses. The contents were chosen according to academic degrees like MA or PhD by the instructors.

Table 47

The Instructors' General Impression of CPD Training Programmes

Themes		Codes	S.U.	F.U.
Developing A Point of View	1	They broaden one's horizon	1	2
	6	Raising awareness	1	3
Keeping on Learning	3	Exchanging information with teachers and colleagues	3	1
	4	Learning new techniques to adopt in classes	2	2
	5	Learning new vocabulary from American or English teacher trainers	1	
Social Activity	2	Meeting new instructors, teacher trainers	1	
	8	Motivating	4	1
Practicality	7	Priceless when they are to the point	1	1

The first and sixth elements can be labelled as 'developing a point of view', whereas 'keeping on learning' was applicable to number 3, 4 and 5. 'Social activity' was to cover meeting new instructors, the entertainment and motivation in programmes. Finally, 'practicality' would only cite the seventh item.

Table 48

The Instructors' General Impression of INSETS

Themes		Codes	S.U.	F.U.
Positive Remarks	1	Positive	5	8
	2	Professional		1
	4	Real opportunities to instructors	1	
	7	Easy to access		1
	10	It was beneficial (at least four or five years ago)	4	
Negative Remarks	3	Not treated well in this school	4	1
	5	The base is only general topics like “how to teach …?”	1	
	6	It is to be volunteer-based, not compulsory		1
	8	Boring		1
	9	Unnecessary especially when they touch on the same topics		1

Those answers can be divided into two options. The instructors with a positive regard expressed their manner through the phrases in 1, 2, 4, 7 and 10. However, the other instructors did not consider its importance to that extent, and reflected their thoughts negatively in 3, 5, 6, 8 and 9.

Table 49

Learning Opportunities in Schools

Themes		Codes	S.U.	F.U.
Enough CPD activities in Number	2	Enough	1	7
	4	Quite a few		1
Limited CPD activities	1	Few in number	1	
	3	Not enough	3	1
	5	A drop exists when compared to last year	4	3
Other	6	None- in the last four years-	5	

Instructors assessed the abundance of the CPD activities on the way to gain new learning opportunities. Some declared how satisfactory they were with the second and fourth figures. Yet, the first, third, and fifth ones revealed the fact that others did not advocate their colleagues.

Table 50

The Interval between Sessions

	Codes	S.U.	F.U.
1	Once or twice a term		
2	Once a month	4	3
3	Once every two or three weeks		2
4	Once a week in the past	1	4
5	Never ever (in the past, it used to be twice or three times a term)	3	
6	Short courses (every week)		1
7	It depends on the workload of the CPD unit		3
8	Irregular	1	1

As is seen in the table above, the irregular intervals among those sessions became clear. The majority of answers gathered around 'once a month'; however, other elements revealed that this issue was in fact a problem among instructors.

Table 51

Effects of Training in Classroom Practice

Themes		Codes	S.U.	F.U.
Techniques	1	Ice-breakers	3	
	2	Warm-ups	2	
	7	Role-plays		1
	5	All practical exercises	2	3
	3	Communicative games	3	1
Technology	4	Technology use in language teaching	1	
Teaching Skills	8	Teaching vocabulary	1	1
	9	Teaching integrated skills	1	
	10	Reading activities	1	
	13	Reflective teaching and learning		1
	15	Teaching grammar	2	
	16	Teaching all skills		2
Others	6	The ones conducted through the main course book in the school		3
	12	Organisation of a white-board		1
	14	Self-reflection		1

As to the instructors' experience about how they reflect the things they learned from trainings to their teaching performance, initially ice-breakers, warm-ups, role-plays, all practical activities and games would be listed under 'techniques'. Besides 'technology', the items 8, 9, 10, 13, 15, 16 related with 'teaching skills' were also to be mentioned as the other themes.

Table 52

CPD in Instructors' Teaching Performance

Useful:

Themes		Codes	S.U.	F.U.
Being Open to Change	3	Current trends in ELT	1	
	5	Exchanging ideas with the colleagues	1	5
	7	Giving a different point of view	1	
	8	Putting every new suggestion into practice in class		
	13	Learning vocabulary		1
	9	CPD, teacher and peer observations in a balanced tripod		1
	2	Using materials	1	
The Reinforces	4	Increasing self-confidence	1	
	6	Everything practical	2	1
	10	Helping teaching a lot		1
	11	Short courses (about pronunciation)		1
	12	Strengthening the communication between the teachers and the students		1
	14	Different teacher trainers		1
	15	Motivating	2	1

Firstly, a positive impression on the instructors was remarked when these elements were taken into consideration: following recent developments in ELT, exchanging ideas with colleagues, gaining a new perspective, offering some suggestions to be activated in courses, learning vocabulary, keeping a balanced tripod among CPD, observations and teacher trainers. They can be all gathered around one theme: being open to change. In addition, the fourth, sixth, tenth, eleventh, twelfth, fourteenth and fifteenth items can come together, and they can be called as 'the reinforces'. On the other hand, there were some instructors who declared ineffective points in these trainings, too.

Not useful:

Themes		Codes	S.U.	F.U.
External Resources	1	No training can be called worthless in any way	6	3
	2	More qualified teacher trainers instead of the colleagues working are to be selected for CPD	2	
	6	Visiting speakers		1
	9	Course-book promotion from publishing houses	1	1
Failure in Matching Needs	4	When they do not match with students' needs in the class	1	1
Observation	7	Recorded, frequent peer observations		1
Repetition of Theory	3	When every session covers the same topic	1	1
	5	When it is about well-known subjects		2
	8	If it is theoretical	1	1

As is illustrated in the table above, the instructors did not assume those activities worthless in general. However, CPD events were criticized in terms of not having been presented by real teacher trainers. Considering dissatisfactions with the proficiency level of the visiting speakers and workshops in the form of advertising course-books by publishing houses, the theme can be specified as 'external resources'.

The second theme 'failure in matching needs' covered solely the fourth statement: 'when they did not match with students' needs in the classes. Furthermore, recorded and frequent peer observations would lead us to the third theme: 'observation. Last of all, the instructors expressed their discontent when CPD has involved 'repetition of theory.

Table 53

Changes in Instructors' Classroom Practices

Themes		Codes	S.U.	F.U.
Improvement in Teaching	3	Giving feedback to students	1	
	4	Adapted methods and techniques	2	
	5	Offering variety, more creativity and dynamism to the lessons		1
	8	Strategy development	1	
	9	Giving instructions		1
	11	Teacher-time talking/ speaking		2
	14	More thought-provoking, challenging, and stimulating teaching	1	
	15	Lesson plans		1
	21	Inviting students' feedback on techniques		1
	22	Changing teaching methods and techniques	1	
	24	Being able to motivate students more than in the past		1
Getting a New Perspective	12	Gaining awareness, conscious	1	1
	13	Being confident		1
	18	Self-criticising and questioning the teaching performance	1	
	19	Freeing oneself from prejudices	1	
	20	Feeling empathy to the students	1	
	23	Changing approach, and opinion about classroom management skill (being more flexible)	1	
The Importance of Experience	6	Answering the needs which change from one year experience to another		1
	17	The reality is experience in years, not those trainings a lot	1	

Despite the long list of codes, three major themes can be established about this question. Feedback, methods, techniques and strategies, creative teaching, importance of instructions, giving a balance to talking time between teachers and students, encouraging to learn English, planning the lesson, practicality and motivation would attribute to 'improvement in teaching'. When instructors recorded a change in their manners towards teaching the target language, they pointed out 'getting a new perspective'. Gaining awareness, being confident, self-criticising, having empathy to the students, overcoming the prejudice and obtaining a new opinion to manage classroom constructed this theme.

Upon noting down the common answers of the instructors to this question, another theme might be 'the importance of experience' since some instructors seemed to respect experience more than trainings at school.

Table 54

The Changes in Teacher Training Unit

Themes		Codes	S.U.	F.U.
Positive	1	There was no unit about teacher development	1	1
	10	More refreshing trainings		1
	11	Trainings based on skills		2
	12	Start serving directly to instructors' needs		2
	13	Peer observation and reflective teaching have begun to give assistance especially to novice teachers		1
	14	More systematic now		3
	15	New implementations like course recording and assessing with teacher trainers have been popular		1
	16	The variety in presentations		1
Negative	2	It used to be active in its first years	3	
	3	The reason behind the failure stems from the director	1	
	4	It used to encourage its instructors more	5	
	5	It used to reward the staff by sending them to seminars or workshops in Turkey	1	
	6	There were more external teacher trainers in the past	2	
	7	The mentors and teacher trainers used to observe the classes more often	2	1
	8	Peer observations used to be compulsory, then turned into voluntary-based form	1	
	9	Nearly no training has organised for seven years in the school	3	
Other	17	No change at all	1	
	18	No idea		2

Although this statement and the one above were quite similar to each other, question 10 arouse from personalised views about PDU at each university. Accordingly, 'positive' in the institutions was remarkable by virtue of the establishment of the unit, more refreshing trainings, based on the required subject matters, responding the needs of the instructors, its systematicity, variety and embracing new treatments into its content. On the other side, having checked the second, third, fourth, fifth, sixth, seventh, eighth and the ninth basis, the most convenient theme would be 'negative'.

Table 55

Instructors in the Role of Teacher Trainers

Themes		Codes	S.U.	F.U.
Dealing More with Teaching Models and Techniques	3	More practical ideas	1	
	10	Teaching "how to teach in different ways?"		1
	12	Coping with student-based teaching models		1
Facing the Realities	4	Representing more real life classes and problems instead of reformed classes	1	
	6	Analysing different students' profiles		2
	8	Being knowledgeable about the school that s/he will make a presentation	1	1
	11	Including the students who need special training		1
	13	Allowing teachers' opinion, and manner problems to happen in trainings		1
	14	Only addressing how to use the course book (in the school) better	1	
	15	Being not so certain about the probability of how much it will be successful in the class	1	
	16	Handling the issues which require clarity in teaching	1	
Exceptional Circumstances	5	Dealing with the topic that has never been discussed before	1	
	7	Making it more motivating by presenting the content of his/her programme firstly		1
	9	Anticipating the questions		1
Other	17	About the exam system (assessment and evaluation)	1	
	18	The perspective, tone of voice, the address form, and perhaps the favour		1

In that question, the instructors quoted their prospects under four themes. The first one was 'dealing more with teaching models and techniques' as is seen in the tenth and the twelfth items. The second theme 'facing the realities' included the features that instructors could only realize after experiencing class problems. This was due to their statements like practical ideas, analysing students' profiles separately, being informed about the school and needs before presentation, recognizing special trainings among students, assessing the

conceivability of techniques and requisite of touching on common ELT problems. The minority of the population demanded ‘exceptional circumstances’ to be solved with the fifth, seventh and the ninth explications.

Table 56

Instructors’ Suggestion about INSETs

Themes		Codes	S.U.	F.U.
Missing Points in Running Trainings	8	Schedule	1	1
	9	Conducting needs analysis to the instructors before taking any decision	1	
	15	Learning students’ needs as well		1
	17	Appealing to different student profiles	1	
	18	Not being functional any more	2	
	19	Being voluntary-based		1
	20	Giving feedback to teacher trainers after their presentations		1
The Specific Needs of the Instructors	12	Having an immediate access to the materials that you need in class		1
	13	Tackling how to review literature		1
	16	Giving information about how to use materials more effectively	1	
Number of the Trainings	2	Being based on a professional ground		
	3	Increasing the range of trainings		
	4	Presenting events, and giving their certificates with international credibility		
	5	More trainings (the number)	1	
	6	Offering trainings in other cities in Turkey or abroad	2	
	7	Stimulating, and increasing the number of the participants	1	
	10	A real, external teacher trainer ought to be called to give presentations	1	
	14	Informing about the seminars		1
Other	11	Nothing, comprehensive enough		3

The instructors expressed negative opinion to schedule of the events, the participation, its functionality and the succeeded procedure which can be assembled and called ‘missing points in running trainings’. The second step was ‘the specific needs of the instructors’

thanks to their interest in reviewing literature, utilising materials more effectively. The other subject was ‘number of the trainings’. Most of the replies like first seven items indicated the instructors’ feelings to the implementations, proposals and effectiveness of CPD trainings.

Table 57

School’s Expectations from Instructors about CPD

Themes		Codes	S.U.	F.U.
Obtaining Self-Actualisation	1	A lot (part of the Appraisal system)		7
	2	Being more productive to the school and students	1	1
	3	Keeping the professional development on their own	1	
	4	Attending most of the trainings in the school		2
	5	Refreshing oneself		1
	6	Creating a modal teacher before the students		1
Other	7	Nothing	5	
	8	Not clear	2	

Schools expectations about CPD from academic staff appeared to be higher at foundation universities when compared with state universities.

Table 58

The Match between Schools' and Instructors' Expectations

	Codes	S.U.	F.U.
1	Instructors’ expectations outweigh	1	
2	Generally there is a match	3	7
3	There is no match	3	1
4	Not the school, but the CPD unit expects more to achieve development; so it has to lower it	1	
5	It depends (according to internal and external teacher trainers)	1	2
6	It could be more stimulating with awards like CELTA, DELTA trainings	2	

Regarding the given answers, the match between the expectations of instructors and school at foundation universities can be presented for this question. Yet, state universities did not think similarly.

Table 59

The Instructors' Expectations after Participating in Courses

	Codes	S.U.	F.U.
1	When they are ready pack, the expectations are definitely not met		3
2	Not enough	3	
3	No	1	1
4	Yes, in general	6	6

Some of the instructors thought that expectancies were met after attending courses, while some did not agree with this group. However, in general, both foundation and state universities considered that CPD courses were enough to meet expectations.

Table 60

Identifying Objectives of Trainings and Role of Decision-Makers

	Codes	S.U.	F.U.
1	CPD unit	4	7
2	Instructors (through surveys, needs analysis, feedback forms, observation, seminars or mails)	3	6
3	Coordinators	1	
4	Teacher trainers	3	7
5	Director	2	3
6	Ready pack trainings are directly adopted	2	
7	No idea	1	2

Table 60 displayed that stakeholders at foundation universities seemed to work more cooperatively than at state universities on the way to identify objectives of trainings.

Table 61

Training Schedule for Programme Organization

	Codes	S.U.	F.U.
1	The instructors have not demanded any particular subject to be included in a programme before	3	5
2	Probably in one or two weeks	1	4
3	It used to happen immediately	1	
4	Not clear-	4	1
5	No answer to personal demands	1	
6	It takes time		1
7	It depends on the workload of CPD unit		1

Schedule was planned regularly and systematically at foundation universities unlike at state universities.

Table 62

Active Involvement and Team Learning among Instructors

	Codes	S.U.	F.U.
1	Participation is compulsory with team learning	4	5
2	Participation is voluntary with team learning		3
3	Participation is voluntary; yet there is no team learning	5	
4	Participation can be both compulsory and voluntary (from time to time)	1	2

Instructors at foundation universities reported that participation to events was functional with compulsory regulation and team learning. Still, state universities could not seem to run the programmes with team learning.

Table 63

The Best Professional Development Activities and Practices

Themes		Codes	S.U.	F.U.
Cooperative Activities	2	Communicative ones	1	
	3	Observations	1	1
	5	Based on team learning		2
Pragmatic Practices	7	Introductory courses about new course books		1
	8	Giving information about testing (assessment and evaluation tips)	1	
Current Trends in the Field	6	The ones making you be aware of new developments		1
Motivation and Practicality	1	As long as being active during the event	1	
	4	Classroom-based activities	1	6
	9	Attractive ones for students to listen the lesson	1	1
	10	The ones which require the use of technology		1
Other	11	No idea	3	

Having transcribed the instructors' speech, four themes were originated. Firstly, 'cooperative activities' was formed following the second, third and the fifth items. Introductory courses and learning more about testing paved the way for the second theme 'pragmatic practices'. 'current trends in the field' arouse when the sixth response was involved into the codes. The other primarily reported answers got the third theme comprised: 'motivation and practicality'.

Table 64

The Biggest Complaint of Instructors about INSETs

Themes		Codes	S.U.	F.U.
The Schedule	5	Having no extra time	1	1
	7	Their design is regarded according to preparatory programmes but the freshman unit		1
	8	Not being constant	1	
The Inexistence of Trainings	1	None	4	3
	6	Not being active now	2	
	11	Having not enough time to keep on M.A. or PhD lessons (full-time in the school)		1
The Content	4	Taking very similar courses from different organisations again and again in a short time period		1
Other	2	Wording while giving feedback to peers	1	
	3	Being compulsory	1	3
	9	Not carrying out needs analysis on instructors		2

The first complaints of the instructors were put together under ‘the schedule’. Nevertheless, another serious complaint may be ‘the inexistence of trainings’ at schools when the first, sixth and last element were examined. Additionally, even if they took place at schools, ‘the content’ came out as a problem and this equalled to the third theme. Conclusively, the fourth theme ‘the opinion of the instructors’ was developed and added into the complaints of the instructors about CPD.

Table 65

The Facilities and Resources of the School

Themes		Codes	S.U.	F.U.
Paving the Way for Academic Studies	1	Giving off-day for M.A. or PhD degrees	2	
Facilities of the School	5	Providing smart building and classes both for the instructors and the students		2
Financial and Moral Support	2	Purchasing books, magazines to keep up with the developments	1	
	4	Financial and moral support		2
	7	Support from academic staff	1	1
CPD Opportunities	3	Establishment of CPD unit		2
	6	Trainings from bookshops	1	2
	8	Events from the British Council, Oxford etc.		1
	9	Internal and external support	1	3
	10	Changing CPD members		1
	11	Native speakers as instructors		1
Other	12	Nothing	4	

Having scrutinised all of the codes about the facilities and resources of school to give the best learning opportunities to the instructors, four basic themes emerged: ‘paving the way for academic studies’, ‘construction of the school’, ‘financial and moral support’ and ‘CPD opportunities’ respectively.

Table 66

The Suggestions of the Instructors about CPD Quality

Themes		Codes	S.U.	F.U.
The Policy	1	Being based on more professional background	1	
	14	Providing financial support for the trainings abroad or in other cities	1	
Enhancing in-house Trainings	2	Making trainings compulsory	1	1
	3	Making trainings voluntary-based		1
	4	Having more sessions	1	1
	9	Training through teacher trainers to run these programmes or take part in CPD unit	1	1
	10	Revealing the real, general needs of all instructors, and the school	2	
	11	Being autonomous as teacher training unit and giving seminars to other corporations		1
	12	Going distribution of tasks and interests among instructors instead of teacher trainers		1
	13	Offering globally known certificates	2	
	15	Getting instructors' opinions		2
	16	Being active again	1	
	17	Adding more new members to CPD unit for them to introduce some other imaginative ideas		1
	18	Having more fruitful trainings or events in the school	1	
	19	Finding the ways to motivate this new generation who is getting worse in language level, and learning potential		1
Getting Outside Help	5	Calling for more real external teacher trainers	1	1
	6	Choosing native speakers as teacher trainers	1	
	7	Not limiting professional development activities within the school	2	
	8	Calling lecturers from ELT departments	1	

Last but certainly not least, by following the given answers in the table above, three main themes arouse: 'the policy', 'enhancing in-house trainings' and 'getting outside help. Instructors at state universities mostly suggested external assistance, whereas at foundation universities, suggestions centred on in-house trainings.

4.2.2. Teacher Trainers

Table 67

The Meaning of CPD to Teacher Trainers

Themes		Codes	S.U.	F.U.
Reviving Oneself to Keep up with the Trends	4	Change	2	
	5	Updating oneself	2	1
	8	Continuing process in teachers' lives	2	2
	9	Enhancing the institution and oneself		1
	10	Exchanging ideas, and contribution to learning of the colleagues	1	
Teaching Itself	1	Teaching skill that teacher could reflect to the class	1	
	7	Remaining teaching and continuing development together		1
	11	The stance or an approach about how you conduct teaching	1	
A Career Plan	2	An advantage for his/her future career	1	
	6	The respect to the job, oneself and the future	1	
Autonomy	3	Self-actualisation	1	

Having revised 11 explanations, four themes were found to represent all of these answers. Change, updating oneself, continuing process in teachers' lives, enhancing the institution and oneself besides exchanging ideas and contribution to learning of the colleagues guided to design 'reviving oneself to keep up with the trends'. Furthermore, 'teaching itself' emerged via the first, seventh and last quotes. Some teacher trainers chose CPD to be reflected into their forthcoming career, and thus the theme was 'a career plan'. Eventually, the only item 'self-actualization' was associated with 'autonomy' as an indication of self-fulfilment.

Table 68

The General Impressions of INSETs

Themes		Codes	S.U.	F.U.
Negative	1	A worse scenario when compared to the management in the last five or six years	4	
	2	Mostly giving orientation to majority of novice and part-time instructors in the school	1	
	5	Not contented	4	
Positive	3	Full support		4
	4	Professional		2

They accounted two clear results about the opinions toward INSETs at universities: ‘positive and negative. The first two and last ones symbolised their pessimistic stance, while the third and fourth gave confirmation to those trainings.

