



**AN EVALUATION OF THE PROFESSIONAL DEVELOPMENT UNIT FOR EFL
INSTRUCTORS WITH RELATION TO THE CLINICAL SUPERVISION
PRINCIPLES**

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**MASTER'S THESIS
DEPARTMENT OF LANGUAGE TEACHING
ENGLISH LANGUAGE AND TEACHING PROGRAMME**

**GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES**

DECEMBER, 2019

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Türkçe Adı : Yabancı Dil Okutmanlarına Yönelik Mesleki Gelisim Biriminin Klinik Gözetim Prensiplerine Göre Değerlendirmesi

İngilizce Adı : An Evaluation of Professional Development Unit for EFL Instructors with Relation to the Clinical Supervision Principles

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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Tez Savunma Tarihi : 10/12/2019

Bu tezin İngiliz Dili Eğitimi Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL

.....

Eğitim Bilimleri Enstitüsü Müdürü

*To all Superwomen,
Together, Better and Stronger*

ACKNOWLEDGEMENTS

After a long, intensive period of time, I would like to express my thanks to the people who have supported and helped me to write this thesis. I would first like to thank my thesis supervisor Assistant Professor Sevinç ERGENEKON EMİR for her continuous guidance.

I would like to express my thanks to Professor Gonca YANGIN EKŞİ and Assistant Professor Neslihan ÖZKAN for their support and contribution.

I owe an important debt to Assist. Professor Gültekin BORAN as my former supervisor, for his guidance, patience and motivation at the beginning and establishments of this study.

My sincere thanks go to Assistant Professor İskender Hakkı SARIGÖZ for his encouragement, support and wisdom. He is the mastermind behind this study. Without him, this study would have never been conducted.

I would like to express my thanks and deepest gratitude to Professor Serpil CULA for her support and guidance. Without her support, this research would not be successful. I am grateful for Professor Nalan AKDOĞAN for her never-ending support and wisdom.

I would like to thank Professor Ahmet Remzi ULUSAN for his guidance and support.

I would like to thank all the members of Teacher Training and Development Unit and my colleagues for their collaboration and support.

I am also extremely grateful to my dearest friend, Nimet Sümeyra KURT, for her continuous support and encouragement through the darkest times. She has shared her valuable information and experience with me. Without her contributions, this thesis could not be completed. I am also grateful to my beloved friends in 'Gazi MA' for their support, encouragement and valuable help.

Finally, I would like to express my deepest gratitude to my husband Gökhan KILIÇ. I would not be able to write my thesis without his incentive, never-ending support and patience. He never let me down in

this process. I would like to express my gratitude to my companions, Harry and Ron for always being around me and keeping me sane.

YABANCI DİL OKUTMANLARINA YÖNELİK MESLEKİ EĞİTİM BİRİMİNİN KLİNİK GÖZETİM PRENSİPLERİNE GÖRE DEĞERLENDİRMESİ

(Yüksek Lisans Tezi)

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Aralık, 2019

ÖZ

Mesleki Gelişim Birimi (MGB) konsepti, son on yıldır üniversitelerde önemli derecede gelişmektedir. Mesleki Gelişim Birimi üniversitelerdeki yeni öğretim görevlilerinin göreve başlama eğitimlerinin verilmesinden ve tüm öğretim görevlilerinin profesyonel gelişimlerine yardımcı olmaktan sorumludur. Göreve başlama eğitimi, kurumda verilen derslerin ve programların, bunlara ek olarak kurumun kurallarının ve ilgili düzenlemelerin, kuruma yeni katılan öğretim görevlilerine aktarılmasıdır. Mesleki Gelişim Birimi (MGB) akademik yıl içerisinde çeşitli uygulamalar ve seminerler ile kurumda çalışan öğretim görevlilerinin mesleki gelişimine yardımcı olmaktadır. Bu araştırmanın amacı, Mesleki Gelişim Birimi (MGB)’ni Klinik Gözetim prensiplerine göre değerlendirilmesidir. Veri toplama süreci iki adımdan oluşmaktadır. İlk adım araştırmacı tarafından geliştirilen 40 soruluk anketin öğretim görevlilerine uygulanmasıdır. İkinci adım ise nitel verilerin toplanmasıdır. Bu verilerin toplanması için birim görevlileri ile araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşmeler yapılmıştır. Araştırmanın bulguları, Mesleki Gelişim Birimi (MGB)’nin Klinik Gözetim prensiplerine göre çalıştığını ve Mesleki Gelişim Birimi (MGB) tarafından hazırlanan çalışma ve toplantıların öğretim görevlilerinin akademik gelişmelerine ve kalite kontrolünün sağlanmasına katkı sağladığı görülmüştür. Ancak çalışmanın bulguları, Mesleki Gelişim Birimi ile Klinik Gözetim ilkeleri arasında birtakım farklılıklar olduğunu ortaya koymuştur. Böylelikle, Mesleki Gelişim Birimi (MGB)’nin eğitimin kontrolünde etkili olduğu ve öğretim görevlilerinin profesyonel gelişimlerinde etkili bir araç olduğu söylenebilir.

Anahtar Kelimeler : Hizmet içi eğitim, Klinik Gözetim, Program Değerlendirme
Sayfa sayısı :
Danışman : Dr. Öğr. Üyesi Sevinç Ergenekon Emir

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(M.A Thesis)

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INSTITUTE OF EDUCATIONAL SCIENCES

December, 2019

ABSTRACT

The concept of the Professional Development Unit (PDU) in the universities has been developing significantly over the last decade. The PDU is a unit that is responsible for the induction of the new academic personnel and for the professional development of the instructors working at the institute. Induction can be defined as the familiarization of new teachers with their new workplace by introducing them the rules and regulations as well as the courses and programs. This study aims at evaluating of the Professional Development Unit (PDU) for EFL instructors in terms of Clinical Supervision Principles in order to find the strengths and the weaknesses of the unit. The data collection process has two steps. The first step is the application of the questionnaire that the researcher developed. In this questionnaire, there are 40 questions in total. The second step is the gathering of qualitative data and the data is gathered via a semi-structured interview designed by the researcher. The semi-structured interviews are conducted with the teacher trainers in the unit. The findings of the study showed that the Professional Development Unit operates accordingly in terms of Clinical Supervision principles and the activities; however, there are some operational and characteristic differences between them. Sessions prepared and conducted by the Professional Development Unit are effective on the improvement of the instructors' professional developments. Thus, it can be concluded that Professional Development Unit is useful both in the quality management of the education and in the professional development of the instructors.

Key Words : In-service Teacher Training, Clinical Supervision, Program Evaluation
Number of Pages :
Supervisor : Asst. Prof. Dr. Sevinç Ergenekon Emir

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LIST OF ABBREVIATION

AEU: Academic English Unit

CDU: Curriculum Development Unit

CoHE: Council of Higher Education

CS: Clinical Supervision

ELT: English Language Teaching

INSET: In-service Teacher Training

MHM: Medicine Hat Model

MoNE: Ministry of National Education

MSE: Micro-Supervisory Model

NCHIE: National Committee of Inquiry into Higher Education

PDU: Professional Development Unit

PE: Program Evaluation

PRESET: Pre-Service Teacher Training

TTDU: Teacher Training and Development Unit

CHAPTER I

INTRODUCTION

This chapter consists of the statement of the problem, aim, significance, assumptions and the limitations of the study.

1.1 Statement of the Problem

Educational system of Turkey has been criticised for being inadequate. However, many critics cannot see that there are a lot of factors that have impacts on learners such as parents, friends, syllabi and the principles of the Ministry of National Education (MoNE) etc. It is not possible to have improvements on every factor except for those on the teachers. The teacher is seen as the only source of a quality education that the learners will receive. The scholars and administrators may prepare the ultimate curriculum and the materials for the sake of improving the education system. Yet, it is the teacher who will either follow the curriculum or ignore it. At this point, a control and emergency mechanism are needed to make sure that every learner receive the high-quality education that an institute aims at and the teachers – i.e. instructors in higher education context- always deliver the education as intended. This mechanism in MoNE refers to inspectors while it may refer to Professional Development Unit (PDU) at certain universities. There are not many studies investigating PDU since it is a respectively new concept in education.

This study is conducted to evaluate the Professional Development Unit (PDU) for EFL instructors at a foundation university in terms of Clinical Supervision Principles. Professional Development Unit consists of three teacher trainers who are responsible for the “induction” of the novice instructors as well as the professional development of the instructors. Induction is a series of sessions and activities that PDU delivers to the new instructors of the institute in order to make them familiar with the educational program and the principles of the institute. There is not any educational inspection system for the universities. Therefore, the unit is the only way of sustaining the quality of education within the institution. No research study is conducted to see whether or not the PDU performs its tasks effectively. Therefore, it is crucial to investigate the unit and understand how it works for the academic personnel.

With the help of the study, it is hoped that the crucial need for an evaluation mechanism at universities may draw the attention of the administrators since the university is the last stop for the learners to receive the fundamental and practical information required before they start out in real life.

1.2 Aim of the Study

Teachers are definitely one of the crucial participants of the process to achieve educational objectives in every part of education and their professional development plays an important role for the academic success of the learners (Solak, 2016). Every academic year, learners with various needs and pretty different attitudes towards not only education but also the teachers attend the same program. Moreover, Ada and Ustun (2008) suggested in their study in which they compared Sweden and Turkish educational system that it is a must for the teacher to have pedagogical training and they must go through in-service training in order to keep up with the developments and innovations in education. It is a very challenging job to keep up with every change and adapt the lessons accordingly. To help the instructors, PDU is supposed to provide them with background information of the changes and the ways to adapt to them.

The study aims at evaluating the Professional Development Unit (PDU) for EFL instructors in terms of Clinical Supervision Principles in order to find the strengths and the weaknesses of the unit. To achieve this goal, the following questions will be answered throughout the study;

1. What are the instructors' perceptions of Professional Development Unit (PDU) in terms of Clinical Supervision principles?

2. What are the teacher trainers' perceptions of PDU in terms of Clinical Supervision principles?
3. Does PDU operate within the principles of Clinical Supervision?
4. To what extent does PDU contribute to the instructors' professional development?
5. Is there any correlation between the years of experience of the instructors and their perceptions of the Professional Development Unit activities' effectiveness in improving teaching skills?

By answering these questions, the requirements to improve in-service teacher training for EFL instructors are aimed to be discovered. Thus, the education provided to the learners may be improved as the instructors may receive a better professional supervision.

1.3 Significance of the Study

In Turkey, instructors of English at universities are the graduates of different departments such as ELT, Linguistics and English Language and Literature. Those who graduated from other departments had difficulties in teaching English since they do not have any methodical background. The practical information and pedagogical information need to be provided by in-service teacher training programmes. This is where PDU steps in. The unit has to arrange sessions, seminars and workshops to make sure that the quality of education is controlled.

Non-ELT graduates are not the only issue PDU has to deal with. Language learning needs to be adapted to the changes in education itself in addition to the needs of the new generation. Some teachers may require help to keep up with the ongoing changes in the field of English Language Teaching and the characteristics of the new generation. It is PDU's responsibility to provide the teachers with professional development tools when needed.

This study will seek for the instructors' perspectives in addition to the evaluation of PDU with the aim of discovering ways to improve its effectiveness.

1.4 Assumptions

It is assumed that the questionnaire designed for the study and the questions designed for the interviews are valid and reliable. Furthermore, the participants are expected to answer the questions in the questionnaire and the interview accurately and sincerely.

1.5 Limitations

This study is limited to the instructors at a foundation university Ankara. Thus, it is not possible to generalize the result of the study to all universities in Turkey or other countries.

The conditions which the participants in this study may face and they work under may be different from those who work at preparatory schools or academic units of public universities. Therefore, the results of the study cannot encompass them.

The interviews were made only with the teacher trainers in the Professional Development Unit.

CHAPTER II

LITERATURE REVIEW

This section includes literature review of Clinical Supervision, Teacher Training and Teacher Trainee Development Unit.

2.1. Clinical Supervision

2.1.1. Definitions

Clinical Supervision (CS) is used to ensure the quality of the service provided by the personnel for the clients in many fields such as mental health profession and education. In the educational context, the term “client” refers to the learners and the term “personnel” refers to the instructors. Finally, the term “service” refers to the teaching process.

Cohen (2004) defined Clinical Supervision as:

“Clinical supervision is a process whereby a person in a supervisory role facilitates the professional growth of one or more designated supervisees to help them attain knowledge, improve their skills and strengthen their professional attitudes and values as they provide clinical services to their clients”

Clinical supervision is defined by Bernard and Goodyear (2009) as the intervention conducted by a senior member of the profession to a junior member or members. This intervention is known as evaluative and hierarchical as well as lasting over a period. It aims at helping the more junior member or members develop their “professional functioning”. The supervisor’s role is mainly to monitor the quality of the service and to act as a gatekeeper for the novice members of the profession. (Bernard & Goodyear, 2009)

Wall (2010) defined clinical supervision as the relationship between two counsellors where one mentors the other one.

Ethical Guidelines for Counselling Supervisors defined clinical supervision as an activity educating and promoting supervisees.

Falenders and Shafranske (2004) stated that Clinical Supervision has two crucial functions. Those are ensuring the integrity of the services and developing competence in supervisee.

2.1.2. Characteristics

In Clinical Supervision, the supervisor is responsible for the supervisee’s professional development. To achieve the aim of the supervision process, the supervisee must be aware of the properties of the Clinical Supervision. (Willis, 2010) These important aspects are listed below:(Treatment, 2009)

1. It is face-to-face: Clinical Supervision process requires meetings and observations conducted by the supervisor and the supervisee. The aim of the meetings is to decide what to look for during the observation. The observations are conducted to see the problematic issues at practice.
2. It is likely to be imposed: Clinical Supervision is an obligation for the supervisee since it aims at ensuring the quality of service provided.
3. The supervisee cannot choose the supervisor: The supervisor is assigned to the supervisee.
4. There is no time limit. The process is spiral: The Clinical Supervision process goes on until both parties are satisfied with the results. In other words, process finishes when the supervisor and the supervisee agree that the problem no longer exists.
5. There is no regression or challenging the supervisor: The Clinical Supervision should be conducted in a peaceful manner. The supervisor helps the supervisee with professional development. Therefore, the supervisee cannot object the supervisor.

6. It is based on the needs of the supervisee and the client: The Clinical Supervision is an intervention to the process to enhance the quality of service. In order to achieve this aim, need analysis must be done and the action must be taken accordingly.
7. It happens in real life: The Clinical Supervision is conducted with the personnel within the institutes.
8. It is done by a licensed and authorized colleague: One of the main characteristics of Clinical Supervision is the obligation of having a licensed and authorized supervisor.
9. It is an intervention: The Clinical Supervision is conducted to change the current situation and make it better by solving the problems in action.
10. It is evaluative and hierarchical: The supervisor evaluates and analyses what happens in the process. The supervisor and the supervisee work together to deal with the problematic issues. The supervisor is a licensed and authorized colleague of the supervisee. Problem-solving is more important than helping the supervisee since the Clinical Supervision aims at enhancing the quality.

In addition, Greene (1992) mentioned four concepts that defines the practice of clinical supervision. The first concept is *collegiality*. It is the attitudes of the parties who are a part of the process, their involvement levels and their psychological burdens. The second concept is *collaboration*. It is the roles of the people who take part in the process. The third concept is *skilled service*. This concept is about the supervisors themselves. Supervisors are required to have professional competence on supervision as they are supposed to have extensive and special training and practice. The last concept is *ethical conduct*. During the supervisory process, it is important to maintain mutual trust and confidentiality of the data.

Diamond (1980) stated that traditional clinical supervision concerns mainly the relationship among the teachers, students, how both parties act in the classroom and classroom management.

In the light of these characteristics, it can be said that Clinical Supervision is a demanding process and yet, it can be applied easily to any field since the characteristics focus on the quality of service and handling the issues in action.

2.1.3. Process

Clinical Supervision is a planned intervention that is performed with the aim of enhancing the quality of service based on the needs of the clients and the supervisees.

