

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**AN ASSESSMENT OF PROFESSIONAL DEVELOPMENT NEEDS OF
ENGLISH LANGUAGE INSTRUCTORS WORKING AT A
FOUNDATION UNIVERSITY**

PREPARED BY

NEZİH NAL

MASTER THESIS

ANKARA – 2023

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**SUPERVISOR
ASSIST. PROF. DR. GÜLİN DAĞDEVİREN KIRMIZI**

ANKARA – 2023

BAŞKENT ÜNİVERSİTESİ
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İmza

Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI
Başkent Üniversitesi (Danışman)

.....

Doç. Dr. Nazlı GÜNDÜZ
Hacı Veli Bayram Üniversitesi

.....

Dr. Öğr. Üyesi Ahmet Remzi ULUŞAN
Başkent Üniversitesi

.....

ONAY

Prof. Dr. Servet ÖZDEMİR

Eğitim Bilimleri Enstitüsü Müdürü

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Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI

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To all English language teachers working at private schools.

ABSTRACT

Nezih NAL

An Assessment of The Professional Development Needs of English Language Instructors Working at A Foundation University

**Başkent University
Institute of Educational Sciences
Foreign Language Education Major Science
English Language Teaching with Thesis Master Program**

2023

The main purpose of this study was to investigate the professional development needs of English language instructors working at a foundation university in Ankara. The study's population consisted of 115 instructors teaching at a preparatory school. The study aims to identify the instructors' views of professional development, the most popular forms of professional development that teachers engage in, factors that prevented teachers from participating in professional development programs, the most challenging skills to teach and evaluate, the subject areas of English education where teachers require professional development, and the formats and delivery techniques that teachers prefer for the professional development programs. This study also sought to answer whether experience determined the needs of instructors. A mixed-method approach was utilized in the study. The researcher used a Likert-type scale survey prepared by Ekşi (2010). The survey had three sections. The first part had six questions. The second part had two subsections, and the third part had two subsections. After quantitative data were collected, semi-structured interviews were conducted with 10 participants. Findings indicated that the instructors had positive views towards professional development. 'sharing experiences with colleagues' emerged as the most prevalent professional development activity. The most important factor that prevented participants from joining professional development activities was reported as 'heavy workload'. The most challenging skills to teach and to assess were reported as 'speaking' and 'writing'. In addition, the majority of the participants stated that they preferred professional development activities, which are optional workshops at their institution. Furthermore, 'an expert speaker outside the institution' was reported as the preferred speaker for the professional development sessions. Finally, the result of the regression analyses showed that the years of teaching did not determine the needs of the instructors.

Key Words: Professional development, teacher training, needs assessment, English language teaching, education

ÖZET

Nezih NAL

Bir Vakıf Üniversitesinde Çalışan İngilizce Dili Öğretim Görevlilerinin Mesleki Gelişim İhtiyaçlarının Değerlendirilmesi

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı

2023

Bu çalışmanın temel amacı, Ankara 'da bulunan bir vakıf üniversitesinde görev yapan İngilizce öğretim görevlilerin mesleki gelişim ihtiyaçlarının araştırılmasıdır. Araştırmanın evrenini hazırlık okulunda görev yapan 115 öğretim görevlisi oluşturmaktadır. İhtiyaç değerlendirmesinin amacı, öğretmenlerin mesleki gelişime ilişkin görüşlerini, öğretim görevlilerinin katıldığı en popüler mesleki gelişim biçimlerini, öğretim görevlilerinin mesleki gelişim programlarına katılmasını engelleyen faktörleri, öğretilmesi ve değerlendirilmesi en zor becerileri, öğretmenlerin mesleki gelişime ihtiyaç duyduğu İngilizce eğitiminin konu alanları ve öğretmenlerin mesleki gelişim programları için tercih ettikleri biçimler ve sunum tekniklerini ortaya koymaktır. Bu çalışma ayrıca, deneyimin öğretim görevlilerinin mesleki gelişim ihtiyaçlarını belirleyip belirlemediğini de yanıtlamaya çalışmaktadır. Çalışmada, karma yöntem yaklaşımı kullanılmıştır. Araştırmacı, Ekşi (2010) tarafından hazırlanan Likert tipi bir anket kullanmıştır. Anket üç bölümden oluşmaktadır. Daha sonra 10 katılımcı ile yarı yapılandırılmış görüşmeler yapılmıştır. Bulgular, öğretim elemanlarının mesleki gelişime yönelik olumlu görüşlere sahip olduğunu göstermiştir. En yaygın mesleki gelişim faaliyeti 'meslektaşlarla deneyim paylaşımı' olarak tespit edilmiştir. Katılımcıları mesleki gelişim faaliyetlerine katılmaktan alıkoyan en önemli faktör ise ağır iş yükü' olarak bildirilmiştir. Öğretilmesi ve değerlendirilmesi en zorlayıcı becerilerin "konuşma" ve "yazma" olduğu bulunmuştur. Katılımcıların çoğunluğu, kendi kurumlarında gerçekleşecek olan, katılımı zorunlu olmayan çalışmaları mesleki gelişim etkinliği olarak tercih ettiklerini belirtmişlerdir. Ayrıca, katılımcılar mesleki gelişim eğitimleri için 'kurum dışından uzman bir konuşmacı' seçeneğini tercih ettiklerini bildirmişlerdir. Son olarak, regresyon analizlerinin sonucu, deneyim ile öğretim görevlilerinin mesleki gelişim ihtiyaçları arasında anlamlı bir ilişki olmadığını ortaya koymuştur.

Anahtar Kelimeler: Mesleki gelişim, öğretmen gelişimi, ihtiyaç analizi, İngiliz dil eğitimi, eğitim.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

The quality of the education provided by a government to its society is regarded as the most important factor to be considered a leading country with a good standard of living. The quality of education also determines the quality of the workforce; thus, education has become even more important for societies. The schools and the teachers play a key factor in education, and it is an undeniable fact that teachers should be provided with quality education first to ensure that quality education and learning can be achieved (Can, 2019, Konstantopoulos, & Hedges 2004). Despite the fact that the methods and the rules are set by the authorities, the teacher is the person who applies those methods at the school. In order to provide quality education to the students, teachers should also be qualified (Guskey 1994; Seferoglu 2004). Consequently, the success of any program or method depends on the teacher's quality and success.

Globalization and the spread of technology have increased the popularity of English; therefore, teaching and learning English has also gained importance. Since English is the most often used language in commerce, international relations, science, and technology, Turkey has placed a priority on English Language Teaching (ELT) so that Turkish people can maintain technical and scientific parity and meet global changes in education (Ortaköylüoğlu, 2004). As a result, more education faculties were launched by the Higher Education Council, and graduates of other departments were eligible to teach as long as they held teaching certificates. However, as Gültekin (2007) claims, there must be a correlation between the increase in the number of teachers and the quality of education provided to these teachers. In order to provide quality education to teachers, professional development (Hereafter PD) plays a key role.

Due to the shifting responsibilities of teachers in the final quarter of the 20th century, foreign language instructors are no longer the prominent characters in the classroom; instead, they serve as mediators who educate students with skills for utilizing the language effectively (Murdoch, 1994). Furthermore, since English has become the world language, English as a Foreign Language (Hereafter EFL) teachers are now required

to be more knowledgeable in their occupations and to use new strategies and methodologies that will strengthen their professional abilities. The necessity to strengthen the efficacy of EFL instructors in such student-centered classrooms has accelerated the creation of teacher professional development programs in Turkey. The education instructors get in their departments to prepare them for their careers may not be sufficient to meet the escalating demands. Consequently, they must continue their education while working. They should monitor new developments, discuss ideas and experiences with colleagues, and comment on their performance by participating in professional development activities (Ekşi,2010). Although a four-year teacher education program may be seen as a solid foundation for a career in education, instructors must remain current in an ever-changing, dynamic environment. The teachers are to continuously gain new information and abilities essential to tackle new problems while striving to contribute to the learners' learning (Viafara & Largo, 2018). Aykal (2018) agrees with these two scholars by stating that a four-year university education would not be sufficient when the teachers face the practical part of teaching. Above all, it should be noted that teachers are also individuals affected by the changes in society in terms of technology, globalization, and other variables. Fullan (2001) pinpoints that teachers should be offered PD activities so that they can cope with the external change pressure.

In addition to teaching multicultural classes, addressing learners with special needs, making better use of communication technologies, being more accountable for learning, involving parents in decision-making, and dealing with various other challenges throughout their careers, teachers' expectations continue to rise (Schleicher, 2011). In such a demanding situation, it is obvious that EFL instructors should be supported through PD. Here, the definition of PD can be addressed. Although PD has many definitions, Fullan and Stiegelbauer (1991) define PD as the accumulation of formal and informal learning experiences from preservice schooling to retirement, through which the teachers can increase their knowledge and enhance their abilities. Continuing education and professional development for language instructors are directly tied to their teaching effectiveness; in fact, they serve as a bridge between technical information and in-class application (Sentuna, 2002).

It is a fact that PD will lead to better teaching and thus leading to better learning at the schools (Borko, 2004; Darling-Hammond, 2000). The quality of PD here plays a key

role. Aydin (2014) claims that a good educational program should start with determining the needs of the teachers. That is why it is essential to find out the needs of the instructors before planning PD sessions at schools. For this purpose, in the first chapter, the study's background, the study's importance, aim, research questions of the study, limitations of study, and key definitions are provided. The second chapter provides a detailed definition of PD under subtitles, and literature research is provided. In the third part, the study's design, data collection tools, sample, and method of data analysis are provided. In the fourth part of the study, the research findings are given. In the fifth part the findings are correlated with other studies in the literature. In the final part of the study, suggestions are provided in line with the study's findings.

1.2. Problem Statement of the Study

The research subject of the study was the needs analysis of the EFL instructors. However, to have a valid, logical ethical, and applicable problem statement, the subject had to be narrowed. Related studies were analyzed, and literature was searched, and at the end, the subject of the study was narrowed to 'The PD Needs Analysis of Instructors Working at a Private University'.

Teaching is an essential profession that has a significant influence on the development of people and society via the provision of education. It is an undeniable fact that teachers play a key role in organizing and implementing the educational process (Aydın,2020). English language instructors must be equipped to meet the global need for competent practitioners in this field (Richards, 2008). Hence, EFL instructors are also expected to create a positive learning atmosphere for the learners. As participants in this study, EFL instructors in tertiary-level preparatory courses have a considerable teaching responsibility in this respect. Many English medium universities in Turkey offer intense programs designed to provide incoming students with the language abilities necessary to meet departmental language requirements (Coşkun, 2013). In addition to offering an enriching academic life, these universities also aim to graduate students who are competent in four skills and use the target language in academic and as well as in social life (Aydın, 2020). With all the aforementioned ideas, the importance of PD of the instructor becomes even more important.

When beginning their professions, instructors are confronted with several issues like motivation and individual variations in school life (Veenman, 1984). As a result of their perceived ineffectiveness, some instructors are even dissuaded from continuing to teach. (Stuart and Thurlow, 2000). Moreover, during teaching, the instructors face other obstacles, including literacy and language, the use of information technology, the learning requirements of kids, student engagement, play-based learning, and parental/societal aspects of education. (Geng & Smith, 2017). This is because pre-service education focuses too much on the rhetorical aspect (Öztürk & Yıldırım, 2014) or it is far from satisfying the specific demands of aspiring instructors (Korthagen, 2001). In that sense, the importance of PD for EFL instructors is evident because it helps them implement and maintain better standards. Teaching English involves a combination of academic and practical expertise; thus, there must be ongoing attempts to increase its quality (Richards, 2008.) For professional development activities to be successful, they need to correspond with teachers and target their needs and concerns (Hall & Loucks, 1978). According to Craft (2000), successful PD should particularly focus on the needs of the instructors.

1.3. Purpose of the Study

The primary objective of this research was to determine the professional development needs of English language instructors working at a private university in Ankara. By conducting this needs assessment, instructors' opinions towards professional development, their most prevalent professional development activity, reasons preventing participation in professional development programs, in what areas of English instruction teachers required a program for professional development, and instructor preferences for professional development program delivery methods and styles were identified. This research also investigated the effect of experience in determining the level of instructors' professional development needs.

1.4. Research Questions

In this study, the following research questions were sought to be answered:

Q1: How do instructors view programs for professional development?

Q2: What are the most prevalent instructor professional development activities for the instructors?

Q3: What constraints prevent instructors from participating in professional development programs?

Q4: What skills do instructors consider difficult to teach and evaluate?

Q5: In what areas of English instruction do instructors require professional development?

Q6: What delivery options and formats do the instructors prefer for professional development programs?

Q7: How successfully does experience predict the degree of professional development need?

1.5. Significance of the Study

Particularly in Turkey, there is a lack of research on professional development in English language teaching, which must be addressed (Hos & Topal, 2013). The data derived from this study can be used to design the PD program for the coming years. Moreover, the new PD unit and the new teacher trainers trained in the academic year of 2021 -2022 can use the data to design workshops and determine class observation focus points for the coming semesters. Budak (2009) points out that it is crucial to determine educational needs scientifically and plan education according to those needs. Kennedy (2005) argues that although schools organize training for the instructors, training evolves around the trainer's ideas rather than focusing on relevance to the actual classroom environment of that specific school. In addition, PD is an important process that should begin with a needs analysis (Budak 2000; Ekşi 2010, Aydın 2014).

The study is also crucial since no detailed needs analysis regarding PD within the English Language School has been conducted since the English Language School was founded. Ekşi (2010) states that teacher development initiatives that do not cater to their needs are unlikely to work. Before 2022, instructors attended workshops and conferences mostly offered by outside trainers. PD activities were not mandatory, and no continuously structured PD activities existed.

In the 2022-2023 academic year, the English Language School launched a new modular system. The results of the study can also be used by the curriculum unit to make necessary adjustments both for curriculum and material design because the study will show

the weaknesses and strengthens of the instructors. Professional development demands are essential components of a nation's educational planning and curriculum development (Kabilan & Veratharaju, 2013). The data collected can also benefit the other trainers planning to design a PD program at other foundation universities.

The majority of prior research on professional development in Turkey focused on evaluating a program by identifying the instructor's perspectives or the areas in which the instructors needed improvement. In other research, an alternate method of professional development was suggested.

This research differs from other studies in that it examines several crucial professional development factors. Along with views of professional development, constraints to instructor participation in professional development and areas of need were identified. In addition, a number of other aspects of the nature of professional development programs, such as the method of delivery and format, as well as the type, duration, language, presenters, were highlighted. Compared to other studies (Sentuna 2002; Duzan 2006) in this study, instructors were not divided between as experienced and novice teachers. How Instructors' experiences function in predicting the need for professional development was also evaluated.

1.6. Limitations of the Study

The study aimed to determine the instructors' professional development needs. Hence, the study relied on the data which the instructors reported. It is presumed that the instructors' remarks and self-evaluations were honest and accurate. In addition, the researcher investigated the needs of the instructors at a single school in Ankara. Hence, it is not possible to generalize the findings of this research to other settings, as they are specific to the institution studied and the circumstances there.

1.7. Definitions of Key Terms

The following terms are often addressed in this study:

Professional Development: 'Training that is given to managers and people working in professions to increase their knowledge and skills.'Cambridge English Online Dictionary (2015)

Professional Development Activities: Any activity, such as workshops, teacher study groups, or observation, that aims to improve the efficacy of instructors.

Professional Development Programs: It is a set of tasks designed methodically to improve instructors' performance.

Needs Assessment: Nunan (1998) describes needs assessment as techniques and methods for gathering data for use in curriculum design

CHAPTER II

LITERATURE REVIEW

2.1. Importance and Definition of Professional Development

Darling-Hammond (2006) points out the importance of education for the prosperity of both people and countries, as well as the increased accountability placed on teachers. Re-evaluating in light of changing student characteristics, preferences, and requirements may be a significant issue for language instructors. The globalization of English has had a massive effect on ELT (McKay, 2018; Matsuda, 2012).

Schools and parents expect teachers to equip the learners with necessary language items so that the learner can acquire communicative competence in the target language. It is crucial that English language instructors, like teachers in other disciplines, maintain their training and expertise. (Korkmazgil & Seferoğlu, 2013). In addition, Guskey (1994) points out that schools cannot be enhanced without enhancing the knowledge and capabilities of their instructors. Teacher professional development is considered to be at the center of this new competence owing to its function in assisting teachers in enhancing their pedagogical competence and teaching practices (Creemers, Kuriakides & Antoniou, 2013).

Seferoğlu (2004) claims that for well-educated students, schools need qualified teachers. Erdoğan (2002) states that PD keeps the teachers' knowledge up to date, and this leads to renovation at the schools as well. Especially at a time of fast change, when new technology, new techniques, and new ways are regularly incorporated into people's every day and professional life, the necessity of PD is unavoidable (Yaşar, 2019). In line with these ideas, Ilgan (2017) also emphasizes that PD contributes to teaching and adds that developed countries invest in PD to improve their countries' standards. Changes in the world have made it necessary for teachers to keep up with the latest practices in the educational field. Urgan (2000) defines a teacher's role as an actor acting on a stage. The role changes according to the class and the needs of the learners. Indeed, a good teacher needs knowledge and development so that he can move in and out of that actor's role.

According to Darling and Hammond (2000) there is a positive correlation between the students' success and the teacher's teaching knowledge. Similarly, according to studies

performed on the professional development of teachers, development programs not only motivate the instructors, but also strengthen instructors' commitment to the teaching-learning processes (Hunzicker, 2010; Makerevics & Ilisko, 2019). In accordance with this idea, Martson (2010) states that PD significantly enhances teachers' professional collaboration and work contentment, and also increases their chance of remaining in the profession. In addition, activities for professional development enhance the qualifications and excellence of the teaching practices of teachers (Ilgan ,2013; Murphy & Calway, 2008).

Unfortunately, despite all the efforts in Turkey, the desired quality and outcomes in language instruction have not been attained. In addition to other concerns, teachers' credentials and pre-service education have been called into doubt (Seferoglu, 2006; Coskun & Daloglu, 2010). For instance, when teachers graduate from university, they are equipped with theoretical knowledge about teaching. However, instructors encounter many problems for several reasons once they start teaching (Ekşi, 2010). This becomes a difficult situation for the teachers. In order to overcome those difficulties, teachers should improve themselves in many aspects of teaching. The essence of teaching involves being open to change and seeking lifelong learning (Aykal, 2018). Moreover, graduate programs do not always provide good education to help teachers continue their teaching journey competently. The methodology that is taught at universities does not always fit the world of teaching where the human factor is involved. Also, since neither graduate nor certificate programs include ample theoretical and practical knowledge necessary for teachers, PD is important (Knight, 2002). Also, changes in methods, technology, and social change make it mandatory for instructors to be able to adapt themselves to change through professional development programs (Ekşi, 2010). Thus, teachers need PD in order to equip themselves with not only content knowledge but also methodology.

PD has a dynamic structure. For instance, Before the Covid 19 pandemic, most experienced teachers tended to believe that they no longer needed PD activities. However, they soon realized they needed to learn how to use Zoom or other online platforms. In an Indonesian case, it was revealed that the teachers lacked technological competence, and this created a barrier for the learners (Maulina & Bruce, 2020). Teachers in China felt unprepared for online teaching before and during the Covid 19 pandemic (Chiemeké & Imafidor, 2020). Craft (2000) asserts that instructors must continually update their teaching

knowledge and abilities to keep up with changes, expectations for high standards, and requests for quality improvement. In addition, Craft (2000) suggests that PD will contribute to schools as well, since it will make employees feel appreciated and increase work satisfaction.

This part provides a detailed definition of PD from various scholars. In literature, there are many definitions of PD. Day (1999) defines PD as follows:

‘Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. 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 the knowledge critically, thinking, planning, and practice with children, young people, and colleagues through each phase of their teaching lives (p.4).

According to Villegas-Reimers (2003), PD broadly denotes a person's progress in his or her professional career. Glatthorn (1995) specifies the definition of PD as 'the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically' (p.41). While Fullan and Stiegelbauer (1991) define professional as a person's overall variety of educational experiences from pre-service schooling to retirement, Diaz and Maggioli (2004) regard PD as the change of an instructor's instruction in response to student needs to exemplify advancement. Richards and Farrell (2008) define PD as 'general growth which serves a longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and of themselves as teachers.' (p.5). They also pinpoint the importance of PD by stating that PD is a general development that supports a longer-term objective and tries to increase instructors' knowledge of teaching and themselves (Richards & Farrell, 2005). According to them, instructors should seek development for the following reasons (Richards & Farrell, 2005: 4):

- Understanding how the second language acquisition process happens

- Understanding how our duties vary depending on the kind of students we are instructing
- Understanding the sorts of instructional decisions that are taken
- Evaluating our personal theories and pedagogical principles in teaching
- Developing an awareness of various teaching approaches
- Understanding how students perceive classroom activities

Budak (2009) points out that it is crucial to determine educational needs in a scientific way and to plan education according to those needs. Kennedy (2005) argues that even though schools organize training for the instructors, the training evolves around the trainer's ideas and may not be relevant to the actual classroom environment of that specific school. In addition, Ekşi (2010) states that teacher development initiatives that do not cater to instructors' needs are unlikely to work. Similarly, Aydın (2014) argues that training instructors is an important and complex process that should begin with a needs analysis.

2.2. Change in Professional Development

L2 teacher education has long been structured assuming that teachers could learn about the content they were expected to teach (language) as well as understand the teaching methods in the teacher education program, monitor and apply this knowledge in the teaching practicum, and establish academic knowledge during their training years as educators. However, with the emergence of teacher cognition, teacher learning started to be regarded as a lifelong normative journey. Instructor learning is now regarded as socially negotiated and dependent on self-, student-, subject-, and curriculum-related knowledge. It depicts L2 instructors as consumers and producers of valid kinds of knowledge who make judgments about how best to instruct their L2 pupils in culturally regionally, and historically complex circumstances (Johson, 2006).

