



**LISTENING TO ENGLISH LANGUAGE TEACHERS IN TURKEY: A  
SURVEY OF THEIR EVALUATIONS, PREFERENCES AND NEEDS  
REGARDING IN-SERVICE TRAINING**

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## TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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İngilizce Adı : Listening to English Language Teachers in Turkey: A Survey of Their Evaluations, Preferences and Needs Regarding In-Service Training

## **ETİK İLKELERE UYGUNLUK BEYANI**

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

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*To my beloved and best friend, Volkan*

*“Teachers are the one and only people who save nations.”*  
*Mustafa Kemal ATATÜRK*

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**ABSTRACT**

In line with the developing technologies and changes in the world, the importance of continuing professional development (CPD) for teachers is increasing every year. Teachers need to improve themselves both personally and professionally in order to be more competent in their job and to adapt to innovations in the field of education. While the concept of CPD for teachers previously referred to the in-service trainings (INSETs) provided by the state only, this concept now refers to the continuous development activities that are extended over time, as the name suggests. Within the concept of CPD, the autonomy levels of teachers are also emphasized. This is because they need to be willing and enthusiastic about such activities in order to provide their personal and professional development in line with their interests. In addition to their own efforts, the governments are expected to be conducive and supportive in teachers' personal and professional development. INSET programs can be highlighted as a way to do this. INSETs provided by the governments should improve teachers' perspectives on professional development, encourage teachers for their professional development and convince them that professional development is beneficial for their job. For this purpose, it is required that these trainings should be directed to the needs of the teachers, the stakeholders should benefit from the views of the teachers in the planning process, trainings should be given and disseminated by the influential trainers, and teachers are required to be followed after the trainings. This may be the only way to make teachers

believe in the effectiveness of these trainings, and thus they can feel ready and willing to develop themselves. For this purpose, this study aims at finding out how the English language teachers evaluate the INSETs provided by the Ministry of National Education (MoNE), what they expect from these trainings, and their needs to be satisfied through these trainings. The current dissertation employs questionnaires as quantitative research techniques with the aim of reaching as many English language teachers as possible. However, since there are no questionnaires already developed for this aim, three questionnaires have been developed for the purposes of the study. A pilot study was conducted with the participation of 247 English language teachers for the factor analysis and reliability of the questionnaires. According to the results of the exploratory factor analysis, there are 6 factors (INSET planning, content, organization, trainers, assessment and evaluation, follow-up) in the English Language Teachers' Evaluations of In-Service Trainings questionnaire, 4 factors (INSET planning, content, execution, evaluation and follow-up) in the In-Service Training Preferences of In-Service Trainings questionnaire, and 3 factors (English language proficiency, teaching methods, contextual and institutional issues) in the In-Service Training Needs of English Language Teachers questionnaire. Each questionnaire has proved its reliability coefficients by various statistical tests. To describe the situation of English language teachers in Turkey, the questionnaires are administered to 741 teachers. It is aimed in the data collection that the number of participating teachers from each region of Turkey needs to be roughly the same. According to the findings, most of the English language teachers are not satisfied with the INSETs carried out by the MoNE. Their preferences and expectations from the INSETs are in line with the effective INSETs defined in the literature. Teachers also state that they have many needs regarding their English language proficiency, teaching methods and institutional issues. MANOVA tests are used to see whether there are significant differences between the scores obtained by the teachers according to some of their characteristics in the factors of the questionnaires. According to the analysis, in some factors (INSET content, organization, execution, assessment and evaluation), there is a significant difference in favor of teachers working at upper secondary schools. In addition, there is a significant difference in the INSET content and follow-up factors in favor of the undergraduate teachers. There is a significant difference in favor of the teachers who participate in other professional development activities apart from those of the MoNE in the trainers factor. In addition, a significant difference is found in the English language proficiency factor in favor of the teachers working in the East Anatolia region and those having 1-5 year(s) of experience when compared to those working in the Aegean and Mediterranean regions. In the same factor, there is a significant difference in favor of the lower secondary school teachers. There is no significant difference among the scores obtained by the teachers in the teaching methodology factor. In institutional needs, there is a significant difference in favor of the teachers who are not graduates of English language teaching programs and those working in lower secondary schools. According to the findings, it is suggested that the MoNE should cooperate with the faculties of education in the execution of INSETs, the content of INSETs should be designed according to needs analysis of teachers, and the trainings should be appropriate for teachers' subject field and professional conditions. Also, teachers should be given the opportunity to improve their English language proficiency in the trainings and they should be monitored for their development.

**Key words** : Continuing Professional Development, In-Service Trainings, Needs Analysis of English Language Teachers, English Language Proficiency, Teaching Methods

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**TÜRKİYE’DEKİ İNGİLİZCE ÖĞRETMENLERİNE KULAK VERİN:  
HİZMET İÇİ EĞİTİMLE İLGİLİ DEĞERLENDİRMELERİNİN,  
BEKLENTİLERİNİN VE İHTİYAÇLARININ İNCELENMESİ**

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**ÖZ**

Gelişen teknolojiler ve dünyadaki değişimlere paralel olarak öğretmenler için sürekli mesleki gelişimin önemi her geçen yıl daha da artmaktadır. Öğretmenlerin, hem mesleki açıdan daha yeterli olabilmek hem de eğitim alanındaki yeniliklere uyum sağlayabilmeleri için kişisel ve mesleki açıdan kendilerini geliştirmesi gerekmektedir. Öğretmenler için sürekli mesleki gelişim kavramı önceleri yalnızca devlet tarafından sağlanan eğitimleri işaret etmekteyken, şimdilerde bu kavram adından da anlaşılabilceği gibi devamlılığı olan, zamana yayılan eğitimleri ifade etmektedir. Sürekli mesleki gelişim kavramının içinde öğretmenlerin özerklik seviyelerine de vurgu yapılmaktadır. Çünkü öğretmenlerden beklenen kendi istekleri ve ilgileri doğrultusunda kişisel ve mesleki gelişimlerini sağlayabilmek için bu tür etkinlikler konusunda hevesli olmalarıdır. Öğretmenlerin kendi çabalarının yanı sıra bağlı oldukları devlet kurumlarının da onların kişisel ve mesleki gelişiminde yardımcı ve destekçi olması beklenmektedir. Hizmet içi eğitim programları bunun bir yolu olarak gösterilebilir. Bu hizmet içi eğitimler öğretmenlerin mesleki gelişime olan bakış açılarını geliştirmeli, mesleki gelişim konusunda öğretmenleri teşvik etmeli ve mesleki gelişimin onlar için faydalı olduğuna öğretmenleri inandırmalıdır. Bunun için de bu eğitimlerin öğretmenlerin ihtiyaçlarına yönelik olması, planlama sürecinde öğretmenlerin görüşlerinden faydalanılması, eğitimlerin etkili eğiticiler tarafından zamana yayılarak yapılması ve eğitimler sonrasında öğretmenlerin izlenmesi gerekmektedir. Ancak bu

durumda öğretmenler bu eğitimlerin etkililiğine inanıp kendilerini mesleki gelişim konusunda hazır ve istekli hissedebilirler. Bu amaçla, bu çalışma Türkiye'deki devlet okullarında çalışan İngilizce öğretmenlerinin Millî Eğitim Bakanlığı tarafından sağlanan hizmet içi eğitimleri nasıl değerlendirdiklerini, bu eğitimlerin nasıl olması gerektiği konusundaki düşüncelerini ve bu eğitimlerle çözülebilecek ihtiyaçlarını belirlemeyi hedefler. Tarama modelinde olan çalışmada olabildiğince fazla İngilizce öğretmenine ulaşmak için nicel araştırma tekniklerinden ölçekler kullanılmıştır. Ancak, bu konuda halihazırda geliştirilmiş ölçekler olmadığı için, çalışmanın her bir amacı için ayrı bir ölçek geliştirilmiştir. Ölçeklerin faktör analizi ve güvenilirlik çalışmaları için 247 İngilizce öğretmenin katılımıyla bir pilot çalışma gerçekleştirilmiştir. Pilot çalışmanın sonunda yapılan açımlayıcı faktör analizi sonuçlarına göre İngilizce Öğretmenlerinin Hizmet İçi Eğitim Değerlendirmeleri ölçeğinde 6 faktör (hizmet içi eğitim planlaması, içerik, organizasyon, eğitimciler, ölçme ve değerlendirme, izleme), İngilizce Öğretmenlerinin Hizmet İçi Eğitim Tercihleri ölçeğinde 4 faktör (hizmet içi eğitim planlaması, içerik, uygulama, değerlendirme ve izleme) ve İngilizce Öğretmenlerinin Hizmet içi Eğitim İhtiyaçları ölçeğinde 3 faktör (İngilizce dil yeterliği, öğretim yöntemleri, bağlamsal ve kurumsal konular) elde edilmiştir. Her bir ölçek yeterli güvenilirlik katsayısını sağladığını da çeşitli istatistiksel testlerle ispatlamıştır. Türkiye'deki durumu ortaya koyabilmek için ölçekler 741 öğretmen üzerinde uygulanmıştır. Ölçekler uygulanırken Türkiye'nin her bir coğrafi bölgesinden birbirine yakın sayıda öğretmene ulaşmak hedeflenmiştir. Elde edilen sonuçlara göre, öğretmenlerin birçoğu şu anda yürütülen hizmet içi eğitimlerden memnun değildir. Hizmet içi eğitimlerden beklentileri literatürde tanımlanan ideal bir hizmet içi eğitimde olması beklenen özellikleri taşımaktadır. Ayrıca öğretmenler, kendi İngilizce dil yeterlikleri, uyguladıkları öğretim yöntemleri ve kurumsal konularda birçok ihtiyaçlarının olduğunu belirtmişlerdir. Öğretmenlerin, ölçeklerin faktörlerinin her birinden, sahip oldukları bazı özelliklerine göre elde ettikleri puanlar arasında anlamlı bir farklılık olup olmadığını görmek için MANOVA testi yapılmıştır. Yapılan analize göre, bazı faktörlerde (hizmet içi eğitim içeriği, organizasyon, uygulama, ölçme ve değerlendirme) öğretmenlerin lisede çalışma durumunun lehine anlamlı farklılık bulunmuştur. Ayrıca, hizmet içi eğitim içeriği ve izleme faktörlerinde lisans mezunu öğretmenlerin lehine bir farklılık bulunmuştur. MEB hizmet içi eğitimleri dışında kendi istekleriyle diğer mesleki gelişim faaliyetlerine katılan öğretmenlerin lehine de eğitimciler faktöründe anlamlı farklılıklar bulunmuştur. Ayrıca, Ege ve Akdeniz bölgeleri ile kıyaslandığında, Doğu Anadolu bölgesinde çalışan ve 1-5 yıllık deneyime sahip olan öğretmenlerin lehine İngilizce dil yeterlikleri faktöründe anlamlı bir farklılık bulunmuştur. Aynı faktörde, ortaokul öğretmenleri lehine de bir farklılık vardır. Öğretmenlerin öğretim yöntemleri faktöründe sahip oldukları herhangi bir özellikten elde ettikleri puanlar arasında anlamlı bir farklılık yoktur. Kurumsal ihtiyaçlarda ise İngilizce öğretmenliği programı mezunu olmayan ve ortaokulda çalışan öğretmenler lehine bir fark elde edilmiştir. Elde edilen bulgulara göre, yürütülen hizmet içi eğitimlerin geliştirilmesi konusunda MEB'in eğitim fakülteleri ile işbirliği yapması, hizmet içi eğitimlerin içeriğinin ihtiyaç analizine göre belirlenmesi, eğitimlerin öğretmenlerin branşına ve sahip olduğu koşullara uygun olması, eğitimlerde öğretmenlere İngilizce dil yeterliklerini geliştirme fırsatı verilmesi, eğitimlerin sürekli ve zamana yayılmış şekilde sürdürülmesi, eğitim imkanlarına Türkiye'nin her yerindeki öğretmenlerin ulaşması ve eğitimler sonunda öğretmenlerin izlenmesi gerekliliği öne çıkmaktadır.

Anahtar Kelimeler : Sürekli Mesleki Gelişim, Hizmet İçi Eğitim, İngilizce Öğretmenleri İhtiyaç Analizi, İngilizce Dil Yeterlikleri, Öğretim Yöntemleri

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## TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU .....	i
ETİK İLKELERE UYGUNLUK BEYANI .....	ii
JÜRİ ONAY SAYFASI.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS .....	vi
ABSTRACT.....	vii
ÖZ .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xvii
LIST OF FIGURES .....	xxii
LIST OF SYMBOLS AND ABBREVIATIONS.....	xxiii
CHAPTER I .....	1
INTRODUCTION.....	1
1.0. Introduction.....	1
1.1. Background to the Study .....	1
1.2. Statement of the Problem.....	3
1.3. Aim of the Study.....	4
1.4. Importance of the Study.....	5
1.5. Assumptions of the Study.....	6

1.6. Limitations of the Study.....	6
1.7. Definitions.....	7
<b>CHAPTER II.....</b>	<b>8</b>
<b>LITERATURE REVIEW .....</b>	<b>8</b>
2.0. Introduction.....	8
2.1. What is Continuing Professional Development? .....	8
2.2. Why is CPD Essential for Teachers? .....	10
2.3. In-Service Education and Training .....	11
2.4. What is Wrong with INSETs in Turkey? .....	12
2.5. Teacher Education and Development in Turkey and the World .....	14
2.5.1. Teacher Education and Development in Turkey .....	14
2.5.2. Teacher Education and Development in Singapore.....	16
2.5.3. Teacher Education and Development in Finland .....	17
2.5.4. Teacher Education and Development in Japan .....	19
2.5.5. Teacher Education and Development in Canada .....	20
2.5.6. Teacher Education and Development in Hong Kong .....	21
2.5.7. Teacher Education and Development in China .....	22
2.6. CPD Actions of the Ministry of National Education in Turkey .....	23
2.6.1. School-Based Professional Development Model (Ministry of National Education, 2010) .....	24
2.6.2. General Competencies for Teaching Profession (Ministry of National Education, 2017) .....	25
2.6.3. Field-Specific Competencies for English Language Teachers (MoNE, 2017b).....	28
2.6.4. Strategy Paper for Teachers 2017-2023 (Ministry of National Education, 2017c) .....	39
2.6.5. 100-day Action Plan (Presidency of the Republic of Turkey, 2018).....	42

2.6.6. 2023 Vision of Education for a Powerful Future (MoNE, 2018) .....	45
2.7. Non-Governmental Organizations (NGOs) Supporting Teachers' CPD .....	51
2.7.1 Teachers' Academy Foundation (TAF).....	51
<b>CHAPTER III .....</b>	<b>53</b>
<b>METHODOLOGY.....</b>	<b>53</b>
3.0. Introduction.....	53
3.1. Research Design .....	53
3.2. Research Questions .....	54
3.3. Study Group .....	55
3.4. Data Collection Methods.....	59
3.4.1. Instrument Development Process.....	61
3.4.2. Pilot Study.....	64
3.4.3. Exploratory Factor Analysis and Reliability of ELTEINSET .....	67
3.4.3.2. <i>Normality Tests</i> .....	68
3.4.3.3. <i>Data Suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)</i> .....	69
3.4.3.4. <i>Principal Components Analysis for ELTEINSET</i> .....	71
3.4.3.5. <i>Interpretation and Naming the Factors in ELTEINSET</i> .....	75
3.4.3.6. <i>Reliability of ELTEINSET</i> .....	76
3.4.4. Exploratory Factor Analysis and Reliability of ELTPINSET.....	80
3.4.4.1. <i>Missing Values and Outliers</i> .....	80
3.4.4.2. <i>Normality Tests</i> .....	80
3.4.4.3. <i>Data Suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)</i> .....	81
3.4.4.4. <i>Principal Components Analysis</i> .....	84
3.4.4.5. <i>Interpretation and Naming the Factors</i> .....	89

3.4.4.6. Reliability of <i>ELTPINSET</i> .....	90
3.4.5. Exploratory Factor Analysis and Reliability of <i>INSETNELT</i> .....	93
3.4.5.1. Missing values and Outliers.....	93
3.4.5.2. Normality Tests.....	93
3.4.5.3. Data suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity) .....	94
3.4.5.4. Principal Components Analysis.....	95
3.4.5.5. Interpretation and naming the factors.....	99
3.4.5.6. Reliability of <i>INSETNELT</i> .....	100
3.5. Data Analysis.....	104
3.5.1. Normality Tests and Outliers in the Data Set .....	104
3.5.2. Descriptive statistics.....	106
3.5.3. Multivariate Analysis of Variance (MANOVA) Tests.....	106
CHAPTER 4.....	109
FINDINGS AND DISCUSSION.....	109
4.0. Introduction.....	109
4.1. Evaluations of EFL teachers regarding <i>INSETs</i> organized by the MoNE.....	109
4.1.1. EFL Teachers' Evaluations of <i>Planning INSETs</i> Factor of <i>ELTEINSET</i> .....	109
4.1.2. EFL Teachers' Evaluations of <i>INSET Content</i> Factor of <i>ELTEINSET</i> .....	111
4.1.3. EFL Teachers' Evaluations of <i>Organization</i> Factor of <i>ELTEINSET</i> ...	114
4.1.4. EFL Teachers' Evaluations of <i>Trainers of INSETs</i> Factor of <i>ELTEINSET</i> .....	115
4.1.5. EFL Teachers' Evaluations of <i>Assessment and Evaluation</i> Factor of <i>ELTEINSET</i> .....	117
4.1.6. EFL Teachers' Evaluations of <i>Follow-Up</i> Factor of <i>ELTEINSET</i> .....	119
4.2. Preferences of EFL teachers regarding <i>INSETs</i> .....	121



4.2.1. EFL Teachers' Preferences of <i>Planning INSETs</i> Factor of ELTPINSET .....	121
4.2.2. EFL Teachers' Preferences of <i>INSET Content</i> Factor of ELTPINSET .....	124
4.2.3. EFL Teachers' Preferences of <i>Execution of INSETs</i> Factor of ELTPINSET .....	127
4.2.4. EFL Teachers' Preferences of <i>Evaluation and Follow-Up</i> Factor of ELTPINSET .....	130
4.3. Needs of EFL teachers regarding INSETs .....	132
4.3.1. EFL Teachers' Needs of <i>English Language Proficiency</i> Factor of INSETNELT .....	133
4.3.2. EFL Teachers' Needs of <i>Teaching Methodology</i> Factor of INSETNELT .....	135
4.3.3. EFL Teachers' Needs of <i>Contextual and Institutional Issues</i> Factor of INSETNELT .....	141
4.4. Differences between the EFL Teachers' Demographic Characteristics and INSET Evaluations, Preferences and Needs.....	144
4.4.1. Differences between the EFL Teachers' Demographic Characteristics and INSET Evaluations .....	144
4.4.2. Differences between the Demographic Characteristics and EFL Teachers' INSET Preferences .....	152
4.5. Interpretation of the Findings in Relation to Research Question 1.....	160
4.6. Interpretation of the Findings in Relation to Research Question 2.....	164
4.6. Interpretation of the Findings in Relation to Research Question 3.....	169
4.7. Interpretation of the Findings in Relation to Research Question 4.....	174
CHAPTER 5.....	181
CONCLUSION AND IMPLICATIONS.....	181
5.0. Introduction.....	181
5.1. Summary of the Study.....	181

<b>5.2. Implications for the Ministry of National Education.....</b>	<b>184</b>
<b>5.3. Implications for the ELT Programs and Teacher Educators.....</b>	<b>186</b>
<b>5.4. Implications for Further Research .....</b>	<b>187</b>
<b>REFERENCES.....</b>	<b>189</b>
<b>APPENDICES .....</b>	<b>200</b>
<b>Appendix 1 .....</b>	<b>201</b>
<b>Appendix 2 .....</b>	<b>202</b>
<b>Appendix 3 .....</b>	<b>203</b>
<b>Appendix 4 .....</b>	<b>214</b>
<b>Appendix 5 .....</b>	<b>215</b>
<b>Appendix 6 .....</b>	<b>216</b>
<b>Appendix 7 .....</b>	<b>217</b>
<b>Appendix 8 .....</b>	<b>218</b>
<b>Appendix 9 .....</b>	<b>219</b>
<b>ÖZGEÇMİŞ.....</b>	<b>220</b>

## LIST OF TABLES

Table 1. <i>General Competencies of Teaching Profession (MoNE, 2017a)</i> .....	26
Table 2. <i>Field Specific Competencies for English Language Teachers</i> .....	30
Table 3. <i>First Table Sent to the School Administrators for Determining Good Practices</i> ..	44
Table 4. <i>Second Table Sent to the School Administrators for Determining Good Practices</i> .....	44
Table 5. <i>Targets and the Related Actions of the MoNE for Development and Management of Human Resources</i> .....	47
Table 6. <i>Targets and the Related Actions of the MoNE for Foreign Language Teaching</i> ..	49
Table 7. <i>Demographic Information about the Study Group of the Research</i> .....	57
Table 8. <i>Suggested Thresholds for Sample Size in Piloting</i> .....	64
Table 9. <i>Demographic Information about the Participants in the Piloting Process</i> .....	66
Table 10. <i>Missing Values in the ELTEINSET</i> .....	68
Table 11. <i>Tests of Normality in ELTEINSET</i> .....	68
Table 12. <i>Correlation Coefficients of the Items in ELTEINSET</i> .....	70
Table 13. <i>KMO and Bartlett's Tests for ELTEINSET</i> .....	71
Table 14. <i>Factor Loads of the Items in the ELTEINSET</i> .....	72
Table 15. <i>Number of Factors and Total Variance Explained in ELTEINSET</i> .....	73
Table 16. <i>Factor Loads of the Items on Each Factor in ELTEINSET</i> .....	74
Table 17. <i>Factor Structure of ELTEINSET and Cronbach Alpha Values of the Factors</i> ....	76
Table 18. <i>Cronbach Alpha Coefficient of ELTEINSET</i> .....	77
Table 19. <i>Split-Half Model for Reliability in ELTEINSET</i> .....	77

Table 20. <i>Guttman's Lambda Test for Reliability in ELTEINSET</i> .....	78
Table 21. <i>Missing Values in ELTPINSET</i> .....	80
Table 22. <i>Correlation Coefficients of the Items in the ELTPINSET</i> .....	82
Table 23. <i>Second Computation of Correlation Coefficients of the Items in the ELTPINSET</i> .....	83
Table 24. <i>Third Computation of Correlation Coefficients of the Items in the ELTPINSET</i>	83
Table 25. <i>Kaiser and Bartlett's Tests for ELTPINSET</i> .....	84
Table 26. <i>Factor Loads on the Items in the ELTPINSET</i> .....	85
Table 27. <i>Number of Factors and Total Variance Explained in ELTPINSET</i> .....	86
Table 28. <i>Factor Loads of the Items on Each Factor in ELTPINSET</i> .....	88
Table 29. <i>Factor Structure of ELTPINSET and Cronbach Alpha Values of the Factors</i> ....	89
Table 30. <i>Cronbach Alpha Coefficient of ELTPINSET</i> .....	90
Table 31. <i>Split-Half Model for Reliability in ELTPINSET</i> .....	90
Table 32. <i>Guttman's Lambda Test for Reliability in ELTPINSET</i> .....	91
Table 33. <i>Missing values in INSETNELT</i> .....	93
Table 34. <i>Correlation Coefficients of the Items in the INSETNELT</i> .....	94
Table 35. <i>KMO and Bartlett's Tests in INSETNELT</i> .....	95
Table 36. <i>Factor Loads of the Items in the INSETNELT</i> .....	96
Table 37. <i>Number of Factors and Total Variance Explained in INSETNELT</i> .....	97
Table 38. <i>Factor Loads of the Items on Each Factor of INSETNELT</i> .....	98
Table 39. <i>Factor Structure of INSETNELT and Cronbach Alpha Values of the Factors</i> ..	100
Table 40. <i>Cronbach Alpha Coefficient of INSETNELT</i> .....	101
Table 41. <i>Split-Half Model for Reliability in INSETNELT</i> .....	101
Table 42. <i>Guttman's Lambda Test for Reliability in INSETNELT</i> .....	102
Table 43. <i>Skewness and Kurtosis Values Indicating Normal Distribution in ELTEINSET</i> .....	105

Table 44. <i>Skewness and Kurtosis Values Indicating Normal Distribution in ELTPINSET</i>	105
Table 45. <i>Skewness and Kurtosis Values Indicating Normal Distribution in INSETNELT</i>	106
Table 46. <i>Items in the Planning INSETs Factor of the ELTEINSET</i>	110
Table 47. <i>Distribution of the Responses Given to the Items in the First Factor of ELTEINSET</i>	110
Table 48. <i>Items in the INSET Content Factor of the ELTEINSET</i>	112
Table 49. <i>Distribution of the Responses Given to the Items in the Second Factor of ELTEINSET</i>	112
Table 50. <i>Items in the Organization Factor of the ELTEINSET</i>	114
Table 51. <i>Distribution of the Responses Given to the Items in the Third Factor of ELTEINSET</i>	114
Table 52. <i>Items in the Trainers of INSETs Factor of the ELTEINSET</i>	116
Table 53. <i>Distribution of the Responses Given to the Items in the Fourth Factor of ELTEINSET</i>	116
Table 54. <i>Items in the Assessment and Evaluation Factor of the ELTEINSET</i>	118
Table 55. <i>Distribution of the Responses Given to the Items in the Fifth Factor of ELTEINSET</i>	118
Table 56. <i>Items in the Follow-Up Factor of the ELTEINSET</i>	120
Table 57. <i>Distribution of the Responses Given to the Items in the Sixth Factor of ELTEINSET</i>	120
Table 58. <i>Items in the Planning INSETs Factor of the ELTPINSET</i>	122
Table 59. <i>Distribution of the Responses Given to the Items in the First Factor of ELTPINSET</i>	123
Table 60. <i>Items in the INSET Content Factor of the ELTPINSET</i>	125
Table 61. <i>Distribution of the Responses Given to the Items in the Second Factor of ELTPINSET</i>	126

Table 62. <i>Items in the Execution of INSETs Factor of the ELTPINSET</i> .....	128
Table 63. <i>Distribution of the Responses Given to the Items in the Third Factor of ELTPINSET</i> .....	129
Table 64. <i>Items in the Evaluation and Follow-Up Factor of the ELTPINSET</i> .....	131
Table 65. <i>Distribution of the Responses Given to the Items in the Fourth Factor of ELTPINSET</i> .....	131
Table 66. <i>Items in the English Language Proficiency Factor of the INSETNELT</i> .....	133
Table 67. <i>Distribution of the Responses Given to the Items in the First Factor of INSETNELT</i> .....	134
Table 68. <i>Items in the Teaching Methodology Factor of the INSETNELT</i> .....	135
Table 69. <i>Distribution of the Responses Given to the Items in the Second Factor of INSETNELT</i> .....	137
Table 70. <i>Items in the Contextual and Institutional Factor of the INSETNELT</i> .....	141
Table 71. <i>Distribution of the Responses Given to the Items in the Third Factor of INSETNELT</i> .....	142
Table 72. <i>MANOVA findings regarding Planning INSETs Factor of ELTEINSET</i> .....	145
Table 73. <i>MANOVA findings regarding INSET Content Factor of ELTEINSET</i> .....	146
Table 74. <i>MANOVA findings regarding Organization Factor of ELTEINSET</i> .....	147
Table 75. <i>MANOVA findings regarding Trainers of INSETs Factor of ELTEINSET</i> .....	148
Table 76. <i>MANOVA findings regarding Assessment and Evaluation Factor of ELTEINSET</i> .....	149
Table 77. <i>MANOVA findings regarding Follow-Up Factor of ELTEINSET</i> .....	151
Table 78. <i>MANOVA findings regarding INSET Content Factor of the ELTPINSET</i> .....	152
Table 79. <i>MANOVA findings regarding Execution Factor of ELTPINSET</i> .....	153
Table 80. <i>MANOVA findings regarding Evaluation and Follow-up Factor of ELTPINSET</i> .....	155
Table 81. <i>MANOVA findings regarding English Language Proficiency Factor of the INSETNELT</i> .....	156

Table 82. *MANOVA findings regarding Teaching Methodology Factor of INSETNELT*.158

Table 83. *MANOVA findings regarding Contextual and Institutional Issues Factor of INSETNELT*.....159

## LIST OF FIGURES

<i>Figure 1.</i> Main themes of the strategy paper for teachers.....	39
<i>Figure 2.</i> The stages followed for the instrument development prior to the pilot study .....	63
<i>Figure 3.</i> Q-Q plot of normal distribution.....	69
<i>Figure 4.</i> Scree plot graph of the factor numbers in the ELTEINSET .....	73
<i>Figure 5.</i> Procedures followed for EFA and reliability of ELTEINSET .....	79
<i>Figure 6.</i> Q-Q plot diagram of the ELTPINSET .....	81
<i>Figure 7.</i> Scree plot graph of the number of factors in the ELTPINSET .....	86
<i>Figure 8.</i> Procedures followed for EFA and reliability of ELTPINSET .....	92
<i>Figure 9.</i> Scree plot graph of the number of factors in the INSETNELT .....	97
<i>Figure 10.</i> Procedures followed for EFA and reliability of INSETNELT .....	103
<i>Figure 11.</i> The vacancies for EFL teachers to be appointed in 2018 .....	178
<i>Figure 12.</i> A suggested cycle for a government-based INSET.....	185



## **LIST OF SYMBOLS AND ABBREVIATIONS**

CPD	Continuing Professional Development
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTEINSET	English Language Teachers' Evaluations of In-Service Trainings
ELTPINSET	English Language Teachers' Preferences of In-Service Trainings
INSET	In-Service Training
INSETNELT	In-Service Training Needs of English Language Teachers
ITE	Initial Teacher Education
MoNE	Ministry of National Education
MOE	Ministry of Education
NGO	Non-Governmental Organizations
PCA	Principal Components Analysis
SPDM	School-Based Professional Development Model

# **CHAPTER I**

## **INTRODUCTION**

### **1.0. Introduction**

To introduce the general scope of the dissertation, this section features background to the study, statement of the problem, aim and importance of the study. In line with the aims of the study, the research questions of the dissertation are presented. In addition, it addresses limitations of the study, assumptions and some operational definitions used in the study.

### **1.1. Background to the Study**

Teaching English as a foreign language (EFL) has always been a topic of concern among the other educational debates in the history of Turkish Education. Starting from The Tanzimat Reform Period, the second half of the nineteenth century, when English was first introduced to the Turkish education system (Kırkgöz, 2005), there have been significant efforts to improve teaching EFL. Along with these improvements, training English language teachers gained great momentum as a new education reform was established in 1997 by making drastic changes in Turkey's EFL policy.

It is widely acknowledged that a teacher is a key person to administer the goals of a school curriculum and a facilitator of the curriculum innovations. With the 1997 reform movements in EFL policy of Turkey, training English language teachers has become more of an issue as they are the implementers of the reforms. This importance of English language teachers has led to many efforts to improve pre-service education programmes in Turkish universities. With the 1997 education reform, English language teaching (ELT) programmes in Turkey have been introduced to the communicative approach in language teaching by making the way for more methodology courses and practice time in actual classrooms in order to equip student teachers with hands-on experiences (Kırkgöz, 2007). However, pre-service education cannot per se ensure success for English language teachers during their careers in

diverse contexts (Odabaşı-Çimer, Çakır & Çimer, 2010). In order to keep informed about the latest developments and be in step with the changes, teachers also need to undergo continuing professional development (CPD) during their careers. This development can be achieved through in-service education and training (INSET) programs which are supposed to promote personalized professional development plans, time and support for teachers (Sandholtz, 2002).

The 1997 education reform in Turkey has initiated the establishment of In-Service English Language Teacher Training and Development Unit to organize seminars and workshops for EFL teachers of English (Kırkgöz, 2007). The In-service Training Department of the Ministry of National Education (MoNE) was in charge of organizing trainings and providing teachers with the information about the recent developments (Özer, 2004). Yet, in line with changing face of the INSETs, in 2018, the MoNE changed the name of the department as the Department of Supporting and Monitoring Professional Development. All the teachers are required to attend these INSETs either at home or abroad as determined by laws. Despite the critical importance of these INSETs for teachers' CPD, most of the research available on the INSETs reveals that there are still various shortcomings of these programs (Atay, 2004; Çakıroğlu & Çakıroğlu, 2003; Dönük, 2012; Odabaşı-Çimer, et al., 2010; Özer, 2004; Uysal, 2012). These studies highlight the fact that INSETs in Turkey mainly suffer from poor planning as teachers have no role in the planning phase. Sandholtz (2002, p. 815) claim that they just sit "silent as stones" during this kind of 'one-size-fits-all' models of in-service programs because of the irrelevance of the topics and ignored situational factors. As a result, they cannot find the opportunity to reflect on their own experiences and to find solutions to their problems in these INSETs (Atay, 2004). Uysal (2012), in her study conducted with teachers from different public primary schools in Turkey, concluded that teachers expect INSETs to be designed on the basis of their specific needs and concerns. The main solution yielded to this issue is conducting a comprehensive-needs analysis before planning INSET contents in order to ensure maximum quality, relevance and teacher involvement (Day, 1999; Dean, 1991; John & Gravani, 2005).

A substantial volume of research on INSETs in Turkey have also uncovered that teachers are not willing to attend these courses due to lack of motivational factors (Beduk, 1997; Özer, 2001, 2004; Taymaz, Sunay & Aytaç, 1997) and contextual factors such as time and space (Bayrakçı, 2010; Dönük, 2012; Şahin, 1996). Özer (2001) found out in his study aiming to determine teachers' approach to professional development that only a small

number of the participant teachers (31.3%) were willing to attend INSET courses. As there is a gap between the INSET courses and teachers' actual practices and absence of a "participant-centered approach" teachers tend to feel demotivated during these courses (Wolter, 2000, p. 315). Also, this unwillingness is welded from the duration of courses as teachers do not favor the courses conducted during the school periods or in the evenings (Ayas, Akdeniz, Çepni, Baki, Çimer & Odabaşı-Çimer, 2007). In order to overcome this problem related to the application of INSET courses, distance learning technologies can be used for easy dissemination and saving time. Bayrakçı (2010) suggests employing a more effective technology infrastructure for in-service courses in Turkey in order to increase the efficiency and quality of the courses.

These problems related to the INSET applications in Turkey and the solutions given to the above problems have been the source of inspiration for the current study.

## **1.2. Statement of the Problem**

*"Those who dare to teach must never cease to learn."*

*John Cotton Dana*

In-service education is an effective way of teachers' CPD after receiving certificate in teaching and being employed in a professional position (Locke, 1984). It helps teachers to increase their knowledge and skills, to get informed about the latest developments and to exchange opinions and experiences with their colleagues (Knight, 2002; Smylie, 1988). In Turkey, in-service education is valued as much as pre-service education in order to meet the needs of the teachers. Despite this importance, the activities and courses carried out for teachers' professional development seem to be insufficient to contribute to teachers' lifelong learning. Studies on in-service education of Turkey report remarkable problems related to the planning, organization, application and evaluation phases of the current courses (Atay, 2004; Bayrakçı, 2010; Odabaşı-Çimer et al., 2010; Uysal, 2012). The most important problem of in-service education in Turkey as recognized in these studies is that teachers are not involved in the planning and content choice for the courses. However, the studies illustrate that the most crucial factors of an INSET need to be its centrality on teachers' needs, experiences and contexts, valuing their views, negotiating the content with teachers, increasing collaboration and interaction among teachers and making them reflective teachers (Bax, 1997; Hayes, 2000; Sandholtz, 2002; Wolter, 2000). Teachers are also not negotiated about the factors such as duration, time and space. Most of the teachers complain about

uncomfortable settings and time of these courses as they get demotivated and unwilling to attend to courses (Özer, 2001).

This study focuses on these problems related to the INSET applications in Turkey and tries to shed some light on the issue by conducting comprehensive current status and needs analysis surveys. As most of the time, teachers' opinions are not considered while planning and organizing the INSETs, we try to determine teachers' opinions on the current INSETs organized by the MoNE, their expectations from the INSETs and their needs regarding the professional development.

### **1.3. Aim of the Study**

The aim of the present study is ultimately examining the evaluations, preferences and needs of English language teachers regarding INSETs by firstly developing appropriate questionnaires for that purpose. In order to be able to do so, the researcher aims at investigating the history of in-service education in Turkey, ELT and training of EFL teachers.

One of the most significant targets of the research that will highly likely contribute to existing literature is conducting a needs analysis survey on EFL teachers in Turkey. All the studies in the related literature indicate that a comprehensive needs analysis is required to be able to determine teachers' needs and organize the INSETs in that direction. It is also anticipated that teachers can be more willing to participate in these trainings when the content of the trainings arouse their interests, and they feel valued. Along with the needs of English language teachers, the present study aims at determining their evaluations of the current INSETs and preferences of ideal INSETs. Through a questionnaire on evaluating the current INSETs conducted at schools by the Ministry of Turkish Education (MoNE), we collect data about their perspectives on these INSETs. The same data collection procedure will also be applied for their INSET preferences. It is believed that finding out their ideas on the current INSETs and their INSET preferences can give new insights to the policy makers responsible for planning and implementing INSETs.

The following research questions guide the current study:

1. How do EFL teachers rate the efficiency of INSETs organized by the Ministry of National Education in Turkey in terms of
  - 1.1. planning INSETs?

- 1.2. INSET content?
- 1.3. organization
- 1.4. trainers of INSETs?
- 1.5. assessment and evaluation
- 1.6. follow-up?
2. What are EFL teachers' reported preferences about INSETs including
  - 2.1. planning INSETs?
  - 2.2. INSET content?
  - 2.3. execution of INSETs?
  - 2.4. evaluation and follow-up?
3. What are EFL teachers' reported needs regarding the content of INSETs in terms of
  - 3.1. English language proficiency?
  - 3.2. teaching methodology?
  - 3.3. contextual and institutional issues?
4. Are there significant differences among EFL teachers' years of experience, educational level they work at, geographical regions they work in, their faculty of graduation, status of having a graduate degree, their participation in any other CPD activities except those of the MoNE according to their
  - 4.1. INSET evaluations?
  - 4.2. preferences?
  - 4.3. needs?

#### **1.4. Importance of the Study**

Although there have recently occurred important developments related to in-service education in Turkey, most of the research studies on teacher professional development reveal that there are still some important problems regarding the planning, content and evaluation of the INSETs (Atay, 2004; Bayrakçı, 2010; Özer, 2001; Odabaşı-Çimer et al., 2010; Uysal, 2012). Some researchers put the blame on the traditional models of in-service education which are conducted by transforming the information from the trainers to teachers (Borg, 2011; Sandholtz, 2002). Even though these studies come up with solutions and suggestions to enhance the quality of in-service education, there has been surprisingly little research into the in-service applications in Turkey. Therefore, this study tries to contribute to the existing literature by determining the INSET needs, evaluations and preferences of EFL teachers in

Turkey. Teachers can find the opportunity to talk about their difficulties and confusions, and to reflect on their experiences. As CPD is a must for all the teachers, it is important for the governments to encourage professional and personal development for teachers. In this way, when teachers' opinions on the organization and design of the INSETs are taken, teachers are expected to be more willing and enthusiastic about the trainings. Therefore, this study can be regarded as the first stage of designing an effective INSET for the EFL teachers in Turkey. It is believed that the findings of the current study can give new insights to the policy makers responsible for planning and implementing INSETs in Turkey.

### **1.5. Assumptions of the Study**

As one of the main targets of the current study is to be able to conduct a comprehensive needs analysis survey, it is assumed that we have reached a sufficient amount of EFL teachers to represent all the EFL teachers working at the state schools of Turkey. In order to generalize the findings to all the EFL teachers, it is crucial for this research to gather the opinions of the EFL teachers as many as possible. Also, these EFL teachers are expected to be sincere and give exact answers to the items in the questionnaires. In terms of key ethical concerns in educational research, voluntary participation of the teachers is required and they have the right not to take part in the study. Therefore, none of the EFL teachers took part in the data collection procedure by force. Moreover, their anonymity is protected with the confidentiality of the data.

The second assumption of the dissertation is that the items in the questionnaire are clear enough for the EFL teachers to understand and respond to. Therefore, before beginning the data collection procedure, we had interviews with some EFL teachers on the clarity of the items. The questionnaires also had a piloting procedure for validity and reliability.

### **1.6. Limitations of the Study**

The data for the current study are collected through quantitative methods. Although prior to the data collection procedure we had many interviews with the EFL teachers, these interviews were used to develop the questionnaires of the current study. Therefore, qualitative methods are not used for the findings as we do not have such time and facilities to go around the country to reach EFL teachers from each region.

There are 741 teachers in our study group. However, 89% of these teachers are aged between 22 and 39. That is, the data regarding the teachers who is elder than 40 is may not be representative for this group of teachers.

### **1.7. Definitions**

*Teacher Education:* “Teacher education refers to the policies and procedures designed to equip prospective teachers with knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community” (Gulia & Gulia, 2014, p.125).

*Continuing professional development:*

It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999, p. 4).

*In-service education:*

Those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively (Bolam, 1982, p. 3).

*Induction:*

Once future teachers have completed the pre-service phase and taken full responsibility for teaching one or more classes in elementary or secondary school, they enter what is known as the ‘induction phase’. Induction is the formal or informal process by which beginning practicing teachers adapt to and learn about their roles as teachers (Schwille, Dembele & Schubert, 2007, p. 32).

*Initial teacher education:* “It is the all professional preparation before individuals take full responsibility for teaching one or more classes of pupils” (Schwille, Dembele & Schubert, 2007, p. 59).

*Needs Analysis:* It is “an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives” (Brown, 2002, p. 569).



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

The current chapter outlines a conceptual framework for the dissertation by reviewing the relevant sources on CPD and INSETs. In relation to my research questions, these sources are addressed in details. The chapter starts with the definition of the term CPD and tries to evoke the attention and awareness regarding the importance of CPD for teachers. As a part of the CPD, the definition and scope of in-service education and trainings are mentioned. To support the aim of the current dissertation, the problems related to INSETs in Turkey are handled. Then, teacher education and development models in some of the countries, which are the top performing ones in PISA evaluation, are compared to those in Turkey. The next part elaborates on the CPD actions of the MoNE in Turkey. The reports or the actions addressed are as follows: School-Based Professional Development Model, General Competencies for Teaching Profession, Field-Specific Competencies for English Language Teachers, Strategy Paper for Teachers 2017-2023, 100-Day Action Plan, 2023 Vision of Education for a Powerful Future. In the last part, some information is given about Teachers' Academy Foundation which is one of the non-profit governmental organizations in Turkey.

#### **2.1. What is Continuing Professional Development?**

With the developing world and its changing needs, the role of and expectations from teachers are changing as well. Many countries are undergoing educational reforms to improve their educational systems, and teachers are seen the most important agents for the implementation of these reforms (Villegas-Reimers, 2003). In line with these responsibilities assigned to teachers, it is inevitable that teachers need to develop their personal and professional skills to become the transmitter of the new approaches, skills and attitudes to their students. That

is to say, the idea underlying teachers' professional development dispute the common saying 'Once a teacher, always a teacher'. Once a person is a teacher, s/he must never give up learning new things to perform teaching profession duly.

CPD is not an old term for the literature of teaching profession. Professional development of teachers used to refer to in-service trainings provided by the government or local authorities to teachers. That type of INSETs generally occurs like short-time trainings, workshops or seminars mostly given by the authorities. Therefore, INSETs are regarded as one part of teachers' professional development activities. CPD is a more inclusive term involving all the intentional and natural learning activities contributing to the qualifications of a teacher. All the activities of teachers during their careers that are designed to enhance their practices can be regarded as CPD activities (Day & Sachs 2004). One of the commonly accepted definitions of CPD by Day (1999) is 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 critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p. 4).

Based on that definition, it can be alleged that CPD activities can be either conscious or natural activities which have benefits on the quality of the education through teachers. Teachers can participate in personal and professional development activities with the awareness that these activities will contribute to their classroom practices and personal and professional skills. They can also unconsciously carry out some activities such as reading books, journals or academic studies to develop themselves. All these activities have direct effects on the quality of education. Thanks to CPD activities, teachers find the opportunity to reflect on their practices and their commitment to the profession. They can further their skills, knowledge and attitudes towards teaching.

Kelchtermans (2004) also defines CPD as "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and in their thinking about that practice" (p. 220). It is clear from the definition that CPD activities need to be within teachers' area of interest and useful for their practices. In this way, they can have a meaningful interaction with the activity, and it appeals to their interests. These activities are also expected to end up with changes in the actions and thoughts of teachers. That is, they need to have the chance to

apply what they learn in the classroom. In addition to practices, it is required to have changes in their thinking about their teaching. CPD is a good way of creating reflective teachers. In line with the definition of Kelchtermans, CPD for teachers is described as learning new skills and knowledge in the job and transforming this new knowledge to the practice for improving their teaching and students' growth (Avalos, 2011). CPD is regarded as a complex process in which teachers are willingly involved in cognitive and emotional processes. Teachers can find the opportunity to assess themselves in terms of their capacity and willingness for personal and professional development and change activities.

## **2.2. Why is CPD Essential for Teachers?**

The rate of educational and social changes makes initial teacher education (ITE) inadequate for teachers' lifelong professional and personal competence (Luneta, 2012). As teachers need to update their skills and knowledge to keep up with the educational reforms, INSETs and professional development activities are seen essential for their careers. CPD is needed because initial teacher education does not involve all the experiential knowledge that is required for teaching practice (Knight, 2002). That is, initial teacher education may not be sufficient for the situations that teachers face in the classroom. Teachers may have regional or local problems regarding schools, school materials or students, or they cannot adapt to the educational reforms only with the knowledge and skills they acquire in the initial teacher education. Therefore, teachers are expected to adopt life-long learning processes for their personal and professional life.

According to Luneta (2012), the purpose of CPD is "to enhance the quality of students' learning by improving the quality of teaching through constant review and assessment of teachers' instructional approaches, identifying the effective teaching approaches and capitalizing on them for the benefit of the learners" (p. 362). According to this statement, we can claim that when teachers develop their professional and personal skills, the quality of teaching and thus the quality of students' learning will be improved. For the effective CPD actions, not only teachers but also local or ministerial authorities have to review and assess teachers' practices. Effective CPD activities need to be based on teachers' existing practices, knowledge, beliefs and perceived problems (Opfer & Pedder, 2011).

Villegas-Reimers (2003) handles the necessity and importance of CPD in terms of its effects on students' learning, teachers' practices and beliefs and on the implementation of

educational reforms. Studies in the literature (Baker & Smith, 1999; Kallestad & Olweus, 1998; Kettle & Sellars, 1996; Wood & Bennett, 2000; Youngs, 2001) indicate that professional development activities have positive effects on teachers' practices and beliefs. Thanks to effective CPD activities, teachers find the opportunity to reflect on their practices and beliefs and to improve their qualities as teachers. Gaining experience in teaching profession does not mean that a teacher is an expert of the field. Teachers can make use of their experiences when they can modify their practices and beliefs for the benefit and needs of their students (Wichadea, 2011). Therefore, it can be claimed that teachers can have more effective performance in the class when they are presented with CPD activities and INSETs. Baker and Smith (1999) listed four characteristics of CPD activities for creating changes in teachers:

- Having more realistic and challenging goals in CPD activities
- Cooperation with colleagues
- Activities addressing both practical and theoretical concepts
- Giving opportunities to teachers to see the effects of their practices on students' achievement

These changes on teachers' practices and beliefs are indicated to have direct effects on students' achievements (Bantwini 2009; Cochran- Smith & Lytle, 2001; Ganser 2000; Luneta, 2012). Therefore, it can be alleged that when governments invest in teachers' CPD, they are actually investing in their education and future. As teachers are the practitioners of the educational reforms in a country, we are not only developing teachers, we are also enhancing the achievements of students and updating our educational system. However, if teachers are expected to become effective practitioners of an educational reform, that reforms need to support their teaching practices and give realistic goals to teachers (Little, 2001).

### **2.3. In-Service Education and Training**

Before CPD has been accepted as a more common term covering all the personal and professional efforts to improve teachers, in-service education was used in the literature to refer to efforts to improve teachers' practices. In-service education is defined as:

Those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended mainly or exclusively

to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively (Bolam, 1982, p. 3).

As can be understood from the definition, in-service education is mainly intended to improve teachers' professional skills and hence the quality of education. Actually, the ultimate aim of both the concepts of CPD and in-service education may look alike. CPD is a more complex process which requires teachers individually or collectively to take any actions for updating their knowledge, skills and thoughts. However, in the past, teachers' professional development was only related to improving their professional skills and knowledge in short-term trainings. Now, it is seen much more like a lifelong learning process being a part of teachers' lives.

In the current literature, INSETs which are generally provided by the institutions, organizations or the authorities are viewed as a part of teachers' professional development activities. Traditional INSETs include one-shot courses on subject-matter, pedagogy or teaching methods, and the content of these courses are determined by the authorities without involving teachers in that process. However, there is now a worldwide trend to focus on the needs and interests of teachers and the necessities of the time while designing the content and organization of INSETs.

#### **2.4. What is Wrong with INSETs in Turkey?**

1997 education reform, one of the most significant reforms Turkish education system has witnessed, has been a milestone in terms of ELT in Turkey. Although the introduction of English to Turkish education system dates back to 17<sup>th</sup> century, it has started to be taught at the 4<sup>th</sup> grade in primary schools after 1997 education reform (Kırkgöz, 2005, 2007; Uysal, 2012). As a result of the educational reform, ELT curriculum has been redesigned with a constructivist perspective and communicative approach. As a result of this curriculum change in ELT programs, the MoNE has attached much more importance to teacher development with the aim of informing EFL teachers about the new curriculum and approaches and equipping them with necessary skills (Mirici, 2006). In-service activities and facilities have been organized and carried out by the In-service Training Department of the MoNE since then. These efforts can be seen as positive improvements as related literature confirms that INSETs enhance teachers' performance and inform teachers of the latest developments (Baki, 2000; Sandholtz, 2002). As a result, teachers play a crucial role as the

facilitators of change by disseminating innovations, improvements and reforms to the society.

Despite this well-known importance of INSETs, recent studies indicate that there exist a number of defects in INSETs of Turkey (Atay, 2004; Bayrakçı, 2010; Çakıroğlu & Çakıroğlu, 2003; Özer, 2004; Uysal, 2012). The first problem they report is about the planning and organization of the courses based on the topics and content selected by the authorities. Bayrakçı (2010) claims that INSETs need to focus on what teachers actually know and how this knowledge can be broadened instead of imposing some irrelevant knowledge to them. This type of government-based INSET does not take teachers' pre-existing beliefs and needs into account and hence fall short of achieving its goals. Speck and Knipe (2001) also argue that teachers do not favor professional development which is enjoined by the authorities. In order to deal with this problem, scholars emphasize the prominence of a comprehensive needs analysis as the first step of an INSET planning (Odabaşı-Çimer, et al., 2010). A carefully designed and implemented needs analysis for teachers can inform the authorities about the difficulties, expectations and concerns of the teachers and can help to determine the content of the courses.

Secondly, studies also point out the way of implementation of INSETs as a shortcoming (Bayrakçı, 2010; Özer, 2004). The INSETs are reported to be based on the traditional transmission methods in which teachers are viewed as only “consumers” (Borg, 2011, p. 371). This type of traditional transmission methods employed in INSETs hinder teachers from reflecting on their experiences and problems, interacting and collaborating with peers and participating in the courses. Instead, INSET trainers are expected to show the content by demonstrating how to apply what is taught and to give teachers opportunity to learn by doing during these sessions (Odabaşı-Çimer, et al., 2010). On the other hand, Beduk (1997) and Özer (2004) claim that it is “rather difficult to provide continuous and face-to-face training for all teachers” as there is a great number of teachers at schools and financial support for the INSETs may not be sufficient (p. 98). In order to eliminate disfavor related to the implementation way of INSETs and to increase the channels for training, online in-service education could be employed.

Although teachers are provided with effective INSETs and understand the content well, it is not certain whether they will implement them in their classrooms or not. Therefore, feedback sessions and follow through and follow-up evaluations are needed to see the effects of these trainings and this is another missing component of INSETs in Turkey (Atay, 2004; Bayrakçı,

2010; Uysal, 2012). These follow-up evaluations matter greatly in terms of long-term effects of the INSETs and gives clues about the needs of teachers for future INSETs. Therefore, follow-up activities are seen vital to complete an INSET. Bayrakçı (2010) claims that a well-designed technology infrastructure can be a great way of gathering feedback and of follow-up evaluations through online discussions and mentoring.

## **2.5. Teacher Education and Development in Turkey and the World**

The OECD Program for International Student Assessment (PISA) is a triennial international survey which aims at evaluating the skills and knowledge of 15-year-old-students in the Organization for Economic Cooperation and Development (OECD) and partner countries. It has been administered since 2000, and the latest publication about the data of the countries was published in 2016 (the results of the 2015 assessment). Students from 72 countries took part in the last two-hour test. Students' skills and knowledge are evaluated in terms of science, reading, mathematics, collaborative problem solving and financial literacy (PISA, 2015).

The countries below were chosen according to their performance in PISA, 2015. They are the top performing countries in all the related fields. Unfortunately, Turkey is not one of these countries performing well in the exams. Teacher education and development system in these countries and Turkey will be comparatively handled in the next parts.

### **2.5.1. Teacher Education and Development in Turkey**

It is the responsibility of Faculties of Education to train teachers in Turkey. Candidate teachers are accepted to the faculties according to their scores they get at a national undergraduate programs placement exam. In addition to that national test, there are no other criteria such as interviews or ability exams to assess teaching skills of the candidates. Also, the students at the Faculties of Science and Letters can get pedagogic formation certificates from the Faculties of Education to become teachers. As of 2013-2014 academic year, Council of Higher Education closed the secondary education programs of education faculties and transferred the authority to raise all secondary education teachers (except English language teachers and school counsellors) to the faculties of science and letters. Therefore, teachers of physics, chemistry, literature or biology have to attend pedagogic formation programs if they would like to become teachers. However, in 2018-2019 academic year, with

the Vision of Education report of the MoNE, these pedagogic formation programs were abolished, and the MoNE is planning to start a new program called ‘Majoring Program of Teaching Profession’.