Classical cycle of the supervision is as follow:

- Establishing the relationship
- Planning with the supervisee
- Planning the observation
- Observing instruction
- Analysing the data from the instruction
- Planning the conference
- Conducting the conference
- Renewing the initial planning- thus resuming another cycle. (Goldhammer, 1969; Cogan, 1973)

The supervisor accepts a supervisee and sets weekly appointments. Then, the supervisor prepares himself or herself for the supervision process by deciding what they know about the supervisee and what the issues that may affect the process are. How the supervision will take place, what points need to be investigated -if not specified by the supervisee- and what the challenges the supervisee may face during the process are other issues to be considered before the intervention actually starts. (Bernard & Goodyear, 2009)

Clinical Supervision process can be conducted individually or as a group based on the needs of the supervisee and the problematic issue needing investigation. To choose the appropriate method, what the supervisor prefers, what the supervisee would like to achieve in the process, how the supervisor wants to develop their supervisory skills, the supervisor's expectations of the supervisee and the contextual factors should be taken into consideration. (Bernard & Goodyear, 2009)

Individual supervision is conducted one-on-one. Cohen (2004) suggested a format for individual supervision. According to Cohan's format, individual sessions have four stages which are check-in, session goals, the work and the check out. The check-in stage aims at gaining an insight to the most important issue in the supervisee's mind. After learning about the current status of the supervisee, sessions goals are the next step. The supervisor's and the supervisee's learning goals, responsibilities are discussed. At this stage, the objectives for the process can be identified or feedback might be given to the supervisee. The third stage is the work. When the goals are identified, the supervisor and the supervisee work together. They plan what to do to achieve those goals.

In group sessions, the supervisor and the supervisees come together to share their professional experiences. The groups are formed with those who can work together comfortably. It generally

has five stages. The first stage is the getting-to know you stage. If there are any new participants, this stage helps supervisees to know each other well. The second stage is about resolving power issues. The third stage aims at making the rules. These rules focus on the behaviours of participants within the group. The fourth stage is the most productive one since the supervisees share their opinion and experiences on the issue. The fifth stage is the parting stage. (Bernard & Goodyear, 2009)

2.1.4. Models of Clinical Supervision

Choosing the best model is the key to a successful supervision. In order to decide on the best model for the issue at hand, the aims of both the supervisee and the supervisor must be taken into consideration as well as the environment the supervision takes place. The models of Clinical Supervision must be investigated thoroughly to see if it is the best model under the given circumstances. There are four main models of Clinical Supervision. Each model focuses on different aspects of the supervision process. Leddick (1994) and Bulunuz et al (2016) defined these four models as follows:

1. Competency-based models: The main focus is on the skills of the supervisee and what he / she would like to learn or practise during this process. Social learning principles, demonstrations and supervisory techniques such as consulting and counselling are the key strategies.
2. Treatment-based models: This model focuses on the adaptation of a theory to practise. The supervisee's understanding of the theory plays an important role in the supervisory process.
3. Developmental models: every supervisee goes through different stages during their profession. Developmental models aim at following all these individual stages and adjusting the supervision accordingly.
4. Integrated models: These models resemble the Eclectic Approach in education. The supervisor plans the supervisory process based on the current status of the supervisee. If the supervisee lacks the theoretical knowledge, the supervisor provides them with related literature review and additional hand-on practice.

In addition to Leddick (1994) and Bulunuz et al (2016), many scholars developed various models.

Medicine Hat Model (MHM): Medicine School District developed the 'Medicine Hat Model' for teacher supervision and evaluation. The aim was to 'change the culture of the school conditions in order to encourage the teachers' professional development and empowerment. The main goal of MHM was to promote the improvement of teacher-evaluation system. Through the process, developing an acceptable supervision and evaluation system, creating a supportive culture and improving classroom behaviours of the teachers became other goals of the model. The basis of the change was clinical supervision itself which enables the teachers to decide on their own instructional and academic goals via a supervisory relationship. MHM has two specific elements; intervisitation and conferencing. The former is a structured system of observing other colleagues' methods, techniques and the latter is a system enabling the supervisor and the supervisee to discuss the data from the observations.

Micro-supervisory Experience (Diamond, 1980): MSE might be considered as a general function of a supervisory process. Diamond defined MSE as "self-contained brief supervisory function". As MSE is a humanistic approach of supervision in a clinical context, it aims at minimal supervision as possible. According to the Micro-supervisory Experience, the relationship between the supervisor and the supervisee should be supportive and non-evaluative. To be conducted in the ordinary limitation of the supervision time, Diamond defined the six stages of MSE as follows:

- a. Interactions between supervisor and teacher focuses on one goal or one closely tied set of goals of teacher-perceived goals
- b. The supervisor enters a partnership with the teacher to provide feedback, support and resources
- c. The format and the focus of the MSE are designed by the teacher and supervisor to address a specific task or problem
- d. There is a prearranged limit of several conferences during a well-defined period
- e. Supervision during the MSE is limited to issues related to the project itself
- f. The MSE concludes with a conference that is designed for evaluative and generalizing purposes and that may suggest future goals

As can be understood by the models, Clinical Supervision has many focuses and strategies that can be adapted or customized within any field from medicine to education.

2.1.5. Evaluation

Evaluation is a crucial part of any program especially clinical ones. It makes it easy to see the strengths and the weaknesses of the program. By analysing the data, the authorities have the chance to handle the problematic issues before they cause bigger problems.

Clinical Supervision may be evaluated in two different ways; the first one is formative assessment. According to Robiner et al. (1993), it focuses on skill acquisition and professional development via direct feedback. (cited in Bernard and Goodyear, 2009) The formative assessment is about the process of the supervision as well as the supervisee's academic development. The second one is the summative assessment. The summative assessment focuses on the end product of the supervision process. The criteria of the evaluation are determined beforehand and they are shared with the supervisee. Summative evaluation is about education, regulation and administration unlike the formative evaluation which is about the professional development of the supervisee.

In the ACA code of Ethics (2005), supervisors are advised to document and provide supervisees with continuous performance appraisals and feedback on their evaluation as well as scheduling systematic evaluation sessions in formal settings from the beginning to the end of the supervision process.

Herlihy, Gray and McMollum (2002, cited in Willis, 2010) mentioned that clinical supervisors must review the overall evaluation and the feedback procedures with the supervisee beforehand in order to avoid misunderstanding that may occur during the process.

It is important to mention the role of the supervisor in the evaluation process. Laine (1981) stated that supervisors should not be the "evaluator" since the eighth premise of the Instructional Supervision Process states that teachers might accept and individualize the outcomes of the observations if they are presented in a nonthreatening way. Otherwise, the supervision process may become an obligation to handle apart from being a means of professional development.

2.2. Program Evaluation

Shackman (2018) defined program evaluation as a systematic way of gathering and analysing the data about program activities and end products.

According to American Evaluation Association (2014), program Evaluation (PE) aims at finding out to what extent the program is successful at achieving its goals, the ways to improve it, if it should be cancelled and if the cost is acceptable compared to the outcomes.

Shackman (2018) prepared a guideline for program evaluation with the aim of providing a brief description of methods used in systematic data collection. In his guide, Shackman stated one key question which is 'Does the program work? And How can it be improved?' as the main goal of the program evaluation process. Shackman (2018) stated in order to answer the question, program evaluation should start with *planning*. According to the guideline, a systematic plan that is accepted by the stakeholders such as educators, program evaluators and program participants is crucial. Shackman proposed a plan before starting the evaluation process as seen below;

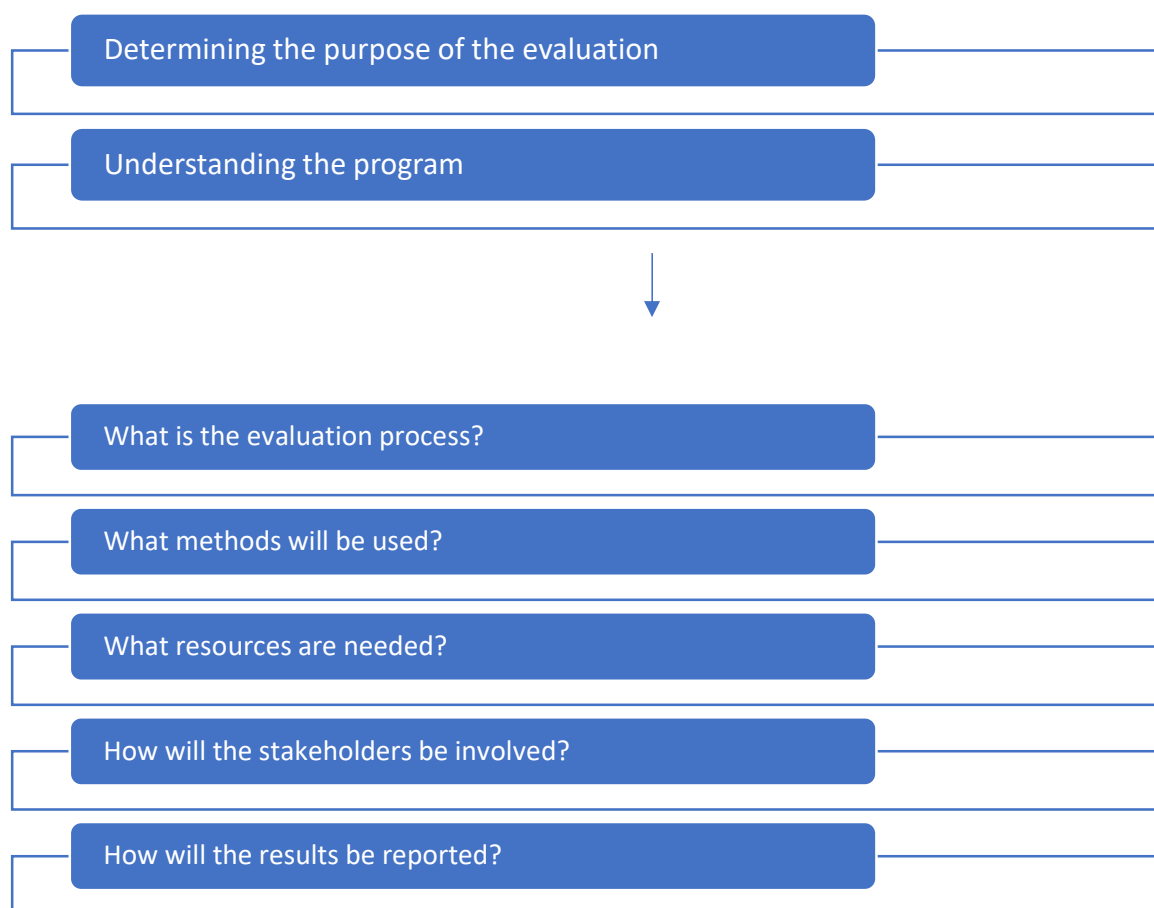


Figure 1. Shackman's proposal for planning evaluation

According to the plan, the answers of the first and the second questions will determine the rest of the plan since they focus on the main aims of the evaluation. The following questions will

provide the evaluator with a detailed and planned structure to follow during the process; thus, they will make the evaluation more transparent.

Program evaluation process is mainly based on knowing the program well and asking the appropriate questions to evaluate its effectiveness. In order to make the questions, the program evaluator should get a detailed description of what the program is and its outcomes are, which approaches and techniques are used and why the program desires the outcomes. This description will enable the evaluators to analyse how the program operates towards the goals and what the relationship between the activities in the program and its outcomes are. This description method is called 'Program Theory'. It explains how and why a program is supposed to be effective to produce the expected outcomes. Hosley (2005) defined program theory as the simple and explicit explanation of what is aimed at and why the activities in the program are helpful. She stated that for the evaluation purposes, having a well-planned program makes the process easier since program theory provides the evaluators with an option to see the most desired outcomes.

"If-Then" statements are very common in program theory. (Hosley, 2005). These statements simply mean IF there is a change within the programme or for the programme, THEN there must be an observable outcome. The program theory suggests that the underlying reasons of the change that is being made on the program should be clearly stated and the solid evidence of how these changes will be effective should be given.

In the process of preparing the evaluation questions, Shackman (2018) and Lauston, Brandon, Cicchinelli and Kekahio (2014) mentioned 'Logic Model' as a useful tool to plan the evaluation process. Holm-Hansen (2006) defined the Logic Model as an illustration of the program theory explaining how the provided services will contribute to the achievement of desired outcomes.

In their introduction to the model, Lauston et al. (2014) stated that education programs have four components namely, resources, activities, outputs and short-mid- long-term outcomes. Resources refer to the materials such as money, staff, personnel and any other components needed by the program. Activities are the services and the treatment that will be conducted in the program. The outputs are numerical expressions of the activities such as the hours of the classes. Finally, outcomes classified as short-mid and long-term are the impacts and the changes that are desired to happen in people's lives at the end of the program. Holm-Hansen (2006) mentioned three types of outcomes. The first type is the "immediate" outcomes which is called "short-term outcomes" by Lauston et al (2014). These refer to the changes in knowledge and awareness that may lead to the immediate changes in behaviour and practice. The second type is "intermediate" outcome- "mid-term outcomes" by Lauston et al (2014). These are the

behavioural changes subsequently happening after immediate changes. Lastly, long-term outcomes are the changes that affect many people not only those in the program but also the others in the community.

Logic Model can be used to plan the evaluation, monitor the evaluation process and decide whether the intended outcomes are produced. Logic Model enables the program evaluators visually see the theory behind the program and the linkages between the educational program components mentioned above. The relationships between the components are represented by the arrows to help educators to clearly see how they affect one another.

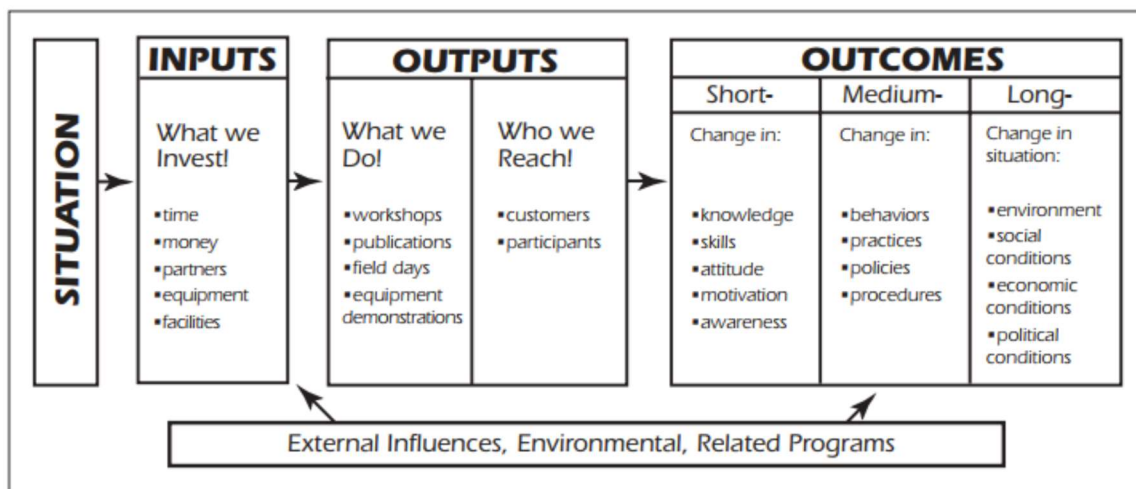


Figure 2. Logic model (Taken from 'What is program evaluation? A Beginners' Guide' by Shackman, 2018)

Lauston et al (2014) mentioned the benefits of Logic Model as follows (not a direct quotation) ;

1. The model helps the personnel understand the activities and desired outcomes of the program by encouraging them to think systematically of every aspects of the program.
2. The model helps evaluators easily ask the evaluation questions as all the aspect under investigation can be clearly identified at the table.
3. The model helps evaluators come up with more specific questions about the program rather than general evaluation questions. Thus, the evaluation process become more detailed and more effective.

In addition, Holm-Hansen (2006) stated that Logic Models are very useful mean of explaining the program to the stakeholder and new trainee since it visually shows the most important aspect of the program as well as helping an evaluation program for its own sake. She added that Logic

models provide the program personnel with a clearer view of the services, activities and resources in order to reach the intended goals.

Like Clinical Supervision, program evaluation can be classified as formative and summative evaluation. In addition to these, illuminative evaluation is another technique for program evaluation.

2.2.1. Formative evaluation

The evaluation that is conducted as a component of program development process with the aim of deciding which elements function properly and improperly as well as which issues are formative evaluation. Formative evaluation tries to answer questions like if the text books are chosen accordingly, if the teachers use the appropriate methods and if the students enjoy the lesson. As can be clearly understood by the questions, problems that may occur during the application of the program form the framework of formative evaluation.

2.2.2. Summative evaluation

Scriven (1991) defined summative evaluation as the way of assessing the outcomes of the program. The focus is on the outcomes of the program to see which parts functioned well and which did not. By doing so, future changes promoting developments in the program are result-based which lead to more realistic and more successful program for the next term.

2.2.3. Illuminative evaluation

Illuminative evaluation aims at a better understanding of the program by investigating the process of language teaching and learning without any changes and implementations. How teachers use the lesson plans, what the teacher-student interaction patterns are and how the students understand the intentions of their teacher are some of the points that illuminative evaluation focuses on.

2.3. Teacher Training

Teachers play important roles in the language learning process. They are the ones who prepare and execute the lessons accordingly and help learners achieve their goals in language learning. Therefore, teacher education is crucial since without any knowledge, no teacher can teach.