Whether the knowledge of teaching the language was far more important than the knowledge of the language itself began to be discussed. The reflection of teachers began to be considered as important in PD programs. Online certificate programs and blogs appeared on the PD stage. Lastly, the directors of schools began to provide more financial support for PD (Johson,2006).

Unlike the traditional PD concept, the influence of past experiences of the teacher began to be considered by the teacher educators, and it was seen that learning to teach for a teacher was more important in the class than being a competent researcher. In addition, the notion that being a native speaker meant automatically being an effective teacher started to be questioned among teacher educators (Freeman & Johnson, 1998).

Due to the notion that teachers are essential to the success of any educational reform, the PD of the teachers became essential and educational policies were changed (Willson & Berne, 1999). To exemplify the relevance of using SLA theories in practice by the teachers in their own class context became the focus of PD (Freeman & Johnson, 1998). Teacher research and teacher reflection in PD gained importance. Teacher learning started to involve setting, social values, curriculum, and students. Translating the theories of SLA directly into teacher education was no longer applied. Teacher educators started to focus on content knowledge as well as the pedagogical competence of the teachers. Alternative methods such as teacher study groups, inquiry seminars, and peer coaching emerged, which enabled relevant and collaborative learning for teachers. How PD affects the teaching style of the instructors and students' learning has become crucial (Burns & Richards 2009). Local contexts started to be considered. While Avalos (2011) argues that contextual factors of the teachers and development needs vary from country to country, Johnson (2006) claims that local values and conditions should also be considered when PD activities are planned.

2.3. Teacher Training versus Teacher Development:

Despite the fact that the terms 'training' and 'development' encapsulates the meaning of PD, in literature, some scholars came up with different aspects of those two terms. While both terms aim to better teaching, they have some differences. One of the scholars who distinguished between training and development is Freeman (1989). He describes the distinctions between numerous factors, including time, decision-makers, and topic. According to him, throughout a certain period of time, specified goals or strategies are pursued. While in training, the trainer decides on behalf of the teacher; in development, the aim is to guide the teachers toward reflection, which will result in learning in the long term. For example, in the Cambridge CELTA course, the trainees have 4 weeks in an intensive module in which they are expected to fulfil set requirements by the course tutors.

Although both training and development aim for better teaching, the former is mandatory; the latter is not. Fullan and Stiegelbauer (1991) agree with Freeman (1989) when they state that PD never ends since the needs of the instructors alter constantly. Richards and Farrell (2005) argue that while teacher training focuses on instant specific results, PD aims for general and long-lasting development of the teacher so that teacher can also identify himself/herself as a teacher.

Another perspective in which training differs from development is the aspect of being personal. Teacher development relies on the instructor himself/herself since it is based on the trainee rather than the trainer (Freeman, 1989). In contrast to PD, in training, the teachers depend on the trainer, principal, and the course's requirements by means of curriculum and planning (Wallace, 1991). The participants cannot make decisions about the course since this is done by the trainers. Hence, the trainees have no control over the process. On the other hand, due to trainees' autonomy over their progress, development is far less predictable and controlled than training, and the stages of PD programs may vary as the program progresses (Ekşi, 2010). Ur (1997) agrees with Ekşi (2010) in that in training, the teachers have a passive role.

2.4. PD in Turkey

Since the need for a formal systematic foreign language teacher training program in Turkey emerged, two educational sciences institutes (Gazi Institute in Ankara and Çapa Institute in Istanbul) were established under the title of Foreign Language Teaching Departments for the first time in the history of Turkish education (Demircan, 1988). In 1965, more foreign language teaching departments were founded, and after 1970, 4-year programs were opened in universities. However, as the demand for language teachers increased, more faculties were opened in alignment with teaching certificate programs. Teachers who did not graduate from education faculties were also employed by the schools as long as they had this teaching certificate. After 1982, modifications were made to those programs, and after 1997, teacher education programs were changed in such a way that they would include more practice and professional knowledge (Hismanoglu, 2012). With the emergence of private universities and private high schools, the popularity of the

Certificate to Teaching English to Others (CELTA), Diploma in Teaching English to Speakers of Other Languages (DELTA), and Master of Arts (MA) increased.

As far as teaching certificates are concerned, Seferoglu (2001) found that they contribute to teacher development which leads to better results in teaching. Similarly, a British Council report (2015) found that teachers who hold CELTA and DELTA were more competent in integrating the skills in teaching than the instructors who did not hold these teaching certificates. Schools started to organize more training for the instructors. Also, the importance of needs analysis and motivation of the instructors to attend training became important. While Seferoğlu (2001) emphasized the importance of investigating teachers' professional needs and expectations from PD, Borg (2015) argued that more research should be conducted about instructors' beliefs and attitudes towards professional development. Motivation and perception of PD may have a positive impact on the success of these programs. Dewan-Turudu (2019) studied instructors' reasons for participating in a professional development program and the nature of teacher interaction in a private university in Ankara, and she found that instructors learned more when there was no top-bottom pressure regarding PD.

Some private universities launched their own PD departments where novice instructors are trained by the school's trainers. Bilkent University, for example, allows new teachers to do Cambridge Celta and Delta courses besides in-house teacher training (Borg, 2015).

There are several alternatives for instructors in terms of PD at various organizations in Turkey (Bayraklı, 2010). Like institutions in Europe, organizations like İngilizce Egitimi Dernegi (INGED), British Council, Turkish American Association, and The Turco-British Association provide professional development programs in Turkey. To be more specific, the International Training Institute (ITI) in Istanbul has been offering Cambridge CELTA and DELTA courses for the instructors, besides their Train the Trainer, Testing, Material Design, and Curriculum Design courses, for the teachers since 1987 (ITI, 2022). These courses help novice teachers to be more effective and competent in teaching.

Bayraklı (2010) states that The Ministry of Education provides programs for instructors who work in state schools. Notwithstanding, Kucuksuleymanoglu (2006) found

that the training programs conducted by the Ministry of Education were not satisfactory. Prior to recent years, according to Daloglu (2004), developing teachers' knowledge and abilities was not a priority in Turkey. In order to change this, schools organize more events to help their teachers. Publishers provide workshops, lectures, and seminars for the instructors to familiarize the teachers and the institution with the relevant book purchased and the method used in the book. Ur (1997) asserts that thanks to lectures and workshops, teachers can get familiar with the latest studies in their area, acquire new methods and procedures, and interact with other experts.

Another change in PD in Turkey was observed after COHE made an official decision. Besides DELTA, graduate studies became popular after COHE established a strategy titled 2023 Education Vision to increase the professional competence and abilities of English instructors. The plan included establishing graduate programs for language teachers (Agan, 2020). COHE also made it mandatory for EFL instructors to have an MA degree to apply for teaching posts at preparation schools of universities. However, while Demirel (1991) suggested that English teachers throughout Turkey should do an MA in English Language Teaching, Boyd (2007) claimed that there is no ample evidence for the impact of graduate studies in English language teaching. This is still a controversial issue, and there is no comprehensive study to define the contribution of graduate studies to teaching.

The global world and the EU also affected PD in Turkey. The European Commission suggested advice for proper teacher education from a European perspective: A Frame of Reference. This framework has been created so regulators and language teacher educators may consider it while altering their current programs to meet the demands. In addition, this framework which seeks to standardize the credentials of language instructors across Europe, is also used by Turkish educational institutions in order to address the framework for teacher education (Kelly et al., 2004). Another opportunity that emerged for teachers in Turkey is the EU funds. There are grants available from the European Union for teachers who want to engage in one-to-six-week-long in-service training programs in another nation. The activity may be a training program, workshop, or conference held by a private, public, or non-governmental body. Teachers may increase their understanding of European languages, school systems, and teaching techniques. Instructors in Turkey are eligible for these grants as well. Each year, several educators from various universities come to Europe

for professional development or training objectives. (Centre for European Union Education and Youth Programs, 2010)

There are many reasons why in some cases, PD fails in Turkey; one might be improper planning of PD programs. According to an International Teaching and Learning Study (TALIS) 2010 report, most (80%) of the teachers in Turkey are young, and they lack experience. According to above- mentioned TALIS (2010) report, it was reported that the PD needs of the teachers were not determined clearly and teachers did not find these PD programs effective. The main reason why the teachers did not feel that they needed PD was due to the fact that the previous PD activities offered did not satisfy their expectations (OECD, 2010).

2.5. Related Studies

Duzan (2006) analyzed the efficiency of the in-service training program provided for newly recruited instructors at Middle East Technical University, Ankara. In the needs assessment part of the study, Duzan (2006) reported that novice instructors should be trained in areas such as methodology, classroom management, teaching the skills, use of the materials and testing. Nevertheless, the findings of the study indicated that new teachers need no training in phonology, language use, lexicon, and language as a communication tool. Finally, according to the study results, senior instructors reported no need to participate in an PD program.

As mentioned before, Masters programs became popular in Turkey. In his 2015 study, Öztürk (2015) investigated the M.A program in ELT. In his study, students', instructors' and coordinator's perceptions were investigated regarding the program's curriculum, resources, expected results, and teaching. In the study, data were collected through a questionnaire, and reflections from the teachers revealed that teachers were satisfied with the course instructors and their contribution to their PD. On the other hand, a number of elective courses and the imbalance between lesson requirements were found to be unsatisfactory. Another study regarding the MA for PD was conducted by Alabaş et al. (2012). According to the study by Alabaş et al. (2012), MA student-teachers had difficulty with inadequate supervisor support in addition to attending classes due to the unyielding attitude of school principals who ignored the conditions of the student- teachers

when arranging the timetable at school or institutions. In accordance with these results, Öztürk and Dinç (2016) revealed that distance, elective lessons lacking in variety, allocated hours of the lessons, and course content were seen as problematic by MA student-teachers. From a different perspective regarding the MA, Çalışoglu and Yalvaç (2019) concluded that the Ministry of National Studies did not offer appropriate financial and moral rewards, which deterred MA student-teachers from completing their studies.

One of these studies was conducted by Karaslan (2013). In the study, 110 EFL teachers at Bahçeşehir University were provided with a survey in order to acquire information about the instructors' opinions regarding self-initiated PD. According to the findings, instructors agreed that PD is necessary. Observing each other and action research were less favored than other developmental activities. Despite the significance of PD activities, their use was lower than anticipated. Less-experienced instructors, female teachers, and novice teachers had greater rates of developmental activity implementation. Workload, lack of self-motivation, and inadequate institutional support were mentioned as prevalent reasons for not engaging in developmental activities.

Yurtsever (2013) investigated the opinions of English language teachers towards classic and constructivist PD approaches. 91 instructors employed by Akdeniz University participated in the study. In order to gather data, not only paper-based but also online versions of the questionnaire were used. The findings indicated that instructors were in favour of all models, but the most preferred approach was the self-directed approach, with 79.6 percent, which may be interpreted as an indication that teachers are very concerned about their own PD.

In a qualitative study, Korkmazgil (2015) examined the requirements, practices, and needs of English language instructors concerning their professional development. Participants were forty-one EL instructors from public schools in various cities. Data analysis revealed that instructors need training in language skills, new teaching techniques, the incorporation of technologies, and the creation of new teaching resources. Concerning the issues teachers experienced, five categories emerged: problems with instructors; student-related challenges; contextual circumstances; the educational organization; and the social standing of the education sector. The lack of autonomy in instructors' instructional approaches was also among the difficulties. Finally, it was determined that the most

beneficial activities for the development of teachers would be those relevant to their immediate needs and organized and managed with their involvement in mind.

Özbilgin and Erkmen (2016) investigated the opinions, experiences, and needs of twelve English language instructors in Northern Cyprus. Their results emanated from the qualitative data and indicated that instructors favored the idea of participating in professional development programs despite the absence of the school's support; they highlighted the necessity to participate in extended seminars and workshops since they considered that one-time participation would not bring about change in their classrooms. Despite the common idea that it was the Ministry of Education's responsibility to organize PD activities, most teachers were not content with the previous PD activities since those PD activities failed to satisfy their expectations and needs. The teachers emphasized the benefits of cooperation between educational bodies and noted that they want to learn about contemporary issues over a long time and in a systematic way. Finally, the results demonstrated that the instructors were in favor of bottom up processes to define their PD needs and that instructors regarded PD as an autonomous process. The above-mentioned study aligns with the study conducted by Tanış and Dikilitaş (2018), in which the researchers found that in PD activities with a bottom-up approach, instructors not only had more intrinsic motivation but also benefited from them more,

In a research involving 1561 participants, Kabilan and Veratharaju (2013) analysed the professional development needs of English-language instructors in Malaysian schools. Quantitative and qualitative analyses were conducted. The results showed that the most significant element to consider while creating and conducting PD programs was found to be students' needs. The second significant factor was instructors' professional needs. In addition, more than 50% of instructors believed that involvement in professional development activities should be voluntary. Lastly, the results showed that PD activities should be designed and conducted with the active participation and cooperation of the instructors.

Zerey (2018) performed quantitative research with 96 EFL teachers from seven non-private schools in Turkey. 20 instructors were interviewed to analyze their self-initiated development activities and attitudes toward self-development. Instructors reported a favourable attitude toward self-directed PD, and they prioritized cooperation with peers,

attempting new strategies, action research, and reflection. Problems they often encountered were a heavy workload, low self-motivation, and lack of institutional support. These results also align with Özbilgin and Erkmen's (2016) study.

In a quantitative study, Anderson (2008) examined the PD activities of foreign language instructors in the states. Fifty-eight instructors who are employed in South Carolina participated in the study. The study focused on the instructors' opinions about administration support, PD needs, and interests of the instructors. The research findings revealed that teachers required moderate or substantial professional development. Results also revealed that instructors did not get sufficient content-focused professional development and that administrative support varied. Furthermore, senior instructors and instructors with proficient language levels reported not needing PD. Finally, the instructors reported that PD activities had little impact on their teaching practices.

Yaşar (2019) investigated the instructors' attitudes regarding PD at Karadeniz Technical University. Agan (2020) researched the impact of an MA in Linguistics on PD at Karadeniz Technical University. Can (2019) offered suggestions for the teachers working at a secondary state school in Antalya after analyzing their PD needs. Aydın (2020) focused on the PD of the instructors through reflection at 9 Eylül University in İzmir. Duman (2016) investigated the needs of Turkish teachers in Germany. Alan (2003) focused on the perceptions of new instructors on in-service training programs at Anadolu University. Motterdam et al. (2020) researched PD through WhatsApp in a refugee camp. Demir (2015) investigated the perceptions and needs of the instructors and the students in an EAP course, then offered a training module for the teachers and the principal. Çinkır (2017) researched the teachers' perceptions regarding PD in Adana.

Ekşi (2010) analyzed the needs of 92 EL teachers in a state university school in Istanbul. In her research, she also investigated how instructors view their most prevalent professional development practices, factors influencing their involvement, the most difficult skills to teach and assess, and instructors' preferences for PD program designs. Although teachers were supportive of PD and exchanging ideas with other teachers was the most prevalent practice, the majority of the teachers preferred attending workshops at their institution where participation is not mandatory. The major reason limiting their

involvement was inconvenient scheduling, and the most challenging aspect of teaching and grading was writing.

Kusumoto (2008) conducted a needs analysis study for Japanese instructors with the intent of creating a teacher training program. The results of the study indicate that instructors' developmental needs fall into two primary areas. The first area is about language use (the necessity to master the English Language level at an advanced level), and the second area is the educational needs (how to teach the skills).

As a more contemporary and regional example, Mede and Işık (2016) conducted a mixed-methods research on PD needs of primary English teachers working in private schools in several Turkish cities. Through a questionnaire, semi-structured interviews, and instructor diaries, the study aimed to determine the needs of teachers in terms of teaching techniques, language skills, technology, teaching environment, instructional methods, and material development. The researchers concluded that, except for material development, primary English instructors need training programs emphasizing the aforementioned issues. In addition, the research argues that in-service teacher training programs should focus on instructors' needs if instructors are required to become more competent and specialized in their fields. Finally, the study suggests that if PD programs include the perceptions of the teachers the program is more likely to increase teacher motivation which will eventually contribute to the teachers' in-class practice.

Küçüksüleymanoğlu (2006) investigated the in-service training programs offered by the Ministry of Education, and the results revealed that out of 3201 targeted teachers, only 122 of them received training. Furthermore, the participants found the content of the programs unsatisfactory. Another study that focused on the degree of satisfaction of Elementary English Language Teachers with the training offered by the Ministry of Education Department was conducted by Koç (2016) in Turkey. Similarly, the research indicated that instructors are dissatisfied with the in-service teacher-training activities, and the current in-service training falls short of addressing their needs. Uztosun (2018) conducted a study on the inefficiency of PD programs in Turkey. The study highlighted an insufficient number of PD activities and experienced trainers and inadequate practical application.

Moreover, Korkmazgil and Seferoğlu (2013) advocated the implementation of PD in the first years of ELT departments. The study, conducted with the participation of 98 Turkish EFL instructors showed that most teachers are not well informed about PD. The most common needs of improvement areas emerged as class management, application of technology, and promoting understanding of the target culture. The study also concluded that the number of teachers who joined PD groups or organizations was significantly low. The suggestion made by the researcher was that the instructors should be advised on how to engage with the virtual ELT community.

In a study conducted at a tertiary level, Gültekin (2007) examined the attitudes of EFL teachers at TOBB University of Economics and Technology on in-service teacher training programs. The researcher collected data from 39 English instructors employed by TOBB University Department of Foreign Languages. As data collection tools, a questionnaire including both Likert-scale and open-ended items, video recordings of the lessons, and interviews with ten teachers were used. After quantitative and qualitative data analyses, it was found that teachers had positive opinions regarding PD and wanted to keep themselves up to date by attending seminars and workshops. In addition, instructors indicated a need for training in the following areas: teaching speaking skills, giving written and spoken feedback, developing learner autonomy, addressing classroom management concerns, reflecting on their methods, and boosting students' language awareness.

Önalın and Gürsoy (2020) explored the PD needs of 249 EFL instructors working at various campuses of one institution. Using a questionnaire developed by the researchers, quantitative data were gathered, followed by interviews in focus groups with 20 head teachers and team leaders within the same school. The study's findings reveal that most teachers find PD activities like interacting with co-workers and exchanging experiences, viewing activity videos posted to YouTube, pursuing higher education, accessing ELT websites, and reading articles beneficial. The drawbacks of PD activities were stated as having too much theory, having the same content offered by the same educator, and being unrelated to the needs of the instructors. The vast majority of participants (86.7%) stated that they already learned theory in their faculties. Notwithstanding the demand for more practical guidance in PD, half of the participants were against assessment at the end of PD sessions. The participants mostly preferred self-evaluation or peer feedback. Another

finding of the study is that 62.6% of the participants stated that PD activities should not be mandatory and timing of PD activities should be suitable for the participants.

Yenen and Yontem (2020) investigated the PD needs of 35 teachers working in state schools in Kapadokya, Turkey. Qualitative and quantitative analyse were used in the study. The findings of the study indicated that, the teachers needed professional development in these areas: skills in instructional technology, material preparation, student interaction, testing teamwork and academic research.

Erdoğan and Gürol (2021) studied the PD needs of preparatory English instructors working in a university in Istanbul. The qualitative research approach was utilized to uncover the ideas, thoughts, perspectives, and opinions of teachers towards the improvement of their professional development needs. The data collection procedure was conducted over a period of eight weeks. In data analysis, descriptive analysis and content analysis approaches were used. The ability to prepare a lesson plan appropriate for the language levels of the students, ability to take individual differences of students into account in planning, ability to modify course material in planning, and ability to link the lessons with daily life were ascertained as the professional development needs to be addressed in the PD programs. When the teachers were asked about needs regarding managing learning and teaching, the following areas were mentioned by the participants : the capability to keep student motivation at an ideal level for learning in teaching, the ability to utilise learning management systems, the ability to assist students requiring special education, the ability to conduct action research, the ability to work in collaboration with other teachers, the capacity to recognize students' needs towards learning English, the ability to maintain discipline during the lesson, and the ability to use teaching time efficiently. As far as testing and evaluation was concerned, four professional skills that need to be improved were determined as the capacity to assign the appropriate testing tools for the language skills to be assessed, the capability to prepare evaluation tools appropriate for language levels, the capacity to use alternative testing tools to assess language skills, and the ability to give quality feedback following assessment.

İbrahim and Kavlu (2020) studied teachers' views on their professional development needs. The study, which was conducted in Erbil, Iraq, also aimed to investigate other issues relevant to the professional development of English teachers in Erbil, such as the

advantages of professional development, the status of professional development programs, the steps for implementing professional development programs, and the problems associated with professional development programs. Thirty-six instructors of the English language took part in a survey. The survey findings revealed that many EFL instructors recognize the significance of professional development. Nevertheless, limited resources and opportunities are among the primary factors preventing instructors from engaging in professional development programs. Due to the importance of professional development in improving teaching and education and the importance of English as a language and subject of study in Erbil, this study focused on the needs for professional development of English teachers. The study also attempted to explore other issues related to the professional development of teachers of English in Erbil, such as the benefits of professional development programs, the state of the professional development programs, stages of applying for professional development programs, and problems in professional development programs. 36 English language teachers participated in a survey. The survey results demonstrated that a great number of EFL teachers are aware of the importance of professional development. However, lack of resources and opportunities are some of the major factors which prevent them from participating in professional development activities. The researchers found that while 88.2 % of the participants selected teaching methods as their major need in their professional development, 41.2% identified classroom management, 41.2% selected content knowledge area, and lastly, 41.2% identified creating resources as necessary in their professional development. When the participants were asked about motivation regarding PD, 75% of respondents confirmed that these programs are necessary throughout their careers. 70.6% of instructors responded that acquiring new language teaching practices will encourage them to further their professional development. 75% of respondents confirmed that these programs are necessary throughout their careers. The study also revealed that the schools mostly decide on the content of PD programs. Finally, the researchers reported that the instructors who participated in the study needed PD in areas such as curriculum design, classroom management, material development, the adoption of new teaching methods, and the use of technology in the class.