Teacher candidates need to receive 4 or 5 years of education at the faculties of education. They take courses of subject matter knowledge, professional teaching knowledge (pedagogy) and world knowledge. As the education system is centralized in Turkey, all the teacher education programs need to give the same obligatory courses to the student teachers. There is a fixed curriculum for this. However, optional courses may vary according to different faculties depending upon the permission from the Council of Higher Education. The last transformation in the curriculum took place in 2018-2019 academic year. In addition to these courses, student teachers need to attend practicum in which they go to schools and find the opportunity to observe teachers and to practice their teaching skills. Student teachers need to have practicum for two terms.

Upon graduation, teachers need to take the Examination of Public Personnel Selection to be appointed as permanent teachers to the state schools. For teachers, there are 3 parts of that exam. In the first two turns of the exam, teachers are responsible for answering the questions of general culture and skills, and educational sciences. In the third part, teachers need to participate in an exam assessing the knowledge of subject matter. Since 2016, teachers also need to attend oral interviews in addition to the national tests. The average of the scores from the national tests and the interviews is calculated, and teachers who can get enough scores are appointed as teachers. However, as supply exceeds demand, not all the teachers are appointed to state schools. For this reason, teachers can also choose other ways such as working at private schools or companies.

When teachers are appointed to the state schools, they are regarded as contractual teachers for four years. For these four years, they cannot change their schools. Upon completing four years in these schools, they are appointed as tenured teachers and have to work at the same schools for two years more. However, with the latest Vision Report of the MoNE, this duration was determined as three years for contractual teachers and one more year for tenured teachers. There is also one-year induction process for teachers. However, teachers give lessons in this process.

In-service education given by the Ministry is a must for teachers in Turkey. Teachers generally receive two weeks of education at the beginning of the school year and two weeks more at the end of the school year. These trainings are generally school-based development



activities, and the quality and content of the trainings are within the scope of the current thesis. Teachers do not have to complete graduate programs to become teachers, and the MoNE does not have any incentive mechanisms for teachers to take master's degree. They do not have to attend any other professional development activities except those of the Ministry. Therefore, it can be alleged that once you are a teacher at a public school in Turkey, you will always be a teacher as long as you do not commit a disgraceful crime.

Detailed information about the INSET actions of the MoNE will be handled in the next parts.

### **2.5.2. Teacher Education and Development in Singapore**

Singapore outperforms all the participating countries in nearly all the fields according to PISA. The National Institute of Education (NIE) has recently published a report called as 'A Teacher Education Model for the 21<sup>st</sup> Century'. The aim of this new teacher education model is to train 'thinking teachers' who are fully equipped with the 21<sup>st</sup> century skills. The report claims that we need 21<sup>st</sup> century teachers to educate 21<sup>st</sup> century individuals. Teachers are required to have the skills of critical thinking, communication, cooperation and creativity to cope with the changing needs of the world. In line with this, Singapore aims at developing teachers who can lead their students to understand and gain these skills. For this reason, they emphasize the importance of a close cooperation among the NIE, Ministry of Education and schools. They call this 'Enhanced Partnership Model'. This model tries to improve the main 6 elements of teacher education in a holistic way, which are knowledge, competencies, theory practice nexus, pedagogies, assessment and programs. The first recommendation focuses on the values, skills and knowledge. Attributes of the 21<sup>st</sup> century values are specified as learner-centered values, teacher identity and service to the profession and community. In the report, all these values, skills and knowledge regarding the profession are indicated and seen as the essential prerequisites of the 21<sup>st</sup> century teacher. The second recommendation is the framework of graduate teacher competencies. In the framework, there are three performance dimensions, which are professional practice, leadership and management and personal effectiveness (Tan, Liu & Low, 2017). The third recommendation is intended for bridging the gap between the theory and practice. Therefore, the report focuses on the teacher education programs here to bring the classroom into the university courses. This can be done through reflective activities, experiential learning, school experience and observation or school-based projects or research. The fourth

recommendation is about the program refinements and an extended pedagogical repertoire. This one mainly focuses on the curriculum of teacher training programs with the aim of ensuring students acquire and experience the necessary pedagogies. The fifth one focuses on an assessment framework for the 21<sup>st</sup> century teaching and learning. They have created an assessment framework for teaching and learning to adopt innovative assessment practices. The last recommendation is closely related to the theme of the current dissertation as it is about the enhanced pathways for professional development. As in line with the aims of the MoNE in our country, they are firstly trying to improve the status of teaching profession in their country. For the professional development of their teachers, they encourage the ways of obtaining a master's degree. They propose some new pathways for master's degree.

In addition to that report, there are some crucial points to mention regarding the teacher training and employment system in Singapore. Student teachers at teacher training programs of the universities are carefully selected from the secondary schools by the ministry. Not only the theoretical knowledge but also commitment to the profession is seen essential for the teachers. While they are receiving their education, they get a payment equivalent 60% of a teacher salary. Also, the MOE can make related adjustments in the salaries especially for the beginning teachers to make the profession much more attractive. In terms of the professional development, each teacher has to attend 100 hours professional development trainings in a year. Most of the trainings are school-based and carried out by the school administrators. Furthermore, each school is given a fund to support the professional development activities. They also have a performance evaluation system. Each teacher is evaluated by the administrators, parents, students, colleagues and relevant stakeholders and teachers are given a bonus according to the results. After three years on the profession, teachers are assessed to see whether they have the potential to follow another pathway such as specialist in curriculum, master teacher or school administrator.

### **2.5.3. Teacher Education and Development in Finland**

Teacher training institutions can select their student teachers among the candidates who are the most motivated and appropriate for teaching. Their admission criteria vary. They can administer their own tests to see the academic studying skills and aptitude of the candidates for the profession. Teacher training institutions are free to design their own curriculum as the education in Finland is decentralized. The courses are mostly based on the link between research and teaching. Student teachers need to participate in the projects, research studies

or seminars. They need to write both a bachelor and a master thesis. In that way, teachers are encouraged to understand the importance of doing research on the job. These institutions also aim at training teachers who can satisfy different needs of the students and vary their activities and tasks according to individual differences. They also offer school practicum and observation courses for candidate teachers. School practicum is divided into three phases: orientation, intermediate practicum and advanced practicum.

Teachers and guidance counsellors in general education need to have a master's degree. The Finnish system gives teacher much freedom as they trust on the teachers and their methods and techniques. Teachers can make use of their own ways for teaching. Also, they do not feel bordered by the national exams as the country does not have a national evaluation system for students. They are supposed to prepare their students for lifelong learning (Niemi, 2015).

Teachers are supposed to attend INSETs and they know that it is a privilege to have these trainings. INSETs are provided by the local authorities, teachers' employers and municipalities in cooperation with the Ministry. Both the Ministry of Education and Culture and the National Board of Education have funding calls to support teachers' personal and professional development. The Board emphasizes the importance of developing teachers' skills of lifelong learning, knowledge and research-based orientation, and their effectiveness. In the Finnish INSETs, there is a transition from traditional INSET days to those which are more research-oriented. These research-oriented projects are long-lasting, and thus have sustainable effects on teachers' development. Most of them are school-based development projects. Teachers actively and willingly participate in these projects. Along with these efforts, the universities also have in-service training centers for teachers. In this way, teachers can keep up with the latest approaches and technologies in their field. They also get motivated to follow a doctorate program.

One of the projects to support in-service trainings and teachers' development was School Community project which lasted between 2010 and 2013. The aim of the project was to link the relation between school development and teachers' professional development. It also focused on improving the inclusive education at schools with a new law on special education. For this reason, it aims at improving the collaboration between the school and related experts on special education. Thanks to the project, teachers could find the opportunity to share their experiences regarding inclusive education with their colleagues and the experts. The school had a more cooperative and collaborative environment.

Another project that was conducted between 2012 and 2014 was a design-based research which encouraged using new information and communication technologies. It aimed at versatile use of technology in education. Teachers learnt how to use new technologies for creating teaching and learning environments, to improve their professionalism and leadership skills, and for the collaboration partnerships.

#### **2.5.4. Teacher Education and Development in Japan**

According to OECD 2015 statistics, statutory working hours of Japan teachers are 1891 per year, which is 200 hours more than the OECD average. However, they do not spend all that time directly on teaching, which is lower than most of the OECD countries. Teachers also spend their time on planning lessons, counselling students, developing materials, cooperating with colleagues and leading extracurricular activities.

Teacher candidates are recruited to the teacher education programs in a very selective way. Candidates need to take a national test for university admissions and universities can also administer their own tests. After being accepted to a program, teacher candidates have to take three exams per year, which evaluates their knowledge of general culture, subject area and pedagogy. Those who are successful in these exams have to attend interviews and practical exams. The candidates who can pass all these tests start doing their internship for six months, and they become ready to be recruited as teachers (Mete, 2013). Yet, graduating from a teacher education program does not mean that they will be certainly recruited. As teacher supply exceeds demand, it is very competitive to be appointed as teachers. There are different levels and types of certifications in teacher education programs of Japan. While the lowest level of certification is temporary and valid for 15 years, the highest one is held by the teachers who have master's degrees. Teacher candidates may also get different types of certificates such as general, non-subject-specific or subject-specific certificates. Universities have the freedom to organize and design their own curriculum for teacher education. Yet, the ministry controls and monitors the curriculum and its content.

There is one-year induction period for beginning teachers. In this period, the beginning teacher has a mentor, who is a more experienced teacher at the same school. Both the beginning teacher and mentor have less class hours in this period as they spend their time together on developing materials, classroom management and teaching techniques. Mentors are not given special trainings or compensation. In Japan, teachers are better paid than other

civil servants. Actually, salary of a 15-year teacher is higher than the OECD average. This makes the profession much more desirable for the candidates (Polat & Arabacı, 2016). There are also career steps in teaching profession. The most common path is being a teacher, head teacher and then principal. In each promotion, the salaries get higher. However, even a teacher is a teacher for a lifetime, salaries increase each year.

CPD is a must for the teachers in Japan. In every ten years, teachers need to update their teaching certificates to keep up with the latest changes and innovations by taking at least 30 hours of professional development trainings. The ministry and local authorities provide these trainings for the teachers. In addition to these trainings, teachers use ‘lesson study’ to solve the problems in their classrooms and to improve their teaching. In these lesson study cycles, teachers with different years of experiences come together, identify the problem and come up with a lesson plan for this problem. One of the teachers at school implements this plan in the classroom and the others observe that teacher. After the implementation, teachers meet again, discuss and reflect on the lesson plan. They can make the necessary adjustments. This way of professional development is appreciated by the teachers in Japan, and they are aware of the importance of CPD.

#### **2.5.5. Teacher Education and Development in Canada**

Canada’s education system is decentralized. Each province or territory is responsible for its education system. Therefore, requirements for being a teacher vary. Most of the institutions require four years of post-secondary education which includes at least one year of pedagogical education. While receiving candidates to the programs, they are interviewed to see whether they have emotional stability, enthusiasm for teaching, commitment to the profession and good quality of academic skills. One of the issues leading teacher education in Canada is growing cultural, linguistic and religious diversity in the country. Such diversity in the country makes it more challenging for the teachers, and teaching profession becomes more valuable. There are four models of teacher education in Canada: consecutive model, concurrent model, master’s degree program and integrated program. In consecutive model, teachers with an undergraduate degree can get a second degree in educational sciences by attending the undergraduate programs for 8 months-2 years. This is like the pedagogical formation program in Turkey. This model is criticized as it does not address teaching skills and knowledge in depth in just 8 months. Concurrent model makes it possible for teacher candidates to receive both the qualifications of a specific field and educational sciences

within the duration of 4-6 years. Therefore, teacher candidates can start acquiring the theoretical and practical knowledge regarding the both fields from the very beginning. However, it is challenging and demanding for the candidates. In the third model, master's degree program, teacher candidates graduate by receiving the qualifications of a master's program. Master's programs take nearly two years, and the candidates both receive pre-service education and attend lesson studies. In the integrated model, teachers get an undergraduate certificate at the educational sciences, and they do not need any other certificates for teaching.

Internship is a must for all the teacher education programs (Falkenberg, 2010; Van Nuland, 2011). Throughout the process, teacher candidates observe and practice teaching at a school. They also have a mentor teacher. Each teacher education program has its own requirements to complete the internship process. While some of them requires the prospective teachers to prepare a report at the end of the practicum, some others may require checklists or exams.

After the recruitment of teachers, they have an induction process. There are mentoring programs to help teachers adapt to the profession. In addition to mentor teachers, school principals support the naïve teachers in terms of their personal and professional development. For the new teachers, professional development activities provided by the local authorities focus on priority areas such as classroom management, safety at schools, student achievement, special needs education and inclusive education (Van Nuland, 2011).

#### **2.5.6. Teacher Education and Development in Hong Kong**

Universities and institutes of educational sciences are responsible for teacher education in Hong Kong. Teacher candidates are given 4- or 5-year education for being teachers. Candidates for admission to teacher training programs in Hong Kong have to take a practical exam that measures their knowledge in different courses. Yet, this exam is not enough for admission to the programs. Candidates must also take at least one interview to be assessed in terms of fluency in both English and Chinese, and the ability to practice teaching (Göçen-Kabaran & Görden, 2016).

For the recruitment as teachers, teachers need to apply to Education and Manpower Bureau as the 'registered' or 'permitted' teachers. In order for a teacher to be qualified as a registered teacher, s/he needs to complete an approved teacher training program offered by a recognized institution. People who have minimum academic qualifications to be teachers,

but who do not have recognized teacher qualifications are employed as licensed teachers. Licensed teachers need to complete INSETs to become qualified teachers and have the qualifications of registered teachers (Ingersoll, 2007). Hong Kong does not have national policy for teachers' professional development. However, the state organizes workshops and seminars especially for beginning teachers. Yet, it is not mandatory for teachers to attend these trainings. Teachers who would like to get promotions need to participate in the INSETs.

There is a special emphasis for language teachers in Hong Kong as the government is trying to increase the quality of language education at schools. In 2000, the government made all the English and Mandarin teachers working at the primary and secondary schools meet the language proficiency requirements. Teachers were evaluated in the areas of listening, speaking, reading, writing and classroom assessment. Those who fail to prove these requirements are not allowed to teach. As language teachers are supposed to be equipped with the full knowledge of the field and pedagogy, the government has some incentive mechanisms to support teachers' professional development. Language teachers are encouraged to attend postgraduate programs with the government funding (Ingersoll, 2007).

#### **2.5.7. Teacher Education and Development in China**

Education system in China is highly centralized as government has the related legislation and regulations for all the levels of education. There are different types of teacher education programs: two types of normal colleges (one with 2-year training, the other with the 3-year plus 2-year training), secondary-teachers schools and normal universities. Normal colleges and secondary-teachers schools give high school diplomas to those who would like to become primary school teachers. In normal universities, candidate teachers are given four-year undergraduate education.

Upon completing a teacher education program, teacher first candidates need to take a Mandarin test and pass it. Then, they have to pass written exams on teaching pedagogy, psychology and methods. They are also assessed in terms of their skills of classroom management, teaching techniques, board handwriting and classroom instructions.

Teachers have to attend professional development activities in a year not less than 150 hours. The government works in cooperation with the universities and colleges to organize CPD activities. Teachers are also encouraged to pursue graduate degrees at universities. Teaching

profession is highly valued in China, yet, salaries of teachers are not high. This decreases the attractiveness of the profession.

## **2.6. CPD Actions of the Ministry of National Education in Turkey**

The MoNE in Turkey has a department devoted to the actions for supporting and monitoring professional development of teachers. In line with the lifelong learning principles adopted by the MoNE, INSETs are seen crucial to ensure teachers' professional and personal development, to make them adapt to the teaching reforms, to increase their efficiency and to prepare them for higher positions (MoNE, 2018b). For the personal and professional development of the teachers, it is emphasized that continuous support is required for qualified teachers. For this reason, the Ministry organizes in-service training activities for the training of all teachers working in the central and provincial organizations. These activities currently carried out by the department are listed as follows (MoNE, 2018b):

- Induction trainings for the newly assigned teachers
- Trainings to prepare teachers for higher positions
- Trainings of expert trainers
- Personal and professional development trainings
- Adaptation trainings for teachers changing their subject field
- Trainings such as conferences, panels, forums, symposiums etc. to give information
- Trainings organized for teachers in cooperation with higher education institutions

In 2017, 26.850 teachers attended 400 INSETs organized centrally, 65.042 teachers attended 33 distant INSETs. In total, 91.892 teachers participated in 433 central INSETs and, 955.585 teachers participated in in 27.319 INSETs, and 1.047.477 teachers attended 27.752 activities in total.

In the first six months of 2018, there were 738.192 participants in 21.662 INSETs organized centrally and locally.

The Ministry has started using distance education technologies for INSETs as it is not possible to provide face-to-face trainings for such a number of teachers. They are also cooperating with the official and private institutions, non-governmental organizations and foreign culture centers. The MoNE also shares its annual INSET plan on their website. They also post surveys on an information system where they can communicate with teachers on



evaluating the INSETs carried out by their department. It is stated on their website that they use these surveys to increase the quality and efficiency of the trainings.

The MoNE also has 10 INSET institutions which were founded to ensure that teachers in the central and provincial organizations of the MoNE are trained, to increase their efficiency and to prepare them for further tasks. These institutions are located in Aksaray, Ankara, Erzurum, İstanbul, İzmir, Mersin, Rize, Van and Yalova.

Models, strategies or action plans developed by the MoNE to improve teachers' professional development are included in the next parts.

### **2.6.1. School-Based Professional Development Model (Ministry of National Education, 2010)**

The School-Based Professional Development Model (SPDM) is a model including the processes that provide support to teachers and school administrators in developing professional knowledge, skills, values and attitudes, and creating effective learning and teaching environments. The aims of the application are described as follows (MoNE, 2010):

- to determine the personal and professional needs through self-evaluations of teachers and administrators
- to increase the awareness of teachers and administrators about the school development and new approaches and information in teaching, to share their experiences with their colleagues and to reflect these into their teaching
- to enhance the quality of education
- to raise the active participation of students in every kind of learning and development processes
- to benefit from the expertise and experiences of administrators, teachers and other stakeholders
- to increase the cooperation between the school and its surroundings and to use the environmental opportunities for the solutions of school problems

SPDM is viewed as closely related to teacher and administrator competences, performance management system, in-service training issues and school improvement. For this reason, it is expected from those applying this model in their schools that they will improve their professional knowledge and viewpoints, personal and professional skills, and professional attitudes, values and competences.

The model basically builds upon the teacher competences which were formed in 2007 by the MoNE for the first time. As CPD is one of the indicators of teacher competences, the model can be alleged to work as a way to improve teacher competences. In the model, the teachers and administrators in a school firstly need to find out their needs for development. This can be conducted through focus-group discussions by teachers' reporting on their problems. Then, they come up with an action plan to solve the problems. If the plan is appropriate for the solution and school conditions, it is applied and followed-up. Upon the suitability of the applications, the process is evaluated by the teachers and administrators. When the opinions on the process are positive, this development can be reflected on their teaching, and they can follow the same cycle for new development needs. This cycle can be described as an action plan of a school. For the effective administration of the process, the administrators and teachers need to become aware of their responsibilities and stick to their roles throughout the process. The steps in the development model can be summarized as:

1. Delegation of the duties to the school administrator, coordinator teachers and branch coordinator teachers.
2. Preparation of the Personal and Professional Development Plans.
3. Based on that plan and the other practices for school development, to create a SPDM School Plan
4. Application and follow-up of the professional development plans.
5. Evaluation of the SPDM applications.
6. Determining the new development objectives depending on the results of the SPDM applications.

Thanks to these processes, administrators and teachers can find the opportunity for self-evaluation, to find out their personal and professional development needs, to benefit from the observations and experiences of their colleagues, to exchange opinions, to prepare a plan for development, to structure teaching and learning in line with that plan, and to design long-term development objectives for school and their careers.

#### **2.6.2. General Competencies for Teaching Profession (Ministry of National Education, 2017)**

Teacher competencies report is not a new one. It was first published in 2006, and lastly updated in 2017. The MoNE (2017) describes the term 'competency' as "the knowledge,

skills, attitudes and values that must be possessed to be able to perform a task effectively and efficiently” (p. 8). Achieving the goals in education is closely related to the teachers’ qualifications and competencies. The Ministry claims that teachers who have the fundamental competencies can increase the achievement levels of their students and develop themselves for their professional life. In the last updated version of the paper, 3 competency areas have been determined: professional knowledge, professional skills and attitudes and values. These three areas are seen closely related to each other. Under these headings of competency areas, there are 11 competencies and 65 indicators. The table below shows these competency areas and the related competencies.

Table 1

*General Competencies of Teaching Profession (MoNE, 2017a)*

A. Professional Knowledge	B. Professional Skills	C. Attitudes and Values
A1. Content Knowledge	B1. Planning Education and Teaching	C1. National, Moral and Universal Values
The teacher has as an advanced level of theoretical, methodological and phenomenological knowledge as well as a critical perspective in his/her field.	The teacher effectively plans the educational processes.	The teacher protects the national, moral and universal values.
A2. Pedagogical Content Knowledge	B2. Creating Learning Environments	C2. Approaches to Students
The teacher has a full knowledge of the curriculum and pedagogical content of his/her subject area.	The teacher prepares appropriate teaching materials in addition to effective learning environments in which all the students can learn.	The teacher behaves in a way to support the development of students.
A3. Knowledge of Legislation	B3. Managing Teaching and Learning Process	C3. Communication and Cooperation
The teacher sticks to the legislation on his rights and responsibilities as an individual and teacher.	The teacher manages teaching and learning process in an effective way.	The teacher has effective communication and cooperation with students, colleagues, parents and other stakeholders.
	B4. Assessment and Evaluation	C4. Personal and Professional Development
	The teacher applies suitable assessment and evaluation tools, methods and techniques.	By doing self-evaluations, the teacher participates in activities for his/her personal and professional development.

Ministry of National Education (2017). General competencies for teaching profession. Retrieved from [https://oygm.meb.gov.tr/meb\\_iys\\_dosyalar/2018\\_06/29111119\\_TeachersGeneralCompetencies.pdf](https://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/29111119_TeachersGeneralCompetencies.pdf)

As clearly seen in the table, there are 11 competencies that teachers are supposed to have. All these competencies have their own related indicators. For instance, one of the competencies is ‘knowledge of legislation’ and it has five indicators, one of which is that a teacher can understand the contributions of Atatürk to our education system.

The MoNE has identified the areas in which teacher competencies and the relevant indicators can be used as guidelines in teacher training and development processes. First, they can be used for the improvements in pre-service teacher training institutions. The contents of the academical and pedagogical courses can be developed, and the planning and organization of the teaching experience course can be modified to keep up with the latest innovations. Then, the competencies can be used by the authorities for the employment of teachers and candidate teacher training processes. They are also important for teacher evaluations and self-evaluations of teachers. Lastly, the competencies can be used for career development and rewarding processes in addition to personal and professional development of teachers. That’s why current thesis has intensively elaborated on the indicators of the competencies for the questionnaire development procedure.

The competencies report also addresses the importance of planning INSETs and CPD for teachers. As the world is going through rapid changes with the effects of globalization and information and communication technologies, the expectations and needs of the students and the education system need to be modified as well. Therefore, teachers need to adapt to these changes and keep up with the latest innovations. INSETs are considered to support teachers’ CPD. The paper claims that the MoNE is taking actions for CPD such as the policies of the ministry, determining the personal and professional development needs through needs analysis surveys, action plans and cooperation with national and international organizations and bodies. In this context, the current paper is suggested to be a crucial guide for the planning and administration of the INSETs. The needs of the teachers can be determined in the framework of the competencies and the MoNE will produce new policies to satisfy these needs. The teachers can also find the opportunity to see their strengths and weaknesses through self-evaluations and performance evaluation system. In this way, it is thought that the teachers will be much more motivated for personal and professional development and take the responsibility for their CPD.

### **2.6.3. Field-Specific Competencies for English Language Teachers (MoNE, 2017b)**

In order to educate individuals who are qualified, productive and interested in science and art, teachers themselves need to be aware of their qualifications and the competencies they possess, and they need to make efforts to continually improve them. However, because of the multivariate and complicated system of the education and teaching process, teachers find it difficult to determine their competencies that need to be developed. These variables can be listed as the curriculum, physical conditions of the school, individual differences of the students and teachers' various qualifications. For this reason, the MoNE has worked on the general and subject area competencies of teachers and produced the relevant documents. Field-Specific Competencies Report is developed for teachers to show them the objectives for development. General Competencies and Field-Specific Competencies Reports are mutually complementary reports.

In the current report, competency areas, their scopes, relevant competencies and performance indicators have been identified. For each competency, performance indicators leveled as A1, A2 and A3 have been specified. A1 level includes the performance indicators showing the awareness on the practices of the curriculum and main knowledge, skills and attitudes regarding teaching profession. A2 level shows the indicators that teachers fulfill the necessities of the curriculum with the experiences they gained in the education process, vary their practices and take notice of the needs and interests of the students. A3 level involves the indicators that require teachers to vary the practices they developed in A2 in an authentic way by considering the variables of teaching. A teacher possessing all the indicators in that level can contribute to his/her field with the new practices based on his/her authentic interpretation and cooperate with his/her colleagues, parents and the stakeholders. A3 level encompasses both A2 and A1 levels, and A2 level encloses A1 level. It does not mean that a teacher has fully developed himself/herself when he/she has all the indicators in A3. The table below indicates all the competency areas, competencies and indicators in all 3 levels. The indicators of these competencies have been a guideline for creating an item pool to design the questionnaires of the current study.

Table 2

*Field Specific Competencies for English Language Teachers*

Competency area and its scope	Competency	Indicators		
		A1 Level	A2 Level	A3 Level
1. Planning and organization of the English language teaching processes  Scope: This area includes planning English language learning and teaching processes, creating environments appropriate for teaching, developing materials and making use of the materials.	1. Doing planning appropriate for English language teaching	a. S/he plans learning and teaching in accordance with the curriculum. b. S/he considers the language proficiency of the students while planning teaching.	a. S/he plans teaching processes considering language development levels of the students, their learning styles and needs.	a. S/he plans teaching processes in a way which is flexible and appropriate for language development levels and learning styles of all the students.
	2. Organizing learning environments suitable for English language teaching	a. S/he does physical arrangements appropriate for teaching strategies in the learning environment.	a. S/he creates warm and positive environments to ensure students' participation and to increase their success.	a. S/he creates environments to ensure students' active participation and to increase their success by taking care of all students' interests and needs in the organization of learning environments. b. S/he organizes multiple learning environments inside and outside the school, which improve the interaction of all students with the teacher and each other. c. S/he organizes various social activities according to students' interests to ensure students' participation.
	3. Using materials and resources suitable for English language teaching processes	a. S/he is aware of the importance of using various materials and resources in teaching.	a. S/he uses materials related to the daily life of students.	a. S/he varies the materials by evaluating their practicality, currency and efficiency or develops authentic materials.
		b. S/he knows that the materials need to be appropriate for the content,	b. S/he uses written, visual and auditory materials according to students' ages, language	b. S/he shares her/his experiences and knowledge with the colleagues to develop materials

		language development and levels of the students. c. S/he makes use of the materials appropriate for the grade levels.	development levels and learning styles.	and resources suitable for student levels and environment.
	4. Using methods and techniques suitable for English language teaching	a. S/he makes use of the methods and techniques recommended in the existing resources to ensure students' language development. b. S/he conducts activities improving the use of language in daily life.	a. S/he varies the methods and techniques appropriate for students' language development in accordance with their interests and needs. b. S/he organizes the activities, tasks and assignments in a complementary way to develop using the language in daily life.	a. S/he guides the colleagues to use various methods and techniques to develop students' language skills. b. S/he designs authentic activities to develop the use of English in daily life by cooperating with other teachers.
	5. Using technological tools in English language teaching	a. S/he makes use of technological tools for an effective learning. b. S/he encourages students to access technological sources.	a. S/he follows the software and web sources used for language teaching. b. S/he provides the students with equal access to the technological resources by preparing suitable environments for them to benefit from these resources in accordance with the available opportunities.	a. S/he enables students to effectively use the technological resources they need in learning English by evaluating the resources with a critical view.
2. Developing students' language skills  Scope: This area includes English language teachers' designing activities to develop students' language skills by using language learning/teaching theories, approaches and techniques, using English efficiently and	1. Helping students develop effective language learning strategies	a. S/he informs students about different language learning strategies.	a. S/he leads students to use language learning strategies suitable for their own learning styles.	a. S/he cooperates with the colleagues in students' language learning effectively by using various language learning strategies according to different learning styles of the students.
	2. Ensuring students' use of English in an accurate and intelligible way	a. S/he becomes a role model for the students to use English in a fluent and accurate way.	a. S/he uses activities supporting students' use of English accurately and fluently for various reasons and situations	a. S/he organizes out-of-school and in-school activities for students' accurate and effective use of English by cooperating with the colleagues.

appropriately and paying attention to the needs of the students.	b. S/he creates opportunities for students to use English in a fluent and accurate way.	b. S/he does practices for using English fluently and intelligibly according to students' interests and proficiency levels.	
	c. S/he presents examples in which English is used in an accurate and intelligible way.		
3. Developing students' listening/watching skills	a. S/he ensures that students understand the importance of effective listening/watching.	a. S/he organizes various activities and environments for effective listening/watching according to students' needs and interests.	a. S/he helps students develop their own listening/watching strategies by allowing them to evaluate their own listening skills.
	b. S/he uses various listening/watching methods and techniques according to students' development levels.	b. S/he ensures students' use of different listening types, methods and learning strategies.	
	c. S/he uses various listening texts such as songs, dialogs and fairy tales.	c. S/he develops listening materials with students, which are related to students' knowledge of the world, social and daily experiences.	b. S/he cooperates with the colleagues to develop various listening materials.
	d. S/he does practices in listening activities for meaning, stress and intonation.	d. S/he varies listening purposes, methods and techniques according to students' needs and interests.	c. S/he produces activities to develop the listening skills of all the students and guides the colleagues.
4. Developing students' speaking skills	a. S/he gives opportunities to students to express themselves orally.	a. S/he uses various methods and techniques which are appropriate for their proficiency levels and support students' expressing themselves.	a. S/he guides the colleagues on the practices of the methods and techniques that s/he developed to improve students' speaking skills.
	b. S/he identifies the interest areas of the students to encourage them to speak English.		
	c. S/he arranges activities to allow students to communicate orally in daily life.	b. S/he ensures students' expressing themselves by using various communication styles.	
	d. S/he guides students to use their body language in oral communication.	c. S/he varies the activities allowing students to communicate orally in	b. S/he cooperates with the colleagues to develop activities that ensure students' oral



		different situation that may occur in daily life.	communication in different situations of daily life.
	e. S/he allows students to be careful about the accent, stress and intonation in speaking.	d. S/he uses activities to allow students' use of their body language in speaking activities.	
	f. S/he becomes a role model in pronunciation practices.		
5. Developing students' reading skills	a. S/he makes use of the existing materials and resources for reading activities.	a. S/he makes use of various resources and materials for reading activities according to students' needs and interests.	a. S/he makes use of various resources and materials for reading activities according to students' needs and interests.
	b. S/he uses reading texts suitable for pronunciation, stress, intonation and punctuation.		
	c. S/he ensures students pay attention to the pronunciation, stress, intonation and punctuation while reading loudly.	b. S/he arranges activities to develop students' skills of reading comprehension, interpretation and evaluation.	b. S/he arranges activities to develop students' skills of reading comprehension, interpretation and evaluation.
	d. S/he develops reading skills of the students through reading activities such as reading stories and books, singing songs, alphabet and vocabulary games.		
	e. S/he informs the students about different reading styles, methods and techniques.	c. S/he ensure students' use of various reading styles, methods and techniques.	c. S/he ensure students' use of various reading styles, methods and techniques.
	f. S/he uses the samples of various text types in reading activities.		
6. Developing students' writing skills	a. S/he gives opportunities to students to express themselves in writing.	a. S/he varies the activities used for students' expressing themselves in writing by	a. S/he cooperates with the colleagues to develop students' writing skills.

		considering the individual differences.	
	b. S/he arranges activities for accurate use of the writing rules regarding lexicology, phonetics, grammar and orthography.	b. S/he gives opportunities to students for accurate use of the rules of lexicology, phonetics, grammar and orthography.	
	c. S/he uses visual and audio materials to encourage writing.	c. S/he chooses and uses visual and audio materials to encourage students to write according to students' needs and interests.	b. S/he guides students to present and publish the texts they have produced in and out-of-school.
	d. S/he presents examples for introducing various writing types.	d. S/he does practices encouraging students to express themselves in writing by using various writing types.	
7. Doing practices considering the needs of the students who needs special education	a. S/he is aware of the sociological, physiological and psychological factors causing difficulty in comprehension and expressing.	a. S/he adapts the teaching methods and techniques in English teaching according to students with special needs.	a. S/he shares the knowledge and skills to adapt teaching tools, teaching methods and techniques, activities and educational environment for students with special needs in English teaching with their colleagues.
		b. S/he cooperates with parents, special education teachers and/or relevant experts to determine the level, speed and type of students with special needs in special learning area for teaching English.	
	b. S/he does plans to develop language skills of the students with special needs.	c. S/he records the language and communication skills of the students with special needs in the teaching process.	b. S/he develops new learning objectives by continuously cooperating with families, special education teachers and/or related experts in accordance with the development of students with special needs.
		d. S/he uses the methods such as observation and interviews systematically to determine	c. S/he cooperates with the school counselor, family, experts and private education institutions in order to determine students'

<p>3. Following and evaluating language development</p> <p>Scope: This area includes determining, following and evaluating students' development in English language teaching.</p>	1. Determining the aims of the practices of assessment and evaluation regarding teaching English	a. S/he is aware of the importance relating assessment and evaluation practices with the curriculum of English language teaching.	student' difficulties of understanding and explaining.	difficulties of understanding and to follow their development.
			a. S/he organizes assessment and evaluation practices by considering the curriculum and individual differences.	a. S/he aims at determining the status of the students during and at the of the process of teaching English and doing assessment and evaluation to take measure for that.
	2. Using assessment and evaluation tools and methods in English language teaching	a. S/he knows how to design and use different assessment and evaluation tools and methods to use in language teaching.	a. S/he designs different assessment and measurement tools and methods in language teaching in a way appropriate for their preparation and administration procedures.	b. S/he determines systematic evaluation strategies for ensuring and evaluating continuous language development of students.
				a. S/he uses the assessment and evaluation tools and methods that s/he uses in teaching by evaluating them in terms of practicality, validity and reliability.
		b. S/he recognizes the need to use measurement and evaluation tools and methods for four language skills in English teaching.	b. S/he prepares assessment and evaluation tools with the methods to evaluate four language skills.	
	3. Interpreting the assessment results and giving feedbacks to determine the language development levels of students	c. S/he uses the measurement and evaluation tools that are already prepared or without determining their reliability and reliability to assess students' language development.	c. S/he prepares the tools and methods that s/he uses to follow and evaluate students' language development by considering their techniques.	b. S/he shares her/his knowledge and experiences on assessment and evaluation in language teaching with the colleagues and designs new tools and methods with them.
		a. S/he reports the assessment results regarding students' language development in grades or scores.	a. S/he interprets and reports students' language development levels, what and how they succeed in details.	a. S/he makes use of statistical methods to broadly evaluate students' language development with different perspectives.
		b. S/he shares the grades and scores showing students' language skills with the students and parents.	b. S/he shares the interpretations gathered from the assessment results with those concerned.	b. S/he evaluates the curriculum, learning environments, assessment tools, teaching strategies and effectiveness

				according to the results of following and evaluating students' language development.
	4. Reflecting the assessment and evaluation results regarding the language development levels of students on her/his practices	a. S/he recognizes the importance of the assessment and evaluation tools for the future practices.	a. S/he rearranges the teaching strategies, learning environments, assessment methods and techniques according to the results. b. S/he makes improvements to eliminate the deficiencies in students' language skills according to assessment results.	a. S/he reflects the assessment and evaluation results on her/his teaching methods and techniques. b. S/he guides students and parents to find out new learning objectives for the students according to assessment results.
4. Cooperating with the school, families and the society  Scope: This area includes cooperation with families, social leadership, making school a culture and learning center, practices for ceremonies and organizations in the school in support of the English teaching process.	1. Cooperating with families for the development of students' language skills	a. S/he informs families about the importance and roles of families to develop students' language skills.	a. S/he cooperates with families to follow students' language development.	a. S/he organizes out-of-class activities such as singing songs, reading aloud poems, theater performances with students and shares with families.
	2. Cooperating with the relevant bodies, organizations and people to make students understand the importance of knowing a foreign language	a. S/he motivates students to do research by emphasizing the importance of knowing a foreign language.	a. S/he organizes various activities by using different materials to make students use the foreign language.	a. S/he arranges environments by cooperating with the families, relevant bodies and organizations for students' use of the foreign language.
	3. Ensuring students understand the importance and meaning of the national festivals and celebrations and actively participate in them	a. S/he encourages students to participate in the national festivals and celebrations by evoking their meaning and importance.	a. S/he gives tasks and responsibilities to students n national festivals according their interests and skills.	a. S/he ensures students' active participation in the national festivals and celebrations by cooperating with other schools.
	4. Managing and organizing national festivals and celebrations	a. S/he takes responsibilities in festival organizations according to celebration regulations.	a. S/he guides students for their preparation for the national festivals and celebrations. b. S/he cooperates with all the teachers for the organization of the national festivals and celebrations.	a. S/he organizes the national festivals and celebrations in cooperation with other schools.

	5. Cooperating with the society to make the school a center for culture and education	a. S/he recognizes his/her responsibilities and school's role in making the school a center for culture and education	a. S/he cooperates with a body or organization to make the school a center for culture and education, to create a reading culture and to increase the communication of the school with the society.	a. S/he cooperates with the bodies and organizations in the neighborhood or far places to make the school a center for culture and education.
		b. S/he informs the students about the relevant NGOs, bodies and organizations that can cooperate to make the school a center for culture and education.		b. S/he arranges environments to support the learner communities including students, families and teachers.
	6. Being a social leader	a. S/he gives importance to the economic, social and educational needs of the society.	a. S/he creates solutions with the society to satisfy the economic, social and educational needs of the society.	a. S/he develops national and international projects with the society to satisfy the economic, social and educational needs of the society.
		b. S/he creates opportunities for the expressing the economic, social and educational needs of the society.	b. S/he cooperates with the relevant bodies and organizations to satisfy the needs of the society and carries out activities.	
		c. S/he determines the economic, social and educational needs of the society.	c. S/he becomes willing to satisfy the needs of the society.	b. S/he shares the activities she/he carried out to satisfy the needs of the society with different entities.
5. Continuing professional development  Scope: This area includes teachers' practices for professional development to support English language teaching process.	1. Identifying professional competencies	a. S/he can do self-assessments to determine her/his professional competencies.	a. S/he can do objective self-assessments based on the competencies of the teaching profession. b. S/he uses various activities to follow the effects of the practices such as classroom management, material development, cooperation with families, assessment and evaluation etc. On students.	a. S/he uses various techniques to follow the effects of his/her practices on students and colleagues.
		b. S/he records his/her experiences to determine	c. S/he determines her/his professional needs based	b. S/he makes use of the views of the parents, students, colleagues and administrators while

	his/her professional competencies.	according to the critics and advices of the colleagues.	determining the professional competencies.
2. Ensuring his/her personal and professional development for teaching English	a. S/he is willing to follow various publications related to the practices of language, writing and teaching to support teaching English. b. S/he creates an individual professional development plan.	a. S/he makes use of the technology in research, planning, administration and evaluation processes. b. S/he attends scientific meetings, seminars, conferences and panel discussions on teaching English as a participant.	a. S/he attends scientific meetings, seminars, conferences and panel discussions on teaching English as a presenter. b. S/he does academic studies regarding her/his field.
3. Using scientific research methods and techniques for professional development	a. S/he recognizes the necessity of scientific research methods and techniques in her/his practices of language teaching.	a. S/he pays attention to scientific research methods and techniques in her/his research on language teaching.	a. S/he produces projects or articles on English language teaching which are prepared according to scientific research methods and techniques.
4. Reflecting her/his research of professional development on her/his practices.	a. S/he recognizes the necessity of reflecting her/his research for professional development on her/his practices.	a. S/he reflects her/his research for professional development on her/his practices.	a. S/he cooperates with colleagues to reflect professional development research on their practices.

#### 2.6.4. Strategy Paper for Teachers 2017-2023 (Ministry of National Education, 2017c)

This document has been produced based on the ‘National Strategy Workshop for Teachers’ which was organized by the Ministry of National Education (MoNE, 2017). The current paper defines six main components in relation to training, developing and employment processes for teachers. These components are as follows: pre-service training for teachers, selection of candidates for teaching profession, candidacy and compliance training, career development and rewarding, status of the teaching profession and *continuing professional development*. Since CPD has been addressed as one of the components of teaching profession, the paper is crucial for the current thesis.



*Figure 1.* Main themes of the strategy paper for teachers, Ministry of National Education (2017), Strategy Paper for Teachers 2017-2023, retrieved from [http://oygm.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_06/09140719\\_Strateji\\_Belgesi\\_Resmi\\_Gazete\\_sonrasY\\_ilan.pdf](http://oygm.meb.gov.tr/meb_iys_dosyalar/2017_06/09140719_Strateji_Belgesi_Resmi_Gazete_sonrasY_ilan.pdf).

The aims of the strategy paper are to employ highly qualified, well-educated and professional individuals as teachers, to perpetuate teachers’ personal and professional development, and to improve the positive perceptions regarding teaching profession and to

strengthen the status of the profession. In line with these aims, the MoNE stakeholders have determined the relevant objectives. For the first aim which is to employ highly qualified teachers, the plan is to improve the trainings given in the pre-service teacher training programs and to choose the most appropriate teachers for the profession among the candidates. For teachers' CPD as the second aim of the strategy, it is planned to implement a periodic performance evaluation system to determine teachers' development needs and to increase the quality of teachers' personal and professional development activities starting from the candidacy process. Lastly, the objectives of the third aim are to strengthen the status of teaching profession, to enhance the working conditions of the teachers, to take amendatory measures according to the differences between the organizations or regions and to improve a system for career development and rewarding.

As the current thesis deals with teachers' CPD, the second aim of the strategy is handled in details in this part. The paper indicates that teaching skills such as adapting to changes, knowing the ways to reach information and guiding students in this issue have changed the roles of teachers who were only supposed to be the source of knowledge. Therefore, it is believed that supporting teachers is extremely important for the adaptation to changing teaching roles. Therefore, continuing personal and professional development activities should be ensured for teachers. As mentioned above, the MoNE has identified two objectives for teachers' CPD. The first one is to create a performance system which will be conducted periodically to determine the development needs of teachers. The key term here for the ministry is teacher competencies. As they previously defined general competencies for teaching profession and competencies according to the fields, they expect teachers to develop their strengths and weaknesses in the light of national and international criteria by carefully examining competencies. The competencies are important not only for the professional and personal development of teachers but also for accepting students to teacher training institutions for the pre-service training, the candidacy process, the evaluation of the teachers' performance, rewarding teachers and progressing in the career steps.

The ministry had earlier developed a school-based professional development model for teachers and school administrators. I elaborated on that model in the previous parts. This strategy paper is claimed to be in line with this model as teachers can take responsibility for their learning and development through self-evaluation based on teacher competencies and they can find the opportunity to share and cooperate with their colleagues. Thanks to these self-evaluations of teachers, the stakeholders can design in-service training programs for



teacher needs. However, they think that self-evaluation of teachers is not sufficient for finding out the development needs of teachers in an objective way and to encourage teachers for CPD. A performance evaluation system which includes not only teachers' reports about themselves but also the reports of school administrators, colleagues, students and parents for teachers is seen essential. The results of the performance evaluation system can be used for promotion, rewarding and proceeding in their careers. However, a year after the publication of the strategy paper, in 2018, the Minister of National Education has changed. In a press conference, when Dr. Ziya Selçuk, current minister, was asked about this performance system, he expressed that the system was not so functional and they would not apply such a system. Yet, the strategy paper is still in use for the other aims and objectives. The actions designated for this objective are to update teacher competencies according to needs, to give trainings to those who will provide in-service trainings to teachers and to apply school-based performance development model with its updates.

The second objective of the CPD aim is to improve the quality of personal and professional development activities for teachers starting from the candidacy process. One of the actions contemplated by the MoNE for CPD activities is to determine the standards of the trainers giving INSETs. They are planning some programs to train them to have a team of well-qualified and equipped trainers. Another action is to increase the number and variety of the in-service activities for teachers from every subject field. For this reason, Teacher Academies will be opened for the human resource required for the MoNE needs and to give INSETs. According to the Ministry, these academies will contribute to (MoNE, 2017):

1. create life-long learning opportunities for those working in the MoNE
2. investigate and examine the scientific and technological developments in education
3. give consultancy services
4. cooperate with the relevant bodies to determine the standards for pre-service teacher training institutions
5. regulate the professional development programs and pedagogical formation

In addition to these developments, the cooperation with the universities and non-governmental organizations is seen vital for the CPD of teachers.

There is also a huge increase in the number of international in-service activities with the full participation of Turkey in European Union Education and Youth Programs 2004. Through National Agency, one of the departments of the MoNE, teachers can participate in many

international training activities and projects. Moreover, teachers can apply to many INSET programs via the General Directorate of European Union and Foreign Affairs.

The paper also claims that teachers must be encouraged to attend scientific activities and graduate programs. This is because national and international INSETs are not the only way for CPD. As the relevant literature indicates that short-term INSETs are not sufficient for the personal and professional development of teachers, they can find other ways for their CPD. Information and communication technologies, Web 2.0 tools and exchanging views with colleagues can be given as examples for these ways.

The actions for the objective are to sustain the implementation of the candidate teacher training process, which started for the first time in 2016, by enriching the content and methods in line with the feedback received, to establish Teacher Academies, to determine the standards for teacher trainers, to design programs for the training of these trainers, to encourage teachers to participate in scientific activities, and to increase the ratio of teachers' attendance to international trainings.

#### **2.6.5. 100-day Action Plan (Presidency of the Republic of Turkey, 2018)**

As one of the strategic plan actions, the Presidency announced the first 100-day Action Plan in August, 2018. This plan was intended to cover the duration between September, 2018 and November, 2018. In the plan, the actions that are planned to be carried out in these three months were specified by the presidency, all the ministries, bodies and directorates. As one of the ministries, the MoNE identified the actions that can be conducted in 100 days and the budget was determined for these actions. The actions planned by the MoNE are as follows:

1. Increasing the number of full-time students in our schools
2. Making 700 schools safer by integrating them into the City Security Management System
3. Sending 500 students abroad to be employed in the strategic institutions of our country
4. *Launching studies to strengthen teachers' professional competence and qualifications*
5. *Transformation into a professional education management system*
6. *Transition to a teaching model that will enable our students to use the foreign language actively*

7. Establishment of an e-portfolio system for monitoring and guiding the interests, skills and abilities of each child from preschool education to university
8. Establishment of a “Major Data System” to restructure the legislation, work plans and human resources of the MoNE
9. Implementing a monitoring evaluation system to strengthen the capacity of educational institutions by evaluating each school under their own conditions
10. Restructuring of vocational education in line with the Industry 4.0
11. Extension of the Measurement and Evaluation System to measure the students' skills of using their knowledge, they acquire in their educational life, in daily life
12. Integrating algorithmic thinking, scenario, critical thinking and robotic, which are interdisciplinary issues allowing students to gain the skills they may need in the future, into courses
13. Completion of the basic stages of the transition process within 100 days
14. Launching the Strategic Plan works for the period 2019 - 2023 to be completed by the end of November

Out of these action plans, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> items are within the scope of the current thesis. These items aim at developing teachers’ professional competencies and students’ language learning.

Regarding the 6<sup>th</sup> item, the MoNE sent an online formal letter to the school administrators in October, 2018. The letter indicates that as the information and communication technologies become popular and international relations improve, the importance of knowing a foreign language has increased and a high proficiency in a foreign language has been one of the necessities of the necessities. For this reason, making language learning more effective in the schools and enhancing its quality has become one of the priorities of the MoNE. Regarding the 6<sup>th</sup> item in the 100-day Actin Plan, which is the transition to a teaching model that will enable our students to use the foreign language actively, the MoNE is working on activating students’ reading, writing, speaking and listening skills especially in out-of-school times and on performing active learning. Therefore, the letter says the MoNE needs to determine multiple authentic and creative resources prepared by the English language teachers, learning environments supporting active learning in foreign language teaching and samples of good practices including various practices. In order to find out these good practices, preparation processes of all these successful and good practices and

procedures in the related practices. Therefore, the MoNE sent some tables to school administrators to work on it with English language teachers. The tables are shown below.

Table 3

*First Table Sent to the School Administrators for Determining Good Practices*

Information about the teacher/s preparing the activity
City
District
Name of the school
Name and surname of the teacher developing the material
E-mail address of the teacher developing the material
Telephone number of the teacher developing the material

Table 4

*Second Table Sent to the School Administrators for Determining Good Practices*

Information about the activity carried out
Grade level (There can be more than one grade level)
Unit (There can be more than one unit)
Skills: Listening, Speaking, Reading, Writing (There can be more than one skill)
Sub-skills: Vocabulary, Grammar, Pronunciation (No need to fill in this row)
Short information about the activity

There are two more tables which require exactly the same information about the material prepared by the teachers. If teachers have any pictures or videos regarding the practices and materials, they are requested by the MoNE.

This formal letter is one of the indicators that the MoNE is working on improving foreign language teaching in our country. Thus, it can be claimed that they are trying to carry out their plans in 100-day Action Plan. These actions to improve English language teaching will highly likely contribute to the competencies and motivation of the teachers. When they think that they are valued, it will be easier to make them willing for CPD. They can take responsibility of their own CPD when they are motivated to learn. These actions are also in line with the statements of the Minister, Dr. Ziya Selçuk, who claims that we have to invest in the teachers most. Explaining that the priority in education should be teachers, Dr. Selçuk said we needed to understand the teachers' rooms. Without understanding the teachers' rooms, the educational system is incomprehensible. That is to say, we need to understand what teachers do, have to do or can do at schools, their professional problems and needs.

#### **2.6.6. 2023 Vision of Education for a Powerful Future (MoNE, 2018)**

On 23<sup>rd</sup>, October the Ministry of National Education introduced Turkey's 2023 Vision of Education together with the President. The main objective of the report is to train qualified and well-behaved individuals who are fond of science, curious about and sensitive to culture, are fully equipped with the skills of the era and the future, and use these skills for the humanity. The vision refers to a method that seeks to view education as an ecosystem and to design all the sub-components of the system simultaneously. Students, parents, teachers and the schools are the four main factors of the vision report. The transformation that the MoNE wants to realize is to maintain a stance which is fair, human-centered, teacher-based, universal in theory, domestic in practice, flexible, skill- and manner-oriented, accountable and sustainable. In the process of the preparation of the vision, almost all the sections and people from different fields of expertise in our society were included. Previous studies were reviewed, workshops were organized and working groups were formed. The ideas of the school principals and teachers were considered, and opinions of the parents and students were compiled. With these efforts, our education ecosystem was included in the process to find answers to the basic questions under the titles of education, teacher, student, content and system. The plans in the Vision Report cover a three-year duration. As the first year, in 2018-2019, the MoNE will start with the design, simulations, piloting studies and the partial implementation of the innovations. In the 2019-2020 academic year, they will conduct country-scale piloting studies and implementation of the actions that are designed. In the 2019-2020 academic year, all of the actions listed under the main objectives will be realized, and impact analyses of some actions will be performed.

In line with the themes of the current dissertation, those parts regarding teachers' CPD and language teaching in the Vision Report will be handled in details. The issues about teachers' CPD have been addressed under the title of Development and Management of Human Resources in the report. One of the plans of the MoNE is to send successful and highly qualified teachers abroad to improve their knowledge and experiences. Instead of a certificate-based pedagogical formation program, 'Majoring Program of Teaching Profession' will be launched. In the education faculties that meet the required criteria, teacher training programs will be organized on a practice-oriented way. Also, the report focuses on the objectives that aim at restructuring professional development of teachers and school principals. Firstly, successful students with high qualifications will be received to the education faculties. Following their bachelor's degree, professional expertise programs in

graduate levels will be opened for their career development. Graduate professional development programs will be designed to improve the general and field-specific skills of teachers and school principals. Cooperation with the NGOs and universities will be provided for face-to-face, formal and/or distance education opportunities. Some in-service training activities for teachers and school administrators will be transformed from certificate-based trainings into accredited certificate programs by universities. In cooperation with higher education institutions, minor graduate programs will be opened in the necessary areas to make teachers gain the 21<sup>st</sup> century skills. School Experience courses at the education faculties will be rearranged in cooperation with the Council of Higher Education. Professional development programs will be launched for the teachers who will provide education to the children of our citizens living abroad. Pre-service teacher training programs of the pre-school and elementary school teaching programs will be restructured. Necessary preparations will be carried out to issue the teaching profession law, which will consider the appointment of teachers and school administrators, their working conditions, promotion, personal rights and other similar issues. An incentive mechanism will be established for the teachers and managers working in unfavorable conditions. Preparations will be carried out to shorten the term of duty of the contracted teachers. Thus, they will be permanent teachers in a shorter time. Actions will be taken to increase the wages of paid teachers. It will be ensured that the certificates and diplomas related to the professional development of teachers have an effect on the personal rights of the teachers. School management will be organized as a professional field of expertise and structured as a career step, and their personal rights will be improved. Written exam application based on qualifications and other objective criteria to be determined will be used for the assignment of school principals. Provincial and District Directorates of National Education will be evaluated on a yearly basis in terms of supporting the teachers in the province and districts and realizing the school development plans in the context of the criteria included in the School Profile evaluation approach. All these plans can be summarized in the table below.