Teacher education is defined as the process of learning to teach as well as acquiring professional knowledge of teaching. (Freeman and Johnson, 1998; Mann, 2005)

The governments follow different paths when it comes to teacher education. In Turkey, Bachelor Degree is a must to be acknowledged as a teacher in any field. The first step is to have a degree in pre-service teacher training. It is provided by the Language Teaching Departments of universities. The in-service teacher training is the next and the last step in teacher education. It is provided by teams and units at universities as well as by the government for the teachers at the mainstream secondary schools. The in-service teacher training is unique to the institute itself.

2.3.1. Pre-Service Teacher Training

Pre-service teacher training (PRESET) aims at teaching subject content, pedagogic content, professional studies and providing the candidates with teaching experience. There are four main modes of becoming a teacher all around the world. First one is the full-time certificate training. This mode is the one in Turkey. In full-time training mode, the trainees go through a four-year training during which they gain professional and academic knowledge on being a teacher. During the four-year training at educational faculties of universities, the student teachers take various courses from theories of teaching and learning, material and examination development to literature of the targeted language. During the final year of Bachelor's degree, student teachers are required to go through a practicum program. The practicum lasts for two semesters and students teachers attend courses at K-12 schools. At first, they only observe the dynamics of the curriculum, what happens in the classroom in terms of language learning and teaching. They are accompanied by the teacher of the class they are observing. Then, student teachers conduct lessons under the supervision of the primary teacher and their tutor from the university at the class they have been attending (Gulcan, 2015). Students teachers are often asked to write reflection papers on their experiences during the classroom in every step. If they succeed in the practicum, the student teachers are rewarded with graduation.

The second one is Post Graduate Certificate of Education. This mode requires the candidates to go through teaching practice rather than traditional way of content training as they already graduated. The third mode emerges when there is an urgent need for the teachers. This emergency may require inexperienced teachers to get their certification or it may aim at closing the teacher gap due to the radical changes made in the national education policy. The last mode is more like being an apprentice which is not common in foreign language teacher training in

Turkey (Lewin, 2005). In this mode, the inexperienced teachers are allowed to teach according to their academic backgrounds and they have to complete an obligatory service at schools. This mode may be an equivalent of recruitment of newly graduated teachers in Turkey since they are also obligated to serve as teachers under contracts for a certain period of time.

Every government follow a unique policy to educate their teacher candidates. In Turkey, teacher education is provided by the Faculties of Education of universities. It takes four years and throughout their education, student teachers receive courses related to the subject (i.e. Basic English for teachers of English), method courses (i.e. how to teach grammar), educational studies (i.e. how the brain understands and the process the information) and practicum (i.e. teaching experience under the supervision of an advisor at university and a mentor teacher).

Mirici (2014) stated that at universities, the foreign language teacher training departments should go under certain changes with the aim of training the student teachers in accordance with the required qualifications if teachers needed by the institutes.

The pre-service teacher training is generally shorter and more survivalist when compared to in-service teacher training (Beatty, 1998). The former is more useful to prepare novice teachers for the challenges of teaching while the latter is based on trial and error in practice.

2.3.2 Pre-service Teacher Training and Clinical Practice

Training is a complex phenomenon which requires theoretical knowledge, experience and skills. The quality of education depends on the integration of the knowledge into practice (Yenen, 2014). Clinical Practice in medicine refers to observing the patients and applying the appropriate treatment. In Clinical practice, it is essential to apply the subject knowledge into practice (Shulman, 1998).

Alter and Cogshall (2009) defined five characteristics of clinical practice and adapted them into teaching. The five key characteristics of clinical practice and their adaptation into teaching are as follows (pg. 3-5):

- **Centrality of Clients:** In clinical practice, the direct observation and application of the appropriate care for the clients are essential. The successful practice depends on subject knowledge and skills of the practitioners as well as client's willingness and dedication to the process (Cohen, 2005). The similarity between teaching and clinical practice is that both favours the clients, i.e. learners in educational context, and building a strong

relationship with the learners may help the teachers build constructivist connections between the content and the learners (Grossman and McDonald, 2008)

- **Knowledge Demands:** Clinical practice profession is highly demanding since the practitioners are bound to have general and particular knowledge, theoretical and practical understandings of the subject (Shulman, 1998). Teachers need to know pedagogy of teaching and understanding of the content in addition to knowing the learning styles of their learners (Shulman, 1986 cited in Alter and Cogshall, 2009; Darling-Hammond, 2006)
- **Use of Evidence and Judgment in Practice:** Clinical practice professionals need to know every individual client and what the previous research on similar circumstances have shown in order to choose the best treatment. Therefore, following evidence-based practice is the key (Glasziou, 2005). However, clinical practice professionals need to make decisions based on their judgments when the evidence is ambiguous or missing (Shulman, 1998). As mentioned above, teachers should know the strengths and weaknesses of their learners by gathering background information and their interests. Thus, the teachers may make decision based on these judgements in order to manage the learning environment. The teachers may decide what teaching techniques and what sort of material may be used in the particular class.
- **Community and Standards of Practice:** In clinical practice, a community is essential for control the services by developing standards of practice (Darling-Hammond, 2006). The accountable agencies for the standard of the services can be professionals, professional organizations. Based on their reviews of reports of professional association, Alter and Cogshall (2009) concluded that specific and declaratory standards for professional practice clearly defining what is an acceptable practice and what is not should be implemented into teacher education in order to make sure that every teachers acquires quality training and apply this knowledge into practice.
- **Education for Clinical Practice:** After completing intensive academic and practical training (Shulman, 1998), practitioners need to experience how to work with clients by using evidence and judgement effectively and following the standards of the services defined by the community. In clinical practice, education consists of academic background, practice-based training and continuing learning. Academic background helps the professionals understanding theoretical, empirical and normative knowledge (Zeichner, 2003 cited in Alter and Cogshall, 2009). Darlin-Hammond (2006) stated

that it cannot be acceptable for teachers to teach without any theoretical knowledge and pedagogy of teaching like no doctors would be allowed to treat patients without any medical knowledge. Grossman, Compton, Ronfeldt, Shahan and Williamson (2005) stated that teaching is a complex process since working with human beings can be unpredictable and the novice teachers need to make professional judgements based on their academic background. Grossman and et al. (2005) also suggested that novice teachers should practice teaching in the context of the university. Thus, they can be prepared for the dilemmas and the challenges in real teaching. This is the essence of practise-based training. Since teaching and clinical practice professions are highly complex in nature, the practitioners and teachers need regular and on-going professional development opportunities to reflect and improve their own practice.

The clinical practice in teaching can be defined a particular variation of traditionally known as “field work” where the student teachers practice in real educational settings under the supervision of master teachers (AACTE, 2018)

2.3.3. In-Service Teacher Training (INSET)

Pre-service teacher training programs are considered as insufficient to provide adequate teaching skills (Lucas & Unwin, 2009). Therefore, in-service teacher training is very much needed not only to make up the deficiencies of pre-service teacher training but also to provide the teachers with professional development which keep the teachers up-to-date (Koc, 2016)

Ryan (1987) stated that INSET includes any sort of activities such as courses and job-related seminars while Koc (2016) mentioned that workshops, certificate programs and postgraduate programs can be classified as in-service teacher training activities.

In-service teacher training (INSET) aims at helping the teachers adapt to the current changes in the education. It provides the teachers with pedagogical knowledge, technological changes and so on. (Balta, Arslan, & Duru, 2015)

In-service Teacher Training was first established by John Haycraft in the UK in 1960s. Later, Haycraft's syllabus was adopted by Cambridge University in 1998. Thus, INSET has been changing but still it is one of the pioneers (Ferguson & Donno, 2009).

In 1998, Organization for Economic Co- Operation and Development defined two types of INSET. First one is Top-down method in which it is the authorities who decide which language

components and skills students are weak at; thereby, they are provided with courses thorough which they can strengthen their weaknesses. However, it is the teachers and the school that form same task for student teachers. The other method is Bottom-Across in which teachers collaborate in order to help the others' professional development.

In-service teacher training programs are applied to every stage of the education from preschools to universities. In-service teacher training in Turkey depends on the institution it takes place. The training for the teachers from preschool to high school is provided by the Turkish Ministry of Education whereas the in-service training for the academic personnel at the universities is provided by the team or unit within the institute.

In-service teacher training for the teachers at K-12 schools is provided by the Directorate of Teacher Training and Development of the Ministry of National Education (MoNE). The provincial representatives of the department are obligated to provide the teachers with teacher training and professional development opportunities (Altun, 2011). Altun (2011) criticized the training and development programmes for focusing on theory rather than practice. In addition, Ozoglu (as cited in Gulcan, 2015) stated that the Directorate of Teacher Training and Development department organizes programmes that decrease the motivation level of participant teachers and the topics deviate from the real circumstances of education.

INSET is very different in universities since there is no legal obligation to provide teachers with professional development. Universities are not eager to make the academic staff attend any non-institutional programmes due to the fact that it is the institutions' responsibility to meet all the expenses (Gulcan, 2015). Instead, administrators organizes in-service training in order to meet teachers' and institution's needs with the help of the Professional Development Units.

2.3.4. In-Service Teacher Training and Clinical Supervision

One of the ultimate aims of in-service teacher training is to guarantee teacher effectiveness and students' achievements. (Balta, Arslan, & Duru, 2015) Clinical Supervision also aims quality education for learners. (Paker, 1995) When combined with Clinical Supervision, in-service teacher education is expected to become more powerful since Clinical Supervision requires on-going interaction among the participants and more effective in providing instructors with the current development and the changes in the field.

Clinical Supervision enables administrators and teacher trainers to follow the strengths and weaknesses of the academic staff over time and it gives a chance to define professional

development objectives. The cyclical nature of CS helps teacher trainers to record the improvements in one's teaching skills.

Clinical Supervision requires hands-on experiences under the supervision of a licensed or authorized colleague. When the atmosphere of growth is established, in-service teacher training becomes more meaningful with the help of a colleague who know the features of the institute, the learners and the educational programmes.

However, evaluation and hierarchy aspects of Clinical Supervision may be seen as a threat by the supervisees. Most of the time Clinical Supervision acts as a tool for intervention. It ensures the clients, i.e. students in educational context, receive the best education that the institute can provide. In this case, some actions and sanctions of Clinical Supervision might be brutal. To avoid any case of discomfort, administrators and teacher trainers should maintain the understanding that certain amount of time is necessary since the novice teacher may need in order to improve their skills as teachers.

2.4 Professional Development Unit

The importance of professional development has been argued by many scholars (Elton, 1994; Gibbs, 1995; AUT, 1996). Teachers' professional development is globally seen as the provider of the improvements in education because more professional teachers deliver a better education. (Opfer, 2016) Ghore, King, Stevahn and Minnema (2006) stated that professional development depends on openness to new ideas and understanding their influence on teaching.

Experience might seem like a fundamental source of high quality of learning and teaching yet it cannot meet the expectations of quality teaching (Beaty, 1998). Professional development contributes to the quality of learning and teaching. Every day, culture and technology become wider and they spread to the world in the blink of an eye. Therefore, it is a necessity to keep up with the changes and train qualified language teachers. (Richards, 2008 as cited in Person, 2014) Because of the developments and radical changes, teachers' professional development and teacher training must be prioritized to improve the profession. (Guskey, 2002)

According to the NCHIE report in 1997, there should be an institute for learning and teaching that aims at training and accreditation of teachers in higher education. (Beaty, 1998). As in line with NCHIE's recommendations, many institutions offer in-house training, workshops, seminars and observations in order to help the teachers, keep up with the changes and improvements in education (Borko, 2004). Professional development is defined as the system

of structured activities aiming at developing professional skills, keeping the staff updated on the changes. (Dall'Alba and Sandberg, 2006)

In higher education, academics are chosen due to their expert knowledge in education and all professionals must have a crucial understanding of learning as well as teaching since a professional teaching in higher education is a double profession (Beatty, 1996; 1998).

Professional development depends on experiential learning since development and improvement of a professional teacher comes from insight and exposure to the issues in teaching. (Beatty, 1998)

Professional development units in higher education focus particularly on development and enhancement of teaching and learning skills of academic staff (Farser, 2001). The members of academic development units are expected to present the academic staff with various opportunities for professional learning, and provide them with crucial knowledge of teaching to help academic staff become more effective teachers (Reedy, Boitshwarelo and Billiany, 2015).

The concept of Professional Development Unit (PDU) in the universities in Turkey has been developing significantly over the last decade. Professional Development Unit is a unit within an institute which is responsible for providing academic staff with skills and techniques promoting 'lifelong learning, professional development and collaboration in a positive atmosphere' (Baskent University SFL Quality Manuel, 2019).

The professional development unit has various duties. PDU is a unit that is responsible for the induction of the new academic personnel and for the professional development of them. Induction can be defined as the familiarization of new teachers with their new workplace by introducing them the rules and regulations as well as the courses and programs. Induction program provides newly recruited academic staff primarily with crucial knowledge of the institute's organization and operation systems. In addition, new members are provided with basic information on the fundamentals of English Language Teaching namely, teaching skills and strategies alongside the components of learning (BU-SFLQM, 2019) PDU conducts in-class observations for the new academic staff as a part of their induction. Induction program originally lasts for two weeks before the beginning of the academic year. However, the duration changes and decreases to one week because of the latest regulations of hiring new academic staff by the Council of Higher Education (CoHE).

Professional Development Units prepare in-house and end-of-year workshops, sessions and seminars based on the need of the learners, instructors and institute. The topics of the sessions and seminars can be decided according to the need analysis questionnaires applied at the end of every semester and they can be based on the data obtained from the in-class observations done by teacher trainers. These observations may be pre-arranged or instant.

Another option is the feedback received from student questionnaires that are applied at the end of every semester and that concern the effectivity of the instructors in terms of language teaching and classroom management. Instructors apply to the unit to be a speaker in any of these sessions. The sessions are announced on the bulletin board of the unit.

Professional Development Unit members are chosen from the instructors working for the university. The number of the unit members differs from one university to another. There may not be any criteria for being a teacher trainee.

4.5. Previous Studies on Professional Development, In-service Teacher Training and Clinical Practice

Since, especially in the last decade, instructors' professional development is focus of interest, several studies have been conducted on professional development of ELT instructors and their attitudes towards it.

Baykal (2019) conducted a study on comparison of instructors' attitudes towards professional development. The aim of the study was to compare the state and foundation university instructors' attitudes towards professional development. The study was conducted on 165 instructors working at Schools of Foreign Languages in Yıldız Technical University and Altınbaş University. The data was collected by the use of "Professional Development Attitude Scale". Percentages, frequencies, standard deviation, means, independent sample, T-test, One-Way ANOVA and Pearson Correlation were used in the analysis of the data. The findings of Baykal's study revealed that instructors have positive attitudes towards professional development. Those working at foundation university value and appreciate professional development more than the instructors working at the state university. In addition, the study also revealed that there are some differences between the attitude and gender, age, undergraduate department while there are no differences between the attitude and years of experience, employment status and nationality. Lastly, the findings revealed that the instructors who are 30 or below 30 years old are less eager to participate in professional development. On

the contrary, the instructors who are 41 and over 41 years old are keen on professional development and they enjoy it more than others.

Korkmazgil (2015) conducted a phenomenological research in order to discover the professional development practices of EFL teachers working in public school. The data were collected by semi-structured interviews developed by the researcher. The participants were 41 teachers of English who work in public schools in 14 cities in Turkey. The participants were selected by maximum variation sampling and convenient sampling. The cities in Turkey are divided into three categories, i.e. first, second and third region of service by Ministry of Education (MoNE). The distribution of the cities in the study is seven cities from the first, four cities from the second and three cities from the third region of the service. Korkmazgil employed convenient sampling method to choose the cities. Korkmazgil chose the schools regardless of their types. The findings of the study revealed that EFL teachers require professional development in English language proficiency, speaking skills, knowledge and skills in ELT methodology, using technology in language teaching and material development and adaptation. The study also revealed that the teachers with low English proficiency need more professional development than those with higher level of English proficiency. In spite of their need for professional development, teachers were not eager to participate in in-service teacher training sessions conducted by MoNE. Finally, the study revealed that the challenges the teachers face are related to teachers, students, contextual factors, educational system and social status of teaching system.