Table 69

The Changes in Teacher Training Unit

Themes		Codes	S.U.	F.U.
Getting Worse	1	Within years, it lost its prestige	4	
	2	It has improved a lot		4
	3	A change from semester system to modular system (its effect on CPD)	2	2
	4	The instructors themselves are involved in running workshops during the Modules		1
	5	It used to base on compulsory attendance and observations	4	
Path to Success	6	The interaction of technology (such as lesson records)		2
	7	Incorporating short courses in addition to trainings		2
	8	CPD members, plan and programme, the numbers of trainings have changed	4	2

The change can be defined and put into two distinct themes: ‘getting worse’ and ‘path to success’. In state university context, teacher trainers complained about the deterioration in training programme and losing its prestige. However, at foundation universities that was completely different in that the unit improved a lot over years.

Table 70

Teacher Trainers' Thoughts about the Number of Trainings

	Codes	S.U.	F.U.
1	Not enough in number	1	
2	Enough in number		4
3	No trainings	3	

Foundation universities seemed to be pleased with trainings run in their institution. Nonetheless, teacher trainers at state universities stated that the trainings were not enough for instructors to improve themselves.

Table 71

The Ways Teacher Trainers Plan INSETs

Themes		Codes	S.U.	F.U.
Data Analysis Instruments	1	Feedback from instructors, and surveys	3	3
	2	According to needs analysis	4	
	5	Classroom observations by teacher trainers	2	3
Descriptive Analysis	3	Recognising instructors and students' profile (their dynamism)	1	2
Respecting the Policy by the Principles	4	Regarding the director's annual plans and aims		1
Ready Presentations	6	Adopting ready packs about some basic topics like how to teach vocabulary, grammar	1	

CPD activities were based on 'data analysis instruments', such as feedback, needs analysis or observations. Hence 'descriptive analysis of instructors and students', and 'respecting the policy by the principles' could be the other themes. Later, 'ready presentations' can be assigned as the fourth theme.

Table 72

The People Teacher Trainers Plan the Programme with

	Codes	S.U.	F.U.
1	Cooperating with other teacher trainers as CPD unit	4	4
2	Only her as the single teacher trainer left	1	
3	Also presenting and receiving approval of the management	2	2

The programme was planned either with other teacher trainers in CPD unit or the director of the school in two contexts.

Table 73

Important Elements in Preparing Trainings

Themes		Codes	S.U.	F.U.
The Needs of the Instructors	1	The immediate needs instructors are deprived of during the lesson	2	1
	5	The priority is determined by taking instructors' and the school's needs into consideration	1	2
Expectation and Claims of the Instructors	2	Instructors' expectations and claims	2	3
Practicality	6	Practicality	2	2
Taking on New Dimensions	3	Everything was in an attempt to widen their viewpoint	1	
	4	Together with curriculum development and testing units		1

Regarding the elements to be regarded while preparing objectives of the trainings for the instructors, ‘The needs of the instructors’, ‘the expectation and claims of the instructors’, ‘practicality’ besides ‘taking on new dimensions’ were the themes of the ninth expression.

Table 74

Teacher Trainers' Thoughts about Expectations to INSETs

	Codes	S.U.	F.U.
1	Trainings are so comprehensive that they find at least one or two events meeting the expectations		1
2	Helping teachers gain confidence	2	1
3	Only personal (not all attendants do heartedly come into these events)	1	
4	Time will tell		1
5	Making them feel that they have taken a step	2	1

Teacher trainers stated that the primary objective of INSETs might be to encourage instructors and make them feel that they took a giant step. Nevertheless, they thought instructors at foundation universities could be more advantageous to meet their expectancies out of several trainings.

Table 75

The Best Sides of the Programme for Teacher Trainers

Themes		Codes	S.U.	F.U.
Illuminating Instructors about Current Trends	5	Making teacher be aware of current trends	1	
	6	Expressing how to integrate skills to one another	1	
	8	Offering practical materials	3	
Participation	1	Being voluntary-based		1
Relationship among the Colleagues	2	The enthusiasm among the participants		1
	3	Having a good rapport between teacher trainers and instructors		1
	4	Its enabling to share	1	
	7	Classroom observations		1

The first theme was called ‘illuminating instructors about current trends’. Taking “being voluntary-based” into account, the second theme ‘participation’ was established. Finally, ‘relationship among the colleagues’ could be appointed as the third theme to represent the second, third, fourth and seventh elements in the list.

Table 76

The Best Activities for Instructors

Themes		Codes	S.U.	F.U.
Collaborative Practices	1	Vocabulary	1	
	2	Pairing	1	
	3	Speaking (swap shops)	1	
	4	Games	1	
	6	Workshops	1	
	7	Group-works	1	
	10	Peer observations	1	1
Stimulating Studies	5	The things in line with their needs, want		3
	8	Energisers	1	
	9	Motivating practices	1	
	11	Video conference		
	12	The ones which do not take time or extra effort (practicality)	2	2

'Collaborative practices' and 'stimulating studies' could be defined as two basic themes of this study. Pairing, swap shops, games, workshops, group-works and observations would be classified into the first category, while energisers, motivating practices, video conference and any practical equipment in accordance with the needs were to present themselves in stimulating studies.

Table 77

The Complaints to Teacher Trainers

Themes		Codes	S.U.	F.U.
Problems about the Process	3	Being repetitive		1
	6	Being compulsory	2	1
	7	Being theoretical		2
Schedule	1	Schedule (when the lessons and seminars overlap)	1	2
	2	Being on Fridays	1	
	4	The interval between sessions	2	
Personal Barriers	5	Observations	1	
	8	Prejudices (the attendance and opinion would change depending on the presenter of the trainings)	1	

The complaints of the instructors created three themes: ‘systematic problems’, ‘schedule’ and ‘personal barriers’.

Table 78

The Facilities and Resources of Schools

Themes		Codes	S.U.	F.U.
Internal	3	Observations		1
	5	Trainings run in the school	1	3
	7	Supplying mentor for each novice teacher		1
	8	Having a CPD unit in school		3
	9	Social activities (Packs Group)		1
	10	Having an independent unit only dealing with extracurricular activities		1
External	1	Having conferences given by famous teacher trainers	1	2
	2	INSETs in attractive seaside points	1	
	6	External teacher trainers	1	2
	11	Academic support from the lecturers coming from ELT department of the university	1	
Other	4	Not now, there used to be facilities	3	

The themes might be identified as ‘internal’ and ‘external’ assistance. Class observations, all practices by PDU, giving mentor to the novice teachers, any kind of social projects under the name of extracurricular activities were labelled as ‘internal’ facilities. Nevertheless, when teacher trainers from other schools or lecturers from ELT departments were invited to the conferences, ‘external’ help became a part of this effort.

Table 79

Active Involvement and Team Learning among Instructors

	Codes	S.U.	F.U.
1	There is active involvement to events; it is compulsory	2	4
2	There is no active involvement; it is voluntary-based	2	

The teacher trainers clarified that the trainings were either voluntary or compulsory. Thus, the number of instructors attending events was higher at foundation universities according to teacher trainers.

Table 80

Training Schedule for Programme Organization

	Codes	S.U.	F.U.
1	It is planned at the beginning of the year, and it is term-based	4	1
2	It covers everything, so they do not lay any claims	1	1
3	It depends	1	1
4	Not in a short time	2	2
5	It takes utmost a week		1

According to table 80, foundation universities appeared to have more flexible attitude towards training schedule for organizations.

Table 81

The Interval of Organizations

	Codes	S.U.	F.U.
1	once a week		1
2	every other week	2	
3	every three weeks		2
4	once a month	2	

The interval between organizations can be recorded to be less at foundation universities.

Table 82

Teacher Trainers' Evaluation about INSETs

Theme		Codes	S.U.	F.U.
Learning Outcomes	1	Their learning	1	2
	2	Their expectations		3
	3	Their needs	1	3
	4	Their satisfaction	3	2
	5	Outcomes		2
	6	Students' success	2	3
	7	Their readiness to change	1	2

The best theme for these alternative replies would be ‘learning outcomes’ like the amount of knowledge the students could get after the lessons, their expectations, needs and readiness to change.

Table 83

The Ways Teacher Trainers Evaluate the Programme

	Codes	S.U.	F.U.
1	Through feedback right after the trainings (their satisfaction)	2	2
2	No attempt	1	
3	By looking at students’ success	1	1
4	Through observations	1	
5	Through questionnaires	2	1

Written and oral feedback, students’ success, observations and questionnaires can form the ways of evaluation by the teacher trainers.

Table 84

The Ways Teacher Trainers Get Informed about Expectations

	Codes	S.U.	F.U.
1	Through feedback right after the trainings (their satisfaction)	2	3
2	Through observations		1
3	Through questionnaires	4	3

The effects of the programme on academic staff would be learned via feedback, quantitative and qualitative instruments.

Table 85

Teacher Trainers' Suggestions about CPD Quality

Themes		Codes	S.U.	F.U.
Reforming PDU	1	Paying attention to make an investment on its teacher trainers		1
	2	Regarding "budget, office and value" issues to CPD unit	2	
	6	Allowing extra time or office hours for CPD members	2	
	9	Providing financial support	1	
	10	Having them gain conscious about working as a team		1
Giving a Balance to Trainings and Lectures	3	Modifying the modular system (active in the school in the last two years)	1	
	4	Running sufficient number of trainings (neither too much nor very few in total)	1	
Missing Points in Workshops	7	Applying follow-ups right after workshops and observations		1
Personalised Work	5	Promoting personal studies by which the instructors could focus on their own deficiencies		1
Other	8	It depends on the change of academic staff, lesson planning or new necessities		1

The first section concerning to the teacher trainers' advice would be grouped under 'reforming PDU'. 'Giving a balance to trainings and lectures' was to be called as the second theme. 'Missing points in workshops' can also be enlightened within the role of third theme. Then, the last theme would be 'personalised work'.

4.2.3. Directors

Table 86

The Meaning of CPD to Directors

Theme		Codes	S.U.	F.U.
Continuous Learning	1	After completing B.A. degree, a teacher must keep on training	1	
	2	Teaching requires to be always on the road	1	1
	3	Especially teachers graduated from other departments but ELT have to update themselves constantly		1
	4	Keeping up with the current educational technology and methodology	1	1
	5	Learning never stops in one's life		2
	6	Carrying teachers' leadership feature continuously	1	

The directors' interviews were transcribed and the only theme to be defined for this statement could be 'continuous learning'.

Table 87

The General Impression of Directors to INSETs

Themes		Codes	S.U.	F.U.
The Experience	3	Keeping CPD unit mostly busy with novice teachers	1	
	4	The resistance from some experienced teachers, which disinclines the management	1	
Mismatch with Expectations	2	Not as requested. The interference is only when the needs are so notable, upfront	2	
Proficiency Level	1	Teacher training is the most pivotal issue because it reflects to students' achievement		1
	5	One of the best CPD among teacher development units in the country		1

The most remarkable theme from the comments of the directors was ‘the experience’. The second theme came out as ‘mismatch with expectations’. The ‘proficiency level’ was the final theme to be adopted for that explanation.

Table 88

Directors' Encouragement to Improve Instructors

Themes		Codes	S.U.	F.U.
Techniques	1	Giving an off-day for instructors to hold their M.A. or PhD degrees	2	
	2	Providing mentoring, observations and educational programmes for novice teachers	1	1
	3	Keeping teacher trainers occupied with reading, discussion topics		1
The System	4	Appraisal system		1
	5	After a year from the courses, external teacher trainers continue watching teachers’ performance		1
Other	6	Some of the staff are like cancer patients, now there's nothing to be done for them	1	
	7	The ethos		1

At foundation universities, both techniques and the system were considered as to encourage instructors’ achievement, whereas techniques were the only element to be regarded at state universities.

Table 89

The Changes Directors Made in PDU

	Codes	S.U.	F.U.
1	There was only the name of CPD with one teacher trainer		1
2	New teacher trainers have been educated to run CPD unit effectively		1
3	Nearly the same	1	1
4	Due to orientations to new full-time teachers whose number have increased a lot in the school, the workload capacity of the professional development unit has decreased	1	
5	Introducing a new system called micro-credential, badging system		1

The directors reported that some small changes and big changes were to be appointed activate trainings in the institutions.

Table 90

The Number of Trainings in Schools

	Codes	S.U.	F.U.
1	Not enough	2	
2	Enough		2

As is seen, the directors at state universities declared that they could not administer enough training to their academic staff, whereas foundation universities felt confident about number of trainings.

Table 91

The Ways Directors Plan INSETs

Themes		Codes	S.U.	F.U.
Schedule	3	Timetable for INSETs and pre-post observation dates are set at the beginning of the term		1
PDU	2	CPD unit		2
Modern Languages	1	Together with Modern Languages		1
Instructors' Profile	5	For the novice who are at the very start of their career	1	1
	6	When instructors from other departments but ELT are recruited	1	1
	7	For part-time teachers to get used to adapting the system in school	2	
Other	4	When the management face difficulties and obligations	1	
	8	Upon the demand of guest speakers, the management unit takes decision all together	1	

In reference to the responses above, ‘schedule of these activities, ‘PDU’, ‘Modern Languages’ and ‘instructors’ profile’ could be accepted as themes. The directors at foundation universities seemed to consider more items while planning INSETs compared to state universities where the directors mostly took instructors’ profile into account.

Table 92

The Points to Consider in Preparing Trainings by Directors

Themes		Codes	S.U.	F.U.
Teacher-based Factors	1	Experience	1	
	2	Their major	1	
	3	Awareness of current developments considering experienced teachers	1	
	5	The priority of needs according to needs analysis		1
School Policy	4	Orientations to new starters	1	
	6	The feedback from observations		1
	7	Opportunity	1	

As to the items regarded by the directors while preparing the objectives of trainings for the instructors, ‘Teacher-based factors’ like experience, the major, awareness of current developments, and ‘the school policy’, such as giving orientations to novice instructors, putting emphasis on feedback after observations were identified as two essential themes.

Table 93

Directors' Thoughts about Expectations to INSETs

Themes		Codes	S.U.	F.U.
Feedback by the Instructors	2	Instructors feel that they have gained at least something from trainings	1	
Feedback by Students	3	Probable as long as students’ success level, observations, their reflections to the expectations are kept in mind		1
Comments by the PDU Members	1	CPD unit makes adjustments all the time		1
Other	4	Not possible to claim that it meets overall expectations	1	

Accordingly, directors thought that expectations to INSETs could be learned through feedback by the instructors, feedback by students and the comments by the PDU members as were specified in the table.

Table 94

The Facilities and Resources Offered to Instructors

Themes		Codes	S.U.	F.U.
Occasions Enhanced by the School Itself	1	The director himself as teacher trainer	1	
	6	Being able to conduct action research and present it in symposiums		1
	7	Sending staff abroad		1
	8	Assigning staff to get trainings to different cities in Turkey (supporting financially)	1	1
	9	Giving an off-day for instructors to hold their M.A. or PhD degrees	1	
	10	Keeping the quality of instructors exceptionally well remains at the top of the list		1
Other Entities	2	British Council	1	
	3	Academic staff from ELT department	1	
	4	Teacher trainers from bookshops	2	
	5	Experts from American Embassy	1	

'Occasions enhanced by the school itself' as was shown in the first and the last five replies, and 'other entities' like ELT lecturers, bookshop presenters or experts from the embassy would be appropriate themes.

Table 95

Training Schedule to Organize a Programme

	Codes	S.U.	F.U.
1	In a very short time	1	
2	In the same year		1
3	Nearly in a month	1	1

The directors declared that the schedule in organizing a programme might change. It could even take a year or it can be conducted in a very short time.

Table 96

The Interval between INSET Sessions

	Codes	S.U.	F.U.
1	Once every three weeks	1	2
2	Every other week		
3	Not regular	1	

As is seen, from directors' point of views, foundation universities could carry out INSETs more regularly (once every three weeks) than state universities.

Table 97

Directors' Evaluation about INSETs

Theme		Codes	S.U.	F.U.
Course-related Outcomes	1	Students' success	1	1
	2	Their satisfaction	2	
	3	Time management		1
	4	Being well prepared and ready to give the lesson		1
	5	No idea		1

Despite the diversity among the replies, the only theme to be originated was 'course-related outcomes'. This is because directors at state universities mostly centred on students' success and satisfaction levels, whereas directors at foundation universities seemed to have more comprehensive criteria to evaluate trainings.

Table 98

The Ways Directors Evaluate the Programme

Themes		Codes	S.U.	F.U.
Quantitative Instruments	1	Through questionnaires	2	1
	3	Students' success		1
	6	Attending to meetings	1	1
Reflections	2	Feedback from students	1	1
	4	Their satisfaction	1	
	5	Their reflections	2	2
	7	Talking with teachers	1	1

Quantitative instruments, such as questionnaires, and reflections were settled as the ways that directors adapted to evaluate the programme.

Table 99

The Ways Directors Get Informed about Expectations

Themes		Codes	S.U.	F.U.
Oral Feedback	1	Level heads inform after having meetings with the instructors		1
	3	Individual conversations with instructors	1	1
Written Feedback	2	With the help of surveys (conducted right after the course)	2	1
	4	Observing the organisation		1

Although there might be listed quite a few techniques to get information about the running courses from the instructors, the directors in that study selected two ways: 'oral feedback' and 'written feedback.

Table 100

Directors' Suggestions about CPD Quality

Themes		Codes	S.U.	F.U.
Renovating Current Programmes	2	Having a more apparent diversity of trainings		1
	4	Eliminating inoperative points which will be clear in time		1
Schedule	3	Working on how to schedule better		1
Encouraging Participation	1	All kinds of in-service training courses ought to be regarded by the staff	1	

The directors at foundation universities suggested some alternatives about CPD quality, while only one offer 'encouraging participation' to the programme was asserted by the director of one state university.

In this chapter, quantitative and qualitative data collection instruments utilized in this current study were given to examine each item in detail and to reach sound results. To give a clear portrait according to the results, the pursuit of professional development, the enforcements and the functionality of trainings at foundation universities were recorded to be more qualified. In fact, the instructors at state universities could not even clearly express their expectations in line with the schools. Similarly, teacher trainers at state universities could not find their programmes effective for instructors to incorporate themselves in teacher education facilities. Moreover, directors at state universities asserted that they were aware of the inadequate numbers of trainings offered to instructors at school.

By taking into account all of the above given tables, the analyses of the interview questions and the questionnaires, a profound discussion will be made in the light of research questions of the study in the following chapter.

CHAPTER V

DISCUSSION

In this chapter, the findings of data gathered from four universities were discussed in the light of the research questions and the results stated in previous chapter. This chapter included the discussions of instructors' needs, practices, opinions and evaluation besides the best practices in the programmes and other stakeholders' views. Accordingly, a new CPD model was suggested.

5.1. What are the immediate needs of instructors working both at foundation and state universities?

5.1.1. Do CPD needs at foundation and state universities differ?

Despite painstaking plans of teacher trainers, CPD events may be useless just because of not noting instructors' real and immediate needs on the first step (Arıkan, 2006; Çelik et al., 2013; Duzan, 2006).

While conducting this research on the instructors in order to introduce the running system at their universities, they particularly expressed their needs. One of the instructors**,** IS5 (Instructor-State University-5), corroborated this with her remarks:

"Now and again, the INSETs in our institution are held based on quite general topics that every teacher knows. Yet, within years, you need to hear some other specific, essential issues which completely match with your and the students' needs in the class."

During the interviews, the participants also uttered the importance of needs analysis which ought to be administered before working out the guidelines of any activities. IS1 furthered this issue:

"I try to take part in all of the events organised by the school; however, as a human being, our needs change in time. Thus, academic unit must conduct needs analysis, a prerequisite for any training, on us every school year, and observe the changing needs from one year to another."

Together with the interviews, the responses to the questionnaire in table 29 proved that in two contexts, state and foundation universities, students' motivation had appeared as the pivotal professional need among all features as Şentuna (2002) underlined in her study. Similarly, IF3 (Instruction-Foundation University-3) reported his view by promoting the necessity of motivation in education:

"If we are talking about trainings in the 21th century, then in that time line increasing students' motivation should be cared at utmost level."

IF2 portrayed how critical it was to deal with students and their needs:

"In fact, when we are holding an event with our own teacher trainers, I feel that I can reflect what I have gained to my students directly. I could strengthen my communication skills so as to prove that we are a team altogether, and we as instructors must be informed to handle students' needs."

The seventh question in instructors' interview estimated to what extent instructors' knowledge through CPD events can be correlated to raise students' motivation in classes. As is seen in table 51, the most rated answers were 'ice-breakers, communicative games, practical samples and using course book more productively'. This released the fact that when instructors found the ways of increasing students' attention to the courses with the help of games, colloquial and educative exercises, they felt that they could teach much better, and administer their classroom management skills well.

The instructors (IS2, IS6, IS9, and IF1) affirmed their point of views about it by saying the words transcribed down, respectively.

"Whenever students seem to be exhausted or lose focus and concentration to the lesson, you can immediately appeal to ice-breakers to recreate and refresh them so that they can be more alert to the communicative activities."

"The teacher trainer has drawn something on the board like neighbours' houses and showed the neighbourhood among landladies by making a contact with this and the speaking practice of the students in the form of ice-breaking activity. That is quite

remarkable and I have had adopted it in my first class right after the event. I could observe how it has worked on my students!"

"Warm-up activities that I have run through pictures and picture cards which demanded students to talk with each other so as to break the ice and catch their attention are necessary."

"Lots of games or different appliances of course-book exercises to allure students are effective to motivate them by my side."