Table 5

*Targets and the Related Actions of the MoNE for Development and Management of Human Resources*

Development and Management of Human Resources	
Target 1: Restructuring professional development of teachers and school principals	Target 2: Ensuring efficient use and equitable rewarding of human resources
<ul style="list-style-type: none"> <li>• Action 1: Receiving most successful students to teacher training programs</li> <li>• Action 2: Determining areas of expertise for teachers and school principals</li> <li>• Action 3: Opening graduate programs for professional expertise</li> <li>• Action 4: Designing professional development programs at graduate level</li> <li>• Action 5: Cooperation with the universities and NGOs for teachers' CPD</li> <li>• Action 6: Opening 'Majoring Program of Teaching Profession' instead of pedagogical formation program</li> <li>• Action 7: Transforming INSETs from certificate-based trainings into accredited certificate programs by universities</li> <li>• Action 8: Opening minor programs for teachers at graduate level</li> <li>• Action 9: Restructuring 'School Practice' course</li> <li>• Action 10: Evaluation of the quality of the universities by high-level officers of the MoNE in addition to Council of Higher Education</li> <li>• Action 11: Restructuring the curriculum of the programs of pre-school teaching and elementary school teaching</li> <li>• Action 12: Designing CPD programs for teachers providing education for our citizens living abroad</li> <li>• Action 13: Considering the practice-oriented nature of the teacher training programs while assigning teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Action 1: Carrying out preparations to issue the teaching profession law, which will consider the appointment of teachers and school administrators, their working conditions, promotion, personal rights and other similar issues</li> <li>• Action 2: Establishing an incentive mechanism for teachers and managers working in unfavorable conditions</li> <li>• Action 3: Carrying out preparations to reduce the term of duty of our contracted teachers</li> <li>• Action 4: Making efforts to improve the wages of the paid teachers</li> <li>• Action 5: Ensuring that the certificates and diplomas related to the professional development of teachers are equitably reflected in their personal rights</li> <li>• Action 6: Structuring school management as a career step and improving principals' rights by organizing the job as a professional field of expertise</li> <li>• Action 7: Applying written exams based on competencies and other objective criteria to appoint school principals</li> <li>• Action 8: Evaluating Provincial and District Directorates of National Education on a yearly basis in terms of supporting the teachers in the province and districts and realizing the school development plans in the context of the criteria included in the School Profile evaluation approach.</li> </ul>

In addition to these plans regarding teachers' and school principals' CPD, the report includes targets and actions to improve foreign language teaching in our country. For the foreign language proficiency of the students, the methods used by the teachers are more crucial than the weekly course hours. Therefore, there are efforts to improve the curriculum of English language teaching, teaching methods and assessment and evaluation techniques. As of the 2019-2020 academic year, a new approach will be gradually introduced to be implemented in the classroom starting from the 2<sup>nd</sup> grades, and language-teaching programs varying depending on the level and type of school will be applied across the country. In the educational levels, the characteristics of the students will be considered to vary the methods and techniques in language teaching. For the 2-4<sup>th</sup> grades, game-based teaching approaches will be adopted while differentiated teaching approaches will be used for 5<sup>th</sup>-8<sup>th</sup> grades. For the early childhood, interactive game-based teaching materials and techniques will be used. In the 9-12<sup>th</sup> grades, the model of English for specific purposes will be adopted to improve English language skills of the students at upper secondary level. Special attention will be given to the use of resources at international and national level for the INSET activities of foreign language teachers at graduate and certificate levels. The experiences of the experienced teachers will be evaluated within an institutional structure. Learning English language will be supported through online and mobile technologies.

There are three targets regarding foreign language teaching. Firstly, foreign language teaching will be adapted across the country according to the levels and school types. Secondly, students will be given the opportunity to experience the environments, where English is spoken, through new resources. Lastly, the qualifications and competencies of the teachers will be improved in language teaching. All these targets have their own related actions. In the figure below, these actions are listed.



Table 6

*Targets and the Related Actions of the MoNE for Foreign Language Teaching*

Foreign language teaching		
<p>Target 1: Adapting foreign language teaching across the country according to the levels and school types</p> <ul style="list-style-type: none"> <li>• Action 1: Receiving most successful students to teacher training programs</li> <li>• Action 2: Determining areas of expertise for teachers and school principals</li> <li>• Action 3: Opening graduate programs for professional expertise</li> <li>• Action 4: Designing professional development programs at graduate level</li> <li>• Action 5: Cooperation with the universities and NGOs for teachers' CPD</li> <li>• Action 6: Opening 'Majoring Program of Teaching Profession' instead of pedagogical formation program</li> <li>• Action 7: Transforming INSETs from certificate-based trainings into accredited certificate programs by universities</li> <li>• Action 8: Opening minor programs for teachers at graduate level</li> <li>• Action 9: Restructuring 'School Practice' course</li> </ul>	<p>Target 2: Allowing students to experience the environments in which English is spoken through new resources</p> <ul style="list-style-type: none"> <li>• Action 1: Creating digital environments for students to watch English, German and French teachers, to reach at the living language and to do written and oral online activities</li> <li>• Action 2: Providing innovative digital resources from national and international publishers to expand the content pool on the Education Information Network (EBA)</li> <li>• Action 3: Designing all digital contents in the context of themes in which students' listening, speaking, reading and writing language skills are fully developed</li> <li>• Action 4: Designing differentiated content, methods and techniques according to the levels</li> <li>• Action 5: Involving video games, songs, interactive activities and games, and stories for the 4th graders</li> <li>• Action 6: Including levelized online story books, writing activities and vocabulary activities to satisfy students' individual needs at 5th-8th grades</li> </ul>	<ul style="list-style-type: none"> <li>• Target 3: Improving teacher qualifications and competencies for English language teaching</li> <li>• Action 1: Carrying out online, offline and face-to-face master's degree, international certification, themed certificates and similar training activities for all foreign language teachers in three years time with the support of international organizations, higher education institutions and NGOs</li> <li>• Action 2: Giving online and face-to-face trainings to foreign language teachers in line with the philosophy of Lifelong Learning, and giving the opportunity to work with teachers who are native speakers of English</li> <li>• Action 3: Providing opportunities for teachers to use digital sources in addition to full knowledge of field methodology</li> <li>• Action 4: Sending teachers and trainers to foreign teacher training certificate programs in summer</li> </ul>

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| <ul style="list-style-type: none"><li>• Action 10: Evaluation of the quality of the universities by high-level officers of the MoNE in addition to Council of Higher Education</li><li>• Action 11: Restructuring the curriculum of the programs of pre-school teaching and elementary school teaching</li><li>• Action 12: Designing CPD programs for teachers providing education for our citizens living abroad</li><li>• Action 13: Considering the practice-oriented nature of the teacher training programs while assigning teachers</li></ul> | <ul style="list-style-type: none"><li>• Action 7: Preparing contexts for students' listening, speaking, writing and reading skills at 9th-12th grades according to the priorities of the school type</li></ul> | <ul style="list-style-type: none"><li>• Action 5: Establishing A National Foreign Language Education Council, which will determine the language policies, language teaching standards and classroom practices and teacher competencies in foreign language education</li><li>• Action 6: Establishing Central Exams Commission</li><li>• Action 7: Establishing Educational Materials Commission</li></ul> |
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As it is clear from the targets and actions, the MoNE is trying to take a new route for foreign language teaching by prioritizing the teachers' CPD, students' characteristics and needs and the use of new resources. School types and educational levels are important factors to determine teaching methods and techniques for language teaching. Also, they are trying to create new digital resources for students' development of language skills. Teachers and students will be given much more opportunity to experience the target language by contacting with native speakers of that language. Digital resources are especially emphasized in foreign language teaching part of the report, and there is also a separate part for digital learning. All of these plans are promising steps for the development of foreign language teaching in our country. As far as I am concerned, when they are carried out properly in three years, we can increase the awareness of the students and the society about the importance and necessity of learning a foreign language.

## **2.7. Non-Governmental Organizations (NGOs) Supporting Teachers' CPD**

In addition to the practices of the MoNE, there are also some non-governmental organizations in Turkey which are trying to help teachers develop their personal and professional competencies. Most of the trainings given by these organizations are free of charge, and they accept donations to organize the trainings, seminars or workshops.

### **2.7.1 Teachers' Academy Foundation (TAF)**

TAF was founded by a private bank in Turkey in 2008, and has reached approximately 165000 teachers and principals all over the country. It is the first and only NGO supporting teachers' personal and professional development with its 250 teacher trainers. Their vision is to become the most productive and effective NGO in Turkey to support teachers' development. They conduct projects to support the personal and professional development of teachers and those who are trying to teach someone by using the existing resources in the most effective way. They also aim at enhancing the value of the teaching profession in society as it is a profession requiring special knowledge, skills and attitudes. Furthermore, they try to contribute to teachers' becoming leaders to educate individuals who will shape the future.

They plan their trainings in cooperation with the MoNE according to the applications from the volunteer schools. Trainings are carried out in these volunteer schools and the participant

teachers are given a certificate of participation approved by the MoNE. Trainings mostly include methods and techniques that teachers can apply in their classes. They focus on the examples of active learning practices including learning by fun. They carried out trainings such as ‘Creative Children Creative Brains’, ‘Solution-Oriented Communication’, ‘Chemistry of Teachers’, ‘5 Stones Social and Financial Leadership’, ‘Development Program for Schools Principals’, ‘Learner Leader Teachers for High School Teachers’ and ‘Learner Leader Teachers’. They also cooperate with the organizations, ministries and related bodies on projects for teachers. They publish an activity report and an evaluation report for each year since 2009. Applications to the trainings can be made on their website ([orav.org.tr](http://orav.org.tr)).

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0. Introduction**

This section comprises the research design, the study group of the research, data collection methods and instruments, instrument development procedures and the analysis of data.

#### **3.1. Research Design**

The current study employs survey research design out of quantitative research methods. As the aim is to be able to describe the needs, preferences and evaluations of the EFL teachers in Turkey regarding INSETs, the study targets a large population. Therefore, survey research design is considered to be the most appropriate design to collect data for the study. Surveys aim to collect “self-report data” from the individuals to identify some aspects or features of a group (Dörnyei & Csizer, 2012, p. 74). This group needs to be a part of the whole population, and it is anticipated that the data collected from that group would represent the information about all the members of the population. That is, as it would be not easy and practical to collect data from the universe, data are collected from a sample rather than the whole population (Fraenkel, Wallen & Hyun, 2013). Through the collected data, the researchers can draw some conclusions about the participants and generalize these to the population. The rationale behind survey research designs is that the characteristics, attitudes, beliefs, opinions etc. of a larger population can be determined by investigating those of a smaller part of the population. Furthermore, surveys can be used to collect data on a wide variety of language-related issues such as bilingual education, language learners’ behaviors, opinions, feelings or beliefs about L2 learning, language teaching programs, classroom practices and so on (Nunan & Bailey, 2009).

According to Fraenkel et al. (2013), there are two types of surveys – cross-sectional surveys and longitudinal surveys. The current study is designed as a cross-sectional survey as the data are collected at just point in time. Although it may sometimes take weeks or more to collect data, it does not aim at finding out the changes in the measurements. The data from the EFL teachers are collected at nearly the same point in time. Also, the respondents of the study are a sample from the universe.

Considering the mode of the data collection, as the researcher aims at collecting data from different regions of the country, a web-based survey is employed. Fraenkel et al. (2003, p. 397) specify some advantages of web-based surveys such as “greater convenience, lower costs, easier and faster turnaround, multimedia interface, mobile administration and reduced data entry”.

### **3.2. Research Questions**

The following research questions guide the current study:

1. How do EFL teachers rate the efficiency of INSETs organized by the Ministry of National Education in Turkey in terms of
  - 1.1. planning INSETs?
  - 1.2. INSET content?
  - 1.3. organization
  - 1.4. trainers of INSETs?
  - 1.5. assessment and evaluation
  - 1.6. follow-up?
2. What are EFL teachers’ reported preferences about INSETs including
  - 2.1. planning INSETs?
  - 2.2. INSET content?
  - 2.3. execution of INSETs?
  - 2.4. evaluation and follow-up?
3. What are EFL teachers’ reported needs regarding the content of INSETs in terms of
  - 3.1. English language proficiency?

3.2. teaching methodology?

3.3. contextual and institutional issues?

4. Are there significant differences between EFL teachers' years of experience, educational level they work at, geographical regions they work in, their faculty of graduation, status of having a graduate degree, their participation in any other CPD activities except those of the MoNE and

4.1. INSET evaluations?

4.2. preferences?

4.3. needs?

### **3.3. Study Group**

The study group of the current dissertation is the EFL teachers working at the state schools of Turkey. As the aim of the study is to be able to explore the current status, preferences and needs of EFL teachers in terms of INSETs, the number and the responses of the study group are crucial for the data collection. The demographic characteristics of the study group are also important for representing all the EFL teachers working at the state schools. The problem regarding the data collection from these teachers was that it was really difficult for us to reach a sufficient number of participants from each region of Turkey. Also, the demographic characteristics of the participating teachers had to have a distribution representing the universe. Conducting an online survey is one of the techniques of the current dissertation to deal with that problem. Also, we had to take necessary permissions from the MoNE to be able to collect data from the teachers affiliated to the MoNE. Therefore, we applied for data collection with a sample of the questionnaires and got the necessary permissions from the Ministry (Appendix 1). Although we had the permission from the MoNE, it was not easy to collect data from the teachers as some of them did not want to contribute to the research and found the questionnaires too long to respond to. As the voluntary participation was required for the data collection, they had the freedom not to participate in the research.

We used convenience and snowball sampling methods to collect data. In convenience sampling, the participants are chosen only when they meet the certain criteria, such as easily accessibility and geographical location (Mackey & Gass, 2012). The participants in our study group are not completely convenience-based but they are also partially purposeful as

they meet the criteria to become a part of the study group. We also asked for help from these teachers to invite their friends to contribute to the study, which is called as snowball sampling. However, as the number of participating teachers was not sufficient again through these methods, we contacted teachers via social media. I am one of the members of the social media groups of EFL teachers. I asked the group administrators to post my questionnaires on their group, and also sent direct messages to teachers. It was a really demanding and long procedure for us.

As a result of these efforts, we reached 762 teachers in data collection. However, since 21 of these teachers disrupted the normality, we conducted data analysis with 741 teachers. Demographic information about these teachers are given in the table below.



Table 7

*Demographic Information about the Study Group of the Research*

Demographic Characteristics		N	%
Gender			
	Female	613	83
	Male	128	17
Age			
	22-29	322	43.4
	30-39	337	45.5
	40 and more	82	11.1
Geographical region			
	Aegean	111	15
	Mediterranean	101	13.6
	Marmara	126	17
	Black Sea	93	12.6
	Central Anatolia	119	16.1
	Eastern Anatolia	100	13.5
	Southeastern Anatolia	91	12.3
Years of experience at MoNE schools			
	1-5 year(s)	336	45.3
	6-10 years	201	27.1
	11 years and more	204	27.5
Educational background			
	Bachelor's degree	604	81.5
	Master's degree in progress	81	10.9
	Master's degree	48	6.5
	PhD in progress	7	.9
	Holding PhD	1	.1
Type of employment			
	Tenured	625	84.3
	Contractual	109	14.7
	Paid	7	.9
Educational level worked at			
	Primary school	106	14.3
	Lower secondary school	399	53.8
	Upper secondary school	236	31.8
Branch of study at undergraduate level			
	English Language Teaching	582	78.5
	English/American Language and Literature	79	10.7
	English Language Teaching (Open University)	45	6.1
	Translation and Interpreting (English)	11	1.5
	English Linguistics	10	1.3
	Other	14	1.9
Participation in CPD activities except those of the MoNE			
	Yes	356	48
	No	385	52

According to the table, there are 613 female and 128 male EFL teachers in the study group. This is an expected result for Turkey context as the number of the female student teachers predominates the male ones. When the ages of the teachers are examined, it is seen that 322 teachers are aged between 22-29 while 337 teachers are aged between 30-39. However, there

are only 82 teachers who are elder than 40. Even though the number of teachers elder than 40 is less than the other age groups, it is an expected result as we collected data via an online survey through convenience sampling method. The next demographic information about the study group is about in which region of Turkey they work. This is one of the pleasing results of the demographic features as the frequencies according to regions vary between 12.3 and 17. The fact that the percentages are so close to each other indicate that there is no agglomeration of teachers working in any region. The highest number of teachers, 126, belongs to Marmara region, in which İstanbul is located. Therefore, it is not a surprising result for the data set. Marmara is followed with Central Anatolia teachers with the percentage of 16.1. It is again quite reasonable for the data set as the capital city, Ankara, is located in Central Anatolia. Following this ranking, teachers working in Aegean, Mediterranean, Eastern Anatolia, Black Sea and Southeastern Anatolia respectively have the percentages of 15%, 13.6%, 13.5%, 12.6% and 12.3%. This distribution of teachers is quite meaningful for the data analysis. According to their years of experience, teachers are differentiated among 1-5 year(s), 6-10 years and 11 years and more. In line with the ages of our teachers, 45.3% of teachers have 1-5 year(s) of experience while 27.1% of them have 6-10 years of experience. We have 27.5% of teachers working for 11 years and more. For the next demographic variable, educational background of teachers, we did not only ask whether they hold a graduate degree. That is, even though they may not hold a master's degree yet, they may be attending a master's program and going on their studies in the program. This may be an important finding for the data analysis as attending a master's program indicates that the teacher is trying to do something for his/her professional and personal development. The findings regarding the educational background are supportive of this argument as there are 11% of teachers who are continuing their master's degree. If we only asked the teachers what level of education they had recently graduated, these 11% of the teachers would say they were undergraduates. In this case, the information about whether teachers are keeping on a graduate study would not reflect the truth. In our data set, there are 605 teachers who are undergraduates. While 81 teachers are attending a master's degree program, 48 teachers hold a master's degree. 7 teachers are attending a PhD program, and only 1 teacher holds a PhD. This number of teachers attending a graduate program may seem low. However, as the MoNE does not have an incentive mechanism for teachers to attend a graduate program, this amount of autonomy is quite satisfactory for us. According to teachers' employment types, 625 teachers work as tenured teachers. While 109 of them work as contractual teachers, 7 of them work as paid teachers. When teacher candidates are first appointed to state schools in

Turkey, they work as contractual teachers for four years. then, the number of contractual teachers is in line with the number of teachers working for 1-5 year(s). Another demographic information about the study group is about the educational level they work at. Most of the teachers (53.8%) work at lower secondary schools while 31.8% and 14.3% of teachers respectively work at upper secondary and primary schools. We also asked teachers which branch of study they graduated at undergraduate level. 78.5% of teachers graduated from English Language Teaching Programs of the universities. 6.1% of teachers also graduated from the same program of an open university program. 10.7% from language and literature programs, 1.5% from translation and interpreting programs and 1.3% from linguistics programs have been appointed as teachers to the state schools. That means, these teachers attended pedagogical formation programs and got the certificates to become teachers. There are also 1.9% of teachers from different branches such as physics, chemistry or physical education programs of the English-medium universities. Lastly, teachers were asked whether they attended any other CPD activities except those of the MoNE. While 48% of teachers said ‘yes’, 52% of them said ‘no’. This can be another important independent variable for data analysis.

### **3.4. Data Collection Methods**

*“You can’t catch an elephant with a butterfly net. Then again, you can’t catch a butterfly with an elephant net”* (K. M. Bailey on questionnaire design to her research students).

Surveys are commonly used research methods to collect data on facts, behaviors, attitudes and opinions from large groups of participants (Mackey & Gass, 2005). Surveys, generally in forms of written questionnaires, give the researchers opportunity to gather information that participants are able to report about themselves, such as their feelings, beliefs or concerns. Questionnaires can be defined as “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers” (Brown, 2001, p. 6). The respondents of a questionnaire are expected to reply the items in a questionnaire. For survey studies, questionnaires are indicated to be the most common way of gathering huge amounts of data in a relatively short period of time. Along with time effectiveness, standardized and well-constructed questionnaires have cost benefits. Using some computer software or giving links to a questionnaire increases its efficiency in terms of time, cost and effort.

Dörnyei (2010) makes a distinction among three types of data gathered through the questions in a questionnaire: factual questions, behavioral questions and attitudinal questions. The first one seeks information about the demographic characteristics such as age, occupation, educational level or any other background information. The purpose of these questions is to be able to probe into the background and educational history of the participants. Behavioral questions are employed to learn what the participants are doing or have done in the past. These types of questions can be used to learn about the lifestyles, habits or the actions of the people. Dörnyei (2010) indicates language learning strategy inventories as the most popular questionnaire including behavioral questions. Lastly, attitudinal questions are used to find out respondents' opinions, attitudes, beliefs, values and so on.

Questionnaires may have closed-ended and open-ended items or both. In a closed-ended item, respondents are asked to choose one of the given options. That is to say, these items are generally in the multiple-choice format, and they do not give respondents freedom to write their own answers. Although they are more difficult to construct than the open-ended items, they are easy to use, score and code. They can be easily used for statistical analyses. In order not to limit the respondents, an 'other' option is added to the answers to give the respondents opportunity to write their own answers when the given options are not appropriate for them. Likert scales are assumed to be the most popular closed-ended item types, including five or more response options generally with the expressions ranging from 'totally disagree' to 'totally agree' (Dörnyei & Csizer, 2012). On the other hand, open-ended items allow more freedom for the answers of the respondents. As they are mostly in the wh-format, many different responses are gathered from the participants. Therefore, it becomes difficult for the researchers to analyze and synthesize these answers. Yet, these answers may bring a different approach to the issue investigated, and the researchers can draw advantages for their research.

In line with the aims of the present study, data were collected through three questionnaires developed by the researcher. The questionnaires were entitled as 'English Language Teachers' Evaluations of In-Service Trainings' (ELTEINSET), 'English Language Teachers' Preferences of In-Service Trainings' (ELTPINSET) and 'In-Service Training Needs of English Language Teachers' (INSETNELT). All the questionnaires have closed-ended type items. Each questionnaire has two parts. While the second parts of the questionnaires involve attitudinal questions, the first parts comprise factual questions seeking information about gender, age, years of experience, their educational background

etc. The aim of the first parts is to be able to find out demographic information about the teachers. The second parts of the questionnaires have items in a 5-likert scale format. In ELTEINSET and ELTPINSET, teachers are required to choose answers ranging from ‘totally agree’ to ‘totally disagree’. In the second part of the INSETNELT, the teachers are presented with possible needs for the in-service trainings and they are asked to grade these items based on their needs. Their answers can vary among ‘very highly needed’, ‘highly needed’, ‘moderately needed’, ‘slightly needed’, ‘not needed’. ELTEINSET, ELTPINSET and INSETNELT have respectively 30, 34 and 56 items. The development stages of the questionnaires are addressed in the following part.

### **3.4.1. Instrument Development Process**

As the first stage of the questionnaire development process, the researcher had to draw up an item pool for each questionnaire. An item pool consists of items that are written by the researchers without restricting themselves to any number limitations (Dörnyei, 2010). This stage certainly requires a detailed way of literature review. Therefore, the researcher reviewed the previous national and international studies on continuing professional development, in-service trainings and teacher trainings. Based on the results and implications of these studies, many items were constructed for the pools. Meanwhile, the researcher visited a lower secondary school in Ankara with 4<sup>th</sup> grade pre-service English language teachers. It was the practicum school of these pre-service teachers. During these visits for two years, the researcher had the opportunity to observe the EFL teachers, the classes and prospective EFL teachers. Based on these observations, the researchers took field notes that would bring some more items to the pools. Along with the observations, we had focus group discussions with 4 EFL teachers at the school on their in-service trainings, their expectations and frustrations. We also had brainstorming on what could be done to improve the INSETs in Turkey. All these discussions with teachers at the practicum school and field notes yielded great qualitative and exploratory data for the item pools.

In this process, the researcher also conducted semi-structured interviews (see Appendix 2) with 23 EFL teachers working at different regions of the country. The interviews were either carried out face-to-face or on mobile phones. They were all recorded. All 23 teachers worked at primary, lower secondary and upper secondary schools affiliated to the Ministry of National Education. The interview questions mainly focused on their definitions of the CPD concept, the necessity of CPD for teachers, their motivation for CPD and INSETs of the

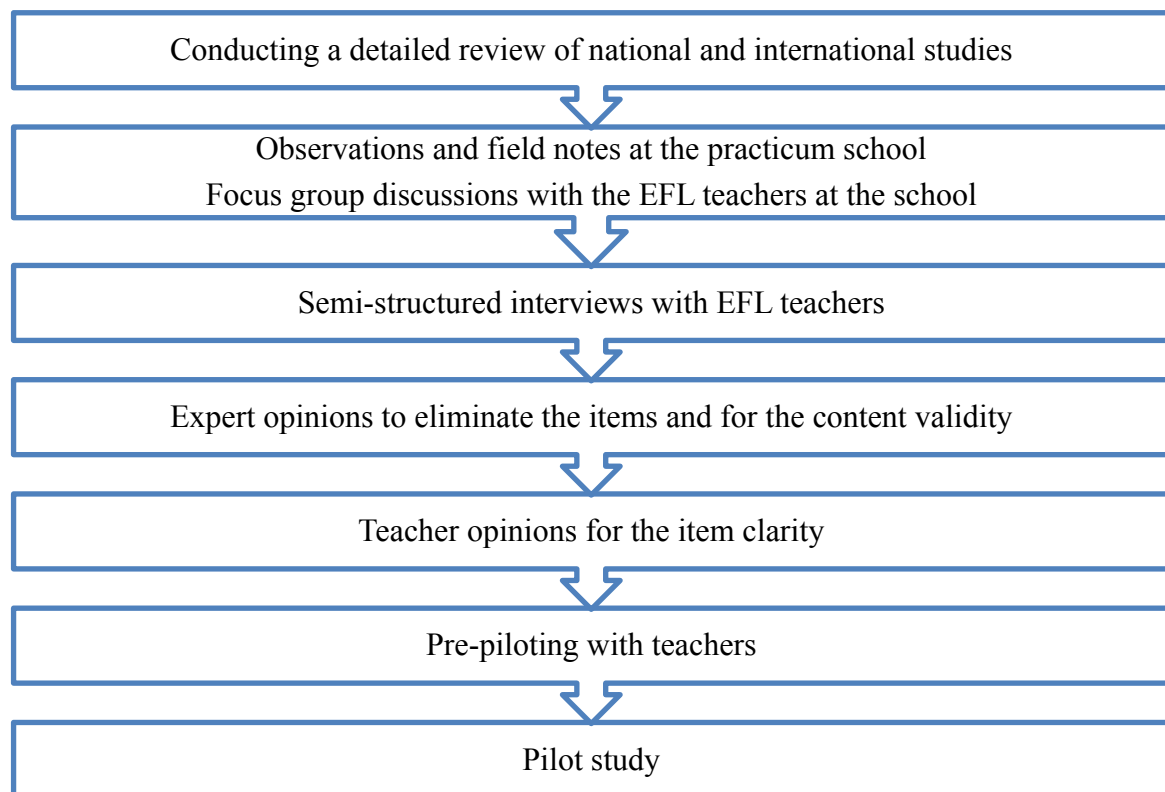
MoNE and their general evaluations regarding INSETs. Moreover, we talked about their expectations from these trainings and what makes an INSET an efficient one or not. The analysis of the interviews made a great contribution to the item pools. As Dörnyei (2010) suggests, the best items in a questionnaire sound as if they were said by the respondents. In line with this claim, almost all the answers, suggestions and complaints of these EFL teachers were included in the item pools.

Besides all these sources of the item pools, a crucial point was about the quality of item design. By reviewing the studies and books on questionnaire development, the researcher tried to get into the principles of writing good quality questionnaire items. Firstly, the aim was to write short and simple sentences by using teachers' jargon. Considering that teachers may have limited knowledge about the concepts, terms or the principles concerning the INSETs, the language of the questionnaires needed to be intelligible for the teachers. Therefore, at some points, the researcher came up with small definitions in brackets to especially clarify some terms about teaching methodology. Furthermore, all the items in the pools had positive constructions. That is, they did not include negatives such as 'not', 'don't' or 'doesn't' since it can be problematic to answer these questions. It is also a problem for the quantitative analysis. Another issue was avoiding double-barreled items. Each item is supposed to measure just one thing at a time. Therefore, the researcher avoided using conjunctions such as 'and' or 'or'.

After completing the preliminary construction of the item pools based on the aforementioned principles, the researcher had an extensive list of items and had to eliminate some of the items to come to the final questionnaires. At that point, she worked with 3 experts on the field who were willing to give feedbacks and make comments on the items. This process was especially important to ensure the content validity of the questionnaires. All 3 experts were working as English language teacher educators at a state university. The experts were given an expert opinion form (see Appendix 3) and asked to evaluate the items in the pool in terms of the suitability of the content, language, culture and clarity. After this demanding and compelling stage which took nearly four months, ELTEINSET, ELTPINSET and INSETNELT had respectively 46, 57 and 56 items. Based on their opinions and feedbacks, the researcher came up with four factors for the ELTEINSET and ELTPINSET questionnaires: INSET content, INSET execution, INSET organization, INSET evaluation and follow-up. For the INSETNELT, we had three factors, namely, English language competency needs of EFL teachers, teaching methodology needs and their

contextual/institutional needs. These were the preliminary factors which would be tested through factor analysis following the pilot study.

As the last step before the pilot study, the researcher worked with 4 EFL teachers. With 2 of these 4 teachers, the researcher worked on the items to ensure that there were no items with ambiguity in meaning, research or survey jargon. The aim was to make the items in the questionnaires as clear as possible for the respondents. The researcher asked for their suggestions and improvements if there were unclear or unnecessary items. Based on their comments, the researcher worked on the wording of the items once more and did the necessary changes. Lastly, the other 2 teachers were asked to respond to the items in the questionnaires. While they were working on the questionnaires, the researcher observed them and took notes about their hesitations. This stage was like the pre-piloting of the questionnaires. After they completed their answers, she asked about their suggestions. They gave positive feedback about the items and the content and no more changes were needed. All these stages regarding the instrument development process prior to the pilot study are summarized in Figure 2 below.



*Figure 2.* The stages followed for the instrument development prior to the pilot study

### 3.4.2. Pilot Study

Piloting can be described as a “dress rehearsal in the theater” (Nunan & Bailey, 2009, p. 145). Through the piloting process, the researchers can guarantee that the research procedures would be on the rails. It is considered to be a small-scale trial of the data instrument, procedures or methods (Mackey & Gass, 2005). In other words, it is the administration of any data instruments, procedures, methods etc. generally on a smaller number of participants who are similar to the target sampling. In the same vein, by administering a questionnaire on a smaller sample before the actual data collection, the researchers can eliminate ambiguous, unclear or confusing items, improve the clarity of these items, do necessary changes on the layout and rehearse the administration procedures. The researchers can get informed about possible problems that would occur while administering the questionnaire, and find solutions for these problems. Also, it is an opportunity to see how long it takes to complete the questionnaire. To sum up, piloting gives valuable input to come up with solutions to the unpredictable problems that may show up during data collection. Therefore, it is advised by the experts not to skip piloting process due to planning, timing procedures or eagerness to get down to the actual survey.

Given the importance of piloting, the current study had a piloting process for three questionnaires. Sampling size is crucial for to interpret the findings of the pilot study. There are different propositions regarding the adequacy of sample size in the related literature. The following table shows the studies in the literature and their criterion for the sample size of the factor analysis.

Table 8

#### *Suggested Thresholds for Sample Size in Piloting*

Studies	Criterion of Sample Size
Büyüköztürk, 2002	Between 100 and 200 when the factors are strong and specific
Child, 2006	Five times the number of observed variables
Gagne & Hancock, 2006	Depending on the level of communalities, loadings, number of variables per factor, and the number of factors
Gorsuch, 1974	200 as large and below 50 as small
Guilford, 1954	A minimum sample size of 200
Kline, 1994	Between ten times and two times the number of items
MacCallum, Widaman, Preacher & Hong, 2001	When communalities are high, samples are sufficient
Tabachnick & Fidell, 2013	At least 5 times the number of items



As a general rule in the literature, it is asserted that sample size is required to be at least 5 times the number of items (Tabachnick & Fidell, 2013). When the number of variables is not large, it is stated that the sample size between 100 and 200 is sufficient if the factors are strong and specific (Büyüköztürk, 2002). According to a general rule, sample size should be five times the number of observed variables or the number of items proposed for the use of the factor analysis (Child, 2006). Gorsuch (1974) defined sample sizes above 200 as large and below 50 as small. According to Kline (1994), it is suggested that the ratio of items (observations) for the sample size be kept at 10:1, but this ratio can also be lowered to at least 2:1. Guilford (1954) also suggested a minimum sample size of 200 for consistent factor extraction. However, the latest recommendations of the sample size state that there are no thresholds. Adequacy of the sample size can vary according to statistical analyses such as communalities, loadings and number of factors (Gagne & Hancock, 2006; MacCallum, Widaman, Preacher & Hong, 2001).

Depending on these studies on sample size, the questionnaires were piloted on 247 EFL teachers working at different regions of Turkey. The participants were chosen through convenience sampling and snowball sampling methods. Demographic information about these teachers are shown in Table 9 below.

Table 9

*Demographic Information about the Participants in the Piloting Process*

Variables		N	%
Gender	Female	194	78.5
	Male	53	21.5
Age	22-29	119	48.2
	30-39	102	41.3
	40-49	21	8.5
	50-57	5	2
Years of experience at MoNE schools	1-5 year(s)	119	48.2
	6-10 years	70	28.3
	11-20 years	47	19
	21 years and above	11	4.5
Educational background	Bachelor's degree	204	82.6
	Master's degree in progress	27	10.9
	Master's degree	14	5.7
	PhD in progress	2	0.8
	Holding PhD	0	0
Type of employment	Tenured	199	80.6
	Contractual	43	17.4
	Paid	5	2
Educational level worked	Lower secondary school	118	47.8
	Upper secondary school	92	37.2
	Primary school	36	14.6
	Pre-school	1	0.4
Branch of study at undergraduate level	English Language Teaching	210	85
	English/American Language and Literature	17	6.9
	English Language Teaching (Open University)	10	4
	Translation and Interpreting (English)	3	1.2
	English Linguistics	1	0.4
	Other	5	2.5

With the answers from 247 EFL teachers, the researcher conducted factor analysis for each questionnaire. The aim of the factor analysis is to be able to reduce the larger number of variables into a smaller set of variables in the questionnaires (Williams, Brown & Onsman, 2010). Factor analysis reveals the interrelationships between the items and tries to merge them under a specific factor. These specific factors are generally common underlying themes of the items. It is used to ensure the construct validity of the questionnaires. The steps of

factor analysis and the findings for each questionnaire are detailed in the following parts. There are two types of factor analysis: exploratory and confirmatory. While the exploratory factor analysis is used to reveal the latent structures of the factors in a scale, confirmatory factor analysis is employed is used to confirm the factors that are revealed through exploratory factor analysis. Therefore, for the questionnaires of the current study, exploratory factor analysis was firstly conducted to extract the factors.

### **3.4.3. Exploratory Factor Analysis and Reliability of ELTEINSET**

In the following parts, SPSS 23.0 statistical package program was used to conduct the exploratory factor analysis and reliability tests of the questionnaire. The following tests were employed for the analyses:

- Missing values
- Outliers (extreme values)
- Normality tests
  - Skewness Kurtosis
  - Kolmogorov Smirnov
- Tests for data suitability
  - Correlation matrix
  - Kaiser-Meyer-Olkin
  - Bartlett's Sphericity Test
- Principal components analysis
  - Factor loadings
  - Kaiser's eigenvalues test
  - Scree test
  - Total variance
  - Rotation (varimax technique)
  - Cross loadings

The last step of the exploratory factor analysis is to interpret the findings and name the factors that are revealed through factor analysis.

### 3.4.3.1. Missing Values and Outliers

To be able to start the related analyses, the data set was checked to see whether there are missing values or not. Table 10 shows the analysis of missing values.

Table 10

*Missing Values in the ELTEINSET*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
total	245	100.0%	0	0.0%	245	100.0%

As can be seen in the table above, no missing values were detected. Next, Box Plot Diagram was used to find out the outliers in the data set. Outliers can be defined as the extreme values which greatly differ from the other values in the data set. Outliers can affect the overall data as they are the very high or low values. Based on the Box Plot Diagram, 51<sup>st</sup> respondent was removed from the questionnaire as his/her answers indicated extreme values in comparison to those of other respondents.

### 3.4.3.2. Normality Tests

The next step was to assess whether the data set shows normal distribution or not. In a normal distribution, which is also called as a bell curve, most of the responses/scores cluster around the midpoint (Mackey & Gass, 2005). Skewness and kurtosis values between -1.5 and +1.5 indicate that there is a normal distribution in the data set (Büyüköztürk, 2018). For the current questionnaire, these values were -.11 and .33, which is the indicator of normal distribution. There are also normality tests in SPSS: Shapiro-Wilk and Kolmogorov-Smirnov. While Shapiro-Wilk is used for the sampling lower than 50 participants, Kolmogorov Smirnov is employed for the samplings with more 50 participants. For the current data set, Kolmogorov Smirnov test was performed to see the normality of the values. Table 11 indicates the analysis findings of that test.

Table 11

*Tests of Normality in ELTEINSET*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Total	.055	245	.074	.992	245	.174

According to Table 11, Kolmogorov Smirnov analysis indicates  $p=.074$ , which is higher than .05 for the p value. Thus, it can be said that p is not significant, which is the indicator of normal distribution. To see the normality on a graph, Q-Q Plot is given below.

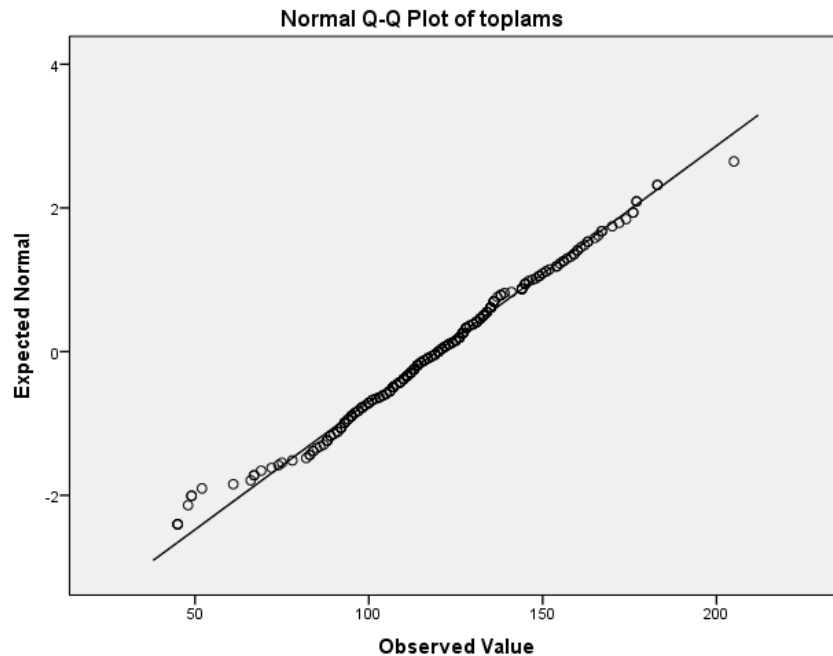


Figure 3. Q-Q plot of normal distribution

In a Q-Q plot, when the data set shows normal distribution, the values need to be gathered on and around a 45-degree line. Based on the figure above, it can be alleged that the data of the current questionnaire have normal distribution.

#### ***3.4.3.3. Data Suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)***

As one of the major classes of factor analysis, the researcher conducted Exploratory Factor Analysis (EFA) which is performed to determine the underlying factors in a set of variables. By revealing the factors through EFA, further statistical analysis can be conducted more easily. Also, it gives the opportunity to refine the number of items in a questionnaire when developing a scale. It can be defined as a good way of downscaling the variables in the item pool into a more reliable and sound measurement instrument (Hooper, 2012). The first step of EFA is to check whether the data gathered from the participants is suitable for the factor analysis. Correlation matrix, Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to test the suitability of the respondent data for the factor analysis. Based on the results of the correlation matrix, correlation coefficients

need to go beyond 0.30 (Tabachnick & Fidell, 2013). Table 12 indicates the correlation coefficients of the items.

Table 12

*Correlation Coefficients of the Items in ELTEINSET*

Items	Correlation Coefficients	Cronbach's Alpha if Item Deleted
s1	.517	.957
s2	.545	.957
s3	.568	.957
s4	.637	.957
s5	.547	.957
s6	.608	.957
s7	.604	.957
s8	.707	.956
s9	.715	.956
s10	.602	.957
s11	.732	.956
s12	.724	.956
s13	.513	.957
s14	.640	.956
s15	.731	.956
s16	.653	.956
s17	.725	.956
s18	.455	.957
s19	.521	.957
s20	.698	.956
s21	.697	.956
s22	.716	.956
s23	.707	.956
s24	.510	.957
s25	.621	.957
s26	.658	.956
s27	.711	.956
s28	.588	.957
s29	.674	.956
s30	.685	.956
s31	<b>-.102</b>	<b>.960</b>
s32	.645	.956
s33	.680	.956
s34	.457	.957
s35	.493	.957
s36	.372	.958
s37	.489	.957
s38	.446	.957
s39	.356	.958
s40	.491	.957
s41	.381	.958
s42	.528	.957
s43	.412	.958
s44	.426	.957
s45	.421	.958
s46	.490	.957

As is seen in the Table below, correlations coefficients of the 31<sup>st</sup> item was lower than 0.30, and therefore, it was removed from the questionnaire. Also, the table shows the Cronbach alpha value of the total items when each item was deleted from the questionnaire. As the 31<sup>st</sup> item was removed, Cronbach Alpha value gets higher, which is important for the reliability of the questionnaire.

KMO Measure of Sampling Adequacy needs to be 0.60 or beyond (Büyüköztürk, 2018). The table below shows the KMO and Bartlett Test results.

Table 13

*KMO and Bartlett's Tests for ELTEINSET*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	7079.487
	df	990
	p.	.000

As indicated in the Table, for the data of the current questionnaire, KMO value was .932. Bartlett's Test of Sphericity should be significant ( $p < .05$ ) for the data suitability. In ELTEINSET, this value is  $p = .000$  which indicates the validity and suitability of the data collected for the pilot study.

#### **3.4.3.4. Principal Components Analysis for ELTEINSET**

*Factor Loadings:* Following the checks of data suitability, it is time to decide on the number of the factors to be extracted. To simplify the factor structures, items in the scale are gathered in the groups according to their item loadings. As one of the factorization techniques, Principal Components Analysis (PCA) aims to reduce the measured items to a smaller set of factors that capture as much information as possible in as few factors as possible (Hooper, 2012). PCA, as the default extraction method in SPSS, was employed for revealing the item loadings. If an item is highly loaded on one factor, factor structures get stronger. The high loaded items under a factor mean that these items can measure a concept together. Factor loadings of the items need to be higher than 0.45 to be grouped under a factor (Büyüköztürk, 2018). Table 14 illustrates the factor load of each item in the ELTEINSET.

Table 14

*Factor Loads of the Items in the ELTEINSET*

Items	Factor Loads	Items	Factor Loads
s1	.707	s24	.652
s2	.727	s25	.714
s3	.535	s26	.678
s4	.683	s27	.743
s5	.820	s28	.540
s6	.847	s29	.643
s7	.731	s30	.672
s8	.657	s32	.617
s9	.683	s33	.669
s10	.550	s34	.567
s11	.739	s35	.560
s12	.760	s36	.569
s13	.595	s37	.619
s14	.699	s38	.523
s15	.750	s39	.572
s16	.638	s40	.604
s17	.741	s41	.639
s18	.574	s42	.727
s19	.656	s43	.637
s20	.682	s44	.670
s21	.731	s45	.693
s22	.772	s46	.666
s23	.695		

As seen in the Table 14, the factor loads of the items in the ELTEINSET varied between .523 and .772. Tabachnick and Fidel (2013) emphasize that the factor load values which are 0.40 and above can be considered as ‘very good’ while the values equal to 0.70 or above can be taken as ‘excellent’. Therefore, none of the items were eliminated from the questionnaire. It can be claimed that these 45 items have high relations with their respective factors.

*Kaiser’s Eigenvalues Test:* After reducing the number of the items, Kaiser’s eigenvalue test was primarily administered to reveal the number of the factors. Kaiser’s eigenvalue test shows that eigenvalues greater than 1 indicate the factors in an instrument (Kalaycı, 2006). For the ELTEINSET, nine factors were firstly extracted according to Kaiser’s eigenvalues test. The remaining factors did not meet the Kaiser’s eigenvalue greater than 1 criterion. However, after eliminating the items after checking their cross-loadings, the test resulted in 6 factors for the ELTEINSET.

*Scree Test:* To back up eigenvalues test, Scree Test (Cattell & Vogelmann, 1977) which graphically shows eigenvalues in a descending order was used. In this scree plot, there is a vertical line descending down and the line starts to go horizontal with a sharp break. After



identifying the point at which the last significant break takes place, only the number of the factors above are retained. In the Figure 4, Scree plot graph of the ELTEINSET is given.

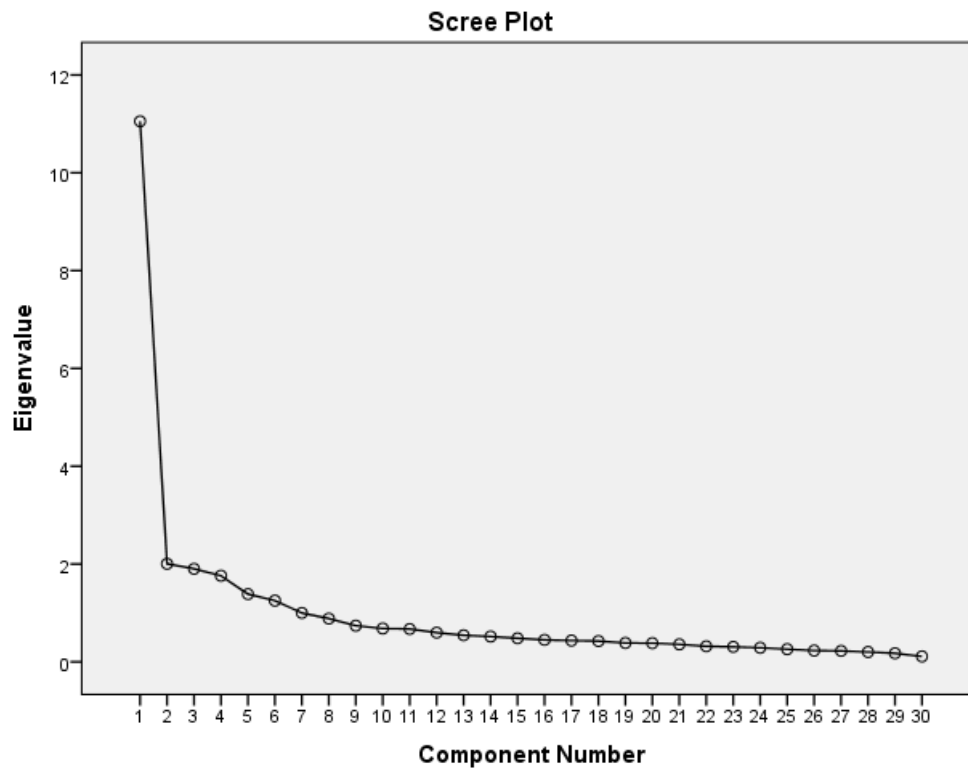


Figure 4. Scree plot graph of the factor numbers in the ELTEINSET

According the Figure 4, it can be claimed that the ELTEINSET comprises six factors as the factors in the questionnaire follows a horizontal line after the 6<sup>th</sup> factor. Therefore, in line with the Kaiser's eigenvalue test, scree plot indicated a 6-factor structure for the data.

*Total Variance Explained:* These 6 factors could explain the 64.5% of the total variance which is above the commonly accepted threshold of 60% (Hair, Black, Babin, Anderson & Tatham, 2006). Table 15 indicates the eigenvalues and the total variance explained.

Table 15

*Number of Factors and Total Variance Explained in ELTEINSET*

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.053	36.843	36.843	4.313	14.376	14.376
2	2.004	6.681	43.524	4.140	13.801	28.176
3	1.901	6.338	49.862	3.658	12.193	40.370
4	1.760	5.865	55.727	2.640	8.799	49.169
5	1.384	4.614	60.341	2.434	8.114	57.283
6	1.252	4.172	64.513	2.169	7.230	64.513

It is clear in the Table 15 that there are six factors which have eigenvalues greater than 1 criterion. The eigenvalues of the six factors are respectively 11, 2, 1.9, 1.7, 1.3 and 1.2. The first factor accounts for 14.3% of the total variance. The second factor explains 13.8% of the total variance. Third, fourth, fifth and sixth factors respectively account for 12.1%, 8.7%, 8.1% and 7.2% of the total variance. These 6 factors in total explain the 64.5% of the total variance.

*Rotation (through varimax):* To ensure the interdependency, clarity in interpretation and significance among the factors, they are assessed through rotation methods. By rotation, the loadings of the items on a factor increase while their loadings decrease on other factors. In this way, a factor can find items that are highly correlated with the factor, and it can be more easily interpreted. There are two types of rotation: oblique and orthogonal rotation. Orthogonal rotation is mostly preferred in the social sciences as it is easier to interpret. Varimax and quartimax are the techniques used in the orthogonal rotation, and they try to approximate the loading of an item to 1.0 on a factor while approximating the loading to 0.0 on other factors. Based on the orthogonal rotation, the varimax showed 6 factors of the current questionnaire.

*Cross-loadings:* As the last step of item elimination, it is important for an item to have a high loading under just one factor. That is to say, when an item has the highest loading for a factor, the closest high factor needs to be at least .10 lower than the highest loading. In other words, the differences between the high loadings must be at least .10 (Büyüköztürk, 2018). In the first rotation, 8<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 25<sup>th</sup>, 33<sup>rd</sup> and 38<sup>th</sup> items were removed from the questionnaire as they had cross-loadings with the difference higher than .10 (see Appendix 4). In the second run, 21<sup>st</sup>, 24<sup>th</sup> and 34<sup>th</sup> items were deleted (see Appendix 5). In the third rotation, 13<sup>th</sup> item was removed (see Appendix 6). However, when all these items were eliminated, factor loading of the 18<sup>th</sup> item got lower (.290) and it was also deleted from the questionnaire (see Appendix 7). At the last EFA, 3<sup>rd</sup> item was also removed from the ELTEINSET due to cross-loading (see Appendix 8). Eliminating these items based on the EFA, the ELTEINSET have 6 factors and 30 items. Table 16 shows the factor loads of each item on each factor.

Table 16

*Factor Loads of the Items on Each Factor in ELTEINSET*

	Component					
	1	2	3	4	5	6
s14	<b>.749</b>	.114	.220	.075	.078	.275
s12	<b>.747</b>	.277	.218	.192	.032	.131
s11	<b>.721</b>	.284	.235	.199	.153	.049
s19	<b>.707</b>	.202	.074	-.038	.108	.147
s9	<b>.680</b>	.266	.335	.122	.132	.035
s10	<b>.618</b>	.138	.280	.281	.042	.003
s20	<b>.610</b>	.419	.107	.220	.169	.046
s27	.328	<b>.742</b>	.148	.069	.236	.026
s26	.201	<b>.731</b>	.185	.071	.239	.115
s30	.231	<b>.698</b>	.169	.174	.211	.177
s29	.274	<b>.664</b>	.232	.155	.200	.068
s32	.289	<b>.654</b>	.078	.238	.141	.092
s28	.136	<b>.634</b>	.200	.037	.163	.217
s5	.175	.101	<b>.829</b>	.020	.239	.116
s6	.233	.126	<b>.798</b>	.064	.275	.126
s7	.180	.188	<b>.704</b>	.103	.226	.213
s4	.306	.184	<b>.694</b>	.078	.161	.154
s2	.272	.336	<b>.560</b>	.248	-.196	-.036
s1	.217	.359	<b>.521</b>	.184	-.194	.121
s41	.188	-.072	.033	<b>.764</b>	.136	.155
s42	.099	.270	.140	<b>.754</b>	.062	.137
s40	.288	.112	-.013	<b>.691</b>	.143	.184
s43	.019	.233	.193	<b>.668</b>	-.035	.028
s39	.179	.088	-.018	.042	<b>.693</b>	.150
s36	-.013	.168	.233	.034	<b>.677</b>	.053
s35	.118	.274	.161	.087	<b>.635</b>	.078
s37	.135	.321	.140	.134	<b>.632</b>	.006
s45	.120	.114	.151	.178	.112	<b>.786</b>
s44	.166	.037	.199	.169	.055	<b>.768</b>
s46	.111	.331	.086	.096	.119	<b>.715</b>

It can be understood from the Table 16 that each factor had the highest load on one factor after excluding 15 items mentioned above. The difference between the highest loads and the closest high load is more than 4 in most of the items (the criterion is 1 and above). The table also indicates that there are 7 items in the first factor, 6 items in the second factor, 6 items in the third factor, 4 items in the fourth and fifth factors and 3 items in the sixth factor. These factors emerging as a result of the factor analysis are in line with those of the researchers.

#### ***3.4.3.5. Interpretation and Naming the Factors in ELTEINSET***

As the final stage of the EFA, the researcher had to interpret the EFA findings and assign names to the factors. This stage can be described “as a ‘black art’ as there are no hard or fast rules in naming each dimension” (Hooper, 2012, p. 19). However, the studies and experts of

statistics points out that one of the ways of interpreting and naming the factors is to carry out a detailed literature review prior to the data collection. Based on the elaboration on the studies on INSETs, the researchers had previously designed some factor that would be revealed in the factor analysis later. The researcher made use of these factor names while naming the factors of the EFA. Moreover, she consulted two experts on the field. Based on their feedbacks, the factor names were assigned. Table 17 demonstrates the names of the factors, number of items in each factor and Cronbach Alpha values.