Yenen (2014) investigated the applicability of clinical practice model in teacher training systems of Turkey. In his study, Yenen analysed 100 studies on teaching practice studies starting from the year 1997. The method of analysis was content analysis. The practicum experience is seen the most important part of training since the student teachers are expected to apply the theoretical and pedagogical knowledge in to teaching. The results showed that the most common issues that the students teachers face are the insufficient co-operation between the institutions, i.e. the university and the practicum school, lack of effective feedback and no criteria for assigning the mentor. After metanalysis of the studies, Yenen suggested clinical practice model in pre-service teacher training since the principles of clinical practice may help to solve the problems more effectively. Yemen suggested that clinical practice may provide an opportunity to face the problems in real teaching situations. The mentors may present them with ways to solve these problems and help them integrate their theoretical and pedagogical knowledge into practice because they will be mentored and advised by the experienced teachers

along the way. In addition, Yemen stated that thanks to its applications and practices, clinical practice provides the student teachers with an opportunity test and improve their classroom management and pedagogical skills. Yemen also stated that the student teachers need quality training to become effective and successful teachers. Quality training depends on the integration of theory and pedagogy into practice. Clinical practice requires applying knowledge into practice. Thus, clinical practice may enhance the quality of pre-service teacher training. Lastly, Yemen proposed that there should be a partnership between Ministry of Education (MoNE) and Higher Education Counsel (HEC) and accreditation institutes like NCATE and AACTE in the USA in order to standardize the teacher education.

Guskey (1994) stated that the stakeholders, i.e. policy makers, legislators and public, are curious about whether professional development programs are as effective as claimed. Professional development is a well-discussed concept in almost every educational reform. In his study, Guskey documented the ineffective aspect of professional development, which is “looking for one right answer”. Guskey and Clark, Lotto and Astuto (1984), Firestone and Corbett (1987) emphasized the *context* (cited in Guskey, 1994). They stated that “uniqueness of individual settings” is very fundamental in education. In the study, Guskey suggested the finding of “*the optimal mix*”. The optimal mix refers to the combination of professional development processes and technologies which may work the best in a specific group. He also stated that optimal mix may change over time because its components are bound to change. Guskey proposed a six-item guideline based on previous studied on professional development. This guideline aims at creating a framework for developing the optimal mix.

Ekşi (2010) conducted a study which aimed at assessing the professional development needs of ELT instructors at a state university in Istanbul. The number of participants was 92. All the participants were teaching English at Preparatory School. Ekşi also investigated whether there is a relationship between the need of professional development and years of experience, workload, undergraduate study and instructors’ perceptions of professional development programs. The findings revealed that the instructors had positive perceptions of professional development. The most preferred professional development activity type was “sharing experiences with colleagues” and instructors preferred 60-minute sessions held in weekday morning once a week. The findings also indicated that the highest degree of professional development need was new theories and practices in ELT. Lastly, the findings revealed that those who need less professional development were the experienced teachers. Thus, Ekşi

concluded that there is a negative correlation between the years of teaching and the need of professional development.

CHAPTER III

METHODOLOGY

3.1. Method

Case study method is chosen for this study since it reflects the real situation better. Case study is defined by Stake (1995) as study of 'particularity and complexity of a single case' (cited in Dörnyei, 2007, pg. 151)

In case studies, the data is primarily collected with qualitative research methods; however, case studies may include quantitative data collection tools. (Dörnyei, 2007). They might be used to investigate the depth of a programme as well as an institution, an organization or a community (Dörnyei, 2007).

This study falls under the category of 'instrumental case study' since the aim of the research study is to provide a deeper understanding about professional development in universities and the evaluation of a professional development unit in terms of Clinical Supervision Principles.

An instrumental case study is an investigation of a particular case in order to obtain deeper appreciation of an issue or phenomenon (Stake, 1995)

Duff (in press) noted that a case study is very effective in demonstration of completeness and understandings of targeted phenomena and it provides high degree of analysis and readability of data.

3.2. Participants

The study aims at evaluating Professional Development Unit for EFL instructors in terms of clinical supervision principles. The study was conducted in a foundation university in Ankara. There are 127 instructors working at both Preparatory School and Academic English Unit. The number of the instructors at Preparatory School is 55 while there are 45 instructors at Academic English Unit.

At Preparatory School, the instructors are obligated to follow the curriculum prepared by the Curriculum Development Unit (CDU). This curriculum consists of the materials and activities that will be used in lessons. It is very important to follow the curriculum since it ensures the unity between all the classes. Four main skills namely listening, speaking, reading and writing are taught in an integrated manner as well as the three components; namely, grammar, vocabulary and pronunciation. In addition, the preparatory program aims at promoting the learner autonomy by assigning learners with project works, portfolios and other classroom activities. The instructors have at least one partner to conduct the lessons successively. Each instructor may have more than one class if necessary. This “partnering system” enables the instructors to have more free time to get prepared for the lessons as well as it gives the learners a chance to learn from different instructors who prefers different teaching methods.

At Academic English Unit (AEU), the system is relatively simple although the provided programs are very complicated. At AEU, there are three main categories for English lessons. The first category aims at teaching basic English to the learners from all the departments where the medium of instruction is Turkish. The courses are obligatory for all the students from freshman to seniors. Until graduation, the learners go through beginner, elementary, pre-intermediate and intermediate levels. The second category aims at teaching English to the learners of the department where the medium of instruction is both English and Turkish. The last category aims at teaching English to the learners of the departments where the medium of instruction is only English. The courses at this category consists of academic writing, presentation skills, translation and professional English according to the departments.

The study is conducted in the 2018-2019 academic year. The total number of instructors that answered the questionnaire is 106. The reliability of the answers is checked with Cronbach Alpha. In addition, a professor of statistics is asked to evaluate the results. Mean, standard deviation and frequency are utilized in that process.

The interviews were made only with teacher trainers at Professional Development Unit. These teacher trainers are not graduates of ELT and they have been trained by the head of the PDU. The semi-structured interviews were recorded by the researcher. The total number of the trainers is three; however, interviews were conducted with only two trainers since the third trainer has joined the unit recently.

The teacher trainer 1 is a graduate of Linguistics and holds an MA degree in Educational Programs and Teaching. She has been working as an instructor for 9 years and as a teacher trainer for 11 months.

The teacher trainer 2 is a graduate of English Linguistics and holds a MA degree in English Language Teaching. She has been working as an EFL instructor for 37 years and as a teacher trainer for 25 years. She has participated several teacher training programs and received many certificates.

3.3. Data Collection Instruments

The data collection process has two steps. The first step is the application of the questionnaire in which there are 40 items in total.

3.3.1 The Questionnaire

Literature review on the characteristics and principles of the Clinical Supervision was done prior to the process of preparing the items in the questionnaire. Then, the researcher categorized them to find answers for the research questions more effectively.

The questionnaire has five parts. The first part aims at gathering demographic data about the participants. The questions are about how long the instructors have been teaching English at a university and how long they have been attending Professional Development Unit activities and sessions.

In the second part, there are nine statements with Likert Scale. They aim at gathering information whether the PDU is in line with the characteristics of Clinical Supervision or not. Here it is aimed to discover the similarities and the differences between the Professional Development Unit activities and sessions and Clinical Supervision (CS). Each item represents one of the main principles of the CS.

The third part consists of eight statements with Likert scale. They are about the language teaching aspect of the PDU activities and sessions. The items are designed to investigate whether or not the PDU activities and sessions help the instructors improve their teaching skills.

The fourth part consists of 13 statements and these are about similarities and differences between PDU and the Clinical Supervision ethics. Each item represents one ethical rule suggested by the Clinical Supervision.

The last part consists of eight Yes / No questions regarding the operation of the unit. These items are designed to figure out how PDU runs and what limitations it has.

Before the main application, piloting had been done to check the reliability and validity of the items. The participants were the instructors teaching at summer school of the School of Foreign Languages. The number of participants were 24.

The reliability and validity of the item have been tested by Cronbach Alpha. The results are given below.

Table 1

Case Summary of Piloting

Case Processing Summary of Piloting

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 21 | 87,5 |
| | Excluded ^a | 3 | 12,5 |
| | Total | 24 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Table 2

Reliability Statistics of Piloting

Reliability Statistics of Piloting

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .955 | 40 |

As seen by the tables, the reliability score of the questionnaire is .955. Özdamar (1999) stated the reliability co-efficient scores as follows;

$0.0 \leq \alpha < 0.40$ the scale is not reliable.

$0.40 \leq \alpha < 0.60$ the scale has low reliability.

$0.60 \leq \alpha < 0.80$ the scale is reliable.

$0.80 \leq \alpha < 1.00$ the scale has high reliability. (p. 522)

The questionnaire has high reliability since the reliability score is 0.955.

After the piloting, questionnaire was applied to the rest of the group. There are 106 participants in the study. The reliability score is given below.

Table 3

Case Processing Summary of the Study

Case Processing Summary of the Study

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 100 | 94,3 |
| | Excluded ^a | 6 | 5,7 |
| | Total | 106 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Table 4

Reliability Statistics of the Study

Reliability Statistics of the Study

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,943 | 40 |

The questionnaire has high reliability since the reliability score is 0.943. The items have not been changed and the questionnaire was applied as it was.

The frequencies and percentages for each item are given and explained in Chapter IV.

3.3.2. The interviews

The second step is the conduction of the interviews. Literature review on the characteristics and principles of the Clinical Supervision was done prior to the process of preparing questions in

the interviews. Then, the researcher categorized them to find answers for the research questions more effectively.

The interview consists of two parts. The first part aims at gathering demographic information about the teacher trainers at the Professional Development Unit whereas the second part consists of the questions that the researcher prepared in order to have an insight about the unit itself.

The interviews were made in Turkish as the participants stated that they would feel more comfortable. The transcripts were translated into English by the researcher and one colleague checked the translation to see whether the translations conveyed the meaning properly.

The reliability and validity of the interview questions were checked by a professor of statistics and two professors of ELT.

3.4. Data Analysis Instruments

In this research study, the data were gathered quantitatively and qualitatively by a questionnaire and semi-structured interviews. The results of the questionnaire were analysed by SPSS 25. The reliability scores and descriptive statistics such as mean, standard deviation, frequency for each item are documented. The reliability was checked by Cronbach Alpha. The correlation analysis was done by Pearson Correlation. The data analysis is done by a professor of statistics.

The recordings of the semi-structured interviews with the teacher trainers are analysed by the researcher. After transcribing the recordings, content analysis is done by narrative analysis. The researchers looked for further insights on the views of teacher trainers on the Professional Development Unit and compared the answers given by each teacher trainer and made interpretations on operations of the Professional Development Unit.

CHAPTER IV

DATA ANALYSIS

This chapter will provide the analysis of the data and the finding which addresses the research questions given in Chapter 1 and Chapter 2.

4. 1. Analysis of Quantitative Data

The questionnaire consists of 40 Likert scale items and it has five parts. The first part aims at gathering demographic data about the participants. The questions are about the number of the years that the instructors have been teaching English at a university and the number of the years they have been attending Professional Development Unit activities and sessions.

In the second part, there are nine statements with Likert Scale. They aim at gathering information whether the PDU is in line with the characteristics of Clinical Supervision or not. Here it is aimed to discover the similarities and the differences between the Professional Development Unit activities and sessions and Clinical Supervision (CS). Each item represents one of the main principles of the CS.

The third part consists of eight statements with Likert scale. These are about the language teaching aspect of the PDU activities and sessions. The items are designed to investigate if the PDU activities and sessions help the instructors improve their teaching skills.

The fourth part consists of 13 statements and these are about the similarities and differences between PDU and the Clinical Supervision ethics. Each item represents one ethical rule suggested by the Clinical Supervision.

The last part consists of eight Yes / No questions regarding the operation of the unit. These items are designed to figure out how PDU runs and what limitations it has.

Before the main application, piloting had been done to check the reliability and validity of the items. The participants were the instructors teaching at summer school of the School of Foreign Languages. The number of participants were 24.

The reliability and validity of the item have been tested by Cronbach Alpha. The results are given below.

Table 5

Case Processing Summary of Piloting of the Study

Case Processing Summary of Piloting

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 21 | 87,5 |
| | Excluded ^a | 3 | 12,5 |
| | Total | 24 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Table 6

Reliability Statistics of the Piloting of the Study

Reliability Statistics of Piloting

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .955 | 40 |

As seen by the tables, the reliability score of the questionnaire is .955. Özdamar (1999) stated the reliability co-efficient scores as follows;

$0.00 \leq \alpha < 0.40$ the scale is not reliable.

$0.40 \leq \alpha < 0.60$ the scale has low reliability.

$0.60 \leq \alpha < 0.80$ the scale is reliable.

$0.80 \leq \alpha < 1.00$ the scale has high reliability. (p. 522)

The questionnaire has high reliability since the reliability score is 0.955.

After the piloting, questionnaire was applied to the rest of the group. There are 106 participants in the study. The reliability score is given below.

Table 7

*Case Processing Summary of the Study***Case Processing Summary of the Study**

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 100 | 94,3 |
| | Excluded ^a | 6 | 5,7 |
| | Total | 106 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Table 8

*Reliability Statistics of the Study***Reliability Statistics of the Study**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,943 | 40 |

The questionnaire has high reliability since the reliability score is 0.943 ($0.80 \leq \alpha < 1.00$) The items have not been changed and the questionnaire was applied as it was.

4.1.1. Part 1: Demographic Information

Data analysis starts with the analysis of Part 1 which aims at finding the demographics of the participants. The findings of the first and the second questions are below.

Table 9

Item 1: How Long Have You Been Teaching English At University?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 1-5 years | 22 | 20,8 | 20,8 | 20,8 |
| | 5-10 years | 10 | 9,4 | 9,4 | 30,2 |
| | 11+ years | 74 | 69,8 | 69,8 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

The questionnaire was administered to 106 participants. % 20.8 of the participants have been working as English instructors for 1-5 years while % 9.4 of the participants have been teaching English at a university for 5-10 years. % 69.8 of the participants have been teaching English at a university for more than 11 years.

Table 10

Item 2: How long have you been attending Teacher Training and Development Unit (TTDU) activities and sessions?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 1-5 years | 22 | 20,8 | 20,8 | 20,8 |
| | 5-10 years | 14 | 13,2 | 13,2 | 34,0 |
| | 11+ years | 70 | 66,0 | 66,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

As seen in the table above, % 20.8 of the participants has been attending Teacher Training and Development Unit (TTDU) activities and sessions for 1-5 years whereas % 13.2 of the participants has been attending Teacher Training and Development Unit activities and sessions for 5-10 years. Also, % 66 of the participants has been attending Teacher Training and Development Unit activities and sessions for more than 11 years.

4.1.2. Part 2: Characteristics of Clinical Supervision

Part 2 consists of nine statements which aim at finding out whether Teacher Training and Development Unit operates accordingly to the characteristics of Clinical Supervision or not. The findings of the items from 1 to 9 are as follows;

Table 11

Item 1: TTDU Activities and Sessions Are Done Face-To-Face.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | NEUTRAL | 4 | 3,8 | 3,8 | 5,7 |
| | AGREE | 64 | 60,4 | 60,4 | 66,0 |
| | STRONGLY AGREE | 36 | 34,0 | 34,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants stated that TTDU activities and sessions are not conducted in person whereas % 3.8 of answers showed that some participants chose not to comment. However, % 60.4 of the participants stated that TTDU activities and sessions are most of the time conducted in person. % 34 of the participants stated that they strongly agreed with the statement.

Table 12

Item 2: TTDU Challenges the Instructors to Improve Themselves

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|-----------------------|
| Valid | DISAGREE | 6 | 5,7 | 5,7 | 5,7 |
| | NEUTRAL | 30 | 28,3 | 28,3 | 34,0 |
| | AGREE | 44 | 41,5 | 41,5 | 75,5 |
| | STRONGLY AGREE | 26 | 24,5 | 24,5 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 5.7 of the answers showed that a small group of participants disagrees with the statement while % 28.3 of the participants stated they are neutral. % 41.5 of the participants stated that they think the unit challenges the instructors to improve themselves Moreover, % 24.5 of the participants stated that they strongly agreed with the statement.

Table 13

Item 3: TTDU Activities and Sessions Are Conducted in Real Teaching Situations.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 18 | 17,0 | 17,0 | 18,9 |
| | NEUTRAL | 34 | 32,1 | 32,1 | 50,9 |
| | AGREE | 42 | 39,6 | 39,6 | 90,6 |
| | STRONGLY AGREE | 10 | 9,4 | 9,4 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

%1.9 of the participants strongly disagreed that the activities and sessions are conducted in real teaching situations. whereas % 17 of the participants disagreed with the statement. % 32.1 of the participants stayed neutral. However, % 39.6 of the participants stated that TTDU performs in real teaching settings and % 9.4 of the participants strongly agreed with the statement.

Table 14

Item 4: TTDU Activities and Sessions Are Performed by Licensed and Authorized Colleagues.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 6 | 5,7 | 5,7 | 7,5 |
| | NEUTRAL | 4 | 3,8 | 3,8 | 11,3 |
| | AGREE | 64 | 60,4 | 60,4 | 71,7 |
| | STRONGLY AGREE | 30 | 28,3 | 28,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

For 4th item, %1.9 of the participants strongly disagreed that the activities and sessions are performed by licensed and authorised colleagues. In addition, % 5.7 of the participants disagreed with the statement. % 3.8 of the participants stayed neutral to the statement while % 60.4 of the participants stated that the TTDU activities and sessions are performed by licensed and authorized colleagues. % 28.3 of the participants strongly agreed with the statement.