As to the differences between state and foundation universities in displaying their needs to CPD, their percentages varied depending on their replies as can be observed in table 29. To start with state universities, their answers to teaching integrated skills were a lot higher than the foundation, whereas the needs of instructors at foundation universities showed higher percentages than the state universities' with the exception of the fourth item. It means instructors at state universities were more successful in increasing students' motivation, using technology, preparing materials and conducting research. That distinction also exposed that instructors at state universities were more cautious about integrated skills instead of teaching the language solely by focusing on one main language skill, such as writing a paragraph about a topic in a lesson without grounding it to any other practice. This was a challenge to imaginative communication, one–way competence in the target language. Still, it was an attempt to develop a range of abilities for communicative competence of learners. IS8 exemplified it:

"Quick Response Codes, for example. It has been presented to us by one of our colleagues in order to view practical techniques in teaching language skills and subject areas, such as vocabulary. I like it pretty much."

The first two needs of the instructors at state universities were fairly relevant to one another. The instructors demanded their students to speak the language within a real context or for a meaningful purpose owing to making them feel more motivated, which can be probable via integrated language learning. Though course-books were aimed to be prepared by holistic and communicative approaches coherently, covering both receptive and productive skills in a balance, the instructors appealed to state of art techniques and considerations presumably to be proposed in CPD events. This was also visible nearly in all instructors' responses to the first interview question in table 45 about the meaning of CPD for them. The replies of IF4 and IF5 to the question corroborated that respectively:

"This is improving one's ability of teaching, techniques, awareness, learning what other instructors' doing, and engagement of students in teaching."

"For me, the main thing is to keep in touch with the new developments in my field. As a full time instructor, I cannot find any time to research and become wholly absorbed in journals. As I want to know new developments, this is the way for me to keep in touch."

As for the other common need among the instructors, using technology in language classes, even though the technology was the backbone issue in ELT world, its rank as the second and third utmost essential needs must be due to the complementation of those three factors to each other to some extent. In other words, students' motivation, integrated skills and technology complemented one another to perform effective teaching. Thus, the instructors must have declared their needs to the technology on the second rank. It can be exemplified clearly with IS4's explanation:

"Especially the activities like games or the ones on the basis of using technology are my favourites. For instance, adapting what's-app into classes works well while teaching idioms which are generally a really compelling task for teachers. I have tried it and experienced that it has changed the pacing and the flow of my lecture on a large scale."

That impact of the technology on instructors and students could also be related to self-improvement process. This is because both sides sensed the crucial developments in teaching, and when students preferred to lead themselves into a more technologic approach to learn the language, they gained self-confidence, awareness and autonomy, which was the most aspired point in language learning from instructors' perspective. Furthermore, the relationship between two parts also fulfilled the social process as presented by Schön (1986). IF10 clarified it:

"Over the years, with my experience and the CPD events- in some sort-, I have been able to plan my lessons in a very short time, offer practical ideas to my teaching, have back-up plans, keep variable teaching strategies in mind, create more enjoyable teaching atmosphere for students, such as Kahoot game, and so on."

To deepen and illuminate the needs of the instructors, firstly table 55 can be inspected. Though some instructors stated that they might not go any changes on the programme supposed that they were the teacher trainers, the others manifested the 'activities to be taken' into the courses. As was also defined within themes beforehand, teaching and the problems encountered in performance emerged as the basic missing points by the

instructors to a large extent. Nevertheless, when the contexts were investigated separately, instructors at state universities seemed to necessitate these activities only to 'save the day'. Unlike at foundation universities, they were 'perfunctory' without researching extensively what the real programme would entail. Likewise, when the results in the following table (table 56) was considered, the state universities were found to be pessimistic about its function, whereas the most rated answer revealed that foundation universities were less distressed about them. It illustrated the fact that the instructors at foundation universities were more informed about their exact needs. However, this finding did not match with the research conducted by Irgatoğlu (2018). This must stem from the fact that several activities in different topics were organized at foundation universities; hence some of the instructors might have thought them as time-consuming to some extent due to repetitions.

5.2. What kind of CPD events are instructors usually involved in their institutions?

Depending on instructors' and students' needs, expectations of all academic staff and the general attitude of the school toward keeping up with the current trends in language teaching, the content and the coverage of those events may be reformed at each school diversely. Some different answers to CPD activities were explicitly shown in table 29. Regarding that, state universities attempted to balance methodological knowledge (such as teaching the language skills) and current trends (like technology in ELT) in their courses though some instructors still could not see this harmony as in the interview of IS5:

"In my institution, the trainings are often on the basis of 'how to teach …'. All the same, we need to solve other specific problems that we face in classes within years."

Table 53 must also be covered to clarify the changes in instructors' performances with CPD. By looking at the table, it was evident to assert that though some instructors were not contented with them as Parry (2015) claimed, on the way to improve their teaching performance, most of ELT topics were touched upon in both contexts. Likewise, Şentuna (2002) stated that the contents must be planned extensively to cover challenges of academic staff as in real life. IF4 gave an example about it:

"…something which does not always come in view is perhaps inviting students' feedback to teaching techniques, classroom management, and delivery, thus generating their enthusiasm."

IS4 also gratified:

".....even the feedback provided to students or the methods, techniques in teaching language. Every year they make progress."

Then, IF5 added his comment with an unusual practice in workshops:

"... point in these recent workshops has been the short courses about pronunciation. I think it is a general problem especially in undergraduate English courses. We don't spend enough time on pronunciation. We can't assume that it has already been done, if they say something wrongly, we just 'let's go on with the next question' or some kind of thing."

In the same respect, IF7 emphasized that teaching must be basically stated in those organisations, but they had to lead them to discuss the current trends, too:

"Even though we try to keep away from the workshops including a great deal of theoretical information, personally I am curious about how to teach in different ways. This is owing to the fact that we all use tablets as mediators in lessons, and of course we learn how to adopt it through CPD workshops .... Furthermore, we have just commenced to go through with research in our classes. That must be fairly extraordinary for most of the instructors at other universities."

Thus, similar to Gültekin (2007), the significance in choosing the content of the programmes with teaching skills, content areas, giving feedback and technology, assessment was stressed. Furthermore, the affective aspects of CPD were introduced with table 52. The pleasure of instructors released that such kind of themes were applied and found to be useful.

To conclude, as Lieberman and Mace (2008) reminded, the instructors were not satisfied to take part in trainings including repetitions. On the contrary, they were in demand of variety. IF10 also supported this fact:

"Only because of Appraisal system at school, we are to attend seminars, workshops and trainings no matter about what they cover. However, I do not want to hear similar contents over and over again. After the events, I question myself about what I have gained from them. The answer is mostly 'nothing new'."

5.3. What are the instructors' opinions about CPD events?

Having specified the types of CPD activities that instructors were introduced at universities, it was of high prominence to cite what instructors thought about them in real terms so as to address teacher cognition (Borg, 2015). Another reason behind revealing the opinions of instructors about CPD was to monitor the study from the perspective of Mezirow's (1991) transformative learning theory.

The instructors at foundation universities were found to be contented with CPD. This might stem from the fact that they were more predisposed to work together by observing or sharing their performances, which was also clear in question 9 in table 29. IS2 said:

"It means that you will meet teacher trainers, and have chitchats with colleagues so that you can learn from their different experiences."

11th, 12th and 13th items were crucial in enlightening the impressions of instructors about CPD at school again in table 29. Accordingly, the positive attitude of instructors at foundation universities can be noticed. IF1 advocated this:

"I have been teaching nearly for 36-37 years since 1981. The majority of our trainings are really pragmatic, educational, and I definitely feel that they still contribute a lot to my performance. Above all, they increase my awareness to new trends in ELT."

Nevertheless, the comment by IS1 could not define them so practical at state universities:

"My general impression about these events is by and large positive; yet, they are incontestably quite limited in number. The training unit has done their best over years without getting any financial help from the management. As I told you, I totally believe in intrinsic motivation and sentimental values of my teacher trainers on the way to encourage us to lead self-actualisation. However, I cannot see any tangible improvement in my teaching career through CPD activities. They can be equal solely to 10 % of my progression at utmost level."

Question 18 in the same table was included to have instructors discover their opinions behind the need of these trainings. Consequently, as Coşkuner (2001) and Ar (1998) pointed, the reluctance of instructors at state universities to be autonomous and share problems with colleagues must derive from the fact that they could not get the benefit of observations or mentoring as they did in the past. That was also advocated by IS4, IS8,

IS9, and IS10. Due to schedule, they could not practise the former system any more at schools.

At foundation universities, observations were continued as the key element of CPD success. IF9 even complained about its frequency:

"I have been here for 6 years. I have been both observed and observing others by recording their performance into a camera. However, there are quite a few in number, and we have been exhausted about this treatment… At first, we were used to being observed by two colleagues of us, then another two, and another two… Now finally, they are based on a strict system. Accordingly, only peer observations, visits of PDU and teacher trainers are held with pre and post sessions."

IF7 was with IF9:

"We used to be appointed to a mentor in order to be observed twice a year (If you were in your first teaching year at this university, then the number would increase four to five). Every term, there used to be two peer observations. I did observe my colleague twice, and s/he observed me twice, which makes four in total. Unfortunately, some of my colleagues could not manage to address the others' performance by choosing the correct words, thus sharing feedback turned into a chaos. Consequently, they decided to have merely one lesson to recording, and peer observation in order to minimise this conflict but to increase the influence of observations on instructors."

The rate (96 %) of peer observation at foundation universities in table 28 could also be matched with the above mentioned comments of the instructors, and it could prove the value of observations and the collegiality. Furthermore**,** table 29 also indicated the positive opinions of instructors at foundation universities towards supportive learning atmosphere. Despite the difference in contexts, similar findings were recorded by Yurtsever (2013) in that at state universities instructors also stressed the importance of working in a peaceful environment.

As is seen in table 30, the instructors at state universities believed the best part of the programmes was sharing experience as Arıkan (2002) and Richards and Farrell (2005) indicated under the name of TSG and group-based exercise. Moreover, as they learned within a specific socio-cultural environment, they appeared to have advanced their professionalism via CoP (Lave & Wenger, 1991). Still, they cannot be recorded to learn more about own teaching styles when compared with the foundation universities. Though

it might highlight their lack of enthusiasm on the way to inquire the abilities and needs herein, this irrelevancy can also be grounded to the other responses listed in question 18. Consequently, it was probable to declare that they might have ranked 'sharing experience' only after choosing other top rated principles in the list.

Table 31 was also covered in the questionnaire so that the instructors would confess their sincere feelings about these activities. By selecting the meanings of CPD from their viewpoints, the instructors proved that they were aware of their troubles related to enhancing students' achievement in the class. Yet, they spent long time on that problem and could not find a solid answer. As a solution, they might hope to widen their horizon with these trainings and share these difficulties with others. After IS1, explanations by IS9 supported the fact that it was of great importance to advance the teaching skills, and to use them in class to have students get the benefits.

Another investigation can be conducted on instructors' expectations; thus it would be more probable to understand their CPD conception. As can be seen in 19th question, the instructors at state universities were again in need of finding solutions upon encountering the matters. By looking at the next top rated principal, it can be interpreted that they were glad to gain autonomy and have its conscious in their minds. IS7 and IF9 mentioned it, respectively:

"I begin to inquire my performance, contact what knowledge comes from where, and thus overcome my prejudice."

"Everybody is now more conscious about what to do in classes. Moreover, they know how to approach to the troubles they face even though they are not ELT graduates."

According to responses to the interview questions, the instructors felt that schools had higher expectations from academic staff. They were awaited to refresh themselves and keep on their studies to be a 'good' teacher. However, in comparison to foundation universities, state universities did not appear to achieve this aim by looking at the degrees from the interviews in table 57. Thus, it was easy to detect that state universities had conflicting points of view about the expectancies of both sides. IS1 conferred this:

"The PDU members work heartily to do their best so that they can take one step further. Nevertheless, unfortunately, the desired expectation from the principals cannot be met."

That was also pointed by Türkay (2000) in that this trouble was experienced due to hearsay information without regarding the instructors' real expectations.

As for foundation universities, the instructors expressed their contentment mostly with the second item in table 58. Still, even though the instructors at state universities affirmed that they cannot set their hopes on school but personal attempts to accomplish CPD, they appeared to be satisfied after attending the workshops.

5.4. How well could novice and experienced instructors' beliefs reflect the benefit of CPD into their lessons?

Sambell et al. (2017) had underlined the importance of experience for PD discipline. This was also defined as a remarkable point by some instructors who declared it in their interviews. IS1 was the one who did remark about it in her quote best:

"Actually, the meaning of CPD and its coverage depend on the teaching experience or the age of the instructors. Every academic year requires teachers to be prepared to do something different. For example, while I was completing this questionnaire, I could comprehend that the principles listed under each question would return with all diversely selected alternatives by every one of the instructors, which stems from the fact that the needs and approach to CPD change completely from one year to another. If you had asked me to fulfil this form three or five years ago, I would definitely choose other options to get assistance. I have already found the solutions to overcome my problems over the years, and this affects my manner toward what themes to comprise in those events."

IS8 agreed with IS1 and pointed this out in her comment:

"On the very first days of my teaching, they used to make more sense than now. The more experienced I have been, the less attractive they have turned into be. Why don't they suggest any topics like how to address different student profiles in lectures?"

Finally, IF6 mentioned the dissimilarities among instructors in accordance with their teaching experience:

"My needs have changed over years, and I can easily watch what new instructors need and how they differ from mine. For instance, whereas they concentrate on classroom management skill techniques, read more about it and they have been often observed by the teacher trainers, me as an instructor working in this institution for more than 6 years, I can tell you that using technology is my first favoured field to be touched on in seminars. This is because you have to supply dynamism and creativity to students during the lessons."

By taking into consideration of the instructors' years of experience at two universities in table 26, state universities can be declared to have employed less experienced academic personal, whereas the instructors having more than 31-year work experience were preferred to lecture at foundation universities as was demonstrated in table 25 and table 26. Similar to Kabadayı (2013), it was also proved that instructors at foundation universities were more inclined to learn ELT subjects. This was concluded the same by Gültekin (2007) who found teaching skills were mostly in demand of the experienced instructors at foundation universities. Their comments would also enlighten their reflection-on action (Schön, 1983, 1986) and clarifying the reflection by experiential learning model (Kolb, 1984) in detail:

IF1, a 30 year-old experienced instructor, mentioned:

"More communicative activities, such as information gap, attract me a lot to cover in the lessons. Besides that motivators like usage of technology is also invaluable."

IF2 also declared reflectivity as is seen as the least favoured section in the table:

"I could watch my own teaching, and then I could change some methods in classes. That has been probable through self-reflection and the courses under the name of reflective teaching and learning."

IF5 gave another example:

"I can give you a very practical example. One of our colleagues has given a workshop on these blackboards. It was white board I should say. It was many years ago, yes. When you drew a line on white boards, it suggested you do a quick line. Not a smart board, just a white board. It was drawing across the straight line, and they were very practical. That made it a lot easier to draw a line. I mean organisation."

Like investigations by Alan (2003) and Şentuna (2002), novice instructors at state universities were also referred. They mostly preferred trainings based on the course-book in that the book would be examined and the units could be resolved to be directly adopted in class. That was also mentioned in the interviews of IS6, IS8 and IS9. Yet, in general, as Duzan (2006), Turhan and Arıkan (2009) and Tevs (1996) clarified, the experienced academic staff in foundation and state university contexts were noted to be ahead of novice instructors in terms of keeping up with CPD trends via these programmes.

In short, the instructors were willing to be knowledgeable about their changing needs over time and the experience which was together with teaching performance as was confirmed by Crandall (2000), and Sambell et al. (2017).

5.5. How are the instructors evaluated at the end of the trainings?

This part was construed depending on the results of instructors, teacher trainers and directors. With reference to table 33 and answers to the interview questions, teacher trainers defined specific system and instructors' own feedback as the ways of evaluation in both contexts. Firstly, TTS1 interpreted:

"In the past, from 2011 to 2016, their productivity on instructors was checked via observations, questionnaires and through their feedback. Nonetheless, as no CPD events are run at school now, no assessment techniques are necessitated anymore."

TTS3 backed this notion:

"It was through the checklist in observations and the comparison of instructors' final analyses from trainings with their feedback. But that was quitted in 2017."

Different from state universities, however, the foundation universities also laid emphasis on observations. Similar to table 56 which elucidated the positive stance of instructors working at foundation universities about giving their feedback in professional evaluation, table 84 also signified feedback and instructors' satisfaction from teacher trainers' outlook.

TTF3 and TTF1 clarified this in their speech, respectively:

"We have a high opinion of observations. This is to help in-class applications, have instructors feel contented, and to make a stride in the end. .... Their own feedback has also been reckoned to assess the performance."

"Their feedback, observations and video conferences are overrated."

Last of all, TTF4 underlined it:

"It has been via feedback forms about last few weeks."

In addition, as Korkmazgil (2015) put the emphasis on it, short trainings in CPD programmes were noted to be excluded provided that they could not lead instructors to training professionally enough.

As to the directors, as their replies were listed in table 39, both of foundation universities drew their attention to that issue by adopting a particular evaluation system and the supports of teacher trainers. DF2 upheld this result in his interview:

"I am sitting at the meetings. So, I can hear their conversations. It is apparently because I am trying to learn about the organisation. This is partly because I am working on this badging, micro-credentialing system. So I've got to sit and talk with them about this and other issues. But in terms of what is working, and what is not working, I have my ears. So, I will hear something if people are not happy. So far, the feedback I am getting is perfect."

DF1 added:

"Observations, questionnaires, students' level of success, and projects have been taken into account."

Nonetheless, one of the state universities depended solely on teacher trainers' support, and the other used solely the evaluation system of the institution. Though this would shed light on the fact that the evaluation system of the institution was more systematic than teacher trainers' remarks, neither of them could perform as well as at the foundation universities. That was also clear in table 41 with question 14.

Upon searching for the responses of the directors to the interview questions in table 98, it was seen that students' achievement rate and the instructors' complacency from trainings were of importance in both contexts. At the meetings or talks with the instructors, the directors reported to get important messages. Moreover, some tools, such as surveys or observations might provide assistance to obtain information.

Likewise, DS2 mentioned that in his report:

"It's via a survey. But it's not always healthy, it can be sloppy. Apart from this, individual conversations are being executed."

That was also same within the comments of DS1:

"It has been carried out through online questionnaires in digital environment or submitted to the instructors to complete it in hardcopy."

Under that circumstance, it became explicit that the directors at state universities did not utilize any specific evaluation system but some conventional techniques on instructors. This so-called systematized evaluation format cannot be detected in teacher trainers' declarations but merely in the director's at foundation universities.

Another agreement was disclosed when the interviews of the instructors were explored. IS1 showed this inconsistency:

"Our feedback is not scrutinised by PDU members."

This was also reinforced via table 49. Moreover, the instructors notified that no CPD events were organized at universities for the last four years.

In short, nearly no original evaluation techniques to assess instructors' improvement could be found from the results. The only vehicle to enlighten the evaluation was observations, feedback and questionnaires.

5.6. What are the best practices in both contexts? What are their problems, and what kind of suggestions can be offered?

Table 27 was given to unearth the instructors' individual preferences about CPD in trainings. The best practices were discovered to be probable on condition that they were on the basis of the instructors' needs. Table 29 also displayed that state universities cannot be claimed to support the contents of CPD in parallel with the instructors' needs thoroughly. Nonetheless, foundation universities appeared to be more contented with them because they could find the correlation with their own needs as was confirmed by Coşkuner (2001).

The findings can be enriched with the analysis from the interviews, too. Depending on table 48, the instructors explained their best practices with their general impression of INSETs in their own institutions. Conforming to their speech, some explanations can be deduced about INSETs. IF6:

"Though it is compulsory to attend all events at school, and you cannot say 'no' even the ones that you feel you are quite good at,…., it is offered us by the school, and everything is ready for us, which makes me think much of it. I also feel more confident and well-grounded when they are held at school by our own trainers instead of other external teacher trainers."

The best practices of instructors can also be seen in table 53. For instance, in furtherance this analysis, IS4 proclaimed that every year she could observe the changes in giving feedback to students during her performance.

In like manner, IS7 uttered one of her memory that she had experienced in workshops at her school as is seen in table 51:

"It was about 5E Model in 'If Clauses'. Right after learning how to conduct it in the class on my students, I adopted in my lecture. It was a big success!"

Table 52 demonstrated those useful and ineffective points of CPD. Accordingly, sharing experience was on the first rank. This revealed the same consequence with Coşkuner (2001) who ascertained that negotiation among colleagues would make teaching more productive than self-study activities. IF4 exemplified it:

"The priceless points are when we are interacting with very experienced teachers, and they are also spending a lot of their time engaging in professional development, so they have a good experience and you can get feedback from them."

IF6, IF7, IF9 were also glad to take part in them so long as they were not so theoretical and with exercises displaying its adaptation to classes, which was also signified by Şahin (2006) in that instructors cannot feel improvement in theory-based models. IF10 was the only reluctant instructor and she had an opposing manner, which was due to her acceptance that the school offered these trainings to academic staff only to get points for the Appraisal System. Still, for her, they did not contain any academic information.