Table 17

*Factor Structure of ELTEINSET and Cronbach Alpha Values of the Factors*

Factors	Number of Items	Cronbach Alpha Values
INSET content	7	.90
Trainers of INSETs	6	.89
Planning INSETs	6	.87
Assessment and evaluation	4	.78
Follow-up	3	.77
Organization	4	.73

According to the Table 17, the factors of the ELTEINSET are: content, trainers, planning, assessment and evaluation, follow-up and organization. The first factor, content, has 7 items and accounts for 14.3% of the total variance. Trainers factor has 6 items and explains 13.8% of the total variance. Planning, assessment and evaluation, follow-up and organization factors have respectively 6, 4, 3, and 4 items. Planning factor accounts for 12.1% of the total variance. Assessment and evaluation, follow-up and organization factors respectively explain 8.7%, 7.2% and 8.1% of the total variance. The factors cumulatively account for 64.5% of the total variance. According to Henson and Robinson (2006), total variance explained by a measurement tool needs to be 52% or above. Cronbach Alpha values, which will be addressed in details under the next sub-heading, vary between .73 and .90. Büyüköztürk (2018) states that a test can be alleged to be reliable when the Cronbach Alpha value of the test equals to or .70 or above. Then, each factor can be claimed to have reliability in terms of the replies of the participants.

To sum up the findings of the factor analysis, ELTEINSET is a questionnaire with 6 factors and 30 items. Prior to the factor analysis, there were 46 items. However, following the analyses concerning exploratory factor analysis, the researcher had to exclude 16 items from the questionnaire.

### 3.4.3.6. Reliability of ELTEINSET

Reliability can be defined as the consistency among the replies of the participants to the items in the questionnaires (Büyüköztürk, 2018). It is about to what extent a test can measure what it is intended to measure. Through the statistical programs, reliability coefficients are measured. For instance, when the reliability coefficients of a test is computed as .70, it means that the differences among the text scores of the test takers are 70% real differences and they include errors by 30%.

To determine the internal consistency of the ELTEINSET, Cronbach Alpha value was computed. The Table below shows the regarding findings.

Table 18

*Cronbach Alpha Coefficient of ELTEINSET*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.937	.938	30

It is seen in the table that Cronbach Alpha internal consistency coefficient was .93, which is quite above the commonly accepted threshold of .70 (Büyüköztürk, 2018). Also, Kalaycı (2006) states that a measurement test which has Cronbach Alpha coefficient among .80 and 1.00 has a high degree of reliability.

Split half model can also be used for reliability. This model divides the items in the questionnaire into two and calculates the correlation between the halves. It also gives the separate Alpha values for two parts. Table 19 demonstrates the split-half coefficient values of the ELTEINSET.

Table 19

*Split-Half Model for Reliability in ELTEINSET*

Cronbach's Alpha	Part 1	Value	.924
		N of Items	15 <sup>a</sup>
	Part 2	Value	.861
		N of Items	15 <sup>b</sup>
	Total N of Items		30
Correlation Between Forms			.725
Spearman-Brown Coefficient	Equal Length		.840
	Unequal Length		.840
Guttman Split-Half Coefficient			.833

a. The items are: s1. s2. s4. s5. s6. s7. s9. s10. s11. s12. s14. s19. s20. s26. s27.

b. The items are: s28. s29. s30. s32. s35. s36. s37. s39. s40. s41. s42. s43. s44. s45. s46.

As ELTEINSET has 30 items, this analysis divides the items into two each having 15 items. For the first part of the questionnaire, the Alpha coefficient is .92 while it is .86 for the

second part. Correlation between the parts of the ELTEINSET is .72. Total split-half coefficient was computed as .83. In the light of all these values, reliability of ELTEINSET is confirmed through this model.

In addition to Cronbach Alpha and Split-Half models, Guttman test was used to see the reliability coefficients of the ELTEINSET. Guttman's lambda test shows the variance based on true replies. For instance, .80 means that 80% of variance is based on the true replies in the questionnaire and 20% is based on errors. Guttman's lambda test gives six reliability coefficients from 1 to 6. Table 20 shows these coefficients.

Table 20

*Guttman's Lambda Test for Reliability in ELTEINSET*

Lambda	1	.906
	2	.939
	3	.937
	4	.833
	5	.922
	6	.959
N of Items		30

As indicated in the Table above, lambda values from 1 to 6 are respectively .90, .93, .93, .83, .92 and .95. As all the reliability coefficients are above .80, the ELTEINSET is a reliable instrument according to this reliability test.

Following all this statistical work on exploratory factor analysis and reliability, a figure is given below to sum up the procedures for the analyses.

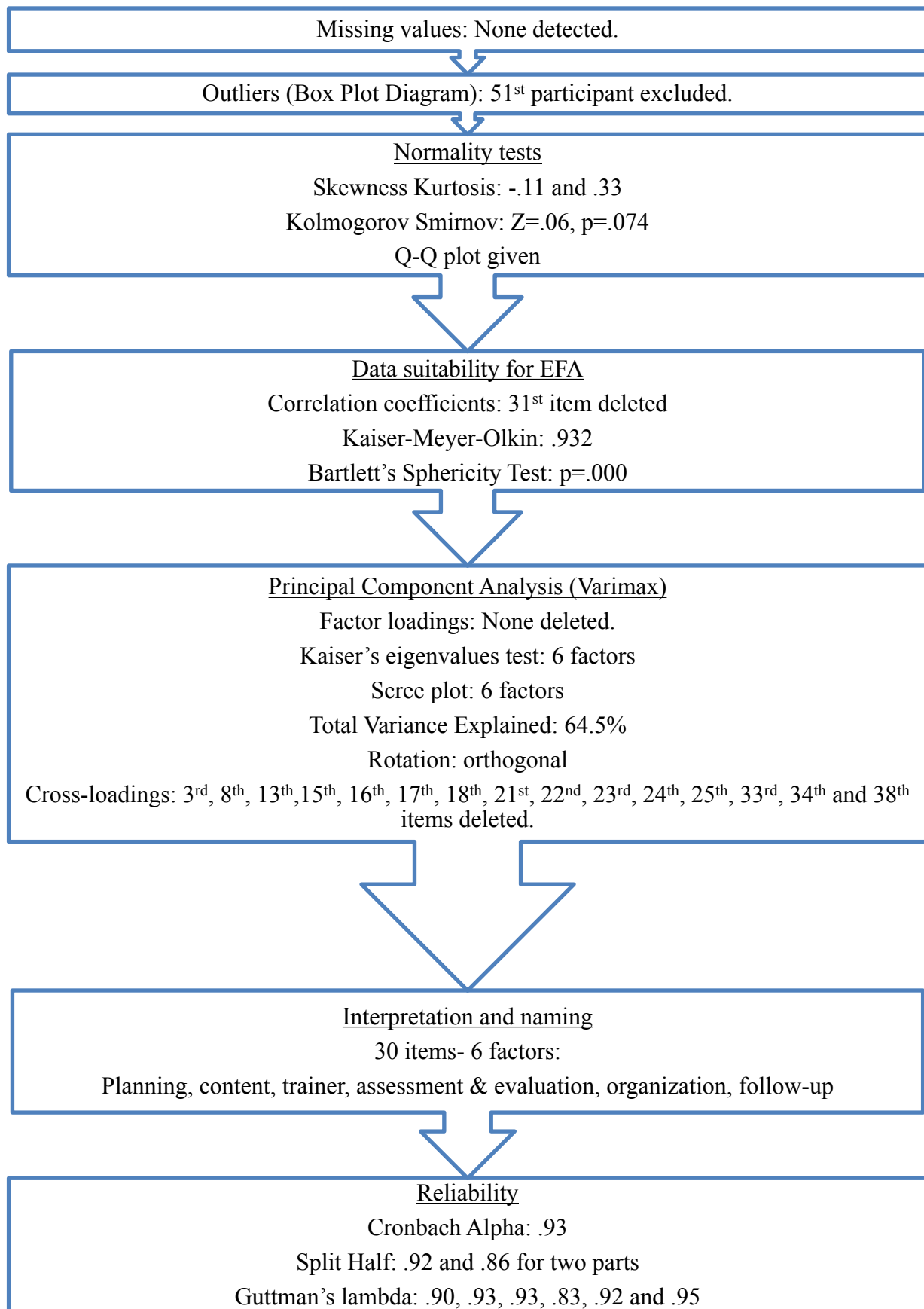


Figure 5. Procedures followed for EFA and reliability of ELTEINSET

#### 3.4.4. Exploratory Factor Analysis and Reliability of ELTPINSET

To eliminate the factors and find out the factors in the ELTPINSET, the same procedures given in the part 3.2.1. were followed. Starting with the checks of missing values and outliers, the following parts give information about the EFA process.

##### 3.4.4.1. Missing Values and Outliers

As the first stage, the data set was checked to find out whether there are any missing values or not. The Table 21 below shows the number of missing values.

Table 21

*Missing Values in ELTPINSET*

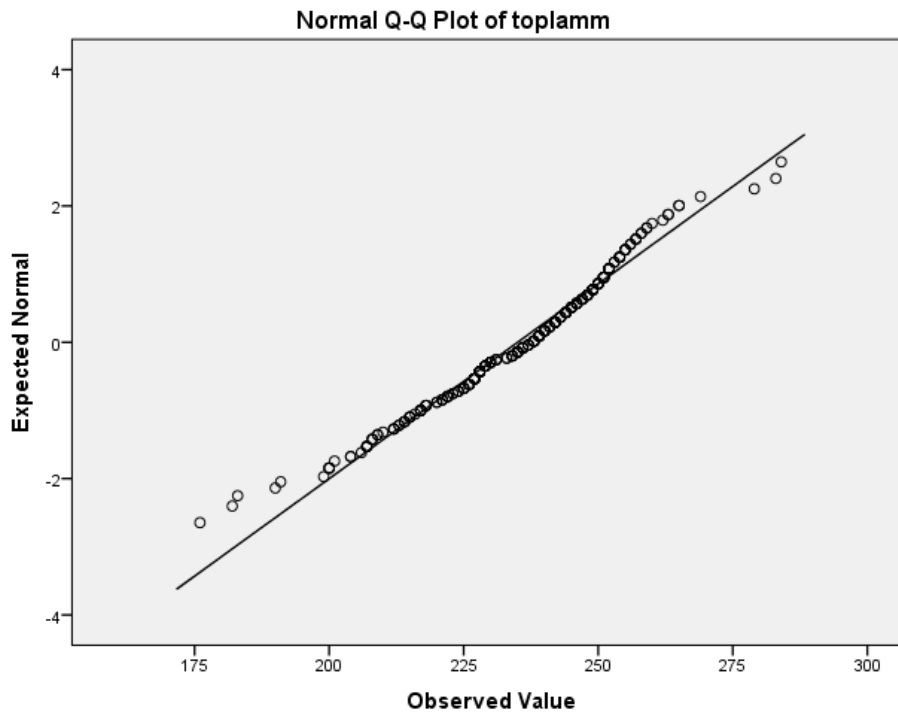
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
total	246	100,0%	0	0,0%	246	100,0%

As can be seen the table above, there are no missing values in the replies of the respondents. Then, it was checked to see whether there are any extreme values which are also called as outliers. Box Plot Diagram was used to find out the outliers in the data set. Based on the Box Plot Diagram, 51<sup>st</sup> respondent was removed from the questionnaire as his/her answers indicated extreme values in comparison to those of other respondents.

##### 3.4.4.2. Normality Tests

In order to check the normal distribution of the data set, normality tests are employed. For the normal distribution of a data set, most of the replies are gathered around a midpoint. Skewness and kurtosis values, one of the findings of the descriptive statistics in the SPSS, have to be between -1.5 and +1.5 for the normal distribution (Büyüköztürk, 2018). For the current questionnaire, these values were -.44 and .58, which is the indicator of normal distribution. Figure 6 below also shows the distribution of the responses on a Q-Q plot diagram.





*Figure 6.* Q-Q plot diagram of the ELTPINSET

In a Q-Q plot, the responses of the participants cluster around a 45-degree line. As it is clear from the figure above, there are few deviations from that line. Then, it can be alleged that the data set of the pilot study for the ELTPINSET shows normal distribution.

#### ***3.4.4.3. Data Suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)***

Exploratory Factor Analysis (EFA) is employed when a researcher wants to discover the latent factors influencing the variables and to reveal which variables are grouped under a factor (Yong & Pearce, 2013). The basic hypothesis of EFA is that there is a number of common latent factors in a data set, and the purpose of the EFA is to discover these factors describing the correlations (McDonald, 1985). The first step of EFA is to check whether the data gathered from the participants is suitable for the factor analysis. Correlation matrix, Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to test the suitability of the respondent data for the factor analysis. In the correlation matrix, the correlation must be .30 or greater as the values below that number indicate a really weak relationship between the variables (Tabachnick & Fidell, 2013). It is also suggested that "a heterogeneous sample is used rather than a homogeneous sample as

homogeneous samples lower the variance and factor loadings” (Yong & Pierce, 2013, p. 81). Table 22 indicates the correlation coefficients of the items in the ELTPINSET.

Table 22

*Correlation Coefficients of the Items in the ELTPINSET*

Items	Correlation Coefficients	Items	Correlation Coefficients
m1	.474	m29	.561
m2	.435	m30	.484
m3	.548	m31	.501
m4	.519	m32	.548
m5	.469	m33	.627
m6	.519	m34	.545
m7	.499	m35	<b>.125</b>
m8	.518	m36	.612
m9	.535	m37	.585
m10	.308	m38	.611
m11	.587	m39	.495
m12	.538	m40	<b>.095</b>
m13	.586	m41	<b>.200</b>
m14	.550	m42	<b>.278</b>
m15	.633	m43	<b>.076</b>
m16	.610	m44	<b>.278</b>
m17	.596	m45	<b>.109</b>
m18	<b>.282</b>	m46	<b>.121</b>
m19	<b>.287</b>	m47	<b>.044</b>
m20	<b>.240</b>	m48	<b>.130</b>
m21	<b>.115</b>	m49	<b>.098</b>
m22	<b>.041</b>	m50	<b>.189</b>
m23	<b>.130</b>	m51	.413
m24	.513	m52	.350
m25	.582	m53	.385
m26	.503	m54	.338
m27	.605	m55	.312
m28	.538	m56	.434

As it is clear in the Table above, correlations coefficients of the 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 35<sup>th</sup>, 40<sup>th</sup>, 41<sup>st</sup>, 42<sup>nd</sup>, 43<sup>rd</sup>, 44<sup>th</sup>, 45<sup>th</sup>, 46<sup>th</sup>, 47<sup>th</sup>, 48<sup>th</sup>, 49<sup>th</sup> and 50<sup>th</sup> items were lower than 0.30, and therefore, they were removed from the questionnaire. These items were regarded as insufficient in terms of the power of discernment for measuring the intended issue. After deleting these 18 items from the ELTPINSET, correlation coefficients of the items were computed once more. The Table 23 below indicates the second computation of correlation coefficients.

Table 23

*Second Computation of Correlation Coefficients of the Items in the ELTPINSET*

Items	Correlation Coefficients	Items	Correlation Coefficients
m1	.614	m27	.696
m2	.549	m28	.646
m3	.694	m29	.671
m4	.666	m30	.572
m5	.593	m31	.629
m6	.622	m32	.611
m7	.624	m33	.722
m8	.686	m34	.610
m9	.698	m36	.713
m10	<b>.215</b>	m37	.641
m11	.759	m38	.683
m12	.719	m39	.623
m13	.730	m51	.451
m14	.668	m52	.328
m15	.770	m53	.329
m16	.725	m54	<b>.224</b>
m17	.769	m55	<b>.211</b>
m24	.639	m56	.383
m25	.687	m57	.499
m26	.646		

According to the table, correlation coefficients of the 10<sup>th</sup>, 54<sup>th</sup> and 55<sup>th</sup> items are below the criterion of .30. Therefore, these items were also removed from the ELTPINSET. To see the correlation coefficients of the remaining items, the same computation was conducted once more.

Table 24

*Third Computation of Correlation Coefficients of the Items in the ELTPINSET*

Item	Correlation Coefficients	Item	Correlation Coefficients
m1	.641	m26	.683
m2	.569	m27	.718
m3	.721	m28	.657
m4	.696	m29	.688
m5	.623	m30	.582
m6	.651	m31	.652
m7	.648	m32	.623
m8	.715	m33	.737
m9	.724	m34	.620
m11	.779	m36	.729
m12	.740	m37	.644
m13	.748	m38	.695
m14	.671	m39	.642
m15	.793	m51	.441
m16	.732	m52	.319
m17	.792	m53	.364
m24	.661	m56	.305
m25	.704	m57	.469

According to the Table 24, all the remaining items have the correlation coefficients higher than .30. For the current analyses performed, the ELTPINSET have 36 items.

KMO Measure of Sampling Adequacy needs to be 0.60 or beyond (Büyüköztürk, 2018). The following table shows the KMO and Bartlett Test results.

Table 25

*Kaiser and Bartlett's Tests for ELTPINSET*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	8749.478
	df	630
	Sig.	.000

For the data of the ELTPINSET, KMO value was .930. Bartlett's Test of Sphericity should be significant ( $p < .05$ ) for the data suitability. In ELTPINSET, this value is  $p = .000$  which indicates the validity and suitability of the data collected for the pilot study.

#### **3.4.4.4. Principal Components Analysis for ELTPINSET**

As the tests revealed that the data set is suitable for the EFA, it is time to reduce the number of variables and reveal the latent factors. As one of the factorization techniques, Principal Components Analysis (PCA) was used. In PCA, the first factor accounting for the maximum variance among the variables is computed (Kalaycı, 2006). Second factor is computed to account for the remaining maximum variance, and this continues so.

*Factor Loadings:* SPSS gives a communalities table in PCA. This table shows the variance value explained by each item. For an item to be grouped under a factor, it needs to be highly loaded on one factor. That is, its variance value needs to be above a threshold. The high loaded items under a factor mean that these items can measure a concept together. Factor loadings of the items need to be higher than 0.45 to be grouped under a factor (Büyüköztürk, 2018). Seçer (2015) states that the lowest factor loading needs to be .10, and items below this value are not compatible with the overall scale. Table 26 illustrates the factor load of each item in the ELTPINSET.

Table 26

*Factor Loads on the Items in the ELTPINSET*

Items	Factor Loads	Items	Factor Loads
m1	.780	m26	.670
m2	.828	m27	.688
m3	.815	m28	.649
m4	.785	m29	.668
m5	.892	m30	.560
m6	.906	m31	.723
m7	.867	m32	.708
m8	.814	m33	.783
m9	.741	m34	.670
m11	.822	m36	.768
m12	.778	m37	.689
m13	.753	m38	.788
m14	.718	m39	.620
m15	.816	m51	.565
m16	.732	m52	.475
m17	.820	m53	.696
m24	.621	m56	.520
m25	.664	m57	<b>.444</b>

As it is clear in the table, factor loadings of the items in the ELTPINSET vary between .444 and .906. Tabachnick and Fidel (2013) indicate that the factor load values which are 0.40 and above can be considered as ‘very good’. Therefore, none of the items were eliminated from the questionnaire.

*Kaiser’s Eigenvalues Test:* Following the item elimination, Kaiser’s eigenvalue test was primarily administered to reveal the number of the factors. Kaiser’s eigenvalue test shows that eigenvalues greater than 1 indicate the factors in an instrument (Kalaycı, 2006). For the ELTEINSET, Kaiser’s test firstly gave 5 factors. The remaining factors did not meet the Kaiser’s eigenvalue greater than 1 criterion. However, after eliminating the items that have cross-loadings, the test resulted in 4 factors for the ELTEPNSET.

*Scree Test:* To back up eigenvalues test, Scree Test (Cattell & Vogelman, 1977) which graphically shows eigenvalues in a descending order was used. In this scree plot, there is a vertical line descending down and the line starts to go horizontal with a sharp break. The important thing about this line is that the interval between two points in the line indicates a factor in the scale. After the sharp break, the distance between the factors gets nearly the same. In the Figure 7, Scree plot graph of the ELTPINSET is given.

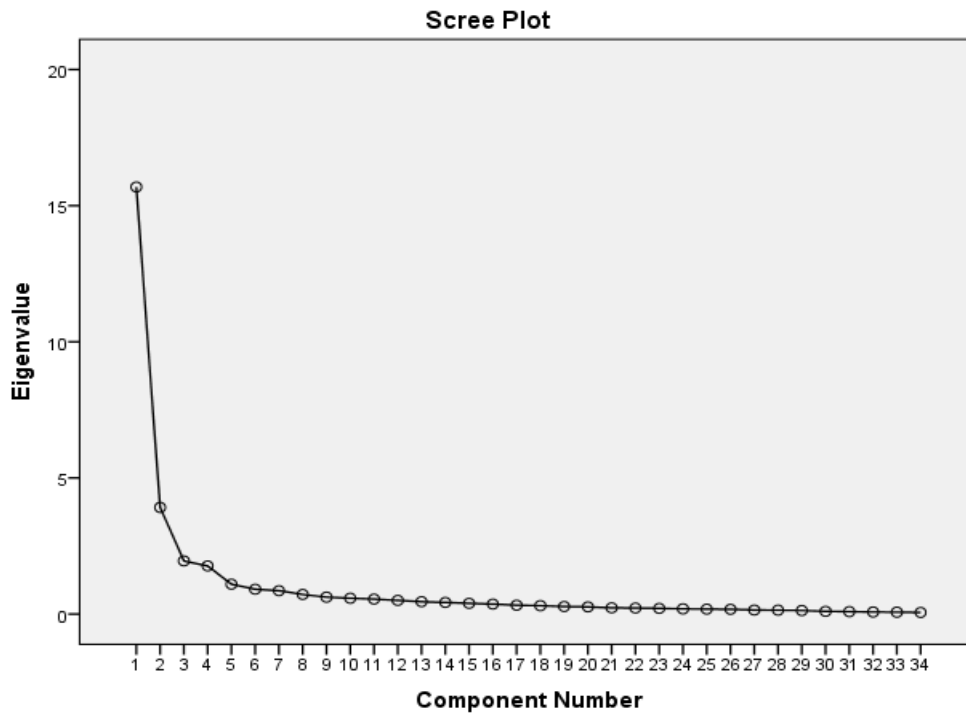


Figure 7. Scree plot graph of the number of factors in the ELTPINSET

According the Figure 7, it can be claimed that the ELTPINSET comprises four factors as the factors in the questionnaire follows a horizontal line after the 4<sup>th</sup> factor. Therefore, in line with the Kaiser's eigenvalue test, scree plot indicated a 4-factor structure for the data.

*Total Variance Explained:* These 4 factors could explain the 69.8% of the total variance which is above the commonly accepted threshold of 60% (Hair, Black, Babin, Anderson & Tatham, 2006). Table 27 indicates the eigenvalues and the total variance explained.

Table 27

*Number of Factors and Total Variance Explained in ELTPINSET*

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.591	47.246	47.246	8.649	26.208	26.208
2	3.882	11.763	59.009	6.552	19.854	46.062
3	1.862	5.644	64.653	5.468	16.569	62.631
4	1.717	5.204	69.858	2.385	7.227	69.858

It is clear in the Table 27 that there are four factors which have eigenvalues greater than 1 criterion. The eigenvalues of the four factors are respectively 15.5, 3.8, 1.8, and 1.7. The first factor accounts for 26.2% of the total variance. The second factor explains 19.8% of the total variance. Third factor accounts for 16.5%, and fourth factor explains 7.2% of the total variance. These 4 factors in total explain the 70% of the total variance.

*Rotation (through varimax):* The aim of rotation is to come up with factors that are meaningful and easily interpretable. By rotation, the loadings of the items on a factor increase while their loadings decrease on other factors. In this way, a factor can find items that are highly correlated with itself, and the factor can be more easily interpreted. There are two types of rotation: oblique and orthogonal rotation. Orthogonal rotation is mostly preferred in the social sciences as it is easier to interpret. Varimax and quartimax are the techniques used in the orthogonal rotation, and they try to approximate the loading of an item to 1.0 on a factor while approximating the loading to 0.0 on other factors. Based on the orthogonal rotation, the varimax showed 4 factors of the current questionnaire.

*Cross-loadings:* As the last step of item elimination, it is important for an item to have a high loading under just one factor. That is to say, when an item has the highest loading for a factor, the closest high factor needs to be at least .10 lower than the highest loading. In other words, the differences between the high loadings must be at least .10 (Büyüköztürk, 2018). In the first rotation, 8<sup>th</sup> and 25<sup>th</sup> items were deleted as they had cross-loadings with the difference higher than .10 (see Appendix 9). Eliminating these items based on the EFA, the ELTEINSET have 4 factors and 34 items. Table 28 shows the factor loads of each item on each factor.

Table 28

*Factor Loads of the Items on Each Factor in ELTPINSET*

	Component			
	1	2	3	4
m38	<b>.823</b>	.136	.169	.253
m31	<b>.815</b>	.182	.151	.060
m33	<b>.802</b>	.173	.261	.204
m36	<b>.801</b>	.200	.225	.194
m34	<b>.773</b>	.236	.050	.108
m37	<b>.751</b>	.115	.154	.283
m28	<b>.742</b>	.273	.114	.114
m32	<b>.739</b>	.006	.293	.216
m29	<b>.727</b>	.327	.123	.122
m30	<b>.700</b>	.233	.070	.091
m27	<b>.700</b>	.405	.159	.061
m39	<b>.700</b>	.269	.127	.131
m26	<b>.691</b>	.396	.107	.059
m11	.260	<b>.788</b>	.351	.123
m14	.230	<b>.779</b>	.208	.101
m12	.260	<b>.778</b>	.347	.040
m17	.312	<b>.778</b>	.337	.099
m15	.313	<b>.777</b>	.327	.118
m13	.280	<b>.754</b>	.312	.104
m16	.308	<b>.733</b>	.218	.202
m9	.198	<b>.653</b>	.503	.049
m24	.454	<b>.584</b>	.110	.100
m5	.157	.163	<b>.884</b>	.109
m6	.200	.193	<b>.862</b>	.092
m7	.158	.236	<b>.853</b>	.090
m4	.186	.370	<b>.792</b>	.035
m3	.246	.405	<b>.719</b>	.029
m1	.164	.433	<b>.611</b>	.076
m2	.132	.380	<b>.587</b>	.044
m53	.101	.006	-.025	<b>.820</b>
m51	.144	.221	.107	<b>.693</b>
m56	.131	.054	.051	<b>.681</b>
m52	.196	.043	.082	<b>.577</b>
m57	.344	.161	.093	<b>.532</b>

It can be understood from the Table 28 that each factor had the highest load on one factor after excluding 2 items mentioned above. The difference between the highest loads and the closest high load is more than 4 in most of the items (the criterion is 1 and above). The table also indicates that there are 13 items in the first factor, 9 items in the second factor, 7 items in the third factor, and 5 items in the fourth factor. These factors emerging as a result of the factor analysis are in line with those of the researchers.



#### ***3.4.4.5. Interpretation and Naming the Factors in ELTPINSET***

As the final stage of the EFA, the researcher had to interpret the EFA findings and assign names to the factors. To be able to do so, a detailed literature review is required. Based on the elaboration on the studies on INSETs, the researchers had previously designed some factors that would be revealed in the factor analysis later. The researcher made use of these factor names while naming the factors of the EFA. Moreover, she consulted two experts on the field. Based on their feedbacks, the factor names were assigned. Table 29 demonstrates the names of the factors, number of items in each factor and Cronbach Alpha values.

Table 29

*Factor Structure of ELTPINSET and Cronbach Alpha Values of the Factors*

Factors	Number of Items	Cronbach Alpha Values
Execution of INSETs	13	.95
INSET content	9	.95
Planning INSETs	7	.93
Evaluation and follow-up	5	.74

According to the Table 29, the factors of the ELTPINSET are: execution, content, planning and evaluation and follow-up. The first factor, execution, has 13 items and accounts for 26.2% of the total variance. Content factor has 9 items and explains 19.8% of the total variance. Planning factor has 7 items and accounts for 16.5% of the total variance. Evaluation and follow-up factor has 5 items and explain 7.2% of the total variance. The factors cumulatively account for 69.8% of the total variance. According to Henson and Robinson (2006), total variance explained by a measurement tool needs to be 52% or above. Cronbach Alpha values, which will be addressed in details under the next sub-heading, vary between .74 and .95. Büyüköztürk (2018) states that a test can be alleged to be reliable when the Cronbach Alpha value of the test equals to or .70 or above. Then, each factor can be claimed to have reliability in terms of the replies of the participants.

To sum up the findings of the factor analysis, ELTPINSET is a questionnaire with 4 factors and 34 items. Prior to the factor analysis, there were 57 items. However, following the analyses concerning the exploratory factor analysis, the researcher had to exclude 23 items from the questionnaire.

#### 3.4.4.6. Reliability of ELTPINSET

Reliability is viewed as a must for every analysis. It can be defined as the consistency among the items in a scale or test (Büyüköztürk, 2018). It is about to what extent a test can measure what it is intended to measure. It is the basis for the interpretations of the measurements and the analyses to be performed. It indicates whether the scores of a test are the result of a coincidence or they are the real scores. Through the statistical programs, reliability coefficients are measured. For instance, when the reliability coefficient of a test is computed as .70, it means that the differences among the text scores of the test takers are 70% real differences, and they include errors by 30%.

To determine the internal consistency of the ELTEINSET, Cronbach Alpha value was computed. The Table below shows the regarding findings.

Table 30

*Cronbach Alpha Coefficient of ELTPINSET*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.962	34

It is seen in the table that Cronbach Alpha internal consistency coefficient is .96, which is quite above the commonly accepted threshold of .70 (Büyüköztürk, 2018). Also, Kalaycı (2006) states that a measurement test which has Cronbach Alpha coefficient among .80 and 1.00 has a high degree of reliability.

Split half model can also be used for reliability. This model divides the items in the questionnaire into two and calculates the correlation between the halves. It also gives the separate Alpha values for two parts. Table 31 demonstrates the split-half coefficient values of the ELTPINSET.

Table 31

*Split-Half Model for Reliability in ELTPINSET*

Cronbach's Alpha	Part 1	Value	.906
		N of Items	17 <sup>a</sup>
	Part 2	Value	.957
		N of Items	17 <sup>b</sup>
	Total N of Items		34
Correlation Between Forms			.723
Spearman-Brown Coefficient	Equal Length		.839
	Unequal Length		.839
Guttman Split-Half Coefficient			.831

a. The items are: m51, m56, m57, m53, m52, m1, m2, m3, m4, m5, m6, m7, m9, m11, m12, m13, m14.

b. The items are: m15, m16, m17, m24, m26, m27, m28, m29, m30, m31, m32, m33, m34, m36, m37, m38, m39.

As ELTPINSET has 34 items, this analysis divides the items into two each having 17 items. For the first part of the questionnaire, the Alpha coefficient is .90 while it is .95 for the second part. Correlation between the parts of the ELTPINSET is .72. Total split-half coefficient was computed as .83. In the light of all these values, reliability of ELTEINSET is confirmed through this model.

In addition to Cronbach Alpha and Split-Half models, Guttman test was used to see the reliability coefficients of the ELTPINSET. Guttman's lambda test shows the variance based on true replies. For instance, .80 means that 80% of variance is based on the true replies in the questionnaire and 20% is based on errors. Guttman's lambda test gives six reliability coefficients from 1 to 6. Table 32 shows these coefficients.

Table 32

*Guttman's Lambda Test for Reliability in ELTPINSET*

Lambda	1	.925
	2	.956
	3	.953
	4	.831
	5	.939
	6	.923
N of Items		34

As indicated in the Table above, lambda values from 1 to 6 are respectively .92, .95, .95, .83, .93 and .92. As all the reliability coefficients are above .80, the ELTPINSET is a reliable instrument according to this reliability test.

Following all this statistical work on exploratory factor analysis and reliability, a figure is given below to sum up the procedures for the analyses.

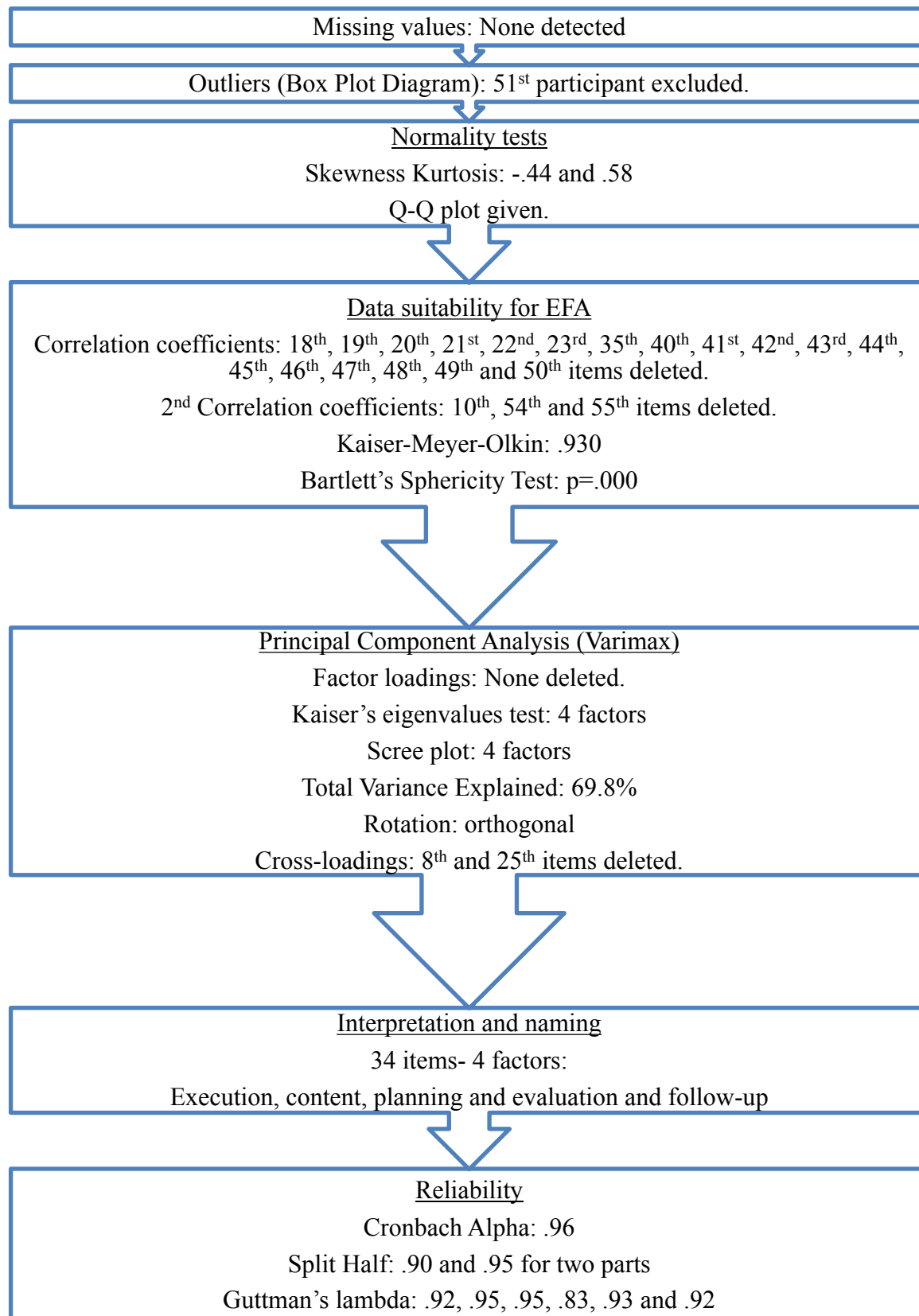


Figure 8. Procedures followed for EFA and reliability of ELTPINSET

### 3.4.5. Exploratory Factor Analysis and Reliability of INSETNELT

To eliminate the factors and find out the factors in the INSETNELT, the same procedures given in the previous were followed. Starting with the checks of missing values and outliers, the following parts give information about the EFA process.

#### 3.4.5.1. Missing Values and Outliers

As the first stage, the data set was checked to find out whether there are any missing values or not. The Table 33 below shows the number of missing values.

Table 33

*Missing Values in INSETNELT*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
total	246	100,0%	0	0,0%	246	100,0%

As can be seen the table above, there are no missing values in the replies of the respondents. Then, it was checked to see whether there are any extreme values which are also called as outliers. Box Plot Diagram was used to find out the outliers in the data set. Based on the Box Plot Diagram, 51<sup>st</sup> respondent was removed from the questionnaire as his/her answers indicated extreme values in comparison to those of other respondents.

#### 3.4.5.2. Normality Tests

Normality tests are used to see whether the data set is distributed normally or not. In order for a data set to be accepted as having normal distribution, most of the replies are required to cluster around a midpoint. For this reason, a normal distribution is also called a ‘bell curve’. Skewness and kurtosis tests on SPSS are used to test normality. Results of the tests have to be between -1.5 and +1.5 for the normal distribution (Büyüköztürk, 2018). For the current questionnaire, these values were -.89 and .15, which is the indicator of normal distribution.

### 3.4.5.3. Data Suitability (Correlation matrix, Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)

Exploratory Factor Analysis (EFA) is used to determine the factors around which the items in a scale are grouped and to reveal the relationships between these items (Seçer, 2015). Through EFA, it is expected that the items in a measurement tool need to gather around some factors or sub-dimensions. In this way, the number of variables in a test gets smaller and thus, it gets possible to compare the retrieved structure and the theoretical basis. The first step of EFA is to check whether the data gathered from the participants is suitable for the factor analysis. Correlation matrix, Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to test the suitability of the respondent data for the factor analysis. In the correlation matrix, the correlation must be .30 or greater as the values below that number indicate a really weak relationship between the variables (Tabachnick & Fidell, 2013). Table 34 indicates the correlation coefficients of the items in the INSETNELT.

Table 34

*Correlation Coefficients of the Items in the INSETNELT*

Items	Correlation coefficients	Items	Correlation coefficients
n1	.624	n29	.787
n2	.605	n30	.766
n3	.624	n31	.804
n4	.652	n32	.774
n5	.585	n33	.676
n6	.680	n34	.784
n7	.648	n35	.805
n8	.668	n36	.784
n9	.747	n37	.812
n10	.724	n38	.747
n11	.718	n39	.779
n12	.711	n40	.738
n13	.683	n41	.467
n14	.650	n42	.573
n15	.727	n43	.675
n16	.766	n44	.706
n17	.774	n45	.713
n18	.670	n46	.697
n19	.701	n47	.634
n20	.781	n48	.689
n21	.763	n49	.721
n22	.771	n50	.525
n23	.736	n51	.691
n24	.774	n52	.639
n25	.804	n53	.713
n26	.795	n54	.687
n27	.787	n55	.634
n28	.794	n56	.618

According to the Table 34, correlation coefficients of the items in the INSETNELT vary between .467 and .812. None of the items have correlation coefficients lower than .30. Therefore, it can be claimed that there is strong relationship among the items in the questionnaire.

As another test for data suitability, KMO Measure of Sampling Adequacy test was conducted. Sampling adequacy reached through that test needs to be 0.60 or beyond (Büyüköztürk, 2018). The following table shows the KMO and Bartlett Test results.

Table 35

*KMO and Bartlett's Tests in INSETNELT*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.953
Bartlett's Test of Sphericity	Approx. Chi-Square	16843.786
	df	1540
	Sig.	.000

For the data of the INSETNELT, KMO value was .953, which is higher than commonly accepted threshold of .60. Also, Bartlett's Test of Sphericity should be significant ( $p < .05$ ) for the data suitability. In the INSETNELT, this value is  $p = .000$  which indicates the validity and suitability of the data collected for the pilot study.

#### ***3.4.5.4. Principal Components Analysis for INSETNELT***

As the tests revealed that the data set is suitable for the EFA, it is time to reduce the number of variables and reveal the latent factors. As one of the factorization techniques, Principal Components Analysis (PCA) was used. In PCA, the first factor accounting for the maximum variance among the variables is computed (Kalaycı, 2006). Second factor is computed to account for the remaining maximum variance, and this continues so.

*Factor Loadings:* SPSS gives a communalities table in PCA. This table shows the variance value explained by each item. For an item to be grouped under a factor, it needs to be highly loaded on one factor. That is, its variance value needs to be above a threshold. The high loaded items under a factor means that these items can measure a concept together. Factor loadings of the items need to be higher than 0.45 to be grouped under a factor (Büyüköztürk, 2018). Seçer (2015) states that the lowest factor loading needs to be .10, and items below this value are not compatible with the overall scale. Table 36 illustrates the factor load of each item in the INSETNELT.

Table 36

*Factor Loads of the Items in the INSETNELT*

Items	Factor Loads	Items	Factor Loads
n1	.684	n29	.772
n2	.807	n30	.792
n3	.862	n31	.779
n4	.810	n32	.734
n5	.742	n33	.534
n6	.842	n34	.808
n7	.778	n35	.765
n8	.646	n36	.726
n9	.658	n37	.715
n10	.556	n38	.685
n11	.537	n39	.686
n12	.557	n40	.599
n13	.565	n41	.421
n14	.561	n42	.461
n15	.630	n43	.598
n16	.703	n44	.647
n17	.688	n45	.688
n18	.565	n46	.691
n19	.538	n47	.604
n20	.771	n48	.686
n21	.737	n49	.683
n22	.760	n50	.456
n23	.566	n51	.566
n24	.669	n52	.605
n25	.736	n53	.684
n26	.823	n54	.638
n27	.771	n55	.614
n28	.757	n56	.617

As can be seen in the Table, factor loadings of the items in the INSETNELT vary between .421 and .862. Tabachnick and Fidel (2013) indicate that the factor load values which are 0.40 and above can be considered as ‘very good’. Therefore, none of the items were eliminated from the questionnaire.

*Kaiser’s Eigenvalues Test:* Kaiser’s eigenvalue test was primarily administered to reveal the number of the factors in the INSETNELT. Results of Kaiser’s eigenvalue test can be interpreted as eigenvalues greater than 1 indicate the factors in an instrument (Kalaycı, 2006). For the INSETNELT, eigenvalues test indicated 3 factors. The remaining factors did not meet the Kaiser’s eigenvalue greater than 1 criterion.

*Scree Test:* In addition to eigenvalues test, Scree Test (Cattell & Vogelman, 1977) can be used to graphically show the eigenvalues. In a scree plot, there is a vertical line descending down and the line starts to go horizontal with a sharp break. The important thing about this line is that the interval between two points in the line indicates a factor in the scale. After



the sharp break, the distance between the factors gets nearly the same. In the Figure 9, Scree plot graph of the INSETNELT is given.

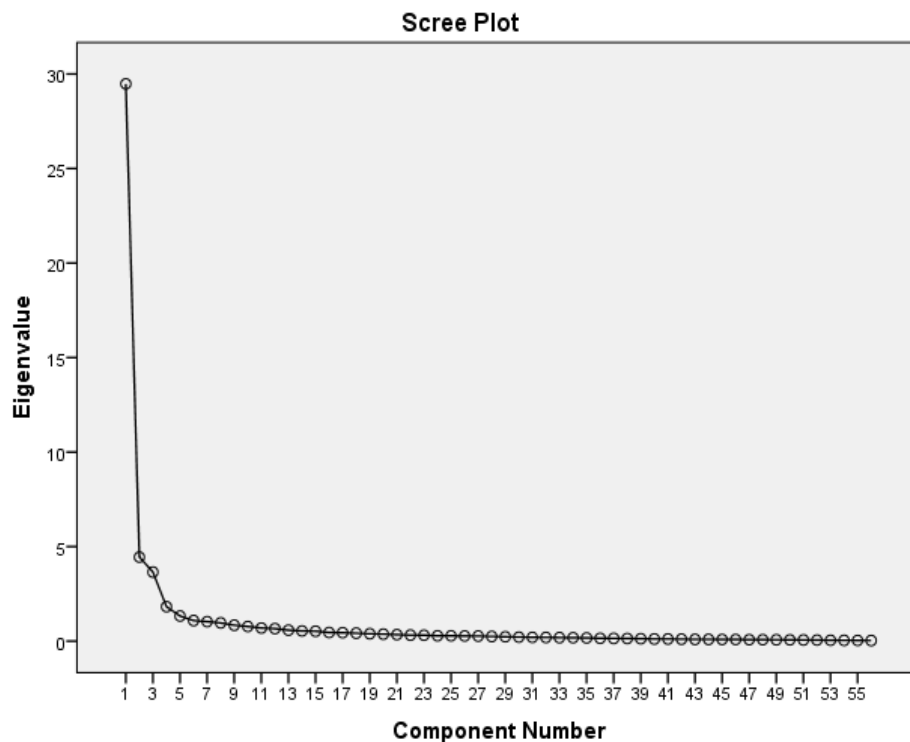


Figure 9. Scree plot graph of the number of factors in the INSETNELT

According the Figure 9, it can be claimed that the INSETNELT has three factors as the points on the line follows a horizontal line after the 3<sup>rd</sup> factor. Therefore, in line with the Kaiser's eigenvalue test, scree plot indicated a 3-factor structure for the data set.

*Total Variance Explained:* These 3 factors could explain the 67% of the total variance which is above the commonly accepted threshold of 60% (Hair, Black, Babin, Anderson & Tatham, 2006). Table 37 indicates the eigenvalues and the total variance explained.

Table 37

*Number of Factors and Total Variance Explained in INSETNELT*

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	29.478	52.640	52.640	18.928	33.799	33.799
2	4.444	7.935	60.575	11.325	20.223	54.022
3	3.650	6.518	67.093	7.319	13.070	67.093

It is clear in the Table 37 that there are three factors which have eigenvalues greater than 1 criterion. The eigenvalues of the three factors are respectively 29.4, 4.4 and 3.6. The first factor accounts for 33.7% of the total variance. The second factor explains 20.2% of the total

variance. Third factor accounts for 13% of the total variance. These 3 factors in total explains the 67% of the total variance.

*Rotation (through varimax):* The aim of rotation is to come up with factors that are meaningful and easily interpretable. By rotation, while the loadings of the items on a factor increase, the loadings on other factors decrease. In this way, a factor can find items that are highly correlated with itself, and the factor can be more meaningful and easily interpreted. There are two types of rotation: oblique and orthogonal rotation. Orthogonal rotation is mostly preferred in the social sciences as it is easier to interpret. Varimax and quartimax are the techniques used in the orthogonal rotation, and they try to approximate the loading of an item to 1.0 on a factor while approximating the loading to 0.0 on other factors. Based on the orthogonal rotation, the varimax showed 3 factors for the INSETNELT.

*Cross-loadings:* In the rotation step, cross-loadings of the items are required to be checked. The items in the measurement tool should not have cross loadings. That is, when an item has the highest loading for a factor, the closest high factor needs to be at least .10 lower than the highest loading. In other words, the differences between the high loadings must be at least .10 (Büyüköztürk, 2018). In the rotation of the items for cross-loadings, it was found out that none of the items in the INSETNELT had cross-loadings. Table 38 gives the factor loads of the items on each factor.

Table 38

*Factor Loads of the Items on Each Factor of INSETNELT*

Items	Component		
	1	2	3
n30	<b>.841</b>	.144	.251
n34	<b>.840</b>	.155	.281
n26	<b>.836</b>	.155	.316
n22	<b>.825</b>	.206	.193
n20	<b>.822</b>	.198	.237
n21	<b>.808</b>	.208	.200
n31	<b>.795</b>	.219	.314
n29	<b>.795</b>	.183	.326
n35	<b>.789</b>	.357	.119
n32	<b>.783</b>	.208	.278
n27	<b>.772</b>	.172	.380
n16	<b>.769</b>	.305	.132
n38	<b>.766</b>	.218	.225
n36	<b>.763</b>	.366	.104
n28	<b>.759</b>	.204	.372
n17	<b>.733</b>	.255	.292
n9	<b>.732</b>	.237	.257
n37	<b>.727</b>	.362	.236

n39	<b>.713</b>	.404	.123
n25	<b>.713</b>	.470	.086
n24	<b>.713</b>	.370	.154
n18	<b>.703</b>	.248	.097
n15	<b>.672</b>	.422	.035
n40	<b>.658</b>	.306	.271
n14	<b>.641</b>	.384	-.045
n13	<b>.640</b>	.393	.026
n12	<b>.637</b>	.361	.145
n19	<b>.634</b>	.313	.196
n10	<b>.605</b>	.394	.187
n11	<b>.584</b>	.387	.217
n33	<b>.581</b>	.204	.393
n23	<b>.554</b>	.366	.354
n48	.283	<b>.762</b>	.157
n46	.283	<b>.762</b>	.175
n45	.318	<b>.746</b>	.174
n53	.337	<b>.743</b>	.136
n56	.183	<b>.742</b>	.181
n55	.272	<b>.730</b>	.084
n49	.356	<b>.730</b>	.153
n52	.221	<b>.721</b>	.191
n47	.202	<b>.717</b>	.220
n54	.328	<b>.716</b>	.134
n44	.327	<b>.709</b>	.196
n43	.293	<b>.686</b>	.204
n50	.146	<b>.639</b>	.163
n51	.372	<b>.619</b>	.208
n42	.222	<b>.618</b>	.171
n41	.057	<b>.610</b>	.213
n3	.203	.257	<b>.869</b>
n2	.217	.225	<b>.842</b>
n6	.289	.274	<b>.827</b>
n4	.297	.225	<b>.820</b>
n5	.167	.284	<b>.796</b>
n7	.263	.276	<b>.795</b>
n1	.361	.162	<b>.726</b>
n8	.437	.199	<b>.644</b>

According to the Table, each factor has the highest load on one factor. The difference between the highest load and the closest high load is more than 3 in most of the items (the criterion is 1 and above). The table also indicates that there are 32 items in the first factor, 16 items in the second factor, and 8 items in the third factor. These factors emerging as a result of the factor analysis are in line with those of the researchers.

#### ***3.4.5.5. Interpretation and Naming the Factors in INSETNELT***

After finding out the factors and related items, it is time to interpret these factors and give names to them. It is indicated in the books and studies regarding scale development process

that detailed literature review is required for this work. Based on the elaboration on the studies on INSETs, the researchers had previously designed three factors for the needs that would be possibly revealed in the factor analysis later. The researcher made use of these factor names while giving names to the factors. Moreover, she consulted two experts on the field. Based on their feedbacks, the factor names were assigned. Table 39 shows the names of the factors, number of items in each factor and their Cronbach Alpha values.

Table 39

*Factor Structure of INSETNELT and Cronbach Alpha Values of the Factors*

Factors	Number of Items	Cronbach Alpha Values
Teaching methodology	32	.98
Institutional/Contextual issues	16	.95
English language proficiency	8	.95

As can be seen in the table, the factors of the INSETNELT are: teaching methodology, institutional/contextual issues and English language proficiency. The first factor, teaching methodology, has 32 items and accounts for 33.7% of the total variance. Institutional/contextual issues factor has 16 items and explains 20.2% of the total variance. The factor of English language proficiency has 8 items and accounts for 13% of the total variance. The factors cumulatively account for 67% of the total variance. This high percentage of total variance explained indicates how good the questionnaire measures the related issue or structure. Cronbach Alpha values, which will be addressed in details under the next sub-heading, vary between .95 and .98. Büyüköztürk (2018) states that a test can be alleged to be reliable when the Cronbach Alpha value of the test equals to or .70 or above. Then, each factor can be claimed to have reliability in terms of the replies of the participants. To sum up the findings of the factor analysis, INSETNELT is a questionnaire with 3 factors and 56 items. An interesting result of the EFA for the INSETNELT is that none of the items were eliminated from the questionnaire as they had values above the accepted thresholds.

#### ***3.4.5.6. Reliability of INSETNELT***

Reliability is about to what extent a scale can measure what it aims to measure (Büyüköztürk, 2018). It indicates whether the scores of a test are the result of a coincidence or they are the real scores. Through the statistical programs, reliability coefficients can be measured. For instance, when the reliability coefficient of a test is computed as .70, it means that the

differences among the text scores of the test takers are 70% real differences, and they include errors by 30%.

To determine the internal consistency of the INSETNELT, Cronbach Alpha value was calculated. The table below shows the Cronbach Alpha value of the whole questionnaire.

Table 40

*Cronbach Alpha Coefficient of INSETNELT*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.982	.983	56

It is seen in the table that Cronbach Alpha internal consistency coefficient is .98, which is quite above the commonly accepted threshold of .70 (Büyüköztürk, 2018). Also, Kalaycı (2006) states that a measurement test which has Cronbach Alpha coefficient among .80 and 1.00 has a high degree of reliability. The Cronbach Alpha coefficient of the current questionnaire is nearly 1.00.

Split half model can also be used as a reliability test. This model divides the items in the questionnaire into two and calculates the correlation between the halves. It also gives the separate Alpha values for two parts. Table 41 demonstrates the split-half coefficient values of the INSETNELT.

Table 41

*Split-Half Model for Reliability in INSETNELT*

Cronbach's Alpha	Part 1	Value	.970
		N of Items	28 <sup>a</sup>
	Part 2	Value	.966
		N of Items	28 <sup>b</sup>
	Total N of Items		56
Correlation Between Forms			.856
Spearman-Brown Coefficient	Equal Length		.923
	Unequal Length		.923
Guttman Split-Half Coefficient			.922

a. The items are: n1. n2. n3. n4. n5. n6. n7. n8. n9. n10. n11. n12. n13. n14. n15. n16. n17. n18. n19. n20. n21. n22. n23. n24. n25. n26. n27. n28.

b. The items are: n29. n30. n31. n32. n33. n34. n35. n36. n37. n38. n39. n40. n41. n42. n43. n44. n45. n46. n47. n48. n49. n50. n51. n52. n53. n54. n55. n56.

