

**T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ**

**TURKISH EFL TEACHERS' NEEDS AND
PREFERENCES IN PROFESSIONAL
DEVELOPMENT**

Master Thesis

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İSTANBUL, 2021

T.C
BAHÇEŞEHİR UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
ENGLISH LANGUAGE EDUCATION MASTER'S PROGRAM

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BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL

07/06/2021

MASTER THESIS APPROVAL FORM

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Name Of the Thesis:	Turkish EFL Teachers' Needs and Preferences in Professional Development
Thesis Defense Date:	07.06.2021

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

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ABSTRACT

TURKISH EFL TEACHERS' NEEDS AND PREFERENCES IN PROFESSIONAL DEVELOPMENT

Aslı İrem İLKİMEN

Master's Program in English Language Education

Thesis Advisor: Prof. Kenan DİKİLİTAŞ

June 2021, 88 pages

This thesis deals with EFL teachers' needs preferences in professional development. For this purpose, keywords, such as professional development, EFL teachers, needs and preferences are defined. In addition, the advantages of professional development in EFL teaching are listed. The theoretical part deals with professional development process of EFL teachers. This paper provides information about professional development in EFL teaching and examines EFL teachers' ideas towards professional development.

Keywords: EFL teachers, Professional Development, Needs and preferences

ÖZ

TÜRK İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİMDEKİ İHTİYAÇLARI VE TERCİHLERİ

Aslı İrem İLKİMEN

İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Danışmanı: Prof. Kenan DİKİLİTAŞ

Haziran 2021, 88 sayfa

Bu çalışma, İngilizceyi yabancı dil olarak öğreten öğretmenlerin profesyonel gelişimlerdeki ihtiyaçları ve tercihleri konusunu ele almaktadır. Bu amaçla, yabancı dil olarak İngilizce öğretmenliği, profesyonel gelişim, ihtiyaçlar ve tercihler gibi anahtar kelimeler tanımlanmıştır. Ayrıca, İngilizce öğretmenleri için profesyonel gelişimin faydaları da listelenmiştir. Bu tez, İngilizceyi yabancı dil olarak öğreten İngilizce öğretmenlerinin profesyonel gelişimlerini incelemektedir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce öğretmenliği, profesyonel gelişim, ihtiyaçlar ve tercihler



To my family

ACKNOWLEDGMENTS

I wish to express my deepest gratitude to my supervisor Prof. Kenan DİKİLİTAŞ for his guidance, advice, criticism, encouragements, and insight throughout the research.

I would also like to thank my parents, Ali İLKİMEN and Assiye İLKİMEN; and my sister Sıla İdil İLKİMEN, for their great support throughout my life. Without their understanding, and continuous support, I could have never been able to aspire for this level of education and complete this study.

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LIST OF ABBREVIATIONS

ELT	:	English Language Teaching
ELL	:	English Language and Literature
TPR	:	Total Physical Response
EFL	:	English as a Foreign Language
PD	:	Professional Development
CPD	:	Continuous Professional Development
CELTA	:	Certificate in Teaching English to Speakers of Other Language
DELTA	:	Diploma in Teaching English to Speakers of Other Languages
SPSS	:	Statistical Package for the Social Sciences
LISEL	:	Linear Structural Relations
ICT	:	Information and Communication Technology
INSET	:	In-service Training
L2	:	Second Language
EPLC	:	Effective Professional Learning Community

Chapter 1

Introduction

This chapter consists of five sections. The first section presents the statement of the problem. In the second section, the purpose of the study is explained in detail. In the third section, the hypothesis and research questions are presented. In the fourth section, the significance of the study is described. The last section gives information about the definition of the terms.

McLuhan describes our world as ‘the Global Village’ (McLuhan, 1966, p. 3). It means that the world has become like a small village where everyone can reach each other whenever and wherever they want with the help of the development of technology. Because of globalization, people need to communicate and share more experiences with each other. However, each community has a different language. They need a common language to communicate more effectively. At this point, the English language has become the universal language since Industrial Revolution. English did not suddenly dominate the world. Historical developments are the most common reasons that English has become a global language over time. There so many other factors such as linguistics, history, economics, culture. According to Russian linguist Kostomarov (2005), a scale that a person can use to identify a language as a universal language does not exist according to its linguistic features. Koztomarov (2005) stated that some characteristic features identify a language as a universal language, such as the function of the language, specific environments that the language has been spoken, learning methods of the language, and denationalization of the language. The developments in different areas also have led to the need for a common language in global communication.

English becomes essential while transferring experiences in trading. It has become necessary to learn English for other countries to follow the ongoing developments after the Industrial Revolution. In addition, English has been used in the media for over 400 years. The first international news agency was also established in London. Because of these reasons, English is accepted as a universal language

all over the world.

Since English is the world's universal language, learning English has a vital role in people's lives. In countries where English is not a national language, people need to learn a foreign language to communicate, trade and study. Learning a universal language has a vital role for countries because they need to trade some goods to fulfill their citizen's needs. To achieve this, a common language is a must.

In this global village, everything has an ongoing improvement; everything is changing day by day. Language teaching is also changing with the development of technology. Tsui and Tollefson (2007, p. 1) stated that "globalization is effected by two inseparable mediation tools, technology, and English; and to respond to the rapid changes brought about by globalization, all countries have been trying to ensure that they are adequately equipped with these two skills." Countries are trying to do their best to prepare their citizens for a better future for their own lives and nations.

For this reason, EFL plays an essential role in both education and people's career. Higher education institutions usually provide instruction in English to prepare students for an international career. Because of this reason, students need to learn English before university. Nowadays, parents want their children to start learning English early in kindergarten to prepare their children for a successful career. So, the need for qualified ELT teachers has increased.

To be qualified, the teachers need to catch up with the developments in language teaching to make language teaching more effective. Teachers need to consider professional development (PD) as a lifelong journey. Teachers' PD is vital for ELT. If a teacher cannot improve her/his skills in teaching, the effectiveness of teaching may be decreased. "It has been said that teachers who have been teaching for twenty years may be divided into two categories: those with twenty years experience and those with one year experience repeated twenty times" (Ur, 1996, p. 317). Teachers need to improve their teaching skills for their students constantly. This need leads researchers and teachers to focus on PD. ELT teachers need to be students and teachers at the same time to make their teaching more effective for students. It can be stated that an effective language education needs qualified teachers. Thus, teachers in "a need, as never before, to update and improve their skills through PD" (Craft, 2000, p. 6).

Teachers need to participate in PD activities, but what PD means, what teachers can do to attend these activities. Guskey (2002) explained PD as activities,

programs, strategies to change and improve teachers' skills to make language teaching more effective for students whose needs are changing day by day. Identifying teachers' needs and preferences in PD is critical because teachers' needs can vary according to their students' needs and levels. With the new theories in ELT, catching up with globalization is very important, but the teacher's needs, and preferences need to be considered.

1.1 Statement of the Problem

The interest and focus on PD have been increased in the last 20 years. Researchers have been trying to determine the effectiveness, qualities of PD programs. Researchers have been focused on different aspects of PD for many years, such as the context of the PD program, teachers' expectations, needs and preferences, problems in PD. To attend a PD program willingly and learn something from it, teachers need to have a reason to participate. Many studies have been conducted on this subject. It has been stated that PD programs must be context-based, meaningful, purposeful, reflective, and ongoing (Avalos, 2011). In this way teachers may find chances to develop their teaching skills in a meaningful way.

In Turkey, researchers have been trying to identify Turkish EFL teachers' needs, preferences, and problems in PD. The researchers conducted studies on many different aspects and goals to make PD more meaningful for teachers in Turkey. However, local studies should be conducted to identify teachers' needs and preferences. In this study it has been decided to choose this subject to contribute to making PD programs more effective for teachers and indirectly for our country. This current research also examines the Turkish ELT teachers' needs and preferences in PD in public and private schools in Denizli. By identifying this, teachers can develop themselves, and institutions can encourage teachers to participate in more meaningful and effective PD programs.

ELT teachers' PD needs, preferences, the differences between the needs and their various characteristics are determined in this study. Since it is a research that quantitative approach is used, the questionnaire is used as a data collection tool to analyze and present descriptive results. Teachers' perceptions on PD, teachers' need in PD, and hindrances that hinder them from participating in PD programs and their

relations are examined in the analysis section. Exploratory factor analysis is conducted to determine the common factor structures of the scales. The factors are investigated by using Structural Equation Model (SEM). The hypothesis is tried to be supported by using collected data. Relations between factors and research variables are explained by giving evidence.

1.2 Purpose of the Study

This study aims to determine what EFL teachers' PD needs and preferences they have through their PD process. Moreover, this study seeks to quantitatively analyze EFL teachers' responses according to their PD experiences. As a part of this research, the differences between public and private institutions' PD practices, EFL teachers' perceptions of PD activities, hindrances that hinder teachers from participating in PD programs, and relations among these subjects are also examined.