Moreover, IS1, IS2, IS3, IS4, IF1 and IF2 announced that no training can be accepted as 'not useful', thus they called it 'worthwhile' at least to some extents as in table 52. IS1 explained:

"No event can be labelled as 'worthless'. You will at least learn what handicaps other instructors face, hear their problems and the ways they could overwhelm them. Finally, you will be able to seize the truth that you are on the right track."

The changes of CPD activities were illustrated in table 54. To start with IS7:

"I could obtain the feat of self-criticising and question my teaching performance on my own. It has also broken down my prejudice that the more you teach, the better teacher you are. As an outstanding component, they have headed me to find where each teaching approach, method or technique comes from so that they could become apparent in mind."

On the ground that IS10 worked in the same institution with IS7, their comments were fairly similar to one another:

"*When CPD events put teaching techniques in an easily adoptable form, they are invaluable."*

IF6, IF8, IF9 underlined the importance of teaching skills within the scope of CPD events. They referred the impacts of CPD activities as long as they made them feel knowledgeable about the current trends in ELT similar to Kabadayı (2013). Role-plays, some materials ready to be manipulated in the lessons, speaking activities which helped instructors to use 'teacher time talking' well can be listed as its other influence.

In table 63, the instructors again asserted the contributions of CPD into their lectures mostly when they were practical, and easy to be implemented. IF7 remarked:

"We mostly require some practical activities indeed. But in a voluntary-based session, I have got the experience of carrying out research and giving place to it in my academic studies."

IF7's review affirmed that the instructors were not as complacent with the obligatory attitude of the principals to CPD activities as was notified in table 64. This would also lead us to conclude the same with Özer (2004) who underlined that when schools concerned the opinions of the instructors and conducted events in a non-obligatory atmosphere, they would lead them to higher success. In addition, Yurtsever (2013) laid emphasis on it in terms of making instructors gain autonomy.

In table 31, the last question in the questionnaire was examined and found that the instructors mostly participated in their own teacher training units' arrangements rather than getting any outside assistance. This might also be how they preferred it to happen by respecting the views of IF2, IF3, IF4, IF5, IF7, IF9, IS7, IS8, and IS9.

IS1, IS3, IS5, IF10 would rather external teacher trainers' support. The basic factor from their perspective was the teacher trainers at schools were not like qualified teacher trainers but only colleagues. They wanted to broaden their horizon upon meeting a qualified guide, and ground the knowledge to a theory as well as regarding them as mentor to realize the lacks and failing parts of the system.

Additionally, table 76 introduced the most convenient expression about best practices. IF1 supported its outcomes:

"*As a response to answer the needs of new generation, technology-based classroom activities and the lessons carried out in technological environment to raise class energy are the policies cared much and run by the training centre."*

IF5 exemplified it in her speech:

"The school does its bit. It even offers this Smart Building to the instructors and students so as to meet their deficiencies if there is any."

Table 55 reflected that instructors may not have serious troubles about CPD. However, in table 56, this remark completely changed when the context was differentiated. The state universities revealed their negative attitude towards CPD at school, whereas nearly no difficulties were detected at foundation universities in the main. This can also be noticed when the comments of IS5 and IF1 were compared.

"I cannot find correct words to tell you the function of CPD at school moderately. I don't want to show ingratitude to PDU indeed, but this is the way it is in here."

"The university is one of the best in enhancing teacher education in Turkey, I think."

IS7 furthered this view:

"CPD events were active six or seven years ago. The university did not offer any training to the instructors, thus the comment would be only to the system she used to have and take part in the past."

Having reviewed the instructors' expectations from CPD trainings, it was worth checking the correlation between theirs and the schools' from their perspectives. Table 57 and 58 made it clear that there were nearly no expectations from the instructors at state universities, which was supported by IS1, IS3, IS4, IS5, IS6, IS7, IS8, IS9, and IS10. Notwithstanding, the instructors demanded that they could have been served more activities than the current one. IS1, IS4, IS6 disclosed that there was a huge gap between the schools' and the instructors' viewpoints. In addition, IS6 said:

"I have talked about this issue with vice-directors and coordinators, and demanded to welcome a system that Anadolu University could administer successfully where they supply CELTA, DELTA trainings to a couple of instructors with regard to their academic discipline. But, they could not satisfy my expectations as you see."

Moreover, IS4 clarified the inconsistency between the school and the PDU:

"PDU expects a lot more than the school indeed. That's why, they have to reduce their 'to do lists' and practices numerically. The most remarkable example about it can be 'Newsletter' of the school. At the beginning, it was a magazine only to be carried with the writings of the instructors and teacher trainers. Yet, owing to less people keeping on it,

PDU was not able to implement it on its own because it had some other workloads to look after."

As for foundation universities, IF1, IF2, IF3, IF4, IF5, IF8 presented their content to participate in those courses in general. Some problems were seen in that table though. Notably at foundation universities, they complained about the frequency, workload and schedule of these trainings as was appointed by Ar (1998) and Çelik et al. (2013). IF5 explained it:

"I enjoy taking part of most of the workshops during semesters. Occasionally, we have a small problem. Some of our instructors are giving lectures to undergraduate programmes, whereas the majority of us are teaching in the preparatory school. So that means most of the workshops and seminars are actually designed according to preparatory programme. Sometimes there are courses we would like to attend, but we can't, just because of the timing."

In brief, academic staffs were in need of off-days to keep on their studies. Moreover, some instructors would like to take part in seminars of native speakers or lecturers from ELT departments. In other words, they were not eager to restrict their CPD merely to school activities. However, to some instructors, instead of visiting speakers, they demanded their own teacher trainers to reform the school events at utmost level. This was because they believed these teacher trainers were also the observers of the missing points at schools so they could best recover them when they had more free time with new members, conducted needs analysis, and used motivating techniques to distract students' attention from technology.

As to the suggestions of the instructors in table 30 and 66, extending the limits of CPD out of school, being cautious in selecting the external teacher trainers, considering immediate needs of academic staff and maintaining the system with international credibility were listed to be the most requested items. This notion was reinforced in the remarks of IS1, IS4, IS5, IS7, and IF10. Yet, IF1 and IF2 could not find any missing points in their institutions. IF2 indicated this:

"Even Form on Current Issues, TESOL has been established in here. What can I expect more from my university then?"

This thesis displayed that instructors at both state and foundation universities regarded INSETs as the step on the way to attain success in CPD. Considering the findings of the study, all stakeholders' positive opinions and good practices at school of foreign languages as Şahin (2006) recommended, a suggested model was presented below.

Initially, the programmes based on CPD were supposed to be designed in view of needs analyses. This is because, as was also asserted by Lieberman and Mace (2008), the instructors were not eager to take part in "one size fits all" events. Only by needs analysis would the questions be asked, the answers be correlated, and correct decisions about how to form the study to advance the performance of instructors be made.

Having stated the most critical points in the design, the details of forming an appropriate model of CPD programmes could be handled according to the results of the study along with some research findings (Atay, 2008; Aydın, 2016; Day, 1997, 1999; Freeman, 1989; Gaible & Burns, 2005; Creemers & Kyriakides, 2010; Gibbs, 1988; Guskey, 2002; Gültekin, 2007; Hansen, 2008; Harland & Kinder, 1997; Kennedy, 2005; Mezirow, 1991; Roberts, 1998).

5.6.1. A Suggested CPD Model for Schools of Foreign Languages in Turkey

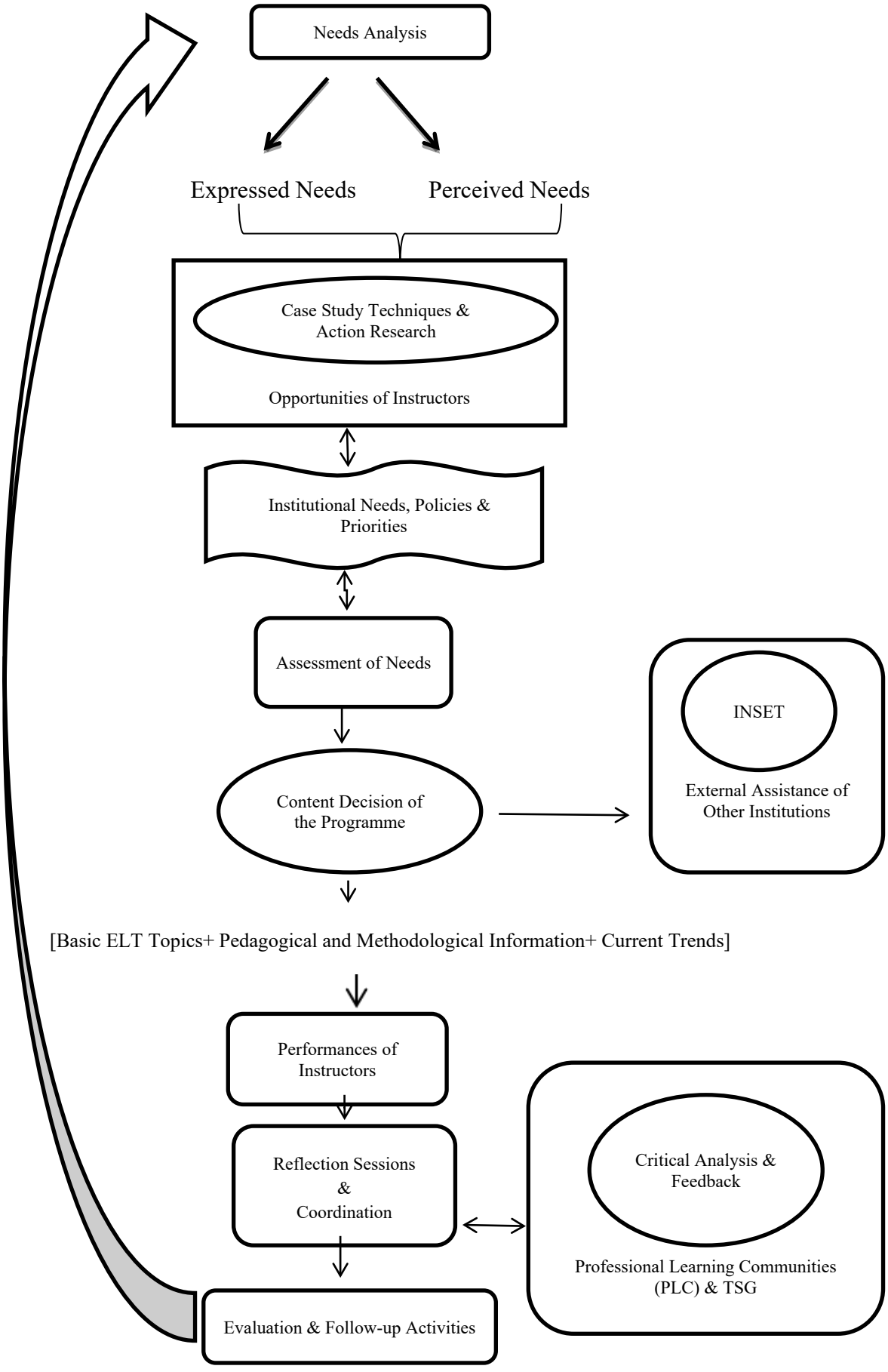


Figure 24. BoR Model for CPD (Bottom-up Reflective Model and CPD)

Needs Analysis

As is seen in figure 24, similar to multi-dimensional model of Lieberman and Wilkins (2006), a dynamic and high-quality professional development model was developed by attaching importance to contextualization, the close link between teaching and learning (Hedge, 2000; Sparks, 2002; Wart, 2012), needs of the school and all stakeholders as recommended by Borko et al (2010). Instead of placing objectives at the first stage of a plan, as in Tyler's model, the needs of the instructors were initially determined individually with regard to perceived or expressed needs. This is because instructors should always be thought as the key element in planning CPD programmes (Kooy & Veen, 2012). Firstly, perceived needs represented what instructors would feel or think about the function of the programme at school, while expressed needs would focus on what was in need by instructors. Yet, this would be superficial. Therefore, in the first step they must be simplified through action research or case study techniques, such as observations, surveys, interviews, data triangulation, and so on (Denzin, 2006). That step should also be considered by respecting the opportunities of the instructors at school. O'Sullivan (2001) defined opportunities as period, setting, time, materials, class size, and so on which were to be regarded in that process as welll.

Institutional Needs, Priorities and Policies

Then, instead of individualized items, institutional needs, priorities and policies all ought to be gathered together to respect all stakeholders in the institution rather than having *fixed-mind sets* (Dweck, 2008). As a consequence, their correlation was to be checked as suggested in Metfessel and Michael's evaluation model. This would pave the way for revealing basic differences about contents and implementations at state and foundation universities. After their needs were clarified (Burton & Merrill, 1991), it would be of utmost importance to resolve them particularly in assessment procedure (Kervancıoğlu, 2001). However, as both expressed and perceived needs were incorporated during assessment, it would be not appropriate to divide two needs at that point again.

Content Decision of the Programme

Table 55 also underlined that the content of the programme, covering basic ELT topics, such as teaching skills, pedagogic and methodological information as well as current trends should be substantiated in the light of instructors', trainers' and directors' input. They can also be promoted with external assistance, conferences or other institutions (universities,

credentialed courses like CELTA, DELTA) besides visiting speakers. As needs of the instructors may not be identified well in accordance with their experience and expectations at the beginning of the practices (Bramley, 1986), internal and external training would compensate for the missing points. This could also enlighten the reason behind the findings shown in table 69, table 70 and table 78 that teacher trainers at state universities regarded CPD trainings less in number whereas foundation universities respected the changes in training unit since it was established.

Performance of Instructors and Reflection

The achievement in their teaching can be found out by monitoring their performances or through reports. Consequently, reflection sessions were adopted both to implement coordination among the instructors and to create an environment where they can observe each other critically and give feedback. Yet, in order to mention a thorough reflection phase, in line with the findings of the study, the instructors could be involved in Professional Learning Communities (PLC), TSG, such as workshops, group discussions, mentoring, transformative learning and experiential learning (Pollard et al, 2005; Wallace, 1991) where they would prefer to discover their learning through reflection (Kolb, 1984). Only after this could they attain problem solving skills exploratory (Palmer, 1993) with the help of trainers' regular feedback and then, might they have some changes in their beliefs (Aminudin, 2012; Coburn, 2016; Opfer & Pedder, 2011).

The significance of sharing experience through meetings, observations, the lessons as demonstrations and hand-outs preceded in this model since it was explored after data analysis that instructors were in need of follow-up support.

Another intrinsic item was the participation to these programmes. In parallel to the answers of the instructors, they were to be administered on a voluntary-based (Sandholtz, 2002) sessions at universities. Respecting the fact that they might have already attended events with quite similar topics, these activities would be annoying for the instructors. As a result, an appraisal system could be utilized to offer various alternatives and leave them to instructors' own decisions.

According to the findings, these programmes can also be organized according to the schedule and intervals which were emphasized a lot by the instructors in data collection period. Subsequently, they might be organized within one hour and half in compliance with immediate needs.

During all the processes, directors should give their support to CPD events by funding so that the instructors could be the visitors of trainings in other cities or overseas countries and would respect PDU members more in terms of providing them facilities and opportunities.

Evaluation

In the last step of the model, instructors would be evaluated via reviews, checklists, analyses, observations or the English level of students in their classes. It means that the instructors can be evaluated in formative or summative ways by choosing quantitative or qualitative instruments as in Stufflebeam's evaluation model. In addition, as other stakeholders, the opinions of teacher trainers and directors should be included into the evaluation process.

After the model was carried out on instructors at school of foreign languages, they were to check the programme according to each principle in figure 24. As Guskey (2000) underlined evaluation process within three phases (evaluation of planning, assessment of implementation process and evaluation of product), instructors ought to reconsider the model in terms of regarding its effect on academic staff and the effective points of the programme at school.

In brief, so as to avoid the complexity in Hammond's model, poor planning and lack of practicality in Scriven's model, yet to increase the sustainability of a programme by considering the principles of Guskey (2000), Kirkpatrick (1998, 2006), Roberts (1998), and Siedow, Memory, & Bristow (1985), the researcher thought that this model would address instructors', trainers' and directors' needs. Furthermore, by keeping the needs at the core, the school team was able to cooperate with one another during the events. Consequently, this can lead working and failing parts of the programme to be delineated well, and contribute instructors to arrive at self-actualization process and gain autonomy as was also stated by Kennedy (2005).

5.7. What are the standpoints of the teacher trainers and the directors about the needs, expectations and attitudes of the instructors with regard to CPD events at schools?

5.7.1. Teacher Trainers

In the first place, teacher trainers' outlook about instructors' expectation, opinions and needs to CPD events at school can be treated. This would lead to explore table 36 and cross tabulations (see Appendix 12) which covered the opinions of teacher trainers about the needs of the instructors. Finally, their personal developments, sense of belonging to the school, having an identity of 'instructor' were found to be the prominent factors among them. These arouse the fact that they cannot internalize their character to the job they conducted at these schools. It must derive from the lack of collegiality in real terms, the dissatisfaction with the school system or not having a good rapport with the principals or teacher trainers unlike at foundation universities where teaching basic language skills was the dominant figure in the lists. It might also stem from the fact that novice instructors in their institution outnumbered the experienced as was described in table 37, question 1. However, table 25 did not give evidence to that speculation.

The other reason might be stated to the educational background of the instructors as was supported by Çelik et al. (2013) who detailed that the root of INSETs came from undergraduate degrees. When table 24 was analysed, in spite of being on the first ranks in both contexts, the frequency of ELT graduate instructors at state universities was higher. Furthermore, MA and PhD degrees at foundation universities cannot be said to reach the same band. This was also reflected to teacher trainers' responses for question 16 in table 35 where they highlighted the importance of teaching and learning theories and their place in trainings. In addition, by regarding the suggestions in table 36, they recommended to involve theoretical aspects of the topics at events while state universities did have no demand about it. TTF1 stated this contradiction in her speech:

"In trainings, practical information or ready-made practices have been presented to the instructors. The theoretical side does not attach any importance nowadays."

Being the other teacher trainer in the same institution, TTF2 also added:

"We are the ones who exactly know the real needs of them. The instructors are in need of practical ideas!"

TTF3 continued the same point of view:

"The most preeminent figures are the ones that they need most while lecturing."

As to the second critical item at state universities, using technology revealed that they must believe instructors' knowledge in keeping up with the current trends in technology. Still, this was not correlated with table 29 in which instructors declared the programme details.

In short, teacher trainers cannot be called to identify the instructors and their needs well at foundation universities. It may also be derived upon checking table 34, question 11 where teacher trainers at foundation universities could not be so determined by choosing 'not sure'.

The other problem at foundation universities of teacher trainers was alleged in table 77 that from time to time, INSETs might be monotonous and obligatory. Moreover, the schedule of the programme may not coincide with break times or office hours of all the instructors, and thus they failed to work with other colleagues and teacher trainers. In some circumstances, they can have some difficulties constraining them from self-achievement, such as feeling timid during observations or having prejudices about the events. These biases might have its source by the presenters, attendants or the general approach and impression toward INSETs at school.

In fact, the teacher trainers were divided into two groups in table 69 to display the manners about PDU since they started to work in this school. The ones who said that the unit was 'getting worse' were only from state universities. On the other side, all other replies following the first could point out the 'path to success' depending on the teacher trainers at foundation universities at a large scale. That was adhered to expectations of teacher trainers, too. In her interview, TTS4 set forth:

"Years ago, when PDU was active, we received feedback from the instructors that nearly 60-70 % levels of our expectations were met right after CPD events."

TTS2 could only attribute to the success by underlining the actualization of their expectations to the participation, which was also pointed by Yurtsever (2013):

"As it is voluntary-based, all of the attendants can thoroughly devote themselves to the activities. It looks like an individualized instruction for them. Thus, the level of productivity and expectations are utmost importance. However, it has not appeared on the scales."

In table 70 state universities revealed that INSETs cannot be offered to the instructors in sufficient number as was also recorded by Ar (1998). Still, the teacher trainers at foundation universities felt contented with the events and the occasions as the instructors at foundation universities had already predicated this (see Appendix 12). With reference to

the opinions of instructors, TTS1 asserted that the majority of academic staff was not eager to take part in them:

"In the past it was more systematic. We used to plan to publish newsletter of the school; yet, the instructors did not back it up, and we could not issue it."

Yet, TTF4 construed the success of his school:

"In appraisal system, instructors choose the type of the programme they would like to be involved, thus they determine their own field to be specified. It means even though you cannot appease everybody, broadly speaking they love its function here."

Besides that, question 20 in table 36 echoed the positive opinions of teacher trainers towards advancing the CPD. Since the most outnumbered items were the second and the fifth ones in table 74, the teacher trainers assumed to have a positive manner to the activities run at schools from the instructors' side. Nevertheless, different problems were recorded as can be found in the following part.

5.7.2. Directors

In order to understand the general views of the directors, table 28 can be examined. They mostly believed the improvement in PDU at schools, and had opinion in favour of their operations. Therefore, not a great number of directors can be said to reveal that they cannot observe any advance in CPD organisations over years. Still, this success was only seen in DF1 and DF2's remarks:

"In 2012, there was only one teacher trainer. 12 teacher trainers were educated to run in-service trainings more often at school. Now, we carry out the lesson via e-book in the class. It means that we have proceeded a lot."