As INSETNELT has 56 items, this analysis divides the items into two each having 28 items. For the first part of the questionnaire, the Alpha coefficient is .97 while it is .96 for the second part. Correlation between the parts of the INSETNELT is .85. Total split-half

coefficient was computed as .92. In the light of all these values, reliability of INSETNELT is also confirmed through this model of reliability.

In addition to Cronbach Alpha and Split-Half models, Guttman test was used to see the reliability coefficients of the INSETNELT. Guttman's lambda test shows the variance based on true replies. For instance, .80 means that 80% of variance is based on the true replies in the questionnaire and 20% is based on errors. Guttman's lambda test gives six reliability coefficients from 1 to 6. Table 42 shows these coefficients.

Table 42

*Guttman's Lambda Test for Reliability in INSETNELT*

Lambda	1	.964
	2	.982
	3	.982
	4	.922
	5	.970
	6	.957
N of Items		56

As indicated in the table above, lambda values from 1 to 6 are respectively .96, .98, .98, .92, .97 and .95. As all the reliability coefficients are above .80, the INSETNELT is a reliable instrument according to this reliability test.

Following all this statistical work on exploratory factor analysis and reliability, a figure is given below to sum up the procedures for the analyses.

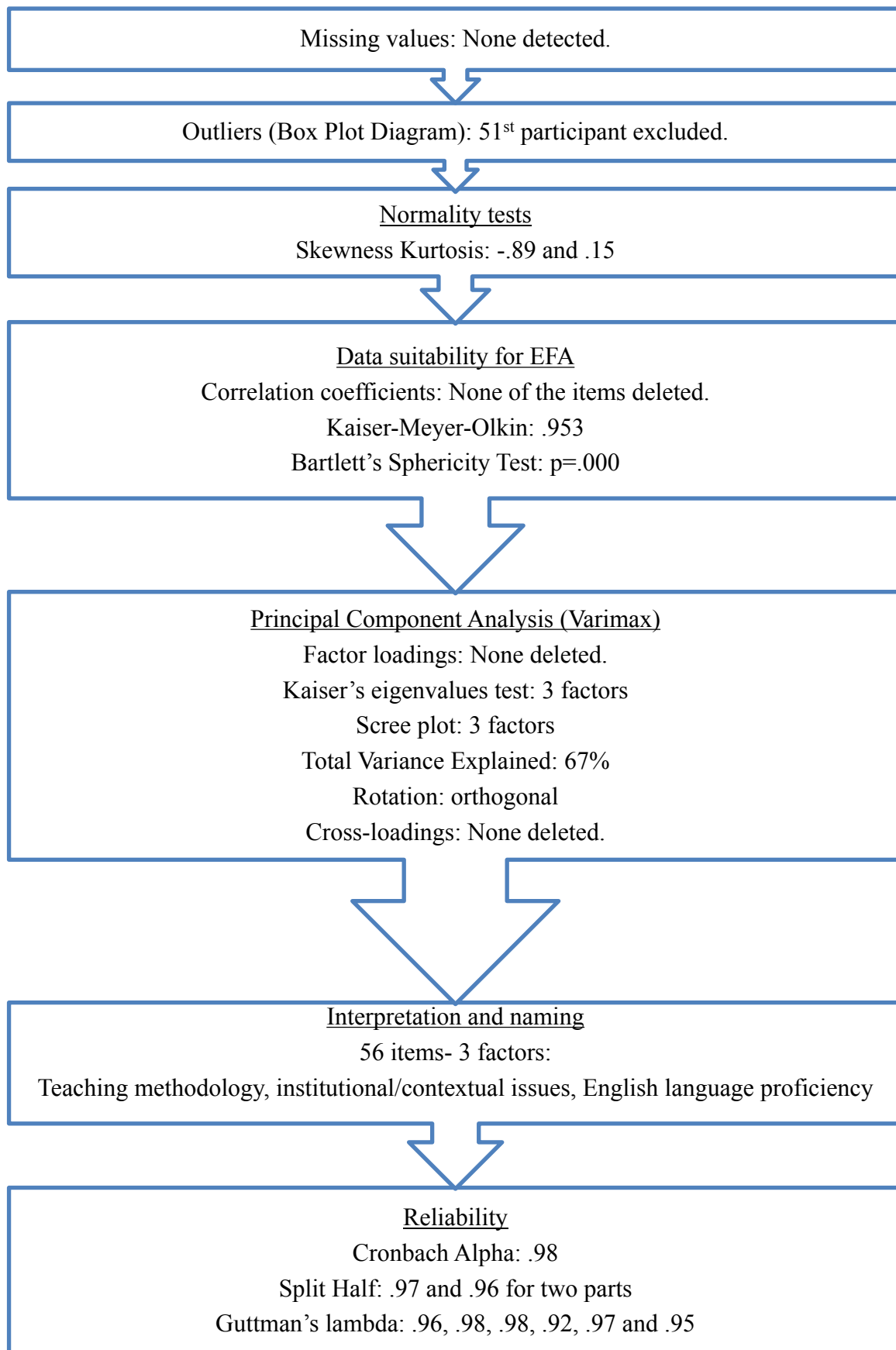


Figure 10. Procedures followed for EFA and reliability of INSETNELT

### **3.5. Data Analysis**

The aim of the current thesis is to find out how the EFL teachers working at the state schools rate the efficiency of INSETs of the MoNE, and what their preferences and needs are regarding INSETs. The data for this aim were collected through three questionnaires developed by the researcher. The questionnaires were administered online to be able to reach as many teachers as possible. Throughout the data collection procedure, 762 teachers participated in the questionnaires. As a statistical data analysis program was used for all the analyses of the study, the data had to be organized first. For all the analyses that would be carried out on the program, the data set had to be checked in terms of the missing values, normal distribution and the outliers (Büyüköztürk, 2018; Can, 2016; Çokluk, Şekercioğlu & Büyüköztürk, 2016; Kalaycı, 2016). In my data set, as the participants had to respond to all the items, there were no missing values. If an item was left empty, a participant would not be able to continue.

#### **3.5.1. Normality Tests and Outliers in the Data Set**

To see whether the data set has a normal distribution or not, all the factors of each questionnaire were processed in normality tests. According to the skewness and kurtosis values, the factors in the ELTEINSET and INSETNELT had normal distribution. However, in the second questionnaire, ELTPINSET, planning INSETs and evaluation and follow-up factors did not have a normal distribution. For this reason, outliers, which are the extreme values in a data set that can distort the results of the analyses, were checked according to each participant's skewness and kurtosis values. 21 participants who disrupted the data set and differed from the other participants in terms of their responses were excluded from the data set. Therefore, while we previously had 762 participants in our data set, we had to remove 21 of them to have more strong and logical analysis findings. Then, the normality tests were conducted again. Table 43 indicates the skewness and kurtosis values of the factors in the ELTEINSET.



Table 43

*Skewness and Kurtosis Values Indicating Normal Distribution in ELTEINSET*

		Planning INSETs	INSET Content	Organization	Trainers of INSETs	Assessment & Evaluation	Follow- Up
N	Valid Missing	741 0	741 0	741 0	741 0	741 0	741 0
Mean		137.989	184.872	114.049	175.371	11.274	64.345
Median		13	18	12	18	11	6
Mode		12	14	12	24	12	6
Skewness		0.621	0.165	-0.176	-0.239	-0.071	0.686
Kurtosis		0.415	-0.675	-0.498	-0.414	-0.561	0.294

Table 43 shows that there are 741 valid participants with no missing values. Skewness and kurtosis values between -1.96 and +1.96 indicate that there is a normal distribution in the data set (Can, 2016; Kalaycı, 2016). As it is clear from the analysis, all the factors in the ELTEINSET have a normal distribution as the skewness and kurtosis values vary between -0.071 and 0.686. The table also shows the mean, median and mode of each factor. The skewness and kurtosis values closer to 0 indicate the normality of a data set. When the skewness values are positive, it means the values are skewed to the right (planning INSETs, INSET content, follow-up). If they are negative, the values are skewed to the left (organization, trainers of INSETs, assessment and evaluation). If the kurtosis value is positive, the curve of the distribution is more perpendicular than the normal (planning INSETs, follow-up). If it is negative, there is a kurtic curve (INSET content, organization, trainers of INSETs, assessment and evaluation) (Kalaycı, 2016). Table 44 shows the same values for the second questionnaire, ELTPINSET.

Table 44

*Skewness and Kurtosis Values Indicating Normal Distribution in ELTPINSET*

		Planning INSETs	INSET Content	Execution	Evaluation & Follow-Up
N	Valid Missing	741 0	741 0	741 0	741 0
Mean		327.072	180.054	366.046	222.888
Median		35	18	37	21
Mode		35	14	39	25
Skewness		-1.998	0.192	-0.127	-1.075
Kurtosis		5.254	-0.069	0.136	1.950

As it is clear from the table, INSET content, execution, and evaluation and follow-up factors have skewness and kurtosis values among +2 and -2. That means these factors have normal distributions. However, the kurtosis value of the first factor, planning INSETs, is quite higher

than the accepted values. When the responses of the participants are examined, it is seen that nearly 70% of the participants responded as ‘totally agree’ and 25% as ‘agree’. Therefore, it would be only possible for this data set to have normal distribution when two thirds of the participants were excluded from the data set. By consulting to an expert on the field of assessment and evaluation, planning INSETs factor of the ELTEPINSET was excluded from the multivariate analyses of the current study since it may distort the results.

Table 45 shows the skewness and kurtosis values of the last questionnaire, INSETNELT.

Table 45

*Skewness and Kurtosis Values Indicating Normal Distribution in INSETNELT*

		English Language Proficiency	Teaching Methodology	Contextual/Institutional Needs
N	Valid	741	741	741
	Missing	0	0	0
Mean		32.9933	136.6626	62.9811
Median		32	136	64
Mode		32	160	80
Skewness		-1.285	-1.105	-0.845
Kurtosis		2.01	1.896	0.948

According to the table, we can say that the factors of the INSETNELT show normal distribution as the skewness and kurtosis values are between +2 and -2.

### 3.5.2. Descriptive Statistics

After checking missing values, normality and outliers of the data set, results of the questionnaires were analyzed on a statistical program through descriptive statistics for the first three research questions of the study. As these research questions try to find out the general context in Turkey in terms of INSETs, frequency distributions were used to portray the characteristics of the scores in the variables. Tables for each factor of the questionnaires were presented with measures of central tendency (mode, median and mean) and variability (standard deviations), and other statistics such as percentages and numbers of the responses.

### 3.5.3. Multivariate Analysis of Variance (MANOVA) Tests

For the last research question of the dissertation, which aims at determining whether there are significant differences between some of the demographic characteristics of the

participants and their INSET evaluation, preferences and needs, multivariate statistical analyses were conducted. One-way multivariate analysis of variance (one-way MANOVA) was used for this analysis. MANOVA is performed to test whether the groups formed by one or more factors differ significantly in terms of more than one dependent variable (Büyüköztürk, 2018; Pallant, 2010). In other words, in this kind of variance analysis, the effect of the independent variables on the dependent variables is examined. For this study, dependent variables are the factors in the questionnaires, and the independent variables are the demographic characteristics which may have significant differences according to the factors. In one-way MANOVA, there can be one independent variable and there must be more than one dependent variable. For instance, we are conducting one-way MANOVA for the analysis to see the differences between the geographical regions where teachers work and the factors of each questionnaire. As we had different numbers of factors in the questionnaires and six dependent variables, MANOVA was the most suitable for the data analysis.

Pallant (2010) states that a researcher may ask the reason of using MANOVA instead of conducting ANOVAs for each dependent variable. As MANOVA is a more complex analysis and there are some assumptions for the data set to be met, researchers may choose to conduct ANOVAs. However, Pallant (2010) claims that when you do more statistical analyses, you will have more statistical errors as each test has its own errors. For our data set, if we do not conduct MANOVA tests, we need to carry out a series of one-way ANOVA or independent samples t-test for each independent variable to see their effects on the dependent ones. Also, as we have three questionnaires, that means we need to do these tests three times. Pallant (2010) points out that “the more analyses you run the more likely you are to find a significant result, even if in reality there are no differences between your groups” (p. 283).

To be able to conduct MANOVA for a data set, it needs to conform to some assumptions. The assumptions and their confirmation for our data set are addressed below:

- Sample size: A sample of 762 participants is seen quite adequate to run the MANOVAs.
- Normality: The univariate normality of the data was checked through skewness and kurtosis values, and handled in details at the beginning of the current subsection. In addition to skewness and kurtosis values, we also checked the z values, which are the standardized values, for each participant. Z values allow to calculate the

probability of a score occurring in a normal distribution and to compare two scores from different normal distributions.

As one of the factors in the ELTPINSET do not have a normal distribution, we excluded it from the data set for MANOVA. The normality of all the other factors is ensured.

- Outliers: Outliers were checked and 21 participants were excluded from the data set.
- Linearity: For the linearity of the data set, each pair of the dependent variables needs to have a straight-line relationship. To check the linearity, Scatter Plots were used. The Scatter Plots did not show any non-linearity for the pairs of the dependent variables.
- Homogeneity of variance-covariance matrices: This test is given as part of the MANOVA test. Box's M Test of Equality of Covariance Matrices is used to see the homogeneity. Although the result of the Box's M Test did not indicate the homogeneity of the matrices for our data set, this test is seen as a very sensitive one and thus, the experts on the field consider the sample size for the homogeneity. Tabachnick and Fidell (2013) claims "if sample sizes are equal, evaluation of homogeneity of variance– covariance matrices is not necessary" (p. 318). In the same vein, Allen and Bennett (indicates) that when the sample size is over 30, the data set is robust against violations of the homogeneity of variance-covariance matrices assumption. For the critical sample size of 30, Pallant also indicates "any violations of normality or equality of variance that may exist are not going to matter too much" (p. 293).

Upon confirming to all the assumptions, MANOVA test is determined to be suitable for our data set. MANOVA test results will give us whether there are differences between the dependent and independent variables of the current dissertation. When significant differences are detected, post-hoc tests will be performed to see the sources of the differences. There are a number of post-hoc tests in the statistics such as Dunnett's C, Bonferroni, Tukey and Scheffe. Scheffe is known as the most cautious test to decrease the test errors. However, it is less likely to find significant differences among the groups.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

#### **4.0. Introduction**

The current chapter includes the related findings of each research question of the dissertation. The findings are handled through statistical tables.

#### **4.1. Evaluations of EFL Teachers regarding INSETs Organized by the MoNE**

The evaluations of EFL teachers are handled according to the factors of the ELTEINSET questionnaire. For this reason, teachers' evaluations for each factor are examined in details below.

##### **4.1.1. EFL Teachers' Evaluations of *Planning INSETs* Factor of ELTEINSET**

Planning INSETs is one of the factors in ELTEINSET questionnaire. Table 46 indicates the items in the planning INSETs factor of the questionnaire.

Table 46

*Items in the Planning INSETs Factor of the ELTEINSET*

Factor	Items
1. Planning INSETs	1. Hizmet içi eğitim faaliyetlerinin içeriği hazırlanırken öğretmen görüşleri alınır. [Teachers' opinions are taken when preparing the content of in-service trainings.]
	2. Hizmet içi eğitim faaliyetlerinin içeriği öğretmen ihtiyaçlarının analizine göre belirlenir. [The content of in-service trainings is determined according to the analysis of teacher needs.]
	3. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin eğitim verdiği kademeyi (ilkokul, ortaokul, lise vb.) dikkate alır. [The content of in-service trainings considers the educational level teachers work at (primary, secondary, high school, etc.).]
	4. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı coğrafi bölgenin koşullarını dikkate alır. [The content of in-service trainings considers the conditions of the geographical region where teachers work.]
	5. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı il, ilçe, kasaba, köy vb. lerinin koşullarını dikkate alır. [The content of in-service trainings considers the conditions of the settlements such as provinces, districts, towns or villages where teachers work.]
	6. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı okulun imkanlarını dikkate alır. [The content of in-service trainings considers the conditions of the schools where the teachers work.]

There are six items in the planning INSETs factor of the ELTEINSET. These items generally focus on the how the content of INSETs is planned and designed. The factor tries to find out the opinions of EFL teachers on whether teachers' opinions are gathered to prepare the content of INSETs, the content of INSETs is determined according to needs analysis of teachers, the content of INSETs considers the educational levels, geographical regions, settlements or the school conditions in which teachers work at. Table 47 shows the findings of the distribution of teachers' answers given to the six items in the planning INSETs factor of the ELTEINSET.

Table 47

*Distribution of the Responses Given to the Items in the First Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
1. Planning INSETs	1	206	27.8	321	43.3	104	14.0	87	11.7	23	3.1	2.19	1.06
	2	136	18.4	286	38.6	149	20.1	148	20.0	22	3.0	2.50	1.09
	3	129	17.4	280	37.8	128	17.3	186	25.1	18	2.4	2.57	1.11
	4	189	25.5	313	42.2	139	18.8	87	11.7	13	1.8	2.22	1.01
	5	192	25.9	333	44.9	114	15.4	90	12.1	12	1.6	2.18	1.00
	6	195	26.3	356	48.0	109	14.7	66	8.9	15	2.0	2.12	.96

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

According to the descriptive statistics of the planning INSETs factor of the questionnaire, it is clear that the answers of teachers are centered around the negative evaluations. In all the items, ‘disagree’ response is the most common one with the percentages respectively, 43.3%, 38.6%, 37.8%, 42.2%, 44.9% and 48.0%. That is, nearly half of the participants disagree with the statements in the first factor. However, for the second and third item, the mean score of the responses get higher. There are more ‘agree’ answers in these two items than the others. For the first item, 527 teachers out of participating 741 teachers gave the answers of ‘totally disagree’ or ‘disagree’. Then, it can be said that most of the EFL teachers working at the state schools of Turkey think that teachers’ opinions are not considered when preparing the content of INSETs. 502 teachers gave the responses of ‘totally disagree’ and ‘disagree’ responses for the fourth item. That is, teachers are generally of the opinion that the content of the INSETs does not take into account the geographical regions where teacher work. In the same vein, for the fifth and sixth items respectively, 525 and 551 EFL teachers gave the responses of ‘totally disagree’ and ‘disagree’. They think that the content and organization of INSETs do not consider the conditions of the settlements or the schools where teachers work. On the other hand, second and third items had more ‘agree’ responses than the other items in the factors. Based on these findings, most of the EFL teachers are not satisfied with the planning procedure of the INSETs as their opinions are not taken, and the conditions of the settlements and schools they work at are not considered. As the second and third items had less ‘totally disagree’ and ‘disagree’ responses, it can be claimed that teachers have more positive opinions in that the content of INSETs is determined according to the need analysis of teachers and that INSETs consider the educational levels teachers work at. However, the numbers indicate that they are also not satisfied with the issues in the second and third item even though they have more ‘agree’ responses than the other four items in the factor. In general, for the first factor in ELTEINSET which is planning INSETs, teachers generally have negative evaluations. They are not satisfied with the planning procedures of the INSETs.

#### **4.1.2. EFL Teachers’ Evaluations of *INSET Content* Factor of ELTEINSET**

INSET content is another factor in ELTEINSET questionnaire. Table 48 indicates the items in the INSET content factor of the questionnaire.

Table 48

*Items in the INSET Content Factor of the ELTEINSET*

Factor	Items
2. INSET Content	7. Hizmet içi eğitim faaliyetleri öğretmenlerin sınıfta uygulayabilecekleri etkinlikler sunar. [In-service trainings provide activities that teachers can apply in the classroom.]
	8. Hizmet içi eğitim faaliyetleri İngilizce öğretimi ile ilgili teorik bilgiler sunar. [In-service trainings provide theoretical knowledge about teaching English.]
	9. Hizmet içi eğitim faaliyetleri İngilizce öğretimi ile ilgili uygulamalı bilgiler sunar. [In-service trainings provide practical knowledge about teaching English.]
	10. Hizmet içi eğitim faaliyetleri İngilizce öğretimi ile ilgili yeni yöntem ve teknikler sunar. [In-service trainings provide new methods and techniques for teaching English.]
	11. Hizmet içi eğitim faaliyetleri İngilizce dil gelişimine katkı sağlayacak etkinlikler sunar. [In-service trainings offer activities that will contribute to my English language development.]
	12. Hizmet içi eğitim faaliyetleri İngilizce olarak yürütülür. [In-service trainings are conducted in English.]
	13. Hizmet içi eğitim faaliyetleri çeşitli materyaller ve tekniklerle sunulur. [In-service trainings are offered by various materials and techniques.]

There are seven items in the INSET content factor of the ELTEINSET. These items focus on the content and how it is presented to teachers. It tries to find out the opinions of teachers on whether the INSETs provide activities teachers can apply in the classroom, theoretical and practical knowledge regarding English language teaching, and new methods or techniques in the field. It also seeks ideas on whether INSETs offer activities that can contribute to EFL teachers' language development, are conducted in English, and they are offered through various materials and techniques. Table 49 shows the findings of the distribution of teachers' answers given to the seven items in the INSET content factor of the ELTEINSET.

Table 49

*Distribution of the Responses Given to the Items in the Second Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
2. INSET Content	7	100	13.5	230	31.0	169	22.8	223	30.1	19	2.6	2.77	1.09
	8	89	12.0	196	26.5	103	13.9	320	43.2	33	4.5	3.01	1.16
	9	118	15.9	286	38.6	129	17.4	186	25.1	22	3.0	2.60	1.11
	10	121	16.3	266	35.9	133	17.9	197	26.6	24	3.2	2.64	1.13
	11	156	21.1	285	38.5	125	16.9	153	20.6	22	3.0	2.46	1.12
	12	264	35.6	251	33.9	99	13.4	106	14.3	21	2.8	2.14	1.13
	13	107	14.4	220	29.7	127	17.1	259	35.0	28	3.8	2.83	1.16

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree



In the responses given to the items in the INSET content factor, there is a different distribution from the ones in the first factor of ELTEINSET. In the seventh item, while 230 EFL teachers do not think that INSETs provide activities that teachers can apply in the classroom, 223 EFL teachers agree with the statement. 169 teachers neither agree nor disagree with the statement. However, the number of negative responses, 'totally disagree' and 'disagree', outnumbers the positive responses. For the eighth item, 320 teachers agree with the statement. This number is more than the total of negative evaluations, which are 89 for 'disagree' and 196 for 'totally disagree'. 103 teachers do not come to any agreement for the options. Although the number of positive evaluations is more than the negative ones, it can be claimed that teachers have a dissensus on the issue. Half of the participants think that INSETs provide theoretical knowledge about English language teaching. In the ninth item, INSETs provide practical knowledge about teaching English, the responses of teachers are largely gathered around 'totally disagree' and 'disagree' responses. In total, 404 teachers have negative evaluations about the item. That is, most of the teachers think that INSETs do not provide theoretical knowledge about teaching English while 208 teachers agree with the statement. The responses are also varying in the tenth item. Although there are 197 teachers agreeing with the statement, half of the participating teachers had negative evaluations, 121 for 'totally disagree' and 266 for 'disagree'. It can be said that those teachers giving negative evaluations think that INSETs do not provide new methods and techniques for teaching English. In the eleventh item, 285 teachers, which is 38.5% of the total participants disagree that INSETs offer activities that will contribute to their English language development. 156 of the all participants totally disagree with the statement. While 125 teachers do not have positive or negative opinions regarding the statement, 153 teachers agree that the trainings offer activities to contribute to their language development. The twelfth item has a different distribution than the other items in the factor. While 106 teachers agree that the trainings are conducted in English, 515 teachers have negative evaluations on the statement. 35.6% of the participants totally disagree that the trainings are conducted in English, and 33.9% of them disagree. The thirteenth item also has a different distribution of answers. It is the only item of the factor which has the highest percentage for 'agree' response. 35.0% of teachers, 259 in number, agree that INSETs are offered through various materials and techniques. However, when all the negative evaluations are summed, 'totally disagree' and 'disagree' responses are more than the positive evaluations. While 107 teachers completely disagree with the statement, 220 of them disagree.

The distributions of the responses in the seven items of the INSET content factor are close to each other for the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> items. There are less ‘totally agree’ responses than the other four responses. For this reason, negative evaluations outnumber the positive evaluations. In the 12<sup>th</sup> item, there are much more negative responses while it is the contrary in the 13<sup>th</sup> item.

#### 4.1.3. EFL Teachers’ Evaluations of *Organization* Factor of ELTEINSET

Organization is the third factor in ELTEINSET questionnaire. Table 50 indicates the items in the organization factor of the questionnaire.

Table 50

*Items in the Organization Factor of the ELTEINSET*

Factor	Items
3. Organization	16. Hizmet içi eğitim faaliyetlerinin yürütüldüğü ortamlar (sınıf, salon vb.) bu faaliyetler için uygundur. [The halls in which the in-service trainings are carried out (class, hall etc.) are suitable for these activities.]
	17. Hizmet içi eğitim faaliyetlerinin yürütüldüğü yerleşim yeri (il, ilçe, vb.) öğretmenler için uygundur. [The location of the in-service trainings (province, district, etc.) is suitable for teachers.]
	18. Hizmet içi eğitim faaliyetlerinin yapıldığı tarihler öğretmenler için uygundur. [The dates of in-service trainings are suitable for teachers.]
	19. Hizmet içi eğitim faaliyetlerindeki öğretmen sayısı faaliyetlerin etkili yürütülmesi için uygundur. [The number of teachers in in-service trainings is appropriate for the effective conduct of activities.]

There are four items in the organization factor of the ELTEINSET. These items in the factor deal with the time, place, settlements and the population of the INSETs. For this reason, it tries to gather teachers’ opinions on whether the halls in which INSETs are carried out, dates and the location of INSETs are suitable for the teachers. It also tries to understand teachers’ ideas on the appropriacy of the number of teachers participating in the INSETs. Table 51 shows the findings of the distribution of teachers’ answers given to the four items in the organization factor of the ELTEINSET.

Table 51

*Distribution of the Responses Given to the Items in the Third Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
3. Organization	16	119	16.1	216	29.1	156	21.1	224	30.2	26	3.5	2.76	1.14
	17	91	12.3	179	24.2	150	20.2	285	38.5	36	4.9	3.00	1.14
	18	118	15.9	215	29.0	194	26.2	188	25.4	26	3.5	2.71	1.11
	19	91	12.3	179	24.2	185	25.0	259	35.0	27	3.6	2.93	1.10

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

The first item of the organization factor, 16<sup>th</sup> item of the ELTEINSET, investigates EFL teachers' opinions whether the halls in which the INSETs are carried out (class, hall etc.) are suitable for these activities. While 29.1% of teachers disagree with the statement, 30.2% of teachers agree with it. 156 teachers neither agree nor disagree. While 'agree' and 'disagree' responses are nearly the same, total number of negative evaluations outnumbers positive evaluations. 119 teachers completely disagree with the statement. Almost half of the participants disagree or totally disagree that the halls in which INSETs are carried out are suitable for the trainings. For the 17<sup>th</sup> item, which examines whether the location of the in-service trainings (province, district, etc.) is suitable for teachers, 38.5% of teachers, 285 in number, agree with the statement. They think that the location of the trainings is appropriate for them. However, 179 teachers disagree and 91 teachers totally disagree with the statement. Positive evaluations outnumber the negative evaluations in the current item. In the 18<sup>th</sup> item, teachers' opinions are asked whether the dates of INSETs are suitable for them. What is notable in these frequencies is that one quarter of the participants, 194 teachers, are not sure about the suitability of the dates. The number of 'agree' responses is nearly the same as those of 'neutral' ones. However, 215 teachers disagree and 118 teachers totally disagree that these dates are suitable for them. For this item, the negative evaluations also outnumber positive evaluations. The highest percentage in the 19<sup>th</sup> item belongs to 'agree' response. It is 35.0% with 259 teacher responses. That is to say, teachers agree that the number of teachers in INSETs is appropriate for the effective conduct of activities. However, the number of 'neither agree nor disagree' and 'disagree' responses cannot be underestimated for the findings. While 179 teachers disagree with the statement, 185 teachers are not sure about their opinions. Yet, 'totally disagree' and 'disagree' responses outnumber the positive ones. For the current factor, organization, there are more negative evaluations regarding the statements in the 16<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> items. It can be said that teachers are not satisfied with the INSET halls, dates and the number of teachers in the trainings. As for 17<sup>th</sup> item, teachers are satisfied with the locations of the trainings as there are more positive evaluations.

#### **4.1.4. EFL Teachers' Evaluations of *Trainers of INSETs* Factor of ELTEINSET**

Trainers of INSETs is the fourth factor in ELTEINSET questionnaire. Table 52 indicates the items in the trainers of INSETs factor of the questionnaire.

Table 52

*Items in the Trainers of INSETs Factor of the ELTEINSET*

Factor	Items
4. Trainers of INSETs	20. Hizmet içi eğitim faaliyetlerini veren eğitimciler sınıf yönetimi becerileri yüksek kişilerdir. [Trainers who provide in-service trainings have high class management skills.]
	21. Hizmet içi eğitim faaliyetlerini veren eğitimciler uygun öğretim yöntemlerini kullanır. [Trainers who provide in-service trainings use appropriate teaching methods.]
	22. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğretmenlerin var olan bilgi düzeyini dikkate alır. [Trainers who provide in-service trainings consider teachers' background knowledge.]
	23. Hizmet içi eğitim faaliyetlerini veren eğitimciler eğitimlere aktif katılımı teşvik eder. [Trainers who provide in-service trainings encourage active participation in the trainings.]
	24. Hizmet içi eğitim faaliyetlerini veren eğitimciler ders saatlerini verimli kullanır. [Trainers who provide in-service trainings use training hours efficiently.]
	25. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğretmenlerle karşılıklı etkileşim içinde etkinliklerini sunar. [Trainers who give in-service trainings present their activities in interaction with teachers.]

There are six items in the trainers of INSETs factor of the ELTEINSET. These items in the factor generally focus on the teaching methodology of the trainers. The items try to gather teachers' opinions on whether the trainers giving the INSETs have high class management skills, use appropriate teaching methods, encourage active participation in the trainings, consider teachers' background knowledge, use training hours efficiently and present their activities in interaction with teachers. Table 53 shows the findings of the distribution of teachers' answers given to the five items in the trainers of INSETs factor of the ELTEINSET.

Table 53

*Distribution of the Responses Given to the Items in the Fourth Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
4. Trainers of INSETs	20	75	10.1	196	26.5	238	32.1	213	28.7	19	2.6	2.87	1.02
	21	64	8.6	204	27.5	238	32.1	218	29.4	17	2.3	2.90	1.00
	22	70	9.4	230	31.0	194	26.2	228	30.8	19	2.6	2.86	1.03
	23	79	10.7	187	25.2	206	27.8	240	32.4	29	3.9	2.93	1.07
	24	76	10.3	196	26.5	213	28.7	232	31.3	24	3.2	2.90	1.05
	25	69	9.3	154	20.8	210	28.3	273	36.8	35	4.7	3.06	1.06

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

According to Table 53, it is clear that the opinions of EFL teachers on trainers of INSETs are gathered around 'disagree', 'neither agree nor disagree' and 'agree'. The number of

responses given to these options is generally close to each other. It can be understood from the mean scores of the items as they change between 2.87 and 3.06. For the first item of the factor, which seek opinions regarding whether trainers providing in-service trainings have high class management skills, 32.1% of teachers chose the option of ‘neither agree nor disagree’. This number is followed with 28.7% ‘agree’ and 26.5% ‘disagree’. For the 21<sup>st</sup> item, the frequencies are nearly the same as the 20<sup>th</sup> item. The highest percentage belongs the ‘neither agree nor disagree’ with 32.1%. That is, teachers cannot say anything about whether trainers who provide in-service trainings use appropriate teaching methods. Yet, nearly the same number of teachers ‘agrees’ or ‘disagrees’ with the situation. For the 22<sup>nd</sup> item, this time the highest percentages belong to ‘disagree’ with 31.0% and ‘agree’ with 30.8%. 26.2% of the participating teachers say that they neither agree nor disagree with the statement. Therefore, it can be said that teachers’ ideas vary on the issue that trainers providing in-service trainings consider teachers’ background knowledge although ‘disagree’ has the highest percentage with a slight difference than the other options. In the 23<sup>rd</sup> item, the answers vary again. The highest number of teachers is in the ‘agree’ option with 32.4%. That is to say, teachers agree that trainers who provide in-service trainings encourage active participation in the trainings. However, 27.8% of the total number ‘neither agree nor disagree’, and 25.2% disagree with the situation. For the 24<sup>th</sup> item, the responses are again gathered around ‘disagree’, ‘neither agree nor disagree’ and ‘agree’, and ‘agree’ has the highest percentage. 31.3% of teachers agree that trainers providing INSETs use training hours efficiently. Yet, 28.7% of teachers neither agree nor disagree, and 26.5% of them disagree with the situation. For the last item of the trainers of INSETs factor, ‘agree’ has the highest percentage with 36.8. That is, teachers agree that trainers who give in-service trainings present their activities in interaction with teachers. This item also has the highest mean score among the other items in the factor. This is because the number of ‘agree’ responses is higher than the other ‘agree’ responses in the items. This response is followed with 28.3% ‘neither agree nor disagree’ and 20.8% ‘agree’.

#### **4.1.5. EFL Teachers’ Evaluations of *Assessment and Evaluation* Factor of ELTEINSET**

Assessment and evaluation is the fifth factor in ELTEINSET questionnaire. Table 54 shows the items in the assessment and evaluation factor of the questionnaire.

Table 54

*Items in the Assessment and Evaluation Factor of the ELTEINSET*

Factor	Items
5. Assessment and Evaluation	14. Hizmet içi eğitim faaliyetleri sonunda öğretmenlere sunulan içerikle ilgili bir sınav yapılmaktadır. [At the end of the in-service trainings, a test is given to teachers about the content offered.]
	26. Hizmet içi eğitim faaliyetlerinde sunulan içerikleri öğretmenlerin değerlendirmesi istenir. [Teachers are asked to evaluate the content presented in the in-service trainings.]
	27. Hizmet içi eğitim faaliyetlerinde sunulan içerikleri öğretmenlerinin değerlendirmesi çevrimiçi (online) bir anketle yapılır. [Teachers' evaluation of the content of the in-service trainings is done via an online survey.]
	28. Hizmet içi eğitim faaliyetlerinde sunulan içerikleri öğretmenlerin öğrenme durumu değerlendirilir. [It is evaluated whether teachers learn the content offered to them in in-service trainings.]

There are four items in the assessment and evaluation factor of the ELTEINSET. These items focus on teachers' evaluations of the content of INSETs and how teachers are evaluated at the end of the INSETs. Therefore, the factor has two sides: teachers' evaluations of INSETs and evaluating teachers. It is tried to gather teachers' opinions on whether they are asked to evaluate the content presented in the INSETs and online surveys are used for that or not. Also, the factor attempts to find out teachers' ideas on whether teachers are given a test at the end of the trainings or they are evaluated in terms of what they learn. Table 55 shows the findings of the distribution of teachers' responses given to the four items in the assessment and evaluation factor of the ELTEINSET.

Table 55

*Distribution of the Responses Given to the Items in the Fifth Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
5. Assessment and Evaluation	14	108	14.6	214	28.9	125	16.9	246	33.2	48	6.5	2.88	1.20
	26	89	12.0	223	30.1	137	18.5	256	34.5	36	4.9	2.90	1.14
	27	116	15.7	255	34.4	140	18.9	191	25.8	39	5.3	2.70	1.16
	28	83	11.2	251	33.9	165	22.3	226	30.5	16	2.2	2.78	1.06

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

The distribution of the responses given to the items in this factor indicates that the highest percentages belong to 'disagree' and 'agree' responses. The mean scores of the items vary between 2.70 and 2.90. For the first item of the factor, which is the 14<sup>th</sup> item in the ELTEINSET, the highest percentage is 33.2 and it is the 'agree' response. That is, teachers agree that at the end of the in-service trainings, a test is given to teachers about the content offered. However, respectively 14.6% and 28.9% of teachers totally disagree and agree with

the statement. This leads to the predominance of the negative evaluations on the positive ones. It can be said that teachers 43.5% of teachers do not think that teachers are given a test to be evaluated at the end of the INSETs. 16.9% of teachers have neither agree nor disagree, which is a considerable amount. The situation is nearly the same for the 26<sup>th</sup> item. 34.5% of teachers agree that they are asked to evaluate the content presented in the in-service trainings. While this is the highest percentage, 30.1% of teachers disagree and 12% totally disagree with the situation. Therefore, it can be claimed that there are more negative evaluations than the positive ones. Yet, 18.5% of teachers cannot disagree or agree with the situation. They may have no ideas on the issue.

In the 27<sup>th</sup> item, the ranking changes as the ‘disagree’ response has the highest percentage, 34.4%. 255 teachers disagree that teachers’ evaluation of the content of in-service trainings is done via an online survey. 15.7% totally disagree with the statement. In total, negative evaluations get the biggest share. On the other hand, 25.8% teachers agree with it, and 18.9% of teachers cannot agree or disagree. The last item of the factor, 28<sup>th</sup> item, tries to find out the opinions on whether teachers are evaluated regarding the content offered to them in in-service trainings. 33.9% of teachers disagree that they are evaluated at the end of the trainings. This percentage is followed with 30.5% of ‘agree’ ones. However, again in total, negative evaluations outnumber positive ones as there are also 83 teachers (11.2%) who totally disagree with the situation. As a considerable amount, 22.3% of teachers neither agree nor disagree with the statement.

#### **4.1.6. EFL Teachers’ Evaluations of *Follow-Up* Factor of ELTEINSET**

Follow-up is the fifth factor in ELTEINSET questionnaire. Table 56 shows the items in the follow-up factor of the questionnaire.

Table 56

*Items in the Follow-Up Factor of the ELTEINSET*

Factor	Items
6. Follow-up	15. Hizmet içi eğitim faaliyetleri sonunda yapılan sınavın sonuçları öğretmenlerin görevde yükselme, atama, vb. durumları için kullanılır. [The results of the exams at the end of the in-service trainings are used for issues such as teachers' promotion and appointment.]
	29. Hizmet içi eğitim faaliyetlerinde sunulan içerikleri öğretmenlerin uygulama durumu takip edilir. [Teachers are monitored to see whether they apply the content they learn in in-service trainings to their classrooms.]
	30. Hizmet içi eğitim faaliyetlerinde sunulan içerikleri sınıfta uygulama konusunda öğretmenlerin her zaman yardım alabileceği bir yetkili vardır. [There is an official who can always help teachers about applying the content presented in in-service trainings to the classroom.]

There are three items in the follow-up factor of the ELTEINSET questionnaire. These items focus on what happens after the INSETs are completed. We are asking teachers' ideas on whether they can use the results of an exam conducted at the end of the trainings for their promotion or appointments, they are monitored on the applications of the contents they learn in INSETs to their classrooms and they can find an official whenever they need help to apply these contents. Table 57 shows the findings of the distribution of teachers' responses given to the three items in the follow-up factor of the ELTEINSET.

Table 57

*Distribution of the Responses Given to the Items in the Sixth Factor of ELTEINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
6. Follow-up	15	315	42.5	283	38.2	84	11.3	50	6.7	9	1.2	1.86	.94
	29	183	24.7	306	41.3	139	18.8	99	13.4	14	1.9	2.26	1.03
	30	181	24.4	297	40.1	131	17.7	116	15.7	16	2.2	2.31	1.07

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

Looking at the mean scores of all the items in the overall questionnaire, it can be clearly said that the items in that factor has the lowest mean scores. Especially, this is the case for the 15<sup>th</sup> item. Therefore, it can be claimed that teachers have negative evaluations regarding the follow-up phase of the INSETs. For the 15<sup>th</sup> item, which states that the results of the exams at the end of the in-service trainings are used for issues such as teachers' promotion and appointment, 42.5% of teachers totally disagree. This is the highest percentage of 'totally disagree' for the whole questionnaire. In the same vein, 38.2% of teachers disagree with the statement. In total, this equals to 80.7%. The closest percentage to the negative evaluations is 11.3% with 'neither agree nor disagree'. For the 29<sup>th</sup> item of the ELTEINSET, 41.3% of



teachers disagree that they are monitored to see whether they apply the content they learn in in-service trainings to their classrooms. This is again a mighty percentage for the item. Also, 24.7% of teachers totally disagree while 18.8% neither agree nor disagree. This is a great defeat of negative evaluations on positive ones. The situation is nearly the same for the last item of the questionnaire. 40.1% of teachers disagree that there is an official who can always help teachers about applying the content presented in in-service trainings to the classroom. This percentage is followed with 24.4%, ‘totally disagree’. While we have 64.5% negative evaluations, we have only 17.9 positive evaluations. 17.7% of teachers have no ideas on the statement.

## **4.2. Preferences of EFL Teachers regarding INSETs**

The preferences of EFL teachers are handled according to the factors of the ELTPINSET questionnaire. For this reason, teachers’ preferences for each factor are examined in details below.

### **4.2.1. EFL Teachers’ Preferences of *Planning INSETs* Factor of ELTPINSET**

Planning INSETs is one of the factors in ELTPINSET questionnaire. Table 58 indicates the items in the planning INSETs factor of the questionnaire.

Table 58

*Items in the Planning INSETs Factor of the ELTPINSET*

Factor	Items
1. Planning INSETs	<p>1. Hizmet içi eğitim faaliyetlerinin içeriği hazırlanırken öğretmen görüşleri alınmalıdır. [Teachers' opinions should be taken when preparing the content of in-service trainings.]</p> <p>2. Hizmet içi eğitim faaliyetlerinin içeriği öğretmen ihtiyaçlarının analizine göre belirlenmelidir. [The content of in-service trainings should be determined according to the analysis of teacher needs.]</p> <p>3. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenleri ilgilendiren konuları kapsamalıdır. [The content of in-service trainings should cover topics that concern teachers.]</p> <p>4. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin eğitim verdiği kademeyi (ilkokul, ortaokul, lise vb.) dikkate almalıdır. [The content of in-service trainings should consider the educational levels (primary, secondary, high school, etc.) teachers work at.]</p> <p>5. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı coğrafi bölgenin koşullarını dikkate almalıdır. [The content of in-service trainings should consider the conditions of the geographical region where teachers work.]</p> <p>6. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı il, ilçe, kasaba, köy vb. lerinin koşullarını dikkate almalıdır. [The content of in-service trainings should consider the conditions of the settlements such as provinces, districts, towns or villages where teachers work.]</p> <p>7. Hizmet içi eğitim faaliyetlerinin içeriği öğretmenlerin çalıştığı okulun imkanlarını dikkate almalıdır. [The content of in-service trainings should consider the conditions of schools where teachers work.]</p>

There are seven items in the planning INSETs factor of the ELTPINSET questionnaire. These items focus on the design and planning of the content of the INSETs. We are asking teachers' ideas on whether teachers' opinions should be taken when preparing the content of in-service trainings, the content of INSETs should be determined according to the analysis of teacher needs, the content of INSETs should cover topics that concern teachers, the content of INSETs should consider the educational levels (primary, secondary, high school, etc.) teachers work at, the conditions of the geographical region where teachers work, the conditions of the settlements such as provinces, districts, towns or villages where teachers work and the conditions of schools where teachers work. Table 59 shows the findings of the distribution of teachers' responses given to the seven items in the planning INSETs factor of the ELTPINSET.

Table 59

*Distribution of the Responses Given to the Items in the First Factor of ELTPINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
1. Planning INSETS	1	3	.4	16	2.2	8	1.1	192	25.9	522	70.4	4.63	.65
	2	0	0	17	2.3	8	1.1	177	23.9	539	72.7	4.67	.61
	3	1	.1	9	1.2	9	1.2	172	23.2	550	74.2	4.70	.56
	4	0	0	13	1.8	13	1.8	164	22.1	551	74.4	4.70	.60
	5	1	.1	10	1.3	13	1.8	192	25.9	525	70.9	4.66	.60
	6	1	.1	9	1.2	13	1.8	191	25.8	527	71.1	4.66	.60
	7	0	0	8	1.1	14	1.9	185	25.0	534	72.1	4.68	.56

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

The responses given to the first item of the ELTPINSET gather around ‘totally agree’ and ‘agree’. It can be also understood from the mean scores of each item, which vary between 4.63 and 4.70. For the 1<sup>st</sup> item in the factor, which tries to find out whether teachers’ opinions should be taken when preparing the content of the INSETs, while 70.4% of teachers totally agree with the statement, 25.9% agree with it. Upon considering the total percentage of the positive evaluations regarding the item, it can be said that almost all the EFL teachers participating in the questionnaire think that their ideas should be taken while designing the content of the trainings. Actually, for this factor of the ELTPINSET, all the items have the same frequencies more or the less. In the 2<sup>nd</sup> item, it is asked teachers whether the content of the INSETs should be organized according to teachers’ need analysis results. While 72.7% of teachers totally agree with the statement, 23.9% of them agree with it. Therefore, it can be claimed that 97% of EFL teachers in the current data collection think that the content of the INSETs needs to be determined according to teachers’ needs. A salient result of the frequencies of the responses given to that item is that none of the participating teacher gave the answer of ‘totally disagree’. In the 3<sup>rd</sup> item, teachers are asked whether the content of the INSETs should cover the topics that concerns teachers. As expected from the teachers, 97.4% of teachers did positive evaluations regarding the item. Nearly all the participating teachers are of the opinion that INSETs should include topics that might arouse their attention. In the 4<sup>th</sup> item, the situation is nearly the same. That is, 96.5% of teachers think that the content of the INSETs considers the educational levels teachers work at. For this item, again, there is nobody giving ‘totally disagree’ response. The 5<sup>th</sup> item tries to discover teachers’ ideas on whether the content of INSETs should be determined according to geographical regions where teachers work. While 71% of teachers totally agree with the item, 26% of them agree with it. This is again a huge number for positive evaluations. For the 6<sup>th</sup> item, 71.1% of teachers gave the ‘totally agree’ response while 25.8% of teachers

chose ‘agree’. This means nearly all the participating teachers think that INSETs should consider the conditions of the settlements where teachers work. As in the other items of the factor, it is the same for the last item. 97.1% of the teachers did positive evaluations on the item which seeks opinions whether the INSETs take into account the conditions of the schools where teachers work.

As it is clear from the responses of the participating teachers, there is an overwhelming superiority of the positive evaluations. Out of 741 teachers, there are not more than 27 teachers giving negative or neutral responses for each item. This is an expected and presumptive result for this factor of the ELTPINSET as these items describe the ideal planning and design of the INSETs. However, the problem regarding the responses of the teachers is that the statistical program used for the data analysis of the current dissertation cannot indicate normality for the distribution of the responses as the responses are gathered around only one response. Therefore, planning INSETs factor of the ELTPINSET is excluded from the multivariate analyses of the study.

#### **4.2.2. EFL Teachers’ Preferences of *INSET Content* Factor of ELTPINSET**

INSET content is one of the factors in ELTPINSET questionnaire. Table 60 indicates the items in the INSET content factor of the questionnaire.

Table 60

*Items in the INSET Content Factor of the ELTPINSET*

Factor	Items
2. INSET Content	8. Hizmet içi eğitim faaliyetlerinin içeriği anlaşılır olmalıdır. [The content of in-service trainings should be clear.]
	9. Hizmet içi eğitim faaliyetleri öğretmenlerin sınıfta uygulayabilecekleri etkinlikler sunmalıdır. [In-service trainings should provide activities that teachers can implement in the classroom.]
	10. Hizmet içi eğitim faaliyetleri İngilizce öğretimi ile ilgili uygulamalı bilgiler sunmalıdır. [In-service trainings should provide practical information on teaching English.]
	11. Hizmet içi eğitim faaliyetleri İngilizce öğretimi ile ilgili yeni yöntem ve teknikler sunar. [In-service trainings should provide new methods and techniques for teaching English.]
	12. Hizmet içi eğitim faaliyetleri İngilizce dil gelişimime katkı sağlayacak etkinlikler sunmalıdır. [In-service trainings should provide activities that will contribute to my English language development.]
	13. Hizmet içi eğitim faaliyetleri mesleki gelişimime katkı sağlayacak etkinlikler sunmalıdır. [In-service trainings should provide activities that will contribute to my professional development.]
	14. Hizmet içi eğitim faaliyetleri kişisel gelişimime katkı sağlayacak etkinlikler sunmalıdır. [In-service trainings should provide activities that will contribute to my personal development.]
	15. Hizmet içi eğitim faaliyetleri sunulan içeriğe olan ilgi ve hevesimi artırmalıdır. [In-service trainings should enhance my interest and enthusiasm for the content.]
	17. Hizmet içi eğitim faaliyetleri çeşitli materyaller ve tekniklerle sunulmalıdır. [In-service trainings should be presented through various materials and techniques.]

There are nine items in the INSET content of the ELTPINSET questionnaire. These items generally focus on what the content of the trainings should include and how that content should be presented to teachers. The items try to find out the opinions of teachers on whether the INSETs should provide activities that teachers can implement in the classroom, practical information on teaching English, new methods and techniques for teaching English, activities that will contribute teachers' professional and personal development. The items also ask ideas on whether the content of the trainings should be clear and presented through various materials and techniques. Also, the factor seeks whether the INSETs should enhance teachers' interest and enthusiasm for the content. Table 61 shows the findings of the distribution of teachers' responses given to the nine items in the INSET content factor of the ELTPINSET.

Table 61

*Distribution of the Responses Given to the Items in the Second Factor of ELTPINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
2. INSET Content	8	0	0	5	.7	9	1.2	151	20.4	576	77.7	4.75	.50
	9	1	.1	13	1.8	8	1.1	158	21.3	561	75.7	4.70	.59
	10	0	0	10	1.3	7	.9	167	22.5	557	75.2	4.71	.55
	11	0	0	9	1.2	10	1.3	169	22.8	553	74.6	4.70	.55
	12	1	.1	12	1.6	12	1.6	156	21.1	560	75.6	4.70	.60
	13	0	0	9	1.2	8	1.1	153	20.6	571	77.1	4.73	.53
	14	0	0	11	1.5	11	1.5	171	23.1	548	74.0	4.70	.57
	15	0	0	11	1.5	6	.8	149	20.1	575	77.6	4.73	.54
	17	1	.1	8	1.1	5	.7	180	24.3	547	73.8	4.70	.55

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

As in the first factor of the ELTPINSET, the responses given to the items in this factor gather around ‘totally agree’ and ‘agree’. EFL teachers support the items asking their ideas on the scope and presentation of the INSET content. As can be seen in the table, there is no mean score under 4.70 for the 8<sup>th</sup> item, which seeks ideas on whether the content of INSETs should be clear, 77.7% of teacher gave ‘totally agree’ and 20.4% of teachers gave ‘agree’ responses. That is, almost all the participating teachers indicate that the content should be clear enough for teachers to understand. The situation is nearly the same for the 9<sup>th</sup> item. Positive evaluations dominate all the responses. 75.7% and 21.3% of teachers respectively gave the responses of ‘totally agree’ and ‘agree’ for the item. That means they think that INSETs should provide activities that they can implement in the classroom. In the 10<sup>th</sup> item, with no ‘totally disagree’ response, 75.2% and 22.5% of teachers respectively gave the responses of ‘totally agree’ and ‘agree’. That is to say, 97.7% of teachers think that INSETs should provide practical information on teaching English. The 11<sup>th</sup> item of the factor seeks opinions on whether INSETs should provide new methods and techniques for teaching English. As a presumptive finding, 97.4% of teachers made a positive evaluation of the item. While 74.6% gave the ‘totally agree’ response, 22.8% gave the ‘agree’ response. The item has no ‘totally disagree’ response. In the 12<sup>th</sup> item, positive evaluations dominate the responses. While 75.6% of them gave the ‘totally agree’ response, 21.1% of them chose the ‘agree’ response. That is, 96.7% of teachers are of the opinion that INSETs should provide activities that will contribute to their English language development. For the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> items of the questionnaire, there is no ‘totally disagree’ response. In the 13<sup>th</sup> item, 724 teachers out of 741 made a positive evaluation. While 571 of them totally agree, 153 of them agree with the statement. Therefore, it can be said that almost all the participating teachers think that

INSETs should provide activities that will contribute to their professional development. As in the other items of the factor, in the 14<sup>th</sup> item, most of the teachers chose ‘totally agree’ response, with 74%. 23.1% of teachers also chose the ‘agree’ response. It means almost all the teachers think that INSETs should provide activities that will contribute to their personal development. For the 15<sup>th</sup> item of the ELTPINSET, 724 out of 741 teachers made positive evaluations. While 575 teachers gave ‘totally agree’ response, 149 teachers gave the ‘agree’ response. It can be said that except 17 teachers, the others think that INSETs should enhance their interest and enthusiasm for the content. For the last item of the factor, 17<sup>th</sup> item of the questionnaire, 98.1% of teachers, which is again a huge number, gave either ‘totally agree’ or ‘agree’ response. It means that teachers are of the opinion that INSETs should be presented through various materials and techniques.

#### **4.2.3. EFL Teachers’ Preferences of *Execution of INSETs* Factor of ELTPINSET**

Execution of INSETs is one of the factors in ELTPINSET questionnaire. Table 62 indicates the items in the execution factor of the questionnaire.