1.3 Hypotheses / Research Questions

In this subsection, the study's research questions will be defined, and the hypotheses behind them will be provided.

This study aims to describe the EFL teachers' needs such as, in what areas they need PD practices, what they are expecting from their institutions for their PD process. The other aspect is to find out teachers' perceptions of PD in Turkey and their perceptions of differences between public and private institutions' opportunities. Another purpose of the study is to identify how PD activities affect EFL teachers' teaching practices in their classrooms. In a broad aspect, the aim is to find how these needs and preferences affect Turkey's language teaching and learning process. As an EFL teacher, I also have some perceptions of these statements; with this background, I tried to examine the PD circumstances in Turkey.

According to this information, this study aims to respond to the following research questions:

1. What are the most common PD preferences of EFL teachers in Turkey?
2. In which areas do EFL teachers in Turkey need PD the most?

3. What are the most common PD hindrances of EFL teachers in Turkey that hinder them from participating in PD programs?
4. Are there any differences between public and private schools in terms of PD?

1.3.1 Hypotheses. Teachers' opinions on PD Programs, their PD activities, and the relationships to determine the effects of hindrances that hinder them from participating in professional development programs on teaching skills development needs are examined using the Structural Equation Model (SEM). The model in Figure 1 is tested with the (SEM).

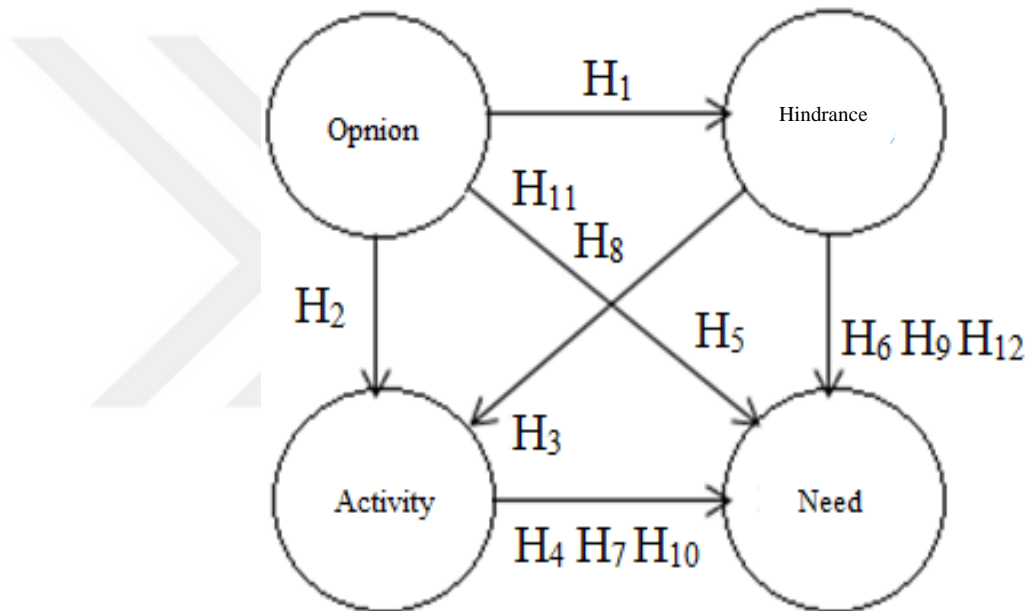


Figure 1. Research Model

According to research questions and research model, this study aims to support these hypotheses:

Hypothesis 1: When teachers' positive opinions about PD programs increase, the hindrances to participate in PD programs also increase.

Hypothesis 2: When teachers' positive opinions about PD programs increase, their PD activities also increase.

Hypothesis 3: When the hindrances for teachers to participate in PD programs increase, their PD activities also increase.

Hypothesis 4: When the teachers' professional development activity increases, the need for lesson content also increases.

Hypothesis 5: When the positive opinions of teachers about PD programs increase the need for lesson content also increases.

Hypothesis 6: When the hindrances for teachers to participate in PD programs increase, the need for lesson content also increases.

Hypothesis 7: When PD activity increases among teachers, the need for teaching techniques also increases.

Hypothesis 8: When teachers' positive opinions on PD programs increase, the need for teaching techniques also increases.

Hypothesis 9: When the hindrances for teachers to participate in PD programs increase, the need for teaching techniques also increases.

Hypothesis 10: When PD activity increases, the need for international language proficiency also increases.

Hypothesis 11: When teachers' positive opinions about PD programs increase, the need for international language proficiency also increases.

Hypothesis 12: When the hindrances to participation in PD programs increase in teachers' responses, the need for international language proficiency also increases.

1.4 Significance of the Study

This research aims to be beneficial for the EFL teachers and indirectly to the students. In a broad aspect, the PD of the teachers affects a country's future. If a teacher develops her/his skills in teaching, it may concern many students' life. In this research, it is aimed to find out teachers' needs and preferences in PD. As an EFL teacher, I know that teachers are trying to be more effective for their students, and they are trying to keep up with the needs of the era. There are many opportunities for PD with many different purposes. On the other hand, teachers need to identify their needs so that they can choose appropriate PD programs for themselves. However, this can be very challenging for teachers because teachers don't have much time to consider these. After all, being an EFL teacher takes time and effort.

Institutions can help teachers for this purpose. With the help of these kinds of studies, institutions can choose more suitable PD activities for their teachers or inform teachers about the upcoming event so that they may choose according to their preferences. Another reason to conduct this study is to identify the hindrances that

hinder EFL teachers from participating in PD activities. This hindrance can be a heavy workload, fees, locations, etc. The result from this research may help to see why teachers refuse to participate in some PD programs. PD organizers can consider this to make PD programs more feasible and reachable for EFL teachers. In conclusion, this research aims to show the Turkish EFL teachers' preferences, needs, and hindrances that hinder them from participating in PD programs.

1.5 Definitions

Professional Development: Training that is given to people who are working to increase their knowledge and skills in their careers.

ELT: Teaching English to learners whose mother tongue is not English. An abbreviation for English Language Teaching.

EFL: Teaching English to learners who are living in a non-English speaking country. An Abbreviation for English as a foreign language.

CPD: People's life-long development in specific areas in their profession. An abbreviation for continuous professional development.

Chapter 2

Literature Review

This chapter describes previous research studies' review on PD in literature. By reviewing the literature, it is aimed to find out the gap and fill it with this study. This chapter is comprised of four sections according to the studies that have been done on PD. The first section presents language education and PD activities. In the second section, characteristics of practical PD activities are described according to the literature. In the third section, studies conducted on PD in Turkey are presented. The third section has three sub-sections to explain the previous studies on PD. The first sub-section describes the studies that investigated teachers' needs and experiences in PD programs. The second sub-section focused on teachers' perceptions of PD activities. The third sub-section explained the studies that compare the PD activities in Turkey and other countries such as Japan and Korea. The last section is the conclusion part that summarizes and concludes the information that has been presented.

2.1 Language Education and Professional Development

Nowadays, everything on the earth has been changing very fast, such as technology, culture, relationships between people, and education. Education is one of the most important ones. It should evolve according to all other changes to fulfill students' needs and prepare them for the future. Because of this, education needs to be developed day by day. Governments have been focusing on education recently; they are trying to change their education systems according to the world's ever-changing needs. They need to make reforms to integrate developments into their education system because it affects their country's future in terms of economy and prestige. An up-to-date education system, prepared according to students' and teachers' needs, can be more effective in achieving more meaningful goals for their country. We can see some examples of this nowadays. Finland has changed their education system according to students' and teachers' real, actual needs. They are one

of the most successful ones in PISA (Lie, Linnakylä, & Roe, 2000). It shows that the views and needs of the students have changed according to the changes in every aspect of life. There are changes in every area in our lives such as needs in daily life, career, technology, teaching approaches, etc. Students are affected from these changes. We cannot educate them according to the old and ineffective syllabus from 50 years ago. So many things must be changed, and the countries must do reforms.

Teachers' PD must have a more significant role in these reforms because teachers are the ones that have real connections with the students. Teachers need to catch up with the new trends, needs, and expectations of their students. For example, they need to learn how to integrate technological developments into their teaching process because students are digital natives, and almost all teachers are digital immigrants (Prensky, 2001). Prensky described digital natives as the generation who grew up in the era of growing technology, such as the Internet and computers (2001). New generation learn more effortlessly and more permanently via technology. Digital immigrant teachers must catch up with digital native students to teach more effectively. Teachers need to be aware of new trends among the new generation to adapt their teaching according to their needs. As teachers, we prepare our students for the future; we cannot educate them using curriculums prepared years ago. The system needs to be adapted according to the students.