Likewise, DF2 said:

"I have started working here in September. Regarding specifically professional development, the foremost thing that I have done is I broad what we are calling micro-credential, badging system in here. It is still at early stages. We are getting awareness of the programme. But once it is upon running, I think it is going to be effective for professional development for two reasons. One is that it recognises that there are different levels of professional development even though the topic can be the same: peer observations, classroom management or whatever. So you can drill into that skill area, and

the deeper you drill, the more recognition you get through these badges. The second thing is the performance and appraisals. It is strictly driven, self-driven, self-motivated. You need to do it yourself; it is not because of my points in the appraisal separating the two."

Nevertheless, as table 90 displayed, DS1 explained:

"For four years, PDU and CPD activities have been nearly the same. That's to say, it could not be endured as much as desired."

This constituted a similar outcome with Coşkuner (2001) who had revealed some schools in which directors were restricted to propose alternatives to their staff about CPD. Furthermore, Yağcı (2014) supported that state schools majorly stayed behind in CPD trainings.

Regarding table 36, it was also proven that the directors aimed to keep instructors' incentives high. Therefore, they attached importance to assign duties to the instructors and teacher trainers since the critical point was to determine motivated instructors and give them tasks to stimulate others.

The directors would like to be sure that INSETs at school work well. Otherwise, the selection of PDU members and activities in line with the needs of all stakeholders at school cannot occur conveniently, and then mismatching needs and expectancies would be a big problem as was apparent in table 41. This was because these directors thought that the school's success depended on the quality of the teacher trainers. DF2 furthered it:

"…. Our main resource in here is the quality of the instructors. So they help drive to train. If you are in a place where the instructors have not enough quality, they don't have a good education or they haven't been socialised for continuing education, then you could bring in, take Bahar there because you know Bahar. She is one of the best in the country. She is more experienced than extremely professionals, so I don't have to worry about it."

According to table 88, the directors also believed that they tried to maintain a positive attitude towards instructors by ensuring some techniques like giving an off-day, assigning mentors to keep observations as was underlined by Dewey (1938) and Vygotsky (1978) in constructivist stream or having them always engage in some academic studies. They thought it would have a boomerang effect and increase the resolution of instructors in their studies as was stated by DS2:

"We demonstrate our tolerance to our colleagues not only on the way to be professional, but also in scientific terms to improve themselves, enhance their self-development and hold a master or PhD degree. We are giving an off-day to them if systematically there is no personnel deficiency."

As for the appraisal system or established procedures at school, the directors leaded the instructors to be involved into a graded or monitored performance so that they would not be lost on the way to find the correct professional development events or activities, yet they could discover the most suitable one(s) among alternatives. Still, as asserted in 'evaluation of the instructors at the end of the trainings', only DF2 can be referred to succeed this.

The directors at state universities acknowledged that they cannot arrange lots of conferences, workshops or seminars as requested at their own schools. In this regard, it would be right to assert that they were in agreement with teacher trainers as is seen in table 70. On the other hand, the directors of foundation universities could be said to be fortunate since they felt that they did their bit to provide plenty events to their instructors. In other words, the directors advocated that they could support their academic staff and the school was competent in satisfying the expectations (table 94).

Respecting the prospects of other stakeholders about instructors' opinion to CPD, table 37 and 44 were used. As a result, the teacher trainers replied question 4 in that their self-conscious blocked instructors to take part in CPD activities, which was all high-rated by the teacher trainers. On the other hand, the directors detected the probable reason as the mismatching needs as had been already mentioned in table 41 and the benefits they could not obtain after these events. In spite of the so-called differences in the tables at first sight between the teacher trainers and directors, in interviews, one of the directors, DS2, recorded that they were in agreement indeed:

"With regard to in-service trainings, we have a drawback. We conduct in-service trainings usually for beginners by considering their first two years in here. Then, they continue independently. However, for some friends, there is a resistance after certain working years. They call themselves independent lecturers now…. These people are like cancer patients, so there's nothing to be done. Very minority of them would prefer to be a participant. A certain part think that in the morning they come here to give lessons, and return back home."

In his comment, DS2 also proved that trainings were planned mostly to have influence on less experienced instructors so that they could keep on studies independently in the future. This notion can be best paired with Larsen-Freeman (1993) who stressed this order too in development-based academic works.

In brief, it was stated that the directors at state universities were aware of the failures in their institutions. Even though they were the decision-makers of CPD programmes, the directors could not feel qualified enough to increase professional development opportunities of the instructors in school mostly due to financial problems. As a solution, the directors thought that the irreplaceable item in this procedure would be the teacher trainers since they could observe their requirements much better and closer than any other stakeholders. However, some of these teacher trainers cannot be claimed to be quite competent at the needs of the instructors as was also criticized by Duzan (2006).

CHAPTER VI

CONCLUSION AND IMPLICATIONS

Four universities in Ankara and İzmir were examined in terms of their CPD performance. Accordingly, irregular trainings at state universities were noticed. In addition, some problems about content, choosing decision-makers and the general-policy were noted down. Besides that functional problems along with some inconsistent points in needs analysis between instructors and teacher trainers came into prominence.

Having substantiated the findings through the agency of discussion part, the brief summary of the study can be given at its last phase.

Initially, the basic needs of instructors in both contexts were specified as students' motivation. Thereafter, the second essential need, teaching integrated skills at state universities, was detected, whereas using technology in language classes was the second pivotal figure at foundation universities. In addition, foundation universities attained higher success at increasing students' motivation, conducting research and preparing materials.

As to their opinions about CPD process in their institutions, state universities stayed behind the foundation universities. This was explained through collegiality and the effectiveness of these events. Due to the assistance of the directors to the instructors about guidance and reflectivity like mentoring or observations, they had more positive opinion towards it.

All of the instructors at universities released that CPD was mostly to increase students' success in lessons. This was also supported by directors. Thus, they reported to need practical materials to be adapted quickly to the lessons.

About expectations, though foundation universities made apparent that their prospects overlapped with the teacher trainers or the directors, state universities indicated a contradictory result. In other words, although these instructors consulted to the teacher trainers with a few demands, they could not find a common ground to heal them. Still,

despite positive manner of instructors at foundation universities, when teacher trainers' opinions were also regarded, it became explicit that they could not recognize the instructors with their needs indeed.

Another remarkable element was again related to the needs. It was clarified on condition that the needs of instructors at state universities matched with the programme thoroughly, then they would be more motivated to take part in these events.

When the evaluation of these trainings was taken into account, no real follow-ups were detected to be used by teacher trainers. Moreover, in spite of the sympathy of teacher trainers and directors, only one real evaluation system was found to be active at universities. They mostly conducted it with traditional instruments, such as questionnaires or feedback.

The profiles of the instructors also displayed that state universities did not pay as much attention as the foundation universities to employing experienced academic staff. Similarly, the teacher trainers at foundation universities were found to have longer years of teaching experience than state universities. Furthermore, they kept up with the changes in teacher education, such as showing awareness to creativity in teaching or utilizing state of art techniques in language education. Yet, teacher trainers at state universities regarded motivation and group works best, which were stated among the stereotypes.

CPD activities were run more frequently and functionally at foundation universities. Some instructors were even noted to have complained about their intervals and schedule. This was because they were carried out compulsorily. Nevertheless, state universities were not strict about it to that extent. Furthermore, the teacher trainers at state universities cannot perform abundant CPD activities due to lack of time.

Regarding the numbers and frequency of activities and depending on teacher trainers' views as well, state universities were reflected to be getting worse, while foundation universities were getting better. The basic motive lying under that fact from director's side was gaining no academic or financial profit of the instructors after trainings or this was due to their overconfidence.

Foundation universities did not necessitate external assistance as much as state universities which were more predisposed to get external help. Nonetheless, both contexts preferred to administer those activities on their own, which was the priority of most instructors.

The directors stated their complacency to INSETs at schools to a large extent. They also believed that instructors would proceed a lot at CPD. Moreover, directors at state universities indicated their support via giving off-days for instructors to keep on their academic studies. However, the biggest problem they encountered was the lack of financial support from the Council of Higher Education. From their sides, this was even evident in unsettled evaluation system at universities. Hence, they relied on teacher trainers to compensate for this failure and consequently to raise students' level of achievements. The reason was that they would be able to learn the immediate needs of the instructors in a friendly atmosphere much better than anyone else. In line with this purpose, they placed emphasis on selecting the teacher trainers out of all instructors. Accordingly; the directors at state universities chose teacher trainers on the basis of their experience. On the contrary, educational background was the utmost feature at foundation universities.

As to the effective aspects of CPD by the instructors, sharing experience was ranked as the first. Besides that, they opposed to label any training as 'not useful' in the main.

Another fundamental point was the degrees of the instructors. At state universities, they held higher academic degrees than the foundation owing to two reasons. Firstly, the directors at two state universities could show more positive manner to instructors' self-actualization in academic life. Another was the workload at foundation universities and the schedule of instructors' to maintain their studies.

On the way to enhance CPD system at universities, some suggestions might be offered in the following section under the name of implications.

6.1. Implications for English Language Instructors' Continuing Professional Development

In this part of the thesis, the implications of CPD for all stakeholders of the study will be presented.

Firstly, upon carrying out needs analysis on instructors, teacher trainers should define and organize expressed needs well. Another substantial investigation would be their knowledge. Their knowledge of self, students, school, principals, methodology and testing should be revealed too.

The teacher trainers are also supposed to discover any probable perceived needs of the instructors as well as expressed needs. This is because sometimes the instructors might not

be so knowledgeable about their own needs or it may have changed within years. Additionally, they should be evaluated according to their needs. For this reason, teacher trainers are to be good supervisors, too.

In parallel, the teacher trainers should narrow down short and long term goals and the contents of the programme in the light of an outline. Still, four basic skills, pedagogical knowledge, professional and academic tasks should always be dealt as the backbone of the study. In addition, they can prioritize the collegiality, reflectivity and sharing experience among instructors so as to reach independency. As the result of the study has described the neglect of state universities in regarding needs and collegiality for instructors to gain autonomy, this should attach more importance to the teacher trainers at state universities.

Moreover, the number of the activities should reach an exact number per year so that the teacher trainers could fix the hours of the trainings and prepare adequate events for the instructors. They have also declared that the time management problem arises due to the modular system at some of the universities, and modification of it can offer new occasions for teacher trainers to arrange meetings.

The other suggestion may be the post activities following the performances in that the teacher trainers may not get enough feedback from instructors and it can block the ways of improving themselves upon watching their failures. Likewise, they are supposed to consider instructors' feedback and reports about the presentation so that they could coordinate much better and complete the assessment process before conducting the evaluation.

As to the guidance to instructors, observations, mentoring, course records should be systematized. They can also be in the form of workshops or seminars.

Furthermore, the existence of both experienced and less experienced staff might create a problem to shape CPD programmes. In that case, two different topics may be offered to the population, and they can be grouped into two classes. In this way, they could be classified according to their different kinds of problems encountered in the phases of teaching performance.

As another result has been about the inconsistent comments of teacher trainers with regard to the external help, the best suggestion for teacher trainers and external teacher trainers will be to introduce academic staff and inform them about profile of the school, mention

the needs and expectations besides attitudes of instructors beforehand. Last to mention, they should include more creative and thought-provoking themes in their contents.

As to the directors, they should have major criteria about the decision-makers of the programme. They need to give place to instructors' opinions during this process, too. Furthermore, it has been recorded that depending on their *Alma meter*, the instructors have been employed to these institutions. Still, the directors are supposed to give chance to other university graduates to break this fallacy. In addition, more ELT graduate instructors should be recruited so as to advance the quality of CPD activities.

As obligatory attendance to the events has been popular among universities, the motivation level of instructors has decreased notably at foundation universities. That is why, the trainings should be voluntary-based for instructors and they could decide what events to take part in heartedly. This should be achieved through an appraisal system as at foundation universities. Provided that any problem about the schedule appears as a challenge, then they could adopt e-INSETs as a form of ICT.

In order to raise CPD achievement, the directors should also provide extra time and an office separated only for PDU members to work in. In other words, the directors should give more opportunities for the teacher trainers to improve teacher education facilities at school.

6.2. Implications for Further Research

In regard to the results, a further study can be operated at the same universities after three to five years in order to record the changes at schools with the help of this model. Additionally, having applied the model at universities a year later, the instructors can be monitored so as to understand to what extent they could proceed in 2019-2020 academic year.

This study can also be beneficial to the schools or universities which are on the way to establish PDU. They can learn the basic difficulties of each stakeholder, and show respect to them.

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APPENDICES

Appendix 1. Consent Form

Your signature below indicates that you have decided to volunteer as a research participant for this doctorate dissertation and that you have read and understood this form. Your information will not be shared by anyone, but just for the aim of this research.

Date: _____

Participant's Name: _____

Participant's Signature:

_____

Investigator's Name: Zülal AYAR

Appendix 2. Questionnaire for Instructors

Dear Participant,

I greatly appreciate your valuable time and efforts that you will spend in filling out this questionnaire. This survey is mainly focusing on Continuing Professional Development (CPD) of EFL instructors at Turkish universities. We are anticipating having your accurate answers that will enable us to reach accurate results.

Please note that all the information included in this survey is confidential and only used in the scientific purposes of the research.

Thank you for your sincere cooperation

Zülal AYAR

Questionnaire for Instructors:

PART 1

Age:

( ) 23 to 30 years ( ) 31 to 40 years ( ) 41 to 50 years

( ) 51 to 60 years ( ) more than 60 years

Gender:

( ) Female ( ) Male

Years of teaching experience:

( ) newly graduate ( ) 1 to 5 years ( ) 6 to 10 years

( ) 11 to 20 years ( ) 21 to 30 years ( ) more than 31 years

Major:

( ) English Language Teaching ( ) American Culture and Literature

( ) English Linguistics ( ) English Translation and Interpretation

( ) English Language and Literature ( ) Other (please specify)

Educational background:

( ) Bachelor's Degree ( ) Master's Degree ( ) Doctor of Philosophy

( ) Others

PART 2

(QUESTIONS ABOUT PROFESSIONAL DEVELOPMENT PROCESS)

Please select any relevant options below

1. **How often do you have Professional Development courses at your school?**

____ once a month ____ once a term ____ once every six months

____once an educational year ____ other (please specify)

2. **When are these trainings held in your institution?**

____ at the weekends ____ at office hours

____ in overtime periods ____ other (please specify)

3. **Who provides training for you in your institution?**

____ teacher trainers at school ____other instructors

____ external teacher trainers ____ other (please specify)

4. **Is attendance to these teacher training programmes voluntary or compulsory?**

____ Voluntary ____ Compulsory

5. **If you attend voluntarily, what are your reasons to take part in the activity according to priority (1 refers to the most significant item)?**

__ the topics are matched best with your needs __it is correlated with your interests

____ you need a learning environment where all instructors learn something new from one another

____ it is part of your professional development ____ other (please specify)

6. **If you attend compulsorily, what are the base distractors for you not to take part in CPD?**

____ time ____ I have already known all of the things they mention

____ I cannot earn money ____ it is not correlated with my needs

____ I have no alternatives ____ the directors do not support it

____ other (please specify)

7. **Who determines the content of the programme?**

____ director ____ vice-director ____ trainer

____coordinator ____ instructor ____ other (please specify)

8. **How do you inform your needs to teacher trainers?**

____ in meetings ____ via personal messages ____ other (please specify)

9. **What kind of practices do you apply with your colleagues to advance your professional learning?**

____ peer observation ____ study groups ____ mentoring

____ sharing experiences ____ team teaching ____ other (please specify)

10. **Do you think that those teacher trainings motivate you to hold further academic degrees, such as MA, PhD?**

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

11. **Do you believe in the significance of these trainings for new opportunities in ELT?**

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

12. **Do you think that your institution takes your feedback in professional assessment?**

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

13. Do you have a supportive learning atmosphere among colleagues at school?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

(QUESTIONS ABOUT THE CONTENT OF THE PROGRAMME)

14. Do the contents of the programme match with your immediate professional needs or needs in general?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

15. What are tasks you have been presented by teacher trainers or programme developers?

____ about time management ____ teaching four basic skills ____ using technology

____ research ____ teaching students at different proficiency

____ classroom management skills ____ giving feedback/ dealing with errors

____ teaching vocabulary ____ teaching grammar ____ teaching pronunciation

____ strategies for evaluation and assessment ____ other (please specify)

16. In your opinion, what are your professional needs?

____ conducting research ____ using technology ____ increasing students' motivation

____ preparing materials ____ teaching integrated skills ____ other (please specify)

17. What kind of opportunities is presented to you in line with your needs, expectations?

__ seminars __ trainings in your institution ___ other locations – in Turkey or on abroad-

(QUESTIONS ABOUT THE PREFERENCES OF TEACHERS)

18. What makes you think that you need CPD programmes?

____ improving your teaching skill ____ gaining awareness about being autonomous

____ learning other teachers' common problems and finding a way out

____ widening your horizon ____ other (please specify)

19. What's your expectation from courses? (the things you aim to gain at the end of the training)

____ solving personal problems on your own ____ investing in your future career

____ getting the significance of self-improvement

____ the difficulties teachers face and the solutions

____ learning basic information about CPD without holding any academic degree (master, PhD)

____ other (please specify)

20. How do you apply the new knowledge skills you gained from the programme into your classes?

____ applying common teaching principles ____ research

____ suitable assessment practices ____ other (please specify)

21. How do they contribute to your teaching experience in higher education?

____ improvement of in-class practice ____ reflections on their own way of teaching

____ learning more about students' needs, preferences, learning styles

____ other (please specify)

22. What is the most impressive side of the programme that you felt improved thereafter?

__sharing experiences __learning more about your teaching style __other (….)

23. What could you suggest for CPD programmes to be much better and effective?

____ providing integration of ideas among colleagues

____ helping me enhance my teaching skills

____ gaining me awareness of changed approaches in ELT

____ making me have autonomy

____ helping me see the theoretical background of teaching practices

____ being adoptable into teaching performance

____ making me change my beliefs and teaching style

____ motivating me to seek for other professional trainings

____ offering creativity for new teaching practices

____ helping me see what technologic enhancement means

____ handling recent issues about language teaching

____ creating a learning environment among colleagues

____ other (please specify)

PART 3

1. According to you, CPD means (please choose any one(s) of the following)

- ☐ Subscription to an ELT journal
- ☐ Attending seminars on ELT
- ☐ Holding academic degrees
- ☐ Being knowledgeable about how to use instructional technology
- ☐ Reading and following ELT resource boks
- ☐ The exchange of ideas with colleagues
- ☐ Carrying out action research
- ☐ Recording class performance to examine later
- ☐ Implementing new teaching methods in class
- ☐ Being able to motivate oneself/ gain autonomy
- ☐ Learning the ways of using technology in class
- ☐ Dealing with students' needs and being able to redesign the lesson
- ☐ The competence of evaluating the effectiveness of one's teaching
- ☐ Other: _____

2. Which of the organizations arrange CPD to you?

- ☐ Your institution
- ☐ British Council
- ☐ English Language Education Association (INGED, IATEFL, TESOL)
- ☐ International Publishing Houses
- ☐ Other: _____

Appendix 3. Questionnaire for Teacher Trainers

Dear Participant,

I greatly appreciate your valuable time and efforts that you will spend in filling out this questionnaire. This survey is mainly focusing on Continuing Professional Development (CPD) of EFL instructors at Turkish universities. We are anticipating having your accurate answers that will enable us to reach accurate results.

Please note that all the information included in this survey is confidential and only used in the scientific purposes of the research.

Thank you for your sincere cooperation

Zülal AYAR

Questionnaire for Teacher Trainers:

PART 1

Age:

( ) 23 to 30 years ( ) 31 to 40 years ( ) 41 to 50 years

( ) 51 to 60 years ( ) more than 60 years

Years of teaching experience:

( ) newly graduate ( ) 1 to 5 years ( ) 6 to 10 years

( ) 11 to 20 years ( ) 21 to 30 years ( ) more than 31 years

Major:

( ) English Language Teaching ( ) American Culture and Literature

( ) English Linguistics ( ) English Translation and Interpretation

( ) English Language and Literature ( ) Other (please specify)

Educational background:

( ) Bachelor's Degree ( ) Master's Degree ( ) Doctor of Philosophy

( ) Others

Professional Qualifications:

( ) CELTA (Certificate in Teaching English to Speakers of Other Languages)

( ) DELTA (Diploma in Teaching English to Speakers of Other Languages)

( ) DOTE (Diploma for Overseas Teachers of English)

( ) COTE (Certificate for Overseas Teachers of English)

( ) DTEFLA (Diploma in the Teaching of English as a Foreign Language to Adults)

( ) Other (please specify)

PART 2

(QUESTIONS ABOUT CONTINUING PROFESSIONAL DEVELOPMENT PROCESS)

Please select any relevant options below

1. **How long have you been qualified as a teacher trainer in your institution?**

____ 1 to 5 years ____ 6 to 10 years ____ 11 to 15 years

____ 16 to 20 years ____ 21 years or more

2. **How do you decide on the content of the programme?**

____ via needs analysis ____ with personal contact

____ upon demands of instructors, director's decision ____ Other (please specify)

3. **Are your professional development trainings voluntary or compulsory to attend?**

____ voluntary ____ compulsory

4. **How long do the programmes last?**

____ up to 30 minutes ____ up to 45 minutes ____ up to 60 minutes

____ up to 90 minutes ____ up to 120 minutes ____ more (please specify)

5. **How often could you organize these trainings?**

____ once a month ____ once a term ____ once every six months

____once an educational year ____ other (please specify)

6. **How could you determine their changes?**

____ with an evaluation system ____ other (please specify)

7. **How do you obtain academic assistance for your own professional attainment?**

____ by attending workshops or seminars regularly ____ with study groups

____ peer mentoring ____ other (please specify)

8. **How do you get opportunities for your own professional attainment?**

____ by attending workshops or seminars regularly ____ with study groups

____ peer mentoring ____ in-service training ____ other (please specify)

9. **How often could you contact with ELT professional development centres or courses?**

____ once a month ____ once a term ____ once every six months

____once an educational year ____ other (please specify)

10. **Do you keep track of any specific programme to cover into your courses?**

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

11. Do you centre on teachers' professional needs and conduct needs analysis before the programme?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

12. Does your director provide a budget for CPD to you?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

13. Does your director provide support for CPD to you?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

14. Does your director provide extra time for CPD to you?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

15. Do you develop any programmes for the director?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

(QUESTIONS ABOUT THE CONTENT OF THE PROGRAMME)

16. Do your courses cover teaching and learning theories, approaches?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

17. What are the opportunities you presented to instructors via these programmes?

__ conducting research ___ using games __ preparing materials

__ increasing students' motivation __ teaching integrated skills __ other (please specify)

(QUESTIONS ABOUT PREFERENCES OF TEACHER TRAINERS)

18. In your opinion, what are the teachers' immediate needs according to priority of the importance (1 refers to the most significant item)?