Table 62

*Items in the Execution of INSETs Factor of the ELTPINSET*

Factor	Items
3. Execution of INSETs	16. Hizmet içi eğitim faaliyetleri eğitimci-öğretmen arası karşılıklı etkileşim içinde yürütülmelidir. [In-service trainings should be carried out in mutual interaction between the trainer and the teachers.]
	18. Hizmet içi eğitim faaliyetleri boyunca diğer İngilizce öğretmenleri ile bilgi ve deneyim paylaşma fırsatı verilmelidir. [During the in-service trainings, the opportunity should be given to share knowledge and experience with other English language teachers.]
	19. Hizmet içi eğitim faaliyetleri boyunca öğrendiklerimizi uygulama fırsatı verilmelidir. [During the in-service trainings, we should be given the opportunity to apply what we have learned.]
	20. Hizmet içi eğitim faaliyetleri yapılan ortamlar (sınıf, salon, vb.) bu faaliyetler için uygun olmalıdır. [The halls of the in-service trainings (classroom, saloon, etc.) should be appropriate for these activities.]
	21. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğrenmeyi kolaylaştırıcı nitelikte materyaller kullanmalıdır. [Trainers providing in-service trainings should use materials that facilitate learning.]
	22. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğretmenlerin daha sonra sınıfta kullanabilecekleri nitelikte materyaller kullanmalıdır. [Trainers providing in-service trainings should use materials that teachers can use in the classroom afterwards.]
	23. Hizmet içi eğitim faaliyetlerini veren eğitimciler eğitim materyallerini öğretmenlerle paylaşmalıdır. [Trainers providing in-service trainings should share their training materials with teachers.]
	24. Hizmet içi eğitim faaliyetlerini veren eğitimciler konuyu açık ve anlaşılır bir dille sunmalıdır. [Trainers providing in-service trainings should present the content in a clear and understandable way.]
	25. Hizmet içi eğitim faaliyetlerini veren eğitimciler sınıf yönetimi becerileri yüksek kişiler olmalıdır. [Trainers providing in-service trainings should have high class management skills.]
	26. Hizmet içi eğitim faaliyetlerini veren eğitimciler uygun öğretim yöntemlerini kullanmalıdır. [Trainers providing in-service trainings should use appropriate teaching methods.]
	27. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğretmenlerin var olan bilgi düzeyini dikkate almalıdır. [Trainers providing in-service trainings should consider the background knowledge of teachers.]
	28. Hizmet içi eğitim faaliyetlerini veren eğitimciler öğretmenlerin eğitime aktif katılımını teşvik etmelidir. [Trainers providing in-service trainings should encourage active participation of teachers in the trainings.]
	29. Hizmet içi eğitim faaliyetlerini veren eğitimciler ders saatlerini verimli kullanmalıdır. [Trainers providing in-service trainings should use their class hours efficiently.]

As it is seen in the table, there are 13 items in the execution of INSETs factor of the ELTPINSET. These items focus on how the content of the trainings should be presented to teachers. There are also items addressing the teaching qualities of the INSET trainers. The



teachers are asked whether the INSETs should be conducted in interaction between the trainers and the teachers, the teachers should be given the opportunity to share their knowledge and experiences with the colleagues, and to apply what they have learned during the INSETs. The teachers are also asked about the suitability of the halls where the INSETs are conducted. Some other items focus on the trainers. Teachers are asked whether the trainers of INSETs should share their teaching materials with them, present the content in a clear and understandable way, have high class management skills, use appropriate teaching methods, consider the background knowledge of teachers, encourage active participations of teachers and use the class hours efficiently. Table 63 shows the findings of the distribution of teachers' responses given to the thirteen items in the execution of INSETs factor of the ELTPINSET.

Table 63

*Distribution of the Responses Given to the Items in the Third Factor of ELTPINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
3. Execution of INSETs	16	0	0	9	1.2	5	.7	188	25.4	539	72.7	4.70	.54
	18	0	0	9	1.2	7	.9	202	27.3	523	70.6	4.67	.55
	19	0	0	10	1.3	11	1.5	200	27.0	520	70.2	4.66	.57
	20	0	0	8	1.1	4	.5	187	25.2	542	73.1	4.70	.53
	21	5	.7	9	1.2	7	.9	214	28.9	506	68.3	4.62	.63
	22	4	.5	8	1.1	5	.7	172	23.2	552	74.5	4.70	.60
	23	4	.5	9	1.2	14	1.9	182	24.6	532	71.8	4.65	.63
	24	4	.5	7	.9	5	.7	165	22.3	560	75.6	4.71	.58
	25	4	.5	10	1.3	10	1.3	172	23.2	545	73.5	4.67	.62
	26	3	.4	10	1.3	4	.5	175	23.6	549	74.1	4.70	.60
	27	4	.5	7	.9	9	1.2	218	29.4	503	67.9	4.63	.61
	28	4	.5	8	1.1	6	.8	186	25.1	537	72.5	4.67	.60
	29	4	.5	9	1.2	6	.8	189	25.5	533	72.0	4.67	.61

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

As it is clear from the mean scores of the items, which vary between 4.63 and 4.71, the responses given to the items in this factor are gathered around 'totally agree' and 'agree'. For the first item of the factor, except 9 teachers choosing 'disagree' and 5 teachers choosing 'neither agree nor disagree', all the other participating teachers either gave the responses 'totally agree' and 'agree'. 72.7% of teachers totally agree that INSETs should be conducted in interaction with the trainers and the teachers. In 18<sup>th</sup> item, positive evaluations dominate the responses. Except 9 teachers saying 'disagree' and 7 teachers saying 'neither agree nor disagree', 98% of teachers either totally agree or agree that they should be given the opportunity to share their knowledge and experiences with the colleagues. It is nearly the

same for the 19<sup>th</sup> item. With no ‘totally disagree’ response, 97.2% of teachers made positive evaluations regarding the item. While 520 teachers totally agree with the statement, 200 teachers agree with it. Therefore, it can be said that EFL teachers are of the opinion that they should be given the opportunity to apply the things they have learnt during the INSETs. With the 4.70 mean score, there is nothing different for the 20<sup>th</sup> item. While 73.1% of teachers chose ‘totally agree’ response, 25.2% of them chose the ‘agree’ response. This number equals to 98,3%, which is a huge number for consensus. That is, they think that the halls where INSETs are conducted should be suitable for these trainings. 21<sup>st</sup> item has the least mean score for the current factor, which is 4.62. However, it is again apparent that the responses are gathered around ‘totally agree’ and ‘agree’. For this item, 68.3% of teachers said ‘totally agree’. On the contrary to the previous items in the factor, which have no ‘totally disagree’ response, 21<sup>st</sup> item has 5 ‘totally disagree’ responses. Yet, we can say that teachers are of the opinion that trainers giving the INSETs should use materials that facilitate learning. With 4 ‘totally disagree’, 8 ‘agree’ and 5 ‘neither agree nor disagree’ responses, the highest percentage belongs to ‘totally agree’ for the 22<sup>nd</sup> item. 74.5% of teachers chose that option. In total, we have 97.7% positive evaluations, which means that teachers think trainers giving the INSETs should use materials teachers can use in the classroom afterwards. In the 23<sup>rd</sup> item, 71.8% of teacher chose the ‘totally agree’ response while 24.6% chose the ‘agree’. With the 96.4%, there is a superiority of the positive evaluations on the negative or neutral ones. Therefore, it can be said that teachers are of the opinion that trainers should share their teaching materials with the participating teachers.

#### **4.2.4. EFL Teachers’ Preferences of *Evaluation and Follow-Up* Factor of ELTPINSET**

Evaluation and follow-up is one of the factors in ELTPINSET questionnaire. Table 64 indicates the items in the evaluation and follow-up factor of the questionnaire.

Table 64

*Items in the Evaluation and Follow-Up Factor of the ELTPINSET*

Factor	Items
4. Evaluation and Follow-Up	30. Hizmet içi eğitim faaliyetlerinden sunulan içerikleri öğretmenlerin değerlendirmesi istenmelidir. [Teachers should be asked to evaluate the content of the in-service trainings.]
	31. Hizmet içi eğitim faaliyetlerinden sunulan içerikleri öğretmenlerinin değerlendirmesi çevrimiçi (online) bir anketle yapılmalıdır. [The evaluation of the content of in-service trainings presented to teachers should be done via an online questionnaire.]
	32. Hizmet içi eğitim faaliyetlerinden sunulan içerikleri öğretmenlerin öğrenme durumu değerlendirilmelidir. [It should be evaluated whether teachers have understood the content of in-service trainings.]
	33. Hizmet içi eğitim faaliyetlerinden sunulan içerikleri öğretmenlerin uygulama durumu takip edilmelidir. [Teachers should be monitored to see whether they apply what they learn in the trainings.]
	34. Hizmet içi eğitim faaliyetlerinden sunulan içerikleri sınıfta uygulama konusunda öğretmenlerin her zaman yardım alabileceği bir yetkili olmalıdır. [There should be an official who can always help teachers about applying the content of in-service trainings to the classroom.]

In the last factor of the ELTPINSET, there are five items regarding the evaluation and follow-up stages of the INSETs. The aim of the current factor is to be able to find out the opinions of the teachers on evaluating them following the INSETs and their evaluations of the content of the INSETs. That is, there is a reciprocal evaluation. Teachers are asked whether they should be asked to evaluate the content of INSETs and the evaluation should be conducted via online surveys. They are also asked whether they should be evaluated and monitored following the INSETs in terms of their understanding and applying the content to their classrooms. Finally, the last item of the both the factor and the ELTPINSET seeks ideas on whether an official should be to help teachers whenever they seek help regarding the content they have learnt in the trainings. Table 65 shows the findings of the distribution of teachers' responses given to the five items in the evaluation and follow-up factor of the ELTPINSET.

Table 65

*Distribution of the Responses Given to the Items in the Fourth Factor of ELTPINSET*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
4. Evaluation and Follow-Up	30	7	.9	16	2.2	45	6.1	304	41.0	369	49.8	4.36	.77
	31	6	.8	22	3.0	91	12.3	309	41.7	313	42.2	4.21	.83
	32	12	1.6	42	5.7	67	9.0	305	41.2	315	42.5	4.17	.92
	33	16	2.2	40	5.4	101	13.6	299	40.4	285	38.5	4.07	1.0
	34	6	.8	16	2.2	28	3.8	273	36.8	418	56.4	4.45	.74

1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly Disagree

The distribution of the responses given to the items in the last factor is different from the previous factors of the current questionnaire. While the mean scores for the previous items were 4.70 on average, they vary between 4.07 and 4.45 for the current factor. However, this does not change the predominance of the positive evaluations although there are less in the evaluation and follow-up factor. For the 30<sup>th</sup> item, which tries to find out opinion on whether teachers should be asked to evaluate the content of the in-service trainings, 49.8% of teachers totally agree and 41% agree with the statement. There are also 45 teachers (6.1%) who do not have any positive or negative ideas on the item. In the 31<sup>st</sup> item, teachers are asked whether the evaluation of the content of the INSETs should be done via an online questionnaire. While 42.2% of teachers totally agree with the item, 41.7% of them agree with it. 91 (12.3%) teachers neither agree nor disagree. There is a huge number of positive evaluations as in the previous items of the questionnaire. In the 32<sup>nd</sup> item, the number of the positive evaluations decreases when compared to those of the previous items. However, there is a considerable amount with 83.7%. This means most of the participating teachers think that it should be evaluated whether they have understood the content of the INSETs. 33<sup>rd</sup> item has the least mean score for the current questionnaire, which is 4.07. Although most of the teachers participating in the ELTPINSET think that they should be monitored to see whether they apply the content of the trainings to their classes, 56 teachers have negative evaluations and 101 teachers have no ideas on the issue. Yet, most of the teachers want to be monitored as there are 40.4% agree and 38.5% totally agree responses. The last item has the highest ‘totally agree’ response out of all the items of the factor. 56.4% of teachers totally agree that there should be an official to help teachers whenever they need. Together with the ‘agree’ responses, there is a high predominance of the positive evaluations.

### **4.3. Needs of EFL Teachers regarding INSETs**

The analysis of the needs of the EFL teachers regarding the INSETs is addressed according to the factors of the INSETNELT questionnaire. These factors are English language proficiency, teaching methodology and contextual and institutional needs. The analysis of the needs regarding each factor is given in the following sections.

#### 4.3.1. EFL Teachers' Needs of *English Language Proficiency* Factor of INSETNELT

English language proficiency is one of the factors in INSETNELT questionnaire. Table 66 indicates the items in the English language proficiency factor of the questionnaire.

Table 66

*Items in the English Language Proficiency Factor of the INSETNELT*

Factor	Items
1. English Language Proficiency	<ol style="list-style-type: none"><li>1. İngilizce öğretmenlerinin İngilizce konuşma becerisi [the ability of English language teachers to speak in English]</li><li>2. İngilizce öğretmenlerinin İngilizce yazma becerisi [the ability of English language teachers to write in English]</li><li>3. İngilizce öğretmenlerinin İngilizce okuma becerisi [the ability of English language teachers to read in English]</li><li>4. İngilizce öğretmenlerinin İngilizce dinleme becerisi [the ability of English language teachers to listen to English]</li><li>5. İngilizce öğretmenlerinin İngilizce gramer bilgisi [English grammar knowledge of English language teachers]</li><li>6. İngilizce öğretmenlerinin İngilizce kelime bilgisi [English vocabulary knowledge of English language teachers]</li><li>7. İngilizce öğretmenlerinin İngilizce kelime telaffuz bilgisi [English pronunciation knowledge of English language teachers]</li><li>8. İngilizce öğretmenlerinin İngilizcede etkili iletişim kurabilme becerisi [the ability of English language teachers to communicate effectively in English]</li></ol>

As it is clear in the table, there are eight items in the first factor of the INSETNELT questionnaire. In this questionnaire, teachers are presented with possible needs for the in-service trainings and they are asked to grade these items based on their needs. Their answers can vary among 'very highly needed', 'highly needed', 'moderately needed', 'slightly needed' and 'not needed'. Therefore, the participating teachers graded the items according to their perceived needs. The items in the first factor generally focus on the four language skills and the components of the language. That is, teachers evaluate their own language skills as English language teachers. Table 67 shows the findings of the distribution of teachers' responses given to the eight items in the English language proficiency factor of the INSETNELT.

Table 67

*Distribution of the Responses Given to the Items in the First Factor of INSETNELT*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
1. English Language Proficiency	1	11	1.5	15	2.0	86	11.6	328	44.3	301	40.6	4.20	.83
	2	19	2.6	28	3.8	122	16.5	337	45.5	235	31.7	4.00	.93
	3	21	2.8	20	2.7	90	12.1	334	45.1	276	37.2	4.11	.91
	4	14	1.9	20	2.7	89	12.0	337	45.5	281	37.9	4.14	.86
	5	34	4.6	38	5.1	122	16.5	313	42.2	234	31.6	4.00	1.04
	6	24	3.2	24	3.2	83	11.2	327	44.1	283	38.2	4.10	.95
	7	20	2.7	18	2.4	75	10.1	315	42.5	313	42.2	4.19	.91
	8	9	1.2	14	1.9	73	9.9	282	38.1	363	49.0	4.31	.82

1. Not Needed, 2. Slightly Needed, 3. Moderately Needed, 4. Highly Needed, 5. Very Highly Needed

According to the distribution of the responses given to the items in the English language proficiency factor, ‘totally agree’ and ‘agree’ are the most popular ones. It is clear from the means scores as they vary between 4.00 and 4.31. Therefore, it can be said EFL teachers think that they need trainings to develop their English language skills. For the 1<sup>st</sup> item, which requires teachers’ grading for their ability to speak in English, 40.6% of teachers chose ‘very highly needed’ and 44.3% chose ‘highly needed’ responses. Only 11 teachers think that they do not need trainings regarding speaking English. In the 2<sup>nd</sup> item, teachers are asked to whether they need trainings on writing in English. As in the previous item, most of the teachers either chose ‘very highly needed’ (31.7%) and ‘highly needed’ (45.5) responses. 16.5% of teachers also think that they moderately need trainings on this issue. The mean score of the 3<sup>rd</sup> item is higher than that of the 2<sup>nd</sup> item. That means there are more ‘very highly needed’ responses. While 37.2% of teachers gave the ‘very highly needed response’, 45.1% of them gave the ‘highly needed’ response. Only 2.8% of teachers think that they do not need trainings on reading in English. In the 4<sup>th</sup> item, teachers are asked to grade their needs regarding the ability to listen to English. Most of the responses are again gathered around ‘very highly needed’ (37.9%) and ‘highly needed’ (45.5%) responses. 12% of teachers also indicate the need with ‘moderately needed’ answer. Following the language skills, teachers are asked whether they need trainings on English grammar, vocabulary and pronunciation. The mean scores for each language component are respectively 4, 4.10 and 4.19. Therefore, it can be said that there are more ‘highly needed’ and ‘very highly needed’ responses in the pronunciation item while the grammar has the least among three. Teachers’ perceived needs regarding their ability to write in English and their knowledge of grammar have the least mean scores in the current factor. However, the numbers of ‘very highly needed’ and ‘highly needed’ responses are quite considerable. For the 5<sup>th</sup> item, 34 teachers

say ‘not needed’, which is the highest number of ‘not needed’ response for the current factor. For the 7<sup>th</sup> item on pronunciation, 42.2% and 45.5% of teachers respectively gave the ‘very highly needed’ and ‘highly needed’ responses. It can be said that most of the teachers believe in the necessity of receiving trainings on English language pronunciation. The last item of the factor has the highest mean score, 4.31. The item asks teachers’ grading regarding their need to have trainings on communicating effectively in English. 49% of teachers, the highest percentage for the current factor, says ‘very highly needed’ while only 1.2% says ‘not needed’. Also, 38.1% of them chose the ‘highly needed’ response.

#### 4.3.2. EFL Teachers’ Needs of *Teaching Methodology* Factor of INSETNELT

Teaching methodology is one of the factors in INSETNELT questionnaire. Table 68 indicates the items in the teaching methodology factor of the questionnaire.

Table 68

##### *Items in the Teaching Methodology Factor of the INSETNELT*

Factor	Items
2. Teaching Methodology	9. Çocuklara yabancı dil öğretimi [Teaching English to young learners]
	10. Öğretim ilke ve yöntemleri [Teaching principles and methods]
	11. Öğretim planlama [Planning teaching]
	12. Gelişim ve öğrenme psikolojisi [Psychology of development and learning]
	13. Özel eğitime ihtiyacı olan öğrenciler (kaynaştırma öğrencileri) [Students with special needs (inclusive education)]
	14. Psikolojik yardıma ihtiyacı olan öğrenciler [Students with psychological needs]
	15. Öğrenciler arası bireysel farklılıklar [Individual differences among students]
	16. Dil öğrenme stratejileri (tahmin etme, zihinde canlandırma, kendini teşvik etme, vb.) [Language learning strategies (guessing, visualizing, self-encouragement, etc.)]
	17. Dil öğretiminde teknolojik araçların kullanımı (bilgisayar, akıllı tahta, vb.) [use of technological tools in language teaching (computers, smartboards, etc.)]
	18. Dil öğretiminde sosyal medyanın kullanımı (Facebook, Edmodo, vb.) [use of social media in language teaching (Facebook, Edmodo, etc.)]
	19. Dil öğretiminde ölçme ve değerlendirme [Assessment and evaluation in language teaching]
	20. Öğrenci merkezli dil öğretimi [Student-centered language teaching]
	21. Materyal geliştirme [Material development]
	22. Materyal seçimi ve uyarlama [Material selection and adaptation]

23. Sınıf yönetimi [Classroom management]
  24. Alternatif ölçme araçları (öğrenci dosyası oluşturma, gezi-gözlem vb.) [Alternative assessment tools (keeping student portfolios, sightseeing, etc.)]
  25. Öğrenci özerkliğini destekleme (öğrencinin kendi öğrenmesinin sorumluluğunu alması) [Supporting student autonomy (students taking responsibility for their own learning)]
  26. İngilizce konuşma becerisi öğretimi [Teaching speaking in English]
  27. İngilizce okuma becerisi öğretimi [Teaching reading in English]
  28. İngilizce yazma becerisi öğretimi [Teaching writing in English]
  29. İngilizce dinleme becerisi öğretimi [Teaching listening in English]
  30. Dil becerilerinin tümleşik öğretimi (iletişim becerilerinin birleştirilmesi) [Teaching integrated language skills (integrating four language skills)]
  31. İngilizce telaffuz öğretimi [Teaching English pronunciation]
  32. İngilizce kelime öğretimi [Teaching vocabulary in English]
  33. İngilizce dilbilgisi öğretimi [Teaching English grammar]
  34. İngilizce etkili iletişim kurmayı öğretme [Teaching communicating effectively in English]
  35. Öğrencilerin bilişsel ihtiyaçlarını belirleme (problem çözme, eleştirel düşünme, vb.) [Determining students' cognitive needs (problem-solving, critical thinking, etc.)]
  36. Öğrencilerin duygusal ihtiyaçlarını belirleme (özgüven, sevgi, güvende olma, vb.) [Determining students' affectional needs (self-confidence, caring, being safe, etc.)]
  37. Öğrencilere sözlü ve yazılı geribildirim verme [Giving oral and written feedbacks to students]
  38. Dil öğretiminde drama kullanımı [Using drama in language teaching]
  39. Eylem araştırması yapma (Öğretmenlerin sınıflarındaki problemleri çözmek için problemle ilgili bilimsel araştırma yapabilmesi ve çözüm üretebilmesi) [Doing action research (teachers' ability to do scientific research about the problems in the class and to come up with solutions)]
  40. Öğrencilerin İngilizceye karşı olumlu tutum geliştirmesi [Developing positive attitudes of students toward English]
- 

The second factor of the INSETNELT, teaching methodology, focuses on the possible needs of EFL teachers in terms of the pedagogical issues on teaching English. It has the highest number of items. There are 32 items addressing the practical issues about teaching English. The items were created by taking the general competencies of teaching profession defined by the MoNE. Therefore, professional knowledge and skills of EFL teachers are addressed in the items. The items deal with the pedagogical issues such as teaching young learners, teaching four language skills and language components, material development and adaptation, use of technology and social media in language teaching, assessment and evaluation, giving feedbacks, doing action research, drama and cognitive and affectional



needs of learners. Table 69 shows the findings of the distribution of teachers' responses given to 32 items in the teaching methodology factor of the INSETNELT.

Table 69

*Distribution of the Responses Given to the Items in the Second Factor of INSETNELT*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
2. Teaching Methodology	9	2	.3	14	1.9	54	7.3	276	37.2	395	53.3	4.41	.73
	10	10	1.3	24	3.2	113	15.2	300	40.5	294	39.7	4.13	.88
	11	12	1.6	27	3.6	107	14.4	306	41.3	289	39.0	4.12	.90
	12	12	1.6	29	3.9	88	11.9	289	39.0	323	43.6	4.19	.90
	13	12	1.6	32	4.3	120	16.2	267	36.0	310	41.8	4.12	.94
	14	8	1.1	31	4.2	123	16.6	269	36.3	310	41.8	4.13	.91
	15	7	.9	20	2.7	73	9.9	291	39.3	350	47.2	4.29	.82
	16	7	.9	16	2.2	62	8.4	294	39.7	362	48.9	4.33	.80
	17	7	.9	12	1.6	58	7.8	272	36.7	392	52.9	4.40	.77
	18	8	1.1	35	4.7	130	17.5	267	36.0	301	40.6	4.10	.92
	19	15	2.0	26	3.5	89	12.0	290	39.1	321	43.3	4.18	.91
	20	4	.5	13	1.8	63	8.5	295	39.8	366	49.4	4.35	.75
	21	4	.5	15	2.0	86	11.6	264	35.6	372	50.2	4.32	.80
	22	4	.5	13	1.8	72	9.7	282	38.1	370	49.9	4.35	.77
	23	9	1.2	23	3.1	64	8.6	258	34.8	387	52.2	4.33	.85
	24	10	1.3	33	4.5	113	15.2	283	38.2	302	40.8	4.12	.92
	25	7	.9	17	2.3	75	10.1	300	40.5	342	46.2	4.28	.81
	26	2	.3	14	1.9	51	6.9	285	38.5	389	52.5	4.41	.72
	27	8	1.1	14	1.9	62	8.4	295	39.8	362	48.9	4.33	.80
	28	8	1.1	13	1.8	82	11.1	296	39.9	342	46.2	4.28	.81
	29	7	.9	12	1.6	63	8.5	284	38.3	375	50.6	4.36	.78
	30	4	.5	15	2.0	67	9.0	288	38.9	367	49.5	4.34	.77
	31	7	.9	13	1.8	71	9.6	296	39.9	354	47.8	4.31	.80
	32	8	1.1	10	1.3	67	9.0	293	39.5	363	49.0	4.34	.78
	33	15	2.0	31	4.2	121	16.3	289	39.0	285	38.5	4.07	.94
	34	2	.3	14	1.9	57	7.7	273	36.8	395	53.3	4.41	.74
	35	6	.8	13	1.8	83	11.2	305	41.2	334	45.1	4.27	.80
	36	6	.8	13	1.8	84	11.3	299	40.4	339	45.7	4.28	.80
	37	11	1.5	17	2.3	93	12.6	304	41.0	316	42.6	4.21	.85
	38	5	.7	17	2.3	105	14.2	274	37.0	340	45.9	4.25	.83
	39	8	1.1	31	4.2	116	15.7	287	38.7	299	40.4	4.13	.90
	40	6	.8	13	1.8	59	8.0	256	34.5	407	54.9	4.41	.77

1. Not Needed, 2. Slightly Needed, 3. Moderately Needed, 4. Highly Needed, 5. Very Highly Needed

According to the distribution of the responses given to the items in the factor, the means scores vary between 4.07 and 4.41. That means the responses are gathered around 'highly needed' and 'very highly needed' options. Therefore, it can be claimed that EFL teachers are of the opinion that they need INSETs regarding the issues in the factor. The 9<sup>th</sup> item tries

to find out teachers' opinions on the necessity of including trainings on teaching English to young learners. This item has one of the highest mean scores in the factor, which is 4.41. While 53.3% of teachers give the 'very highly needed' responses, 37.2% of them give 'highly needed' response. Also 7.3% of teachers say 'moderately needed'. Only 2 teachers think that they do not trainings on teaching English to young learners. 10<sup>th</sup> item has a lower mean score, which is 4.13. Most of the teachers think that they need trainings on teaching principles and methods. 39.7% of teachers say 'very highly needed' and 40.5% say 'highly needed' for the item. 'Moderately needed' response has 15.2% of the total participants. 11<sup>th</sup> item on planning teaching, has the highest percentage (41.3%) in 'highly needed' response. It is followed with 39% of 'very highly needed' response. 'Moderately needed' response has 14.4% of the total participants. In the 12<sup>th</sup> item, which investigates opinions on the necessity of including psychology of development and learning in trainings, 43.6% of teachers say 'very highly needed', and it is the highest percentage for the current item. Following this percentage, 39% of teachers give the 'highly needed' response and 12% of them give the 'moderately needed' response. The 13<sup>th</sup> item, students with special needs, has the highest percentage (41.8%) for the 'very highly needed' response. While 36% of teachers choose the 'highly needed' response, 16.2% of them choose 'moderately needed'. The 14<sup>th</sup> item tries to determine teachers' ideas on the necessity of including trainings on students with psychological needs. The percentages are nearly the same with those of the previous item. 41.8% of teachers say 'very highly needed'. For the 15<sup>th</sup> item, 47.2% of teachers think that including trainings on the individual differences among students is very highly needed. While 39.3% of them think it is highly needed, 10% say 'moderately needed'. In the 16<sup>th</sup> item, 49% of teachers are of the opinion that including trainings on language learning strategies such as guessing, visualizing and self-encouragement is very highly needed. 40% of teachers choose 'highly needed' and 8.4% choose 'moderately needed' responses. 17<sup>th</sup> item is one of the items which has the highest percentage for 'very highly needed'. 53% of teachers think that it is very highly needed to include trainings on the use of technological tools in language teaching such as computers or smartboards. 36.7% of teachers give the 'highly needed' and 7.8% of teachers give the 'moderately needed' response. For the 18<sup>th</sup> item, 40.6% of teachers think that including trainings on the use of social media in language teaching is very highly needed. 'Highly needed' and moderately needed responses are respectively given by 36% and 17.5% of teachers. In the 19<sup>th</sup> item on assessment and evaluation in language teaching, 43.3% of teachers think that trainings on the issue are very highly needed. 'Highly needed' and moderately needed responses are respectively given by

39.1% and 12% of teachers. 20<sup>th</sup> item tries to determine teachers' opinions on the necessity of including trainings on student-centered language teaching. 49.4%, 40% and 8.5% of teachers respectively give the responses of 'very highly needed', 'highly needed' and 'moderately needed'. For the 21<sup>st</sup> item, 50.2% of teachers think that including trainings on material development is very highly needed. 'Highly needed' and 'moderately needed' responses are respectively given by 35.6% and 11.6% of teachers. In the 22<sup>nd</sup> item on material selection and adaptation, 50% of teachers think that trainings on the issue are very highly needed. 'Highly needed' and moderately needed responses are respectively given by 38.1% and 9.7% of teachers. 23<sup>rd</sup> item tries to determine teachers' opinions on the necessity of including trainings on classroom management. 52.2%, 34.8% and 8.6% of teachers respectively give the responses of 'very highly needed', 'highly needed' and 'moderately needed'. For the 24<sup>th</sup> item, 40.8% of teachers think that including trainings on alternative assessment tools such as keeping student portfolios is very highly needed. 'Highly needed' and 'moderately needed' responses are respectively given by 38.2% and 15.2% of teachers. For the 25<sup>th</sup> item, 46.2% of teachers think that including trainings on supporting student autonomy is very highly needed. While 40.5% of them think it is highly needed, 10.1% say 'moderately needed'. 26<sup>th</sup> item is one of the items which has the highest percentage for 'very highly needed'. 52.5% of teachers think that it is very highly needed to include trainings on teaching speaking in English. 38.5% of teachers give the 'highly needed' and 7% of teachers give the 'moderately needed' response. In the 27<sup>th</sup> item on teaching reading in English, 49% of teachers think that trainings on the issue are very highly needed. 'Highly needed' and 'moderately needed' responses are respectively given by 40% and 8.4% of teachers. 28<sup>th</sup> item tries to determine teachers' opinions on the necessity of including trainings on teaching writing in English. 46.2%, 40% and 11.1% of teachers respectively give the responses of 'very highly needed', 'highly needed' and 'moderately needed'. For the 29<sup>th</sup> item, 50.6% of teachers think that including trainings on teaching listening in English is very highly needed. While 38.3% of them think it is highly needed, 8.5% say 'moderately needed'. For the 30<sup>th</sup> item, 50% of teachers think that including trainings on teaching integrated language skills is very highly needed. 'Highly needed' and 'moderately needed' responses are respectively given by 39% and 9% of teachers. In the 31<sup>st</sup> item, which investigates opinions on the necessity of including teaching pronunciation in English in the trainings, 47.8% of teachers say 'very highly needed', and it is the highest percentage for the current item. Following this percentage, 40% of teachers give the 'highly needed' response and 9.6% of them give the 'moderately needed' response. The 32<sup>nd</sup> item, teaching English vocabulary, has the highest

percentage (49%) for the ‘very highly needed’ response. While 40% of teachers choose the ‘highly needed’ response, 9% of them choose ‘moderately needed’. The 33<sup>rd</sup> item tries to find out teachers’ opinions on the necessity of including trainings on teaching English grammar. This item has one of the lowest mean score in the factor, which is 4.07. While 38.5% of teachers give the ‘very highly needed’ responses, 39% of them give ‘highly needed’ response. Also, 16.3% of teachers say ‘moderately needed’. The 34<sup>th</sup> item tries to find out teachers’ opinions on the necessity of including trainings on teaching communicating effectively in English. This item has one of the highest mean scores in the factor, which is 4.41. While 53.3% of teachers give the ‘very highly needed’ responses, 37% of them give ‘highly needed’ response. Also 7.7% of teachers say ‘moderately needed’. Only 2 teachers think that they do not trainings on teaching communicating effectively in English. For the 35<sup>th</sup> item, 45.1% of teachers think that including trainings on determining students’ cognitive needs such as problem-solving or critical thinking is very highly needed. ‘Highly needed’ and ‘moderately needed’ responses are respectively given by 41.2% and 11.2% of teachers. 36<sup>th</sup> item tries to determine teachers’ opinions on the necessity of including trainings on determining students’ affectional needs (self-confidence, caring, being safe, etc.). 45.7%, 40.4% and 11.3% of teachers respectively give the responses of ‘very highly needed’, ‘highly needed’ and ‘moderately needed’. The 37<sup>th</sup> item, giving oral and written feedbacks to students, has the highest percentage (42.6%) for the ‘very highly needed’ response. While 41% of teachers choose the ‘highly needed’ response, 12.6% of them choose ‘moderately needed’. For the 38<sup>th</sup> item, 46% of teachers think that including trainings on using drama in language teaching is very highly needed. ‘Highly needed’ and ‘moderately needed’ responses are respectively given by 37% and 14.2% of teachers. In the 39<sup>th</sup> item, which investigates opinions on the necessity of including doing action research, 40.4% of teachers say ‘very highly needed’, and it is the highest percentage for the current item. Following this percentage, 38.7% of teachers give the ‘highly needed’ response and 15.7% of them give the ‘moderately needed’ response. The last item, 40<sup>th</sup>, tries to find out teachers’ opinions on the necessity of including trainings on developing positive attitudes of students towards English. This item has one of the highest mean scores in the factor, which is 4.41. While 55% of teachers give the ‘very highly needed’ response, 34.5% of them give ‘highly needed’ response.

### 4.3.3. EFL Teachers' Needs of *Contextual and Institutional Issues* Factor of INSETNELT

Contextual and institutional issues is one of the factors in INSETNELT questionnaire. Table 70 indicates the items in the contextual and institutional factor of the questionnaire.

Table 70

*Items in the Contextual and Institutional Factor of the INSETNELT*

Factor	Items
3. Contextual and Institutional Issues	41. MEB temel mevzuatı [Basic legislation of the MoNE]
	42. MEB İngilizce programı kazanımları [Outcomes of the English curriculum of the MoNE]
	43. Öğretmen olarak yasal hak ve sorumluluklar [Legal rights and responsibilities of teachers]
	44. Aile ve veli ile iletişim [Communication with the parents and guardians]
	45. Toplumsal değerler [Social values]
	46. İnsan hakları [Human rights]
	47. Yıllık plan/Ders planı hazırlama [Preparing annual/lesson plans]
	48. Mesleki etik [Professional ethics]
	49. Stres yönetimi [Stress management]
	50. Proje hazırlama/yönetme [Preparing/Managing projects]
	51. Aday öğretmenlere rehberlik [Guiding candidate teachers]
	52. Sosyal etkinlik planlama ve uygulama [Planning and implementation of social activities]
	53. Sendika hakları [Union rights]
	54. Ulusal sınavlar (ortaöğretime geçiş, yükseköğretim geçiş) [National exams (transition to lower secondary education, transition to higher education)]
	55. Uluslararası sınavlar (PISA, TIMSS, PIRLS, vb.) [International exams]
	56. Yeni görev yerine (şehir, bölge, vb.) uyum sağlama [Adaptation to the new place of duty]

The items under this factor of the INSETNELT focus on the issues particular to the institutional aspect of the teaching profession. There are 16 items addressing broader issues regarding the profession. The items deal with the issues such as basic legislation of the MoNE, legal rights and responsibilities of teachers, social values, human rights, professional ethics, stress management, union rights, preparing students for the exams and adaptation to the new place of duty. Table 71 shows the findings of the distribution of teachers' responses given to 16 items in the contextual and institutional issues factor of the INSETNELT.

Table 71

*Distribution of the Responses Given to the Items in the Third Factor of INSETNELT*

Factor	Item Numbers	1		2		3		4		5		Mean	sd
		n	%	n	%	n	%	n	%	n	%		
3. Contextual and Institutional Issues	41	68	9.2	103	13.9	205	27.7	208	28.1	157	21.2	3.38	1.22
	42	28	3.8	62	8.4	149	20.1	291	39.3	211	28.5	3.80	1.05
	43	15	2.0	34	4.6	110	14.8	278	37.5	304	41.0	4.10	.95
	44	16	2.2	34	4.6	123	16.6	294	39.7	274	37.0	4.04	.95
	45	19	2.6	39	5.3	121	16.3	287	38.7	275	37.1	4.02	.98
	46	15	2.0	25	3.4	85	11.5	242	32.7	374	50.5	4.26	.93
	47	36	4.9	59	8.0	189	25.5	266	35.9	191	25.8	3.70	1.08
	48	15	2.0	27	3.6	84	11.3	262	35.4	353	47.6	4.22	.93
	49	12	1.6	27	3.6	95	12.8	281	37.9	326	44.0	4.19	.90
	50	14	1.9	39	5.3	159	21.5	280	37.8	249	33.6	3.96	.96
	51	24	3.2	50	6.7	170	22.9	285	38.5	212	28.6	3.83	1.02
	52	16	2.2	46	6.2	159	21.5	281	37.9	239	32.3	3.91	.98
	53	49	6.6	67	9.0	186	25.1	232	31.3	207	27.9	3.64	1.16
	54	13	1.8	42	5.7	141	19.0	293	39.5	252	34.0	3.98	.95
	55	13	1.8	58	7.8	162	21.9	269	36.3	239	32.3	3.89	1.00
	56	22	3.0	39	5.3	123	16.6	287	38.7	270	36.4	4.00	1.00

1. Not Needed, 2. Slightly Needed, 3. Moderately Needed, 4. Highly Needed, 5. Very Highly Needed

According to the table, the mean scores of the items vary between 3.38 and 4.26. The items under this factor have the lowest mean scores of the whole questionnaire. Therefore, it can be claimed that there are less ‘very highly needed’ responses in the items of the factor. The 41<sup>st</sup> item tries to find out teachers’ opinions on the necessity of including trainings on basic legislation of the MoNE. This item has one of the lowest mean score in the factor, which is 3.38. While 21.2% of teachers give the ‘very highly needed’ response, 28.1% of them give ‘highly needed’ response. Also 27.7% of teachers say ‘moderately needed’. 9.2% of teachers think that they do not trainings on the basic legislation of the MoNE. 42<sup>nd</sup> item on the outcomes of English curriculum of the MoNE has a higher mean score, which is 3.80. 28.5% of teachers say ‘very highly needed’ and 39.3% say ‘highly needed’ for the item. ‘Moderately needed’ response has 20.1% of the total participants. 43<sup>rd</sup> item on legal rights and responsibilities of teachers has the highest percentage (41%) in ‘very highly needed’ response. It is followed with 37.5% of ‘highly needed’ response. ‘Moderately needed’ response has 14.8% of the total participants. In the 44<sup>th</sup> item, which investigates opinions on the necessity of including communication with the parents and guardians in trainings, 40% of teachers say ‘highly needed’, and it is the highest percentage for the current item. Following this percentage, 37% of teachers give the ‘very highly needed’ response and 16.6% of them give the ‘moderately needed’ response. The 45<sup>th</sup> item, social values, has the highest percentage (38.7%) for the ‘highly needed’ response. While 37.1% of teachers

choose the ‘very highly needed’ response, 16.3% of them choose ‘moderately needed’. The 46<sup>th</sup> item tries to find out teachers’ opinions on the necessity of including trainings on human rights. This item has the highest mean score in the factor, which is 4.26. While 51% of teachers give the ‘very highly needed’ response, 32.7% of them give ‘highly needed’ response. Also 11.5% of teachers say ‘moderately needed’. 47<sup>th</sup> item tries to determine teachers’ opinions on the necessity of including trainings on preparing annual/lesson plans. 25.8%, 36%, 25.5% and 8% of teachers respectively give the responses of ‘very highly needed’, ‘highly needed’, ‘moderately needed’ and ‘slightly needed’. For the 48<sup>th</sup> item, 47.6% of teachers think that including trainings on professional ethics is very highly needed. ‘Highly needed’ and ‘moderately needed’ responses are respectively given by 35.4% and 11.3% of teachers. In the 49<sup>th</sup> item, which investigates opinions on the necessity of including stress management in the trainings, 44% of teachers say ‘very highly needed’, and it is the highest percentage for the current item. Following this percentage, 38% of teachers give the ‘highly needed’ response and 12.8% of them give the ‘moderately needed’ response. The 50<sup>th</sup> item, preparing and managing projects, has the highest percentage (37.8%) for the ‘highly needed’ response. While 33.6% of teachers choose the ‘very highly needed’ response, 21.5% of them choose ‘moderately needed’. 51<sup>st</sup> item tries to determine teachers’ opinions on the necessity of including trainings on guiding candidate teachers. 28.6%, 38.5% and 23% of teachers respectively give the responses of ‘very highly needed’, ‘highly needed’ and ‘moderately needed’. For the 52<sup>nd</sup> item, 32.3% of teachers think that including trainings on the planning and implementation of social activities is very highly needed. While 38% of them think it is highly needed, 21.5% say ‘moderately needed’. For the 53<sup>rd</sup> item, 28% of teachers think that including trainings on union rights is very highly needed. ‘Highly needed’ and ‘moderately needed’ responses are respectively given by 31.3% and 25.1% of teachers. 9% of teachers say it is slightly needed. For the 54<sup>th</sup> item, 34% of teachers think that including trainings on preparing students for national exams is very highly needed. ‘Highly needed’ and ‘moderately needed’ responses are respectively given by 40% and 19% of teachers. 55<sup>th</sup> item tries to determine teachers’ opinions on the necessity of including trainings on preparing students for international exams. 32.3%, 36.3%, 22% and 7.8% of teachers respectively give the responses of ‘very highly needed’, ‘highly needed’, ‘moderately needed’ and ‘slightly needed’. The last item of the questionnaire tries to find out teachers’ opinions on the necessity of including trainings on the teachers’ adaptation to the new place of duty. While 36.4% of teachers give the ‘very highly needed’ response,

38.7% of them give ‘highly needed’ response. ‘Moderately needed’ and ‘slightly needed’ responses are respectively given by 16.6% and 5.3% of teachers.

#### **4.4. Differences between the EFL Teachers’ Demographic Characteristics and INSET Evaluations, Preferences and Needs**

To see whether there are significant differences between EFL teachers’ INSET evaluations and their years of experience, educational level they work at, geographical regions they work in, their faculty of graduation, status of having a graduate degree, their participation in any other CPD activities except those of the MoNE, one-way MANOVA test was conducted. These demographic characteristics of teachers were compared according to their responses to each factor of the ELTEINSET: planning INSETs, INSET content, organization, trainers of INSETs, assessment and evaluation and follow-up. Findings of the one-way MANOVA test are presented for each factor of the questionnaire in the following sections.

##### **4.4.1. Differences between the EFL Teachers’ Demographic Characteristics and INSET Evaluations**

To see whether there are significant differences among the scores of the independent variables from the first factor of ELTEINSET, planning INSETs, MANOVA findings are given in the table below.



Table 72

*MANOVA Findings regarding Planning INSETs Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Variable	Educational Background						
Planning INSETs	Undergraduate	604	14.00	5.06	1-484	4.00	.04
	Graduate	137	12.96	4.82			
	Geographical Region						
	Aegean	111	13.81	5.45	6-484	.579	.75
	Mediterranean	101	14.00	5.00			
	Marmara	126	13.72	5.24			
	Black Sea	93	14.88	4.62			
	Central Anatolia	119	13.37	5.00			
	Eastern Anatolia	100	13.03	4.44			
	Southeastern Anatolia	91	14.00	5.41			
	Faculty of Graduation						
	ELT	582	13.72	5.03	1-484	.002	.96
	Other	159	14.05	5.00			
	Years of Experience						
	1-5 years	336	13.85	5.00	2-484	.621	.53
	6-10 years	201	13.72	4.74			
	11 years and more	204	13.78	5.38			
	Educational Level Teachers Work at						
	Primary	106	14.12	4.81	2-484	.120	.88
	Lower secondary	399	13.63	5.07			
	Upper secondary	236	14.00	5.05			
	Participation in other CPD activities						
	Yes	356	13.80	5.21	1-484	2.46	.11
	No	385	13.78	4.85			

MANOVA analysis was performed on the planning INSETs factor of the ELTEINSET questionnaire. The findings show that there is a statistically significant difference between the mean scores of the teachers who have either an undergraduate or graduate degree,  $F(1, 484)=4.00$ ,  $p<0.05$ . According to the teachers' mean scores obtained from the planning INSETs factor of the questionnaire, undergraduate teachers have a higher mean score ( $M=14$ ,  $sd=5.06$ ). That means undergraduate teachers have more positive evaluations regarding planning INSETs than graduate teachers.

No significant differences are detected between the planning INSETs scores of teachers and their faculty of graduation, years of experience, educational levels they work at, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the second factor of ELTEINSET, INSET content, MANOVA findings are given in the table below.

Table 73

*MANOVA Findings regarding INSET Content Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Variable		Educational Background					
INSET Content	Undergraduate	604	19.00	6.33	1-484	3.76	.05
	Graduate	137	18.28	6.80			
	Geographical Region						
	Aegean	111	18.63	6.80	6-484	.341	.91
	Mediterranean	101	19.77	6.38			
	Marmara	126	18.34	6.01			
	Black Sea	93	19.70	6.39			
	Central Anatolia	119	19.21	6.24			
	Eastern Anatolia	100	16.26	6.23			
	Southeastern Anatolia	91	17.34	6.36			
	Faculty of Graduation						
	ELT	582	18.27	6.36	1-484	.366	.54
	Other	159	19.27	6.56			
	Years of Experience						
	1-5 years	336	17.25	6.32	2-484	2.04	.13
	6-10 years	201	17.90	5.90			
	11 years and more	204	21.10	6.33			
	Educational Level They Work at						
	Primary	106	18.17	5.75	2-484	4.00	.02
	Lower secondary	399	17.87	6.54			
	Upper secondary	236	20.00	6.36			
	Participation in other CPD activities						
	Yes	356	19.03	6.62	1-484	.002	.96
	No	385	17.97	6.19			

According to the table, the findings show that there is a statistically significant difference between the mean scores of the teachers who have either an undergraduate or graduate degree,  $F(1,484)=3.76$ ,  $p<0.05$ . According to the teachers' mean scores obtained from the INSET content factor of the questionnaire, undergraduate teachers have a higher mean score ( $M=19$ ,  $sd=6.33$ ). That means undergraduate teachers have more positive evaluations regarding INSET content than graduate teachers.

A statistically significant difference has also been found among the mean scores of teachers according to the educational level they work at,  $F(2,484)=4$ ,  $p<0.05$ . Post hoc tests are conducted to see where these significant differences are occurred between the groups. According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools ( $M=20$ ,  $sd=6.36$ ). Therefore, it can be said that teachers working at upper secondary schools have more positive evaluations regarding the items in the INSET content. Moreover, it is apparent that teachers working at lower secondary schools have a lower mean score than teachers working at other

levels ( $M=17.87$ ,  $sd=6.54$ ). No significant differences are found between the mean scores of the teachers working at primary schools and other educational levels.

As it is clear from the table, no significant differences are detected between the INSET content scores of teachers and their faculty of graduation, years of experience, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the third factor of ELTEINSET, organization, MANOVA findings are given in the table below.

Table 74

*MANOVA Findings regarding Organization Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Organization	Variable	Educational Background					
	Undergraduate	604	11.50	3.60	1-484	2.55	.11
	Graduate	137	11.16	3.80			
		Geographical Region					
	Aegean	111	11.44	3.90	6-484	.658	.68
	Mediterranean	101	11.64	3.60			
	Marmara	126	11.15	3.70			
	Black Sea	93	11.62	3.01			
	Central Anatolia	119	11.35	3.54			
	Eastern Anatolia	100	11.32	3.80			
	Southeastern Anatolia	91	11.37	3.94			
		Faculty of Graduation					
	ELT	582	11.40	3.61	1-484	2.53	.61
	Other	159	11.43	3.72			
		Years of Experience					
	1-5 years	336	11.40	3.70	2-484	.272	.76
	6-10 years	201	11.38	3.62			
	11 years and more	204	11.43	3.55			
		Educational Level They Work at					
	Primary	106	11.37	3.24	2-484	5.00	.00
	Lower secondary	399	11.07	3.80			
	Upper secondary	236	12.00	3.63			
		Participation in other CPD activities					
	Yes	356	11.54	3.71	1-484	1.57	.21
	No	385	11.27	3.56			

As can be seen in the table, a statistically significant difference has been found among the mean scores of teachers according to the educational level they work at,  $F(2,484)=5$ ,  $p<0.05$ . Post hoc tests are conducted to see where these significant differences are occurred between the groups. According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools ( $M=12$ ,

sd=3.63). Moreover, it is apparent that teachers working at lower secondary schools have a lower mean score than teachers working at other two levels ( $M=11.37$ ,  $sd=3.24$ ). That means teachers working at lower secondary schools have more negative evaluations regarding the items in the organization factor. No significant differences are found between the mean scores of the teachers working at primary schools and other educational levels.

As it is also clear from the table, no significant differences are detected between the organization scores of teachers and their educational background, faculty of graduation, years of experience, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the fourth factor of ELTEINSET, trainers of INSETs, MANOVA findings are given in the table below.

Table 75

*MANOVA Findings regarding Trainers of INSETs Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Variable		Educational Background					
Trainers of INSETs	Undergraduate	604	17.62	5.25	1-484	171	.19
	Graduate	137	17.15	5.59			
	Geographical Region						
	Aegean	111	17.48	5.84	6-484	.510	.80
	Mediterranean	101	18.51	5.71			
	Marmara	126	17.12	5.13			
	Black Sea	93	17.64	4.88			
	Central Anatolia	119	17.64	5.52			
	Eastern Anatolia	100	17.00	5.08			
	Southeastern Anatolia	91	17.48	4.84			
	Faculty of Graduation						
	ELT	582	17.38	5.21	1-484	.00	.95
	Other	159	18.08	5.67			
	Years of Experience						
	1-5 years	336	17.29	5.10	2-484	.571	.56
	6-10 years	201	16.80	5.30			
	11 years and more	204	18.65	5.54			
	Educational Level They Work at						
	Primary	106	18.08	4.35	2-484	.828	.43
	Lower secondary	399	17.05	5.61			
	Upper secondary	236	18.11	5.13			
	Participation in other CPD activities						
	Yes	356	17.40	5.11	1-484	5.12	.02
	No	385	17.70	5.53			

According to the MANOVA analysis, the findings show that there is a statistically significant difference between the mean scores of the teachers who participate in other CPD activities in addition to those of MoNE and the teachers who have never participated in such activities  $F(1,484)=5.12$ ,  $p<0.05$ . According to the teachers' mean scores obtained from the trainers of INSETs factor of the questionnaire, teachers not attending CPD activities along with those of MoNE have a higher mean score ( $M=17.70$ ,  $sd=5.53$ ). That means these teachers have more positive evaluations regarding the items in the factor than teachers attending extra CPD activities.

Furthermore, no significant differences are detected between the trainers of INSETs scores of teachers and their educational background, faculty of graduation, years of experience, educational levels they work at and geographical regions they live in.

To see whether there are significant differences among the scores of the independent variables from the fifth factor of ELTEINSET, assessment and evaluation, MANOVA findings are given in the table below.

Table 76

*MANOVA Findings regarding Assessment and Evaluation Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Variable		Educational Background					
Assessment and Evaluation	Undergraduate	604	11.28	3.53	1-484	1.60	.20
	Graduate	137	11.22	3.84			
	Geographical Region						
	Aegean	111	11.55	3.71	6-484	1.19	.30
	Mediterranean	101	11.33	3.50			
	Marmara	126	10.90	3.92			
	Black Sea	93	11.60	3.31			
	Central Anatolia	119	11.40	3.60			
	Eastern Anatolia	100	10.71	3.43			
	Southeastern Anatolia	91	11.50	3.51			
	Faculty of Graduation						
	ELT	582	11.25	3.50	1-484	.024	.87
	Other	159	11.34	3.90			
	Years of Experience						
	1-5 years	336	11.21	3.50	2-484	.709	.49
	6-10 years	201	10.80	3.55			
	11 years and more	204	11.82	3.71			
	Educational Level They Work at						
	Primary	106	11.50	3.24	2-484	3.13	.04
	Lower secondary	399	10.90	3.60			
	Upper secondary	236	11.80	3.67			
	Participation in other CPD activities						
	Yes	356	11.60	3.52	1-484	.059	.80
	No	385	11.00	3.61			

As it can be seen in the table, a statistically significant difference has been found among the mean scores of teachers according to the educational level they work at,  $F(2.484)=3.13$ ,  $p<0.05$ . Post hoc tests are conducted to see where these significant differences are occurred between the groups. According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools ( $M=11.80$ ,  $sd=3.67$ ). Moreover, it is apparent that teachers working at lower secondary schools have a lower mean score than teachers working at other two levels ( $M=10.90$ ,  $sd=3.60$ ). That means teachers working at lower secondary schools have more negative evaluations regarding the items in the organization factor. No significant differences are found between the mean scores of the teachers working at primary schools and other educational levels.

As it is also clear from the table, no significant differences are detected between the assessment and evaluation scores of teachers and their educational background, faculty of graduation, years of experience, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the fourth factor of ELTEINSET, follow-up, MANOVA findings are given in the table below.

Table 77

*MANOVA Findings regarding Follow-Up Factor of ELTEINSET*

		n	Mean	sd	df	F	p
Variable	Educational Background						
Follow-Up	Undergraduate	604	6.60	2.46	1-484	3.83	.05
	Graduate	137	5.84	2.43			
	Geographical Region						
	Aegean	111	6.40	2.64	6-484	.681	.66
	Mediterranean	101	6.80	2.63			
	Marmara	126	5.90	2.25			
	Black Sea	93	6.53	2.40			
	Central Anatolia	119	6.26	2.50			
	Eastern Anatolia	100	6.28	2.18			
	Southeastern Anatolia	91	7.14	2.60			
	Faculty of Graduation						
	ELT	582	6.33	2.41	1-484	2.17	.14
	Other	159	6.81	2.67			
	Years of Experience						
	1-5 years	336	6.50	2.50	2-484	1.33	.26
	6-10 years	201	6.50	2.50			
	11 years and more	204	6.40	2.44			
	Educational Level They Work at						
	Primary	106	6.46	2.47	2-484	.837	.43
	Lower secondary	399	6.47	2.50			
Upper secondary	236	6.36	2.44				
Participation in other CPD activities							
Yes	356	6.39	2.51	1-484	.009	.92	
No	385	6.47	2.44				

According to the MANOVA analysis, the findings show that there is a statistically significant difference between the mean scores of the teachers who have either an undergraduate or graduate degree,  $F(1,484)=3.83$ ,  $p<0.05$ . According to the teachers' mean scores obtained from the follow-up factor of the questionnaire, undergraduate teachers have a higher mean score ( $M=6.60$ ,  $sd=2.46$ ). That means undergraduate teachers have more positive evaluations regarding the follow-up factor than graduate teachers.