To achieve this, PD has a critical role. Yet, we need to identify what PD is according to the literature. Many researchers have focused on the PD of teachers. Glatthorn defined PD in two different perspectives; career development which is "the growth that occurs as the teacher moves through the professional career cycle" (1995, p. 41); and staff development which is "the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development" (Glatthorn, 1995, p. 41). After Glatthorn (1995), Day (1999, p. 4) described PD as "all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom."

According to Day (1999), PD for teachers must be considered in a broad range of topics and formats. PD should expand teachers' content knowledge on new approaches and methodologies. Teachers should be mentored on new technological

skills to make their teaching more effective. PD programs should also focus on primary skills such as classroom management, communication, and collaboration with colleagues to help each other to solve problems. Additionally, teachers should be encouraged to make action research to understand what is working and not working for their students and colleagues in their context, because even if we get information from other research, the context has a critical role, things can change for every other school even in the same city (Day, 1999).

Perceptions on PD have changed in the past years from traditional transmission-oriented to more collaborative processes. In transmission-oriented PD, teachers are considered as passive participants (Widdowson 1997). In collaborative perspective, teachers are active, productive, and they are agent of their own learning process (Crandall, 2000). PD had been identified as short-term activities such as seminars, workshops that can provide general knowledge in teaching (Arikan, 2009). However, with the help of new trends in education and technology, it has been identified as a life-long process that contains regular progress with the latest opportunities and experiences that are systematically planned to achieve professional goals (Villegas- Reimers, 2003). The new perspective consists of active participation and interaction to PD (Caner, 2019). Schleicher also stated that "teachers should become active agents of their professional growth" (2012, p.73). While teachers are teaching, their learning process must be continuous to be a better teacher for their students. They should teach and learn at the same time. Teachers can learn many things from their students.

Teachers' PD is an ongoing process that involves informal and formal experiences. Informal experiences can be defined as 'reading professional publications, attending professional meetings, and even viewing television specials related to an academic discipline' (Ganser, 2000, p. 6). On the other hand, formal experiences can be defined as workshops, seminars, courses (Ganser, 2000). Both formal and informal professional development activities deliver knowledge and promote the competency of the teachers (Borko, 2004).

PD has been increasingly essential for teachers to update their skills and knowledge on teaching English. For this purpose, teachers are attending PD activities to get better in their professions, solve the problems that they are facing in specific areas such as classroom management, catching up with new trends, etc.; or simply to

be a better teacher who can foster her/his students' language learning process. In the past years, PD activities were thought of as only for new teachers or teachers deficient in teaching skills. Fortunately, it has been considered support for all teachers regardless of experience in the profession (Avalos, 2011; Kelchtermans, 2009).

2.2 Characteristics of Effective Professional Development Activities

Many researchers have been searching for practical elements of PD. They are trying to find out a structure to make PD activities more beneficial for the teachers. Since, while designing the PD, instructors need a road to follow to make it more effective.

Darling-Hammond, Hyler, and Gardner conducted a study to identify common design elements of practical PD approaches (2017). Darling-Hammond, Hyler, and Gardner (2017) stated seven characteristics of effective PD approaches in their study: successful PD models. First, PD should be focused on content. The content of the PD programs should be prepared according to teachers' needs and expectations. Otherwise, it won't help teachers to be motivated to participate in other future PD activities.

The second one shows that PD activities should provide active learning that utilizes adult learning theory. Teachers' learning styles should be considered to make PD activities more for them. Everyone has a different learning style, such as visual (spatial), aural (auditory-musical), verbal (linguistic), physical (kinesthetic), logical (mathematical), social (interpersonal), solitary (intrapersonal) (Fleming, 1995). Before designing the PD programs, instructors should identify teachers' learning styles and make PD programs more effective. Target group's features are a critical part of PD activities' design (Darling-Hammond, Hyler, & Gardner, 2017).

Additionally, the third one states that designing the PD should support collaboration among teachers. Teachers may learn many new information from each other. Experienced ones can support novice ones. Novice teachers may help experienced teachers in many ways such as use of technology. Teachers may observe each other's lessons and give feedback. This aspect is also analyzed in this study (Darling-Hammond, Hyler, & Gardner, 2017).

It should also use effective models and practice. According to fourth one, we can say that instructors should be the model for teachers. They can understand the topic more quickly when they see a living example to use what they have learned in their classrooms more effectively. This shows that practical education format can be chosen to make PD programs more effective for teachers. The preferences of teachers on this topic are also analyzed in this study (Darling-Hammond, Hyler, & Gardner, 2017).

The fifth one explains that teachers should be supported and mentored by experts. Coaching by the experts can give teachers more opportunities to understand. In this way, the teachers will be more active in the PD program. When the teachers are active, they may learn more effectively and permanently. When they are experiencing the new methods, coaching of the trainers will have enormous positive effect on their development (Darling-Hammond, Hyler, & Gardner, 2017).

Another one is the sixth one, it states that feedback and reflection should be a part of PD. Teachers should recognize their pros and cons, what they need, which areas they should improve. They should identify their weaknesses and strengths in teaching English. According to these they need to identify their needs and preferences. By identifying the needs, they may choose appropriate PD program (Darling-Hammond, Hyler, & Gardner, 2017). The last one states that PD should also have sustained duration. It states that PD should be life-long process. Teachers should learn new things constantly. Because everything is changing day by day. Teachers need to follow this development in every aspect of life (Darling-Hammond, Hyler, & Gardner, 2017).

In addition to Darling-Hammond, Hyler, and Gardner's seven characteristics of PD programs (2017), the British Council's (2015) continuing professional development (CPD) framework for teachers shows a similar perspective that the PD activities should enhance teachers' knowledge on many different aspects. PD activities should improve teachers' planning skills for their lessons. To make planning more effective, understanding learners' learning styles and personalities is vital. A teacher can prepare a practical lesson if s/he knows the students well. PD activities should also focus on classroom management. Teachers should be aware of new techniques for classroom management.

Teachers' proficiency in the subject and English is a must for the PD activities. Instructors should plan the PD activities to enhance teachers' proficiency and expertness in teaching English. Another essential characteristic of PD is promoting 21st-century skills in the lessons. When teachers participate in PD activities, they should learn how to teach a foreign language to the new generation. Since learners have different needs and expectations from the previous generation, teachers need to be educated according to these needs and expectations of the new generation to make language learning more effective and meaningful.

On the other hand, short-term PD activities should motivate the teachers to consider PD a lifelong learning process. As mentioned before, the world is changing day by day. Teachers need to catch up with the new techniques to make language learning more attractive and effective. To achieve this, The British Council (2015) stated some other characteristics of effective PD that can enhance teachers' knowledge on 'managing resources, assessing learning, integrating information and communication technology (ICT), taking responsibility for professional development, using inclusive practices, multilingual approaches, and understanding educational policies and practice" (British Council, 2015).

In conclusion, these two frameworks have similarities in some areas. Both frameworks emphasize on learning styles and personalities, needs and expectations of teachers. It can be concluded that teachers' needs, and preferences should be considered while organizing and planning meaningful and effective PD programs. On the other hand, in some areas like ICT, and 21st century skills, two frameworks have differences. The British Council (2015), emphasize on use of technology and managing different resources. Darling-Hammond, Hyster, and Gardner (2017) focused on feedback and reflection, collaboration, modelling, mentoring.

2.3 Studies Conducted on Professional Development in Turkey

Language education has problems in Turkey. Students start learning English at the age of eight, in second grade in public primary school. However, after they graduated from high school, they are not capable of a certain speaking level to express their thoughts. This is one of the main problems in the Turkish education system. In the education system, teachers have a vital role because teachers are the

only people who connect with the students in their contexts. To find out the real problem and the solution to the problem, many researchers have focused on teachers' PD because it can develop the effectiveness of instruction. The researchers mainly focused on teachers' needs and expectations in PD, teachers' perceptions on PD, and comparison of PD between Turkey and other countries.

2.3.1 Teachers' needs and expectations in professional development. The first research on PD focused on the expectations and the teachers' PD needs in Turkey. They might recognize a gap in the literature. Özen (1997) conducted research that studies the needs and expectations of the teachers at the Bilkent University. It was revealed that the main problems were insufficient funding and implementation of PD activities because of the workload of teachers/ instructors. The teachers stated some common areas that they need to improve such as material design, curriculum design and development, assessment skills, classroom management, reflection and giving feedback, and methodology. It can be stated that teachers have common problems in the main areas of effective teaching. However, it can also be concluded from this study that teachers can identify and analyze their needs to improve themselves in teaching.

It cannot be concluded from previous study that all the teachers have same problems, because Özen (1997) chose only Bilkent University for the universe of the study. This can lead to many limitations to conclude more meaningful result. On the other hand, a study was conducted in twenty different schools in Turkey by Karaca (1999). Karaca's (1999) study has a broader universe with twenty different schools. That makes it more comprehensive than Özen's (1997) in terms of the universe of the study since it was conducted only in Bilkent University. Karaca (1999) suggested that in-service training (INSET) was considered by teachers as building PD in teaching a foreign language. Karaca (1999) also indicated that PD programs should be organized according to teachers' needs and expectations, so that teachers may apply what they have learned from the PD activities in their classroom effectively.