Wall (2008) investigated the PD needs of Thai high school English teachers. A semi-structured interview was used to explore what teachers think about their PD needs. In order to find out what teachers need, the Cambridge Teaching Knowledge Test (TKT) was implemented. The semi-structured interview was also used to determine the teachers'

English proficiency level. The TKT exam was applied first; then, the researcher interviewed the participants. Following this, the participants were asked to complete a survey to explore their PD needs. The results showed that the teachers were not content with demanding paperwork and inadequate timing for training. In addition, the absence of time, funds, and lack of materials were among the reasons that prevented the teachers from using the PD sport provided. As far as the observed needs are concerned, the findings revealed that the participants needed to learn about lesson planning (aims, stages, sequence etc.) assessment and material selection. The study also showed that instructors need to improve their language level.

Uztosun (2018) investigated the perspectives of in-service English language instructors on in-service teacher education (INSET) programs offered by the Turkish Ministry of National Education. An online questionnaire with closed and open-ended questions was used to collect data from 247 in-service instructors. The findings revealed that the participants did not agree about the efficiency of the programs. They indicated that these programs were beneficial in fostering their professional growth, personal development, and interdepartmental collaboration. However, concerns were expressed regarding the inadequacies of these programs in six areas: the limited amount of programs available, the lack of experienced trainers, the lack of a practical focus, the poor quality of the lectures, the inconvenient time and location, and the superficial nature of the INSET offered.

Daloglu (2004) designed an in-service training program for a private primary school in Turkey. The main aim of the program was to help the school in terms of curriculum and material design since some curriculum objectives were not covered in certain classes while some objectives were repeatedly covered more than once in some classes. In order to collect data, the researcher used a survey and interview. The researcher worked with 45 teachers before the PD program, and first, the needs assessment was conducted. In the needs assessment, it was discovered that the teachers found it difficult to adopt the materials to the curriculum objectives, and they knew neither the objectives covered in the previous year, nor the methods used by previous teachers. Apart from that, the participants also reported that they spent too much time on material development, and it was very demanding since it required special training. In addition to these needs, the participants commented that they needed more collaboration in the school. The results demonstrated

some important results. Firstly, the participants found this PD program beneficial since it addressed an urgent need, and they were able to apply their enhanced skills and knowledge in the classroom. Secondly, the teachers' comments demonstrated their appreciation for the reduced teaching hours, as their teaching load was decreased so that the teachers could work in the program. Lastly, it was found that teachers found this program beneficial because unlike the short workshops, it lasted a year, during which the teachers were given not only feedback but also a chance to transfer what they had learnt during the program.

Dewan-Turudu (2019) investigated teacher interaction in an internal professional development (PD) program by analyzing why instructors join it and their perceptions of its benefits. The research involved 14 instructors from the English language school of a private university in Turkey. Interviews and video/audio recordings of PD sessions were used to gather data. The findings of the interviews were examined using content analysis in MAXQDA under Huberman and Miles' method for qualitative data analysis. First, the research indicated that teachers joined the PD program to learn from and alongside one another, to reflect on their teaching, and to become part of a community. Some other elements that affected teacher decisions were mostly connected to the program's design and the composition of the group and trainers. The participants revealed that they were content with the PD programs and added that workload is an obstacle when they want to participate in PD programs. Lastly, the instructors' characteristics of an effective PD program are as follows: not being mandatory, prepared according to their needs, and in line with their school's requirements.

Palaguta (2019) examined the PD support provided to teachers in Ukraine and Britain. The needs of the instructors were also investigated in this study. The researcher benefited from the Teaching and Learning International Survey (TALIS) to collect data. The results showed that Ukraine and Britain had induction sessions for instructors. While in the former country the teachers had fewer induction programs, the latter offered 10% more induction programs for the teachers. The study findings also indicate that education conferences and seminars are the most popular professional development activities among Ukrainian educators. (65%). Courses and workshops, mentorship, peer observation and coaching, conferences, and seminars, are among the most often mentioned activities in Britain. (75%). In addition to these findings, it was found that both British and Ukrainian teachers rarely visited other schools to carry out observations. (10%). As for mentoring,

Ukrainian and British teachers are monitored or act as mentors. At that point, the findings pinpoint that the understanding of mentoring is quite different in both countries.

2.6. Needs Analysis

According to Kaila (2005), a need relates to the difference between what is and what should be. In the first part of the 20th century, the phrase ‘need analysis’ was coined (Duman, 2016).

There are alternative definitions of needs analysis. Brinkerhoff and Gill (1994) describe needs analysis as identifying the necessary knowledge and abilities for an institution to attain its targets and goals. According to Noe (1999), needs analysis is a technique that determines whether or not an institution needs training. Brown presented one of the most often-used definitions of needs analysis. According to Brown (1995), information collection activities constitute the needs analysis process.

Brown (2001) states that needs analysis is a vital component of methodical professional development, particularly in education, and adds that the primary aim of needs analysis is to determine the particular needs of organizations and people. Needs analysis in higher education may improve the contentment of instructors and students, cut costs, and contribute to developing quality standards (Bowman, 1987). The ultimate aim of needs analysis is to assure the institution's development and transformation (Erdoğan & Gürol (2021).

Needs analysis is closely linked to PD as well, since the learners and the instructors constitute the two important factors in the schools. First and foremost in professional development is the capability to conduct a detailed needs analysis research in educational institutions. A prerequisite for maintaining professional development and making it sustainable is to conduct a needs analysis (Erdoğan & Gürol, 2021). Another contribution of needs analysis to PD is effectiveness. Prior to the design of a PD program, conducting a needs assessment maximizes the effectiveness of its results due to the fact that it provides crucial details about contextual problems, such as the specifics of the institution's current status and the challenges instructors encounter. (Demir, 2015). Dubin and Wong (1990) claim that needs analysis is important in teacher training because these programs address a

specific context to find out a particular purpose. Also, having examined the results of the need analysis, the trainers can include particular components to the program (Demir, 2015).

CHAPTER III

METHODOLOGY

3.1. Design of the Study

In this study, a mixed-method approach was utilized. The reason why this study benefits from mixed methods is that it benefits from both qualitative and quantitative research (Creswell, 2009). While quantitative data allows the researcher to make use of quantitative data and get specific results, like how long an instructor has been teaching or how often they participate in PD activities, qualitative data enables the researcher to analyze how participants perceive their social context by focusing on their interpretation of that social context (Bryman, 2007). This research aims to analyze the PD needs of the instructors, so the quantitative method itself may not be sufficient to provide detailed, in-depth data. Hence, the researcher acquires a deep understanding of the case since two methods can compensate for their missing parts (Bryman, 2007).

It is asserted that the mixed method approach in social research and education marks a significant turning point. Mixed-method research has begun to be recognized in the social sciences as a distinct and independent subject, particularly since the beginning of the 1990s. (Güney, 2021). Dörnyei (2007) defines the mixed method approach as a blend of qualitative and quantitative methodologies in a single research topic. While Johnson and Onwuegbuzie (2004) claim that having more than one method in a single study makes the mixed method superior, Creswell (2013) states that the mixed method involves the strengths of quantitative and qualitative research.

In addition, quantitative research calls into question the relationship between various variables, or characteristics that can vary and have varied values based on individuals or objects (Dörnei, 2007). Similarly, Morse and Field (1996) believe that qualitative research allows for the interpretation and comprehension of reality, facilitating the depiction and explanation of the social realm. Since, in this study, the aim is to find out PD needs in detail, using a mixed method was appropriate. The participants' responses to the survey would not be sufficient alone to interpret the findings. Since the researcher combined quantitative and qualitative data to come to conclusions, the researcher had a better perception of the overall result. The mixed method combines numerical elements from

quantitative data with detailed information from qualitative data and provides a better understanding of the study problem (Dörnyei, 2007).

Since the aim of the research is to find accurate answers to a particular problem, quantitative data itself cannot be sufficient to explain the cause-effect relations. Since social sciences mostly deal with humans and human behavior, it can sometimes be difficult to come up with valid, detailed results using only the quantitative method. Therefore, a mixed-method approach not only enables the addition of elements from both study paradigms to the phenomenon's comprehension but also enables the production of valid and reliable results (Duman, 2016). Furthermore, the mixed method functions in such a way that it conducts qualitative and quantitative approaches in a single study. (Schoonenboom& Johnson, 2017). Moreover, corresponding results from two distinct measuring instruments contributed to the external validity and generalizability of the results. Since the main aim of the study was to carry out a detailed analysis, gathering in-depth data was essential for the researcher. This is why the researcher decided to apply mixed research. Creswell (2013) pointed out that mixed methods make the most effective use of qualitative and quantitative data. In addition, Q’Cathain, Murphy and Nicholl (2010) argued that mixed-method approach enables the researcher to gather additional data.

As a result of the above-mentioned advantages and the content of the research questions, mixed research was applied in this study to address the research questions. As Merriam (2002) indicated, a wider comprehension of the research topic will be provided through the semi-structured interviews that are led by a set of questions about the research topics

3.2. Participants

The study was conducted in Ankara, at a foundation university, in the 2022–2023 academic year. The instructors working at the English Language School of the university comprised the population of the study. All the instructors, apart from 2 who were on maternity leave, provided data for the study.

The participant's demographic data is summarized in Table 3.1. Information was gathered from 115 instructors, 84 of whom worked full-time and the remaining 31 worked

part-time. While the majority of the teachers were female, (%70.4), %27 of the teachers were male. Due to the overwhelming majority of female teachers at the institution, it was impossible to achieve parity between the number of male and female participants. Gender, however, was not a variable in the study. 53% of the participants graduated from English language teaching departments, and 46.1% were graduates of non-teaching majors. Four of the participants were native speakers of English, while the other participants were non-native Turkish English teachers. As far as age is concerned, 23.5% of the participants were between 24-30 years old, 35.7% of the participants were between 30-40 years old, 27% of participants were between 40-50 years old and 10.4% of the participants were between 50-60 years old. In addition to age, the majority (27%) of the participants had a teaching experience of 6-10 years. %19.1 of the participants had a teaching experience of 11-15 years. Teachers with an experience of 6-10 years comprised 22.6% of the sampling, and only 12.2% of the participants had experience of more than 26 years. Furthermore, the majority of the participants (53%) were graduates of teaching departments, while 46.1% of the participants graduated from non-teaching departments. In terms of employment, 73% of the participants worked full time at the institution while 27% of the participants worked as part-time instructors.

Table 3.1.

The demographic characteristics of the participants

Demographic characteristics	F	%
Gender		
Female	81	70.4
Male	32	27.8
Age		
24-30 years old	27	23.5
30-40 years old	41	35.7
40-50 years old	31	27
50-60 years old	12	10.4
Teaching Experience		
1-5 years	18	15.7
6-10 years	26	22.6
11-15 years	22	19.1

Demographic characteristics	F	%
16-25 years	31	27
+26 years	14	12.2
Major		
English Language Teaching	61	53
Non-teaching majors	53	46.1
Employment status		
Full-time	84	73
Part-time	31	27

In addition, the specific data ranges in some of these characteristics were as follows:

Table 3.2.

Ranges in the demographic characteristics

Demographic characteristics	Min	Max	M
Age	24	59	37.97
Teaching experience	2	34	14.53
Weekly workload	0	40	19

Table 3.2 depicts descriptive data for the variables of work experience, number of levels, and weekly workload. While the age range varied from 24 to 59, the mean age of the participants turned out to be 37.97. Teaching experience varied from 2 to 34, and the mean of teaching experience yielded a score of 14.53. The last item -weekly workload- had a mean value of 19.

The students are taught at five different levels in the institution. In each level, teachers share two classes with their partners. The teachers teach productive skills, receptive skills, vocabulary, and grammar. Office hours, weekly meetings, marking and standardization meetings are also considered as workload in this study. The range of instructional hours was from 0 to 40. The mean value for contact hours was 19. Table 3.3 shows the gender distribution of the respondents.

Table 3.3.

Gender of the participants in semi structured interviews

Participant number	Gender
Participant 1	Male
Participant 2	Female
Participant 3	Female
Participant 4	Female
Participant 5	Female
Participant 6	Female
Participant 7	Female
Participant 8	Female
Participant 9	Female
Participant 10	Female

3.3. Sampling

Since the aim of the research was to find out the PD needs of instructors at a specific school, the researcher used convenient sampling. According to Boslaugh (2008), convenience sampling is described as a predetermined set of participants drawn from a particular population based on their accessibility to the researcher. Thus, it was easy for the researcher to access the participants. Convenience sampling's primary goal is to get data from individuals who are readily available to the researcher (Etikan,2016). Moreover, the data could be collected faster. In addition, according to Spradley (1980), establishing a trustworthy relationship with the participants improves the accuracy and reliability of the collected data.

3.4. Data Collection Instruments

In this part, data collection instruments for qualitative and quantitative data is explained.

3.4.1. The survey

In order to access more participants at once within a constrained amount of time, the data were first collected using a survey prepared by Ekşi (2016), and her consent was granted before the study. The approval email can be found at the end of the study (Appendix A). The questionnaire was created in English because it would be given to English instructors. Since it was carried out before by Ekşi (2016) and designed with the help of experts (Arıkan, 2002; Karaarslan, 2003; Gültekin, 2007), the validity and reliability of the questionnaire were not a concern for this study. Exploratory factor analysis was conducted by Ekşi (2016) to provide evidence for construct validity. The reliability analysis was calculated as a Cronbach alpha coefficient of .90. Also, the reliabilities of the subscales were predicted via Cronbach alpha coefficients. The alpha values were found to be .88

The researcher obtained the necessary permissions from the foundation university where the research was conducted (Appendix B). The director of the preparatory school was also informed, and her written consent was also obtained due to ethical reasons.

The survey consists of three parts (Appendix C). In the first part, there were six Likert-type questions. In the first section, the participants were given six statements describing how they perceive professional development programs. On a five-point scale, they were asked to rate their agreement with each statement from "strongly disagree" to "strongly agree." Some sample items are as follows: "Attending professional development programs makes me feel more confident while teaching," "Professional development programs improve teaching competence.", "Professional development programs make me reconsider my teaching methods."

The questionnaire's second section contained two sub-sections. The participants were given ten different kinds of professional development activities in the first section, and they were asked to rate on a scale how frequently they engage in each of these activities, such as reading ELT articles, conducting classroom research, observing other teachers, reflecting on teaching, joining teacher associations, joining online discussion groups, on a scale of 1 to 5, where one meant "never" and five meant "always." The second section asked to rate the importance of each of the ten factors that prevent the instructor

from attending professional development programs on a scale of 1 to 5, with one being the least essential and five being the most important. The factors preventing the instructors from attending PD activities were as follows: heavy workload, lack of self-motivation, lack of institutional support, pacing, inconvenient date/time, location, cost, unqualified trainers, unrealistic content, and not being informed about the events. To verify construct validity, an exploratory factor analysis was conducted. The correlation matrix for the first 21 items was acquired. These elements were factored according to the correlation coefficients among the areas.

The questionnaire's third section sought to pinpoint the most challenging aspects of instruction. The third section included two other subsections as well. In the first section, a list of language skills, including grammar and vocabulary, listening, speaking, reading, and writing, was given to the participants. The participants were asked to indicate which area was the most challenging for them to teach and evaluate. In the second section, on a five-point scale with one denoting 'no need' and five denoting 'very high need', the participants were given a list of 21 distinct professional development categories like lesson planning, classroom management, test development, conducting classroom research, giving feedback and asked to rate their level of need for each area. A scale of 1 to 5 was used, where 1 meant 'no need' and 5 meant 'extremely great need'

The questionnaire's fourth section aimed to gather information regarding instructors' preferences for delivery methods of PD programs. The participants were asked to choose their preferred attendance format, delivery format, preferred place, frequency, and the preferred speaker.

The final section of the questionnaire asked about the instructors' demographics, including their gender, age, length of service, department of graduation, whether or not they held teaching certificates, their type of employment, their workload, and the number of groups they taught.

3.4.2. Interview

The second data collection tool was a semi-structured interview, which consisted of 14 questions. (Appendix D) The researcher aimed to collect data regarding the perceptions

of instructors, the most prevalent PD activities, reasons preventing teachers from participating in PD programs, areas teachers need to improve, difficult skills for teachers to teach, and preferred delivery opinions in PD.

Interviews are the most popular and effective method of gathering data (Dörnyei, 2007). It is primarily a tool for social interaction, which brings meaning to human experience and thinking rather than just being a way to gather data (Rapley, 2004). In addition, researchers can gain a greater knowledge of participants' perspectives, understanding, experiences, expectations, fears, and future intentions regarding a given phenomenon through interviews. Moreover, conducting interviews to gather information gives the researcher freedom, resulting in higher-quality data and a greater understanding of the subject being studied (Ryan et al., 2009).

Semi-structured interviews are beneficial because, by adjusting the questions as needed, the researcher can be more adaptable during the interview thanks to the semi-structured interview method. The flow of the interview questions allows the researcher to adopt a theme-based approach when gathering data easily. According to Büyüköztürk et al. (2016), the objective of semi-structured interviews is not only to elicit responses to predetermined questions but also to elicit a detailed analysis of the research topic.

3.4.3. Data collection procedure

As a result, the survey link was sent to the instructors through e-mail and level WhatsApp groups. Before the survey was sent, the researcher informed the instructors orally about the aim of the study. The data collection process through the survey lasted about one month. As far as interviews are concerned, the researcher again asked the volunteers to conduct interviews. The researcher conducted interviews with those who were willing to participate. Ethical consent was received from the university where the study was conducted. (Appendix B).

The data for the study were gathered from 10 participants after the necessary permissions were granted. One participant was a native speaker of English, while all the other participants were non-native speakers of English. The researcher informed the participants about the content and duration of the interview. The researcher ensured that

the names and the answers would remain anonymous. The procedure was tested out on two teachers recruited by the same school; however, their data were not used in the final analysis. Kvale (2008) also mentioned that through piloting interview protocols, it is possible to improve them and find any defects or design-related restrictions.

The interview locations varied depending on the participants' preferences and availability. The majority of the interviews were done in predetermined locations that might provide a quiet and appropriate atmosphere. Two interviews were conducted through the Zoom application; the others were conducted face-to-face with a voice recorder. Before each interview, the participant gave their full consent to the interview being recorded. Every interview was recorded on audio. The interviews lasted about 15 or 20 minutes. A password-protected computer contained audio recordings and transcriptions. The interviews were transcribed verbatim following the completion of data collection. These word-by-word transcriptions of the data assisted in identifying indicators of the participants' viewpoints, as each word chosen to be spoken by a participant is a microcosm of his or her consciousness (Seidman, 2006). All the written data were also stored securely in a location only accessible to the researcher. Instead of their real names, the researcher coded the participants as P1, P2. No corrections or edits were made to preserve the authenticity of the interviews. In order to acquire new ideas and get deeper meaning related to survey questions, the researcher prepared interview questions. By doing so, the aim was to avoid diversion from the focus. The researcher asked the questions in the same order and tried to make the participants express more detailed answers by asking impromptu questions when needed.

Moreover, the friendly tone and rapport created between the researcher and the participants through a common understanding enabled the participants to share their emotions, beliefs, and ideas openly and honestly. In qualitative research, interviews are the most prevalent method of data collection. In order to employ this method of data collection effectively, it is recommended to consider the interview's characteristics and examine usage trends (Yıldırım & Şimşek, 2016).

3.4.4. Data analysis

3.4.4.1. Analysis of quantitative data

To analyse the quantitative data, descriptive statistics and multiple regression analysis were utilized. After collecting data, each response was entered into the Statistical Package for the Social Sciences (SPSS). To be more specific, descriptive statistics were derived to analyze the first six questions. For the last research question, linear regression was performed. By calculating the Cronbach Alpha Value, which is commonly employed with Likert-type scales, a reliability analysis of the survey was performed to demonstrate its dependability.

3.4.4.2. Analysis of qualitative data

Data collection and analysis are two sequential processes that complement each other. Collecting and analyzing data are two consecutive processes that complete one another (Merriam, 2009). For qualitative data analysis, content analysis was utilized. Multiple times, the researcher read the written responses with great care. All interviews were read more than once. When the researcher needed clarification on what the participant meant, the researcher emailed the participant and verified what was meant by the participant.

Data were simplified into codes, themes, and patterns to highlight specific data points, making their interpretation and combination with literature easier (Dornyei, 2007). However, initial coding can be argued to be biased regarding dependability. Two significant steps were taken to prevent this: initially, the researcher did not rely solely on predetermined codes; rather, he improved them or created new codes for the new data that did not fit the current coding schemes. Second, the coding schemes were exposed to an interrater evaluation, i.e., the researcher coded the data and then asked an expert with a Ph.D. to code it with the help of the coding previously done by the researcher. Then, the two codings were compared, and they were seen to be similar. There are methods for enhancing the validity and quality of qualitative research. These strategies include

participant confirmation, prolonged contact, data collection emphasizing deeper, diversification, and expert evaluation. (Yıldırım & Şimşek, 2016) Once the themes and codes were ready, the researcher asked an experienced researcher with a Ph.D. to check the codes and themes. It was seen that both the researcher and the expert had similar codes and themes.