____ time management ____ teaching four basic skills ____ using technology

____ research ____ teaching students at different proficiency

____ classroom management skills ____ teaching vocabulary

____ giving feedback/ dealing with errors ____ teaching grammar

____ teaching pronunciation ____ strategies for evaluation & assessment

____ other (please specify)

19. What are your suggestions to improve CPD in your institution?

____ providing integration of ideas among colleagues

____ helping them to see the theoretical background of teaching practices

____ motivating them to seek for their own professional trainings

____ offering creativity

____ handling recent issues about language teaching

____ creating a learning environment among colleagues

____ other (please specify)

20. Do you believe that these programmes increase continuing professional development and make changes on teachers?

___ Definitely true __ Mostly true __ Not sure __ Mostly false __ Definitely false

PART 3

1. Please choose any one (s) of the following relevant reasons for the programmes in your school.

___ Request from the director

___ Request from instructors

___ General academic policy to follow

___ Increasing students' achievement levels

___ The number of novice teachers

___ The promotion of other teacher training programmes, such as INGED, TESOL

____Other:

2. Please tick the item(s) you include as the content of your programme.

___ Teaching four basic skills

___ Using technology

___ Research

___ Teaching students at different proficiency

___ Classroom management skills

___ Teaching grammar

___ Teaching pronunciation

___ Strategies for evaluation and assessment

___ Giving feedback/dealing with error

___ Teaching vocabulary

___ Other (please specify):

3. Please tick the ways of your CPD programme evaluation feedback below.

___ interviews,

___ questionnaires,

___ feedback from teachers,

___ peer observations,

___ taking part in the lesson with teachers

___ trainer observation

___ feedback gained from master, PhD studies ___ Other (please specify):

4. Please choose any one (s) of the following relevant reasons that teachers might not be willing to take part in CPD courses according to your perception.

___ They feel they are qualified enough not to participate any trainings

___ They believe gaining experience in years can make them professional

___ They do not want to hear any theoretical information to adopt into their class

___ They do not gain any benefit for their academic status

___ They cannot earn extra money when they attend these programmes

___ They cannot obtain exact knowledge about what to do or how to behave in particular teaching situations, but only new perspectives to broaden their horizon

___ They do not want to invest time for these extracurricular activities

___ They may not relate their needs with the content of the programmeme

___ They would rather self-professional development strategies than come and listen to the trainers

___ They might not find teacher trainers competent enough in their field

5. Please choose any of the relevant reasons below what professional development could mean for the teachers in your institution.

- ☐ Subscription to an ELT journal
- ☐ Attending seminars on ELT
- ☐ Holding academic degrees
- ☐ Being knowledgeable about how to use instructional technology
- ☐ Reading and following ELT resource boks
- ☐ The exchange of ideas with colleagues
- ☐ Carrying out action research
- ☐ Recording class performance to examine later
- ☐ Implementing new teaching methods in class
- ☐ Being able to motivate oneself/ gain autonomy
- ☐ Learning the ways of using technology in class
- ☐ Dealing with students' needs and being able to redesign the lesson
- ☐ The competence of evaluating the effectiveness of one's teaching
- ☐ Other: _____

Appendix 4. Questionnaires for Directors in Turkish

Sayın Hocam;

Bu anketin amacı, Türk özel ve devlet üniversitelerinde çalışan İngilizce öğretim görevlilerinin mesleki gelişimi üzerine yazılmakta olan doktora tezi için veri toplamaktır. Bu formda kişisel herhangi bir bilgi talep edilmemekte olup elde edilen veriler yalnızca akademik araştırma amacı ile kullanılacaktır. Veri toplama sürecinin etkin olması için tüm sorulara objektif ve içten yanıtlar vermeniz ve katılımınız için teşekkür ederim.

Zülal AYAR

1. Bölüm

Yaş:

( ) 23 - 30 ( ) 31 - 40 ( ) 41 - 50 ( ) 51 - 60 ( ) 60 üstü

Öğretim Tecrübesi:

( ) 1- 5 yıl ( ) 6 -10 yıl ( ) 11 - 20 yıl ( ) 21 -30 yıl ( ) 31 yıl ve üzeri

Anadal:

( ) İngilizce Öğretmenliği ( ) Amerikan Kültürü ve Edebiyatı

( ) İngiliz Dilbilimi ( ) İngilizce Mütercim-Tercümanlık

( ) İngiliz Dili ve Edebiyatı ( ) Diğer (lütfen belirtiniz)

Eğitim Bilgileri:

( ) Lisans ( ) Yüksek Lisans ( ) Doktora ( ) Diğer (lütfen belirtiniz)

2. Bölüm (Mesleki Gelişim Süreci ile ilgili Sorular)

Lütfen aşağıda bulunan uygun şıkları seçiniz.

1. Kurumunuzda görev yapmakta olan kaç adet İngilizce öğretim görevlilerinin bulunmaktadır?

____ 10-50___ 51-100 ____ 101-150 ____ 151-200 ____ 201-250 ____ 251 ve üzeri

2. Okulunuzda mesleki gelişim birimi yer almakta mıdır?

____ Evet ____ Hayır

3. Okulda İngilizce öğretim görevlilerinin kendini geliştirmesi için ne gibi olanaklar sunmaktasınız?

____ mesleki gelişim bağlamında akademik destek ___ mesleki gelişim için ek zaman

____ mesleki gelişim programmeları ____ mentorlük ____ farklı motivasyon yöntemleri (lütfen belirtiniz)

4. Mesleki gelişim programmelarının içeriği kim ya da kimler tarafından oluşturulmaktadır?

____ siz ____ eğitmenler ____ tüm İngilizce öğretim görevlilerinin

____ var olan bir programmeın takibiyle ____ kitabevi eğitim gönüllüleri ____ diğer (lütfen belirtiniz)

5. İngilizce öğretim görevlilerinin akademik çalışmalarda ki mesleki gelişimi hakkında nasıl bilgi sahibi olmaktasınız?

____ eğiticilerin yardımıyla ____ okuldaki değerlendirme ölçüt/sistemiyle

____ diğer (lütfen belirtiniz)

6. Mesleki gelişimi sürdürmek için İngilizce öğretim görevlilerinin ihtiyaçlarından nasıl haberdar olursunuz?

____ ihtiyaç analiziyle ____ eğiticilerin onlarla olan diyaloğu ve yansımaları neticesinde

____ toplantılarla ____ diğer (lütfen belirtiniz)

7. Mesleki gelişim programmeları İngilizce öğretim görevlilerinin için zorunlu mudur yoksa gönüllülük esasına mı dayalıdır?

____ gönüllülük esas alınır ____ zorunludur

8. Mesleki gelişim programmeları ne kadar sürmektedir?

____ 30 dakika kadar ____ 45 dakika kadar ____ 60 dakika kadar

____ 90 dakika kadar ____ 120 dakika kadar ____ daha çok (lütfen belirtiniz)

9. Ne sıklıkta mesleki gelişim programmelarını düzenlemektesiniz?

____ ayda bir ____ dönemde bir ____ altı ayda bir

____ yılda bir ____ diğer (lütfen belirtiniz)

10. Eğiticilerin mesleki gelişimini devam ettirebilmesi için ne tür bir akademik yardım sunmaktasınız?

____ eğiticileri kursa gönderme ____ gerekli olduğunda başka şehre gönderme

____ diğer (lütfen belirtiniz)

11. Eğiticilerin mesleki gelişimi için ne tür olanaklar sunmaktasınız?

____ eğiticileri kursa gönderme ____ gerekli olduğunda başka şehre gönderme

____ diğer (lütfen belirtiniz)

12. Okuldaki mesleki gelişim programmelarına bütçe ayırır mısınız?

____ Kesinlikle ____ Çoğunlukla ____ Kararsızım ____ Çok değil ____ Hiç

13. Okuldaki mesleki gelişim programmelarına destek (ek zaman) vermekte misiniz?

____ Kesinlikle ____ Çoğunlukla ____ Kararsızım ____ Çok değil ____ Hiç

14. Mesleki gelişim programmeı doğrultusunda İngilizce öğretim görevlilerinin gelişimi okula özgü bir sistemle ve özel bir uygulamayla mı takip edilmektedir?

____ Kesinlikle ____ Çoğunlukla ____ Kararsızım ____ Çok değil ____ Hiç

(Okul Yöneticilerinin Kişisel Tercihiyle İlgili Sorular)

15. Mesleki gelişim programmelarının öğretmenlerin ihtiyaçlarına göre yürütülmesi gerektiğine inanıyor musunuz?

____ Kesinlikle ____ Çoğunlukla ____ Kararsızım ____ Çok değil ____ Hiç

16. Okulunuzda ılımlı bir öğretim havası var mıdır?

____ Kesinlikle ____ Çoğunlukla ____ Kararsızım ____ Çok değil ____ Hiç

17. Eğiticileriniz tarafından geliştirilip uygulanan programmelar hakkında ne düşünüyorsunuz?

____ tasarlanma sürecinden haberdarım

____ bu eğitimlerden birisine önceden katıldım

____ öğretmenlerin bakış açılarına ve düşüncelerine yer veriliyor

18. Öğretmen ve eğiticilere hangi kıstasa dayanarak yetki verdiğinizi lütfen önem sırasına göre belirtir misiniz? (en çok önem arz eden 1 puandan 5 puan aralığına kadar sıralanmalıdır)

____ deneyim ____ ana bilim dalı ____ eğitim bilgileri

____ sertifikalar ____ okulda ona karşı olan genel tutum ____ diğer (lütfen belirtiniz)

19. Kurumunuzda mesleki gelişim eğitimlerini ilerletmek adına sunacağınız öneriler nelerdir?

____ öğretim elemanları arasında fikir birliği sağlama

____ öğretim uygulamalarında öğretmene teorik bilgi sunma

____ kendi mesleki gelişimlerini kendilerinin sağlaması için motive etme

____ yaratıcılıklarını ortaya çıkarmada yardımcı olma

____ dil öğretimi konusundaki güncel bilgileri ele alma

____ öğretmenler arasında bir öğrenim havası oluşturma

____ List yönetimini sürecin içine almak için paylaşım toplantıları yapma

____ diğer (lütfen belirtiniz)

<u>3. Bölüm (mesleki gelişim programmeları)</u>

1. Mesleki gelişim programmelarının okulunuzdaki uygulanma nedenlerini lütfen işaretleyiniz (birden fazla seçim yapabilirsiniz)

___ sizin önerileriniz sonucu

___ İngilizce öğretim görevlilerinin isteği üzerine

___ takip edilen akademik prosedür gereği

___öğrencilerin başarı seviyesini arttırmak için

___ deneyimsiz öğretmen sayısının çokluğu

___ INGED, TESOL gibi diğer akademik organizasyonların desteği

___ diğer (lütfen belirtiniz)

2. Gelişim programmelarının değerlendirilmesi hangi geri dönüt araçlarına göre yapılmaktadır?

___ görüşmeler,

___ anketler,

___ öğretmen ve eğiticilerden dönütler,

___ akran gözlemi,

___ derslere öğretmenlerle beraber katılım

___ yüksek lisans-doktora verileri

___ diğer (lütfen belirtiniz)

3. Okulunuzdaki mesleki gelişim programmeları için hangi kurumlara ev sahipliği yapmaktasınız?

___ İngiliz dili eğitim dernekleri (INGED, IATEFL, TESOL)

___ British Council (İngiliz Eğitim Merkezi)

___ uluslararası yayın evleri

___ kendi kurumumuz/üniversitemiz

___ diğer üniversiteler

___ diğer (lütfen belirtiniz)

4. Aşağıda verilen seçeneklerden hangisi İngilizce öğretim görevlilerinin gelişim programmelarına <u>katılmamalarına</u> neden olarak gösterilebilir?

___ Hiçbir eğitime katılmayacak kadar kendilerini yeterli hissetmeleri

___ Yıllar içinde kazanılan tecrübenin onları profesyonelleştireceğine inanmaları

___ Sınıfta uygulamak için herhangi bir teorik bilgiyi dinlemek istememeleri

___ Akademik statüleri için hiçbir yarar elde edememeleri

___ Programmelara katıldıklarında hiç para kazanamamaları

___ Eğitimleri boyunca özel durumlarda neyi nasıl öğretecekleri hakkında net bir bilgi alamamaları, sadece bakış açılarını genişletmeleri

___ Ders dışı aktivitelere fazladan zaman ayırmak istememeleri

___ Sunulan programmela kendi ihtiyaçlarını tam bağdaştıramamaları

___ Programmea katılıp eğiticiyi dinlemektense kendi gelişim yollarını kendilerinin bulmak istemesi

___ Eğiticiyi alanında yeterli görmemeleri

5. **Okulunuzdaki İngilizce öğretim görevlilerinin mesleki gelişimi için uygun seçenekleri lütfen işaretleyiniz**

___ İngilizce öğretimi ile alakalı yayınlara üyelik

___ Sınıfta yeni metodları uygulama

___ İngiliz dili öğretimi seminerlerine katılım

___ Özerklik kazanma ve kendini motive edebilme

___ Akademik derece elde etme

___ Sınıf içi teknoloji kullanımına hâkimiyet

___ Eğitim teknolojisinin kullanımı hakkında bilgilenme

___ Öğrenci ihtiyaçlarına göre dersi şekillendirebilme

___ İngilizce öğretim kaynaklarını takip edebilme

___ Birinin öğretiminin etkinliğini değerlendirebilme

___ Diğer öğretim görevlilerinin fikir alışverişinde bulunma

___ Eylem araştırması yapma

___ Sonradan değerlendirmek üzere sınıf içi performansı kayıt altına alma

Appendix 5. Questionnaire for Directors

Dear Participant,

I greatly appreciate your valuable time and efforts that you will spend in filling out this questionnaire. This survey is mainly focusing on Continuing Professional Development (CPD) of EFL instructors at Turkish universities. We are anticipating having your accurate answers that will enable us to reach accurate results.

Please note that all the information included in this survey is confidential and only used in the scientific purposes of the research.

Thank you for your sincere cooperation

Zülal AYAR

Questionnaire for Directors:

PART 1

Age:

( ) 23 to 30 years ( ) 31 to 40 years ( ) 41 to 50 years

( ) 51 to 60 years ( ) more than 60 years

Years of teaching experience:

( ) 1 to 5 years ( ) 6 to 10 years ( ) 11 to 20 years

( ) 21 to 30 years ( ) more than 31 years

Major:

( ) English Language Teaching ( ) American Culture and Literature

( ) English Linguistics ( ) English Translation and Interpretation

( ) English Language and Literature ( ) Other (please specify)

Educational background:

( ) Bachelor's Degree ( ) Master's Degree ( ) Doctor of Philosophy ( ) Others

PART 2

(QUESTIONS ABOUT PROFESSIONAL DEVELOPMENT PROCESS)

Please select any relevant options below

1. What is the number of English language teachers in your institution?

___ 10 to 50___ 51 to 100___ 101 to 150____ 151 to 200___ 201 to 250___ 251 or more

2. Do you have a professional development unit at school?

____ Yes ____ No

3. What are the ways of professional development opportunities to your English language teachers at school?

____ academic support through CPD ____ extra time for CPD

____ CPD programmes ____ other ways of motivation (please specify)

4. Who are the decision makers of the content of the CPD programme?

____ you ____ teacher trainers ____ teachers all together

____ only by adapting an already running programme ____ other (please specify)

5. How do you inquire about English language teachers' continuing development in academic studies?

____ with the help of teacher trainers ____ with an evaluation system in your institution

____ other (please specify)

6. How could you be informed about teachers' needs to sustain their professional development?

____ via needs analysis ____ teacher trainers' contact with teachers and their reflections

____ in meetings ____ other (please specify)

7. Are your professional development programmes voluntary or compulsory for English language teachers to attend?

____ voluntary ____ compulsory

8. How long do the CPD programmes last?

____ up to 30 minutes ____ up to 45 minutes ____ up to 60 minutes

____ up to 90 minutes ____ more (please specify)

9. How often could you organize these trainings?

____ once a month ____ once a term ____ once every six months

____once an educational year ____ other (please specify)

10. How do you obtain academic assistance for your trainers' professional attainment?

____ sending them other courses ____ if necessary sending to other cities

____ other (please specify)

11. How do you provide opportunities for your trainers' professional attainment?

____ sending them other courses ____ if necessary sending to other cities

____ other (please specify)

12. Could you fund professional development activities at your school?

____ Definitely true ___ Mostly true ___ Not sure ____ Mostly false ____ Definitely false

13. Could you provide support (extra time) for professional development activities at your school?

____ Definitely true ___ Mostly true ___ Not sure ____ Mostly false ____ Definitely false

14. Do you have a specific format or school based system to evaluate teachers' progress in the light of these courses?

____ Definitely true ___ Mostly true ___ Not sure ____ Mostly false ____ Definitely false

(QUESTIONS ABOUT THE PREFERENCES OF DIRECTORS)

15. Do you believe that professional development practices are to be fulfilled according to teachers' needs?

____ Definitely true ___ Mostly true ___ Not sure ____ Mostly false ____ Definitely false

16. Do you think that your school represents a warm learning atmosphere for all teachers?

____ Definitely true ___ Mostly true ___ Not sure ____ Mostly false ____ Definitely false

17. What do you think about the programmes developed and carried out by teacher trainers?

____ you know the procedures of how they design it

____ you have already attended one of the trainings

____ they pay attention to teachers' reflections, and your view

18. How do you delegate the duties of teachers and teacher trainers according to importance (from 1 to 5)?

____ the experience ____ their major ____ educational background

____ their certificate ____ general view towards them at school____ other (please specify)

19. What are your suggestions to improve CPD in your institution?

____ providing integration of ideas among colleagues

____ helping teachers to see the theoretical background of teaching practices

____ motivating teachers to seek for their own professional trainings

____ offering creativity

____ handling recent issues about language teaching

____ creating a learning environment among colleagues

____ other (please specify)

PART 3 (professional development programmemes-seminars)

1. Please put a tick any relevant reasons you conduct these programmes at your school (you can choose more than one)

___ Request from you

___ Request from instructors

___ General academic policy to follow

___ Increasing students' achievement levels

___ The number of novice teachers

___ The promotion of other teacher training programmes, such as INGED, TESOL

___ Other (please specify)

2. Please tick the ways of your CPD programme evaluation feedback below.

___ interviews,

___ questionnaires,

___ feedback from teachers and teacher trainers,

___ peer observations,

___ taking part in the lesson with teachers

___ other (please specify)

3. How do you conduct CPD in your school?

- ☐ Your institution
- ☐ British Council
- ☐ English Language Education Association (INGED, IATEFL, TESOL)
- ☐ International Publishing Houses
- ☐ Other: _____

4. Please choose any one (s) of the following relevant probable reasons that teachers might not be willing to take part in CPD programmes according to your perception.