An important question was asked by Büyükyavuz (2013); is professional development a must or luxury? Büyükyavuz conducted a study to find an answer to this question (2013). It was found that EFL teachers in Turkey are eager to participate in PD activities. However, teachers need more guidance to find and

participate in PD programs. Büyükyavuz stated that by taking a course in pre-service education, this lack of knowledge and guidance problem could be solved (2013). Teachers can learn what PD is, what are the kinds of PD, what are the benefits of it. These courses can also motivate and encourage teachers to attend more PD activities according to their deficiencies in teaching. As mentioned before, PD is a life-long process, and teachers need to learn how to design it for their own needs and expectations in teaching.

As Karaca and Büyükyavuz mentioned before, to make an effective PD activity, teachers' needs should be identified while planning by making needs assessments (2013). Kervancıoğlu focused on EFL teachers' needs assessment at Gaziantep University (2001). The universe of the study was composed of instructors and students in the ELT department. Findings of the study show that 67% of them think that PD programs are necessary to improve their teaching skills. Another result of the study is that teachers and students have different perceptions in terms of needs and expectations of PD programs. It is concluded that when teachers get more experience, their perceptions change accordingly. In addition, students in ELT departments in universities have entirely different views on PD. The quality of teacher education can cause this because some ELT students feel inexpert in teaching.

Özdemir (2013) also focused on teachers' need analysis in PD. Özdemir (2013) published research on primary and secondary teachers' PD experiences in the previous two years. Five hundred seven primary and secondary teachers participated from twelve primary and eleven secondary schools in Kırıkkale. Findings of the study show that the most common PD activities that teachers participated in last two years were searching on the Internet to learn new trends, attending forums, visiting other schools to share ideas with other teachers. It is concluded from the findings that teachers need PD in new technologies, methods in language teaching, teaching a foreign language to students who have special needs (Özdemir, 2013). We can see that many factors affect teachers' needs and expectations in PD.

Some of the researchers focused on different perspectives, such as material design. Daloğlu (2004) published an article on a PD program for primary school teachers in Turkey. The focus was on designing a material bank. She aimed to find institutional needs, to motivate teachers, to improve their knowledge on teaching. It

can be concluded from the results that if the teachers use the new things that they had learned immediately in the classroom, they think that they changed and improved professionally. It is stated that participating in short-term PD activities cannot provide real professional growth. However, PD should be a long process. Teachers need to participate more actively in every phase of the PD activities to increase their quality. It can also be stated that the needs of the institution and teachers about material design must be found out and analyzed carefully to make PD activities more effective in terms of teaching materials.

This can be indicated from the previous studies that teachers are not completely satisfied with the PD programs in Turkey. Atay (2007) stated in her research that teachers find in-service education and training programs (INSET) unsatisfactory because the programs cannot live up to the teacher's expectations and needs. In this study, Atay (2007) applied an INSET program to encourage teachers to collaborate by providing guidance. At the end of the study, teachers reflected that they improved their knowledge in teaching. Collaboration between teachers can lead to more effective PD for teachers.

Guidance has a vital role in PD. Many teachers don't know the benefits of PD or in which areas they need PD. Teachers need to feel PD as a part of their life to improve their teaching skills according to their students' needs. For her doctoral dissertation, Korkmazgil (2015) investigated the PD practices of EFL teachers working in state schools in Turkey. It was revealed that teachers don't consider PD as an essential part of their profession. However, Korkmazgil stated that teachers' one of the most critical problems is teachers' English language proficiency levels (2015). They need PD to improve their proficiency levels. It was also stated that if a teacher has high level of proficiency, s/he have less need for PD. It can be concluded that teachers need more guidance and support to engage them in PD activities to solve problems in the language education system.

Another vital part of the PD is the content. Gokmenoglu, Clark, and Kiraz (2016) studied Turkish teachers' needs in PD. Gokmenoglu, Clark, and Kiraz (2016) focused on one essential factor: the content of training in the Turkish context that the national education system has been changed regularly. This finding was also revealed in previous studies that PD activities must be implemented according to teachers' needs and expectations. Otherwise, teachers do not feel eager to participate.

They cannot benefit from those PD activities. Making the PD activities more beneficial for the teachers and new reforms in education may work better for both teachers and students to build a bright future.

2.3.2 Teachers' perceptions on professional development. While some researchers focus on teachers' needs and try to find solutions for these needs, some other researchers have focused on teachers' beliefs, opinions, and perceptions on PD. They aimed to find out teachers' perceptions to contribute to plan more effective PD processes. The researchers focused on many different contexts and chose experienced, inexperienced, primary university teachers to get a general framework for teachers.

Coşkuner studied teachers' perceptions of PD in Turkey (2001). Participants were chosen from nine state universities. The results show that participants considered PD as the main feature of professional life. They were expecting to learn new trends, innovations, and techniques in ELT. The findings show that they were eager to participate in more PD activities. Seferoğlu also focused on teachers' perceptions of PD in the same year (2001). However, they mainly chose participants from experienced teachers, their improvement process in teaching, and their support to the novice teachers (Seferoğlu, 2001). Findings show that experienced teachers give little help to novice ones.

The experienced teachers explained that novice teachers hadn't asked for help, so they did not attempt to share their experience with the novice ones. The results indicated that novice teachers expect more positive moral support to create a more sincere and open environment to share their problems and ask for help. It can be concluded that the real problem is communication between teachers. Every one of them needs to express their needs to each other. They should be more helpful to improve their teaching skills since novice teachers can learn so many things from experienced ones, while experienced ones can learn new teaching techniques, new trends, technological developments from novice teachers.

A case study was conducted by Yılmaz (2016) in schools of foreign languages to describe the EFL teachers' perceptions of PD. Participants were principals and vice-principals chosen from different schools of foreign languages in Turkey. The study's findings show that the participants consider PD activities an essential part of

the teaching profession. The participants also stated that teachers need to be motivated more to collaborate with their colleagues to make language education better. The study also stated that teachers feel more confident by sharing ideas and making collaborations with their colleagues since collaboration help to build more friendly relationships. Bolam, McMahon, Stoll, Thomas, Wallace, Greenwood, Hawkey, Ingram, Atkinson, and Smith (2005) also supported this idea with their statement, explaining that supportive school management is a must for 'effective professional learning communities' (EPLC). In 2019, Aktekin did research that has a different perspective. Aktekin (2019) researched at a state university where a PD learning community was modeled according to the critical friends' group framework. In this study, Aktekin (2019) tried to examine the collaboration between teachers and its effect on PD. It can be concluded from the results that the Critical Friends Group CFG model made PD activities more reflective and collaborative (Aktekin, 2019). It is stated that teachers tend to get their colleagues' advice and assistance to improve their knowledge about teaching (Poehner, 2009). Bayrakçı (2009) also suggested that if the teachers can guide their professional development, the effectiveness of PD activities can be increased, and teachers can participate more eagerly.

A broader study was conducted by Şentuna (2002) on teachers' interests in PD activities. Five hundred thirty participants were chosen from 24 Turkish universities. The study was comprehensive enough to find out the answers to the problem. It is stated in the results that teachers were very interested in attending PD activities to improve their teaching skills to motivate their students more and raise students' language awareness. The results also show that teachers were very eager to participate in further training activities to learn new methods, technologies, materials to contribute to their students' language learning process with more effective teaching. Teachers want to catch up with the recent trends in language teaching to raise students' language awareness and motivate them to learn a new language. It is also stated that novice teachers more eager and interested to attend more PD activities than experienced ones.

The study also stated that the stage of their career affects teachers' perception of PD. They have different needs according to their career stage. Topkaya and Çelik (2016) suggested that PD activities should be organized and implemented according

to the needs. The context is also vital for PD activities' design regardless of career stage (Topkaya & Çelik, 2016).

Duzan (2006) was also focused on novice teachers in the study on the effectiveness of PD activities organized for novice teachers in Foreign Languages School at Middle East University. It was evident in the results that new teachers were feeling inadequate in their practical teaching skills. Experienced teachers expressed that they don't need to participate PD program. It can be concluded from these two studies that novice teachers want to improve their teaching skills, whereas experienced teachers think that they don't need PD since they know how to teach. Ağcam and Babanoğlu (2016) had research on a similar topic. They studied teachers' attitudes towards PD activities. Sixty teachers were chosen from primary, secondary schools, and state institutions of higher education. It was found out that the participants had found teaching a demanding job, and to come through it, they need to improve themselves continuously.

On the other hand, Turhan and Arıkan conducted another study on teachers' perceptions of PD activities (2009), and they found a result that shows the opposite of previous ones. They discovered that novice and experienced teachers have similar thoughts on PD. They expressed that every teacher needs PD activities; however, the activities should focus on teachers' needs and expectations. Teachers should share their ideas with others to improve their teaching skills. According to participants, PD activities should be more comprehensive and contain broader knowledge on teaching (Arıkan & Turhan, 2009).