CHAPTER VI

RESULTS

4.1. Overview

This chapter begins with data analysis. The findings are presented in two distinct sections; the first discusses the quantitative data obtained from 110 questionnaire participants, and the other with qualitative data from semi-structured interviews conducted via Zoom and face-to-face with 10 instructors.

4.2. Quantitative Results

4.2.1. Quantitative results for research question 1.

In this part, the quantitative data gathered from the survey questionnaire to answer the first research question, which looked into the instructors' perceptions regarding PD, are reported.

RQ1: How do teachers view programs for professional development?

The first research question explored teachers' perceptions of professional development and its role in improving their professional skills. As Table 4.1 shows, teachers acknowledge the positive role of professional development. The highest agreement rate was with the item suggesting that professional development played a key role in enhancing teaching skills (M=4.02), whereas the item 'Professional development programs are relevant to my needs and interests' ranked the lowest. (M=3.18). The item 'Professional development programs improve teaching competence' ranked second (M=3.91). The items 'Professional development programs improve teaching competence', and 'Professional development programs make me reconsider my teaching methods' were agreed with mean values of 3.89 and 3.88, respectively. On the other hand, the item 'development programs give me practical information that I can use in my classroom' ranked as the fifth item. (M=3.46) with the second lowest ratio.

Table 4.1.

Teacher’s perceptions of professional development

Item	AR^I	M^{II}	SD^{III}
1. Professional development programs help me improve my teaching skills.	79.3	4.02	1.01
2. Professional development programs improve teaching competence.	76.7	3.91	1.04
3. Professional development programs make me to reconsider my teaching methods.	72.4	3.89	1.07
4. Attending professional development programs make me feel more confident while teaching.	69.8	3.88	1.07
5. Professional development programs give me practical information that I can use in my classroom.	56	3.46	1.17
6. Professional development programs are relevant to my needs and interests.	42.2	3.18	1.15

I-Agreement Rate (%) with the item based on the frequency of responses “Agree” and “Strongly Agree”.

II-Mean item score

III-Standard deviation

4.2.2. Quantitative results for research question 2

This part reports quantitative data gathered from the survey questionnaire to answer the second research question, which aimed to obtain data regarding popular PD activities among the instructors.

RQ2: What are the most prevalent instructor professional development activities for the instructors?

The second question focused on understanding the type of professional development activities that the participants most commonly engaged with. As illustrated in Table 4.2, two of the three most commonly preferred activities involved working closely with colleagues at the same institution. (M=4.09) The analysis also revealed that self-reflection on teaching practices was another popular professional development endeavor among the participants. (M=4.03) The other prevalent PD activities for the instructors are as follows:

asking colleagues for help (M=3.88), participating in courses, workshops or seminars (M=3.54), reading ELT articles, magazines, or books (M=3.59), observing other teachers (M=3.07). On the other hand, conducting research in the classroom (M=2.60), collaborating with the wider ELT community outside of the institution (M=2.55.), and joining a special interest group (M=2.52) were among the least commonly preferred activities. Almost 30% of the participants indicated that they never participated in a community of practice with teachers from other contexts (M=2.52).

Table 4.2.

The professional development activities the participants engaged with

Item	M	SD
1. Sharing experiences with colleagues	4.09	0.88
2. Reflecting on my own teaching	4.03	0.91
3. Asking colleagues for help	3.88	1.02
4. Participating in courses, workshops or seminar	3.54	1.07
5. Reading ELT articles, magazines or books	3.29	1.28
6. Observing other teachers	3.07	1.25
7. Conducting classroom research	2.60	1.25
8. Joining a teacher association	2.55	1.25
9. Joining an online ELT discussion group	2.53	1.30
10. Joining a special interest group	2.52	1.24

4.2.3. Quantitative results for research question 3

In this part, the quantitative data gathered from the survey questionnaire to answer the third research question, which aimed to investigate the obstacles preventing the instructors from joining PD activities, are reported.

RQ3: What constraints prevent teachers from participating in professional development programs?

The third research question aimed to understand the specific reasons that hindered the participants' involvement in professional development activities. Table 4.3 shows the

reasons that hindered participants' involvement in professional development activities. According to the results, the participants believed that reasons often stemmed from external sources, such as their working conditions or inability to attend the programs due to financial or logistical reasons. The analysis showed that the most common reasons were the heavy workload(M=4.32) and intense pacing the teachers were expected to comply with (M=4.25), whereas the least common reason was the lack of self-motivation(M=2.85), which meant that the participants possessed the inner desire to attend these events but lacked the resources that could enable them to do so. 'Cost' emerged as the fourth item (M=3.96) after 'Inconvenient date or time' (M=4.1).

On the other hand, 'Unqualified trainers' ranked as the seventh item with a mean of 3.53. In addition, the items 'Unrealistic Content' and 'Inconvenient Logistics' ranked fifth and sixth, with mean values of 3.90 and 3.7, respectively. While the eighth item, 'not being informed about upcoming programs,' had a mean value of 3.46, the ninth item, 'lack of institutional support,' had a mean value of 3.45.

Table 4.3.

The reasons that hindered participants' involvement in professional development activities

Item	AR	M	SD
1. Heavy workload	87.1	4.32	1.01
2. Intense pacing	82.8	4.25	0.97
3. Inconvenient date/time	81	4.1	0.96
4. Cost	72.4	3.96	1.13
5. Unrealistic content	69	3.90	1.16
6. Inconvenient logistics	65.5	3.7	1.22
7. Unqualified trainers	53.4	3.53	1.27
8. Not being informed about upcoming programs	56.9	3.46	1.3
9. Lack of institutional support	51.7	3.45	1.13
10. Lack of self-motivation	33.6	2.85	1.25

4.2.4. Quantitative results for research question 4

The results of the fourth research question, which aimed to investigate the skills teachers find difficult to teach and evaluate, are reported in this part. First, data regarding which skills are found difficult to teach are presented, then the data regarding difficult skills to assess are reported.

Q4: What skills do teachers consider difficult to teach and evaluate?

The fourth research question focused on exploring the language skills and systems teachers considered the most challenging to teach and evaluate. In Table 4.4, it can be seen that speaking was the most challenging to teach (49.6%), whereas grammar was the most effortless for teachers. (12. 2%). On the other hand, 24.3% of the teachers found vocabulary a difficult language item to teach. Speaking and writing skills were found difficult to teach by 38.3% and 33.9% of the participants, respectively. Lastly, 13% of the participants reported that reading was a difficult skill to teach.

Table 4.4.

The language skills and systems that the teachers found most challenging to teach

	f	%
Speaking	57	49.6
Writing	44	38.3
Listening	39	33.9
Vocabulary	28	24.3
Reading	15	13
Grammar	14	12.2

As seen in Table 4.5, the most challenging skills to assess were the same as those to teach. The participants believed that speaking was the most demanding skill to assess (56.5%), following speaking, writing ranked second most difficult to assess (54.8). While %18.3 of the participants stated that listening was difficult to assess), grammar was found to be the easiest to assess by the participants (%7.8). Lastly, vocabulary and reading were found to be difficult to assess by the 24.3% and 13% of the participants respectively.

Table 4.5.

The language skills and systems that the teachers found most challenging to assess

	f	%
Speaking	65	56.5
Writing	63	54.8
Listening	21	18.3
Vocabulary	19	16.5
Reading	11	9.6
Grammar	9	7.8

4.2.5. Quantitative results for research question 5

In this part, the quantitative data gathered from the survey questionnaire to answer the fifth research question which aimed to investigate the areas in which instructors need PD are reported.

Q5: In what areas of English instruction do instructors require professional development?

The fifth research question looked at the areas in which the participants reported needing professional help. As seen in Table 4.6 which was given as Appendix E, instructors most commonly needed PD with regard to development testing and evaluation instruments for students (M=3.46), learning about the latest innovations in the field of English language teaching(M=3,41), the theory of assessment and evaluation in education(M=3,40), and how they could use technology to improve their teaching skills (M=3,38). The moderate need areas reported by the participants are as follows: ESP (English for Specific Purposes (M=3.37), using drama in ELT (M=3.27), increasing student motivation (M=3.20), using games in ELT (M=3.19), training other teachers (M=3.19), storytelling (M=3.14), teaching integrated skills (M=3.08), preparing students for language exams(M=3.07), syllabus design (M=3.03).On the other hand, teachers reported that they need less help with these areas: lesson planning (M=2.25), lesson management (M=2.34), time management (M=2.55), CEFR (M=2.57), preparing

supplementary materials (M=2.96), conducting classroom research (M=2.94), identifying learner characteristics (M=2.81)

4.2.6. Quantitative results for research question 6

In this part, the quantitative data gathered from the survey questionnaire to answer the sixth research question which aimed to find out the preferences of the instructors regarding options and formats for PD programs are reported.

RQ6: What delivery options and formats do the instructors prefer for professional development programs?

The sixth research question aimed to understand teachers' preferences about the delivery and format of professional development events. Table 4.7 shows that the participants commonly prefer professional development activities that are optional 86.1 %. Only 13.9% of the participants preferred compulsory PD activities. Regarding the mode of the activity, participants mostly preferred workshops (78.3%) and seminars (58.3%). Other modes, such as group discussions and peer observations, were favored by 35.7% and 1.7% of the participants, respectively. In terms of the location of the PD program, 79.1% of the participants favored in-house activities. Also, 63.5% of the participants reported that they would favor online PD programs. While 32.2% of the participants were in favor of PD activities conducted abroad, 27.8% preferred an activity conducted in the same city but in another school. In terms of trainer, while 72.4% of the participants were in favor of an expert speaker from another institution, 61.7% of the participants preferred a colleague from the institution and an expert speaker from another institution. Lastly, items 'a colleague from the institution' 'a group of teachers from the institution' were favored by 30.4% and 25.2% respectively. As far as frequency is concerned, items once in a month, once in two months, once in a semester, once in two weeks, once a week were favored by 44.3%, 38.3%, 23.5%, 13%, and 6.1%, respectively. In addition, as far as session length is concerned, the results were as follows: up to 45 minutes, 57.4%; up to 60 minutes, 34.8%; up to 30 minutes, 17.4% and up to 90 minutes, 6.1%.

Table 4.6.

The preferences of the participants in terms of the delivery and format of professional development activities

	f	%
1) Attendance		
a) Compulsory	16	13.9
b) Optional	99	86.1
2) Mode		
a) Workshop	90	78.3
b) Seminar	67	58.3
c) group discussion	41	35.7
d) peer observation	2	1.7
e) collaboration with peers	1	0.9
3) Location		
a) in-house	91	79.1
b) online	73	63.5
c) abroad	37	32.2
d) at another institution in the same city	32	27.8
e) at another institution in a different city in the country	21	18.3
4) Trainer		
a) an expert speaker from another institution	83	72.2
b) a colleague from the institution and an expert speaker from another institution	71	61.7
c) a colleague from the institution	35	30.4
d) a group of teachers from the institution	29	25.2
5) Time		
a) weekday afternoon	74	64.3
b) weekday morning	56	48.7
c) at the weekend	16	13.9
6) Frequency		
a) once a month	51	44.3
b) once in two months	44	38.3
c) once in a semester	27	23.5
d) once in two weeks	15	13

	f	%
e) once a week	7	6.1
7) Session length		
a) up to 45 minutes	66	57.4
b) up to 60 minutes	40	34.8
c) up to 30 minutes	20	17.4
d) up to 90 minutes	7	6.1

4.2.7. Quantitative results for research question 7

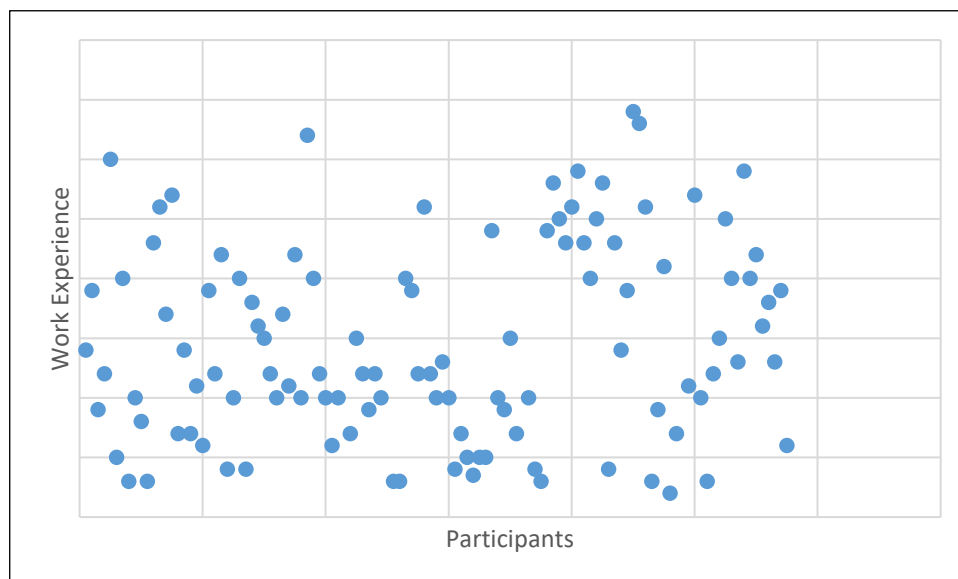
In this part, the quantitative data gathered from the survey questionnaire to answer the seventh research question which aimed to find out the how successfully does teaching experience predict the degree of need are reported.

RQ7: How successfully does experience predict the degree of professional development need?

The participants' teaching experience varied between 2 and 34 years, with a mean teaching experience of 14.53 years (Figure 1).

Figure 4.1.

The participants' teaching experience in years



4.3. Analysis of the Qualitative Data

The second phase of the data collection tools consisted of analyzing and interpreting semi-structured interviews. In order to analyze the data, content analysis was performed, and interview responses were exemplified with quotations by incorporating a qualitative research tool into this study. The researcher aimed to delve deeply into the topic.

4.3.1. Qualitative results for research question 1

Seven participants volunteered to conduct the semi-structured interviews, and the interviews were conducted at the participants' convenience. In the first question, the interviewees were asked about their ideas regarding PD. Overall, all of the participants had positive ideas about PD. Table 4.8 shows the frequency. According to results, the high frequency of lifelong learning and gaining new ideas showed that instructors are well aware that PD does not end at all and helps instructors broaden their horizons.

Table 4.7.

Interview Results for teacher's perceptions of professional development

	Frequency
Lifelong learning	12
Gain new ideas	4
Better Performance	2

4.3.1.1. Lifelong learning/ gain new ideas

P1 mentions the importance of learning new things while she defines her perception about PD. According to P1, PD helps a teacher develop in the teaching profession by helping the instructors acquire new ideas. Also, throughout this dynamic process, the instructors can perform better.

I think it is important because there are always new things to learn. It is like a life time journey. So you can always learn new activities, new topics, and

improve your own teaching. And especially if you're you have been teaching for a number of years. It is, I think, it provides a different pace. It gives you new ideas. So you also enjoy teaching more in that sense when you learn new things and when you try out different things. So I think professional development is personally and professionally improving yourself in different areas. (P1)

P3 believes that having PD programs indicates that the school cares about the teachers and the learners as well. Once teachers have more PD opportunities, there will be better education and this will lead to better learning for the learners. According to P3, teachers feel that administration gives priority for the teachers when there are PD programs.

I think it shows the importance and the value that the school really attached to the instructors. I feel this way. It's a kind of opportunity for instructors to improve themselves. It is not just important. I feel like it is the value that, yeah, that's the institution, really. I feel like they really care about me. (P 3)

4.3.1.2. Better performance

Although P9 has a positive attitude about PD, she is concerned about how it is conducted. P9 states that PD activities should be conducted carefully and there must be more teacher involvement so that PD can be effective. She is against the administration's deciding what teachers should learn. Participant 9 put her ideas as follows.

I guess professional development means anything that will help a teacher to perform better in the classroom with their students, materials, support from colleagues and so on. That's the general sense. I only think it's important if it's done well. So that's what I would say. And at several institutions I would say it hasn't been done well because it hasn't been designed enough to suit. I think often the teachers are not involved enough in it. I think there's not enough sense of exactly what it is teachers need and there's not enough teacher input. It's more a sense of management deciding what it is that teachers need when it's really the teachers who should be giving more input about what it is they need in the classroom. PD sessions should be designed for what they need, not what management wants. (P9)

Participant 7 believes that PD plays a key role for effective teaching as long as experience is considered. According to P7, unless the PD programs are designed according

to the experience of the teacher, the PD activity becomes repetitive for the teachers who already know about this particular subject. P7 argues that like teachers, different schools also have different experiences; therefore, needs of the institution should also be considered. Otherwise, the PD program caters neither to the teachers nor the instructors, and this situation makes the teachers reluctant to attend PD sessions.

So they don't really count the experience or the needs of the institution of the instructor. So ,that part of professional development does not really make me happy. (P7).

Participant 6 believes that teachers have PD needs and adds that PD can make her a better teacher. According to P6, teaching certificates and master programs are components of PD, and it will help them to become a better teacher in the class.

Learning what is what you need. I mean, sometimes as teachers, we have needs in class. And for example, my instructions might not be clear and students might not understand what I really mean, and I need to work on that, obviously, so professional development can help me better. My skills and also professional development for me can be about being better and better. I mean, if you have professional development activities, if you attend some courses or do some Masters PhDs or do Delta or other stuff, other types of professional development, you can be better in your job and you can be a better teacher, better instructor, you can teach better, you can improve yourself. It's it's also about lifelong learning too. (P6)

4.3.2. Qualitative results for research question 2

As for the second research question, interviewees were asked about prevalent PD activities. Table 4.9 shows the frequency.

Tablo 4.8.

Questions about PD activities

Common PD activities	Frequency
Observation	11
Seminar	7
Workshop	6

4.3.2.1. Workshops & Seminars

According to table above, observation, seminar, and workshop are reported to be the prevalent PD activities. Despite the fact that ‘observation’ has a higher frequency, the instructors also expressed their concern about observations. When compared to observations, seminars were reported to be more effective because the former included some level of stress. They stated that workshops enabled them to interact and learn practical activities which they can use in the classroom. Below are some statements from the interviews:

I like workshops. In workshops you don't feel threatened, you don't feel that you are judged or you don't feel that you are evaluated by somebody or you are actually evaluating by something that is mutual thing. That's two-way thing. And if it is a workshop, you can learn many new skills from those workshops. For example, I attended some like some workshops on how to teach with the help of drama, and that that was very useful for me. (P6).

I think workshops can be or hands on practice can be beneficial for the instructors. And each time I attended these workshops, I felt that I have learned something new. It can be a new technique or a strategy or an activity, a practical activity that can be beneficial in class or out of class or extracurricular activities. (P1)

Unlike the other interviewees, P6 was against seminars an item which was mentioned by the other interviewers as a popular PD activity. P6 complained that every year the same speaker came from a publisher and talked about the same subject which prevented her from doing some hands-on practice. Here is a quote from P6:

Seminars, please. Not seminars ...because they are mostly the same. A person just coming from another institution or coming from a publisher, for example, publishing house. And they're just talking about the same things over and over again how to teach vocabulary, how to teach, but without any hands on practices. (P6)

Another point highlighted by the participants in the interviews was the subject of being practical. For the interviewees, it was important to learn and apply what they learnt in the class. Here is a statement to exemplify:

But I really would like to be a part of a PD activity, a PD session that gives us some hands-on practices, some details, some clues about how to teach vocabulary, how to teach speaking, and how to teach writing. Actually, as I just said before, these are the ones (P4)

4.3.2.1. Observations

Observations were one of the popular PD activities reported by the participants. However, although observations were mentioned during the interviews, the common opinion was that, participants mostly regarded observations as a tool by the administrations to either control or check the instructors. The concern about the observations was that observations actually put the teachers under stress and the instructors teach an artificial lesson. Due to the aforementioned reason, observations actually do not cater to the aim of PD. The instructors believed that observations ought to be used for developmental reasons rather than administrative purposes.

Observations? I think seminars and observations are common, but observations are common in the sense of administrative or evaluative observations, which I think should be developmental observations rather than administration or PD. When the teachers are observed they try to show the trainer all the stages of a lesson. This becomes an artificial teaching nothing else. The trainer does not stand a chance to observe the strength and weaknesses of the teacher because the teacher does not want to be labeled as needs improvement by the trainer. (P1)

When results are compared, it may be inferred that the results of quantitative data do not match with qualitative data. However, since workshops and seminars mostly include expressing ideas and sharing ideas, we can assume that there is partial overlap. On the other hand, observation ranks as the 6th PD activity in the quantitative data. This may be because of the fact that for four years, observations have not been conducted at the school for PD purposes.

4.3.3. Qualitative results for research question 3

The third research question investigated the reasons preventing the instructors from participating PD activities. The leading reasons that emerged are shown in table 4.9. The interviewees mostly stated that they were teaching about 20 hours. When office hours and marking duties were added to aforementioned teaching hours, teachers work approximately 24 hours per week. Table 4.9 shows the frequency.

Table 4.9.

Reasons preventing instructors from attending PD

	Frequency
Workload	23
Hectic Schedule	17
Cost	9

4.3.3.1. Workload &Hectic Schedule

P7 and P1 gave details about working conditions at the school. According to them, instructors are expected to teach 20 hours per week, apart from 2 hours of office hours. The weekly level meetings and standardization sessions which they are required to attend also contribute to their workload. The instructors believe that they workload and hectic schedule make it difficult for them to prioritize PD. In addition to these factors, the instructors are also required to carry out grading duties which contribute to that hectic schedule. The instructors revealed that their heavy workload, the hectic schedule, and cost made it difficult for them to join PD activities.