Table 15

Item 5: Trainees Are Oriented by Authorized and Licensed Trainers.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 4 | 3,8 | 3,8 | 5,7 |
| | NEUTRAL | 12 | 11,3 | 11,3 | 17,0 |
| | AGREE | 60 | 56,6 | 56,6 | 73,6 |
| | STRONGLY AGREE | 28 | 26,4 | 26,4 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

For 5th item, % 1.9 of the participants stated their strong disagreement with the idea of trainees being oriented by licensed and authorized colleagues while %3.8 of the participants stated their disagreement with the item. % 11.3 of the participants stayed neutral to the item. Furthermore, % 58.3 of the participants stated that they think the trainees are oriented by licensed and authorized colleagues. % 27.3 of the participants strongly agreed with the statement.

Table 16

Item 6: TTDU Observations Are Treatments to Raise the Quality of Education..

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | NEUTRAL | 20 | 18,9 | 18,9 | 22,6 |
| | AGREE | 52 | 49,1 | 49,1 | 71,7 |
| | STRONGLY AGREE | 30 | 28,3 | 28,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants stated that they do not think TTDU observations act like a treatment to raise the quality of education while % 18.9 of the participants stayed neutral. % 49.1 of the participants agreed with the statement. Moreover, % 28.3 of the participants stated that TTDU observations are definitely treatments to raise the quality of education.

Table 17

Item 7: TTDU Activities and Sessions Are Evaluative.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 8 | 7,5 | 7,5 | 7,5 |
| | DISAGREE | 8 | 7,5 | 7,5 | 15,1 |
| | NEUTRAL | 26 | 24,5 | 24,5 | 39,6 |
| | AGREE | 48 | 45,3 | 45,3 | 84,9 |
| | STRONGLY AGREE | 16 | 15,1 | 15,1 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 7.5 of the participants stated that they strongly disagreed with the statement while % 7.5 of the participants disagreed with the idea in the statement. % 24.5 of the participants stayed neutral. However, % 45.3 of the participants stated that they think the activities and sessions are evaluative. % 15.1 of the participants stated that they strongly agreed with the statement.

Table 18

Item 8: TTDU Trainers and instructors Are in A Hierarchical Relation.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 6 | 5,7 | 5,7 | 5,7 |
| | DISAGREE | 8 | 7,5 | 7,5 | 13,2 |
| | NEUTRAL | 40 | 37,7 | 37,7 | 50,9 |
| | AGREE | 40 | 37,7 | 37,7 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 5.7 of the participants strongly disagreed with the statement. % 7.5 of the participants agreed with the idea that the relationship between trainers and trainees is hierarchical whereas % 37.7 of the participants stayed neutral. % 37.7 of the participants stated that they agree with the idea on the statement. However, % 17.3 of the participants strongly agreed that the relationship between trainers and trainees is hierarchical.

Table 19

Item 9: TTDU Activities Occur in Cyclical Manner, Namely Topics and Activities Are Repeated If the Results Are Not Satisfactory

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 20 | 18,9 | 18,9 | 20,8 |
| | NEUTRAL | 38 | 35,8 | 35,8 | 56,6 |
| | AGREE | 38 | 35,8 | 35,8 | 92,5 |
| | STRONGLY AGREE | 8 | 7,5 | 7,5 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants strongly disagreed with the statement. % 18.9 of the participants stated that they do not agree that TTDU activities occur in cyclical manner namely topics and activities are repeated if the results are not satisfactory while % 35.8 of the participants stayed neutral towards the idea. However, % 35.8 of the participants agreed that Teacher Trainee Development Unit operates in a cyclical manner. % 7.5 of the participants totally agreed with the statement.

4.1.3. Part 3: Language Teaching

Part 3 consists of 8 questions with Likert scale. This part aims at finding out whether Teacher Trainee Development Unit operates effectively to help the instructors to improve their teaching skills. The findings of questions from 10 to 17 are below.

Table 20

Item 10: TTDU Activities Are Effective to Improve the instructors ` Grammar Teaching Skills.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 14 | 13,2 | 13,2 | 15,1 |
| | NEUTRAL | 33 | 31,1 | 31,1 | 46,2 |
| | AGREE | 45 | 42,5 | 42,5 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants stated that they totally disagree with the statement likewise % 13.2 of the participants disagreed that the activities by TTDU are effective in helping them with their grammar teaching skills. %31.1 of the participants stayed neutral to the topic while % 42.5 of the participants stated that they find the activities effective. % 11.3 of the participants totally agreed that the activities by TTDU are effective in helping them with their grammar teaching skills.

Table 21

Item 11: TTDU Activities Are Effective to Improve the instructors ` Vocabulary Teaching Skills.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 10 | 9,4 | 9,4 | 11,3 |
| | NEUTRAL | 38 | 35,8 | 35,8 | 47,2 |
| | AGREE | 46 | 43,4 | 43,4 | 90,6 |
| | STRONGLY AGREE | 10 | 9,4 | 9,4 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants expressed their strong disagreement with the statement and % 9.4 of the participants disagreed with the idea in the statement. % 35.8 of the participants stayed

neutral towards the statement while % 43.4 of the participants expressed their agreement with the effectiveness of TTDU activities in terms of improvement of vocabulary teaching skills. However, % 9.4 of the participants strongly agreed that the TTDU activities are effective to improve the trainee's vocabulary teaching skills.

Table 22

Item 12: TTDU activities are effective to improve the instructors' pronunciation teaching skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 18 | 17,0 | 17,0 | 20,8 |
| | NEUTRAL | 46 | 43,4 | 43,4 | 64,2 |
| | AGREE | 28 | 26,4 | 26,4 | 90,6 |
| | STRONGLY AGREE | 10 | 9,4 | 9,4 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants stated that they totally disagree that the TTDU activities are effective to improve the trainees' pronunciation teaching skills while % 17 of the participants expressed their disagreement regarding the effectiveness of TTDU activities in terms of improving pronunciation teaching skills. % 43.4 of the participants stayed neutral to the statement. However, % 26.4 of the participants expressed their agreements regarding the effectiveness of TTDU activities in terms of improving pronunciation teaching skills. % 9.4 of the participants stated that they totally agreed with the idea in the statement.

Table 23

Item 13: TTDU Activities Are Effective to Improve The instructors' Reading Teaching Skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 12 | 11,3 | 11,3 | 13,2 |
| | NEUTRAL | 34 | 32,1 | 32,1 | 45,3 |
| | AGREE | 44 | 41,5 | 41,5 | 86,8 |
| | STRONGLY AGREE | 14 | 13,2 | 13,2 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants strongly disagreed that TTDU activities are effective to improve the trainees' reading teaching skills and % 11.3 of the participants disagreed that TTDU activities

are effective to improve the trainees' reading teaching skills. % 32.1 of the participants stayed neutral to the idea whereas % 41.5 of the participants stated that TTDU activities are effective to improve the trainees' reading teaching skills. However, % 13.2 of the participants expressed their strong agreement with the statement.

Table 24

Item 14: TTDU Activities Are Effective to Improve the instructors' Listening Teaching Skills.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 18 | 17,0 | 17,0 | 20,8 |
| | NEUTRAL | 30 | 28,3 | 28,3 | 49,1 |
| | AGREE | 42 | 39,6 | 39,6 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants strongly disagreed that TTDU activities are effective to improve the trainees' listening teaching skills. % 17 of the participants disagreed with the effectiveness of TTDU activities to improve the trainees' listening teaching skills whereas % 28.3 of the participants stayed neutral to the idea. % 39.6 of the participants agreed that TTDU activities are effective to improve the trainees' listening teaching skills. Furthermore, % 11.3 of the participants expressed their strong agreements with the statement.

Table 25

Item 15: TTDU Activities Are Effective to Improve The instructors' Speaking Teaching Skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 20 | 18,9 | 18,9 | 22,6 |
| | NEUTRAL | 22 | 20,8 | 20,8 | 43,4 |
| | AGREE | 44 | 41,5 | 41,5 | 84,9 |
| | STRONGLY AGREE | 16 | 15,1 | 15,1 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants strongly disagreed that TTDU activities are effective to improve the trainees' speaking teaching skills likewise, % 18.9 of the participants disagreed with the idea in the statement. % 20.8 of the participants stayed neutral to the statement although % 41.5 of the participants expressed their agreements with the effectiveness of TTDU activities to improve

the trainees teaching skills of speaking. % 15.1 of the participants expressed their strong agreements with the statement.

Table 26

Item 16: TTDU Activities Are Effective to Improve the instructors ` Writing Teaching Skills.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 20 | 18,9 | 18,9 | 22,6 |
| | NEUTRAL | 22 | 20,8 | 20,8 | 43,4 |
| | AGREE | 48 | 45,3 | 45,3 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants totally disagreed that TTDU activities are effective to improve the trainees` writing teaching skills in addition to % 18.9 of the participants expressed their agreements with the effectiveness of TTDU activities on improving instructors` writing teaching skills. % 20.8 of the participants stayed neutral to the statement. However, % 45.3 of the participants agreed that TTDU activities are effective to improve the trainees` writing teaching skills. % 11.3 of the participants strongly agreed that TTDU activities are effective to improve the trainees` writing teaching skills.

Table 27

Item 17: TTDU Activities Are Effective to Improve the Instructors ` Integrative Language Teaching Skills.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 8 | 7,5 | 7,5 | 11,3 |
| | NEUTRAL | 18 | 17,0 | 17,0 | 28,3 |
| | AGREE | 58 | 54,7 | 54,7 | 83,0 |
| | STRONGLY AGREE | 18 | 17,0 | 17,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants strongly disagreed that TTDU activities are effective to improve the trainees` integrative language teaching skills. % 7.5 of the participants disagreed with the statement while % 17 of the participants stayed neutral to the idea in the statement. % 54.7 of the participants agreed that TTDU activities are effective to improve the trainees` integrative language teaching skills. However, % 17 of the participants strongly agreed with the statement.

4.1.4 Part 4: Teacher Training and Development Unit

This part consists of 13 statements and these are about the similarities and differences between TTDU and the Clinical Supervision ethics. Each item represents one ethical rule suggested by the Clinical Supervision.

Table 28

Item 18: TTDU Ensures the Quality of Education for The Learners.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 16 | 15,1 | 15,1 | 17,0 |
| | NEUTRAL | 22 | 20,8 | 20,8 | 37,7 |
| | AGREE | 54 | 50,9 | 50,9 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants strongly disagreed that TTDU ensures the quality of education for the learners while % 15.1 of the participants disagreed with the idea in the statement. % 20.8 of the participants stayed neutral to the statement. % 50.9 of the participants agreed that TTDU ensures the quality of education for the learners and % 11.3 of the participants strongly agreed with the statement.

Table 29

Item 19: TTDU Ensures That Instructors Continue Their Professional Development Systematically and As Planned.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 10 | 9,4 | 9,4 | 9,4 |
| | NEUTRAL | 24 | 22,6 | 22,6 | 32,1 |
| | AGREE | 52 | 49,1 | 49,1 | 81,1 |
| | STRONGLY AGREE | 20 | 18,9 | 18,9 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 9.4 of the participants strongly disagreed that TTDU ensures that instructors continue their professional development systematically and as planned. % 22.6 of the participants did not make any comments on the statement while % 49.1 of the participants agreed that TTDU ensures that instructors continue their professional development systematically. % 18.9 of the participants strongly agreed with the statement.

Table 30

Item 20: TTDU Ensures That Every Instructor Receives the Needed Supervision.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 16 | 15,1 | 15,1 | 18,9 |
| | NEUTRAL | 22 | 20,8 | 20,8 | 39,6 |
| | AGREE | 46 | 43,4 | 43,4 | 83,0 |
| | STRONGLY AGREE | 18 | 17,0 | 17,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants strongly disagreed that every instructor receives the needed supervision while % 15.1 of the participants disagreed with it. % 20.8 of the participants stayed neutral. However, % 43.4 of the participants agreed that every instructor receives the needed supervision and % 17 of the participants strongly agreed with it.

Table 31

Item 21: TTDU Ensures That the Trainers Themselves Receive Supervision for Their Own Professional Development.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 10 | 9,4 | 9,4 | 9,4 |
| | NEUTRAL | 26 | 24,5 | 24,5 | 34,0 |
| | AGREE | 54 | 50,9 | 50,9 | 84,9 |
| | STRONGLY AGREE | 16 | 15,1 | 15,1 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 9.4 of the participants disagreed that TTDU ensures that the trainers themselves receive supervision for their own professional development. % 24.5 of the participants stayed neutral whereas % 50.9 of the participants agreed with the idea in the statement. % 15.1 of the participants strongly agreed with it.

Table 32

Item 22: TTDU ensures that the atmosphere of growth and openness to new ideas is created for the instructors.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | NEUTRAL | 18 | 17,0 | 17,0 | 20,8 |
| | AGREE | 62 | 58,5 | 58,5 | 79,2 |
| | STRONGLY AGREE | 22 | 20,8 | 20,8 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants stated that they disagree that TTDU ensures that the atmosphere of growth and openness to new ideas is created for the instructors. Yet, % 17 of the participants

stayed neutral. % 58.5 of the participants stated that they agree that TTDU ensures that the atmosphere of growth and openness to new ideas is created for the instructors whereas % 20.8 of the participants strongly agreed with it.

Table 33

Item 23: TTDU Ensures That the Instructors Are Provided with Professional Development Opportunities.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 10 | 9,4 | 9,4 | 11,3 |
| | NEUTRAL | 14 | 13,2 | 13,2 | 24,5 |
| | AGREE | 60 | 56,6 | 56,6 | 81,1 |
| | STRONGLY AGREE | 20 | 18,9 | 18,9 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants stated that they strongly disagree that TTDU ensures that the instructors are provided with professional development opportunities. Despite this, % 9.4 of the participants stated that they disagreed with it. % 13.2 of the participants stayed neutral. While % 56.6 of the participants stated that they agree that TTDU ensures that the instructors are provided with professional development opportunities, % 18.9 of the participants stated that they strongly agreed with the idea in the statement.

Table 34

Item 24: TTDU Trainers Represent A Model for Ethical and Legal Practice For The Instructors.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 6 | 5,7 | 5,8 | 7,7 |
| | NEUTRAL | 18 | 17,0 | 17,3 | 25,0 |
| | AGREE | 60 | 56,6 | 57,7 | 82,7 |
| | STRONGLY AGREE | 18 | 17,0 | 17,3 | 100,0 |
| | Total | 104 | 98,1 | 100,0 | |
| Missing | System | 2 | 1,9 | | |
| | Total | 106 | 100,0 | | |

% 1.9 of the participants strongly disagreed that TTDU trainers represent a model for ethical and legal practice for the instructors while % 5.7 of the participants disagreed with that idea. However, % 17 of the participants stayed neutral to it and % 56.6 of the subjects responded to the same statement with “agree” while % 17 of the them with “strongly agree”.

Table 35

Item 25: TTDU Ensures That Cultural Competence Is Developed in Order to Understand the Learners and Instructors Better.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 4 | 3,8 | 3,8 | 3,8 |
| | DISAGREE | 12 | 11,3 | 11,3 | 15,1 |
| | NEUTRAL | 42 | 39,6 | 39,6 | 54,7 |
| | AGREE | 40 | 37,7 | 37,7 | 92,5 |
| | STRONGLY AGREE | 8 | 7,5 | 7,5 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 3.8 of the participants strongly disagreed that TTDU ensures that cultural competence is developed in order to understand the learners and instructors better. However, % 11.3 of the participants disagreed with it. % 39.6 of the participants stayed neutral whereas % 37.7 of the participants agreed with the idea in the statement and % 7.5 of the participants strongly agreed with it.

Table 36

Item 26: TTDU Performs On-Going Observations for The Sake of The Instructors` Professional Development.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 6 | 5,7 | 5,7 | 7,5 |
| | NEUTRAL | 12 | 11,3 | 11,3 | 18,9 |
| | AGREE | 60 | 56,6 | 56,6 | 75,5 |
| | STRONGLY AGREE | 26 | 24,5 | 24,5 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants strongly disagreed that TTDU performs on-going observations for the sake of the instructors` professional development. % 5.7 of the participants disagreed that TTDU performs on-going observations for the sake of the instructors` professional development while % 11.3 of the participants stayed neutral. % 56.6 of the participants agreed that TTDU performs on-going observations for the sake of the instructors` professional development and % 24.5 of the participants strongly agreed with the idea in the statement.