Hismanoglu (2010) researched to find out what PD means for Turkish EFL teachers. The study aims to reveal what kinds of PD activities teachers prefer to participate in. Hismanoglu found out that teachers do not want to join in collaborative PD activities (2010). They don't prefer to involve in peer coaching. However, it was stated that peer coaching could affect their teacher confidence positively. In conclusion, as stated in the previous studies, teachers' 'lack of communication, interaction and collaboration influence the preferences of English language teachers' PD strategies.' (Hismanoglu, 2010, p. 995).

Topkaya and Çelik (2016) also focused on what teachers think about PD activities. The data for this research was collected via semi-structured interviews. After analyzing the data, it was stated that participants perceived PD as 'following

publications and periodicals, participating in-service programs, doing graduate and post-graduate studies, and doing self-evaluation' (Topkaya & Çelik, 2016, p. 8). This made researchers understand that teachers were conscious about catching up with the new trends in teaching. It was stated in the article that this study had similar findings of in-service training programs and PD with previous studies made by 'Hustler, McNamara, Jarvis, Londra & Campbell (2003) and Campbell, Cignetti, Melnyzer, Nettles & Wyman (2004)' (Topkaya & Çelik, 2016, p. 8). In their studies, these researchers indicated that INSET was described as the most common mean of PD for teachers (Topkaya & Çelik, 2016).

Yılmaz (2017) studied Turkish teachers' perceptions of PD whether they consider it a short-term or life-long learning process. Thirty-six participants answered open-ended questionnaires and a semi-structured interview to collect data for this thesis. The findings show that participants mostly attend short-term PD activities. Only nine of the participants pursued post-graduate education. The results also show that participants improve their teaching skills by doing self-directed PD activities such as reading books and articles, watching educational videos. The study also mentioned that some participants focused on self-monitoring and self-evaluation as a step of PD. In the light of this information, most participants agreed on the topic, students' motivation, interests, and needs.

Researchers have been started to emphasize CPD. Since PD must be considered a lifelong process, it should be self-directed to fulfill the teachers' own needs. In 2018, Güçlü made research on CPD perceptions of EFL teachers. The participants were chosen from a state university in Turkey. The results showed similar findings with the previous studies. The participants usually attend short-term PD activities, and mostly local ones. They rarely participate in CPD activities such as being observed by a trainer, attending international conferences, taking courses such as CELTA /DELTA, etc. The participants tend to be active in PD activities such as workshops. The participants mostly preferred reading online materials on social media and other websites as CPD (Güçlü, 2018).

Erdem tried to make a research from another perspective, technology. As the world is changing day by day, technology is developing and evolving. Teachers need to catch up with the new trends. The study is a master's thesis research made by Erdem (2017) at Middle East Technical University. Erdem (2017) focused on the

usage of information and technology by teachers as self-directed PD. It can be concluded that teachers were using technology and information resources to improve their teaching skills. They are mostly getting information from their smartphones, educational websites, and social media. The things that motivate them to use information and communication technologies actively are their colleagues are using it as PD activity. We can indicate that peer relations are critical in a school. The participants also expressed that their students' motivation to learn English had been increased after using information and communication technologies for PD. The teachers also suggested that many teachers need to get training for technology use to catch up with the new trends.

It makes it easier to attend more PD activities if the teachers use technology properly for their needs. They can reach so many PD activities online when they don't have time and money to go abroad and attend different PD activities. Arslan (2018) conducted a study about these different kinds of PD programs such as face-to-face, online, and blended. It was stated in the article that each of the modes has positive and negative sides. Personal differences, background knowledge on PD, PD activities' content can affect the effectiveness of the PD program. Since we live in a digital world, online or blended programs must be used to reach more teachers. However, the essential part in those modes of PD is designing and implementing the PD program (Arslan, 2018).

Songül, Delialioğlu and Özköse Bıyık (2018) also made a research on online PD programs. They stated that using online programs is inevitable because of globalization and developments in technology. Reaching technology and the Internet is very easy for teachers nowadays. Songül, Delialioğlu and Özköse Bıyık (2018) applied an online program that contains webinars and online lessons. Teachers improved themselves in many areas. These improvements 'were concerned with increased technological knowledge, increased self-appraisal, and self-reflection, development of language proficiency and increased knowledge of instructional strategies' (Songül, Delialioğlu & Özköse Bıyık, 2018, p. 654).

On the other hand, Bolcal (2017) focused on a study for her master's thesis named EFL instructors' self-efficacy about sustaining PD engagement. Qualitative and quantitative data were collected from participants. The results of the collected data show that PD activities are generally organized with a top-down approach that is

considered as a part of teachers' PD. Yet, the research suggests, according to the findings, that PD should be continuous. Additionally, the teachers should have the self-efficacy and self-confidence to reflect what they had learned from PD activities to their teaching process.

2.3.3 Comparison between Turkey and other countries. Researchers also emphasize comparing PD activities conducted in Turkey and other countries. Teachers from different contexts may have different expectations from PD. To see the difference between those PD activities, some of the research is described below.

To find out the factors that motivate teachers to participate in PD activities, research was done by Ozkan and Anil (2014). The researcher compared the success of Korea, Denmark, and Turkey in PISA. Korea has been gaining success in PISA in recent years. Denmark and Turkey have achieved average level success. The researcher tried to find out the variable that causes these differences between these countries. The focus is on PD to correctly classify the variables by using TALIS 2008 teacher survey. The variable that contributes the most is 'the need of PD', the next one that follows it 'time allocated for PD', the third one is "the effect level of PD activities", "participating in PD activities" and "the number of days teachers participate in compulsory PD activities" (Ozkan & Anil, 2014). It can be concluded from this study that Turkey needs to focus on PD to be successful in PISA.

Another comparative study was made by Bayrakçı (2009). Bayrakçı (2009) compared Turkish and Japanese in-service teacher training policies and practices. It is stated in the study that the main problem of PD activities in Turkey is the lack of professional staff. This problem leads to other issues such as planning PD activities which are the first and most important phases. Previous studies also stated that scientific research methods are not used to find out teachers' needs in Turkey (Ozer, 2004). On the other hand, Japan has a systematic program that can be an excellent example for Turkey. Their program is teacher-centered. It has been found that programs in Japan are interactive and collaborative (Bayrakçı, 2009).

In conclusion, Turkey has a different context from other countries in PD. The focus should be on teachers' needs and real expectations. Otherwise, PD programs will be meaningless time consuming for teachers. Teachers need a reason to

participate eagerly and learn something from PD programs. In this way Turkey's success will increase in PISA, and the learners will be affected positively.

2.4 Conclusion

It can be concluded that researchers in Turkey generally focused on teachers' perspectives on PD. They have been trying to find the real problem behind the failures of language education in Turkey. They have suggested that teachers are getting more conscious about life-long learning modeled PD activities rather than short-term, one-day training. Fraser also indicated that the concept of PD is changing (A. B., J. W., 2007). The perception of PD is moving to a life-long learning and continuous developing perspective rather than attending short-term courses and training.

Teachers' needs and preferences should be considered to provide them meaningful long-term PD programs. Many studies have been conducted on PD in Turkey; however, teachers' needs in PD is increasing. We know that the need in PD will never end. If these studies are considered by the instructors of PD programs, there will be more effective PD programs for teachers. Anil and Ozkan (2018) stated that the real problem of failure in PISA is lack of effective PD programs for teachers.

This present study has been conducted in a similar perspective that explaining PD activities from teachers' perceptions. For this purpose, teachers from private and public schools have been chosen to find out what they are thinking about the PD activities in their contexts. Although many studies have been done on this subject, the context has a vital role in teachers' perspectives and beliefs. According to these perceptions, it is aimed to find PD preferences and needs of EFL teachers in Turkey.

Chapter 3

Methodology

This study aims to explore the needs and preferences of EFL teachers in professional development in Turkey. For this purpose, this chapter presents the methodological information about the study. In this chapter, information about the methodology of this study will be provided.

The chapter is comprised of four (4) sections and five (5) sub-sections. In the first section, the research design of the study will be delivered. The second section provides detailed information about the universe and participants of the study.

In the third section, there are five (5) sub-sections. The section begins with presenting the procedure of data collection. The first sub-section of the third section delivers the source of data (data collection instruments) and justifies why this instrument was selected, and gives detailed information about the construction procedure of the data collection instrument. In the second sub-section of the third section, data collection procedures will be presented.

The fourth sub-section of the third section delivers detailed information about data analysis procedures, explains how the collected data via a questionnaire were analyzed. In the last and fifth sub-section of the third section reliability and validity of the study will be described. Finally, the fourth section explains the limitations of the study in detail. Finally, the fourth section explains the limitations of the study in detail.