No significant differences were detected between the follow-up scores of teachers and their faculty of graduation, years of experience, educational levels they work at, geographical regions they live in and their participation in CPD activities.

#### 4.4.2. Differences between the Demographic Characteristics and EFL Teachers' INSET Preferences

To see whether there are significant differences among the scores of the independent variables from the second factor of ELTPINSET, INSET content, MANOVA findings are given in the table below.

Table 78

*MANOVA Findings regarding INSET Content Factor of the ELTPINSET*

		n	Mean	sd	df	F	p
Variable		Educational Background					
INSET Content	Undergraduate	604	18.12	5.38	1-484	5.00	.02
	Graduate	137	17.50	5.42			
	Geographical Region						
	Aegean	111	18.27	5.80	6-484	.386	.88
	Mediterranean	101	19.03	5.29			
	Marmara	126	17.70	5.13			
	Black Sea	93	19.07	5.31			
	Central Anatolia	119	18.63	5.00			
	Eastern Anatolia	100	15.90	5.00			
	Southeastern Anatolia	91	17.40	5.80			
	Faculty of Graduation						
	ELT	582	17.90	5.23	1-484	1.05	.30
	Other	159	18.52	6.00			
	Years of Experience						
	1-5 years	336	17.15	5.50	2-484	.993	.37
	6-10 years	201	17.80	5.02			
	11 years and more	204	19.70	5.20			
	Educational Level They Work at						
	Primary	106	18.12	4.80	2-484	2.90	.05
	Lower secondary	399	17.50	5.61			
	Upper secondary	236	18.84	5.16			
	Participation in other CPD activities						
	Yes	356	18.32	5.50	1-484	.385	.53
	No	385	17.70	5.28			

According to the table, the findings show that there is a statistically significant difference between the mean scores of the teachers who have either an undergraduate or graduate degree,  $F(1,484)=5$ ,  $p<0.05$ . According to the teachers' mean scores obtained from the INSET content factor of the questionnaire, undergraduate teachers have a higher mean score ( $M=18.12$ ,  $sd=5.38$ ). That means undergraduate teachers have more positive evaluations regarding INSET content than graduate teachers.

A statistically significant difference has also been found among the mean scores of teachers according to the educational level they work at,  $F(2,484)=2.90$ ,  $p<0.05$ . Post hoc tests are



conducted to see where these significant differences are occurred between the groups. According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools ( $M=18.84$ ,  $sd=5.16$ ). Therefore, it can be said that teachers working at upper secondary schools have more positive evaluations regarding the items in the INSET content. Moreover, it is apparent that teachers working at lower secondary schools have a lower mean score than teachers working at other levels ( $M=17.50$ ,  $sd=5.61$ ). No significant differences are found between the mean scores of the teachers working at primary schools and other educational levels.

As it is clear from the table, no significant differences are detected between the INSET content scores of teachers and their faculty of graduation, years of experience, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the third factor of ELTPINSET, execution, MANOVA findings are given in the table below.

Table 79

*MANOVA Findings regarding Execution Factor of ELTPINSET*

		n	Mean	sd	df	F	p
Execution	Variable	Educational Background					
	Undergraduate	604	36.80	9.47	1-484	3.27	.07
	Graduate	137	35.72	10.18			
		Geographical Region					
	Aegean	111	36.73	10.60	6-484	.191	.97
	Mediterranean	101	37.74	10.21			
	Marmara	126	35.53	9.50			
	Black Sea	93	37.03	8.60			
	Central Anatolia	119	36.60	9.74			
	Eastern Anatolia	100	35.90	9.02			
	Southeastern Anatolia	91	37.01	9.38			
		Faculty of Graduation					
	ELT	582	36.40	9.37	1-484	.039	.84
	Other	159	37.38	10.41			
		Years of Experience					
	1-5 years	336	36.60	9.26	2-484	.784	.45
	6-10 years	201	35.25	9.72			
	11 years and more	204	38.01	9.90			
		Educational Level They Work at					
	Primary	106	37.10	7.80	2-484	3.53	.03
	Lower secondary	399	35.62	10.27			
	Upper secondary	236	38.03	9.00			
		Participation in other CPD activities					
	Yes	356	37.13	9.90	1-484	1.96	.16
	No	385	36.11	9.32			

As it can be seen in the table, a statistically significant difference has been found among the mean scores of teachers according to the educational level they work at,  $F(2.484)=3.53$ ,  $p<0.05$ . Post hoc tests are conducted to see where these significant differences are occurred between the groups. According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools ( $M=38.03$ ,  $sd=9$ ). Moreover, it is apparent that teachers working at lower secondary schools have a lower mean score than teachers working at other two levels ( $M=35.62$ ,  $sd=10.27$ ). That means teachers working at lower secondary schools have more negative evaluations regarding the items in the execution factor. No significant differences are found between the mean scores of the teachers working at primary schools and other educational levels.

As it is also clear from the table, no significant differences are detected between the assessment and evaluation scores of teachers and their educational background, faculty of graduation, years of experience, geographical regions they live in and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the fourth factor of ELTPINSET, evaluation and follow-up, MANOVA findings are given in the table below.

Table 80

*MANOVA Findings regarding Evaluation and Follow-up Factor of ELTPINSET*

		n	Mean	sd	df	F	p
Evaluation and Follow- Up	Variable	Educational Background					
	Undergraduate	604	21.13	3.50	1-484	1.02	.31
	Graduate	137	22.00	2.93			
	Geographical Region						
	Aegean	111	21.13	3.71	6-484	.786	.58
	Mediterranean	101	21.12	3.40			
	Marmara	126	21.46	3.60			
	Black Sea	93	21.00	3.60			
	Central Anatolia	119	21.30	3.00			
	Eastern Anatolia	100	21.35	3.23			
	Southeastern Anatolia	91	21.63	2.77			
	Faculty of Graduation						
	ELT	582	21.14	3.60	1-484	1.86	.17
	Other	159	21.82	2.74			
	Years of Experience						
	1-5 years	336	21.34	3.14	2-484	1.78	.16
	6-10 years	201	20.82	3.80			
	11 years and more	204	21.70	3.44			
	Educational Level They Work at						
	Primary	106	21.34	3.30	2-484	.166	.84
	Lower secondary	399	21.35	3.35			
	Upper secondary	236	21.15	3.60			
	Participation in other CPD activities						
	Yes	356	21.43	3.24	1-484	.827	.36
	No	385	21.15	3.60			

MANOVA analysis was performed to see whether there are significant differences among the means scores of the teachers from each independent variable for the dependent variable, evaluation and follow-up. As it is clear from the table, no significant differences are detected between the evaluation and follow-up scores of teachers and their educational background, faculty of graduation, years of experience, geographical regions they live in, educational levels they work at and their participation in CPD activities.

#### 4.4.3. Differences between the Demographic Characteristics and EFL

##### Teachers' INSET Needs

To see whether there are significant differences among the scores of the independent variables in the first factor of INSETNELT, English language proficiency, MANOVA findings are given in the table below.

Table 81

*MANOVA Findings regarding English Language Proficiency Factor of the INSETNELT*

		n	Mean	sd	df	F	p
Variable		Educational Background					
English Language Proficiency	Undergraduate	604	32.90	6.26	1-484	1.95	.16
	Graduate	137	33.44	6.40			
	Geographical Region						
	Aegean	111	32.50	6.92	6-484	3.11	.00
	Mediterranean	101	32.90	6.47			
	Marmara	126	33.00	6.71			
	Black Sea	93	33.00	5.50			
	Central Anatolia	119	33.01	5.51			
	Eastern Anatolia	100	33.40	5.67			
	Southeastern Anatolia	91	33.31	7.11			
	Faculty of Graduation						
	ELT	582	32.91	6.45	1-484	.779	.37
	Other	159	33.27	5.70			
	Years of Experience						
	1-5 years	336	33.80	5.82	2-484	3.00	.05
	6-10 years	201	32.72	6.33			
	11 years and more	204	32.00	6.81			
	Educational Level They Work at						
	Primary	106	31.60	7.25	2-484	4.26	.01
	Lower secondary	399	33.60	5.40			
	Upper secondary	236	32.60	7.08			
	Participation in other CPD activities						
	Yes	356	32.91	6.80	1-484	.812	.36
	No	385	33.06	5.80			

According to the table, the findings show that there is a statistically significant difference between the mean scores of the teachers working in different regions of Turkey  $F(6,484)=3.11$ ,  $p<0.05$ . Post hoc tests are conducted to see where these significant differences are occurred between the groups. According to the teachers' mean scores obtained from the English language proficiency factor of the questionnaire, teachers working in Eastern Anatolia have the highest mean score ( $M=33.40$ ,  $sd=5.67$ ). The statistically significant differences have been found between the scores of the teachers working in Eastern Anatolia and those working in Aegean and Mediterranean regions. It is also clear from the mean scores of teachers working in Aegean and Mediterranean regions that they have the lowest mean scores. That means teachers working in Eastern Anatolia of Turkey further believe in the necessity of including the items in the factor in the trainings. Scheffe post hoc test does not give any statistically significant differences between the scores of teachers working in other regions.

A statistically significant difference has also been found among the mean scores of teachers according to the educational level they work at,  $F(2.484)=4.26$ ,  $p<0.05$ . According to Scheffe post hoc tests, teachers working at lower secondary schools have a higher mean score than teachers working at primary schools ( $M=18.84$ ,  $sd=5.16$ ). Therefore, it can be said that teachers working at lower secondary schools have higher evaluations regarding the items in the English language proficiency. Moreover, it is apparent that teachers working at primary schools have a lower mean score than teachers working at other levels ( $M=31.60$ ,  $sd=7.25$ ). No significant differences are found between the mean scores of the teachers working at upper secondary schools and other educational levels.

Another significant difference has been found among the scores of teachers according to their years of experience. According to post hoc tests, teachers working for 1-5 years have a higher mean score than teachers working for 11 years or more ( $M=33.80$ ,  $sd=5.82$ ). That means, naïve teachers have higher evaluations regarding the items in the factor, and they further believe in the necessity of including the items in the trainings. It is also clear from the findings that teachers working for 11 years or more have the lowest mean score among the scores of this independent variable ( $M=32$ ,  $sd=6.81$ ). No significant difference has been found between teachers working for 6-10 years and other two options.

As it is clear from the table, no significant differences are detected between the English language proficiency scores of teachers and their faculty of graduation, educational background and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the second factor of INSETNELT, teaching methodology, MANOVA findings are given in the table below.

Table 82

*MANOVA Findings regarding Teaching Methodology Factor of INSETNELT*

		n	Mean	sd	df	F	p
Variable		Educational Background					
	Undergraduate	604	135.51	22.00	1-484	.009	.92
	Graduate	137	141.72	16.54			
	Geographical Region						
	Aegean	111	137.60	19.32	6-484	1.10	.36
	Mediterranean	101	133.70	22.60			
	Marmara	126	136.02	25.51			
	Black Sea	93	138.52	19.00			
	Central Anatolia	119	135.32	19.80			
	Eastern Anatolia	100	138.02	19.00			
	Southeastern Anatolia	91	138.10	21.73			
	Faculty of Graduation						
	ELT	582	136.52	21.50	1-484	1.12	.29
Teaching Methodology	Other	159	137.16	20.18			
	Years of Experience						
	1-5 years	336	137.90	20.07	2-484	1.78	.16
	6-10 years	201	137.51	19.90			
	11 years and more	204	133.80	24.00			
	Educational Level They Work at						
	Primary	106	135.50	22.16	2-484	1.17	.31
	Lower secondary	399	136.90	20.83			
	Upper secondary	236	136.80	21.43			
	Participation in other CPD activities						
	Yes	356	136.82	22.64	1-484	.905	.34
	No	385	136.51	19.80			

MANOVA analysis was performed to see whether there are significant differences among the means scores of the teachers from each independent variable for the dependent variable, teaching methodology. As it is clear from the table, no significant differences are detected between the teaching methodology scores of teachers and their educational background, faculty of graduation, years of experience, geographical regions they live in, educational levels they work at and their participation in CPD activities.

To see whether there are significant differences among the scores of the independent variables from the third factor of INSETNELT, contextual and institutional issues, MANOVA findings are given in the table below.

Table 83

*MANOVA Findings regarding Contextual and Institutional Issues Factor of INSETNELT*

		n	Mean	sd	df	F	p
Contextual and Institutional Issues	Variable	Educational Background					
	Undergraduate	604	62.90	12.62	1-484	1.65	.19
	Graduate	137	63.50	12.90			
		Geographical Region					
	Aegean	111	63.00	13.23	6-484	1.60	.14
	Mediterranean	101	62.24	13.26			
	Marmara	126	62.40	14.03			
	Black Sea	93	63.00	11.15			
	Central Anatolia	119	60.60	12.60			
	Eastern Anatolia	100	66.00	10.01			
	Southeastern Anatolia	91	64.60	13.07			
		Faculty of Graduation					
	ELT	582	62.80	12.80	1-484	3.90	.04
	Other	159	63.80	12.40			
		Years of Experience					
	1-5 years	336	64.60	11.50	2-484	.864	.42
	6-10 years	201	61.25	13.63			
	11 years and more	204	62.01	13.30			
		Educational Level They Work at					
	Primary	106	62.00	12.61	2-484	3.11	.04
	Lower secondary	399	63.28	12.34			
	Upper secondary	236	63.00	12.70			
		Participation in other CPD activities					
	Yes	356	62.80	13.80	1-484	2.16	.14
	No	385	63.17	11.54			

As it is clear from the findings, a statistically significant difference has been found among the mean scores of teachers according to the educational level they work at,  $F(2,484)=3.11$ ,  $p<0.05$ . According to Scheffe post hoc tests, teachers working at lower secondary schools have a higher mean score than teachers working at primary schools ( $M=63.28$ ,  $sd=12.34$ ). Therefore, it can be said that teachers working at lower secondary schools have higher evaluations regarding the items in the contextual and institutional issues. Moreover, it is apparent that teachers working at primary schools have a lower mean score than teachers working at other levels ( $M=31.60$ ,  $sd=7.25$ ). No significant differences are found between the mean scores of the teachers working at upper secondary schools and other educational levels.

Another significant difference has been found among the mean scores of teachers who have either graduated from English language teaching program or other programs such as English language and literature, linguistics or physics in English. Teachers graduating from other programs except ELT have a higher mean score ( $M=63.80$ ,  $sd=12.40$ ). That means these

teachers have higher evaluations for the items in the contextual and institutional issues factor.

As it is also clear from the table, no significant differences are detected between the contextual and institutional issues scores of teachers and their educational background, years of experience, geographical regions they live in and their participation in CPD activities.

#### **4.5. Interpretation of the Findings in Relation to Research Question 1**

The aim of the first research question of the current dissertation is to find out how the EFL teachers rate the efficiency of INSETs organized by the MoNE in Turkey in terms of planning INSETs, INSET content, organization, trainers of INSETs, assessment and evaluation and follow-up. The items under each factor have been designed by considering the features of effective CPD activities. “High-quality CPD” termed by Garet, Porter, Desimone, Birman and Yoon (2001, p. 915) includes the following features:

(1) a deep understanding of specific subject content is a core component of effective professional development, (2) the individual beliefs of teachers play an important role in the development process; and (3) a detailed plan for introducing new content and practices and facilitation of follow-up action is required (Hirsh, 2005, p. 43).

As it is clear from the features of a high-quality CPD, it requires in-dept understanding of teachers, teachers’ opinions on the development process, good planning and follow-up. Based on the expected qualities of CPD activities, EFL teachers are asked to evaluate the current INSETs. Therefore, they are asked whether the INSETs of the MoNE meet the certain criteria or not.

For the items in the planning INSETs factor of the questionnaire, the mean scores of the items vary between 2.10 and 2.54. That is, EFL teachers say that they ‘totally disagree’ or ‘disagree’ with the given statements. Most of the teachers think that their opinions, needs, the conditions of their schools, the geographical regions they live in, the settlements of the schools are disregarded while planning the content of the INSETs. In the interviews conducted with the EFL teachers prior to the questionnaire development process, they also expressed their dissatisfaction with the INSETs as the contents of the trainings do not arouse their attention and address their classroom problems and challenges. They would like to be a part of the planning process of the INSETs that are designed according to their needs and conditions. In line with this expectation, Vries, Jansen and Grift (2013) indicate that fostering teachers’ CPD requires examining teachers’ beliefs and opinions at the same time.



Day (1999) also claims that CPD activities cannot support teachers when they are “not based upon an understanding of the complexities of teachers’ lives and conditions of work nor upon an understanding of how teachers learn and why they change” (p. 204). Thus, the authorities planning and designing the INSETs need to consider the complexities of teachers’ conditions and needs for the effective CPD activities. Hustler, McNamara, Jarvis, Londra and Campbell (2003) argue that CPD activities have to be more teacher-based and teacher-centered, offer opportunities to all the teachers regardless of factors such as geographical conditions and the size of the school. Therefore, in line with the teachers’ opinions, evaluations and the related literature, the INSETs organized by the MoNE are required to consider teachers’ needs and opinions in the planning procedure. The content should be determined by considering all the teachers’ geographical, local and school conditions. When the teachers’ voices are ignored, there may occur more serious problems as they may feel neglected and oppose to any reforms introduced (Villegas-Reimers 2003).

The mean scores of the items in the second factor of the ELTEINSET, INSET content, vary between 2.13 and 3.00. That is to say, most of the participating teachers respond to the statements with ‘totally disagree’ and ‘agree. Therefore, it can be asserted that most of the EFL teachers think that INSETs do not offer activities they can apply in the classroom, theoretical and practical information about language teaching, and new methods and techniques in the field. The activities do not contribute to their English language proficiency. Also, they are not conducted in English and presented through various materials and techniques. Content is one of the key features of the INSETs (Birman, Desimone, Porter & Garet, 2000; Desimone, 2009; He, Prater & Steed, 2011). When the content of the previous INSET programs of the MoNE is examined, it is seen that most of the activities are school-based development activities. Therefore, although these activities contribute to the school development, teachers cannot find the opportunity to hear in English. In line with our finding, INSETs in Pakistan are held as “one-shot or a number of isolated workshops that are mainly held at schools to meet an urgent need and to strengthen teachers’ practical knowledge” (Dayoub & Bashiruddin, 2012, p. 595). In the same vein, in his study in the Indonesian context, Zein (2016) has concluded that there is a mismatch between the content of the trainings and the professional and contextual needs of the teachers as the programs are designed by the bureaucrats. This is in line with the findings of the first factor of the ELTEINSET. As the content of the INSETs are not determined according to needs of teachers and they are not included in the planning phase, the activities carried out in the

trainings fall short of satisfying teachers' needs. This leads to a mismatch between teachers' needs and the content of the trainings.

The mean scores for the third factor of the ELTEINSET, organization, vary between 2.70 and 3.00. That is to say, most of the participating teachers chose the options of 'totally disagree', 'disagree' or 'neither agree nor disagree' for the items. However, the highest percentages in three of the four items of the factor belong to 'agree' option. Therefore, it can be claimed that the opinions of teachers on the issue are varying. In total, there are more negative evaluations. We can assert that teachers disagree that the halls, dates, the number of teachers and the settlements are appropriate for the trainings. As most of the INSETs in Turkey are school-based development activities, teachers carry out the activities in their schools. Therefore, most of the time they do not have a problem regarding the halls and the number of teachers at school. Teachers can attend the trainings at the beginning and end of the school year in the cities they want. For this reason, most of the time, the settlements of the INSETs are not a problem for the participating teachers. However, in the interviews, teachers complained about the time of these trainings as they cannot find the opportunity to participate in such trainings during the school term. That is, teachers do not want to attend one-shot INSETs. The studies in the literature support our findings regarding this factor. As traditional one-shot INSETs require teachers to attend the trainings for a specific time (Day & Sachs, 2004; Diaz-Maggioli, 2003), it would be difficult to train teachers as life-long learners. Another concern about the CPD activities within the school term is about administrative matters. Some of the teachers tell that they sometimes have problems with the school management when they ask for permission to attend conferences, seminars or workshops organized by the institutions in their cities. This is another issue to be examined. CPD perceptions and attitudes of the school administrators for themselves and the teachers at the school should also be developed. The studies in the literature come up with the solution of virtual learning environments for the problems regarding time, place and duration. Keown (2009) indicates that when teachers are provided with virtual communities of practices, they can get engaged in CPD activities in an easier and useful way. Also, for permanent impact on teachers' practices and beliefs, virtual learning environments for a long duration can be shown as a way for CPD activities (Mouza, 2009).

For the items in the fourth factor of the ELTEINSET, trainers of INSETs, the opinions of teachers are varying as the highest percentages belong to 'disagree', 'neither agree nor disagree' and 'agree'. The percentages of these responses are quite close to each other. The

items in the factor are about trainers' classroom management skills, teaching methods and techniques. The teachers responding as 'disagree' or 'neither agree nor disagree' may have given these answers since they do not frequently participate in the trainings conducted by a trainer. As most of the INSETs are school-based development activities, one of the teachers in the group or the school administrators become the trainer. The teachers may also have these opinions about the trainers as they have not experienced good quality trainings. In line with our findings, in a study of Chaaban (2017) in Qatar, teachers expressed their negative perceptions towards the trainers as they thought that the trainers were distant from the realities of their classrooms and "offered generic improvement strategies that were challenging for teachers to transfer directly into their classrooms" (p. 594). The teachers in our study also think that they cannot apply what they learn in the trainings to their classrooms as there is a gap between the content of the INSETs and the trainers, and their classroom practices. At that point, the governments are required to cooperate with the teacher educators at tertiary level on designing and giving trainings to teachers (Zein, 2016). According to Lovett (2009), a successful INSET depends on the close cooperation between the teacher educators and INSET institutions. Teacher educators can either give trainings to trainers or directly to teachers. As it is clear from the findings, trainers of INSETs is an important issue to be addressed when planning the content and organization of the INSETs. The governments first need to take measures on the trainings of the trainers.

In the next factor, assessment and evaluation, the mean scores of the items vary between 2.70 and 2.85. This factor is about teachers' evaluations of the content presented to them in the INSETs. There are also items on evaluating the teachers on the content they learn. The last item of the factor, follow-up, is interwoven with the assessment and evaluation factor. These two factors are like the phase of after-INSETs. The follow-up factor has the lowest mean scores in the ELTEINSET, which are between 1.85 and 2.30. Most of the EFL teachers think that there must be an assessment at the end of the trainings and they should be able to use these results to get promotion or appointed. They also think that they should be monitored to check whether they apply the things in their classrooms and there should be an officer for INSET whenever they need help. The studies in our context indicate that one of the missing elements in the INSET design of the MoNE is follow-up (Uysal, 2012). That is, teachers are not given the opportunity to give feedbacks on the INSETs and to be evaluated and monitored to see whether they apply what they learn. However, Bull (1994) argues that "single training sessions with no follow-up are ineffective" (as cited in Wichadee, 2011, p.

14). The studies (Bernauer, 2002; Bolam, 2003; Moore, 2000; Steyn, 2010) also highlight that effective CPD is a continual process including good planning and follow-up through feedbacks and coaching to teachers. With no follow-up or coaching in our trainings system, one of the dramatic points in the interviews with EFL teachers was that they expressed their solitude in their teaching practice. They complained about the mismatch between their initial teacher education and actual classroom environments. Therefore, they needed someone to help them from time to time to deal with the problems in their classrooms.

To sum of the findings of the first questionnaire, ELTEINSET, it can be said that EFL teachers participating in our study are not satisfied with the INSETs organized by the MoNE. Main problems regarding the INSETs in our country can be sorted as *planning, content, time and follow-up*. According to their responses, they are not a part of the planning and designing procedure of the INSETs. Their opinions, needs and contextual conditions are disregarded while planning the trainings. Most of the time, they are not happy with the content as they are not provided with practical issues, new methods and techniques regarding language teaching. They are offered trainings to develop their English language proficiency as the trainings are not held in English. Since they do not find the opportunity to see many trainers in the INSETs, they cannot arrive at a consensus on the quality of the trainers. Although their ideas on the appropriacy of the dates of the INSETs are varying, the related literature indicates that effective CPD activities are the ones extended over a period of time encouraging teachers for life-long learning. Another crucial problem is the lack of follow-up process as teachers are left alone after the trainings and not monitored to see whether they apply what they learn in the trainings.

#### **4.6. Interpretation of the Findings in Relation to Research Question 2**

The aim of the second research question of the dissertation is to explore EFL teachers' preferences of INSETs. For this aim, teachers are given with the statements describing effective and ideal INSETs, and asked to rate their agreement on the items. There are four factors of the ELTPINSET questionnaire: planning INSETs, INSET content, execution of INSETs, and evaluation and follow-up.

Villegas- Reimers (2003) gives characteristics of an effective CPD as follows (as cited in Nyarigoti, 2013, p. 139):

- Programs conducted in school settings and linked to school wide efforts.

- Teacher participating as helpers to each other and as planners with administrators of in-service activities.
- Emphasis on self-instruction with differentiated training opportunities
- Teachers in active roles, choosing goals, activities for themselves
- Emphasis on demonstration, supervised trials and feedback
- Training that is concrete and ongoing.
- Ongoing assistance and support available on request

As it is clear from the listed characteristics of an effective CPD, it focuses on school development, cooperation among the teachers themselves and the administrators, self-learning, teacher-centered activities, demonstration and feedback, continuity of trainings and support. As discussed earlier, the current INSETs in our country lack most of these characteristics. Therefore, we asked teachers' opinions on the design, content, execution and post- phases of the INSETs.

In the first factor, planning INSETs, mean scores of teachers vary between 4.63 and 4.70. That means a high number of the participating teachers responded as 'totally agree' and 'agree'. It can be claimed that most of the EFL teachers think that teachers' opinion and need to be considered when planning the INSETs. In addition to their needs, their conditions regarding the school, settlement, geographical location and the educational level they work at need to be considered. They would like to be involved in the INSETs that are appropriate for their needs and concerns. One of the teachers in our interviews prior to the questionnaire development process expressed that she is teaching young learners at a primary school and the courses she took in initial teacher education fail to satisfy her needs to teach young learners. Therefore, she thinks that teachers in service should be provided with methods and techniques to teach young learners. That is, she desires to have trainings according to the educational level she works at. This dialogue with the teacher emphasizes the importance of teachers' roles in planning the INSETs. Supporting this dialogue, Villegas-Reimers (2013) claims that CPD activities are more effective when the participation and influence of teachers on planning, organization and monitoring processes are increased. Therefore, it is crucial that teachers are included as "an integral part of the planning process, both in decision making and in identifying needs and beliefs' as findings on teachers" (Haney & Lumpe 1995, p. 191). This is exactly what the EFL teachers in Turkey expect from the INSETs.

The mean scores of the items in the second factor of ELTPINSET, INSET content, vary between 4.70 and 4.75. That is, most of the EFL teachers participating in our study 'totally agree' or 'agree' with the given statements. It can be asserted that EFL teachers would like learn intelligible practical knowledge, new methods and techniques regarding language

teaching. They would like to participate in the trainings that contribute to their language proficiency, personal and professional development. Furthermore, they would like to be curious and enthusiastic about the content of the trainings that are presented through various materials and techniques. All these desires of EFL teachers regarding the content of INSETs can be regarded as actions for developing their teaching practices in the classroom. In my personal dialogues with EFL teachers (close friends of me), they express that they eagerly want to take part in the INSETs when they believe that the content will contribute to their personal and professional development. However, they lose their motivation and enthusiasm by continuously attending trainings that are beyond their needs and interests. Therefore, it is really crucial to design trainings that focus on development and improvement of teaching and learning in the classroom (Garet et al., 2001). Or, teachers can easily lose their motivations when they think that the trainings will not support their development and classroom practices. Also, especially experienced teachers cannot keep up with the latest changes, methods and techniques due to the rapid changes. For this reason, introducing teachers with the latest advancements and new ideas in the field makes them become up-to-date, and this is what our EFL teachers want (Kabilan & Veratharaju, 2013). When teachers are accustomed to learning about the new ideas, knowledge or approaches in INSETs, it will be easier for the governments to realize school or system reforms. This is important as teachers are seen the key elements of the school, curriculum or system reforms (Ono & Ferreira, 2010; Villegas-Reimers, 2003).

The mean scores of the items in the execution of INSETs factor of the ELTPINSET vary between 4.62 and 4.71. That is, as in the previous factors, most of the EFL teachers agree or totally agree with the given statements. EFL teachers participating in our study think that INSETs should be conducted in interaction between the trainers and the teachers. They should find the opportunity to share their knowledge and experiences with other teachers. Trainers in the INSETs should use materials facilitating their learning, share their materials with the teachers, present practical information on language teaching, consider the educational background of teachers, encourage active involvement of the teachers in the trainings and use the class hours efficiently. As it is clear from the statements, items in the factor deal with how the INSETs should be executed and what EFL teachers expect from the executions of INSETs. An effective CPD is seen as a collaborative process (Darling-Hammond & McLaughlin, 1995). That is to say, there should be a reciprocal interaction among the teachers themselves and between the teachers and the trainers, administrators or

parents (Clement & Vanderberghe, 2000; Grace, 1999). This what our EFL teachers expect from the trainings. They would like to find the opportunity to cooperate with their colleagues and the administrators to deal with the issues in their classes. In a project by the Texas Education Agency (1997) on professional development, it is argued that adults learn best when they receive feedback and stay in interaction with their colleagues. The EFL teachers in the study also say that they do not want to sit like stones in the INSETs and get actively involved in the activities. According to Garet et al. (2001), high-quality CPD trainings ensure active participation of teachers when they are encouraged to be a part of the activities that promote reflective inquiry through discussion, planning and practice. These activities ensuring the active participation of teachers can be in various forms such as “observing expert teachers and trainers, micro-teachings, planning and discussing lesson plans and syllabus, curriculum, materials and teaching methods used in the classroom, and reviewing and giving feedbacks to student work” (Zein, 2017, p. 295)). Teachers’ active participation in the trainings and cooperation among teachers can improve teachers’ professionalism (DelliCarpini, 2009). While the EFL teachers in our context think that the materials used in the trainings should facilitate learning the content, Lamie (2002) come to the same conclusion in a study conducted in Japan to evaluate the INSETs on a new course introduced by the Japanese MoNE. The study argues that there is a “mismatch between the aims of the revised curriculum and the materials designed supposedly to support it” (p. 151). In addition to the quality of the materials, teachers would like to be provided with practical experiences in the trainings to improve student learning. CPD activities have longer-term and more effective effects when they equip the teachers with practical information (Boyle, Lamprianou & Boyle, 2005; Lee, 2005; Steyn, 2010).

The mean scores for the items in the last factor of the ELPINSET, evaluation and follow-up, vary between 4.07 and 4.45. These are the lowest mean scores among all the items of the questionnaire. However, that does not mean that they do not agree with the statements. Teachers would like to be asked to evaluate the content of the INSETs they have participated in, and this can be done via an online survey. They also think that teachers should be evaluated regarding the content they learn in the INSETs. They would like to be monitored following the trainings to see whether they apply what they learn to their classes. Furthermore, they agree that there should be an official ready to help them regarding their classroom practices. Among these items, being monitored by the authorities has the lowest mean score, 4.07. That is, when compared to other items in the whole questionnaire, teachers

have given lower scores (more disagree responses) for this item. It must be considered why some of the EFL teachers do not want to be monitored. This may be due to their fear of getting criticism or negative feedbacks. When the previous authorities of the MoNE launched performance evaluation system, teachers were not happy about it as they thought that it would not work properly in Turkey context. Indeed, it was abolished by the current Minister due to the same reasons. However, a solution is required for this since follow-up is seen as an important element of an effective CPD. The effects of the CPD activities on teachers' practices, attitudes and beliefs should be monitored (Hustler et al., 2003). Teachers' monitoring their own professional development by learning the use of portfolios can be used as one of the solutions for this as experienced by two researchers in Finland (Jarvinen & Kohonen, 1995). In addition, teachers would like to share their opinions, discuss and reflect on the trainings following the INSETs. In the interviews with the EFL teachers prior to the questionnaire development process, we talked about their evaluations of the INSETs. All the EFL teachers said that they are rarely given the opportunity to evaluate the INSETs and this mostly happens in the format of Likert-type scales. However, it is argued that "the best way to judge the effects of CPD is to conduct some sort of evaluation beyond the standard five-point scale questionnaire used after so many in-service sessions" (Wichadee, 2011, p. 14).

In line with the findings of the first and second research questions of the current dissertation, we can conclude that effective INSETs should have the following features:

- determining the needs of teachers prior to the design of the INSETs
- considering teachers' opinions regarding the planning and design of INSETs
- offering students up-to-date contents that can improve their classroom practices and support their professional development
- encouraging the interaction among teachers themselves and between teachers and trainers
- active participation of teachers in the trainings
- evaluations of teachers regarding the trainings
- monitoring teachers' future practices, attitudes and beliefs regarding the content presented



#### **4.6. Interpretation of the Findings in Relation to Research Question 3**

In almost all the studies in the literature on INSETs, it is emphasized that determining teachers' professional needs has the utmost importance (Guskey, 2000; Hansen-Thomas, Richins, Kakkar & Okeyo, 2016; Kabilan & Veratharaju, 2013; Uysal, 2012; Zein, 2016). As to design continuous and effective CPD programs, "an effective needs analysis that culminates from the teachers' knowledge bases of curricula, instructional, content and pedagogical knowledge" must be carried out (Luneta, 2012, p. 360). With the rapid change of the educational and technological issues, it sometimes becomes impossible for teachers to keep track of the changes. Therefore, it is believed that it would be the best way to design the contents of the INSETs according to the professional needs and concerns of teachers. The findings of our questionnaire, ELTEINSET, showed that teachers' opinions and needs are not considered while planning the INSETs. In government-based INSETs, teachers are presented with preselected topics which do not concern teachers at large. We are not the only one facing this problem. Most of the time teachers' professional needs are neglected and they are not given the opportunity to express themselves in most parts of the world. In Nyarigoti's study (2013) with EFL teachers in Kenya, it was concluded that CPD programs are externally organized and focus on one aspect of professional development by ignoring other needs or interests of teachers. In Colombia, Moncada (2007) found out that the current professional development models cannot fulfill the professional development needs of teachers. Investigating the changes of a new national curriculum in Netherlands, Koster and Snoek (1998) stated that "the starting point for the professional development of teacher educators should be 'what teacher educators know and do already'" (p. 556). In a Japanese context, Lamie (2002) argued that teachers must be involved in the planning, implementation and evaluation procedures of the trainings. In Kyrgyzstan, Joldoshalieva (2007) indicated that teachers' voices, their expertise and approaches to innovation are largely ignored. In a study by Wichadee (2011) in Thailand, while trying to characterize an effective CPD, it is concluded that "an effective method is the one that can direct learning about teaching, meets the teachers' needs, and suits the teaching context" (p. 20). It was also highlighted in Zein's study (2016) in Indonesia there is a "mismatch between the course contents and the contextual and professional needs of the teachers" (p. 433). In Malaysian context, the situation is nearly the same as teachers are not given the opportunity to voice their needs and concerns (Kabilan & Veratharaju, 2013).

Considering this common problem in designing INSETs, we tried to determine EFL teachers' professional development needs that can be included in the INSETs. The needs were divided into three according to the factor analysis: English language proficiency needs, teaching methodology needs, and contextual and institutional needs. For the items in the questionnaire, INSETNELT, we asked EFL teachers to rate the items in terms of their necessity to be involved in the INSETs. Teachers responded as 'very highly needed' (5), 'highly needed' (4), moderately needed (3), 'slightly needed' (2) and 'not needed' (1).

In the factor of English language proficiency, EFL teachers rated the items on EFL teachers' abilities for listening, speaking, reading, writing, grammar, vocabulary, pronunciation and effective communication. Prior to the data collection procedure, we thought that teachers would score lower in the items of this factor as they may think that their English level is good enough. However, the mean scores were really surprising for us as they varied between 4.00 and 4.31. That is, most of the EFL teachers participating in our study think that they need trainings to develop their language proficiency. When we discussed the issue with one of my friends, an EFL teacher at a state school, she stated that she was used to teaching grammar to her students in Turkish like most of the other teachers she saw. Therefore, she did not practice speaking English a lot and lost her fluency in English. For this reason, she thought that they needed trainings to practice and develop their language skills. In the same vein, in a study by Igawa (2008) in Korea and Japan, EFL teachers indicated language improvement as one of their perceived CPD needs. In the Indonesian context, EFL teachers also expressed their concerns regarding their English language proficiency (Zein, 2017). The reason for teachers' concerns regarding their proficiency in English may be because they have not mastered all the language skills in their initial teacher education. Kabilan and Veratharaju (2013) has the same assumption for the EFL teachers in Malaysian context. In line with the teachers indicating their needs of subject matter knowledge, the studies emphasize that INSETs need to involve knowledge and applications of English language, linguistics and language acquisition (August & Hakuta, 1997; Olsen, 2000; Fillmore & Snow, 2002; Gandara, Rumberger, Maxwell-Jolly & Callahan, 2003). Zein (2017) also claims that a good quality English language teacher needs to use English language proficiently. Furthermore, in students' perspectives of a good English language teacher, the teacher needs to teach grammar effectively and pronounce English correctly (Arıkan, Taşer & Saraç-Süzer, 2008). In the study of Arıkan et al. (2008), 95% of the participating students indicated that an effective teacher is the one with "good knowledge of English" (p. 47). This

may be one of the reasons of teachers' high rating for the items in the first factor of the questionnaire as they would like to be effective teachers in the eyes of their students and colleagues.

In the second factor of the INSETNELT, EFL teachers were asked to rate the necessity of including the issues on teaching methodology in the INSETs. The mean scores of the items varied between 4.07 and 4.40. That is, most of the participating EFL teachers indicate the necessity of including the items on teaching methodology in the INSETs. In a study conducted with Japanese and Korean EFL teachers, they also indicated teaching skills and methods as their perceived CPD needs (Igawa, 2008). While the lowest mean score belongs to 'teaching grammar', the highest ones belong to 'teaching English to young learners', 'use of technology in language teaching', 'developing students' positive attitudes towards learning English', 'teaching speaking English', and 'teaching effective communication skills in English'. The lowest mean score for 'teaching grammar' is an expected finding for the factor as EFL teachers in Turkey generally focus on teaching grammar in their lessons. Most of the time, other language skills are neglected and they only focus on teaching grammar and vocabulary. This may be one of the results of being an exam-driven country. To prepare the students for quality high schools or universities, they have to take national exams which only evaluate students' knowledge of grammar, vocabulary and reading. Therefore, when we ask teachers the reason for dealing with the grammar points all the time, they tell us they have to do that. This is what the parents, school administrators and the system expect from them. Furthermore, most of the EFL teachers tend to teach the way they see from their teachers through Grammar Translation Method (Dayoub & Bashiruddin, 2012). Therefore, they may think that they are teaching grammar enough. For this reason, there may be fewer teachers indicating 'very highly needed' for teaching grammar. On the contrary to teaching grammar, teachers indicate the necessity of trainings on teaching speaking and effective communication skills in the INSETs. Although they had taken courses in the initial teacher education on these issues, they may need further knowledge and practices as these language skills are skipped by the EFL teachers. Another outstanding need is teaching English to young learners. This has been one of the items the findings of which I am curious for. I think that the courses regarding teaching young learners are not sufficient in the current ELT curriculum of Turkey. Throughout four years of pre-service education, students have to take two courses on young learners: Teaching English to Young Learners I and II. This does not mean that they do not receive any other courses including topics on young learners.

However, according to the mandatory curriculum designed by the Council of Higher Education, there are only two mandatory courses for student teachers on teaching young learners English. Therefore, as a result of this item, it can be claimed that more courses on young learners can be involved in the programs as elective courses. Along with the ELT programs in Turkey, student teachers do not receive any courses special to young learners in pedagogic formations programs. In my institution, I am currently the supervisor of some student teachers attending the pedagogic formation program in the faculty of education from the faculty of science and letters. I asked them if they knew any children's songs or games to teach English, and it was worrying that none of them knew any songs or games for young learners. Therefore, EFL teachers working especially at the primary schools would benefit from the trainings on young learners when INSETs include some trainings about the issue. In addition to young learners, another highly rated need is the use of technology in language teaching. As most of the teachers in service are digital immigrants, that is they were not born into widespread use of the technology, they are somehow biased about it or do not like using it. They may also feel themselves not competent enough to make use of technology in the class. However, it is good to see that they would like to have trainings on the use of technology. In the same vein, in a study in Syria context, it was found out that teachers have a positive attitude to use technological tools in their lessons (Albirini, 2006). In the study of Odabaşı-Çimer et al. in Turkey context, participating teachers also expressed the necessity of learning about and using technology in their classroom in 2010. In 8 years-time, it is apparent that there are no changes in teachers' opinions. Kabilan and Veratharaju (2013) also emphasize the importance of including trainings on information and communication technologies. Another perceived need of EFL teachers in our study is developing students' positive attitudes toward learning English. This was one of the items created depending on the interviews with teachers prior to composing the item pool. Teachers stated that their students complained all the time and questioned the reasons for learning English. Students think that it is unnecessary for them to learn English. For this reason, teachers indicated their need to receive trainings on the issue.

As can be seen in the items, we have descriptions in some of the items for teachers to understand the terms based on the reflections of teachers on item clarity. One of these is the item on developing and supporting learners' autonomy, which have 4.28 mean score. As defined by the father of the term, Holec (1981), it is the ability to take responsibility for one's own learning. We expect our teachers to teach self-responsibility to their learners.

However, the dilemma regarding learner autonomy is whether we have autonomous teachers to teach autonomy to their learners. For this reason, we need to train self-responsible teachers and give trainings on self-responsible learning (Koster & Snoek, 1998). Action research was another term that teachers expressed they had heard for the first time. For this reason, we also added a short description to make it more clear for the teachers. It has a mean score of 4.13. Therefore, it can be said that teachers have positive responses regarding the necessity of including doing action research in the INSETs. In a study in Pakistan, it was found out that teachers can become researchers and carry out action research (Halai, 2011). However, it is necessary to give supervisory support and include action research in their pre-service education curriculum. Therefore, as most of the other items in our questionnaire, it has an implication for improving the content of the ELT curriculum. The use of drama in language teaching is one the items with a high mean score, 4.25. The benefits of using drama for teaching a foreign language are well-known and accepted by the ELT researchers and practitioners (Özmen, 2010). Therefore, it would be good for EFL teachers to include trainings on drama practices for language teaching.

The items in the last factor of the INSETNELT focus on the contextual and institutional issues regarding teaching profession. Studies (Emery, 2012; Zein, 2015) indicate that teachers need to be competent in professional context of their vocation to enhance their professionalism. Context is viewed crucial for teachers as “what you do is shaped where you do it” (Freeman, 1999, p. 28). The mean scores vary between 3.40 and 4.26 in this factor. Some of the items in this factor have the lowest mean scores in the whole questionnaire. These items are the basic legislation of the MoNE, union rights, outcomes of the MoNE ELT curriculum and preparing lesson/annual plans. Teachers responses for including these items in the INSETs mostly gather around ‘moderately needed’ and ‘highly needed’. This can be interpreted as teachers focus on more practical and pedagogical issues regarding their needs. on the contrary to our findings, in a study conducted in the USA to determine the professional development needs of teachers, teachers rated themselves as ‘3’ or lower for legal issues as they thought they needed trainings on them (He et al., 2011). They do not consider bureaucratic issues as much needed as the pedagogical ones. On the other hand, the items with the highest mean scores of the factor are human rights, professional ethics, stress management and legal rights and responsibilities as teachers. ‘Human rights’ has the highest mean score for the current factor. Regarding the issue, some of the faculties of education have this course in their curriculum. However, along with the INSETs, more pre-service

education programs need to include such courses. Furthermore, most of the participating teachers indicate that they need or highly need trainings on stress management. According to the study of Gursel, Sunbul and Sari (2002), “major sources of stress of Turkish teachers are workload, low salary, lack of self-esteem and INSET training opportunities, lack of access to new information and time pressure” (p. 36). To cope with these stress sources regarding their profession, each teacher has to discover what strategies work best for them and INSETs can help teachers discover them (Kyriacou, 2001). Therefore, INSETs need to have trainings on showing teachers the ways for stress management. As for professional ethics, “teachers need to establish and enforce acceptable ethical standards in order to be self-regulating and accountable as professionals” (Campbell, 2000, p. 218). For this reason, they should be able to know about these ethical rules, and INSETs can support teachers for this.

#### **4.7. Interpretation of the Findings in Relation to Research Question 4**

To be able to answer the fourth research question of the current dissertation, MANOVA analysis was carried out to see whether there are significant differences among the mean scores of the independent variables according to each dependent variable of our study. For this reason, MANOVA analysis findings were given for each dependent variable. We have six factors in the ELTEINSET, three factors (originally four, but one factor is excluded from the MANOVA as it cannot realize the assumptions of MANOVA) in the ELTPINSET and three in the INSETNELT. The findings regarding each factor of the questionnaires are discussed in this part.

According to the planning INSETs factor of the ELTEINSET, there is a significant difference between the scores of the teachers who are either undergraduate or keeping up their graduate studies. It is clear from the mean scores that undergraduate teachers have more positive evaluations regarding the planning INSETs factor of the ELTEINSET. Furthermore, the same significant difference has been detected for the INSET content and follow-up stages. Therefore, it can be claimed that for these three factors undergraduate teachers have more positive opinions when compared to those who are keeping up their graduate studies. It can be interpreted as undergraduate teachers are more satisfied with these three factors of the INSETs. Teachers with the lower mean scores are either attending a graduate program or have completed the program. In my personal dialogues with EFL teachers or our student teachers in the teacher education programs, some of them express that they would like go on

their academic studies in a master's degree program as they would like to further develop their teaching and research skills. Therefore, it can be claimed that these teachers would like to develop their professional skills by choosing the way of doing a master's degree. The courses they have taken during these programs, their research skills and critical and reflective thinking skills supposed to be developed in this process may give teachers new insights and allow them to handle INSETs in a critical way. Therefore, they may have given lower scores for the INSETs carried out by the MoNE. However, as mentioned in the literature section of the current dissertation, the MoNE is aware of the importance of doing a master's degree and taking a new action in the 2023 Strategy Paper for this (MoNE, 2018). Also, it is generally accepted that "students learn more from teachers who have a graduate degree in their subject" (Wayne, Yoon, Zhu, Cronen & Garet, 2008, p. 469). Yet, the interesting finding regarding our MANOVA analysis for the factors in the second questionnaire, ELTPINSET, is that undergraduate teachers have higher mean scores than graduate teachers. That is, they have more agreement with the statements in the factors describing ideal INSET consent and execution, and this agreement has been found significantly different. This can be interpreted as teachers going on a graduate study may have more realistic approaches or opinions regarding INSETs, and think that it would be difficult to conduct such INSETs. Furthermore, as undergraduate teachers have more positive opinions regarding the INSETs of the MoNE, they may have related these INSETs with the items describing ideal INSETs.

According to Scheffe post hoc tests, teachers working at upper secondary schools have a higher mean score than teachers working at lower secondary schools in the factors of INSET content, organization and assessment and evaluation in the ELTEINSET. Therefore, it can be said that teachers working at upper secondary schools have more positive evaluations regarding the items in these factors. This situation can be related to the differences between two educational levels in terms of the weekly hours of the English courses, the content of the English curriculum and the age levels of their students. Or, the INSETs organized by the MoNE may have trainings that are more appropriate for the teachers working at upper secondary schools. Another interesting finding regarding the educational levels teachers work at is that there is a significant difference between the mean scores of upper secondary and lower secondary teachers in terms of INSET content and execution factors of the ELTPINSET. However, on the contrary to the findings, high school teachers have more agreement with the statements in the factors describing ideal INSETs. Therefore, these two

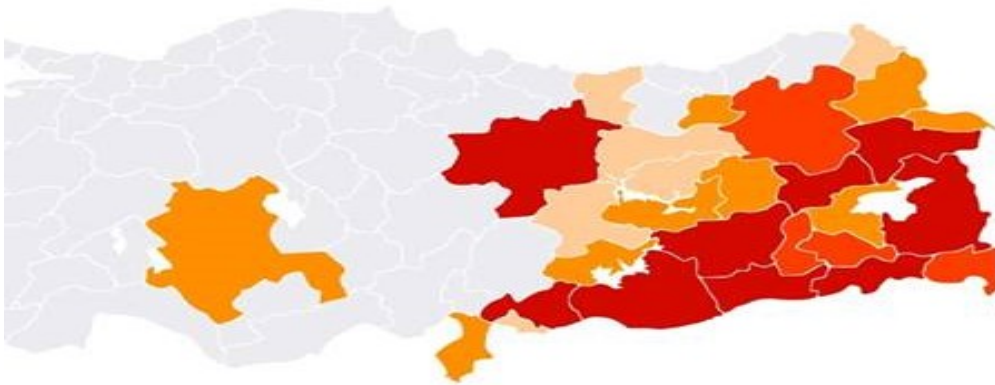
results from the first and second questionnaires according to educational levels are in line with each other as it can be claimed that teachers working at upper secondary schools relate the INSETs of the MoNE with the items describing the ideal INSETs in the second questionnaire. As a result of the findings, it can be claimed that the educational levels teachers work at can be considered when planning the content or executing the INSETs. As for an INSET program to become effective, it must provide teachers with meaningful experiences and practices (Kabilan & Veratharaju, 2013).

Another significant difference has been found between the mean scores of teachers who either attend only the INSETs of the MoNE or those organized by other institutions or organizations. Teachers attending extra CPD activities have lower mean scores, that is, they have fewer positive evaluations regarding the trainers of the INSETs of the MoNE. This can be the direct impact of attending other CPD activities as they experience various methods, trainers, issues or techniques in these trainings. Therefore, the trainers in the government-based INSETs can be considered distant from the realities of the classroom (Chaaban, 2017). In my personal dialogues with the EFL teachers and in the interviews carried out prior to the questionnaire development process, they talked about other CPD activities they attended. They especially emphasized the importance of finding the opportunity to speak in English in these trainings. In seminars, workshops or conferences, they can find the opportunity to communicate with the teacher educators, to learn about the new trends in language teaching, and to have more interaction with the colleagues and the experts. The point here is that teacher educators at the faculties of education and the MoNE stakeholders need to cooperate to conduct more effective and continuous trainings for EFL teachers (Knight, 2002). However, there are only a few research studies in Turkey on the INSETs for EFL teachers, and most of the time, academicians are not somehow included in the execution of INSETs. Another interpretation for this finding can be related to teacher autonomy. In terms of autonomy to develop their professional and personal skills, these teachers can be claimed to have the autonomy by willingly following and participating in the CPD activities. This independent variable of the current study does not show any significant difference according to any other dependent variables of the questionnaires, except the trainers of INSETs of the ELTEINSET.

The last questionnaire has three factors: English language proficiency, teaching methodology and contextual and institutional issues. According to these three factors, MANOVA analysis was carried out to see whether there are significant differences in the



scores from the dependent variables. In the English language proficiency, it has been found out that there is a significant difference among the mean scores of teachers who are working at different geographical regions of Turkey. Teachers working in Eastern Anatolia have higher mean scores than those working in the Aegean and Mediterranean regions. That is to say, teachers in the Eastern Anatolia think that they further need trainings on the development of their English language skills when compared to those working in Aegean and Mediterranean regions. This situation can be firstly interpreted as there may be less CPD opportunities in this region of Turkey. This may be because of the geographical location of the region. Furthermore, the east of Turkey has a lower socio-economic development level when compared to other regions (Sakarya & İbişoğlu, 2015). Therefore, teachers working in that region may need further trainings or development activities to both improve the achievements of their students and the regional development. It is a well-known fact in our country that beginning teachers are mostly appointed to that part of the country as there is more need for teachers at schools. According to the legislation of the MoNE, newly appointed teachers have to stay in the same region for four years, and it is a strategy to develop the education in the region. Therefore, it can be claimed that newly appointed teachers working in that region think that they need trainings to develop English proficiency skills. This is a finding in line with the independent variable of years of experience. According to MANOVA analysis, there is a statistically significant difference between the mean scores of teachers working for 1-5 year(s) and 11 years or more. As it is clear from the aforementioned provision of the MoNE legislation, teachers working for 1-5 year(s) are generally those working in the east of Turkey. Figure 11 shows the number of the vacancies for the EFL teachers to be appointed in 2018.



*Figure 11.* The vacancies for EFL teachers to be appointed in 2018. Öğretmenler Gazetesi (2018), retrieved from <http://www.ogretmenlergazetesi.com/ogretmen-atamalari/branslara-gore-acilan-iller-2018-yili/8>

The colors in the figure represent the number of the vacancies. The grey ones indicate there no vacancies for EFL teachers. When the color gets darker, the number of vacancies get higher. For instance, the red ones indicate that there is a need for EFL teachers more than 90. All the other colors, except grey, indicate there is a need for EFL teachers less than 90. Therefore, it can be claimed that newly appointed, naïve EFL teachers mostly working in the east of Turkey needs trainings on the language development than experienced teachers working in the west of Turkey. After working for four years in the east and chalking up enough professional scores to be appointed to another place, EFL teachers can be appointed to the western part of the country. For this reason, it can also be claimed that teachers working in Aegean or Mediterranean part of Turkey with the 11 or more years of experience do not need as much trainings as the naïve ones on English language development. This finding can be interesting in that as newly appointed teachers have just graduated from their pre-service education, and equipped with the knowledge and pedagogy of the language, their expectations to develop their English could be lower. However, it is not the case in our study. Thus, it can be claimed that teachers develop their language proficiency in the job, or they may enhance their self-confidence in their skills. Naïve teachers can just be less self-confident about themselves, or have a straight-forward approach to their skills. Also, if this is not the case, pre-service education programs need to take further measures to better develop EFL teachers' English language proficiency.