I can mention the busy schedules maybe because we work a lot, you know, I mean, I'm teaching this term, I'm teaching 22 hours a week. Also, I'm asked to sub three more hours, so I'm teaching 25 hours a week already. I have the exams, writing this or that. So during the term PD sessions are meaningless because I have many things in my mind, many other things. (P7).

I think people in the prep school teach 20 to 25 hours plus. They have marking, they have standardization and it's 24 hours a week. So teachers, I don't think teachers have the energy or the patience left to actually attend professional development programs after working so long. And because of

our new system, there are more exams and more assessment items. So instructors have to attend more standardization sessions and do more grading because of the new system. So I don't think they have the energy or the will to actually attend PD sessions. We actually don't have any at the moment, but even if we did, I think even the most willing teacher needs some time to relax. (P1).

The administration actually scheduled standardization and marking sessions during PD sessions. So of course, teachers had to join the standardization sessions rather than or marking sessions rather than the PD sessions, or if there wasn't standardization, let's say the PD session is at 2:00, but the teachers are told, they say, Oh, of course you can go and attend PD session, but you have to finish grading and upload your grades by five. So of course no teacher would come and join a PD session and then rush to be able to finish grading all their papers so that they can actually upload their grades by the end of the working day. So even if they say we encourage PD, I think institutions discourage PD with such practices. (P1).

4.3.2.2. Cost

Participant One pinpoints the expense of PD, and suggests that the university can support instructors against the high rate of foreign currency. In order to travel abroad for PD purposes or to do internationally recognized certificate or diploma programs such as Celta or Delta, instructors should consider the cost. According to the participants, the high exchange rate of the pound makes it even more demanding to access PD activities. To illustrate, participant one said:

If they want to attend something outside of the university. I think finances and the support from the university makes a difference at the moment. As far as I know, there is no support from our university for any professional development activities and at the moment the dollar and the pound rates are so expensive and so different that if I as a teacher wanted to get a Delta or something, I would have to spend a few paychecks to be able to complete the program (P1)

Qualitative and quantitative data overlap in this research question since both of them reveal that workload and hectic schedule prevent instructors from joining PD activities.

4.3.4. Qualitative results for research question 4

As for the fourth research question, the interviewees were asked which skills they find difficult to teach and assess and their responses are shown in Table 4.10.

Table 4.10.

Skills difficult to assess and teach

	Frequency
Writing	8
Speaking	7
Listening	2

According to table above, interviewees find assessing writing, speaking and listening difficult. By the same token, they find those aforementioned skills difficult to teach as well.

4.3.4.1. Writing

P1 mentioned the rubric and the attitude of the administration towards writing to explain why it is difficult to assess. According to P1, when administrations change so does the rubric, and this makes it difficult for the instructors to assess writing. Here is a statement to illustrate her ideas:

For writing, if the rubric is good, it's a bit easier, but especially for. Writing. I think our rubrics change because when the rubric changes or when the administration changes, the rubrics change and the outlook to writing sometimes changes. So for instance, when I'm grading the proficiency exam, there is a band I don't know if it's still there, but for vocabulary, which I find meaningless because the band for vocabulary is the same for the band as content. And I don't think we can assess in a proficiency exam and give the same amount the same points as content and vocabulary or grammar, so those are issues where I find it difficult to grade because of the rubric. And I don't think we can differentiate how many words they should know (P1)

4.3.4.2. Speaking

P4 explained the reasons why speaking is difficult to assess by stating that the teacher should conduct more than one activity at the same time during the assessment. While grading an oral production, an instructor should watch the time, ask the question, listen to the speaker and grade by looking at the different elements of the rubric. Since in

the oral exams an examiner has limited time to conduct and grade the student, it becomes a demanding task for the instructors. Here is an excerpt of P4 to exemplify her explanation:

I mean multitasking. This is quite important. You need to be fair while grading. You shouldn't miss anything the student is saying actually, so that you can do your grading. You need to listen to the student very carefully. You need to go through the rubric very carefully. You need to watch what your student is saying and what the distractors are saying. You need to understand all these things very clearly at the same time, and you need to make your decision very carefully. And at that moment, that's why it's quite difficult actually to assess. (P4)

According to participants, being subjective makes productive skills difficult to assess. Different teachers have different priorities and different focus points when they assess writing. P4 explained this situation as follows:

Because sometimes we attach more importance. Some teachers give more importance to, for example, grammar. And sometimes some of the teachers are attaching more importance to, for example, content. Let's say all the delivery. Yeah. Even sometimes some teachers, for example, when they see a very good paper having a good grammar, but nothing in terms of content, they are affected unfortunately by the good level of English and they start to give high points or the vice versa. So that's why I think assessing subjective skills is more difficult. (P4)

P8 claims that productive skills are difficult to assess due to the fact that the human factor is involved in the process. Unlike reading or grammar, in testing productive skills the human factor is dominantly involved. Here is an extract from P8's interview:

Productive skills, writing and speaking because it's not subjective. It's it's not objective, it's subjective. So whatever criteria you have, whatever rubric you prepare, whatever you do, all the standardization sessions, it is the human factor with reading, with listening. If especially if it's multiple choice, it's easy. But with writing, people's expectations change. Egos come in, so it's difficult to assess. (P8)

P8 also suggests that PD can help the instructors to acquire a common language when assessing. Standardization sessions may help teachers to have a similar perspective as they assess. Here is a quote exemplifying her idea:

Were you in the induction session? I can't remember. But there we try to come to a common understanding of what we expect students to write, for example, when we expect them to write an essay. So there is this common understanding of what we expect the students to have in terms of a thesis statement. For example, should there be I language, for example, all these come in so professional development sessions that focus on first setting the standards, then internalizing the standards, and then applying the standards. That is the professional development. (P8)

P4 believes that teaching productive skills is difficult to teach owing to the fact they require more careful planning and involve more items to teach compared to grammar and reading which have set noncomplex stages. P4 explains this in detail as follows:

In reading, stages are more clear, actually, because you need to start with some unknown vocabulary that would be great for students to know beforehand, actually prior to the listening or reading text. And then you have the while stages and then you have the post stages. Everything is really staged actually. But when it comes to speaking and writing, then you need to identify the stages really well, because we don't have that fixed, that clear stages for speaking because it's sometimes functional language, it is sometimes vocabulary. Sometimes you need to context through a sample dialogue, a sample text. So the organization is quite important for you to help your students get exposed to this language, this sample, before they produce the same thing, actually. So as a teacher, you need to plan a speaking or writing lesson in such a clear manner that it provides it exposes your learners to the target language really well so that they can maybe sometimes copy, copy and paste, sometimes produce the language just using this functional language, unknown vocabulary, maybe the input in the text before the speaking or writing part. So it requires volume for informed decisions and better planning. Actually, that's why speaking and writing they are much harder for instructors to teach. (P4)

4.3.5. Qualitative results for research question 5

As for the fifth question interviewees were asked in which areas instructors might need PD. The interviewers revealed that they mostly needed PD in teaching skills, particularly teaching productive skills and listening. According to the interviewers, not only teaching but also academic perspectives are subject to change. PD need areas are shown in table 4.11.

Table 4.11.

Areas of PD need

	Frequency
Teaching speaking	8
Teaching writing	6
Teaching listening	4

4.3.5.1. Teaching speaking and writing

P2 states that teaching productive skills is difficult because there is a constant change with the perspective about teaching skills. Also, the expectations of the learners vary. Here is a statement of P2:

Because teaching skills and the approach for teaching skills, have been changing depending on academic perspectives and the expectations of the students and technology and the needs of business life (P2).

P4 commented on students' perspectives and explained that teaching productive skills is difficult to teach for two reasons. Firstly, students find these skills boring and they are afraid of them. Most Turkish students are educated at high schools where receptive skills and language systems are a priority. The learners aim to memorize the accurate chunks or vocabulary to score better at the exams. Therefore, when they face an education system where they are expected to combine the language items with strategies to show an example of communicative competence, they are not only under stress but also bored. In addition, students do not have enough opportunities to practice the target language. P4 thinks that trainings about teaching productive skills can be helpful because learners should be equipped with the necessary tips to help them use the target language in oral production. Here is a quote to exemplify:

And especially speaking because we, our students, cannot practice. We can teach them almost every skill, some clue, some tips, but unfortunately, speaking something different. Speaking is very boring for our learners. So

that's why I think having some clues, tips and trainings, how to teach, especially speaking, is really important. (P4)

P3 associates the need in teaching skills with the broad perspective of the skills and difficulty of choosing the objectives. As a suggestion, she believes that teachers can be provided with a clear criteria/objective map like the one in listening and reading. Here is a quote which further explains her ideas:

I don't know. Maybe it can be because of the nature of the skills. I mean, there are broad productive skills and it is harder for instructors to decide on the content of teaching. It will be better if the instructors are available to, let's say, the criteria that students will be evaluated in terms of writing and speaking as a kind of broad skills. Let me compare it to listening and reading. (P3,)

4.3.5.2. Teaching listening

P4 states that teaching listening is difficult for several reasons. Firstly, the learners find it difficult and this creates a bias. Teaching listening is more than playing the recording and waiting for the students to answer the questions. Listening is a skill that is essential for communication in the target language, and the learners should be provided with useful hints and strategies like note taking, so that they know how to listen and what to listen for. Here is a quote which further explains her ideas:

And when it comes to listening again, some tips to teach students what kind of skills, what kind of information they have to catch. They're afraid of listening. Generally, students are afraid of listening, and it's also another real life skill. Teachers ought to apply strategies in listening as well. It is not just playing the recording and giving the answers. (P4)

4.3.6. Qualitative results for research question 6

What delivery options and formats do the instructors prefer for professional development programs?

The last question that was addressed to the participants aimed to investigate the delivery options and formats preferred by the teachers in PD. Table 4.12 and Table 4.13

indicate the frequency. The key subjects included attendance, face to face trainer and optional.

Table 4.12.

Delivery option

	Frequency
Optional	9
Needs Analysis	30
Guided optional	1
Individualized	2

Table 4.13.

Delivery format

Face to Face	8
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Table 4.14.

Trainer

Insider	8
Repetitive	2

4.3.6.1. Optional PD

Eight of the interviewees reported that PD which is not compulsory is more preferable. All of the interviewees were in favor of face to face sessions. Only two the interviewees stated that some activities could be mandatory and added that either there must be some incentives provided to the teachers to make attendance to the PD activities more motivating, or sessions should be designed according to the PD needs of the instructors.

P1 believes that PD activities must be individualized, and teachers should have the option to attend the activity they like. P1 also comes up with a suggestion that requires teachers to attend at least one activity per year.

If everyone has to attend every session, it goes against my what I mentioned at the beginning where it should be more individualized. So people, I think they should have choices and either they should be mandatory PD sessions, because if someone who doesn't want to develop themselves, maybe they shouldn't be working at the institution. So somehow they should feel the need that they don't belong here. So it should be within the culture of the institution. But unfortunately, our institution and many institutions haven't been able to do this. I think they should be voluntary, but sometimes if there are sessions that we feel everyone would benefit from, there could be a rule saying maybe you should do at least one or two PD activities per. It doesn't have to be a session, but maybe they can attend the conference. They can do something else. So there could be a list to encourage teachers to actually attend PD activities so that they can develop themselves. (P1,2023).

P2 claims that it would be no good if teachers are compelled to attend PD sessions. According to P2, teachers had better have the chance to not to attend PD activities. P2 said:

It should be voluntary. I don't think that people will learn anything when they are forced to do something. That's the reason. And if, If the topic is really interesting, it doesn't have to be something really fun. But if I really feel the needs to learn and say I will attend this session, if I think that or if I know that a session did not help me at all, I think I should have the chance not to attend.
(P2)

Most teachers reported that they were in favor of optional PD. The teachers also believe that since they have different needs, they do not want to attend the same sessions. In that sense, optional PD sessions actually enable them to choose which session is beneficial for them. Teachers also are in favor of PD activities that are organized monthly. Here is a quote of what P5 says:

It must be regular because we have to be able to see our own improvement. When I have a session, it shouldn't just stay there. I should be able to see the other parts or the improvement of myself and let's say I should be able to reflect on my own. First of all, in the other session, I should be able to understand and the person who is trying to train and let's say, should be able

to see if we are improving or not. So that means there must be consecutive sessions related to each other, related to one skill, especially, for example, speaking. So. And why on a voluntary basis, for example, maybe I don't think I should have some skill, some education or training on, for example, reading, but maybe I believe that I have some things to learn to make something to. I have to strengthen my, for example, speaking teaching. So I should be able to choose some of them. (P5)

P5 also believes that sessions should be optional. P5 believes that once teachers have the chance to attend or not, they will be more motivated otherwise PD will be solely a tiring phenomenon P5 quotes as:

It should definitely be optional, not mandatory. If you ask me why, If something is mandatory, people do it just for the sake of doing it. But if something is optional, people can have a preference, they can make a choice, and then people make their own choices. They're more willing to do so. I mean, more willing to learn. And if you make professional development attractive for instructors, I am sure I'm sure they will choose to be a part of professional development. But if it is mandatory, it just makes teacher more burned out or exhausted. So I think it should definitely be optional. (P5)

While P5 supports the notion that PD should be optional, she also pinpoints that different teachers have different needs. P5 clarifies this idea as follows:

All the teachers are in one room having all different level of experience, the teachers. And then I'm just revising what I have learned in 15 years. But for those, for example, who are in their maybe first year experience, they need more things to learn and maybe they are going to say, Oh my God, oh, there's something good, I have to take this down. Or okay, but what about me? Again, I'm listening to these things again, for example. So it is boring. (P5)

4.3.6.2. Individualised

P7 pinpointed the importance of grouping of teachers with the same opinions together and highlighting the importance of learner differences. According to P7, if learner types are considered in PD as well, teachers can feel the ownership of the program more and it will be easier to get involved. Since during PD activities instructors are also learners, what p7 mentions can be considered important while designing PD activities.

I remember hmm in this institution on the second year, I think they asked us about our beliefs think they asked us about our beliefs. That's a good one. I mean, the teachers with similar beliefs can be put together in the same group. Maybe from there we can find we can create something new. And I always like. I always like to be asked about my opinion, so at least asking people's opinion about the way they want to be trained can be a good one. Because some of us are visual learners, some of us don't like such things and they just want to create something or write an article or this or that. So maybe we can be asked what kind of activities we need. Then everybody will feel involved. (P7)

4.3.6.3. Needs analysis

In terms of 'needs' participant 6 also raises the issue of 'needs' and states that making all the teachers attend the same session regardless of experience, is not effective. She also states that mandatory events organized by publishers are not effective due to unqualified speakers. To illustrate, P6 stated:

People from book companies come to schools and give some sessions on how to exploit those books better. But these people are usually not very well trained or they don't have enough experience in the area and etc. So I don't think these sessions are very productive. All the teachers go to the same session and they don't benefit from those sessions because some teachers are really experienced on that matter and some teachers are just new beginners. I mean, they are novice teachers, so they can't be in the same professional development session. And these professional development sessions cannot be that structured. Everyone should. Everyone has a different need to address in terms of professional development. So we should address those needs. We shouldn't make it so structured and compulsory for teachers, but usually people from publishers and they call it professional development. I call it compulsory sessions. (P6)

P8 also suggested the idea of 'guided optional' PD where PD activities are designed according to the needs of the instructors. In that suggested model, instructors receive training according to their needs and the school makes the instructors realize that they need development in that specific area by conducting a needs analysis first. By doing so, people will have intrinsic motivation to attend PD. Here is how P8 defines her idea:

I think first we should run a needs analysis to see what people need and then after the needs analysis, once information is gathered, we could get together

with instructors, share our findings, and then focus on areas which need development, further development. As I said, there is room for development always. So then after that we should focus on certain things. Not everybody should take everything. People should receive training on what they lack. because first, you should make people realize that they need to take this. It's like students. If you don't show them that they do need it, it's for them, for their professional improvement, for their future career, if you show the people that they do need it in a nice way after running needs analysis, people will feel automatically that they it would be better for them to take this. So optional but guided optional, I would say. (P8)

4.3.7. Qualitative results for research question 7

The last research question aimed to investigate whether the experience of the instructors could predict the need for PD.

The participants mostly believed that there is no correlation between experience and PD needs. Table 4.15 shows the frequency.

Table 4.15.

Experience and PD needs

	Frequency
Changes	12
Continous Process	7

4.3.7.1. Changes

Both P6 and P3 argue that with the rapid changes in the society, the roles and the responsibilities of the teachers have also changed since learner profile and expectancy have also changed. Therefore, instructors have to equip themselves with the necessary skills to help the learners and their intuitions. No matter how experienced the instructor is, the instructor should keep up with the recent changes. Here are two quotes to further exemplify:

The curriculum has changed twice since I came here. So, this means that the needs of the learners have changed, the method has changed therefore, we need different PD sessions. Moreover, technology is changing ever year. We have to integrate so many things into our teaching and in order to that we should also improve. Also, the profile of the learners is also changing. They are more competent than us when it comes to technology, so teachers should know about recent social changes as well as technology and this can happen only with the help of PD. So, no matter whether you are an experienced teacher or not, you need PD. (P6)

As an experienced instructor, I know that I know most of the teaching methodology. But, during Covid 19 I realized that there was a change. The teaching was now integrated with technology. We had to learn how to Zoom which was no easy at first. I attended PD sessions with novice teachers who had only a few years of experience. I also needed help because the online components were difficult to use. For example, I needed to learn how to use the online workbook. Also, what I believe is that a good teacher should stay updated about developments and changes in teaching and assessment by doing so, we can get knowledge about fresh teaching approaches, assessment methods, and curriculum frameworks that follow the most recent developments in education. When I first started teaching, we used to have very basic criteria, but now we analytical and holistic criteria. Thanks to PD sessions, I learnt how to use them properly. (P 4)

CHAPTER V

DISCUSSION

Finding out the teachers' opinions on professional development and determining needs analysis was one of the study's key goals. It is seen that since the university was founded, no systematic needs analysis has been conducted. Thus, this study will help the administration and PD members to have a clear idea about the needs of the instructors and their preferences about PD.

5.1. Q1: How do Teachers View Programs for Professional Development?

The findings of the study demonstrated that instructors had a generally positive view of professional development programs. The statements concerning how people perceive professional development had high mean values, indicating that the teachers had a generally favorable opinion of the programs. This outcome is consistent with earlier research (Gültekin, 2007; Karaaslan, 2003; Uştu et al., 2016; Aykal, 2018; Ekşi, 2010; Burke, 2013; Koşar) but it contradicts Akçay-Kızlkaya (2012) and Hişmanğolu (2010) studies.

In addition, a comparison of the survey and interview results reveals that both data sources confirm that teachers have a positive perception of PD. It is observed that all the participants in the interview had positive ideas regarding PD. According to P2, professional development provides teachers with different ideas and the opportunity to try new techniques. While P3 coined a new term for PD, as she defined it as a “value” to the teachers, P4 states that PD is a lifelong process. P8 states that PD shows a teacher what he or she needs to focus on. The teachers believe that PD helped them improve their teaching and made them more confident. PD is a general development that supports a longer-term objective and increases instructors’ knowledge of teaching and of themselves (Richards & Farrell, 2005). For many teachers, professional growth is an ongoing process that includes reassessing what they know, discovering new ideas and methods for teaching, learning about the latest research in a field, and exploring new practices (Aydın, 1987). Participants in the study mostly emphasized that PD is a dynamic process in which the teachers should have up-to-date knowledge. The participants also stated that since they are working with

university students, they also feel the need to update themselves not only about the content matter but also about the new practices of the era. For instance, participants in this study reported that their students learn better when the lesson is integrated with apps like Socrative or Kahoot! In addition, it is undeniable that young adult learners studying at an English medium university have enthusiasm, curiosity, and new perspective for learning English. Therefore, it is reasonable to say that this positive atmosphere at the school may also impact how the instructors develop themselves. This might be another reason why the instructors have a positive perception towards PD.

Karaslan (2003b) states that when teachers have positive ideas about PD, the effect of PD will be strongly felt. Day (1999) claims that PD is a notion that should not be forced because teachers should develop themselves actively so that internalization can occur. In that sense, it can be concluded that it is beneficial for the institution and for the teachers that the teachers have positive attitudes regarding PD. Participants in the interviews stated that when a teacher has a positive attitude, he/she is more likely to do courses like CELTA and DELTA with intrinsic motivation and use the knowledge they acquired in the classroom. It is worth remembering that this study was conducted in a small university in which the instructors have close social relationships. The instructors doing courses like CELTA and DELTA might inspire the other instructors to have positive ideas toward PD. This is quite important for the institution which emphasizes the importance of learner centered education.

Moreover, in a 2009 study, Torff and Session investigated how teachers from various socioeconomic backgrounds felt about professional development. Teachers working in New York participated in the study. In the study, it was found that there was a correlation between social and economic wealth and support for PD. The teachers working in low-socioeconomic regions had less support than the ones working in richer regions of New York. In addition, the study indicated that there is a link between the success of PD programs and how the participants view them. The participants of this study also reported that they had positive attitudes regarding PD and claimed that this positive attitude can enhance the effect of PD. This may also explain why most participants expressed that they are eager to invest on their PD by pursuing an M.A degree regardless of their age and experience. Even though teachers are in favor of PD, the majority of the teachers stated that PD programs are not relevant to their needs and interests. This is an interesting and

ironic point. Karaca (1999) believes that PD programs should be designed according to the needs of the teachers. Furthermore, Muzaffar and Malik (2012) conducted qualitative research in six schools in Ankara to investigate students' attitudes toward PD. They found that teachers had negative opinions regarding PD. That was due to workload and family responsibilities. However, in this study, although workload emerged as a reason preventing instructors from joining PD activities, the findings do not show that teachers had negative opinions regarding PD. The university where the study was conducted is a powerful foundation university whose priority is to enhance education in Turkey thanks to its high schools all around Turkey. In that sense, the university has a strong school culture despite being founded only ten years ago. The school, whose staff is determined to enhance the standards of this young university in terms of teaching, has an open-door policy that enables the instructors to discuss their PD with the administration freely or to observe any lesson they want to improve their teaching. It is reasonable to say when instructors are given this free atmosphere at the school, they have positive ideas about PD.