3.1 Research Design

In many studies, the researchers choose quantitative research approaches to express the data in numerical measurements. When we review the literature, we can see that quantitative analysis has dominated the field over the qualitative study from the late 19th and mid-20th century. In many studies, qualitative research approach has been used to collect and analyze data. On the other hand, interest in qualitative research has been increased in the last decades (Creswell, 2013). Research in social

science and cultural areas have been raised in the last decades. This can explain the reason for the increase in using qualitative research approaches.

‘Quantitative research approaches are applied to describe current conditions, investigate relations, and study cause-effect phenomena.’ (Gay, Mills & Airasian, 2012). While quantitative research approaches are associated with the number and close-ended questions, more concrete and about the physical world, the qualitative research approaches are usually associated with words and open-ended questions, more abstract issues in research. These two approaches have different philosophical backgrounds.

Originally, quantitative research comes from positivism. Positivism was formulated in Europe in the 19th century as a philosophical view. It is stated that positivists believe that general facts and laws direct the social and physical world. So, positivists say that researchers can identify these facts, laws by using objective procedures, and they can apply them to discover human behavior. Francis Bacon and many positivists emphasize observation as the main source of academic and scientific knowledge. It is considered a traditional scientific method since it involves hypothesis testing and objective data collection methods to get more reliable, generalizable findings (Ary, Jacobs & Sorensen, 2010).

On the other hand, qualitative research originated from a philosophical approach that considers individuals and their world are interconnected. They cannot exist without the other. Considering people’s feelings and thoughts is very important to understand the background of their behavior. Researchers need to consider how participants think and feel rather than just focusing on what they do to understand their reality. It is also stated that qualitative research has a narrative research report with comprehensive results that can explain the social experiences of the participants about the research problem. In qualitative research, researchers cannot begin a study with hypotheses since they cannot know the possible variables and how the events will occur in their natural ways. (Ary, Jacobs, Sorensen, 2010)

According to this information, researchers can decide which research approaches to use. Choosing the proper methods for your study can be challenging. It changes according to many factors; the purpose of research itself, methods utilized by researchers, kinds of studies undertaken, the role of the researcher’ (Fraenkel, Wallen & Hyun, 2011, p. 7).

In this study, the aim is to identify EFL teachers' needs and preferences in PD in Turkey, so the design should allow for an in-depth exploration and numerical measurement to show teachers' exact preferences and needs. Therefore, this study was conducted with a quantitative research design using a questionnaire methodology to collect data. By using a questionnaire, I can collect quantitative data. Because of this reason, the questionnaire was chosen as the best solution to the data collection. The study seeks answers to the needs and preferences of the EFL teachers who are working in Turkey.

With the help of this information, we can state that in this study, the questionnaire used as data collection, and the results were analyzed and presented using a quantitative and descriptive approach to explain the findings better with the numerical statements.

3.2 Universe and Participants

In this subsection, participants of the study will be discussed in detail. The universe of the study will be described.

This study was conducted between October 2019 and November 2020. In this study, private and public schools in Denizli, Turkey, is the universe. The link of the questionnaire was sent to almost 500 EFL teachers in Denizli, 201 of them participated in the questionnaire. Ninety-five teachers in private schools and 106 teachers from public schools participated in this research with their invaluable responses to the questionnaire. For this research, I tried to choose the same number of participants from different institutions to compare the result in a reliable way.

Table 1

Institutions the Participants Work at

Institution Type	Number of the Participants	Percentage (%)
Private Institution	95	%47
Public Institution	106	%53
Total	201	%100

Collecting ideas from different people who have so many different perspectives and backgrounds is very important to find the real solution to your problems. The solution may not be in your way; to find it, you need to experience walking in other people's shoes. Teachers from different institutions may see various problems in seminars or other professional activities.

On the other hand, 73% of the participants are female, and 27% are male. In Turkey, most of the EFL teachers are female. According to the Ministry of National Education, there are more than seventy-five thousand EFL teachers in Turkey, and 55% are female (Kasap & Usul, 2018).

Table 2

Gender Ratio of the Participants

Gender	Number of the Participants	Percentage (%)
Female	147	%73
Male	54	%27
Total	201	%100

As for the education level of the Turkish teachers, all the teachers have a bachelor's degree; one hundred and twenty of them have a bachelor's degree in ELT, sixty-seven of them had it on English language and literature, then they completed educational formation program to be an English teacher. Eight of them graduated from translating and interpreting department, and six of the teachers have bachelor's degrees in linguistic. This shows that most of the participants graduated from ELT departments.

Table 3

High Education Departments

Department	Number of the Participants	Percentage (%)
ELT	120	%59,7
Literature	67	%33,3
Linguistics	6	%3
Translating and Interpreting	8	%4
Total	201	%100

The teaching experience of the teachers varies between 1-27 years. Most of the experienced teachers are working in state schools. On the other side, most of the

inexperienced teachers are working in private schools. It is getting harder to be an English teacher in state schools in Turkey, day by day. You need to pass so many steps, such as the public personnel selection exam, interviews, etc. There are also many teachers and a few available positions to work, so the exams and interviews are getting harder. This can be the reason why inexperienced teachers choose to or have to work in private schools.

Table 4

Teaching Experience of the Participants

Years of Teaching Experience	Number of the Participants	Percentage (%)
1-5 years	63	%31,4
6-10 years	51	%25,4
11-15 years	41	%20,4
16-20 years	19	%9,4
21-25 years	22	%10,9
26+ years	5	%2,5
Total	201	%100

For this study, purposeful sampling technique is used. The participants were chosen among English teachers who work in private and state schools in Denizli. ‘In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are “information-rich”.’ (Creswell, 2013, p. 206)

Personal information such as names and e-mails did not present in the study to protect participants’ confidentiality and privacy. The participants answer the questions and share their ideas anonymously. Before sharing the questionnaire, this information was reported, and participants accepted it. Many teachers, especially the teachers in state schools, did not want to contribute to the study first. They might think that their names will be presented in the study but the privacy policies in this research described in detail, and they agreed to share their ideas about PD. This can give us another research problem. On the other hand, this might be the real problem in PD in Turkey; many of the teachers don’t want to give feedback about ongoing PD activities.

3.3 Procedures

In this section, the procedures of the study will be discussed in detail. The sources of data, instruments, the procedure of the questionnaire construction, data analysis procedures, reliability and validity, limitations will be presented.

3.3.1 Sources of data (data collection instruments). It is a research that quantitative research design is used to find out teachers' needs and preferences and show them in numerical evidence. In social sciences, we are familiar with using the interview as a source of data. "An interview is a purposeful interaction in which one person obtains information from another." (Gay, Mills & Airasian, 2012, p. 386). The interview is the most common way to collect data for social sciences, especially face-to-face interviews. The researcher asks an open-ended question to the respondent then the respondent answer it according to her/his background knowledge. Face-to-face interview provides us more opportunity to see how the respondent feels about the questions. The researcher can get information from respondents' attitudes, facial expressions, or body language.

Yet, conducting face-to-face interviews can be very time-consuming. Nowadays, it can be impossible to contact the participants face-to-face because of the Coronavirus pandemic. It can also be hard to find participant's available times to conduct face-to-face interviews. If the researcher uses face-to-face interviews, it can be hard to find enough respondents to find empirical findings according to the problem. The researcher can only choose participants from nearby schools. It may not be feasible in many aspects. For this purpose, a questionnaire can help researchers. 'Questionnaires allow the researcher to collect large amounts of data in a relatively short amount of time.' (Gay, Mills & Airasian, 2012, p.389). Using questionnaires will be more feasible for the researchers in this kind of situation.

For this purpose, as a data collection tool, the questionnaire was chosen. "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p. 6). Researchers have been using questionnaires to collect scientific data in social sciences for a long time. Dornyei and Taguchi (2003) also support this as in this sentence; 'Because the essence of scientific research is trying to find answers to questions systematically, it

is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences' (p.3).

As mentioned, there are different kinds of questions in this data collection method. Questionnaires contain different types of questions for various purposes. Questionnaires can collect factual, behavioral, and attitudinal information about the participants (Dornyei & Targuchi, 2003).

In the questionnaire constructed for this study, there are four parts. In the first part, perceptions of teachers on PD programs are elicited from participants. This part contains attitudinal questions. The participants grade the statement as 'I agree-I disagree' that prepared beforehand. In this part, the researcher aimed to find out participants' beliefs, opinions on PD. This part of the data collection instrument collects quantitative data from participants. In the second part, there are two questions. The first question contains behavioral questions. Using behavioral questions, the researcher aimed to find out participants' personal history and habits about PD. In this part, participants grade the statement, as 'Never - Rarely - Sometimes – Often - Always' their frequency to participate in different kind of PD activities such as reading ELT books, participating in courses, workshops, or seminars, asking colleagues for help, sharing experiences with colleagues, observing other teachers, reflecting on their teaching. In this way, they choose and express their views on PD activities that they have participated in.