Table 37

Item 27: TTDU Ensures That the Quality of Education Is Achieved by Many Tasks and Sessions.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 12 | 11,3 | 11,3 | 11,3 |
| | NEUTRAL | 26 | 24,5 | 24,5 | 35,8 |
| | AGREE | 52 | 49,1 | 49,1 | 84,9 |
| | STRONGLY AGREE | 16 | 15,1 | 15,1 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 11.3 of the participants disagreed that TTDU ensures that quality education is achieved by many tasks and sessions while % 24.5 of the participants stayed neutral. However, % 49.1 of the participants agreed with the idea and % 15.1 of the participants strongly agreed with it.

Table 38

Item 28: TTDU Trainers Are Well-Trained to Perform Direct Observations.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 2 | 1,9 | 1,9 | 1,9 |
| | DISAGREE | 2 | 1,9 | 1,9 | 3,8 |
| | NEUTRAL | 30 | 28,3 | 28,3 | 32,1 |
| | AGREE | 46 | 43,4 | 43,4 | 75,5 |
| | STRONGLY AGREE | 26 | 24,5 | 24,5 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 1.9 of the participants stated that they strongly disagree that TTDU trainers are well-trained to perform direct observations and % 1.9 of them stated that they disagreed with the idea in the statement. Furthermore, % 28.3 of the participants stayed neutral. While % 43.4 of the participants stated that they agree that TTDU trainers are well-trained to perform direct observations, % 24.5 of the participants stated that they strongly agreed with that idea in statement.

Table 39

Item 29: TTDU Activities Are Effective in Teaching The Trainees How To Teach Their Learners How To Be Autonomous.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | DISAGREE | 16 | 15,1 | 15,1 | 15,1 |
| | NEUTRAL | 32 | 30,2 | 30,2 | 45,3 |
| | AGREE | 40 | 37,7 | 37,7 | 83,0 |
| | STRONGLY AGREE | 18 | 17,0 | 17,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 15.1 of the participants disagreed that TTDU activities are effective in teaching the trainees how to teach their learners to be autonomous whereas % 30.2 of the participants stayed neutral to it. % 37.7 of the participants were observed to agree with the statement and % 17 of the participants strongly agreed with it.

Table 40

Item 30: TTDU Activities Are Effective in Teaching the Trainees How to Use New Technology in Their Classes.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | STRONGLY DISAGREE | 8 | 7,5 | 7,5 | 7,5 |
| | DISAGREE | 18 | 17,0 | 17,0 | 24,5 |
| | NEUTRAL | 30 | 28,3 | 28,3 | 52,8 |
| | AGREE | 38 | 35,8 | 35,8 | 88,7 |
| | STRONGLY AGREE | 12 | 11,3 | 11,3 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 7,5 of the participants stated that they strongly disagree that TTDU activities are effective in teaching the trainees how to use new technology in their classes. % 17 of the participants stated that they disagree with the idea whereas % 28.3 of the participants stayed neutral. However, % 35.8 of the participants stated that they agree that TTDU activities are effective in teaching the trainees how to use new technology in their classes. % 11.3 of the participants stated that they strongly agree with the idea in the statement.

4.1.5. Part 5: The Operation of The Unit

This part consists of eight Yes / No questions regarding the operation of the unit. These items are designed to figure out how TTDU runs and what limitations it has.

Table 41

Item 32: TTDU Activities and Sessions Are Obligatory Rather Than Optional.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | YES | 74 | 69,8 | 69,8 | 69,8 |
| | NO | 32 | 30,2 | 30,2 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 69.8 of the participants agreed that TTDU activities and sessions are obligatory rather than optional. % 30.2 of the participants disagreed that TTDU activities and sessions are obligatory rather than optional.

Table 42

Item 32: The Instructors Are Not Given the Chance to Choose Their Supervisor.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | YEs | 88 | 83,0 | 83,0 | 83,0 |
| | NO | 18 | 17,0 | 17,0 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 83 of the participants stated that the instructors are not given the chance to choose their supervisor. % 17 of the participants stated that the instructors are given the chance to choose their supervisor.

Table 43

Item 33: TTDU Activities and Sessions Have Time Limitations.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | YEs | 100 | 94,3 | 94,3 | 94,3 |
| | NO | 6 | 5,7 | 5,7 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 94.3 of the participants approved that TTDU activities and sessions have time limitations. % 5.7 of the participants stated that TTDU activities and sessions have no time limitations

Table 44

Item 34: TTDU Activities and Sessions Are Based on The Needs of The Instructors.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 62 | 58,5 | 59,6 | 59,6 |
| | NO | 42 | 39,6 | 40,4 | 100,0 |
| | Total | 104 | 98,1 | 100,0 | |
| Missing | System | 2 | 1,9 | | |
| Total | | 106 | 100,0 | | |

% 58.5 of the participants stated that TTDU activities and sessions are based on the needs of the instructors. % 49.6 of the participants stated that TTDU activities and sessions are not based on the needs of the instructors.

Table 45

Item 35: TTDU Activities and Sessions Are Based on The Needs of The Learners.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | YEs | 66 | 62,3 | 62,3 | 62,3 |
| | NO | 40 | 37,7 | 37,7 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 62.3 of the participants agreed that TTDU activities and sessions are based on the needs of the learners. % 37.7 of the participants disagreed that TTDU activities and sessions are based on the needs of the learners.

Table 46

Item 36: TTDU Activities and Sessions Are Obligatory Rather Than Optional.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | YEs | 74 | 69,8 | 69,8 | 69,8 |
| | NO | 32 | 30,2 | 30,2 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 60.4 of the participants stated that TTDU activities and sessions are based on the needs of the institute. % 35.8 of the participants stated that TTDU activities and sessions are not based on the needs of the institute.

Table 47

Item 37: TTDU Activities and Sessions Are Based on The Necessities of The Classroom Conditions and Teaching Circumstances.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | YEs | 82 | 77,4 | 77,4 | 77,4 |
| | NO | 24 | 22,6 | 22,6 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 77.4 of the participants stated that TTDU activities and sessions are based on the necessities of the classroom conditions and teaching circumstances. % 22.6 of the participants disagreed that TTDU activities and sessions are based on the necessities of the classroom conditions and teaching circumstances.

Table 48

Item 38: TTDU Activities Are Based on The Students` Learning Styles.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | YEs | 66 | 62,3 | 62,3 | 62,3 |
| | NO | 40 | 37,7 | 37,7 | 100,0 |
| | Total | 106 | 100,0 | 100,0 | |

% 62.3 of the participants stated that TTDU activities are based on the students` learning styles.

% 37.7 of the participants disagreed that TTDU activities are based on the students` learning styles.

4.2 The Analysis of the Correlation Between the Years of Experience of The Instructors and Their Perceptions of The Professional Development Unit

McCormick, Salcedo and Poh (2015) stated that correlations tables provide information on the Pearson Correlation, the two-tailed (bivariate) significance level and N (number of the participants). These are used to reveal the differences or similarities between two variables. The Pearson Correlation score range is from +1 to -1. If the correlation score is more than 0, it means that there is a strong correlation. When the significance level in the bivariate correlation is less than 0.05, the correlation will have an asterisk next to the coefficient which means there is a correlation between variables. When the significance level is more than 0.05, it means there is no correlation between variables. N refers to the sample size (pg.254)

Table 49

Correlation between years of experience of the instructors and their perceptions of the PDU`s effectiveness in improving instructors` grammar teaching skills

| Correlations | | P1Q1 | P3Q10 |
|--------------|---------------------|------|-------|
| P1Q1 | Pearson Correlation | 1 | ,011 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q10 | Pearson Correlation | ,011 | 1 |
| | Sig. (2-tailed) | ,914 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q10: TTDU activities are effective to improve trainee`s grammar teaching skills.

As can be observed in the table, the significance level is 0.914 (>0.05) while the Pearson Correlation score is 0.11. Hence, it can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' grammar teaching skills

Table 50

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' vocabulary teaching skills

| Correlations | | | |
|--------------|---------------------|-------|-------|
| | | P1Q1 | P3Q11 |
| P1Q1 | Pearson Correlation | 1 | -,082 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q11 | Pearson Correlation | -,082 | 1 |
| | Sig. (2-tailed) | ,406 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q11: TTDU activities are effective to improve trainee's vocabulary teaching skills.

As revealed in the table, the significance level is 0.406 (>0.05) while the Pearson Correlation score is -0.82. It can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' vocabulary teaching skills.

Table 51

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' pronunciation teaching skills

| Correlations | | P1Q1 | P3Q12 |
|--------------|---------------------|-------|-------|
| P1Q1 | Pearson Correlation | 1 | -,088 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q12 | Pearson Correlation | -,088 | 1 |
| | Sig. (2-tailed) | ,368 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q12: TTDU activities are effective to improve trainee's pronunciation teaching skills.

As seen in the table, the significance level is 0.368 (> 0.05) while the Pearson Correlation score is -0.088. It can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' pronunciation teaching skills

Table 52

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' reading teaching skills

| Correlations | | P1Q1 | P3Q13 |
|--------------|---------------------|-------|-------|
| P1Q1 | Pearson Correlation | 1 | -,078 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q13 | Pearson Correlation | -,078 | 1 |
| | Sig. (2-tailed) | ,424 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q13: TTDU activities are effective to improve trainee's reading teaching skills.

As seen in the table, the significance level is 0.424 (>0.05) whereas the Pearson Correlation score is -0.078. Therefore, it can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' reading teaching skills

Table 53

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' listening teaching skills

| Correlations | | P1Q1 | P3Q14 |
|--------------|---------------------|-------|-------|
| P1Q1 | Pearson Correlation | | 1 |
| | Sig. (2-tailed) | | -.009 |
| | N | 106 | 106 |
| P3Q14 | Pearson Correlation | -.009 | 1 |
| | Sig. (2-tailed) | .928 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q14: TTDU activities are effective to improve trainee's listening teaching skills.

As seen in the table, the significance level is 0.928 (>0.05). However, the Pearson Correlation score is -0.009. Hence, it can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' listening teaching skills

Table 54

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' speaking teaching skills

| Correlations | | P1Q1 | P3Q15 |
|--------------|---------------------|-------|-------|
| P1Q1 | Pearson Correlation | 1 | -,078 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q15 | Pearson Correlation | -,078 | 1 |
| | Sig. (2-tailed) | ,425 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q15: TTDU activities are effective to improve trainee's speaking teaching skills.

Considering the table, the significance level is 0.425 (>0.05) while the Pearson Correlation score is -0.078. Thus, it can be stated that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' speaking teaching skills

Table 55

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' writing teaching skills

| Correlations | | P1Q1 | P3Q16 |
|--------------|---------------------|------|-------|
| P1Q1 | Pearson Correlation | 1 | ,022 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q16 | Pearson Correlation | ,022 | 1 |
| | Sig. (2-tailed) | ,825 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q16: TTDU activities are effective to improve trainee's writing teaching skills.

As can be observed in the table, the significance level is 0.825 (>0.05). However, the Pearson Correlation score is -0.022. It can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' writing teaching skills

Table 56

Correlation between years of experience of the instructors and their perceptions of the PDU's effectiveness in improving instructors' integrative teaching skills

| Correlations | | P1Q1 | P3Q17 |
|--------------|---------------------|------|-------|
| P1Q1 | Pearson Correlation | 1 | ,040 |
| | Sig. (2-tailed) | | |
| | N | 106 | 106 |
| P3Q17 | Pearson Correlation | ,040 | 1 |
| | Sig. (2-tailed) | ,686 | |
| | N | 106 | 106 |

P1Q1: How long have you been teaching English at a university?

P3Q17: TTDU activities are effective to improve trainee's integrative teaching skills.

As seen in the table, the significance level is 0.686 (>0.05) whereas the Pearson Correlation score is 0.040. Hence, it can be concluded that there is no correlation between the years of experience and the instructors' perceptions of the PDU's effectiveness in improving instructors' integrative teaching skills

4.3. Analysis of Qualitative Data

The analysis of the qualitative data was made by content analysis. Interviews were conducted with two teacher trainers in the institute. The interviewees were asked several questions concerning the operation of Professional Development Unit. The questions aim at gathering deeper understanding of the unit so the comparison of the unit with Clinical Supervision principles can be done satisfactorily. The questions and the answers can be seen below:

Question 1: How would you describe the professional development unit? What is the aim of the unit?

The teacher trainers stated that the professional development unit aims at improving the quality of education by providing the instructors with up-to-date teaching techniques and developments and by supporting them for reflection teaching. Teacher trainer 1 defined the Professional Development Unit as follows;

“Regarding the vision and the mission of the unit, it is a unit which is not evaluative and pursue developmental goals. We never have... an aim... like... this teacher is bad and this teacher is good. Just.. supporting professional development... not like what you are doing bad and what you are doing good... more like at what points you need help...”

The teacher trainer 2 defined the aim of the unit as *“supporting the instructors with new trends in teaching and new teaching methods. The ultimate goal is.... enhancing the quality of our education.... Thus, we think the instructors should provide (the learners) quality teaching”*

It is a developmental support for the instructors for the sake of a better education and Professional Development Unit does not operate as an evaluative authority; however, there might be some sanctions. These sanctions might be obligatory attendance to sessions and academic presentations.

Teacher trainer 2 explained these sanctions as;

“We present reports on what we have done that’s why we have some sanctions. for example... we.. as you know... ask our teachers to make academic presentation or we make them... emm... we dictate at least how many times they have to attend (to the sessions as audience) in a semester... in a year.. but... for example.. peer observations should be done in a semester....”

Question 2: What are professional development unit activities and developmental tasks?

Professional development unit carries out the induction program for newly recruited instructors at the beginning of the semester. During the semester, the unit organizes academic presentation and sessions that are based on the instructors, learners and institution’s needs. One major operation of the unit is in-class observations. In addition, the unit prepares peer observation

tasks for the instructions. At the end of the academic year, the unit organizes conferences and workshops within the institute itself and with collaboration in other universities.

Question 3: Is there any criteria for becoming a teacher trainer?

One of the teacher trainers stated that there are many criteria for assigning a teacher trainer to the unit. However, there is not any formal interview with the candidate trainers. The teacher trainer 2 stated that they look at the background information of the candidate trainer.

The teacher trainer 2 explained these criteria as;

“First of all, (candidate`s) being good teacher is important... like... we have the results of the observations and information of the people (the instructors) about their teaching skills. We prioritise those.. of course (the candidate trainer) should be experienced.. when a novice teacher jumps into teacher training... it would be like getting into the sea without knowing how to swim... (Secondly) there are a lot about personality. (Personality) very important... (the candidate trainer) needs to be humanistic and patient.. because we may face some tricky situations.. it is important to be positive... then... it is very important (for the teacher trainer) to be open to learning... because the era is dynamic and knowledge is dynamic... anything can change...”

The teacher trainer 2 explained that being a skilful trainer depends on being a good teacher since there is no way to teach others when you do not have enough experience and knowledge on the topic. In addition, being humanistic and being patient play important roles in teacher training since they are essential for creating a positive atmosphere. Openness to new ideas and growth is also curial because learning never ends.

Teacher trainer 2 stated that an opportunity to attend teacher training certificate programmes outside the institute and in other countries should be presented to the trainers for their own professional development.

Teacher trainer 1 did not make any comments on the questions by stating she does not have much information on recruiting new trainers.

Question 4: Do you conduct any kind of study or training within the unit to improve your supervision and teacher training skills?

The teacher trainers stated that there is a master-apprentice relationship in the unit.

Teacher trainer 1 explained the training process of the teacher trainers as follows;

“New member of the unit cannot do anything alone. There is always a trainer with him/ her. This induction phase lasts for a semester. Before that we are not allowed to conduct any observations or prepare sessions.. we explain the processes... like how to prepare a session.. the new member observes the each process.. there is always a “shadowing””

Teacher trainer 2 added as follows;

“This induction process depends on the person. There is not a formal schedule. We start with the job descriptions (of the teacher trainers and the unit itself). Shadowing is the key here. The new member observes everything and takes notes. We give some assignments to them like reading a chapter of a book...we have weekly meetings.. we make everything collaboratively...”

The training of the trainers is a hands-on learning and there is training process for each new member. They explained that the new trainer is asked to investigate the job description of a trainer defined in the quality manual. Then the trainer training session starts if the new member accepts all the requirements of the position. The trainer training program begins with the introduction to the unit's tasks, activities and the rationale behind them. The second step is 'shadowing'. The new trainer participates in every step of the operations alongside the experienced trainer as an observer and takes notes. The novice trainer and the experienced trainer compare their notes and have discussion. The period of 'shadowing' depends on the novice trainer's improvement and adaptation to the process. After the shadowing, novice trainer is assigned with an observation duty. In every step, the experienced trainer observes the novice trainer and gives feedback. When both parties are satisfied with novice trainer's skills, the new trainer does their share of the duties.

Question 5: Is there a syllabus of professional development for each semester?