Regardless of experience, the administration encourages all teachers to share either their ideas about PD or to give workshops according to their expertise. The rapid transformation of educational practices in the 21st century necessitates schools to shift from being teaching organizations to learning organizations, thereby fostering innovation in education (Bautista & Ortega-Reiz, 2015). Barnes et al. (2012) claim that the school culture is a manifestation of the shared notions, presumptions, and convictions that embody the unique identity and expected behavioral outcomes of each educational institution. According to Lee and Louis' (2019) study, when PD activities become a part of school culture, PD's outcome is more effective. Participants reported that the administration aims to create a 'we' culture. This is beneficial because instructors feel safe. To illustrate, when instructors have an observation, they know that the post-conference results will be confidential, or they will be given support in marking sessions if they need help. It is worth noting that in the university where the study was conducted, instructors are not put on probation. Also, the administration ensures that PD results are not to be used to annul instructors' contracts. All these factors contribute to a positive school culture, which might be why teachers have positive attitudes towards PD.

In addition, Akçay-Kızılkaya (2012) believes that although teachers have positive ideas regarding PD, teachers hesitate to join PD programs since the content of the program

is not satisfactory for them. Similar results were echoed in this study. Participants in the study mostly revealed that the content of PD programs is mostly repetitive and unsuited to their experience. On the other hand, the participants were content with the notion that the administration asks for feedback about PD programs before and after the PD event. Even though the one-size-fits-all approach is applied, the administration's desire to involve instructors might be another reason why the instructors have a positive attitude towards PD. It can be concluded that instructors feel that they are involved in the process when the administration sends surveys about forthcoming PD preferences at the beginning of each term. Due to the fact that teachers are actively involved in the process, it is essential to obtain their opinions on the matter (Altın & Gök, 2010).

5.2. Q2: What are The Most Prevalent Instructor Professional Development Activities for The Instructors?

The second question focused on understanding the types of professional development activities the participants most commonly engaged in. Determining the nature of the activities that educators undertake to enhance their professional competencies is crucial in designing an effective professional development initiative. The results showed that two of the three most commonly preferred activities involved working closely with colleagues at the same institution. The teachers mostly preferred sharing knowledge, asking for help, and reflecting on their teaching. According to Noffke's (1997), educators who participate in professional development activities are motivated to share their knowledge with other professionals. The results are in accordance with Ekşi (2010), Gültekin (2007), Karaslan (2003), McElearney, Murphy and Radcliffe (2019), who found similar results in their study; however, the results are not in accordance with Ustu, Tas and Sever's (2016) study, where the participants preferred attending seminars as part of PD. This difference could be caused by the context and time of the research. In some institutions in Turkey, it is difficult for teachers to discuss their professional development because they may prefer not to talk to each other or because there is no school culture that motivates them to do so. However, in the university where the research was conducted, the instructors are encouraged to express themselves freely in any aspect, including PD.

There is no doubt that working with or getting support from peers and collaborating will help teachers advance their knowledge and abilities. (Karaslan, 2003) However, this

may depend on the school culture since many teachers are often hesitant to advance their knowledge or be in a position to be able to share it with others. Some may find that they have certain skills but little experience in their field, while others may feel like they have a lot more knowledge than their actual practical experience in terms of what they need to know. In addition, this study was conducted at a relatively small university. This leads to close social relations between the instructors; thus it might be easier for the instructors to share their experiences or ask questions regarding their profession. Since this study was carried out as a case study at a foundation university, it is impossible to comment on whether collaboration can be regarded as a means of PD in all schools because of their varying school cultures.

Similarly, Khan (2006) pinpoints that activities for professional development offer a setting for novice and experienced teachers to collaborate, allowing the former to learn from the latter. Additionally, senior educators can enhance their abilities and update their knowledge, which could help them avoid getting burnout. There is no doubt that working with or getting support from peers and collaboration will help teachers advance their knowledge and abilities (Karaslan, 2003). The university where the research was conducted employs experienced and novice instructors sharing classes. The modules last about nine weeks, during which the instructors are to liaise with their partners. This partnership might be the reason why the instructors are in favor of collaboration. Furthermore, instructors attend weekly level meetings. After these meetings, instructors plan the forecoming week in detail together, and the experienced instructor acts like a mentor teacher. This detailed lesson planning includes how to teach relevant skills or language items. It is reasonable to claim that these meetings enable instructors to share ideas and experiences. When all these reasons are considered, it can be concluded that the instructors feel themselves more comfortable as well. In that sense, it can be concluded that collaboration is beneficial for both experienced and novice teachers in terms of PD.

Another study whose results demonstrate the importance of collaboration in PD was conducted by Lambson in 2010. A homogeneous team of experienced and inexperienced educators in their first year of teaching participated in a study group over one academic year. At the end of the year, it was revealed that the novice teachers became more self-confident and made more specific comments when they collaborated. Moreover, as far as collaboration among teachers is concerned, Pinar, Bardakcı and Aslan (2021) came up with

similar results. The researchers used a scale with items related to reading, experimenting, reflecting, and collaborating to test the effects of teacher learning. 1015 English teachers across Turkey participated in the study. The results revealed that collaborating and reflecting, when connected to teacher cognition, beliefs, and contextual variables, had the greatest impact on teacher learning at the workplace. These two aforementioned studies indicate that collaboration leads to more effective results in PD. Kwakman (2003) emphasizes the importance of the context in which teachers work. As mentioned before, this study was conducted at a relatively small university. Obviously, this leads to close social relations between the instructors. The instructors share open offices; this, might make it easier for the instructors to share their experiences or ask questions regarding their profession. In addition, instructors have to stay at the school until 17.00. Arguably, working on the 9-5 regulation makes it easier for teachers to share their ideas since they stay at the school after the lessons finish.

Furthermore, when designing a PD program, it might be a good idea to design it so that the program would enable the participants to collaborate. King and Newman (2001) state that instructors are more likely to improve when they learn with their fellow professionals inside and outside the school. In addition, teachers today require more “free” time to collaborate with their colleagues for better results (Korkmazgil, 2015). At that point, it can be deduced that in order to achieve effective collaboration, school culture should be created by the administration, and the administration should not use this interaction to dismiss or extend the contracts of the teachers.

As far as popular PD activities are concerned, the findings indicated that doing classroom research as a means of PD was not preferred by the participants. Despite the fact that new regulations require each applicant for teaching at prep schools to have an M.A. degree to increase teaching quality, it was seen in that study that instructors do not favor doing research. This result is in line with Büyükyavuz (2013), who conducted a study in which she investigated perceptions and needs regarding PD. The study took place in Isparta, and 62 English language teachers participated. Most teachers did not prefer research in terms of PD. This result can be regarded as disappointing because, according to Zeichner (2006), when teachers do research, it not only increases teacher motivation, the status of the job, and the productivity of the institution but also boosts students’ learning since, as a result of doing research, teachers are more likely to teach in a student-centered

way. To help teachers recognize the benefits of doing research, PD sessions can be designed in such a way that instructors feel more competent about doing research, as it requires a great deal of detail and expertise. Özdemir (2013) investigated the PD needs of primary and secondary school teachers' PD needs. He discovered that 49.9% of the participants don't use libraries at all. This implies that teachers do not go to libraries to conduct research, read professional literature, or read journals. However, in this study, reading books, articles, and magazines were among PD activities. Özdemir conducted his research in state schools, so having job security might be a reason for the teachers not do any research or read books about ELT. However, this study was conducted at a foundation university where instructors have no job security. Instructors working at foundation universities are subject to labor law unlike state university instructors. The labor law enables the foundation universities to annul a contract at the end of each term, whereas instructors working at state universities are most likely to work at the same school until they retire. This may explain why participants in this study at least read books and articles more.

5.3. Q3: What Constraints Prevent Teachers from Participating in Professional Development Programs?

The third research question aimed to understand the specific reasons that hindered the participants' involvement in professional development activities. The results demonstrated that the participants believed the reasons often stemmed from external sources, such as their working conditions or inability to attend the programs due to financial or logistical reasons. Similar to this study, Uztosun (2018) found that inconvenient time was a factor that prevented instructors from joining PD activities. Similarly, Dewan-Turudu (2019) investigated PD in a foundation university, and she found that heavy workload was an obstacle for the instructors, although the instructors were in favor of PD. The results also align with Zerey (2018) and Dilsad (2013).

The result of this study is congruent with Karaarslan (2003). In this previous study, the main reason why teachers could not join professional development was also found to be due to work load and self-motivation. However, in this study, self-motivation was the least crucial element. This might be due to the fact that participants in this study have a positive approach toward PD. Another reason might be the school culture created at the

school which motivates and supports instructors to carry out PD activities. Participants of the study reported that they were content with how the administration demonstrated its support for teachers by allocating days off for their M.A. and Ph.D studies. The results also are partially in line with Ekşi (2016). In her study, the date and content of the program were identified as the primary factors preventing the instructors joining PD activities, whereas in this study, heavy workload was identified as the primary reason. In Ekşi (2016) study, the workload was mentioned as the 7th item. Ekşi (2016) conducted her study in a state university where the instructors are expected to teach 12 hours weekly. However, at the institution where this study was carried out, the instructors have to teach 20 hours, in addition to 2 office hours and a weekly level meeting. Also, Kulavuz-Onal and Tatar (2017) found that instructors are less likely to attend PD activities once they feel burned out. Their study also demonstrated that while instructors at state universities teach about 10 to 15 hours, private university instructors' duty hours reached 30 hours per week.

As for the reasons preventing the teachers from joining PD activities, Karaaslan (2003) listed lack of institutional support, lack of self-motivation, and a heavy workload as the main reasons. After over twenty years, the workload is still reported as a reason preventing the instructors from joining PD activities. However, in this study, lack of motivation and lack of institutional support ranked as the lowest items, while workload ranked as the highest item in this study. Similar results were found by Dewan –Turudu (2019), Zerey (2018), Ekşi (2010), and Muyan (2013). It can be concluded that the administrations became more sensible about PD, and the teachers became more confident and motivated with the increasing support of the administration. At the institution where this study was conducted, apart from the half day off for the instructors pursuing their M.A or Ph.D. degrees, instructors were supported financially to do CELTA 4 years ago. Participants reported that they were content with the administration's support since a private school does not have to allocate a half day off for the instructors

Participants in this study reported that they are happy to work in a school where PD sessions are carried out so that they can improve themselves. However, the instructors' workload is still the main factor that prevents the instructors from joining the PD activities. Participants reported that either marking and PD activities might lead to conflicting schedules, or they may have to attend PD sessions after a long hectic day. According to participants, they do not have enough motivation and energy to engage in the sessions due

to high teaching hours, marking duties and meetings. Indeed, the participants might feel exhausted after a hectic week, and their priority is no longer PD. As a result, the instructors either do not attend the sessions or cannot benefit from the session due to fatigue. Similarly, Kulavuz-Onal and Tatar (2017) found that once instructors feel burned out, they are less likely to attend PD activities. Their study also demonstrated that while instructors at state universities teach about 10 to 20 hours, private university teachers' duty hours reached 30 hours per week. Finally, Participants in the study stated that they would benefit from a half day allocated only for PD, which is deducted from their 20 hours of teaching obligation; otherwise, PD sessions might overlap with other duties, such as marking. It is reasonable to say that participants would benefit from PD programs if they have 15 hours of teaching rather than 20. According to the participants, this might not only promote the continuity of PD events conducted at the school but also increase efficiency since they will not have any other tasks during that allocated time.

As far as cost is concerned, in this study, cost was among the factors hindering the instructors' participation in PD activities. Similar results were found by Ekşi (2010), Özdemir (2013), and Karaslan (2003). Özdemir (2013) found that more than half of the teachers spent little money on their PD. It can be concluded that, though teachers mostly have positive attitudes toward PD, economic status plays an important role in their PD activities. Similar results were reported in the TED study (2009). It was found that only 12% of the teachers in this study made any financial investments to improve the quality of their PD. In a study by Drage (2010), workload and not getting financial help from the school emerged as factors hindering teachers from attending PD activities. Although it is well known that professional development is critical for instructors, the cost findings from both old and new studies are an important issue that requires the administration's and policymakers' attention. When instructors want to do CELTA or DELTA, the payment is made in pounds with a high exchange rate. Participants in the study believe that even if the university paid half the price of CELTA or DELTA, they still could not afford to do these courses. During the interviews, participants mentioned that they would appreciate it if administrations granted scholarships for the instructors to attend workshops outside Ankara and do international teaching certificate courses.

One of the main reasons why teachers find it hard to use what they have learned in their professional development activities or why the benefits of these activities do not lead

to better student learning is that the people who plan and coordinate these activities often do not take into account the factors that motivate teachers. This situation has a negative impact on instructors' willingness to engage in PD activities and is viewed as a barrier to efficient PD. (Guskey, 2000). Most study participants reported that instructors' motivation should be considered like student motivation. It is noteworthy to say that instructors in the study have a hectic schedule and incentives should be provided to get better results. Thus, policy makers and school administrators must consider the factors that prevent instructors from attending PD activities.

5.4. Q4: What Skills do Teachers Consider Difficult to Teach and Evaluate?

The results demonstrated that speaking and writing skills were the most challenging to teach and assess. The results of this study corroborate with Ekşi (2010), whose study also revealed that teachers had difficulty teaching and assessing speaking and writing. However, the results of this study do not corroborate with İshakoğlu (2007), Korkmazgil (2015), and Yaşar (2019).

According to Barton (2001), grading writing and giving student feedback are social processes since instructors' perceptions of what makes for effective teaching and good writing in both their local and worldwide settings impact both practices. The results of qualitative data are in line with the results of quantitative data. During the interviews, all participants agreed that teaching speaking and writing was difficult. Nearly all participants mentioned that productive skills were difficult to teach. P4 stated that using clear criteria for assessing receptive skills and language items made it easier because they had clear-cut answers. P6 pinpointed the importance of PD in familiarizing the teachers with the assessment criteria for speaking and writing so that there could be standard, reliable marking at the midterms and final exams. Participants in the study believe that each teacher has his/her perception about assessing writing and speaking. As the instructors work at a university, being standard in assessment in a subjective field can be difficult because different teachers have different perceptions and experiences. P4 coined the term 'we language'. According to P4, teachers have difficulty in assessing productive skills because they do not interpret the rubric in the same way. Instead, they apply their perception of good production. Participants in the study reported that not focusing on the fine-tuning of the rubric in detail makes it difficult for the teachers to assess productive

skills. This might be due to the fact that in assessment, teachers teaching at different levels might evaluate the same papers together. What they expect from the particular level might differ. It is reasonable to claim that when instructors teaching different levels mark an essay together, it becomes more difficult to be standardized in assessment. Similarly, Karadenizli-Cilingir (2019) believes that the scoring of writing exams is subjective because markers apply their judgments and discretion when they are using the rubric to assess.

Güneri, Aydın and Orhan (2017) investigated the PD needs of state university faculty members. Although the sample in the aforementioned study consists of faculty members rather than prep instructors, Güneri et al. (2017) also found that assessment was an important issue for the faculty members. To be more specific, the study's results indicated that most participants needed PD in preparing tests and grading. In addition, Özdemir (2013) investigated the PD needs of elementary and secondary teachers in Kırıkkale. According to the study, the majority of the teachers reported that they needed PD activities in areas such as assessment, subject field, and new methods. The participants also stated that they did not receive training in these areas before. These two studies, having different samplings, show similar results with this study. We can conclude that instructors, teachers, and faculty members need to have more training on assessment no matter which level or institution they teach at. As the participants in this study also reported, regardless of position, most instructors try to improve in terms of teaching, not in terms of testing, despite the link between testing and learning. It can be concluded that testing, which is given more emphasis during the exams, should be considered a core PD element even before the term begins. Stiggins (2002) believes teachers can benefit from testing to boost learning.

Mertler and Campbell (2005) claim that the main responsibility of a teacher is to test the learners' performance. Since assessment is an important tool for teachers to understand whether the learners have acquired the target language properly and to design their lessons accordingly, teachers can be provided more training on assessment. When making decisions regarding specific pupils, preparing lessons, or constructing curricula, teachers should be able to use assessment results (Hatipoğlu, 2010). Participants in this study reported that the majority of PD programs focus on lesson planning and teaching rather than assessment. Like other universities, in the university in which the study was

conducted, the testing office is in charge of preparing exams, and the other teachers do not learn much about the theory and practice of assessment. Participants also reported that even if they wanted to improve themselves in terms of testing, which requires specialization, their hectic schedule and confidentiality issues regarding writing a test make it difficult to improve themselves in testing. Indeed, the instructors might allocate most of their time to lesson planning, making it difficult for them to focus on testing even if they want to improve themselves. In addition, it is reasonable to say that it takes time to be efficient in testing, and instructors should have the opportunity to apply theory to practice. Since most of the participants have never worked at the testing office, this might be another reason why participants find assessment of speaking and writing difficult.

Venkatasamy (2016) states that there is a link between the reliability of marking and experience; he also states that markers focus on different areas of writing production while marking. Indeed, during the interviews, the participants reported that they find marking difficult since different teachers focus on different aspects of the production while grading; they also noted that the change within the administration might also change the interpretation of a rubric. The participants in this study also reported that they need more PD in assessment because creating a common understanding of the criteria might prevent individual bias, which is likely to occur while grading. Karadenizli-Çilingir (2019) believes that training sessions should be held to reduce marker variability. McNamara (1996) claims that teachers who receive training in productive skills are able to reconcile their individual judgments as much as possible when they fully comprehend the test's criteria and rubric; and this in turn will attempt to acquaint raters with the scoring processes and equip them to handle unforeseen circumstances during the marking. Similarly, participants in the interviews also stated that standardization sessions are a part of PD which can train the instructors to be more efficient and reliable markers. They also noted that standardization sessions can help the instructors create a common understanding when using the rubric since each year new teachers join the university while others leave. In the university where the research was conducted, the administration emphasizes standardization sessions. The instructors are expected to attend these sessions which are mostly conducted by the tester of the relevant level. During the sessions, the instructors can freely discuss their grades and have the chance to analyze the rubric in detail. Participants in this study claimed that they benefited from being with experienced instructors during sessions. This might be why the participants in this study believe that standardization

sessions may help them improve in assessing productive skills. Higher education institutions' teacher training programs should include ongoing standardization sessions (Lumley & McNamara, 1995). Karadenizli-Çilingir (2019) investigated the impact of standardization sessions at a foundation university. The same writing papers were marked after 6 months by the same markers. It was seen that there was a discrepancy between the first and second marking when there was no standardization meeting conducted. The instructors are to attend speaking and writing standardization sessions at the university where the research was conducted. Participants stated that they find those sessions beneficial on condition that they are paired with an experienced instructor. The reason might be due to the fact that when the levels of the instructors change, novice teachers might feel more secure thanks to an experienced instructors' fine-tuned ability in marking at a new level. Therefore, it can be deduced that decision-makers should include more standardization sessions to help the instructors.

In addition, speaking assessment was also found difficult by the teachers in this study. Both quantitative and qualitative data indicated that most participants have difficulty in assessing speaking. The reason for this might be the instructors not having enough training in speaking assessment. Most certificate programs in teacher education do not focus on the importance of standardization in speaking assessment. Participants argued that despite having completed prominent certificate programs, there was no emphasis on how to assess speaking skill. Participants in the study reported that when they first started to teach, they did not even know how to use the rubric and understand the elements of each band. Kondo (2010) conducted two speaking evaluation sessions, one with and one without an assessor training session. The findings show that following training, the variance in the items was decreased to around one-sixth, indicating that assessors had a considerably better understanding of the evaluation's contents. Similarly, according to Tajeddin, Alemi, and Pashmforroosh (2011), assessor training is successful in changing assessors' views regarding the speaking criteria by encouraging teachers to include macro-level, high-order elements when evaluating oral performance. The participants in the interviews stated that they needed more standardization meetings as a part of PD. According to the participants, these standardization meetings help them to become familiar with the elements of the rubric and how to use it effectively. One of the interviewees commented that there are too many items in a rubric to take into consideration, and the idea of what makes a good speech changes from teacher to teacher; she added that more training in speaking

assessment could help overcome this problem by creating ‘a common language’ while grading oral production. Apart from examiners, the test taker also has an impact on the assessment. Turner (1998) states that in oral assessment, there are factors affecting the examinee, such as other test takers, the environment, and characteristics of the test. Since speaking assessment occurs mostly face-to-face, both the interlocutor and the test taker interact, making it difficult for the assessors to assess. At the university where the study was conducted, all the speaking exams are recorded and conducted on a very tight schedule. Since the instructors act as both interlocutors or assessors with a partner in a speaking test, simultaneously conducting the test with the correct instruction, sticking to the time limit, and assessing might be demanding for the instructors. This may be another reason why participants find it difficult to assess speaking. Another reason might be that in a short time, the teachers need to assess the students’ performance by using criteria with bands like vocabulary, grammar, pronunciation, production, and discourse management. Listening to the candidate and filling in the grade sheets, might be demanding for the participants of this study. In addition, participants in the interview reported that as the curriculum of the school changes, not only the format changes but also the expected outcome of the speaking test changes. Since participants had to conduct online and face-to-face exams in the last four years, adapting themselves to the different test procedures might have been difficult as well. So, it can be deduced that speaking assessment is difficult, and teachers must be provided with more training in PD activities for these reasons.