___ They feel they are qualified enough not to participate any trainings

___ They believe gaining experience in years can make them professional

___ They do not want to hear any theoretical information to adopt into their class

___ They do not gain any benefit for their academic status

___ They cannot earn extra money when they attend these programmes

___ They cannot obtain exact knowledge about what to do or how to behave in particular teaching situations, but only new perspectives to broaden their horizon

___ They do not want to invest time for these extracurricular activities

___ They may not relate their needs with the content of the programmeme

___ They would rather self-professional development strategies than come and listen to the trainers

___ They might not find teacher trainers competent enough in their field

5. Please choose any one(s) of the relevant reason for teachers' professional development in your school.

- ☐ Subscription to an ELT journal
- ☐ Attending seminars on ELT
- ☐ Holding academic degrees
- ☐ Being knowledgeable about how to use instructional technology
- ☐ Reading and following ELT resource boks
- ☐ The exchange of ideas with colleagues
- ☐ Carrying out action research
- ☐ Recording class performance to examine later
- ☐ Implementing new teaching methods in class
- ☐ Being able to motivate oneself/ gain autonomy
- ☐ Learning the ways of using technology in class
- ☐ Dealing with students' needs and being able to redesign the lesson
- ☐ The competence of evaluating the effectiveness of one's teaching
- ☐ Other: _____

Appendix 6. Interview Questions for Instructors

1. What is the meaning of continuing professional development to you?
2. Do you have any experiences about professional development programmes?
3. What is it like attending these programmes?
4. What is your general impression of INSETs in your institution?
5. Do you think that your school supports adequate in-service trainings as learning opportunities?
6. What is the continuity between INSET sessions?
7. Could you exemplify how you reflect what you learned from trainings to your teaching performance?
8. In what ways are they priceless or worthless when considered for your actual teaching?
9. What changes have you observed in your teaching since trainings started at school?
10. How has teacher training unit changed since your first arrival at school?
11. What would you do differently if you were the teacher trainer of these programmes?
12. What are the points that you feel the need of improvement in INSETS at school?
13. What does the school expect you to do about professional development?
14. Do the expectations of you and the school match with each other?
15. Are your expectations met after participating in courses?
16. How are the objectives of trainings identified? Who takes this decision?
17. How soon is the programme organized when you notice that you need professional development course? (If not, what do you do to close your gap?)
18. Are training sessions supply active involvement, team learning and other collective works?
19. What sort of professional development activities or practices work best for you in programme?
20. What is the biggest complain you have about INSETs in your school?
21. What are the facilities and resources of school to give the best learning opportunities to you?
22. How should the school advance CPD quality?

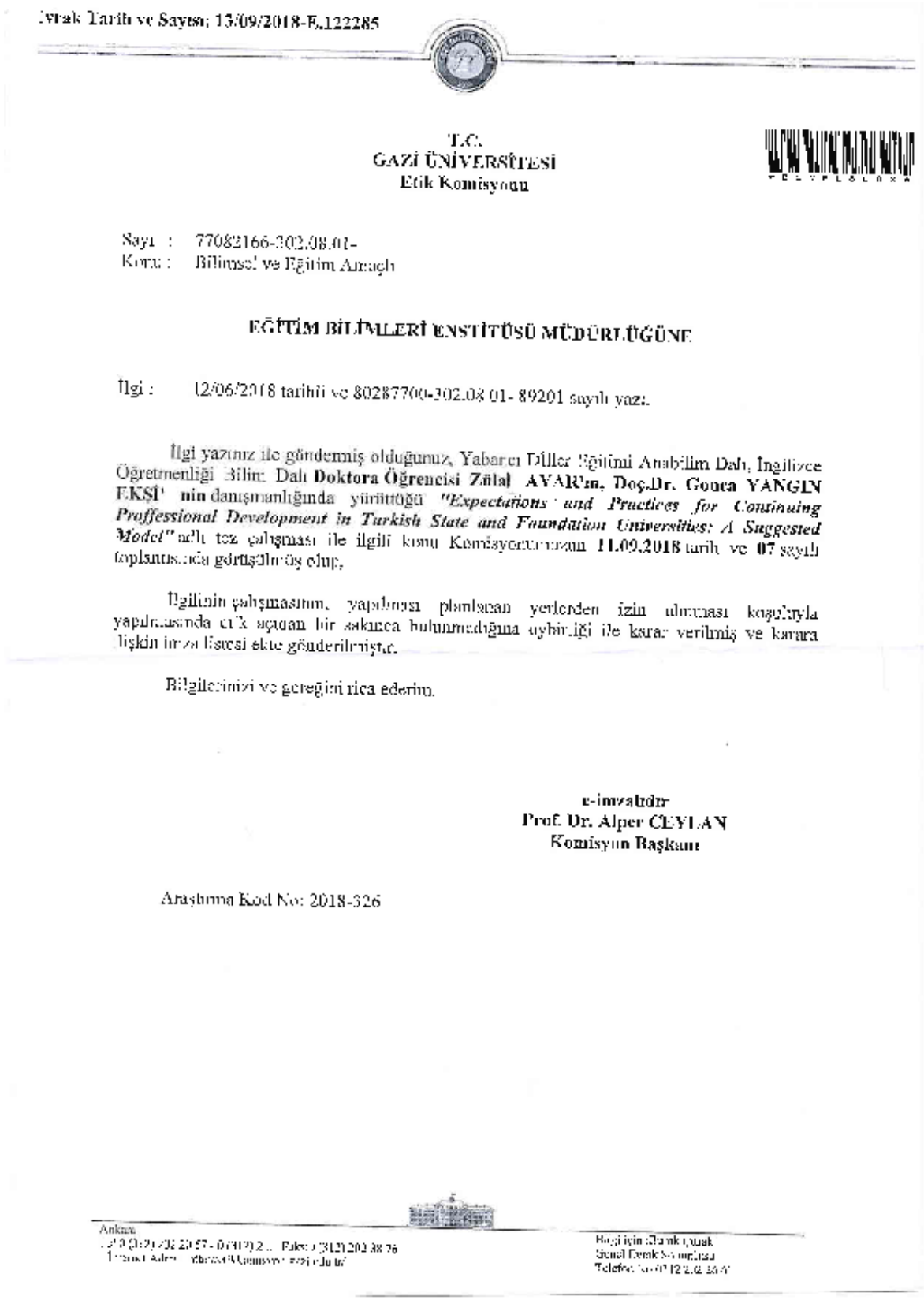
Appendix 7. Interview Questions for Teacher Trainers

1. What is your educational background as a teacher trainer?
2. How long did you teach prior to your training career?
3. What is the meaning of continuing professional development to you?
4. What is your general impression of INSETs in your institution?
5. How has teacher training unit changed since your first arrival at school?
6. Do you think that your school supports adequate in-service trainings as learning opportunities to teachers?
7. How do you plan INSETs at school?
8. Who are you planning the contents of the programme with?
9. What elements do you regard while preparing objectives of the trainings for your teachers?
10. In what ways do you think that those programmes at your school meet the overall expectations of INSETs?
11. What do you like most about your programmes at school?
12. What sort of professional development activities or practices work best for your teachers?
13. What is the biggest complain you receive from teachers about INSETs?
14. What are the facilities and resources of your school to give the best learning opportunities to the teachers?
15. Are your training sessions supply active involvement, team learning and other collective works for teachers?
16. How soon can you organize a programme when they demand professional development course?
17. What is the continuity between INSET sessions?
18. What do you evaluate about INSETs? (their satisfaction, outcomes, learning, students' success,…)
19. How do you assess successful and unsuccessful effects of the programme on teachers?
20. How can you be informed about whether their expectations are met or not after the course?
21. How should the school advance CPD quality?

Appendix 8. Interview Questions for Directors

1. What is the meaning of continuing professional development to you?
2. What is your general impression of INSETs in your institution?
3. How do you encourage your staff to improve themselves?
4. How has teacher training unit changed since your first arrival at school?
5. Do you think that your school supports adequate in-service trainings as learning opportunities to teachers?
6. How do you plan INSETs at school?
7. What elements do you regard while preparing objectives of the trainings for your teachers?
8. In what ways do you think that those programmes at your school meet the overall expectations of INSETs?
9. What are the facilities and resources of your school to give the best learning opportunities to the teachers?
10. How soon can you organize a programme when they demand professional development course?
11. What is the continuity between INSET sessions?
12. What do you evaluate about INSETs? (their satisfaction, outcomes, learning, students' success,…)
13. How do you assess successful and unsuccessful effects of the programme on teachers?
14. How can you be informed about whether their expectations are met or not after the course?
15. How should the school advance CPD quality?

Appendix 9. Ethics Committee Approval



Evrak Tarih ve Sayısı: 13/09/2018-E.122285

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : 77082166-302.08.01-
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 12/06/2018 tarihli ve 80287700-302.08.01- 89201 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı **Doktora Öğrencisi Zülal AVAR'ın, Doç.Dr. Gonca YANGIN EKŞİ' nin** danışmanlığında yürüttüğü ***"Expectations and Practices for Continuing Proffessional Development in Turkish State and Foundation Universities: A Suggested Model"*** adlı tez çalışması ile ilgili konu Komisyonumuzun **11.09.2018** tarih ve **07** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Alper CEYLAN
Komisyon Başkanı

Araştırma Kod No: 2018-326

Ankara
Bilgi için: Cemile Çakmak
Sosyal Bilimler Enstitüsü
Telefon: 0 312 202 86 67

Appendix 10. Transcripts of the Interviews

Interview Questions of a Director

1. **What is the meaning of continuing professional development to you?**

We ensure that we are offering the quality of product here. That means trying to have the best teaching staff possible. In order to have the quality of the teaching staff, and if you want your stuff to do best, it is necessary to provide training for them. Because things are always changing. There is always something new that can be learnt. I don't think that people should sit still.

2. **What is your general impression of INSETs in your institution?**

I think we have one of the best PDU among teacher development units in the country. Therefore, I think, it is an excellent programme, an efficient programme. It is an effective programme, and that is my general impression about that.

3. **How do you encourage your staff to improve themselves?**

There are two ways I think. It is a kind of, there is a core and core hard way, it is type to performance of appraisals. Teachers get points for participating in professional development opportunities.

Another effective way is, it is just a kind of ethos here. They know that they are working in a high quality institution, they want to learn by themselves, they don't need to be pushed to improve by themselves.

4. **How has teacher training unit changed since your first arrival at school?**

I started working here in September. Regarding specifically professional development, the number one thing that I have done is I broad what we are calling micro-credential, badging system in here. It is still early stages. We are getting awareness of the programme. But once it is upon running, I think it is going to be effective for professional development for two reasons. One is that it recognises that there are different levels of professional development even though the topic can be the same, peer observations, classroom management or whatever. So you can drill into that skill area, and the deeper you drill, the more recognition you get through these badges. The second thing is the performance and appraisals. It is strictly driven, self-driven, self-motivated. You need to do it yourself, it is not because of my points in the appraisal separating the two.

5. **Do you think that your school supports adequate in-service trainings as learning opportunities to teachers?**

It is a tricky balance. You can never have enough; the problem is having enough time. This is the issue. You know, we have a tight programme here, so people spend a good deal of

time preparing for the classes. We also have assessments, so we have to prepare for deliver, and that takes time. You have to going to take on that balance, because people don't want to feel that they are overwound due to this professional development.

6. **How do you plan INSETs at school?**

It is up to the PDU. PDU primarily, I mean we are a kind of people like, every once in a while someone can come up and say "I have got an idea, can I do something?". Right now, we have got a peer observation programme, which is essentially teacher-bounded.

***So you are not actively involved in the planning?**

No, I just can watch it from the side or behind. Because, you know Bahar. She is one of the best in the country. She is more experienced than extremely professionals, so I don't have to worry about it.

7. **What elements do you regard while preparing objectives of the trainings for your teachers?**

Not me directly, but CPD.

8. **In what ways do you think that those programmes at your school meet the overall expectations of INSETs?**

Absolutely. If not, they always try to adjust it. They don't just keep on doing the same thing over and over again. They make adjustments all the time. So they are very motivated by the quality as well. They change all the time.

9. **What are the facilities and resources of your school to give the best learning opportunities to the teachers or what is your secret behind this success?**

I think it is a couple of things. It may be the design of the programme, but I also think that you know this expression "the rich get richer". You know why, because they have got the resources. Our main resource in here is the quality of the instructors. So they help drive to train. If you are in a place where the instructors have not enough quality, they don't have a good education or they haven't been socialised for continuing education, then you could bring in, take Bahar there, and she is going to feel miserably. It is not about the person; it is about the philosophy, the environment, the context.

10. **How soon can you organize a programme when they demand professional development course, and what is the continuity between INSET sessions?**

In fact, I have been here for about eight weeks, and there is one at the very beginning, an orientation for the starting. There is one maybe two weeks later, and a follow up another

two weeks later. But that wasn't across the whole programme. Let's say, it is once a month.

11. What do you evaluate about INSETs?

Not much, because I haven't been here long enough to see.

12. How do you assess successful and unsuccessful effects of the programme on teachers, and how can you be informed about whether their expectations are met or not after the course?

I am sitting on the meetings. So I can hear their conversations. It is apparently because I am trying to learn about the organisation. This is partly because I am working on this badging, micro-credentialing system. So I get to sit and talk with them about this and other issues. But in terms of what is working, what is not working, I have my ears. So, I will hear something if people are not happy. So far, the feedback I am getting is perfect.

***What are your ways of getting feedback?**

Talking with teachers, I spend a lot of time talking with teachers. Not classroom observations, but observing the organisations.

13. How should the school advance CPD quality?

It is hard to say, I think this goes back to the issue of time, if we had more time, we would have chance to advance it. Perhaps we can have a more apparent diversity of these trainings, but that is only time to time. The problem is that the folks are working very hard here, with them in-class, with their preparing for the class, and there is assessment or something. And finding that balance between delivery and happiness of staff is pretty hard.

***So you do what needs to be done here?**

Right. But I think that for example the focus this term or semester is much on writing. So they develop what they call is a short course. This is what I really appreciate for the TDU. They didn't just say "Okay, we have to do something to improve our writing instruction, let's have a seminar on Tuesday afternoon. They didn't do that. What they did was they had two hours-session in orientation week. They had another two hours' session in a couple of weeks later. And then, the third one another weeks later. So, all in all about six hours of classroom. You are kind of training, and working together on these issues. So, it is not just one-shot. Okay, done that and tick. They focus on a specific area, next semester, they have got to different groups of trainings, and again it is going to be short courses.

Interview Questions of Another Director

1. **What is the meaning of continuing professional development to you?**

The person needs to keep oneself up-to-date (in terms of knowledge and self-development) and thus not to fall behind the current trend, but also to carry the leadership feature continuously.

2. **What is your general impression of INSETs in your institution?**

With regard to in-service trainings, we have such a drawback. We conduct in-service trainings usually for beginners, considering their first two years in here. Then, they continue independently. However, for some friends, there is a resistance after certain working year. They call themselves independent lecturers now. Yet, sometimes, when American or English trainers come to our school to give seminars, friends have a very high level of interest. But when a Turkish is called, they don't show much demand.

3. **How do you encourage your staff to improve themselves?**

These people are like cancer patients, now there's nothing to be done. Very minority of them would prefer to be a participant. A certain part think that they come here in the morning to give lessons, and return back home.

4. **How has teacher training unit changed since your first arrival at school?**

Actually, we have a little bit of a college policy here. Though it's positive, it deteriorates professional development unit. When I got here, there were nearly 50 lecturers who used to work with additional tuition fees. In this 7-year period, we have taken up to 40 friends into full-time position. The CPD unit has had very intense efforts in the early years in order to ensure orientation of the school to both part-time teachers, and new staff who have just been full-time instructors at the school. We have no part-time instructors in English unit now. Thus, it turns into a general impression that when all the teachers are all full-time and started this profession at least 2-3 years ago, the professional development unit does not have much work to do. On the one hand, the number of full-time instructors are increasing. On the other hand, we have lowered the workload capacity of the professional development unit, which led to some atrophy.

5. **Do you think that your school supports adequate in-service trainings as learning opportunities to teachers?**

We cannot call it “not enough numbers”, but they are not given under a strict programme and enough discipline.

6. **How do you plan INSETs at school?**

They do some of the training directly by consulting me. Sometimes it can be a publishing house, sometimes an institution or other universities. They let us know that they have such an opportunity like seminar or workshop, and they'd like to do it in our school. Then, we take the decision with our co-ordinators, and vice directors all together.

7. **What elements do you regard while preparing objectives of the trainings for your teachers?**

Opportunity! If there is such a seminar opportunity, we do not regard whether it is under the string of logic or what the target subject is about as long as it can take instructors one step forward.

8. **In what ways do you think that those programmes at your school meet the overall expectations of INSETs?**

I think, in general yes. Because I attend most of them myself, and the given answers or the questions asked there more or less show what they have taken from the training. No matter how little in amount, it means they've gained something.

9. **What are the facilities and resources of your school to give the best learning opportunities to the teachers?**

In and out of the provinces (touristic places) such activities are being done. We send them to this kind of seminar, providing financial support to 2-3 people, such as instructors who have a certain consciousness and are knowledgeable in the exam unit. What we want later is to share their learning outcomes, they earned there, with their friends here.

Normally, the instructor's compulsory course load is 24 hours. Our weekly schedule is based on 23 hours. We demonstrate our tolerance to our colleagues not only on the way to be professional, but also in scientific terms to improve themselves, enhance their self-development and hold a master or PhD degree. We're supplying an off-day to them if systematically there is no personnel deficiency. However, excluding that, we as a public university do not have the opportunity to send our employees abroad because of the limited budget.

10. **How soon can you organize a programme when they demand professional development course?**

There's no one demand coming from many instructors. They regard themselves as “I am all right now”. If it is to make such an organization, we need a month and a half for the trainer

from abroad, and a month is required to bring a trainer from Turkey. But we would like to do this in a way that we will offer its benefit to other public universities at least located in Ankara, rather than basing on only the university. Also, if universities go to share tasks among themselves, resource utilization becomes more sensible.

11. What is the continuity between INSET sessions?

Not regular.

12. What do you evaluate about INSETs and how do you assess successful and unsuccessful effects of the programme on teachers?

It's via a survey. But it's not always healthy, it can be sloppy. Apart from this, individual conversations are being executed.

13. How can you be informed about whether their expectations are met or not after the course?

In addition to surveys, what they say needs to be considered. Sometimes the teachers say "it's not acceptable because of the following reasons", and they suggest the solutions, this is actually what is desired.

14. How should the school advance CPD quality?

There are all kinds of in-service training courses provided by the university, but no instructors ever participate in any of them. Although our main goal is to teach English, development should be considered as a whole.

Interview Questions of a Teacher Trainer

1. **What is your educational background as a teacher trainer?**

My educational background as a teacher trainer; I started off as training to be a CELTA tutor and this was going back now to the beginning of the 1990s. I became a CELTA tutor, and then I became a teacher trainer; officially of teacher trainer when I joined the teacher development unit at the Izmir University of Economics. I have been teaching training now for the last 15 years.

2. **How long did you teach prior to your training career?**

Let me think, I must have taught, it must have been about 20 years.

3. **What is the meaning of continuing professional development to you?**

The meaning is, one is always learning it doesn't matter what subject or what the field you are in. You are always learning, and learning is development.

4. **What is your general impression of INSETs in your institution?**

I think it is really good. I believe we are one of the few universities which has in-service training. I think it is very much appreciated by our staff. I think it is very good that the administration allots a certain amount of time in the curriculum for INSETs.

5. **How has teacher training unit changed since your first arrival at school?**

In 2003, nearly 15 years ago. There are quite a few things changed. We give more workshops; we offer short courses now. When I first started, there was generally observing. There were workshops of course. The school has grown a lot. So, we offer short courses, we have workshops, and what has changed is that teachers themselves are involved in keeping workshops during the Modules. We on a modular system, and this has changed; we had semester system until about 5 years ago, and we have changed it into the modular system. So this was a bit of shake up actually to get used to working in eight weeks for filling the curriculum. Of course, we had workshops to address the problem. One very good thing is that teachers are involved during the module to give workshops. Between the modules, we call that inter-modular as supposed to intra-modular which is in the module. The trainers give workshops in short courses. And the other big chance of course is the interaction of technology. All our classes we teach are recorded, and one very good thing about is that the teachers themselves could see their performance. If students want to have another look at that record, they can access the same recording. And the other advantage is that if students have missed a class or two, they catch up.

6. **Do you think that your school supports adequate in-service trainings as learning opportunities to teachers?**

Yes, absolutely.

7. **How do you plan INSETs at school?**

The content is planned at our weekly teacher development unit meetings. And of course, at the meetings, the teacher trainers get feedback from their colleagues. They say "we would like to have workshop on this, and we need a workshop on that", or "a small group of use need a workshop on that", so respond as much as possible to their needs.

*** Do you apply any needs analysis form to teachers?**

No, I don't. I am not quite sure of this, such a thing, no.

8. **Who are you planning the contents of the programme with?**

We plan it with our colleagues. The administration, they would be involved, say the director of the preparatory school here. Our new director attends all our meetings. So this is very very good and our new director is so so experienced. And no questions things! We now what we do is great, great.

9. **What elements do you regard while preparing objectives of the trainings for your teachers?**

It is a difficult question to answer in full. The objectives? May I also explain that we have a testing unit here. The testing unit, together with the curriculum development unit, CPD, they get together. They come up with the objectives for what the teachers have to achieve by the end of an eight-week module. So there are objectives for level A, B, C and D. Also, as teacher trainers, it is our concern that we see the objectives are being adhered to and met.

10. **In what ways do you think that those programmes at your school meet the overall expectations of INSETs?**

I think so.

11. **What do you like most about your programmes at school?**

I like them because there is a lot of enthusiasm among, with the audience who attend.

*** It is sometimes compulsory, and sometimes voluntary?**

Both. Some are compulsory, and they have to attend. Those which are not compulsory, of course they are free to attend.

***Even though it is compulsory, do they enjoy it?**

By in large, yes. In many ways, I sometimes feel because their enthusiasm is not necessary to make it compulsory, because they would come any way. Of course not 100 %, but the attend number would be enough, broadly speaking.

12. **What sort of professional development activities or practices work best for your teachers?**

I think what they want and what they need, of course need and want are two different things actually, but I think what they enjoy is seeing activities which they can apply in the classroom time permitting which would be both a benefit and enjoyable to the learners.