In the second question, participants grade the factors that hinder them from participating in PD programs 'Not Important at All' to 'Very Important'. This can show us the reason why teachers don't participate in PD programs.

The third part contains areas for PD. Participants choose and clarify their needs in PD. So that we can see the teachers needs to develop themselves for their teaching career. By explaining the needs of teachers, this thesis can contribute to language education in Turkey in some ways.

In the fourth part, preferences of the teachers elicited from teachers. They choose the best option for themselves. In this part, there are questions to find our teachers' preferences in program format, preferred trainer, preferred delivery format, preferred place, preferred language, preferred length of the program, preferred content, preferences for post-training. This part helps to find out teachers' preferences.

In the fifth part, factual questions are being used to collect data about who the participant is. This kind of question provides information about participants' demographic knowledge such as gender, age, teaching experience, graduated department, level that they are working, type of institution that they work at. This information may affect how the researcher interprets the findings of the questionnaire (Dornyei & Targuchi, 2003).

In this research, a pilot study was conducted online because it seemed more feasible, and the researcher decided to make it online to reach more participants. So, the data collected via an online questionnaire. Since it is challenging to conduct live interviews with each participant, everyone has different spare time, so it would very hard, and it wouldn't be applicable.

It can be hard to spend time on time-consuming extra workload for busy teachers since they need to prepare lesson plans, materials, and other paperwork for the school. They also have a private life after school. They need to spend time with their family and friends. Busy teachers can respond to the e-mail or the online questionnaire 'either synchronously (i.e., akin to a real-time conversation with the researcher) or asynchronously (i.e., at some other time when researcher and participant are not both sitting at their computers)' (Gay, Mills, & Airasian, 2012, p. 388).

3.3.2 The Development of the questionnaire. In this sub-section construction of the questionnaire (data collection instrument) will be presented in detail.

Dornyei and Targuchi (2003) stated in their book that the ease of construction is the main strength of a questionnaire if you have enough and efficient knowledge on constructing. It seems easy for everyone because we see a questionnaire almost every week. One may think that we can construct a questionnaire in few hours. In another respect, this can also be the weakness of the questionnaire. Without proper research and background knowledge, the final product (questionnaire) can be a useless word load that no one can collect empirical data using it. One should be aware of what a questionnaire is, why we should use a questionnaire in educational research, and conduct it to collect empirical data.

To collect the empirical data, there should be a well-prepared questionnaire that serves the research purposes. For this purpose, the researcher decided to use

Dornyei and Taguchi's book, 'Questionnaires in Second Language Research' (2003). The book helps me a lot to construct my questionnaire in proper ways. Before reading this book, people may think that s/he knows what a questionnaire is. Because we see a questionnaire almost every day, and one can do it by her/himself. However, the researcher realized that there are so many factors that affect a questionnaire's reliability and validity. It is tried to do the best to prepare a good questionnaire according to Dornyei and Taguchi's book.

To construct a good questionnaire, one should follow some important steps such as deciding the length, format, and the main parts of the questionnaire, drawing up an item pool by writing effective questions, selecting, and ordering the items, writing clear and appropriate instructions to the questions, and finally piloting the questionnaire. (Dornyei & Taguchi, 2003)

While constructing a questionnaire, the length of the questionnaire is one of the critical parts. In a questionnaire, less is more in terms of length 'because long questionnaires can become counterproductive' (Dornyei, Targuchi, 2003, p. 18). It is suggested that in L2 research, the length of the questionnaire shouldn't be more than four pages. It shouldn't also take less than 30 minutes. Everybody knows that teachers don't have enough time for extra things. They need to do many other things for their students, schools, and their private life. As researchers, we need to prepare questionnaires that don't take too much time of the teachers. Otherwise, teachers may not want to participate, or they will answer the questions cursorily. It should be interesting and short to make them answer questions willingly to contribute to the study. In this study, the participants are also teachers. Because of this, the questionnaire was prepared in four parts and four pages. When the questionnaire is piloted, it appears that it takes thirteen minutes, less than thirty minutes, to answer the questions.

The other aspect of constructing a good questionnaire is the layout of the questionnaire. The layout must be attractive for the participants to make them convince to share their ideas. 'Attractive and professional design is half the battle in eliciting reliable and valid data' (Dornyei & Taguchi, 2003, p. 19).

The questionnaire form is the only thing that connects the participant and the researcher. The researcher can talk and convince participants to share their ideas to contribute to the research in face-to-face interviews, but this cannot be done in online

or paper-based questionnaires. The form itself must persuade participants with its design at first. (Dornyei & Taguchi, 2003). ‘Page format, appropriate density’ (Dornyei & Taguchi, 2003, p. 19) are the factors that make the questionnaire look attractive for the participants. Again, less is more for this.

We should ask what we want to learn in an orderly layout that creates a good impression. Because of this, there are four parts in the questionnaire. The first part is collecting data about participants’ views and beliefs on PD. The second one is collecting data about participants’ experiences in PD and factors that hinder them from participating in PD programs. The third part is collecting information about teachers’ needs in PD. The last one is collecting demographic information about participants such as gender, age, teaching experience, graduated department, level that they are working, type of institution that they work at.

In this study, questionnaire is taken from a thesis that conducted in METU by Ekşi (2010). The thesis is about PD needs of EFL teachers working at a state university. The questionnaire was suitable for this study. Because it contains questions to collect data about opinion of the teachers about PD, needs in PD, hindrances in PD. The preferences part is added to the questionnaire. It is updated and added new part in it to make more appropriate for collecting data for this study.

3.3.3 Data collection procedures. After preparing the data collection instrument, the next step is the collection of the data. The data collection procedure starts with recruiting the participants who want to contribute to this study. The participants’ backgrounds should also be appropriate for the research. After finding the participants, we need to get their approval to participate in the study regarding ethical issues. The participants were also informed that their personal information and answers would be kept confidential. Besides, the participants shared their ideas anonymously. The questionnaire doesn’t have the name, surname part. Writing their name may make them feel uncomfortable while answering the questions.

Then online link of the questionnaire is shared via e-mail or online messages. I did not want to share it on social media to find more participants because it cannot be known which participants are teachers. Since everybody can reach and answer questionnaires on social media, sending them via e-mail and messages ensures that participants can contribute to the research. One month had been given to the

participants to answer the questions. One month had given to them because it is known that teachers don't have so much time after school. The researcher also does not want to push them hard to finish it immediately since it can affect their answers. They should have enough time to reflect on their ideas effectively to contribute to the study. Since the questionnaire is conducted online, when the participants answer and submit their answers, they reach immediately to the researcher.

3.3.4 Data analysis procedures. The research aims to determine the factors affecting ELT teachers' PD needs and preferences and determine the differences between the needs according to their various characteristics. The data of the research was collected by using the questionnaire technique. There are five main sections in the questionnaire form. These sections include Teachers' Opinions on PD Programs, PD Activities, Obstacles that hinder them from participating in PD, PD needs, and questions for determining teachers' characteristics. The scales used in the study are five-point Likert scale type.

For quantitative measure, SPSS and LISREL 8.8 programs were used to analyze. The data analyzed according to the ranking of the participants in detail to interpret better while showing the results of the study. By showing the results in numbers, the findings can be demonstrated more effectively, so the solution for the problems and needs of EFL teachers can be solved more easily. Exploratory factor analysis was used to determine the common factor structures of the scales.

3.3.5 Reliability and Validity. As a data collection tool, a questionnaire was designed to collect quantitative data. The questions in the questionnaire pay regard to the literature to make research more reliable and valid. The data collection instrument needs to collect data about a topic to fill a gap in the literature. The researcher checked previous studies on PD to see how the researchers collected data and interpreted the collected data. By doing this, the researcher tried to increase the reliability and validity of the study. Question types, the method that they used helped to shape the questionnaire.

The correctness of the grammar and spelling of the questions is also vital. Questions are the only way to communicate with the participants in this study. So, we should express ourselves adequately to make them contribute to the research. The

questions should be clear. There shouldn't be any ambiguous parts that may cause misunderstanding. To achieve this, the researcher asked for help from English native speaker colleagues to check if there is any problem in meaning that may cause misunderstanding.

After the checking, the questionnaire was piloted by ten EFL teachers in a private school in Denizli to get their opinions about the questionnaire. They indicated that there was no problem, and the researcher decided to apply the questionnaire as it is.

3.4 Limitations

Since it is hard to find participants to contribute to the study, the number of teachers is 201. It is not enough to collect and interpret empirical results, but at least we can have an opinion about EFL teachers' needs and problems in PD. The other limitation may be the questionnaire's nature as a data collection instrument because it is hard to identify teachers' beliefs through a questionnaire. The interview would be better to understand teachers' opinions on PD; however, it is not feasible. The questionnaire was the best option for this study to identify teachers' needs and preferences in PD since it is quantitative research.