Aside from the local context, the assessment of productive skills is also important in international aspect. As far as the assessment of international exams is concerned, international exams also try to be standard when they mark productive skills. The findings of this study also revealed that instructors needed more training in terms of being standard in the assessment of productive skills. The participants mentioned the importance of double marking in midterms and finals when grading productive skills. According to the participants, what is expected from the learners and what makes a good production in either of the productive skills is highly subjective. The instructors taking part in this study believed that double marking is helpful to overcome the difficulty of assessment. However, they also added that to carry out reliable marking, looking at the same perspective and ‘speaking the common language’ can only be maintained through constant training and standardization. According to Cambridge, the IELTS writing and speaking parts are assessed by exclusive markers who are certified by Cambridge, and quality control

measures are taken to ensure reliable marking of the productive parts of IELTS (IELTS, 2023). In addition, some universities choose experienced instructors to assess the speaking and writing parts of the proficiency exams. Before the exam, those markers are trained, and they are required to attend standardization meetings to ensure that scores are reliable and valid. Most preparation schools employ double marking in productive skills both in final and midterms as well to maintain valid and reliable grades. These examples also show us that marking writing and speaking is a difficult task for instructors in general.

The results of the study revealed that teachers needed PD in the teaching of speaking and writing. Writing is a productive skill, and it can be challenging for teachers to teach. The reason for this is that writing demands a lot of production (Ekşi, 2010). Most participants in the interviews mentioned ‘production’. A language teacher's main objective is to help their students write in English that is appropriate, comprehensible, and fluent. Teachers attempt to transfer writing skills while introducing students to grammar, vocabulary, and other writing styles. Additionally, teachers simultaneously instruct students on spelling, letter formation, legibility, proper punctuation, and layout (Weigle, 2002). Teachers may find teaching writing difficult because they can only talk about abstract ideas at first, showing the learners what to do and how to do it, and until the first drafts are ready, the instructor cannot know whether his/her teaching is adequate. Also, apart from the style of the writing, the learners must be equipped with accurate content words and functional words due to lack of paralinguistic features (Harmer, 2004).

According to the findings of this study, another area where the instructors needed PD emerged as teaching productive skills. To be more precise, the majority of the participants reported that they find teaching speaking and writing difficult to teach. At the university where the research was conducted, instructors are to finish weekly plans. In a week, grammar objectives, reading objectives, listening objectives and productive skills should be covered. Since grammar and receptive skills require less time to teach, participants might be having difficulty in teaching productive skills which require more time in a limited time. Similarly, Koşar, Dolapçioğlu and Akbana (2022) investigated the PD needs of English teachers working at high schools in the Antakya region. They found that participants needed PD in terms of teaching skills.

The interviewees stressed how inadequate the pre- and in-service English teacher education programs were at preparing English instructors for the instruction and evaluation of speaking skill. In this study, participants also mentioned the lack of emphasis on teaching and assessing speaking skills during PD sessions. The participants also stated the fact that they needed more practical training regarding teaching skills rather than being informed about how to use the new textbook. Abalı (2013) investigated English instructors' needs for specific classroom activities. The study demonstrated that teachers needed PD in teaching speaking skills. Similar concerns were raised during the interviews in this study. The participants also argued that it is difficult to teach speaking since most students were not taught speaking in isolation at high school. This makes the lesson time even more important for the teachers since they are to give the language input, present the target speaking convention, listen for the production, and then give feedback afterwards. According to participants, this is stressful because most teacher trainers focus on teaching grammar, vocabulary, and reading rather than speaking which makes instructors less confident.

In addition, as a result of the analysis of both quantitative and qualitative data, the majority of the participants reported that teaching speaking and writing skills was demanding. Also, for students, it is a known fact that learning speaking is difficult for learners. The majority of students consider speaking to be the most demanding ability to master when learning a second or foreign language since it involves oral communication that combines both speaking and listening (Nunan, 1998). Zeytin (2006) states that speaking has been given prominence since the 1960s and adds that teachers in Turkey mostly focus on grammar rather than speaking. Teaching speaking is not an easy task, as Tchudi and Mitchell (1989) emphasize, as a variety of spoken language activities must be brought into the classroom. Thornbury (2005) believes that despite the fact that teaching speaking has been investigated in many studies, it is mostly regarded as a revision of previous grammar items. According to Bygate (2009), speaking as a skill has emerged as a part of teaching, learning, and assessment in the last twenty years, and he adds that focusing too much on the accuracy of the language items prevents learners from coming up with longer utterances. During the interviews, the participants stated that teaching productive skills is difficult for several reasons Firstly; unlike teaching reading, in teaching productive skills, the stages of the lesson should be more carefully planned. Secondly, there is more than one focus that the instructors should consider in planning, and lastly, an

ample amount of time should be provided to the learners to give quality feedback. Since participants in the study reported that workload and a hectic schedule prevented them from joining PD activities, it can be concluded that instructors who are already busy might find it difficult to spare time to plan teaching productive skills in detail. All these ideas may explain why instructors find teaching and assessing speaking difficult.

This research was set out to look into the PD needs of the instructors in a detailed way. The results showed that one of the skills the instructors found difficult to teach was speaking. Esin (2012) focused on teaching speaking skill in terms of theory and contemporary English teaching. It was revealed that students mostly complained about not speaking English outside the class and asked for more interaction in the target language during the class. Similarly, Turkish English language learners frequently do not have many opportunities to practice speaking the target language outside the classroom (Dinçer & Yeşilyurt, 2013). The participants of this study also argued that teaching speaking in the class is demanding because the learners live in a non-English speaking environment outside the class. According to the participants of the study, the number of students in the class is above sixteen, which makes it difficult for the teachers to teach speaking, and the learners speak their mother tongue as soon as the lesson finishes. Due to inappropriate classroom environments (students talking in their native language even in English lessons) and short class periods, learners must practice speaking outside of the classroom; additionally, pupils must be eager to communicate in English whenever they have the opportunity (Darıyemez, 2020). Learning the target language in a setting where it is not spoken as a first language makes it far more difficult for pupils to become proficient in L2 development (Saville-Troike, 2006). The participants in this study believe that the learners's lack of motivation and opportunity to speak English outside the class makes it difficult for the teacher to teach speaking as well. Turkish language learners frequently do not have many opportunities to practice speaking the target language outside the classroom (Dinçer & Yeşilyurt, 2013). According to participants, a good speaking lesson should be able to combine both language items and speaking strategies, and this makes teaching speaking a difficult skill to teach. The participants stated that teaching speaking is difficult because although they encourage the learners to use the target language, students do not feel the need to use the target language outside class in real communication. According to Bygate (2009), teaching speaking is demanding because there are issues like declarative knowledge and procedural knowledge, which should go hand in hand with each other.

Furthermore, the participants of the study commented on the reasons why it is difficult to teach productive skills from the learners' perspective. As far as the participants are concerned, since the students in the preparatory classes mostly have extrinsic motivation rather than intrinsic motivation, it is difficult for the teachers to make the learners practice the target language since the learners want to memorize the chunks to score better at the exams. The participants in the study mentioned the pressure of pacing and testing requirements, which make teachers focus more on language and reading objectives because students are directly tested on these areas in the quizzes. In addition, the three key characteristics that could potentially influence EFL students as they develop their speaking abilities are probably learner anxiety, communicative eagerness, and L2 speaking anxiety. (Darıyemez,2020). Students' lack of autonomy might make it difficult at preparatory schools to teach skills. During the interviews, the participants argued that the learners graduate from a high school system where they just memorize the material to score better at the university entrance exams, and little attention is paid to learner autonomy. According to the participants, learners are nervous during speaking tasks due to the fact that they have to produce a unique speech rather than choosing the correct answer in a multiple-choice test.

Finally, the participants complained about having little training in teaching speaking during certificate programs, in undergraduate studies or during house training programs. The participants emphasized that trainers and guest speakers mostly focus on learner motivation and teaching receptive skills, leaving speaking behind. Studies on language training and linguistics pay little attention to speaking (Hughes, 2013). Speaking classes are typically only offered for one year and are frequently limited to two hours per week, even in English language teaching (Darıyemez, 2020). Apart from these factors, at the university where the research was conducted, teachers also work at writing and speaking centers to help the learners. The participants stated that despite their efforts to encourage the learners to benefit from the centers, the learners are reluctant to go to the centers. The learners being reluctant to improve in productive skills might be another reason why the participants find it difficult to teach productive skills.

5.5. Q5: In what areas of English instruction do instructors require professional development?

The fifth research question examined the areas where the participants reported needing professional help. The findings revealed that teachers most commonly required assistance with developing tests and evaluation instruments for students, and in learning about the most recent innovations in English language teaching. As far as "testing" is concerned, the study aligns with Güneri et al (2017), where the participants mentioned that they needed PD in terms of evaluation. The results corroborate the findings of Ekşi (2010) and Yaşar (2019). The results of this study do not corroborate with studies conducted by Abalı (2012), AL-Qahtani (2012), Wall (2008), Seferoğlu (2013), Anderson (2008). For example, Anderson (2008) found that the most important need for the instructors was 'using technology' This distinction can be due to the difference in time when the studies were conducted.

The study results demonstrated that instructors need PD in test development. In schools where a large number of instructors work, instructors are given the responsibility to prepare the tests for different skills (Ölmezer-Öztürk & Aydın, 2019). At the university where this study was conducted, a limited number of teachers also work at the testing office. While the other instructors are to teach 20 hours, the testers write exams and conduct standardization sessions and teach less hours. The exam writing process is confidential and other teachers are not involved in the test preparation process. This might be the reason why participants in this study need PD in testing. Brown (1996) states that the organization of the test items is also another factor that should be taken into consideration. All these aforementioned items are important for a valid, reliable test, and it takes time to master them.

Aside from these considerations, there might be three other reasons why teachers need PD in testing. The first one is confidentiality issues. In most schools, exams are written by testers, and the other teachers actually do not know how the tests are written. Because the questions of the exams should be confidential, testers work mostly on their own; the other teachers do not know much about the test writing process. According to Kuntasal (2001), testers are not eager to cooperate with the teachers. The second reason might be about pre-service and in-service education of the teachers. Participants of this

study stated that although they have teaching certificates like CELTA and DELTA, in neither of these popular training programs was there enough focus on how to write a test. They mostly focused on teaching skills, lesson planning, and classroom management. Hatipoğlu (2010) states that most state ELT departments offer one testing course in a four-year undergraduate program. Turkish university lecturers who teach testing courses in the education departments are expected to cover all foundational concepts of language testing and assessment in a single course for the trainee teachers (Hatipoğlu, 2010). These reasons may explain why instructors in this study need to learn more about testing. To ensure that their programs adequately prepare graduates for the demands of ongoing classroom assessment, teacher training programs must undergo continuous evaluation (Stiggins 1999). Having more testing training while designing a training program can be helpful for schools since the Turkish education system and student motivation are, unfortunately, exam centered. Şahin (2019) claims that testing courses at the undergraduate level should have a more formative assessment so that students can transfer the theory of testing into learning by applying it themselves. In Şahin's study, the lecturers teaching testing mentioned heavy workload, absence of qualified lecturers, and crowded classrooms as reasons for difficulties in teaching testing courses at the undergraduate level. Şahin (2019) also pinpoints that some ELT faculties do not even offer testing courses in their curriculum and suggests increasing the number of testing courses and making them mandatory at all ELT faculties. Despite the fact that most participants in this study are ELT graduates or have M.A degrees, the aforementioned reasons may explain why the instructors still need PD in test development. Language teachers must get extensive training in language assessment concepts, abilities, and procedures because they are not born as test writers (Jin, 2010).

The language assessment literacy of EFL teachers was also studied by Mede and Atay (2017), who gathered information from 350 EFL instructors employed at Turkish preparatory schools in various public and private universities. The results of the study indicated that the teachers had a low level of testing literacy level. They lacked experience in measuring productive language abilities and developing classroom exams. While the teachers had more experience in testing grammar and vocabulary, they had problems with testing productive skills, particularly speaking. The results of this study corroborate the Mede and Atay (2017) study. In this study, participants reported that they find testing grammar and lexis easy since there are multiple-choice exams to be used. Similar results

were found in Ozdemir-Yilmazer and Ozkan's (2017) study. When comparing the contexts of state and private institutions in Turkey, the researchers looked into EFL instructors' testing and assessment aims, methods, and procedures. They gathered the information from EFL teachers employed at English preparatory schools. The results indicated that EFL teachers ignored evaluating students' productive skills and preferred to use either ready-made tests of the course book or the tests provided by the testing unit. At the university where the research was conducted, instructors are also using the unit tests provided by the publishers and exams are prepared by the testing unit. If an instructor does not act as a member of the testing unit, the instructor's role would be limited to marking the papers only as far as testing is concerned. Another reason might be the fact that teachers can easily collaborate and share ideas when it comes to teaching, regardless of their experience. However, this cannot be applied when teachers want to collaborate on testing, since testing involves complex stages. Since participants in this study mostly have CELTA and DELTA module 2, which particularly focus on teaching rather than testing, it is reasonable to say that the participants require PD in testing. During the interviews, participants also reported that despite not having professional training, they try to analyze the exam results to plan their forecoming lessons. Assessment encompasses a diverse array of evaluation endeavors, including the creation of written examinations, the assessment and analysis of outcomes, and the interpretation of findings (Zhang & Burry-Stock, 2003).

Finally, another PD need identified in this study was 'New Theories and Practices of ELT.'" This may sound like a general idea, but this result is not surprising because the study also found that the participants had positive ideas about PD, and that learning new theories and practices is a crucial element of PD. It is a well-known fact that teaching is a job that requires teachers to stay up to date on current methods and practices. According to McCarthy (2008), the books and journals written about foreign languages over the past two decades have revealed various viewpoints, and teachers who specialize in English Language Teaching (ELT) have challenging work ahead of them, such as remaining current in their disciplines. The teachers spend time in the class with the learners, and although the linguistic characteristics of the language do not change, students change because every year teachers meet a new generation. Today's information world has information content that expands and doubles in comparably short periods due to significant breakthroughs in science and technology (Ozen, 2001). Therefore, to provide quality education to students, teachers must be up to date on the latest methodologies and

practices. Participants of this study mostly defined PD as a learning journey that teaches them new trends and makes them better teachers. For teaching and education to be of the finest quality, it is believed that keeping up with ongoing changes and advances is essential. Teachers must keep up with the rapid changes as professionals to be knowledgeable about the new information and technologies (Karaaslan,2003). During the interviews, participants mentioned the Covid 19 process to illustrate the importance of being up-to-date with technology. According to participants, it is essential to be familiar with recent developments and use technology effectively in teaching because teachers are almost always with students and they should change their techniques so that they are in line with the recent developments and needs of the learners. Teaching may be described as a job that necessitates constant improvement in instructional methods to keep up with the most recent advancements in teaching methods and techniques (Dolapçioğlu & Akbana, 2022). The university where the research was conducted was established by a foundation whose main duty was to promote teaching and improve the education standards in Turkey. It is worth remembering that since the foundation has many high schools around Turkey, lifelong learning and PD are two indispensable parts of the school culture. Furthermore, the teachers working at the university are well aware of the fact that they are working at a young private university with young adult learners. Thus, the teachers are motivated to improve themselves by learning about new practices. Otherwise, it would not be possible to have a good rapport with young adult learners and to cater their needs. The school was accredited by Pearson, and several conferences, such as Mocco and Iatefl, were held in the school to help instructors exchange ideas and learn about the new trends in teaching. In addition, the university has a center for teaching and learning that organizes online training about teaching. All these factors also show that the school creates an atmosphere for the instructors which promotes learning and development. In light of all these ideas, it can be concluded that participants in this study are aware that they need to keep themselves up to date and that they regard keeping up to date with current literature as a need.

5.6. Q6: What Delivery Options and Formats Do the Instructors Prefer for Professional Development Programs?

The sixth research question aimed to understand teachers' preferences about the delivery and format of professional development events. The results indicated that the participants commonly prefer optional professional development activities that are

designed as workshops, organized in-house, facilitated by an expert guest speaker, arranged at the afternoon on workdays, organized once a month, and arranged to last less than 45 minutes. The same results were echoed by Ekşi (2012), Gültekin (2007), Özdemir (2013), Koşar et. Al. (2022) as well. The results of this study are not in line with Hismanoğlu, M. and Hismanoğlu, S. (2010).

By looking at the findings of the study, it can be deduced that the participants mostly preferred optional PD activities. According to Woodward (1991), professional development programs ought to be optional. Curtis (2001) agrees with Woodward and believes that willingness is crucial since instructors can only grow professionally if they want to. Participants to this study reported that they are more likely to benefit from the PD activities if they are not mandatory. This might be because when they can choose the PD program to attend, they might feel more motivated to attend rather than being forced to attend. Similarly, Day (1999) believes that instructors' professional development should be a process of personally driven growth. In order to feel the necessity for PD, it is important for the teachers to recognize their own need for professional development or become aware of this issue. (Ozdemir,2013). Participants in this study mostly have certificates which they completed voluntarily. This allows them to know about their strengths and weaknesses. Thus, they might be feeling more motivated when they decide whether to attend PD activities or not.

As far as participation is concerned, participants among the interviewees were also in favor of optional PD. P4 stated that there is no room for development when teachers are forced to do something. P8 suggested a model in which it is not mandatory for the teacher to attend the PD sessions; however, the teacher is indirectly shown that he or she needs improvement in certain areas. By doing so, teachers can have intrinsic motivation to join the PD sessions. P3 mentioned that some specific sessions which can be beneficial for everyone could be mandatory, while the others could be optional. P3 also suggested using an incentive system which aims to make the teachers join PD sessions voluntarily and added that when teachers are not motivated to participate in PD, the outcome of PD is not satisfactory. Lack of motivation is a factor that makes PD ineffective (Yalın, 2001).

As already discussed, the results of the study indicated that the participants preferred optional PD activities. The participants reported that just like student autonomy, teacher

autonomy which is given significantly greater weight in post- method pedagogy, is also essential. It encourages instructors to engage in self-directed inquiry to discover and enhance all facets of their instructional strategies (Korkmazgil, 2018). As a part of this autonomy, teachers should have control of their PD. Like the paradigm shift in teaching, maybe the ELT world could go through a shift in PD as well. A shift in professional development activities is required, and that change includes giving instructors control over their professional development (Koşar et al., 2022). Thus, if schools want effective PD, optional PD programs that involve more intrinsic motivation might benefit the teachers and their PD. According to recent studies on teacher professionalism, programs or activities for professional development are more likely to be successful if they meet the immediate requirements of teachers and ensure their participation Kohl (2005). During the interviews, participants reported that they are more likely to join the activities if the activity is interesting for them and caters to their needs. Also, some foundation universities combine PD with the probation process, and the feedback of the trainers may result in the contract's annulment rather than the instructors' improvement in terms of PD. Administrations typically establish top-down, structured PD activities These initiatives frequently cause instructors to feel uneasy about professional development since the administration forces them to participate regardless of their needs or personal interests. (Ozbilgin et al., 2016). In the study, participants reported that PD should not be used in administrative aspects since PD is then regarded as a stressful process, and it should be only developmental so as to have effective results. This might be linked to the fact that the university where the study was conducted is a private university where instructors' contracts can be annulled. The instructors might feel that the PD results could be used as performance criteria.

In addition, the results of the study indicated that the majority of the instructors preferred PD activities conducted in the form of workshops and seminars. Similar results were echoed in Sentuna's (2002)'s study. According to the participants, workshops and seminars are favorable for several reasons. Firstly, since the instructors join these events as groups, there is no individual feedback provided to the instructors after the events. Secondly, the instructors reported that they have the chance to learn from each other during workshops and seminars. It can be inferred that participants exhibit a preference for collaborating with peers on practical, hands-on subject matter. Since the study was conducted at a small city university, the instructors know each other well, and they favor collaboration. They might feel more comfortable and motivated when they have the

opportunity to spend time and liaise with their colleagues during PD events. Workshops typically involve a combination of information dissemination and activity facilitation and may additionally involve the examination and contemplation of concepts (Portner,2006). At the university, both experienced and novice teachers work. Most novice instructors have M.A degrees, while senior instructors have more teaching experience. Novice teachers might find workshops beneficial because they can exchange ideas and learn from the senior teachers at the university.

Aside from these factors, there might be several other reasons why workshops and seminars are favored by the instructors. Considering the elements that prevent the teachers from participating in PD activities, this study found cost and workload as leading factors. Workshops and seminars are mostly free; publishers offer free workshops to the teachers before each term to familiarize the instructors with the books. Alternatively, school administrations invite freelance trainers to the school to give workshops. Since teachers in Turkey mostly cannot afford to go to the UK to attend PD courses, these workshops are the least they can do. The other problem regarding cost can be once again be mentioned regarding teaching certificates. International teaching certificates, or diplomas like CELTA or DELTA, cost a lot of money due to the high exchange rate of the pound. Another reason why workshops are popular might be the duration. Most workshops are fairly short, and teachers who are under pressure because of workload may prefer this type of PD. Participants in this study work for a private university, which means that, unlike state universities, they are subject to work from nine to five daily, and they are to teach 20 hours weekly. Teachers may have the opportunity to attend workshops despite their demanding work schedules and heavy workloads because they are often a few hours, a half day, or one day long (Muyan, 2015).

Although workshops and seminars emerged as popular PD formats, when the qualitative data was analyzed, it was seen that participants had some concerns to raise regarding workshops and seminars. Although participants were content with collaboration during the workshops, they also had some issues. According to P5, on an annual basis, the same speaker visits the university in September to address either familiar topics or strategies for implementing the new course book. It has been argued that sit-and-get activities are only successful when planned as a set of respective familiar events (Özbilgin, Erkmen & Karaman, 2016). Another participant raised the issue of the experience because

she believed she was skilled enough to know the basic content of the workshops. Since participants in this study are mostly experienced, it is reasonable to say that some PD programs may not be relevant to their PD needs. Little (1993) believes that one-size-fits-all events frequently disregard the background and circumstances of instructors. Therefore, it can be contended that instructors in this study strive for cognitive stimulation and active involvement in the professional growth initiatives offered in these conventional uniform programs since they have positive opinions about PD and want to act according to school's culture.