The teacher trainers stated that at the beginning of each semester, unit members have a meeting to discuss the topics and issues that should be highlighted according to the reports of the in-class observations conducted in the previous semester and based on the need analysis questionnaire applied to the instructors. Trainers prepare a plan for academic presentations and sessions accordingly. However, this plan is very dynamic. The events that may occur during

the semester, emerging topics and the examination schedules may affect the plan. There is a syllabus for induction. Every topic, activity and task are defined by the unit.

Question 6: Is there a hierarchy between the trainers and the instructors?

Teacher trainer 1 stated that there is no such thing since none of the trainers hold a PhD degree in training. She defined the relationship between trainers and the instructors as a cooperation. Her words are as follows;

“To me, I am there (in the classroom) as another pair of eyes observing my colleague and helping each other to emphasize the strong points and improve the points to be strengthened...”

Teacher trainer 2 stated that there is no administrative difference between the trainers and instructors; however, an “experiential” hierarchy may take place when an experienced trainer is paired with a very novice teacher. Both interviewees mentioned their roles as a mentor for novice teachers especially during pre- observation stage.

Teacher trainer 2 explained this by;

“If we are considered as the specialists in this (teacher training) and we had training... then.. yes there is a hierarchy... we know why we do (training activities).. like... we help instructors self-reflect... in this case.. we as like mentors... but there is no... administrators did not assign us”

Question 7: Can instructors choose their own supervisor?

The teacher trainers stated that instructors are not allowed to select their supervisor. The reason is that the number of the instructors in the institute does not allow such preference. There are only three teacher trainers in the unit and there are over a hundred instructors. In addition to their training duties, the trainers are actively conducting lessons. Thus, teacher trainers have to make the decision regarding which trainer will assist which instructor.

Question 8: What are the criteria for assigning a trainer to the instructors?

Teacher trainer 2 stated that the compatibility of the trainer and the trainee is utmost importance. The novice trainers and less experienced trainers are not matched with expert instructors since it may create a negative rapport. Another criterion is personality. An instructor who may show some resistance to the observation process is not matched with novice trainers.

In this case, expert trainer conducts the observation stages since they are more experienced. Another point is the class schedule of the trainers and instructors. There are only three trainers and there are over a hundred instructors.

The teacher trainer 2 explained the assigning process as follows;

“We do not match the new member of the unit with a very experienced instructor. And... personality is another aspect. We do not match a novice trainer with an instructor who may show some resistance to the observation process. And... our schedule is very important.”

Question 9: What is the rationale behind in-class observation process?

Both teacher trainers explained the stages of in-class observation. The first stage is “pre-observation”. It is a meeting between the trainer, supervisor, and the instructor, supervisee. This meeting, as stated by the teacher trainer 1, is generally held with novice instructors at the university with whom they haven’t conducted any observations yet. Pre-observation meeting acts as a means to get acquainted with the instructor’s teaching style. The teacher trainer 2 expressed that the function of pre-observation meeting is to raise ‘lesson awareness’ of the instructor by preparing a lesson plan and doing reflective thinking. In-class observation is the key stage. In-class observations are done to see if the lesson plan is executed accordingly. Post-observation meeting is the last stage of the observation process. It is conducted to help the instructor self-reflect on the class so they can see the good parts of their lesson as well as points to be strengthened.

Question 10: Are the observations, both peer observation and in-class observation, obligatory?

The teacher trainers clearly stated that the observations are obligatory for every instructor regardless of their experience and educational background. The observations are key for standardization. The trainer to instructor ratio makes it almost impossible to track each individual instructor and provide them with ideal professional development means.

Question 11: Are professional development tasks, activities and sessions effective in improving the quality of education and instructors’ teaching skills of language components?

The teacher trainers stated that they believe the unit carries its duty to reach the goal of improving the quality of education and instructors’ teaching skills; however, effects of these

tasks, activities and sessions on individual instructors may not be ensured. To avoid any misleads, teacher trainers try to implement various techniques such as video coaching and team teaching in peer observations in order to draw attention to professional development.

Teacher trainer 1's explanation was as follows;

"We try to do our best... But there is this profile.... Some (instructors) see the training as burden. Some (instructors) thank us after a session. And.. there are many different interests. We prepare seminars not only on ELT but also on self-improvement..."

Teacher trainer 2 explained her perspective as follows;

"We believe they do. However, we are not satisfied.. because we cannot know whether the person (the instructor) would adopt... we get feedback on their (instructors') needs and we try to meet those needs.. but.. when thinking about individuals... we can deduce from the observations but we cannot be sure..."

4.4. Discussion on Research Questions

The purpose of the study was to evaluate the Professional Development Unit (PDU) for EFL instructors in terms of Clinical Supervision Principles in order to find the strengths and the weaknesses of the unit.

Research Question 1: What are the instructors' perceptions of Professional Development Unit in terms of Clinical Supervision Principles?

The first research question is concerned with the instructors' perceptions of the Professional Development Unit. The aim of the Part IV "Professional Development Unit" was to assess the perceptions of the instructors.

The findings of the items from 18 to 30 indicated that the instructors had positive perceptions of the units. The findings of the item 18 and 27 as revealed in Table 20 and Table 29 showed that the instructors stated that Professional Development Unit ensures the quality of education for the learners and the quality education is achieved by many tasks and activities.

The findings of items 19, 20, 22, 23, 26, 29 and 30 as seen in Tables 21, 22, 25, 28, 31 and 32 put forward that the instructors thought the PDU helps them with their continuing professional

development systematically and as planned by providing them with the needed supervision and various professional development opportunities. Professional Development Unit members create an atmosphere of growth and openness to new ideas. In addition, the findings showed that the instructors believed that the on-going observations were conducted to contribute to the professional development of instructors. The findings also revealed that the instructors believed that the Professional Development activities were very effective on guiding the instructors learn how to support the learners with means of autonomy and on helping them get accustomed to using technology in their classes.

The findings of the items 21, 24 and 28 as could be observed in tables 23, 26 and 30 revealed that instructors thought that teacher trainers receive the supervision which is crucial for their professional development as trainers and they have all the necessary qualification for conducting direct observations. Lastly, the instructors believe that the teacher trainers are models of ethical and legal practices.

However, the findings of the item 25 as seen in Table 27 revealed that the instructors believe that the Professional Development Unit is not effective on building cultural competence that helps them understand the learners and the instructors.

As findings revealed, it can be concluded that the instructors have positive perceptions of the Professional Development Unit and teacher trainers.

Research Question 2: What are the teacher trainers' perceptions of Professional Development Unit in terms of Clinical Supervision Principles?

The second research question is concerned with how teacher trainers see the unit in terms of clinical supervision.

According to the analysis of the interviews, it can be stated that teacher trainers considered the Professional Development Unit as a humanistic mean of providing the instructors with the necessary professional development and they claim that they can provide the learners with high quality education.

The analysis revealed that the teacher trainers believe that the PDU can to help instructors with professional development opportunities by providing them with various tasks, sessions, observations and workshops.

The analysis revealed that the teacher trainers may not get satisfaction from their work as they cannot measure the effectiveness of their actions. They stated that they cannot formally assess to what extent the instructors apply the outcomes of the sessions, observations and other activities into their teaching practice.

It can also be understood from the analysis of the interviews that the teacher trainers have positive perception of Professional Development Unit.

Research Question 3: Does Professional Development Unit operate within the principles of Clinical Supervision?

The third research question aimed at revealing the connection between the Professional Development Unit and Clinical Supervision.

The findings of the Part II and Part V of the questionnaire revealed that the operation of Professional Development Unit is parallel to the principles of Clinical Supervision.

The findings of items 1, 3 and 7 as shown in tables 3, 5 and 9 revealed that the Professional Development activities are conducted face-to-face in real teaching situations as suggested by Clinical Supervision. The findings also revealed that these activities were considered as evaluative by the instructors while the interview findings revealed that the trainers clearly stated that the Professional Development unit has no evaluative manners.

The findings of the item 4, 5 and item 8 such as seen in Tables 6, 7 and 10 revealed that the instructors thought that the teacher trainers in the Professional Development Unit are licensed and authorized colleagues as Clinical Supervision requires. The participants also stated that the instructors and teacher trainers were in a hierarchical relationship as proposed by Clinical Supervision.

The findings of the items 2, 6 and 9 as could be observed in Tables 4, 8 and 11 revealed that the Professional Development Unit challenges the instructors to improve their academic skills and the observations increase the quality of the education. They also stated that the professional development activities are cyclical as Clinical Supervision suggests.

The findings of the items 31, 32, 33, 34, 35, 36, 37 and 38 given in tables 33, 34, 35, 36, 37, 38, 39 and 40 revealed that the Professional Development activities are obligatory and they are based on the needs of the learners, the instructors and the institute as Clinical Supervision requires. Every measure is based on the need analysis and the participation is compulsory. The

instructors stated that they were not give the opportunity to choose their supervisor (Item 32) as Clinical Supervision forbids the supervisee to choose the supervisor.

However, the findings of item 33 as seen in Table 35 revealed that Professional Development activities have time limitations as opposed to Clinical Supervision. In Clinical Supervision, supervisory process is longitudinal as it may last until the supervisor and supervisee mutually agree that the issues at hand are solved.

According to the findings, it can be concluded that the Professional Development Unit works in the way Clinical Supervision suggests.

Research Question 4: To What Extent Does Professional Development Unit Contribute to The Instructors' Professional Development?

The fourth question was about the extent of the Professional Development Unit's contribution to the instructors' academic development.

The findings of Part III revealed that the Professional Development Unit contributes to the instructors' professional development.

The findings of the items 10, 11, 13, 14, 15, 16 and 17 introduced in Tables 12, 13, 15, 16, 17, 18 and 19 revealed that the Professional Development Unit helps the instructors improve instructors' teaching skills of grammar, vocabulary, listening, speaking, reading and writing. However, the findings of the item 12 as observed in Table 14 showed that the instructors' did not agree that the Professional Development Unit contributed to their pronunciation teaching skills.

Research Question 5: Is there any correlation between the years of experience of the instructors and their perceptions of the Professional Development Unit activities' effectiveness in improving teaching skills?

The last research question was about whether there is a correlation between the years of experience of the instructors and their perception of the Professional Development Unit activities' effectiveness in improving their teaching integrated language components and skills.

The correlation analysis of the item 1 and the items 10, 11, 12, 13, 14, 15, 16 and 17 such as seen in tables 41, 42, 43, 44, 45, 46, 47 and 48 revealed that the Pearson Correlation scores were less than 0 and the significance levels of the items were more than 0.05. Thus, it can be

claimed that there is no correlation between the years of experience of the instructors and their perceptions of the Professional Development Unit activities' effectiveness in improving teaching skills.

4.4. Some Further Remarks on the Findings

According to the findings, it can be concluded that instructors consider Professional Development Unit as a means for raising the quality of education and a very helpful way of professional development. The findings revealed that the instructors think that the unit creates a place of growth in terms of professional development and it can be understood that the instructors have positive attitudes towards the unit, the trainers and professional development sessions. However, the findings also revealed that professional development unit may consider raising cultural competence in order to understand the relationship between the learners and instructors.

According to the findings, it can be concluded that the trainers consider the Professional Development Unit as a humanistic department within the institute that aims at enhancing the quality of education by helping the instructors improve their teaching skills and creating a positive learning environment for everyone.

It can also be concluded from the findings that the teacher trainers may not have job satisfaction since the analysis of the interviews revealed that the instructors' unwillingness to participate discourages the teacher trainers.

The findings showed that the Professional Development Unit partly operates according to the Clinical Supervision Principles and there are some points that Clinical Supervision principles contradicts with the unit.

The findings revealed that Professional Development Unit contributes to the instructors' professional development since it provides the instructors with various activities and sessions which are very effective in the improvement of their teaching language skills and components of the target language.

The findings also showed that there is not any correlation between the years of experience of the instructors and their perception of the Professional Development Unit activities' effectiveness in improving their teaching language skills and components. It can be concluded

that no matter how many years the instructors have been teaching, they believe the Professional Development Unit helps them improve their language teaching skills.

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, firstly the comparison and contrast of the Professional Development Unit and Clinical Supervision with respect to the findings of research will be presented. Secondly, possible implications of the study for in-service teacher training programs will be introduced. Finally, some suggestions will be made in this part.

5.1. The Comparison and Contrast of Professional Development Unit and Clinical Supervision in the Lights of the Findings

In the lights of the findings, it can be said that the Professional Development Unit embarks on some of the principles of Clinical Supervision. These common grounds can be named primarily as the ultimate aim of the supervision process, obligatory participation aspect, avoiding regression and conducting the activities in real life. As for the ultimate aim, both professional development unit and Clinical Supervision aim at improving the quality of services provided for the clients, i.e. learners in educational context, by helping the staff academically improve their abilities as professionals. Professional development unit obligates the participation of the instructors to the activities, sessions and workshops. There is a sub limit to be fulfilled for the sake of standardization. Clinical supervision also makes participation obligatory since it aims at solving any issues in action. There are no exceptions under any circumstances. Both Professional Development Unit and Clinical Supervision advocate that supervision and training should be conducted in real life settings since the supervisees are professionals who are active participants of the teaching process. Furthermore, the supervision process is carried out by licensed and authorised colleagues. This concept promotes a mutual understanding and

empathy between the supervisor and the supervisee due to the fact that they have to obey the same regulations.

In spite of common characteristics, the Professional Development Unit and Clinical Supervision pursue some different paths regarding some aspects of operation and there is a slight execution difference in observation stages. The Professional Development Unit activities and sessions are not evaluative in nature. It is not aimed to assess the teaching skills of the instructors, rather the goal is to help them self-reflect on their own style and improve the quality whereas Clinical Supervision sees the process as an intervention. The supervisor is responsible for the novice colleague's professional development in Clinical Supervision. Every observation is done in order to define every single misconduct and to rectify them. Another aspect is the time limitation. In Clinical Supervision, there is no restriction concerning time spent on the supervisory process. It is a longitudinal process. Nevertheless, the Professional Development Unit operates its process under a certain schedule. The reason might be the insufficient number of teacher trainers.

The most fundamental difference is the stages of in-class observation. In Clinical Supervision, the process is spiral and longitudinal. The supervisory observation starts with building a relationship between the supervisor and supervisee. Then, they have a meeting to define the objective of the supervision. In the third stage, the supervisor observes the supervisee in action. On a preconcerted day, supervisor gives feedback on problematic aspects based on the observational data. Then, the supervisor and supervisee discuss the methods and techniques that may be helpful to overcome the issues. The observations are repeated until the supervisor and the supervisee come to an agreement whether the issue at hand is satisfactorily solved. Contrary to Clinical Supervision, the observations done by the Professional Development Unit are shorter in terms of execution. There are only 3 standard stages of observation, pre-observation, observation and post-observation as explained in Chapter II.

Another fundamental difference is the status of the relationship between the supervisor and the supervisee. Clinical Supervision dictates that there must be a hierarchy between the supervisor and the supervisee. In Clinical Supervision, the supervisor must have extensive knowledge on the profession and supervisory process. What's more, they act as an evaluative authority in the supervision process. Every aspect of the process is an intervention. The supervisor and the supervisee work together to make the service better and they are in a collaborative relationship until the end of the process. On the contrary, the Professional Development Unit embraces a

more humanistic approach to supervision. The in-class observations do not possess any evaluative criteria in terms of judging the teaching skills of the instructors. There may not be formal enforcements. The aim is to guide the instructors to reflective thinking of their profession. Thus, the education provided by the institute could be improved. The process is not cyclical in long term as teacher trainers do not complete the full cycle of supervision with the same instructor. There is a circulation of partners throughout the semester. It can be classified as another difference in operation between Clinical Supervision and the Professional Development Unit.

5.2. Implications

Language learning and teaching is a life time process that has various components. Each component brings their own variables into the equation. The teacher, as one of the main components of the process, is a very active and effective person in charge of the language teaching process.

Teachers face many obstacles throughout their profession. They may feel helpless especially when they are novice teachers. In those cases, a beneficent agency is needed. This agency must help the teachers in every level of education from kindergarten to higher education to handle the problematic issues. These problems may arise from operational and institutional issues or they might be derived from lack of experience and pedagogic knowledge. The Professional Development Unit is the ideal sources of humanistic approach to problem solving since they do not operate as a judging mechanism for the teachers and they aim at providing the instructors with professional assistance.

Facing problems is not only for novice teachers. Experience provides the teacher with confidence but it cannot guarantee professional development. Experience comes with years of teaching and there might be major changes in language teaching. The experienced teachers may face many issues regarding the changes in the trends of teaching as well as innovations. The Professional Development Unit is responsible for helping the academic staff to learn about these changes in teaching by providing them with appropriate training.

Professional Development Units should exist in every institution from kindergarten to higher education. With its aim to enhance the quality, learners may be provided with better education. By helping the teachers handle the problems with a humanistic and constructivist approach, the

Professional Development Unit may be an effective agency to enhance the quality of education in universities and also it may be a means of preventing teacher burn-out in universities. Having a department which operates as a supervisor for all the instructors, the institute may make sure that the education presented to the learners is standard.