13. **What is the biggest complaint you receive from teachers about INSETs?**

In general, no. But you hear little bits of, might have heard comments from the colleagues like “I knew that already, why was I there?” But this is very very small. You can’t appease everybody in the audience, there will be always one or two who will say something.

14. **What are the facilities and resources of your school to give the best learning opportunities to the teachers?**

Generally, it is the unit within the school, not external teacher trainers from other institutions. At the beginning of the semester, we invite people like Steve Darn.

15. **Are your training sessions supply active involvement, team learning and other collective works for teachers?**

Exactly.

16. **How soon can you organize a programme when they demand professional development course?**

It takes time. This is because we are only four teacher trainers in CPD, and we have nearly 150 instructors in our school. So responding to their individual demand will definitely take some time.

17. **What is the continuity between INSET sessions?**

It is modular-based like the classes we teach. It runs according to the plan we determine at the beginning of the year and we have them mostly every eight-week module.

18. **What do you evaluate about INSETs?**

We want to be informed whether their expectations, needs are met or not after the training.

19. **How do you assess successful and unsuccessful effects of the programme on teachers and how can you be informed about whether their expectations are met or not after the course?**

Through feedback forms about last few weeks.

20. **How should the school advance CPD quality?**

You need to make them think more about it first of all. They need to gain the conscious of working as a team. This is up to them. If they are not forced to attend, they will like it, and get the feeling that they can do it. This is because they learn from each other more than they access via the trainers.

Interview Questions of an Instructor

1. **What is the meaning of continuing professional development to you?**

Improving one's ability of teaching, techniques, awareness, learning what other teachers are doing, and engagement of students in teaching.

2. **Do you have any experiences about professional development programmes?**

Since 2005, I have been teaching at this university. At the high school, I used to teach in, there were some professional development courses. For the company I used to teach, I can't remember how they were.

3. **What is it like attending these programmes, what is your general impression of INSETs in your institution?**

Both freshman and prep programmes. In both sectors, teacher development is an important topic. It is addressed and courses are provided for teachers.

4. **Do you think that your school supports adequate in-service trainings as learning opportunities?**

Yes.

5. **What is the continuity between INSET sessions?**

It varies on what we demand, and what they offer. As an on-going process, we have a new director, and he is very keen on it.

6. **Could you exemplify how you reflect what you learned from trainings to your teaching performance?**

No. But something which does not always come up is perhaps inviting student feedback on techniques, delivery, classroom management, generating students' enthusiasm.

7. **In what ways are they priceless or worthless when considered for your actual teaching?**

Worthless points might be when they become too theoretical.

When it comes to the priceless points, they are when we are interacting with very experienced teachers, and they are also spending a lot of their time on engaging in professional development, so they have a good experience and you can get feedback from them.

8. **What changes have you observed in your teaching since trainings started at school?**

I feel it in terms of confidence, support from teacher development unit, which has placed particularly important role in the prep programme. So, teachers are getting on-going support and training.

9. **How has teacher training unit changed since your first arrival at school?**

In 13 years. There was a training unit. But school of foreign languages has certainly improved its facilities and opportunities.

10. **What would you do differently if you were the teacher trainer of these programmes?**

Not change a lot. Actually, they constantly get the feedback.

11. **What are the points that you feel the need of improvement in INSETS at school?**

When you need a material, and you don't find the material you are provided with! It is sufficiently stimulating for the students. It is difficult to manipulate the material to fulfil the goal of successful teaching.

12. **What does the school expect you to do about professional development, and do the expectations of you and the school match with each other?**

They do much pretty well. That is cohesion within this school of foreign languages about their goals.

13. **Are your expectations met after participating in courses?**

They do. They are usually stimulating as well.

14. **How are the objectives of trainings identified? Who takes this decision?**

They ask the teachers, and also they get together as the senior members of CPD. The objectives are mostly based on every day teaching of the teachers.

15. **How soon is the programme organized when you notice that you need professional development course? (If not, what do you do to close your gap?)**

They are very responsive. It might take a week.

16. **Are training sessions supply active involvement, team learning and other collective works?**

Indeed there is, yes. They are very interactive sessions.

17. **What sort of professional development activities or practices work best for you in programme?**

Team teaching, peer observation, and feedback sessions after those.

18. **What is the biggest complaint you have about INSETs in your school?**

None

19. **What are the facilities and resources of school to give the best learning opportunities to you?**

New people joined in PDU with new ideas, approaches to broaden the horizon.

20. **How should the school advance CPD quality?**

When the same people are in the same position for many years, it becomes perhaps a little lacking in imaginative new elements to introduce into it.

Interview Questions of Another Instructor

1. **What is the meaning of continuing professional development to you?**

For me, the main thing is to keep in touch with the new developments in my field. As a full time teacher, I don't find any time to research and fall in journals myself. As I want to know new developments, this is the way for me to keep in touch.

2. **Do you have any experiences about professional development programmes?**

I studied Sociology and Politics. I have been teaching all together nearly for 40 years.

3. **What is it like attending these programmes?**

I enjoy taking part of most of the workshops during semesters. Occasionally, we have a look small problem which is our group is teaching undergraduate courses. The majority of teachers are teaching in the preparatory school. So that means most of the workshops and seminars are actually designed for preparatory programme. But sometimes there are courses we would like to attend, we can't attend because of the timing.

4. **What is your general impression of INSETs in your institution?**

Between semesters, we always have some workshops and seminars. Then during the semester, we may have extra workshops, short courses, visiting speakers like kind of thing. More intensive stuff is between the semesters, or for the start of the new semester.

5. **Do you think that your school supports adequate in-service trainings as learning opportunities?**

I think so, yes.

6. **What is the continuity between INSET sessions?**

Each semester, there is a seriously involved workshops and seminars on different topics. In each quarter, then there may be some short courses. What I mean by short course is, for example, we see the developments in technology, in education or pronunciations something like that. Whenever there is a make me feel there is a need, I ask for a course on a particular topic, and generally that course is arranged. It may be three or four sessions.

7. **Could you exemplify how you reflect what you learned from trainings to your teaching performance?**

I can give you a very practical example. One of our colleagues gave a workshop on these blackboards. It was white board I should say. It was many years ago, yes using the white boards and when you draw a line, it suggests you do a quickly line. Not a smart board, just

a white board. It is drawing across the straight line, and they were very practical. That makes it a lot easier to draw a line. I mean organisation.

8. **In what ways are they priceless or worthless when considered for your actual teaching?**

The worthless point, well, mainly it is from the visiting speakers. Sometimes you can understand that they have done the same workshops or seminars so many times before. They are very confident about what they are speaking. But they have not really related it to the people here. They don't know the real needs.

A difficult question. Let me think about it. I think the most priceless point in these recent workshops was the short courses about pronunciation. I think it is a general problem in especially undergraduate English courses. We don't spend enough time on pronunciation. We can't assume that it is not yet already, if they say something wrongly, we just "let's go on with the next question" or some kind of thing.

9. **What changes have you observed in your teaching since trainings started at school?**

I think one important point, people have always said is the instructions. Well, making sure that this thing and these things are what they are supposed to do. Mostly they are misunderstood. This has been said in many different workshops and seminars. And I keep coming back to that because sometimes at the end of it, I think "did we really do that as I wanted them to do it, and was it a problem with the instructions?" I must remember the topic clearly about instructions.

10. **How has teacher training unit changed since your first arrival at school?**

Since 16 years, the things changed! Well, when I started working here, there was no teacher training unit. It was so small. I don't know how many students we had, it may be about a thousand. And there was nothing. Then gradually, the people joined, it kept going.

***How do you think that they reached this success?**

Ah, they listen to teachers; their needs.

11. **What would you do differently if you were the teacher trainer of these programmes?**

I do give workshops sometimes myself. But when I go to a comparison, I think it is anticipating the questions. Because if you know what kind of questions are going to be asked, you can think about the answer, but sometimes we may have going to really good

workshop and you may have some questions that were not expected, then when there is no answer, it is a real problem.

12. **What are the points that you feel the need of improvement in INSETS at school?**

I would go back to my point a little earlier, which was about training for undergraduate. You can think about the needs of undergraduate students. How can we have more understanding about their needs? We need to focus on basically the students, their needs not only the teachers. I want their needs to be matched as well. Then we can think about what kind of training or development we need to put into place.

13. **What does the school expect you to do about professional development?**

It is part of our appraisal. Something we are expected to do, sometimes I feel I have to do.

14. **Do the expectations of you and the school match with each other, and are your expectations met after participating in courses?**

Most of the time. Like any person who is participating as a listener, you get a little bored.

***But the question is do you think that the lack stems from the fact that they don't ask you your real needs. Do they conduct any needs analysis on you?**

This is I don't know. I can't remember that. So perhaps this is the reason.

15. **How are the objectives of trainings identified? Who takes this decision?**

I assume that the members of our teacher training department. They observe, get feedback from some teachers. People request some particular kinds of training.

16. **How soon is the programme organized when you notice that you need professional development course? (If not, what do you do to close your gap?)**

I have not done it before. But, I am sure that would be addressed in a couple of weeks, not months or years.

17. **Are training sessions supply active involvement, team learning and other collective works?**

Yes, it is sometimes voluntary, and sometimes compulsory. There have been some sessions on team learning. But recently no. Something in the last two or three years.

18. **What sort of professional development activities or practices work best for you in programme?**

The most relevant ones for me were, we constantly change our course books. We have a run course books for each class: the first, second, third and fourth year course books. The most practical ones for me is when we change course books. We have an introductory to the new course books.

***Now, is it Cutting Edge?**

That is for preparatory school, but we give lessons to freshman or third- fourth year students. I had lessons there many years ago.

19. What is the biggest complaint you have about INSETs in your school?

The only complaint I have is I think most of the courses are designed for the preparatory programme. Sometimes timing means a problem. They overlap with our lessons. In our programme, we sometimes have class 9:00 in the morning and 16:00 in the afternoon. But in preparatory school, they almost finish about three, three thirty or something like that. My lessons are irregular.

20. What are the facilities and resources of school to give the best learning opportunities to you?

No complaints, they are enough I think.

21. How should the school advance CPD quality?

Getting more people involved. Some people I know are not very interested. Perhaps it should be compulsory.

Appendix 11. The Cross Tabulations of Instructors' Analyses

Item 5.1. Cross Tabulation

		Item 5.1.				
		1	2	3	4	Total
Foundation	Count	8	3	6	1	18
	% within University	44,4 %	16,7 %	33,3 %	5.6 %	100,0 %
State	Count	12	6	2	4	24
	% within University	50, 0 %	25,0 %	8,3 %	16,7 %	100,0 %
Total	Count	20	9	8	5	42
	% within University	47,6 %	21,4 %	19,0 %	11,9 %	100,0 %

Item 5.2. Cross Tabulation

		Item 5.2.				
		1	2	3	4	Total
Foundation	Count	1	5	8	5	19
	% within University	5,3 %	26,3 %	42,1 %	26,3 %	100,0 %
State	Count	4	7	6	5	22
	% within University	18,2 %	31,8 %	27,3 %	22,7 %	100,0 %
Total	Count	5	12	14	10	41
	% within University	12,2 %	29,3 %	34,1 %	24,4 %	100,0 %

Item 5.3. Cross Tabulation

		Item 5.3.				
		1	2	3	4	Total
Foundation	Count	6	7	2	4	19
	% within University	31,6 %	36,8 %	10,5 %	21,1 %	100,0 %
State	Count	6	2	9	6	23
	% within University	26,1 %	8,7 %	39,1 %	26,1 %	100,0 %
Total	Count	12	9	11	10	42
	% within University	28,6 %	21,4 %	26,2 %	23,8 %	100,0 %

Item 5.4. Cross Tabulation

		Item 5.4.				
		1	2	3	4	Total
Foundation	Count	7	4	2	8	21
	% within University	33,3 %	19,0 %	9,5 %	38,1 %	100,0 %
State	Count	7	7	5	6	25
	% within University	28,0 %	28,0 %	20,0 %	24,0 %	100,0 %
Total	Count	14	11	7	14	46
	% within University	30,4 %	23,9 %	15,2 %	30,4 %	100,0 %

Item 10

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	30	28,78	863,50	398,500	.034
State	37	38,23	1414,50		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 11

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	30	28,28	848,50	383,500	.020
State	37	38,64	1429,50		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 12

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	30	29,17	875	410,000	.040
State	38	38,71	1471		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 13

Group	N	Mean Rank	Sum of Ranks	U	p

Foundation	30	29,27	878	413,000	.027
State	39	39,41	1537		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 14

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	30	28,92	867,50	402,500	.075
State	35	36,50	1277,50		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Appendix 12. The Cross tabulations of Teacher Trainers' Analyses

Item 10

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	3,75	15,000	5,000	.486
State	4	5,25	21,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 11

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	6,13	24,50	1,500	.057
State	4	2,88	11,50		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 12

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	3,75	15,000	5,000	.486
State	4	5,25	21,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 13

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	4,75	19,000	7,000	.886
State	4	4,25	17,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 14

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	3,25	13,000	3,000	.200
State	4	5,75	23,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 15

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	2,50	10,000	0	.029
State	4	6,50	26,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 16

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	4	3,25	13,000	3,000	.200
State	4	5,75	23,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 18.1. Cross Tabulation

		Item 18.1.			
		3	5	10	Total
Foundation	Count	2	1	0	3
	% within University	66,7 %	33,3 %	0,0 %	100,0 %
State	Count	2	1	1	4
	% within University	50,0 %	25,0 %	25,0 %	100,0 %
Total	Count	4	2	1	7
	% within University	57,1 %	28,6 %	14,3 %	100,0 %

Item 18.2. Cross Tabulation

		Item 18.2.			
		1	3	16	Total
Foundation	Count	0	0	2	2
	% within University	0,0 %	0,0 %	100,0 %	100,0 %
State	Count	2	2	0	4
	% within University	50,0 %	50,0 %	0,0 %	100,0 %
Total	Count	2	2	2	6

	% within University	33,3 %	33,3 %	33,3 %	100,0 %

Item 18.3. Cross Tabulation

		Item 18.3.					
		1	2	9	11	12	Total
Foundation	Count	0		1	1	1	3
	% within University	0,0 %	0, %	33,3 %	33,3%	33,3 %	100,0 %
State	Count	1	1	0	0	0	2
	% within University	50,0 %	50,0 %	0,0 %	0,0	0,0 %	100,0 %
Total	Count	1	1	1	1	1	5
	% within University	20,0 %	20,0 %	20,0 %	20,0	20,0 %	100,0 %

Item 18.4. Cross Tabulation

		Item 18.4.		
		10	12	Total
Foundation	Count	2	0	2
	% within University	100,0 %	0,0 %	100,0 %
State	Count	1	1	2
	% within University	50,0 %	50,0 %	100,0 %
Total	Count	3	1	4
	% within University	75,0 %	25,0 %	100,0 %

Item 18.5. Cross Tabulation

		Item 18.5.			
		4	5	8	Total
Foundation	Count	1	1	0	2
	% within University	50,0 %	50,0 %	0,0 %	100,0 %
State	Count	0	2	1	3
	% within University	0,0 %	66,7 %	33,3 %	100,0 %
Total	Count	1	3	1	5
	% within University	20,0 %	60,0 %	20,0 %	100,0 %

Item 18.6. Cross Tabulation

		Item 18.6.				
		1	2	7	11	Total
Foundation	Count	1	2	0	0	3
	% within University	33,3 %	66,7 %	0,0 %	0,0 %	100,0 %
State	Count	0	2	1	1	4
	% within University	0,0 %	50,0 %	25,0 %	25,0 %	100,0 %
Total	Count	1	4	1	1	7
	% within University	14,3 %	57,1 %	14,3 %	14,3 %	100,0 %

Item 18.7. Cross Tabulation

		Item 18.7.						
		,00	1	2	5	7	9	Total
Foundation	Count	1	2	1	0	0	0	4
	% within University	25,0%	50,0%	25,0%	0,0 %	0,0 %	0,0 %	100,0 %
State	Count	0	0	0	1	2	1	4
	% within University	0,0 %	0,0 %	0,0 %	25,0%	50,0%	25,0%	100,0 %
Total	Count	1	2	1	1	2	1	8
	% within University	12,5%	25,0%	12,5%	12,5%	25,0%	12,5%	100,0 %

Item 18.8. Cross Tabulation

		Item 18.8.					
		,00	2	4	7	8	Total
Foundation	Count	1	0	1	1	1	4
	% within University	25,0 %	0,0 %	25,0 %	25,0%	25,0 %	100,0 %
State	Count	0	1	3	0	0	4
	% within University	0,0 %	25,0 %	75,0 %	0,0 %	0,0 %	100,0 %
Total	Count	1	1	4	1	1	8
	% within University	12,5 %	12,5%	50,0 %	12,5%	12,5 %	100,0 %

Item 18.9. Cross Tabulation

		Item 18.9.			
		6	8	9	Total
Foundation	Count	0	1	1	2
	% within University	0,0 %	50,0 %	50,0 %	100,0 %
State	Count	1	0	1	2
	% within University	50,0 %	0,0 %	50,0 %	100,0 %
Total	Count	1	1	2	4
	% within University	25,0 %	25,0 %	50,0 %	100,0 %

Item 18.10. Cross Tabulation

		Item 18.10.				
		3	4	7	8	Total
Foundation	Count	1	1	1	0	3
	% within University	33,3 %	33,3 %	33,3 %	0,0 %	100,0 %
State	Count	0	1	0	1	2
	% within University	0,0 %	50,0 %	0,0 %	50,0 %	100,0 %
Total	Count	1	2	1	1	5
	% within University	20,0 %	40,0 %	20,0 %	20,0 %	100,0 %

Item 18.11. Cross Tabulation

		Item 18.11.			
		5	6	11	Total
Foundation	Count	1	0	1	2
	% within University	50,0 %	0,0 %	50,0 %	100,0 %
State	Count	0	2	1	3
	% within University	0,0 %	66,7 %	33,3 %	100,0 %
Total	Count	1	2	2	5
	% within University	20,0 %	40,0 %	40,0 %	100,0 %

Item 18.12. Cross Tabulation

		Item 18.12.	
		1	Total
State	Count	1	1
	% within University	100,0 %	100,0 %
Total	Count	1	1
	% within University	100,0 %	100,0 %

Appendix 13. The Cross tabulations of Directors' Analyses

Item 12

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	2	1,50	3,000	0	.333
State	2	3,50	7,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 13

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	2	2,25	4,500	1,500	.667
State	2	2,75	5,500		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 14

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	2	1,75	3,500	0,500	.333
State	2	3,25	6,500		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 15

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	2	3,00	6,000	1,000	.667
State	2	2,00	4,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 16

Group	N	Mean Rank	Sum of Ranks	U	p
Foundation	2	3,00	6,000	1,000	.667
State	2	2,00	4,000		

("Definitely True" symbolizes 1, and "Definitely False" represents number 5 in the analysis)

Item 18.1. Cross Tabulation

		Item 18.1.			
		2	3	5	Total
Foundation	Count	0	1	1	2
	% within University				
State	Count	1	0	0	1
	% within University				
Total	Count	1	1	1	3
	% within University				

Item 18.2. Cross Tabulation

		Item 18.2.		
		1	4	Total
Foundation	Count	1	1	2
	% within University			
State	Count	1	0	1
	% within University			
Total	Count	2	1	3
	% within University			

Item 18.3. Cross Tabulation

		Item 18.3.		
		2	5	Total
Foundation	Count	1	1	2
	% within University			
State	Count	0	1	1
	% within University			
Total	Count	1	2	3
	% within University			

Item 18.4. Cross Tabulation

		Item 18.4.			
		1	3	4	Total
Foundation	Count	1	1	0	2
	% within University				
State	Count	0	0	1	1
	% within University				
Total	Count	1	1	1	3
	% within University				

Item 18.5. Cross Tabulation

		Item 18.5.			
		2	3	4	Total
Foundation	Count	1	0	1	2
	% within University				
State	Count	0	1	0	1
	% within University				
Total	Count	1	1	1	3
	% within University				

Appendix 14. Özgeçmiş



ÖZGEÇMİŞ

Kişisel Bilgiler

Soyadı, Adı	Ayar, Zülal
Uyruğu	T.C.
Doğum tarihi ve yeri	03.06.1989 - Konak
Medeni Hali	Bekar
Telefon	-
Faks	-
E-posta	zulalayar@gmail.com ayarz@ankara.edu.tr

Eğitim Derecesi	**Okul/Program**	**Mezuniyet yılı**
Lise	İzmir Anadolu Öğretmen Lisesi	2007
Üniversite	Uludağ Universitesi	2011
Yüksek Lisans	Ondokuz Mayıs Üniversitesi	2015
Doktora	Gazi Üniversitesi	2019

İş Deneyimi, Yıl	**Çalıştığı Yer**	**Görev**
Atatürk Üniversitesi, 2011-2014	Erzurum	Okutman
Ankara Üniversitesi, 2014-halen	Ankara	Okutman

Yabancı Dil	İngilizce, Fransızca

Yayınlar

Ayar, Z. & Yangın-Ekşi, Y. (2019). Continuing professional development options of foreign language school directors. *International Online Journal of Education and Teaching (IOJET), 6*(3), 712-726.



GAZİLİ OLMAK AYRICALIKTIR…