Moreover, the outsider speakers sent by publishers mostly have some set of tasks to present to the institution, none of which particularly fit the institution's needs. The institutional framework and expectations must serve as the foundation for PD (Borko et al., 2010). This might be another reason why, during the interviews, most participants mentioned that they would prefer a speaker from the inside and outside at the same time. An insider can always know more about the structure and the needs of the school and the teachers than an outsider, while the outsider speaker may shine a light on the homogenous group. PD activities should be relevant to the needs of the instructors (Bayar, 2014).

5.7. Q7: How successfully does experience predict the degree of professional development need?

The regression analysis results, which was conducted to understand if teachers' teaching experience in years could predict the intensity of their need for professional development, showed that the overall regression was not statistically significant. This suggests that instructors' professional experience could not significantly predict the extent to which they needed professional development. This result does not corroborate with Ekşi (2016) and Karaslan (2003). In contrast to this study, Karaslan (2003) reported that teachers with fewer than 10 years of experience were more willing to accept new issues in the classroom than teachers with more experience. Similar results were echoed in Ozen's study (1997), where the participants stated that regardless of experience, the content of a PD program should be the same since senior teachers might also have needs in terms of PD.

The results of the study also indicated that the participants' teaching experience varied between 2 and 34 years, with a mean teaching experience of 14.53 years. This shows that this is an experienced group. It is common for teachers who are older or have more than ten years of experience to face monotony and dissatisfaction in their line of work. Nonetheless, young educators are more excited about having the opportunity to experiment with recent approaches or methods (Day 1999). Despite Day's argument, this study's results reveal no correlation between experience and intensity of needs. If we analyze the qualitative data, we can see that participants of the study mostly regard PD as a continuous notion for all teachers. Moreover, S4 suggested that it is up to the individual to develop and benefit from PD throughout the teaching experience. Instructors in this study mostly invest in their PD either by doing a CELTA or M.A., so they must be well aware that new technologies, practices, and techniques may make traditional experience less useful. The administration organizes PD sessions to familiarize instructors with recent developments in the field. These programs may remind instructors with experience that professional development focuses on staying current with recent changes and learning the most contemporary skills and information required for success. It is a known fact that some senior teachers have taught for more than 20 years but have not learned a new practice or method since they graduated. S6 suggested designing PD programs for all teachers, regardless of experience, but with different content. The results of the qualitative data showed that teachers favor PD, but they would be more content if their needs in terms of PD were considered. Also, unlike most state schools, in the university where the research was conducted, there are no privileges provided for the experienced teachers, like being exempt from PD activities, not attending standardization sessions, or having the right to choose their preferred levels to teach. These might be the reasons why participants do not regard themselves as superior from each other because of their experience, and this may make them feel equal in terms of PD needs as well.

Similarly, Yaşar (2019) investigated whether experience had an impact on attitude toward PD in a mixed-method study. The findings revealed that it was not experience but the importance placed on PD and participation that positively correlated with attitude. The results determined that instructors with more than six years of experience found workshops more beneficial, whereas instructors with less experience than five years stated that observations were more useful for them. It may be argued that the teachers in this study

view PD as a whole and do not distinguish themselves as experienced and novice instructors because their perception of PD is positive.

In this chapter, research question results are summarized and recommendations for further research are provided.

CHAPTER VI

CONCLUSION

6.1. Summary of the Results

The study aimed to investigate PD needs of instructors working at a foundation university in Turkey. The research tried to explore the perceptions towards PD as well.

To begin with, this research utilized a mixed method study, and for data collection, not only quantitative but also qualitative methods were used. The research sample consisted of 110 instructors working at a foundation university. In order to gather data, convenience sampling was utilized. The researcher used a survey prepared by Ekşi (2012) for the quantitative data. The survey provided a general view of the research problem thanks to statistical outcomes. On the other hand, semi-structured interviews conducted with ten instructors provided a subjective and deeper view of the research problem. The quantitative data was analyzed by using SPSS, while for qualitative data content analysis was conducted by the researcher.

Findings regarding the perception of PD indicated that instructors had positive attitudes towards PD. Instructors were mostly in favor of collaboration with each other. In addition, the participants stated that PD enhanced their teaching as well. In her study, Agan (2020) found that instructors benefited most from an MA program since they learned how to conduct research. However, in this research, doing research ranked very low.

Another aim of the study was to find out the most prevalent PD activities for the instructors. The results of the study indicated that workshops and seminars were reported to be the most popular PD activities. During the interviews, some of the participants also mentioned that observations are popular PD activities on the condition that they are not used for probation purposes by the administration. In this study, conducting research was not a popular PD activity among the instructors. However, in her study, Agan (2020) found that instructors benefited from conducting research because it improved their teaching technique and helped them overcome learning problems.

As far as PD needs of the instructors are concerned, the instructors stated that they needed more PD in assessing productive skills such as speaking and writing. Being subjective, not having enough focus on training regarding assessment, and having difficulty in being standard emerged as the main reasons why the participants regarded productive skills difficult to assess. By the same token, speaking, writing and listening were found to be difficult to teach as well. The participants reported that teaching productive skills involved more than teaching the language. What made these productive skills difficult to teach reported as: teaching strategies, learners coming from exam oriented high school system, not having enough focus on these skills in trainings.

Aside from that, when the instructors were asked to report what factors prevent them from joining the PD sessions, they stated that heavy workload and pacing make it difficult for them to participate. Since the study took place in a foundation university, the instructors are to teach 20 hours and conduct 2 hours as office hours. They are also supposed to attend standardization sessions and marking meetings. The instructors claimed that it would be more effective if the administration offered a half day for PD activities. Some of the instructors also stated that cost prevents them from joining seminars and doing certificate programs such as CELTA and DELTA.

Furthermore, the results indicated that the instructors need PD in testing and new practices in ELT. When the curriculum of both graduate programs and teaching certificate programs are considered, we can see that while teaching theory is emphasized, little attention is given to testing. Since teaching is directly linked with contemporary times, it is natural for teachers to feel the need to keep up with the latest trends in teaching.

As a result of the analysis made, it was found that the instructors were mostly in favor of optional sessions which took place in the form of workshops and seminars. Another striking point was the fact that the instructors demanded sessions which were shaped in line with their needs. During the interviews, some participants stated that they were sometimes bored during the sessions because every year, they had to listen to the same session, which they regarded as below their level. The one-size-fits all notion was not favored by the participants. In addition, the results show that the majority of the instructors want to receive training from an expert who is an outsider. However, some participants

also stated that they prefer in house speakers since an insider speaker knows the system and the school better than an outsider.

Lastly, in the light of the results that were found in this study, no correlation between teaching experience and PD needs was discovered. The difference was not statistically significant despite the majority of literature graduates reporting that they need more PD compared to teaching graduates.

6.2. Recommendations

Numerous relevant implications for future practice are derived from this study's findings. First, a continuing, systematic PD is essential on both an individual and an institutional level. It should be reminded that the one-size-fits-all approach is no longer appropriate because instructors' demands are diverse. Second, successful PD involves the active participation of teachers, who think they should be the ones who initiate professional development plans. Therefore, any English language instructor should be aware of their professional development. They should learn information about PD, from its definition to its multiple aspects. To be more specific, teaching has many dimensions, such as teaching skills, reflection, assessment, classroom management, and lesson planning. Therefore, programs should be designed so that individuals are trained broadly in multiple aspects of teaching. The programs should also promote teacher autonomy so that individuals can establish their identity as practitioners, draw comparisons and assumptions, identify their requirements, and take more rigorous steps to advance professionally. Certain testing courses can be included in the curriculum of undergraduate ELT programs to train the instructors more effectively in testing. Finally, institutions ought to support the individual efforts of teachers and give optional alternatives for mandatory activity. Considering the hectic schedule and workload of the instructors working at foundation universities, institutions can also help teachers by relieving them of excessive responsibilities such as marking and standardization meetings so that they have sufficient time for PD activities.

In addition, all institutions should have PD units to support instructors' bottom-up professional development activities to enable self-initiated, self-directed PD and to coordinate successful PD activities with instructors' current needs. PD activities like observations should not be used for probation purposes; rather, developmental

observations should be encouraged to decrease anxiety and increase the intrinsic motivation of the instructor. PD units should respect the privacy of the instructors in terms of PD, and no detail should be shared with the administration. Administration and testing units should work with PD units to plan and organize events to avoid conflicting schedules of PD and testing duties.

Lastly, despite COHE's new requirement, English teachers do not engage in research as much as expected. English teachers are still applying what they are told and what has been investigated by others. Most research is conducted by academicians at ELT departments. Although those scholars have intensive knowledge about teaching and linguistics, they do not have sufficient experience when it comes to teaching at schools and dealing with the other duties of the instructors. As a result, the research carried out by academicians may have scientifically accurate results, but they might not be applicable in the real classroom atmosphere or in PD. Participants with M.A degrees claimed that they could not conduct research during the term because of the intense pacing of the curriculum and the difficulty of obtaining permission to conduct research. Instructors with MAs should be able to apply what they acquired in their M.A. program. The instructors should be encouraged to conduct research in their classes by following the essentials taught by the academicians so that English instructors can find out more about their learner and their own PD. This will lead to better teaching, better PD, and better learning consequences. The instructors should be given more freedom to observe, reflect, and discuss with each other. Instructors who have MA or PhD degrees at preparatory schools can act as mentors to teach how to conduct research to senior teachers who have more experience in teaching but less experience in research. Provided that testing is their interest, instructors with MAs or PhDs can help the testing unit to train teachers about how to write valid and reliable tests.

Aside from these aspects, more experienced researchers within a longer period might try to evaluate the impact of different forms of PD on instructors. For example, instructors can join face-to-face PD programs at school, while in the second term of teaching, instructors can join the same PD programs at home online. The effectiveness of the programs can be evaluated in a qualitative study with the help of focus groups, and adjustments to forthcoming programs can be made accordingly. In addition, only one native teacher participated in this study. In another study, native English instructors' needs in Turkey could be compared with the needs of non-native Turkish instructors' needs.

Finally, another study can investigate whether COHE's decision which makes having an M.A. mandatory to apply for teaching posts at preparatory classes has an impact on PD needs.

6.3. Recommendations for Further Research

Some recommendations can be made by looking at the analysis of the qualitative and quantitative data from this study. In this research, the PD needs of the instructors were analyzed. Semi-structured interviews and a questionnaire were used to gather data. In a questionnaire, it is not easy to decide whether the response is accurate. To begin with, for future study, it is proposed that teacher trainers observe classes during class time in order to determine instructors' needs more efficiently. Secondly, another needs assessment study may be conducted to involve the institution in the process so that the institution's needs can also be assessed, since in this study, instructor-response-based data were analyzed to evaluate only instructors' needs. Thirdly, this study was conducted in the institution's English language school. However, there are also German and Spanish lessons offered as freshman elective courses at the same school. Identical research can be conducted in German and Spanish departments to see where findings coincide or diverge. Fourthly, another study can also be conducted in state and private universities (or at high schools) to determine whether contextual differences impact teachers' perceptions of professional development and their needs and to compare these results with those from other institutions. Since such a study would be more comprehensive because of the broader sampling, it would lead to more generalizable results. In addition, in this research, to determine the areas in which instructors had the most need for professional development, they were given various categories and asked to rate their degree of need in each. Additional studies can be conducted to obtain more particular information in the areas with the greatest degree of need. For instance, in this study speaking emerged as a difficult skill to teach and assess. In another study, a detailed investigation can be conducted to determine what makes it difficult to teach and assess speaking and by doing so, trainers can organize PD sessions accordingly.

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APPENDICES

APPENDIX-A: SURVEY APPROVAL

Gönderen: Gul Eksi [redacted]

Gönderildi: 16 Haziran 2022 Perşembe 14:46

Kime: Nezh Nal

Konu: Re: anket kullanma izni

Nezh hocam merhaba

Tabi ki kullanabilirsiniz. Yardımcı olabileceğim başka bir konu olursa elimden geleni yapmaya çalıştım.

Çalışmalarınızda kolaylıklar ve başarılar dilerim.

Gül Eksi

iPhone'umdan gönderildi

Nezh Nal [redacted] şunları yazdı (15 Haz 2022 21:03):

Sayın Gül Eksi,

Hocam merhabalar, YL tezinizde kullandığınız PD Needs Analysis anketinizi izniniz olursa, bende YL tezimde kullanmak isterim.

saygılarımla,

nezh nal

APPENDIX-B: ETHICS COMMITTEE PERMISSION

Evrak Tarih ve Sayısı: 03.11.2022-175749



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-605.99-175749
Konu : Etik Kurul İzni (Nezih Nal)

03.11.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.10.2022 tarih ve 171061 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Nezih Nal'ın, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "Bir Vakıf Üniversitesinde Çalışan Okutmanların Mesleki Gelişim İhtiyaçlarının Belirlenmesi" adlı tezine ait tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-242
Konu : Tez Önerisi

27 EKİM 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Nezih Nal'ın, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "Bir Vakıf Üniversitesinde Çalışan Okutmanların Mesleki Gelişim İhtiyaçlarının Belirlenmesi" adlı tezine ait tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/ Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/ Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Nezih Nal'ın, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "Bir Vakıf Üniversitesinde Çalışan Okutmanların Mesleki Gelişim İhtiyaçlarının Belirlenmesi" adlı tezin yapılabileceği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Nezih Nal'ın, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "Bir Vakıf Üniversitesinde Çalışan Okutmanların Mesleki Gelişim İhtiyaçlarının Belirlenmesi" adlı tez önerisinin uygun olduğu düşüncelerini iletmişlerdir.

APPENDIX-C: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Dear Colleagues,

You are invited to fill in a questionnaire which aims to identify your perceptions, opinions, and needs in professional development as an English instructor at a foundation university. Your responses are very important in order to collect data for further studies about professional development in our institution. The data from this research will also be a part of Nezh Nal's master thesis. Your participation in this study is completely voluntary. There are no foreseeable risks associated with it. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Please be kind to give truthful and straightforward answers in order to get accurate results. It will take approximately 15 minutes to complete the questionnaire.

Your responses will be coded and remain strictly confidential and data from this research will be reported only in aggregate. If you have questions at any time about the questionnaire or the procedures, you may contact Nezh Nal.

Thank you very much for your time and support.

PART I: TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT PROGRAMS

1. Please read the following statements, and tick the box that most closely corresponds your opinion.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Attending professional development programs make me feel more confident while teaching.	1	2	3	4	5
2. Professional development programs improve teaching competence.	1	2	3	4	5
3. Professional development programs help me improve my teaching skills	1	2	3	4	5
4. Professional development programs make me to reconsider my teaching methods.	1	2	3	4	5
5. Professional development programs are relevant to my needs and interests.	1	2	3	4	5
6. Professional development programs give me practical information that I can use in my classroom.	1	2	3	4	5

PART II: PROFESSIONAL DEVELOPMENT ACTIVITIES

1. How often do you do the following activities for your professional development? Please rate each activity in terms of frequency from 1 to 5.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. reading ELT articles, magazines or books	1	2	3	4	5
2. participating in courses, workshops or seminars	1	2	3	4	5
3. conducting classroom research	1	2	3	4	5
4. asking colleagues for help	1	2	3	4	5
5. sharing experiences with colleagues	1	2	3	4	5
6. observing other teachers	1	2	3	4	5
7. reflecting on my own teaching	1	2	3	4	5
8. joining a teacher association	1	2	3	4	5
9. joining a special interest group	1	2	3	4	5
10. joining an online ELT discussion group	1	2	3	4	5

2. What hinders you from participating in professional development programs? Please indicate the importance of each item for you not to participate in professional development programs from 1 to 5.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. heavy workload	1	2	3	4	5
2. lack of self-motivation	1	2	3	4	5
3. lack of institutional support	1	2	3	4	5
4. intense pacing	1	2	3	4	5
5. inconvenient date/time	1	2	3	4	5
6. inconvenient location	1	2	3	4	5
7. cost	1	2	3	4	5
8. unqualified trainers	1	2	3	4	5
9. unrealistic content	1	2	3	4	5
10. not being informed about upcoming	1	2	3	4	5

PART III : AREAS FOR PROFESSIONAL DEVELOPMENT

1. I need development in the teaching ofmost.

- Reading Listening Grammar
- Writing Speaking Vocabulary

2. I need development in the assessment of most.

- Reading Listening Grammar
- Writing Speaking Vocabulary

3. In the following table, you are given the areas for professional development. Please indicate your degree of need for each area from 1 to 5.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Lesson planning	1	2	3	4	5
2. Classroom management	1	2	3	4	5
3. Identifying learner characteristics	1	2	3	4	5
4. Syllabus design	1	2	3	4	5
5. Increasing student motivation	1	2	3	4	5
6. Test development	1	2	3	4	5
7. Assessment and evaluation	1	2	3	4	5
8. Giving constructive feedback	1	2	3	4	5
9. Use of technology in ELT	1	2	3	4	5
10. Using games in ELT	1	2	3	4	5
11. Story telling	1	2	3	4	5
12. Using drama in ELT	1	2	3	4	5
13. New theories and practices of ELT	1	2	3	4	5
14. ESP (English for Specific Purposes)	1	2	3	4	5
15. Teaching integrated skills	1	2	3	4	5
16. Conducting classroom research	1	2	3	4	5
17. Preparing supplementary materials	1	2	3	4	5
18. Preparing students for exams (e.g. KPDS, UDS, TOFEL, IELTS)	1	2	3	4	5
19. CEFR (Common European Framework of Reference for	1	2	3	4	5
20. Time management in classroom	1	2	3	4	5
21. Training other teachers	1	2	3	4	5

PART IV: PREFERENCES FOR DELIVERY METHODS AND FORMATS

1. Preferred attendance format

- optional
- compulsory

2. Preferred delivery format (please check all that apply)

- seminar
- workshop
- group discussion
- Other, please specify:

3. Preferred place (please check all that apply)

- at my institution
- at another institution in Istanbul
- at another institution in another city in Turkey
- online
- abroad
- Other, please specify:

4. Preferred speaker (please check all that apply)

- a colleague from my institution
- a group of teachers from my institution
- a trainer or expert from an outside institution
- a colleague from my institution and a trainer from an outside organization
- Other, please specify:

5. Preferred time (please check all that apply)

- weekday morning
- weekday afternoon
- at the weekend
- Other, please specify:

6. Preferred frequency (please check all that apply)

- once a week
- once in two weeks
- once a month
- once in two months
- once in a semester
- Other, please specify:

7. Preferred length for each session (please check all that apply)

- up to 30 minutes
- up to 45 minutes
- up to 60 minutes
- up to 90 minutes
- Other, please specify:

PART IV: DEMOGRAPHIC INFORMATION

1. Gender:

- Female • Male

2. Age:

3. How long have you been teaching English?

4. Which department did you graduate from?

- Language Teaching
- Literature
- Linguistics
- Translating and Interpreting
- Others. Please specify:

5. Do you have a teaching certificate (Formasyon)?

- No • Yes

6. Are you a full time or a contracted part time teacher?

- Full time • Contracted part time

7. How many hours do you teach a week at TEDU?

8. How many different groups do you teach at TEDU?

APPENDIX-D: INTERVIEW QUESTIONS:

- 1) How long have you been working as an EFL instructor at Ted University?
- 2) What does PD mean to you? Why do you think PD is important? (R1)
- 3) In which areas of teaching (in terms of teaching skills) should a teacher improve himself/herself? (R4) Why?
- 4) Have you attended any PD activities before? If so, how did they help you?
- 6) What kind of PD activities do you prefer? Online sessions? Peer observations? Can you explain why? (R6)
- 7) How can school administration improve PD of the instructors'?
- 8) What makes it difficult for the instructors to attend PD activities? Why? (R3)
- 9) In your experience, which skill is difficult for you to assess? (R4)
- 10) Should PD activities be mandatory? (R6)
- 11) What are the most common PD activities for the instructors?
- 12) Can work load, experience, and the major of the instructor determine the needs in terms of PD? (R7)
- 13) If you were the head of PD unit, what would you do ?
- 14) How can the administration support the teacher in terms of PD?

APPENDIX-E: THE AREAS OF PROFESSIONAL DEVELOPMENT THAT THE PARTICIPANTS NEED HELP WITH

Item	AR	M	SD
1. Test development	65	3.46	1.35
2. New theories and practices of ELT	62	3.41	1.20
3. Assessment and evaluation	62	3.40	1.34
4. Use of technology in ELT	65	3.38	1.41
5. ESP (English for Specific Purposes)	64	3.37	1.32
6. Using drama in ELT	57	3.27	1.37
7. Increasing student motivation	59	3.20	1.42
8. Using games in ELT	50	3.19	1.44
9. Training other teachers	55	3.19	1.46
10. Story telling	52	3.14	1.31
11. Giving constructive feedback	55	3.10	1.40
12. Teaching integrated skills	48	3.08	1.34
13. Preparing students for language exams	54	3.07	1.35
14. Syllabus design	50	3.03	1.37
15. Preparing supplementary materials	49	2.96	1.44
16. Conducting classroom research	45	2.94	1.36
17. Identifying learner characteristics	32	2.81	1.17
18. CEFR	27	2.57	1.18
19. Time management in classroom	32	2.55	1.35
20. Classroom management	25	2.34	1.25
21. Lesson planning	18	2.25	1.10