Considering the results, that were obtained from the questionnaire, it can be stated that the instructors believe that the Professional Development Unit activities, sessions and workshops are not as effective as they are supposed to be. Therefore, Professional Development Unit may provide the instructors with more sessions, seminars and workshops improving the instructors' pronunciation teaching skills.

Professional Development Units are as successful as the teacher trainers are in their profession. However, there is not a standard national training program for training of the teacher trainers in universities. The teacher trainers are expected to improve their supervisory skills themselves. Even though there are many international certificate programs offering in-service training for the teacher trainers, the cultural educational backgrounds of these certificate programs may not be appropriate for Turkey. Therefore, an international training program for teacher trainers at Professional Development Units in universities is needed.

5.3.Suggestions

Considering the limitations of the present study, some implications that may shed light to further research in the field could be made as follows:

- The present study was conducted on a foundation university. To gather more in-dept information and reveal the operational differences between the Professional Development Units in universities, the study would be conducted on state universities. Alternatively, increasing the number of the participants may be another solution for more reliable results.
- Similarly, since the present study was conducted on a foundation university, results could have been different with the participants who work at other foundation universities. The results may reveal many other operational differences among the Professional Development Units in other foundation universities. These operational differences may help the Professional Development Unit member improve the unit's constructivist effects on instructors' professional development.

- Supervisory process may have effects on learners since they are passive participants of the in-class observation process. Investing learners' perceptions and attitudes towards supervision could contribute to the much deeper understanding on the power of supervision since they are one of the most important participants in the language learning process.
- Since interviews were conducted with teacher trainers in the Professional Development unit as requirement of qualitative data collection, the study could have presented more reliable results if the number of participants was higher. Therefore, the interviews could have been conducted with other teacher trainers at state and foundation universities. Thus, the aims and operations of the Professional Development Unit could have been investigated in a more detailed way.
- One of the major duties of the Professional Development Unit is to run induction program for the newly required academic personnel. During the induction program, the new members of the institute go through several sessions that will help them professionally prepare for the forthcoming academic year. Since the present study aimed at evaluating the Professional Development Unit for EFL instructors without focusing on the induction program, a further study would be conducted to investigate the instructors' perception of induction program in terms of its effectiveness to prepare the newly required academic staff to the challenges of the profession.
- The present study focuses on the relationship between the Professional Development Unit and Clinical Supervision. Professional Development Unit acts as a source for improvement of teaching language skills and as well as and of classroom management, material development and developing testing tools and curriculum. However, these aspects of language teaching were not investigated in this study. A further research could be done to reveal the effectiveness of the Professional Development Unit in helping the instructors improve their skills.
- In this study, the interviews were made with the teacher trainers in the Professional Development Unit while the questionnaire was given to the instructors. Making the instructors have a chance to make comments on the operation and effectiveness of the unit may reveal more insights on what the instructors really think. Likewise, administering a questionnaire to the teacher trainers is supposed to provide more data on their perceptions of the unit.

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APPENDICES

Appendix 1. The Questionnaire in Piloting

AN EVALUATION OF TTDU ACTIVITIES FOR EFL INSTRUCTORS IN TERMS OF CLINICAL SUPERVISION PRINCIPLES

The aim of this questionnaire is to evaluate the effectiveness of the activities and sessions conducted by the Teacher Training and Development Unit (TTDU) in terms of Clinical Supervision principles. This questionnaire is designed by the researcher as the data collection tool for MA thesis. The answers given by the participants WILL NOT BE SHARED WITH THIRD PARTIES. If you would like to receive an e-mail about the result, please write the address below.

Thank you for your priceless participation!

E-mail (OPTIONAL): _____

HATICE KILIC

PART I. DEMOGRAPHIC INFORMATION

1. How long have you been teaching English at a university?
 - a. 1-5 years
 - b. 5-10 years
 - c. 11+ years
2. How long have you been attending Teacher Training and Development Unit (TTDU)?
 - a. 1-5 years
 - b. 5-10 years
 - c. 11+ years

PART II. CHARACTERISTICS OF CLINICAL SUPERVISION

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|---------|-------|-------------------|
| 1. TTDU activities and sessions are done face-to-face. | 1 | 2 | 3 | 4 | 5 |
| 2. TTDU challenges the instructors to improve themselves. | 1 | 2 | 3 | 4 | 5 |
| 3. TTDU activities and sessions are conducted in real teaching situations. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|----------|----------|----------|----------|----------|
| 4. TTDU activities and sessions are performed by licensed and authorized colleagues. | 1 | 2 | 3 | 4 | 5 |
| 5. Trainees are oriented by authorized and licensed trainers. | 1 | 2 | 3 | 4 | 5 |
| 6. TTDU observations are treatments to raise the quality of education. | 1 | 2 | 3 | 4 | 5 |
| 7. TTDU activities and sessions are evaluative. | 1 | 2 | 3 | 4 | 5 |
| 8. TTDU trainers and instructors are in a hierarchical relation. | 1 | 2 | 3 | 4 | 5 |
| 9. TTDU activities occur in cyclical manner, namely topics and activities are repeated if the results are not satisfactory. | 1 | 2 | 3 | 4 | 5 |

PART III. LANGUAGE TEACHING

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|---|----------------------|----------|----------|----------|-------------------|
| 10. TTDU activities are effective to improve instructors ` teaching grammar skills. | 1 | 2 | 3 | 4 | 5 |
| 11. TTDU activities are effective to improve instructors ` teaching vocabulary skills. | 1 | 2 | 3 | 4 | 5 |
| 12. TTDU activities are effective to improve instructors ` teaching pronunciation skills. | 1 | 2 | 3 | 4 | 5 |
| 13. TTDU activities are effective to improve instructors ` teaching reading skills. | 1 | 2 | 3 | 4 | 5 |

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 14. TTDU activities are effective to improve instructors ` teaching listening skills. | 1 | 2 | 3 | 4 | 5 |
| 15. TTDU activities are effective to improve instructors ` teaching speaking skills. | 1 | 2 | 3 | 4 | 5 |
| 16. TTDU activities are effective to improve instructors ` teaching writing skills. | 1 | 2 | 3 | 4 | 5 |
| 17. TTDU activities are effective to improve instructors ` teaching integrative language skills. | 1 | 2 | 3 | 4 | 5 |

PART IV. PROFESSIONAL DEVELOPMENT UNIT

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 18. TTDU ensures the quality of education for the learners. | 1 | 2 | 3 | 4 | 5 |
| 19. TTDU ensures that instructors continue their professional development systematically and as planned. | 1 | 2 | 3 | 4 | 5 |
| 20. TTDU ensures that every instructor receives the needed supervision. | 1 | 2 | 3 | 4 | 5 |
| 21. TTDU ensures that trainers themselves receive supervision for their own professional development. | 1 | 2 | 3 | 4 | 5 |
| 22. TTDU ensures that the atmosphere of growth and openness to new ideas is created for the instructors. | 1 | 2 | 3 | 4 | 5 |

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 23. TTDU ensures that the instructors are provided with professional development opportunities. | 1 | 2 | 3 | 4 | 5 |
| 24. TTDU trainers represent a model for ethical and legal practice for the instructors. | 1 | 2 | 3 | 4 | 5 |
| 25. TTDU ensures that cultural competence is developed in order to understand the learners and the instructors better. | 1 | 2 | 3 | 4 | 5 |
| 26. TTDU performs on going observations for the sake of the instructors' professional development. | 1 | 2 | 3 | 4 | 5 |
| 27. TTDU ensures the quality of education is achieved by many tasks and sessions. | 1 | 2 | 3 | 4 | 5 |
| 28. TTDU trainers are well-trained to perform direct observations. | 1 | 2 | 3 | 4 | 5 |
| 29. TTDU activities are effective in teaching the instructors how to teach their learners to be autonomous. | 1 | 2 | 3 | 4 | 5 |
| 30. TTDU activities are effective in teaching the instructors how to use new technology in their classes. | 1 | 2 | 3 | 4 | 5 |

PART V. THE OPERATION OF THE UNIT

| | | |
|--|-----|----|
| 31. TTDU activities and sessions are obligatory rather than optional. | YES | NO |
| 32. The instructors are not given the chance to choose their supervisor. | YES | NO |
| 33. TTDU activities and sessions have time limitations. | YES | NO |
| 34. TTDU activities and sessions are based on the needs of the instructors. | YES | NO |
| 35. TTDU activities and sessions are based on the needs of the learners. | YES | NO |
| 36. TDU activities and sessions are based on the needs of the institute. | YES | NO |
| 37. TTDU activities and sessions are based on the necessities of the classroom conditions and teaching circumstances | YES | NO |
| 38. TTDU activities are based on students' learning styles. | YES | NO |

THE QUESTIONNAIRE ENDS HERE. YOU CAN SUBMIT IT TO THE RESEARCHER HERSELF.

Appendix 2. Questionnaire

AN EVALUATION OF TTDU ACTIVITIES FOR EFL INSTRUCTORS IN TERMS OF CLINICAL SUPERVISION PRINCIPLES

The aim of this questionnaire is to evaluate the effectiveness of the activities and sessions conducted by the Teacher Training and Development Unit (TTDU) in terms of Clinical Supervision principles. This questionnaire is designed by the researcher as the data collection tool for MA thesis. The answers given by the participants WILL NOT BE SHARED WITH THIRD PARTIES. If you would like to receive an e-mail about the result, please write the address below.

Thank you for your priceless participation!

E-mail (OPTIONAL): _____

HATICE KILIC

PART I. DEMOGRAPHIC INFORMATION

3. How long have you been teaching English at a university?
 - a. 1-5 years
 - b. 5-10 years
 - c. 11+ years
4. How long have you been attending Teacher Training and Development Unit (TTDU)?
 - a. 1-5 years
 - b. 5-10 years
 - c. 11+ years

PART II. CHARACTERISTICS OF CLINICAL SUPERVISION

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|---|----------------------|----------|---------|-------|-------------------|
| 39. TTDU activities and sessions are done face-to-face. | 1 | 2 | 3 | 4 | 5 |
| 40. TTDU challenges the instructors to improve themselves. | 1 | 2 | 3 | 4 | 5 |
| 41. TTDU activities and sessions are conducted in real teaching situations. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|----------|----------|----------|----------|----------|
| 42. TTDU activities and sessions are performed by licensed and authorized colleagues. | 1 | 2 | 3 | 4 | 5 |
| 43. Trainees are oriented by authorized and licensed trainers. | 1 | 2 | 3 | 4 | 5 |
| 44. TTDU observations are treatments to raise the quality of education. | 1 | 2 | 3 | 4 | 5 |
| 45. TTDU activities and sessions are evaluative. | 1 | 2 | 3 | 4 | 5 |
| 46. TTDU trainers and instructors are in a hierarchical relation. | 1 | 2 | 3 | 4 | 5 |
| 47. TTDU activities occur in cyclical manner, namely topics and activities are repeated if the results are not satisfactory. | 1 | 2 | 3 | 4 | 5 |

PART III. LANGUAGE TEACHING

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|---|------------------------------|-----------------|----------------|--------------|---------------------------|
| 48. TTDU activities are effective to improve instructors ` teaching grammar skills. | 1 | 2 | 3 | 4 | 5 |
| 49. TTDU activities are effective to improve instructors ` teaching vocabulary skills. | 1 | 2 | 3 | 4 | 5 |
| 50. TTDU activities are effective to improve instructors ` teaching pronunciation skills. | 1 | 2 | 3 | 4 | 5 |
| 51. TTDU activities are effective to improve instructors ` teaching reading skills. | 1 | 2 | 3 | 4 | 5 |

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 52. TTDU activities are effective to improve instructors ` teaching listening skills. | 1 | 2 | 3 | 4 | 5 |
| 53. TTDU activities are effective to improve instructors ` teaching speaking skills. | 1 | 2 | 3 | 4 | 5 |
| 54. TTDU activities are effective to improve instructors ` teaching writing skills. | 1 | 2 | 3 | 4 | 5 |
| 55. TTDU activities are effective to improve instructors ` teaching integrative language skills. | 1 | 2 | 3 | 4 | 5 |

PART IV. PROFESSIONAL DEVELOPMENT UNIT

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 56. TTDU ensures the quality of education for the learners. | 1 | 2 | 3 | 4 | 5 |
| 57. TTDU ensures that instructors continue their professional development systematically and as planned. | 1 | 2 | 3 | 4 | 5 |
| 58. TTDU ensures that every instructor receives the needed supervision. | 1 | 2 | 3 | 4 | 5 |
| 59. TTDU ensures that trainers themselves receive supervision for their own professional development. | 1 | 2 | 3 | 4 | 5 |
| 60. TTDU ensures that the atmosphere of growth and openness to new ideas is created for the instructors. | 1 | 2 | 3 | 4 | 5 |

| | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|--|----------------------|----------|----------|----------|-------------------|
| 61. TTDU ensures that the instructors are provided with professional development opportunities. | 1 | 2 | 3 | 4 | 5 |
| 62. TTDU trainers represent a model for ethical and legal practice for the instructors. | 1 | 2 | 3 | 4 | 5 |
| 63. TTDU ensures that cultural competence is developed in order to understand the learners and the instructors better. | 1 | 2 | 3 | 4 | 5 |
| 64. TTDU performs on going observations for the sake of the instructors' professional development. | 1 | 2 | 3 | 4 | 5 |
| 65. TTDU ensures the quality of education is achieved by many tasks and sessions. | 1 | 2 | 3 | 4 | 5 |
| 66. TTDU trainers are well-trained to perform direct observations. | 1 | 2 | 3 | 4 | 5 |
| 67. TTDU activities are effective in teaching the instructors how to teach their learners to be autonomous. | 1 | 2 | 3 | 4 | 5 |
| 68. TTDU activities are effective in teaching the instructors how to use new technology in their classes. | 1 | 2 | 3 | 4 | 5 |

PART V. THE OPERATION OF THE UNIT

| | | |
|--|-----|----|
| 69. TTDU activities and sessions are obligatory rather than optional. | YES | NO |
| 70. The instructors are not given the chance to choose their supervisor. | YES | NO |
| 71. TTDU activities and sessions have time limitations. | YES | NO |
| 72. TTDU activities and sessions are based on the needs of the instructors. | YES | NO |
| 73. TTDU activities and sessions are based on the needs of the learners. | YES | NO |
| 74. TDU activities and sessions are based on the needs of the institute. | YES | NO |
| 75. TTDU activities and sessions are based on the necessities of the classroom conditions and teaching circumstances | YES | NO |
| 76. TTDU activities are based on students' learning styles. | YES | NO |

THE QUESTIONNAIRE ENDS HERE. YOU CAN SUBMIT IT TO THE RESEARCHER HERSELF.

Appendix 3. Interview Questions

1. How would you describe professional development unit? What is the aim of the unit?
2. What are professional development unit activities and developmental tasks?
3. Are there any criteria for becoming a teacher trainer?
4. Do you conduct any kind of study or training within the unit to improve your supervision and teacher training skills?
5. Is there a syllabus of professional development for each semester?
6. Is there a hierarchy between the trainers and the instructors?
7. Can the instructors choose their own supervisor?
8. What are the criteria for assigning a trainer to the instructor?
9. What is the rationale behind in-class observation process?
10. Are the observations, both peer observation and in-class observation, obligatory?
11. Are professional development tasks, activities and sessions effective in the improvement of the quality of education and instructors' teaching language skills and components?

Appendix 4. Interview Questions in Turkish

1. Mesleki Gelişim Birimini nasıl tanımlarsınız? Birimin amacı nedir?
2. Mesleki Gelişim Biriminin faaliyetleri ve gelişimsel hizmetleri nelerdir?
3. Öğretmen Eğitici olmak için bazı kriterler var mıdır?
4. Kendi gözetim ve öğretmen eğitici becerilerinizi geliştirmek amacıyla birim içinde herhangi bir çalışma ya da eğitim gerçekleştiriyor musunuz?
5. Her dönem için Mesleki Gelişim İzlenesi var mı?
6. Öğretmen Eğitimcileri ile Öğretim Görevlileri arasında bir hiyerarşi var mıdır?
7. Öğretim Görevlileri kendi gözetmenini seçebilir mi?
8. Öğretim Görevlilerine Öğretmen Eğitimi atanmasında herhangi bir kriter var mı?
9. Sınıf içi gözlemlerinin arkasındaki mantık nedir?
10. Hem sınıf içi gözlemleri hem de meslektaş gözlemleri mecburi midir?
11. Mesleki Gelişim hizmetleri, faaliyetleri ve seminerler eğitimin kalitesini ve öğretim görevlilerinin dil becerilerini ve bileşenlerini öğretme becerileri yükseltmede etkili midir?



GAZİLİ OLMAK AYRICALIKTIR..