Another significant difference has been detected between the mean scores of teachers working in primary schools and lower secondary schools. Teachers working at lower secondary schools have a higher mean score. That is, they think that they need further trainings to develop their English language proficiency. Teachers working at the primary

schools have the lowest mean scores. This can be because of the curriculum and the content of the English courses at primary level. At this level, EFL teachers mostly teach basic English grammar and vocabulary to students. Therefore, they may not intensely feel the need to improve their language proficiency skills. Also, when we look at the number of lower secondary teachers in our data set, it is clear that most of the lower secondary school teachers (203 out of 399 total lower secondary school teachers) have 1-5 year(s) of experience. 112 of them also have 6-10 years of experience. Therefore, it can be inferred that beginning and naïve teachers working at lower secondary schools may have higher awareness levels regarding their English language proficiency.

Regarding the second factor of the INSETNELT, teaching methodology, no significant differences have been found among the mean scores gathered in each independent variable. That is, although EFL teachers mostly indicated they highly needed to participate in INSETs including issues on language teaching, this need does not show differences. Therefore, it can be claimed that all EFL teachers participating in our study need trainings on teaching methodology no matter what their years of experience and faculty of graduation are, where they work, at what educational level they work, they keep up their graduate studies or attend extra CPD activities. According to a study by Bucyznski (2010) on science teachers, it is argued that “the teachers most in need of professional development are those who do not already have a sound pedagogical content knowledge of the subject matter” (p. 599). Therefore, we can claim that our EFL teachers do not feel safe about themselves on their pedagogical content knowledge, and need further trainings on the issue. At this point, the quality of the education given in the pre-service ELT programs need to be investigated, and the importance of the collaboration between the teacher education at these programs and the MoNE stakeholders to give trainings must be emphasized. CPD programs designed according to the needs of teachers will certainly develop their pedagogical skills and knowledge (Zein, 2017).

For the last factor of the INSETNELT, contextual and institutional issues, a significant difference has been found among the mean scores of teachers who are either undergraduates of ELT programs or programs such as English literature, translation or linguistics. Teachers graduating from a program other than the ELT programs have a higher mean score for this factor. That is, they think that they further need trainings on the contextual and institutional issues. These teachers are appointed to state schools only if they receive pedagogical formation certificates at the university. Four-year pre-service education programs for being

a teacher are squeezed into two-term pedagogical formation programs. Those students in the pedagogic formation programs try to gain all the experiences, practices, knowledge and skills gained in four years by student teachers at ELT programs. Although they can prepare themselves as teachers in some ways such as teaching methodology or language proficiency, they may have difficulties in contextual issues regarding teaching profession as they cannot find the opportunity to internalize the profession in such a short time. Related to the duration of the pedagogic formation programs, in a study by Süral and Sarıtaş (2015), 73% of the participating teacher candidates from the faculty of letters think that the formation program should be extended to four-year time. The significant difference in our finding supports this claim.

Lower secondary school teachers also scored higher than primary school teachers in this factor. MANOVA analysis has found this number statistically significant. As we have items in this factor such as preparing students for national and international exams, preparing and managing projects and planning social activities, these situations can be more appropriate for the context of the lower secondary teachers. Firstly, it would be easier for them to plan and carry out social activities with their students because of the age of the students. At lower secondary schools, students get prepared for the national exams to be accepted by the quality high schools. Also, some international exams such as PISA are generally administered at that educational level. Also, the mental and physical development levels of the students may be more suitable for carrying out projects. For this reason, EFL teachers working at this level may think that they further need trainings on the issue.

## **CHAPTER 5**

### **CONCLUSION AND IMPLICATIONS**

#### **5.0. Introduction**

The current part of the dissertation consists of the summary of the study and implications for the MoNE, ELT programs and teacher educators in these programs and for the future research.

#### **5.1. Summary of the Study**

Teacher education strategies and actions of the MoNE in Turkey emphasize that one of the aims of the teacher training programs should be to educate teachers as life-long learners. Teachers are expected to adapt to new technologies and changes in education for their personal and professional development and the achievements of the students. For this reason, they should not stop learning throughout their professional life. For their professional development, teachers can willingly participate in CPD activities organized by the institutions or they can attend government-based INSETs. Therefore, it is important for the governments to design effective INSET programs that can satisfy the needs of teachers. Teachers also must be a part of the planning phase of the INSETs, the content must consider their conditions and they must be monitored following the trainings. By considering the characteristics of an effective INSET program, the study aims at finding out:

- EFL teachers' rating of the efficiency of the INSETs organized by the MONE
- EFL teachers' preferences regarding INSETs
- EFL teachers' needs that can be developed through INSETs

To be able to reach a large of EFL teachers, the current study employs questionnaires as one of the quantitative research techniques. However, since there are no questionnaires already developed for this aim, three questionnaires have been developed for the purposes of the

study. As the first stage of the instrument development process, a detailed review of national and international studies has been carried out. Following the literature review, we visited a school for the practicum of the student teachers for two years, and during these visits we observed teachers and took notes regarding teachers' opinions. We also had focus group discussions on the INSETs. In the next stage, we conducted semi-structured interviews with 23 EFL teachers on their definitions of the CPD concept, the necessity of CPD for teachers, their motivation for CPD and INSETs of the MoNE and their general evaluations regarding INSETs. Moreover, we talked about their expectations from these trainings and what makes an INSET an efficient one or not. Almost all the answers, suggestions and complaints of these EFL teachers were included in the item pools. Next, we worked with 3 experts on the field who were willing to give feedbacks and make comments on the items. Following their comments, a pilot study was conducted with the participation of 247 English language teachers for the factor analysis and reliability of the questionnaires. According to the results of the exploratory factor analysis which was carried out to find out the factors in the questionnaires, there are 6 factors (INSET planning, content, organization, trainers, assessment and evaluation, follow-up) in the English Language Teachers' Evaluations of In-Service Trainings questionnaire, 4 factors (INSET planning, content, execution, evaluation and follow-up) in the In-Service Training Preferences of In-Service Trainings questionnaire, and 3 factors (English language proficiency, teaching methods, contextual and institutional issues) in the In-Service Training Needs of English Language Teachers questionnaire. Each questionnaire has proved its reliability coefficients by various statistical tests.

To describe the situation of English language teachers in Turkey, the questionnaires were administered to 741 teachers working at the state schools in various educational levels. It was aimed in the data collection that the number of participating teachers from each region of Turkey needs to be roughly the same. We used convenience and snowball sampling methods to reach the participants. In addition to these methods, social media and groups of EFL teachers on these tools were used to gather data from the teachers.

According to the findings of the 1<sup>st</sup> research question, most of the English language teachers are not satisfied with the INSETs carried out by the MoNE. Teachers mostly think that their opinions are not taken and their conditions are not considered while planning the INSETs. They also think that these trainings do not address and satisfy their needs. In terms of the content of the INSETs, teachers are of the opinion that the INSETs do not provide theoretical and practical knowledge, new methods and approaches regarding language teaching.

Furthermore, they indicate that these trainings are not conducted in English and they cannot find the opportunity to develop their language proficiency. Teachers are also not happy with the organization of the INSETs in terms of the date, location, halls and the number of teachers. Teachers' ideas on the trainers of INSETs gather around 'agree', 'neither agree nor disagree' and 'disagree'. Regarding the assessment and follow-up, teachers indicate that they cannot find the opportunity to evaluate the trainings, to share their opinions on the INSETs and to ask for help from an official whenever they need. They also state that they are not monitored following the trainings.

The findings of the 2<sup>nd</sup> research question reveal that EFL teachers' preferences and expectations from the INSETs are in line with the effective INSETs defined in the literature. Teachers would like to be a part of the INSETs that consider their needs, conditions of the geographical regions they live in, schools, educational levels they work at and the settlements. According to EFL teachers, the findings of the needs analysis must be the base for the content of the trainings. Teachers would like to be provided with the activities including practical and theoretical knowledge, new methods and approaches, and English language proficiency. In addition to their wish for the personal and professional development in the INSETs, they would like to be enthusiastic and willing to participate in the trainings. Teachers' preferences on the execution of INSETs are line with the effective INSETs described by the previous studies. Most of the EFL teachers participating in our study would like to gather scores in the trainings and use them for their promotion or appointment. They also want to be monitored following the trainings and receive help from an official when they need.

According to the findings of the 3<sup>rd</sup> research questions, EFL teachers state that they have many needs regarding their English language proficiency, teaching methods and institutional issues. They indicate that they need trainings on the development of their English language skills. For the items in the teaching methodology, most of the EFL teachers think that they need trainings on all the areas in the factor. The result is the same for the last factor, contextual and institutional issues. All the items in the INSETNELT are mostly rated as 'very highly needed' or 'highly needed' by the EFL teachers.

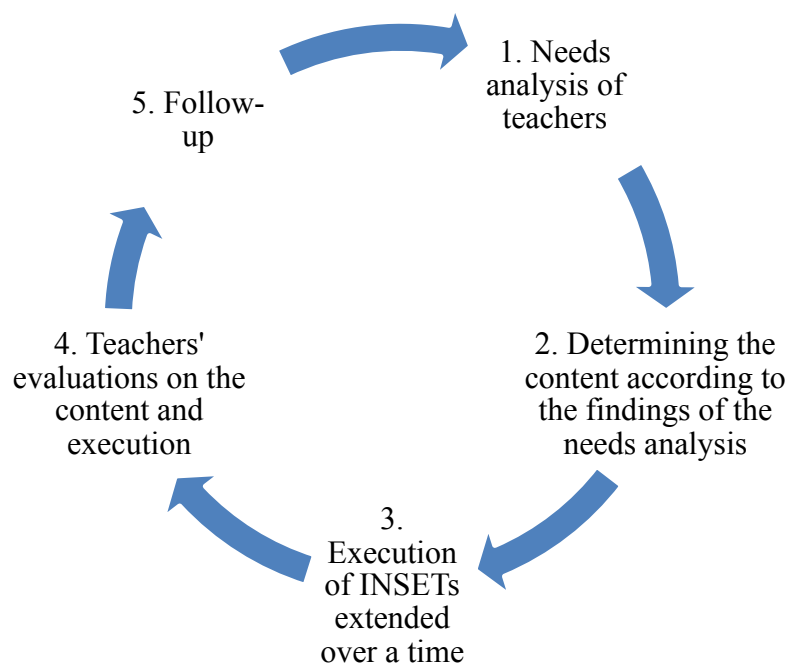
MANOVA tests are used to see whether there are significant differences between the scores obtained by the teachers according to some of their characteristics in the factors of the questionnaires. According to the analysis, in some factors (INSET content in ELTPINSET and ELTEINSET, organization in ELTEINSET, execution in ELTPINSET, assessment and

evaluation in ELTEINSET), there is a significant difference in favor of teachers working at upper secondary schools. That is, upper secondary school teachers have a higher mean score than lower secondary school teachers in these factors. In addition, there is a significant difference in the INSET content and follow-up factors of the ELTEINSET in favor of the undergraduate teachers. They have a higher mean score than graduate teachers in these factors. There is a significant difference in favor of the teachers who participate in other professional development activities apart from those of the MoNE in the trainers factor of the ELTEINSET. Teachers attending CPD activities have a higher mean score in this factor. In addition, a significant difference is found in the English language proficiency factor of the INSETNELT in favor of the teachers working in the East Anatolia region and those having 1-5 year(s) of experience when compared to those working in the Aegean and Mediterranean regions. That is to say, teachers in this region have a higher mean score than teachers at Aegean and Mediterranean regions. They have more ‘moderately needed’, ‘highly needed’ and ‘very highly needed’ responses. In the same factor, there is a significant difference in favor of the lower secondary school teachers. Lower secondary teachers have a higher mean score than primary school teachers. There is no significant difference among the scores obtained by the teachers in the teaching methodology factor. In institutional needs, there is a significant difference in favor of the teachers who are not graduates of English language teaching programs and those working in lower secondary schools. Teachers graduating from other faculties rather than the faculties of education have a higher mean score for the items in this factor. Lower secondary school teachers have a higher mean score than teachers working at primary schools.

## **5.2. Implications for the Ministry of National Education**

According to the findings of the current study, the EFL teachers working at the state schools of Turkey are not satisfied with the INSETs organized by the MoNE although the authorities are making efforts to improve the quality and content of the trainings. These efforts cannot be ignored, yet, it is clear that the current approaches to INSETs do not make teachers happy as they complain that the trainings do not address their needs, conditions and the content is mostly out of their interests. The suggested cycle for a government-based INSET is given in the figure below.





*Figure 12.* A suggested cycle for a government-based INSET

As can be seen on the figure, it is firstly recommended that the MoNE needs to conduct a comprehensive needs analysis on teachers according to their subject fields. There can be trainings for all the teachers, and there must be trainings special to teachers' branches. The MoNE has an information system on which they can easily contact with teachers and send online needs analysis surveys to them. Also, there can be some open-ended questions on these surveys to ask teachers about their opinions on the content, planning and organization of the trainings. The next step must be to design the content and timetable of the trainings, and teachers must be informed about the content and the timetable beforehand. The content must include the issues determined according the findings of the needs analysis. Some of these trainings can be carried out online while teachers also need to be presented with interactive activities in a hall with the effective trainers. According to our findings, in these trainings, EFL teachers would like to be provided with the trainings including new approaches, methods, techniques, theoretical and practical knowledge regarding English language teaching. They also would like to participate in the trainings to improve their English language proficiency. Therefore, the MoNE requires to organize trainings in English. Furthermore, the trainings should reach every corner of the country in order to ensure equality among teachers. In this way, teachers working in the disadvantaged areas of the country would not feel isolated. Instead of one-shot trainings without no follow-up or evaluations, trainings should be extended over the school year. Therefore, giving trainings

just at the beginning and the end of the school year is not the way preferred by teachers and not the ideal one for an effective in-service education.

Upon the completion of the INSETs, teachers should be asked to evaluate the content and the execution of the trainings. This can be conducted through online surveys as well. Teachers can share their reflections on the trainers, benefits of the trainings, the changes on their attitudes, opinions or practices. Or, they should just feel free to express their negative opinions or concerns regarding the trainings. In this way, the MoNE can develop the trainings for the sake of teachers' professional and personal development.

The last step of an effective INSET should be monitoring teachers. That is, when they learn something new in the trainings, they are expected to make use of these in their classes. Therefore, teachers can negotiate and discuss on these issues with their colleagues, school administrators or the INSET trainers in the following periods. Or, they can upload the tracks of these practices into an online platform to be controlled by the authorities. However, it should be noted that teachers may have some difficulties in these applications, and thus, they should be given the opportunity to ask for help from an official (may be an expert on ELT) whenever they need.

In addition to this suggested cycle for the INSETs, it is emphasized in this study that the MoNE should cooperate with the teacher educators working at the ELT departments of the faculties of education. Close cooperation between the stakeholders and teacher educators is seen crucial for the effective execution of INSETs.

### **5.3. Implications for the ELT Programs and Teacher Educators**

In line with the determined needs of the EFL teachers participating in our study, there are some implications for the ELT programs and teacher educators in Turkey. According to the findings, EFL teachers working at the state schools express that they need trainings to develop their English language proficiency and teaching methodology. Even the teachers with 1-5 year(s) of experience have the same need even though they can be regarded as "fresh" teachers. Therefore, the quality of the education given in the ELT programs of Turkey can be questioned. As teachers have already concerns regarding their language proficiency and teaching methodology, in 2018-2019 academic year, there has been a reform in the ELT curriculum of the universities as mandated by the Council of Higher Education. In this new curriculum, while the number and duration of the courses on the subject matter

are decreased, more courses are added on educational sciences. This has not been a warmly welcomed reform by the teacher educators in the ELT departments. For this reason, this can among the future concerns regarding the EFL teachers in Turkey as they will have less courses on English and teaching English. In this point, quality management systems of the universities become crucial to monitor the input, sources, processes and the output of the programs. ELT programs need to pay attention to the quality of their sources and processes when they are training their student teachers. They can have a follow-up system to monitor and back up their undergraduate students working as teachers in various institutions. In addition, ELT programs may include courses on CPD to raise the awareness of student teachers regarding the necessity and importance of CPD.

Another important point for INSETs is the close collaboration between the stakeholders organizing the trainings and the teacher educators in the ELT departments. As teachers need trainings on English language teaching methodology and their language proficiency, teacher educators seem to be the best source for the stakeholders to cooperate with. In each region of Turkey, there are faculties of education with ELT programs. Teacher educators in these programs are expected to be willing to cooperate and give trainings to EFL teachers. In this way, teachers can find the opportunity to keep up with the latest developments in the field and to practice their English communication skills. When conducted in an effective way, they can feel the support of these teacher educators and encourage themselves for the trainings and professional development.

#### **5.4. Implications for Further Research**

When I started doing my research, I have always contemplated on a follow-up study designed as an experimental study in cooperation with the teacher educators. Based on the findings of the needs analysis, an INSET program can be designed to satisfy EFL teachers' needs regarding English language proficiency, teaching methodology or contextual issues. While some of the courses can be conducted online, some others require teacher educators and EFL teachers to meet and spend some time on the issue. We can create an online system to share opinions, to reflect on the strengths and weaknesses and to evaluate both the teachers and the design of the trainings. That is, we can put the suggested cycle into practice and see whether it will work or not.

Another issue that can be investigated is teachers' beliefs regarding the necessity of professional development. In my experience, there have been worrying moments when teachers express that they need no trainings to develop themselves. They may consider these trainings or development activities as a burden since they are used to teaching without extra efforts. Furthermore, we should ask teachers about the necessity of doing a master's degree. It can be investigated whether they believe in the importance and benefits of receiving a master's degree. In the current strategy of the MoNE, they are planning to make teachers attend a master's degree program. However, it is believed that there will be no profits when teachers feel obliged to do graduate studies and do not believe in the importance of these studies. In addition to teachers' beliefs, we can try to determine the beliefs of student teachers on the issue.

Nearly half of the EFL teachers participating in our study state that they voluntarily attend extra CPD activities in addition to those of the MoNE. The motives of these teachers for CPD activities or for the graduate studies can be investigated, and the findings can be used to encourage teachers unwilling for CPD.

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## **APPENDICES**



## Appendix 1

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Konu: Araştırma Uygulama İzin Talebi

03.08.2018

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

- İlgi: a) Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 20/07/2018 tarihli ve 80287700.302.08.01/1087 sayılı yazısı  
b) Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğünün 02/08/2018 tarihli ve 43501582-605.01-E.14155104 sayılı yazısı  
c) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelge

İlgi yazı (a) ile Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Doktora Programı öğrencisi Sibel KAHRAMAN ÖZKURT'un, "Türkiye'deki İngilizce Öğretmenlerine Kulak Verin: Hizmetiçi Eğitimlerle İlgili Değerlendirmelerinin, Beklentilerinin ve İhtiyaçlarının İncelenmesi/Listening to English Language Teachers in Turkey: A Survey of Their Evaluations, Expectations and Needs Regarding In-Service Trainings" konulu doktora tezi kapsamında hazırladığı veri toplama araçlarının Adana, Ankara, Antalya, Balıkesir, Bursa, Denizli, Diyarbakır, Edirne, Erzurum, Gaziantep, Hatay, İstanbul, İzmir, Kastamonu, Kayseri, Kars, Kocaeli, Konya, Malatya, Manisa, Nevşehir, Samsun, Siirt, Trabzon, Van ve Zonguldak illerinde bulunan her tür ve derecedeki okullarda görev yapan İngilizce öğretmenlerine uygulanmasına yönelik izin talebi Genel Müdürlüğümüz tarafından incelenmiş olup; Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğünün görüşlerine başvurulmuştur.

Denetimi il, ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten elektronik ortama aktarılmış veri toplama araçlarının ilgi (b) yazı ve ilgi (c) genelge doğrultusunda uygulanmasına izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Eyyup TANYILDIZ  
Bakan a.  
Genel Müdür

Ek: Veri Toplama Araçları (6 Sayfa)

## Appendix 2

### Semi-Structured Interview Questions

#### Demografik Bilgi

1. Cinsiyet
2. Yaş
3. MEB’de öğretmenlik tecrübeniz
4. Öğrenim durumu
5. Şu anda görev yapmakta olduğunuz okul kademesi
6. (Cevabınız ortaokul veya lise ise) Şu anda görev yapmakta olduğunuz okul türü (Meslek Lisesi, İmam Hatip Ortaokulu/Lisesi, Sosyal Bilimler Lisesi, Anadolu Lisesi, Fen Lisesi, Güzel Sanatlar Lisesi vb.)
7. Şu anda görev yapmakta olduğunuz şehir
8. Varsa, son girdiğiniz yabancı dil sınavının adı (YDS, KPDS, ÜDS, TOEFL, e-YDS vb.) ve aldığınız not
9. Mezun olduğunuz lisans eğitim programı
10. Daha önce MEB hizmet-içi eğitimleri dışında herhangi bir mesleki gelişim kursuna/programına katıldınız mı?

#### Görüşme Soruları

1. Daha önce ‘sürekli mesleki gelişim’ ifadesini hiç duydunuz mu?
2. ‘Öğretmenler için sürekli mesleki gelişim’ ifadesini nasıl tanımlarsınız?
3. Sürekli mesleki gelişim öğretmenler için gerekli midir? Neden?
4. Kendinizi mesleki anlamda geliştirmek için bir şeyler yapar mısınız? Bunlar nelerdir?
5. Sürekli mesleki gelişime açık olduğunuzu düşünüyor musunuz?
6. Mesleki gelişim konusunda motivasyonunuzu nasıl ifade edersiniz?
7. MEB hizmet-içi eğitim faaliyetleri (seminerler) mesleki gelişiminize katkıda bulunur mu?
8. MEB hizmet-içi eğitim faaliyetlerine isteyerek katılır mısınız?
9. Hizmet-içi eğitim faaliyetlerinde kendinizi öğretmen olarak değerli hissedermisiniz?
10. Hizmet-içi eğitim faaliyetlerinde öğretmenlik yeterliğiniz hakkında düşünme fırsatı bulur musunuz?
11. İngilizce öğretmenlerine yönelik hizmet-içi eğitim faaliyetleri konusunda önerileriniz nelerdir?
12. Sürekli mesleki gelişimi desteklemek için ne tür hizmet-içi eğitim faaliyetleri organize edilebilir?
13. Sizin deneyiminizde başarılı veya etkili olarak tanımlanacak hizmet-içi eğitim faaliyetlerinin özellikleri nelerdir?
14. Sizin deneyiminizde başarısız veya etkisiz olarak tanımlanacak hizmet-içi eğitim faaliyetlerinin özellikleri nelerdir?

### Appendix 3

#### EXPERT OPINION FORM

Dear Colleague,

In the scope of my PhD dissertation on the continuing professional development (CPD) of English language teachers in Turkey, we aim at conducting a needs analysis survey in Turkey. The ultimate purpose of the dissertation is to come up with a CPD model to satisfy the needs of English language teachers in Turkey. The survey is made up of two parts. In the first part, the aim is to find out the opinions of English language teachers regarding in-service trainings in Turkey, which are conducted by the Ministry of National Education. For this part, the teachers are required to choose one of the options in 5-point Likert Scale. In the second part of the survey, the teachers are asked to grade the items based on their language proficiency, teaching methodology and institutional/contextual needs. The survey is planned to be conducted in Turkish.

We kindly ask you to evaluate the appropriateness/clarity of each of the items in terms of:

- The language
- The clarity
- The culture & context

If you think that the item can be used with minor changes, please write your advices.

ITEMS						LANGUAGE	CLARITY	CULTURE & CONTEXT
	Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Tamamen katılıyorum			
A. İngilizce öğretmenlerinin hizmet içi eğitim seminerleri hakkındaki görüşleri								
1. Hizmet içi eğitim faaliyetlerine isteyerek katılıyorum.  <b>1. I participate in in-service trainings voluntarily.</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
						Not Appropriate _____	Not Appropriate _____	_____
						With minor changes _____	With minor changes _____	Not Appropriate _____
						With minor changes _____	Advice for changes: _____	Advice: _____
						Advice for changes: _____		
2. Hizmet-içi eğitim faaliyetlerinin öğretmenlik alanımıza göre yapıldığını düşünüyorum.	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
							With minor changes _____	Advice: _____

<p><b>2. I believe in-service trainings are appropriate for our teaching field.</b></p>						<p>With minor changes _____</p>	<p>Advice for changes:</p>	
						<p>Advice for changes:</p>		
<p><b>3. Hizmet içi eğitim faaliyetlerinin ihtiyaçlarımıza cevap verecek şekilde yürütüldüğünü düşünüyorum.</b></p> <p>3. I believe in-service trainings are conducted in a way to satisfy our needs.</p>	1	2	3	4	5	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>With minor changes _____</p> <p>Advice for changes:</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>With minor changes _____</p> <p>Advice for changes:</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>Advice:</p>
<p><b>4. Hizmet-içi eğitimde İngilizce dil yeterliliğime katkı sağlayacak faaliyetler olması önemlidir.</b></p> <p><b>4. It is important that in-service trainings include activities that contribute to my English language proficiency.</b></p>	1	2	3	4	5	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>With minor changes _____</p> <p>Advice for changes:</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>With minor changes _____</p> <p>Advice for changes:</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>Advice:</p>
<p>5. Hizmet içi eğitim faaliyetleri mesleki gelişimim açısından önemlidir.</p> <p>5. In-service trainings are important for my professional development.</p>	1	2	3	4	5	<p>Appropriate _____</p> <p>Not Appropriate _____</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>With minor changes _____</p>	<p>Appropriate _____</p> <p>Not Appropriate _____</p> <p>Advice:</p>

						With minor changes _____	Advice for changes:
						Advice for changes:	
6. Yıl içinde yapılan hizmet içi eğitim faaliyetlerinin süresi mesleki gelişimim için yeterlidir.	1	2	3	4	5	Appropriate _____	Appropriate _____
6. The duration of in-service trainings in a year is sufficient for my professional development.						Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____
						Advice for changes:	Advice for changes:
7. Hizmet içi eğitim faaliyetlerinin içeriğinin hazırlanmasında öğretmen görüşlerinin alınması gerektiğini düşünürüm.	1	2	3	4	5	Appropriate _____	Appropriate _____
7. I think it is required to gather teachers' opinions while planning the content of in-service trainings.						Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____
						Advice for changes:	Advice for changes:
B. İhtiyaçlar							
Aşağıda verilen maddelerle ilgili faaliyetlerin hizmet içi eğitim seminerlerine dâhil edilmesinin ne derece gerekli olduğunu değerlendiriniz.							
1: gerekli değil							

2: az seviyede gerekli  
3: orta seviyede gerekli  
4: yüksek seviyede gerekli  
5: çok yüksek seviyede gerekli

a. Dil yeterlikleri

a. Language proficiency

**1.İngilizce öğretmenlerinin ingilizce konuşma becerisi**

**1. English language speaking skills of English language teachers**

1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
					Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
					With minor changes _____	With minor changes _____	Advice: _____
					Advice for changes: _____	Advice for changes: _____	

2. İngilizce öğretmenlerinin İngilizce yazma becerisi

2. English language writing skills of English language teachers

1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
					Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
					With minor changes _____	With minor changes _____	Advice: _____
					Advice for changes: _____	Advice for changes: _____	

**3. İngilizce öğretmenlerinin İngilizce okuma becerisi**

1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
					Not Appropriate _____	Not Appropriate _____	

3. English language reading skills of English language teachers						Not Appropriate _____	With minor changes _____	Not Appropriate _____					
						With minor changes _____	Advice for changes: _____	Advice: _____					
						Advice for changes: _____							
4. İngilizce öğretmenlerinin İngilizce dinleme becerisi						1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
4. English language listening skills of English language teachers											Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
											With minor changes _____	With minor changes _____	Advice: _____
											Advice for changes: _____	Advice for changes: _____	
5. İngilizce öğretmenlerinin İngilizce gramer bilgisi						1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
5. English grammar knowledge of English language teachers											Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
											With minor changes _____	With minor changes _____	Advice: _____
											Advice for changes: _____	Advice for changes: _____	
6. İngilizce öğretmenlerinin İngilizce kelime bilgisi						1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
												Not Appropriate _____	



<b>6. English vocabulary knowledge of English language teachers</b>						Not Appropriate _____	With minor changes _____	Not Appropriate _____
						With minor changes _____	Advice for changes: _____	Advice: _____
						Advice for changes: _____		
<b>7. İngilizce öğretmenlerinin İngilizce kelime telaffuz bilgisi</b>						Appropriate _____	Appropriate _____	Appropriate _____
<b>7. English pronunciation knowledge of English language teachers</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>b. Öğretim yöntemleri</b>								
<b>b. Teaching methodology</b>								
<b>1. Çocuklara İngilizce öğretimi</b>						Appropriate _____	Appropriate _____	Appropriate _____
<b>1. Teaching English to young learners</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>2. Özel eğitime ihtiyacı olan öğrencilere İngilizce öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____ Not Appropriate _____	Appropriate _____ Not Appropriate _____
<b>2. Teaching English to children with special needs</b>						Not Appropriate _____	With minor changes _____	Advice: _____
						With minor changes _____	Advice for changes: _____	
						Advice for changes: _____		
<b>3. İngilizce öğrenme stratejileri</b>	1	2	3	4	5	Appropriate _____	Appropriate _____ Not Appropriate _____	Appropriate _____ Not Appropriate _____
<b>3. English language learning strategies</b>						Not Appropriate _____	With minor changes _____	Advice: _____
						With minor changes _____	Advice for changes: _____	
						Advice for changes: _____		
<b>4. İngilizce öğretiminde teknoloji kullanımı</b>	1	2	3	4	5	Appropriate _____	Appropriate _____ Not Appropriate _____	Appropriate _____ Not Appropriate _____
<b>4. The use of technology in English language teaching</b>						Not Appropriate _____	With minor changes _____	Advice: _____
						With minor changes _____	Advice for changes: _____	
						Advice for changes: _____		

<b>5. Öğrencilere ödev verme</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>5. Giving homework to students</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>6. Öğrenci performansını ölçme ve değerlendirme</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>6. Assessing and evaluating student performance</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>7. Öğrenci odaklı İngilizce öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>7. Student-centered English language teaching</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>8. Keşif yöntemiyle İngilizce öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>8. Teaching English through discovery approach</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>9. Materyal geliştirme</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>9. Material development</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>10. Materyal seçimi ve uyarlama</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>10. Choosing and adapting materials</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>11. Ders saatinin etkili kullanımı</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>11. The use of class time efficiently</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>12. Alternatif ölçme araçları (portfolio, gezi-gözlem, vb.)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>12. Alternative assessment tools</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>13. Öğrenen özerkliğini destekleme (öğrencinin kendi öğrenmesinin sorumluluğunu alması)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>13. Supporting learner autonomy</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>14. İngilizce okuma öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>14. Teaching reading in English</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>15. İngilizce yazma öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>15. Teaching writing in English</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>16. İngilizce dinleme öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>16. Teaching listening in English</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>17. İngilizce konuşma öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>17. Teaching speaking in English</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>18. Dil becerilerinin tümleşik öğretimi (dört iletişim becerisinin birleştirilmesi)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>18. Integrated teaching of language skills</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>19. İngilizce telaffuz öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>19. Teaching English language pronunciation</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

<b>20. İngilizce kelime öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>20. Teaching English language vocabulary</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>21. İngilizce dilbilgisi öğretimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>21. Teaching English language grammar</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>22. Öğrencilerin bilişsel ihtiyaçları (problem çözme, bilgi edinme, eleştirel düşünme, vb.)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>22. Cognitive needs of students (problem solving, acquiring knowledge, critical thinking, etc.)</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	



<b>23. Öğrencilerin duygusal ihtiyaçları (başarı duygusu, bir şeyi sevme, vb.)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>23. Affective needs of students (the sense of achievement, caring for something, etc.)</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>24. Öğrencilere sözlü ve yazılı geribildirim verme</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>24. Giving oral and written feedback to students</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>25. İngilizce öğretiminde drama kullanımı</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>25. The use of drama in English language teaching</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

c. Kurumsal / Çevresel ihtiyaçlar									
c. Institutional / Contextual Needs									
	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____	
<b>1. MEB temel mevzuatı</b>						_____	Not Appropriate _____	Not Appropriate _____	
<b>1. Legislations of the MoNE</b>						Not Appropriate _____	With minor changes _____	Advice: _____	
						With minor changes _____	Advice for changes: _____		
						Advice for changes: _____			
<b>2. MEB İngilizce programı kazanımları</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____	
<b>2. The outcomes of MoNE English teaching curriculum</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____	
						With minor changes _____	With minor changes _____	Advice: _____	
						Advice for changes: _____	Advice for changes: _____		
<b>3.Okuldaki eğitim kaynaklarının kullanımı (kütüphane, dil sınıfı vb.)</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____	
<b>3. The use of educational sources at school (library, language classroom, etc.)</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____	
						With minor changes _____	With minor changes _____	Advice: _____	
						Advice for changes: _____	Advice for changes: _____		

						Advice for changes:		
<b>4. Okuldaki teknolojik araçların kullanımı</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>4. The use of technological tools at school</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>5. Aile ve veli ile iletişim</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>5. Communication with parents and legal protectors</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	
<b>6. Kaynaştırma eğitimi</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>6. Inclusive education</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	With minor changes _____	Advice: _____
						Advice for changes: _____	Advice for changes: _____	

						Advice for changes:		
	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>7. Toplumsal değerler</b>						_____	Not Appropriate _____	Not Appropriate _____
<b>7. Social values</b>						Not Appropriate _____	With minor changes _____	Advice: _____
						With minor changes _____	Advice for changes: _____	
						Advice for changes: _____		
<b>8. İnsan hakları</b>	1	2	3	4	5	Appropriate _____	Appropriate _____	Appropriate _____
<b>8. Human rights</b>						Not Appropriate _____	Not Appropriate _____	Not Appropriate _____
						With minor changes _____	Advice for changes: _____	Advice: _____
						Advice for changes: _____		

## Appendix 4

### Cross-Loadings of the First EFA in the ELTEINSET

Rotated Component Matrix <sup>a</sup>									
	Component								
	1	2	3	4	5	6	7	8	9
s14	.730	.080	.154	.056	.138	.099	.180	.261	.052
s12	.719	.205	.097	.148	.186	.070	.277	.155	.174
s11	.717	.265	.186	.182	.140	.143	.139	.051	.158
s19	.704	.305	.138	-.008	-.024	.071	-.095	.148	-.111
s9	.654	.232	.241	.071	.207	.144	.238	.061	.115
s10	.592	.109	.165	.272	.151	.088	.235	.022	.020
s20	.564	.461	.111	.206	.267	.105	.009	.082	-.081
<b>s17</b>	<b>.496</b>	.208	.257	.286	.238	.065	.261	.034	<b>.416</b>
s3	.489	.153	.352	.021	.238	-.037	.297	.031	.032
<b>s15</b>	<b>.478</b>	.234	.133	.206	.313	.153	<b>.419</b>	-.002	.330
s27	.264	.704	.117	.028	.267	.209	.160	.059	.137
s26	.160	.701	.162	.038	.166	.216	.194	.143	.029
s30	.199	.685	.204	.164	.128	.156	.085	.170	.136
s29	.259	.644	.214	.163	.033	.201	.198	.061	.062
s32	.281	.639	.026	.221	.067	.161	.182	.114	.055
<b>s25</b>	.062	<b>.548</b>	.114	.019	<b>.536</b>	.213	.246	.057	.007
s28	.107	.533	.145	.000	.216	.152	.226	.210	.242
<b>s33</b>	<b>.467</b>	<b>.532</b>	.165	.216	-.051	.140	.010	.198	.178
s34	.336	.463	-.155	.354	.080	.205	-.076	-.011	-.189
s5	.196	.134	.830	.040	.041	.164	.181	.110	-.008
s6	.243	.156	.829	.090	.090	.175	.117	.118	.048
s7	.201	.195	.730	.138	.055	.144	.092	.196	.173
s4	.299	.127	.592	.038	.193	.159	.367	.158	.051
s42	.110	.278	.122	.758	.031	.042	.094	.138	.133
s43	.064	.269	.193	.713	-.021	-.069	.084	-.016	.057
s41	.149	-.103	.015	.709	.197	.121	.052	.212	.032
s40	.222	.069	-.052	.615	.224	.156	.148	.261	-.062
s13	.213	.061	.024	.190	.629	.188	.227	.023	.163
s21	.352	.458	.157	.123	.572	.074	-.018	.118	.107
<b>s22</b>	.393	<b>.473</b>	.202	.115	<b>.556</b>	.061	-.041	.079	.141
s24	.242	.213	.071	.199	.525	.242	.123	.082	-.385
<b>s23</b>	<b>.425</b>	.385	.241	.102	<b>.493</b>	.029	-.009	.212	.096
s39	.175	.083	.021	.020	.102	.705	-.038	.143	-.072
s37	.143	.283	.112	.100	-.005	.672	.077	.047	.190
s36	-.021	.182	.261	.047	.116	.664	.023	.036	-.093
s35	.082	.243	.189	.046	.221	.608	.017	.083	.175
s2	.251	.195	.256	.150	.080	-.015	.728	.037	.003
s1	.192	.225	.224	.098	.055	-.015	.712	.199	-.104
<b>s16</b>	.308	.224	.084	.258	.271	.120	<b>.433</b>	.088	<b>.370</b>
<b>s8</b>	<b>.375</b>	.228	.348	.110	.280	.166	<b>.397</b>	.045	.255
s45	.129	.109	.161	.171	-.031	.115	.062	.769	-.021
s44	.166	.032	.220	.158	.117	.009	.004	.742	.059
s46	.088	.281	.044	.061	.143	.128	.123	.718	.075
<b>s38</b>	.091	.241	-.014	.157	-.095	<b>.380</b>	.176	<b>.437</b>	.238
s18	.177	.297	.137	.079	.111	.100	-.060	.164	.614

## Appendix 5

### Cross-Loadings of the Second EFA in the ELTEINSET

Rotated Component Matrix <sup>a</sup>							
	Component						
	1	2	3	4	5	6	7
s14	.742	.132	.199	.073	.054	.285	.113
s19	.719	.263	.135	.051	.008	.132	-.177
s12	.709	.265	.157	.052	.144	.162	.254
s11	.704	.314	.214	.124	.181	.067	.125
s9	.652	.274	.266	.138	.078	.061	.262
s10	.619	.121	.214	.083	.271	.008	.213
s20	.591	.436	.054	.190	.209	.055	.122
s3	.510	.203	.330	-.005	.013	.030	.393
s27	.296	.739	.102	.244	.044	.026	.189
s30	.221	.719	.186	.169	.181	.161	.046
s26	.169	.714	.141	.243	.043	.112	.205
s29	.255	.673	.222	.166	.167	.058	.098
s32	.275	.648	.042	.139	.232	.081	.142
s28	.107	.614	.134	.180	-.008	.215	.265
<b>s21</b>	<b>.448</b>	<b>.481</b>	.052	.243	.135	.083	.229
s18	.186	.472	.180	.043	.082	.155	-.049
<b>s34</b>	<b>.347</b>	<b>.398</b>	-.206	.245	<b>.356</b>	-.030	-.053
s5	.194	.134	.819	.189	.032	.105	.157
s6	.262	.174	.811	.209	.085	.109	.098
s7	.204	.250	.724	.154	.135	.195	.046
s4	.304	.162	.607	.179	.036	.157	.376
s39	.150	.101	.010	.696	.008	.167	-.014
s36	-.017	.169	.250	.692	.043	.040	-.003
s35	.108	.292	.197	.613	.059	.081	.030
s37	.084	.341	.189	.596	.100	.041	.017
<b>s24</b>	<b>.356</b>	.116	-.051	<b>.422</b>	.209	.018	.376
s42	.112	.291	.154	.030	.772	.140	.031
s43	.080	.247	.220	-.069	.733	-.012	-.051
s41	.148	-.071	-.019	.161	.692	.223	.229
s40	.238	.078	-.080	.186	.605	.246	.296
s45	.110	.135	.157	.105	.168	.787	.009
s44	.170	.069	.189	.054	.162	.763	.025
s46	.102	.315	.037	.156	.064	.701	.150
s2	.210	.253	.360	-.097	.161	.013	.652
s1	.145	.270	.312	-.077	.101	.167	.629
s13	.339	.139	-.027	.305	.179	.017	.443

## Appendix 6

### Cross-Loadings of the Third EFA in the ELTEINSET

Rotated Component Matrix <sup>a</sup>							
	Component						
	1	2	3	4	5	6	7
s14	.752	.136	.180	.046	.077	.280	.112
s12	.729	.275	.126	.151	.064	.146	.239
s19	.721	.273	.134	-.003	.026	.142	-.206
s11	.717	.301	.179	.172	.155	.058	.161
s9	.661	.266	.238	.070	.162	.052	.291
s10	.630	.141	.222	.274	.057	.006	.163
s20	.585	.438	.065	.206	.167	.062	.091
s3	.511	.198	.322	-.001	.002	.030	.416
s27	.304	.754	.102	.051	.223	.023	.143
s30	.236	.734	.178	.186	.151	.162	.007
s26	.175	.726	.139	.037	.227	.115	.189
s29	.264	.673	.203	.147	.172	.063	.127
s32	.278	.649	.032	.213	.136	.088	.158
s28	.113	.618	.125	-.008	.179	.211	.257
s18	.205	.439	.131	.099	.101	.134	-.012
s5	.198	.131	.820	.028	.185	.115	.169
s6	.268	.171	.811	.087	.205	.116	.098
s7	.212	.243	.719	.135	.156	.202	.056
s4	.309	.170	.606	.026	.172	.160	.383
s42	.129	.300	.146	.777	.022	.142	.010
s43	.082	.258	.251	.732	-.114	.010	-.101
s41	.165	-.078	-.066	.694	.209	.203	.281
s40	.255	.076	-.131	.605	.232	.226	.345
s39	.152	.098	-.010	-.002	.723	.157	.030
s36	-.020	.185	.268	.037	.672	.045	-.013
s37	.108	.361	.164	.116	.607	.020	-.005
s35	.119	.311	.194	.067	.605	.071	.000
s45	.112	.139	.158	.158	.094	.795	.008
s44	.170	.064	.192	.156	.049	.770	.027
s46	.103	.317	.046	.058	.146	.704	.139
s2	.223	.273	.349	.155	-.102	.007	.649
s1	.152	.289	.321	.096	-.098	.168	.608
<b>s13</b>	<b>.339</b>	.151	-.019	.184	.298	.007	<b>.421</b>

## Appendix 7

### Factor Loads of the Items Following the Third EFA in the ELTEINSET

	Communalities	
	Initial	Extraction
s1	1.000	.625
s2	1.000	.702
s3	1.000	.578
s4	1.000	.695
s5	1.000	.806
s6	1.000	.832
s7	1.000	.707
s9	1.000	.683
s10	1.000	.571
s11	1.000	.720
s12	1.000	.729
s13	1.000	.438
s14	1.000	.716
<b>s18</b>	<b>1.000</b>	<b>.290</b>
s19	1.000	.676
s20	1.000	.621
s26	1.000	.679
s27	1.000	.744
s28	1.000	.553
s29	1.000	.635
s30	1.000	.709
s32	1.000	.596
s35	1.000	.523
s36	1.000	.562
s37	1.000	.551
s39	1.000	.582
s40	1.000	.678
s41	1.000	.683
s42	1.000	.752
s43	1.000	.696
s44	1.000	.691
s45	1.000	.722
s46	1.000	.653



## Appendix 8

### Cross-Loadings of the Fourth EFA in the ELTEINSET

Rotated Component Matrix <sup>a</sup>							
	Component						
	1	2	3	4	5	6	7
s14	.751	.117	.217	.076	.276	.093	-.009
s19	.737	.179	.046	.102	.160	-.153	.096
s12	.734	.285	.208	.045	.137	.210	.052
s11	.725	.283	.222	.160	.057	.164	.109
s9	.662	.280	.335	.145	.036	.192	-.027
s10	.634	.130	.258	.048	.018	.171	.231
s20	.599	.418	.080	.191	.060	.172	.138
<b>s3</b>	<b>.506</b>	.245	<b>.467</b>	-.045	.019	.141	-.060
s27	.330	.737	.131	.251	.033	.016	.084
s26	.200	.732	.178	.252	.116	.050	.045
s30	.269	.674	.140	.213	.191	-.031	.280
s29	.288	.654	.210	.212	.079	.041	.184
s32	.304	.648	.065	.148	.098	.134	.194
s28	.130	.641	.203	.171	.213	.055	-.014
s5	.194	.093	.813	.246	.130	-.061	.118
s6	.268	.107	.774	.276	.144	-.090	.209
s4	.303	.197	.704	.166	.151	.126	-.013
s7	.215	.166	.672	.231	.235	-.083	.257
s2	.209	.381	.572	-.155	-.038	.429	-.061
s1	.141	.406	.525	-.145	.122	.389	-.110
s39	.153	.098	-.012	.701	.146	.144	-.127
s36	-.012	.158	.215	.688	.065	-.017	.059
s37	.124	.318	.123	.650	.016	.108	.069
s35	.134	.264	.159	.631	.080	.036	.062
s45	.118	.115	.136	.116	.794	.129	.092
s44	.169	.036	.182	.057	.778	.109	.103
s46	.113	.334	.084	.117	.714	.081	.016
s41	.152	-.048	.027	.165	.169	.745	.308
s40	.249	.139	-.013	.170	.191	.713	.228
s43	.110	.182	.141	-.045	.065	.169	.803
s42	.151	.240	.093	.069	.171	.374	.700

## Appendix 9

### Cross-Loadings of the First EFA in the ELTPINSET

	Component				
	1	2	3	4	5
m38	.825	.123	.148	.243	.109
m31	.814	.188	.136	.046	.070
m33	.805	.175	.232	.193	.117
m36	.802	.200	.197	.182	.113
m34	.776	.233	.012	.099	.061
m37	.757	.104	.114	.275	.127
m28	.740	.283	.104	.100	.038
m32	.737	.049	.349	.193	-.054
m29	.729	.324	.064	.114	.119
m39	.706	.245	.033	.130	.210
m27	.698	.417	.104	.049	.115
m30	.698	.249	.071	.076	-.009
m26	.693	.425	.048	.046	.066
m11	.257	.791	.268	.118	.211
m14	.225	.790	.177	.094	.058
m15	.309	.780	.252	.112	.189
m17	.306	.780	.253	.093	.213
m12	.255	.775	.270	.037	.196
m13	.279	.758	.213	.101	.214
m16	.304	.749	.203	.191	.039
m9	.198	.651	.347	.049	.392
m24	.461	.630	.029	.089	.048
<b>m25</b>	<b>.557</b>	<b>.579</b>	<b>.043</b>	<b>.125</b>	<b>.034</b>
<b>m8</b>	<b>.156</b>	<b>.545</b>	<b>.478</b>	<b>.014</b>	<b>.514</b>
m5	.155	.246	.881	.087	.156
m6	.195	.282	.878	.067	.117
m7	.152	.305	.839	.069	.206
m4	.189	.412	.678	.026	.347
m53	.115	-.009	-.045	.823	.057
m56	.148	.029	-.018	.689	.149
m51	.153	.243	.110	.686	-.009
m52	.194	.113	.218	.552	-.270
m57	.353	.140	.055	.533	.115
m2	.148	.287	.266	.074	.805
m1	.180	.367	.323	.100	.706
m3	.253	.387	.501	.036	.591

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GAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ  
ENSTİTÜSÜ/İNGİLİZCE EĞİTİMİ (DR)

Tez adı: Listening to English Language  
Teachers in Turkey: A Survey of their  
Evaluations, Preferences and Needs regarding  
In-Service Trainings Tez Danışmanı:(KEMAL  
SİNAN ÖZMEN)

Yüksek Lisans  
2011  
9/2013

GAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ  
ENSTİTÜSÜ/İNGİLİZCE EĞİTİMİ (YL)  
(TEZLİ)

Tez adı: The effects of teaching negative  
politeness strategies on oral communication  
skills of prospective EFL teachers (2013) Tez  
Danışmanı:(CEMAL ÇAKIR)

Lisans  
2006

HACETTEPE ÜNİVERSİTESİ  
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**Eserler**

**Uluslararası hakemli dergilerde yayımlanan makaleler:**

1. KAHRAMAN ÖZKURT SİBEL (2015). An Evaluation of an English Language Teaching Education Program in terms of Teacher Autonomy. International Online Journal of Education and Teaching, 2(2), 53-66., Doi: <http://iojet.org/index.php/IOJET/article/view/88/105> (Yayın No: 3556989)

**B. Uluslararası bilimsel toplantılarda sunulan ve bildiri kitaplarında (proceedings) basılan bildiriler:**

1. MÜJDECİ ŞAFAK, KAHRAMAN ÖZKURT SİBEL (2017). An analysis of topical trends in master's theses studying technology in English language teaching programs. The 18th International INGED ELT Conference (Özet Bildiri/Sözlü Sunum) (Yayın No:3636918)
2. KAHRAMAN ÖZKURT SİBEL, MÜJDECİ ŞAFAK (2017). Research Contexts in Master's Theses of English Language Teaching Programs in Turkey from 2005 to 2016. The 18th International INGED ELT Conference (Özet Bildiri/Sözlü Sunum) (Yayın No:3636925)
3. KAHRAMAN ÖZKURT SİBEL (2017). Do English Language Teaching Education Programs Contribute to Teacher Autonomy Development of Prospective EFL Teachers?. 1st Black Sea Conference on Language and Language Education (Özet Bildiri/Sözlü Sunum) (Yayın No:3590127)
4. KAHRAMAN ÖZKURT SİBEL, ÇAKIR CEMAL (2017). The Effects of Teaching Negative Politeness Strategies on Oral Communication Skills of Prospective EFL Teachers. 1st International Black Sea Conference on Language and Language Education (Özet Bildiri/Sözlü Sunum) (Yayın No:3590130)
5. KAHRAMAN ÖZKURT SİBEL (2016). An Evaluation of an English Language Teaching Education Programme in terms of Teacher Autonomy English Language teacher education. 6th annual Foreign Language Teaching and Applied Linguistics conference (FLTAL) (Özet Bildiri/Sözlü Sunum) (Yayın No:3557048)
6. KAHRAMAN ÖZKURT SİBEL, ÇAKIR CEMAL (2015). Integrating Politeness Theory into EFL Oral Communication Skills Course Syllabus. NYS TESOL'xxs 36th annual Applied Linguistics Winter Conference (Özet Bildiri/Sözlü Sunum) (Yayın No:3557044)

7. KAHRAMAN ÖZKURT SİBEL (2014). The Effects of Using Noticing Tasks on the Acquisition of English Definite and Indefinite Articles. 8th International ELT Research Conference (Özet Bildiri/Sözlü Sunum) (Yayın No:3557041)
8. ÇETİN KÖROĞLU ZEYNEP, KAHRAMAN ÖZKURT SİBEL (2013). A Missing Part in Pre-Service ELT Departments: MA and PHD Candidates' Perception about Possible Web-Based Foreign Language Education. 1st International ELT Conference (Özet Bildiri/Sözlü Sunum) (Yayın No:3557034)
9. KAHRAMAN ÖZKURT SİBEL (2013). Using the story of Heidi in English Language Teaching Classrooms. 5th International Conference, Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation and Journalism into Education (Özet Bildiri/Sözlü Sunum) (Yayın No:3557027)
10. KAHRAMAN ÖZKURT SİBEL (2012). The analysis of boosters in conclusion parts of ELT theses from 3 different universities. International Meeting on Languages, Applied Linguistics and Translation (Özet Bildiri/Sözlü Sunum) (Yayın No:3557010)

**C. Yazılan ulusal/uluslararası kitaplar veya kitaplardaki bölümler:**

**C1. Yazılan ulusal/uluslararası kitaplar:**

1. Keep Up (2017)., Kabukçu Gizem, GÜMÜŞ GÖKHAN, ÇETİN HANDE, TUNCEL İBRAHİM, ALPER MERVE, DURUSOY NESLİHAN, AKAY ONUR, SOYER SERDAR, KAHRAMAN ÖZKURT SİBEL, Me Too Publishing, Editör: Cüneyt Ceylan, Basım sayısı: 1, Sayfa Sayısı 167, İngilizce (Ders Kitabı), (Yayın No: 3935980)

**D. Ulusal bilimsel toplantılarda sunulan ve bildiri kitaplarında basılan bildiriler:**

1. KAHRAMAN ÖZKURT SİBEL (2018). Can you hear this? – Reflective Tasks for Teaching Listening. 1st ELT Seminar Days (Özet Bildiri/Sözlü Sunum) (Yayın No:4324645)

**Çalıştay**

1. 6. Ulusal Yabancı Dil Eğitimi Kurultayı, Ulusal Yabancı Dil Kurultayı, yabancı dil alanındaki en güncel bilimsel gelişmeleri paylaşmayı amaçlamaktadır., Süleyman Demirel Üniversitesi, Çalıştay, 13.09.2018-15.09.2018 (Ulusal)
2. Linguistics Prague, Konferans, Prague, Çalıştay, 27.04.2017-29.04.2017 (Uluslararası)
3. Meeting in the Center: Writing Centers in Turkey, Konferans, Ankara, Çalıştay, 29.04.2016-29.04.2016 (Uluslararası)
4. 4th HELTUS-CON, Konferans, Ankara, Çalıştay, 08.05.2014-09.05.2014 (Uluslararası)

5. The 15th International INGED ELT Conference, Taking it to the limits, Konferans, Ankara, Çalıştay, 20.10.2011-22.10.2011 (Uluslararası)



*GAZİLİ OLMAK AYRICALIKTIR*