Chapter 4

Results

4.1 Research Question 1: What Are the Most Common Professional Development Preferences of EFL Teachers in Turkey?

The research was carried out on 201 teachers. 73.1% of the teachers are women, and 26.9% of the teachers are male. We can understand that women tend to choose teaching EFL as a job in Turkey. 52.7% of the teachers are determined to be working in public institutions, and 47.3% of the teachers are established in private institutions. While the average age of teachers is 33.77 ± 7.47 , teachers have been teaching for 10.53 ± 7.24 years. Teachers' methods and format preferences are also determined, and the rate of the teachers who prefer voluntary participation format is 78.6%. The rate of the teachers who prefer the compulsory participation format was 21.4%.

We can understand that teachers prefer voluntary participation in PD programs. It shows that teachers do not want anyone to push themselves to participate in PD activities. We can indicate that teachers want to decide what to participate in by themselves. It can be very logical because teachers can only identify their needs to decide on more effective PD programs.

95% of the teachers choose English as the language of the PD program. It can be stated that in this global world, everything is changing and developing day by day. Teachers want to catch up with it by choosing trainers who are native and professional on this job.

Teachers' preferred training format is workshop (50.7%), and 31.8 % of the teachers' preferred format is seminar. 17.4% of the teachers tend to study in discussion groups. It can be stated that teachers want to be active in PD programs. They want to be the agent in PD. In this way, teachers tend to choose teacher trainers in PD programs. This can be explained as teachers want to learn something from someone who is educated for this.

47.8% of the teachers prefer the city where they live for PD programs, while 39.3% prefer the abroad as the location of the PD program. The ratio of those who prefer the PD program in another city in their country is 12.9%. 67.7% of the teachers prefer teacher trainers in PD programs, while 23.9% prefer an academician.

81.6% of the teachers' preferred speaker is Native English speakers, while 10.9% preferred foreigners as a trainer. 7.5% of teachers prefer Turkish trainers. 51.2% of the teachers prefer face-to-face training, while 28.4% of the teachers prefer online training. The rate of teachers who prefer blended training is 20.4%. This research's most of the first part started to be conducted before the Coronavirus pandemic. This may have affected the teachers' responses. If the researcher would start taking responses from teachers after the pandemic, the result may have changed. The ratio of those who prefer practical training in PD programs is 38.8%. 5% of teachers prefer theoretical training. 61.2% of teachers prefer blended training programs.

36.8% of teachers think training should not be evaluated, but its effects on class should be observed (B). This may positively affect teachers' lessons because when someone wanted to be observed in the lesson, preparation for the lesson will be affected positively. 36.3% of the teachers chose that 'a task should be given and evaluated accordingly' (A). The rate of teachers who think that there is no need for a follow-up evaluation(C) is 26.9%.

While 36.3% of the teachers stated that their format preference in the PD programs is group work, 30.3% stated that they would prefer discussion-oriented work. While the rate of those who prefer to work individually is determined as 23.9%, the rate of teachers who prefer to work in pairs is 9.5%. This may show that teachers tend to share their experiences with others. Sharing experiences have a significant role in teaching because teachers can learn many new ideas to apply in the classroom.

While 67.2% of the teachers prefer that the PD program should be a short-term intensive program, 32.8% think that it should be a long-term, extensive program. Teachers tend to choose short-term intensive courses in PD programs. We can understand that teachers do not have so much time to attend in PD programs. They prefer attending short-term intensive courses. Nowadays teachers have many things to do both at school and outside the school. PD is important for many teachers, but

they may not find suitable time to attend freely to the PD programs. Their heavy workload affects their attendance in PD programs. 37.8% of the teachers stated that heavy workload is an essential factor that hinders them from participating in PD programs.

While 64.7% of the teachers think that the management method in PD programs should be teacher-centered, 35.3% think it should be trainer-centered. The results obtained are given in Table 5.

4.2 Research Question 2: In Which Areas Do EFL Teachers Need Professional Development the Most?

Teachers were asked about the skill they need to improve in teaching, and among all the answers, it was determined that the skill that most needed improvement is speaking skill (33%). Speaking has been considered one of the most challenging skills in a foreign language by Turkish language learners. So many people are facing difficulties speaking to a foreigner. This result shows that teachers want to improve teaching-speaking skills to solve this problem in Turkey. The least needed skill was the reading skills (6%).

Similarly, teachers were asked about the skill that needed to be evaluated in their teaching, and it was determined that the skill that needed to be evaluated the most is speaking skill (34%). It was determined that the least needed skill was reading with 7%. It shows that teachers do not think that they need to be trained in teaching reading skills in Turkey.

The results also show that EFL teachers need PD in new theories and practices in ELT the most (45.8%). 39.3% of the teachers indicated that they need PD in teaching integrated skills. 38.3% of the EFL teachers thinks that they need to improve their knowledge to increase student motivation. In addition, 37.8% of them also stated that they need to learn more about drama in ELT.

Table 5

Teachers' Characteristics and Ratio

	Feature	N	Percentage		Feature	N	Percentage	
Gender	Female	147	73,1	Type of institution	Private	95	47,3	
	Male	54	26,9		Public	106	52,7	
Attendance Format	Optional	158	78,6	Preferred Language	Turkish	10	5,0	
	Compulsory	43	21,4		English	191	95,0	
Delivery Format	Seminar	64	31,8	Preferred Trainer	Academician	48	23,9	
	Workshop	102	50,7		Teacher Trainer	136	67,7	
	Discussion Group	35	17,4		Teacher	17	8,5	
Preferred Place	At an institution in the city where I live	96	47,8	Preferred Format	Face to face	103	51,2	
	At another institution in another city in Turkey	26	12,9		Online	57	28,4	
	Abroad	79	39,3		Blended	41	20,4	
Preferred Speaker	Turkish	15	7,5	Preferences for post-training	A	73	36,3	
	International	22	10,9		B	74	36,8	
Preferred Content	Native	164	81,6	Length of the Program	C	54	26,9	
	Theoretical	10	5,0		Short-term intensive program	135	67,2	
	Practical	68	33,8		Long-term extensive program	66	32,8	
Preferred Program Format	Both	123	61,2	Preferred Management in training	Trainer Centered	71	35,3	
	Pair Work	19	9,5		Teacher Centered	130	64,7	
	Group Work	73	36,3	I need development in the teaching of most.	1	Reading	24	0,06
	Individual Work	48	23,9		2	Listening	53	0,14
Discussion Focused	61	30,3	3	Grammar	47	0,12		
				4	Writing	86	0,22	
				5	Speaking	127	0,33	
				6	Vocabulary	46	0,12	
				Total		383	1,00	
				I need development in the assessment of most.	1	Reading	26	0,07
				2	Listening	60	0,17	
				3	Grammar	36	0,10	
				4	Writing	85	0,24	
				5	Speaking	124	0,34	
				6	Vocabulary	29	0,08	
				Total		360	1,00	

4.3 The Views on professional Development Programs Scale

In the research, exploratory factor analysis is conducted to determine the common factor structures of the scales. The views on PD programs (Opinion) scale are analyzed by factor analysis, and the scale is collected in a single factor. The total variance explained in the scale was calculated as 65.773%. Sampling adequacy for the scale was examined with the Kaiser-Meyer-Olkin measure, and KMO was calculated as 0.884, and it was determined that it was sufficient for sample factor analysis. It was investigated using Bartlett test statistics whether the correlation matrix used in calculating the factor loadings matrix was identity matrix or not, and it was determined as statistically significant (Approx. Chi-Square = 711,43 p = 0,000). So, the correlation matrix is not the identity matrix. Whether the six statements (item) in the opinion scale confirmed the scale was examined by confirmatory factor analysis and the consistency measures are given in Table 6. The measurement model has been found suitable according to Table 6. In other words, it was determined that the scale provides internal consistency.

Table 6

Opinion Scale Consistency Values

Model	$X\chi^2/fd$	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	1,31	0,039	0.016	0,99	1,00	1,00	1,00	0,98
Theoretical value	$\leq 3^*$	$\leq 0.05^*$	$\leq 0.05^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$

* valid consistency. ** Acceptable consistency

Cronbach Alpha (CA) value for the construct validity for the measurement model was checked, and it was calculated as (CA = 0.889). Whether there are multiple correlations (Collinearity) among the expressions in the scale or not was examined, and the highest VIF value was calculated (3,266). Since this statistic is less than 5, it has been determined that there are no multiple correlations between the expressions in the scale. In the validation of the scale, all the paths between the latent variable and the observed variables in the measurement model were tested with the t statistics. t statistic must be greater than 1.96. The lowest t statistic was found (8.22) in the study, and all paths were found statistically significant. Modifications were

made between the observed variables V5 and V6 in the measurement tool. The measurement model is given in Figure 2. Figure 2 shows the standard solution.

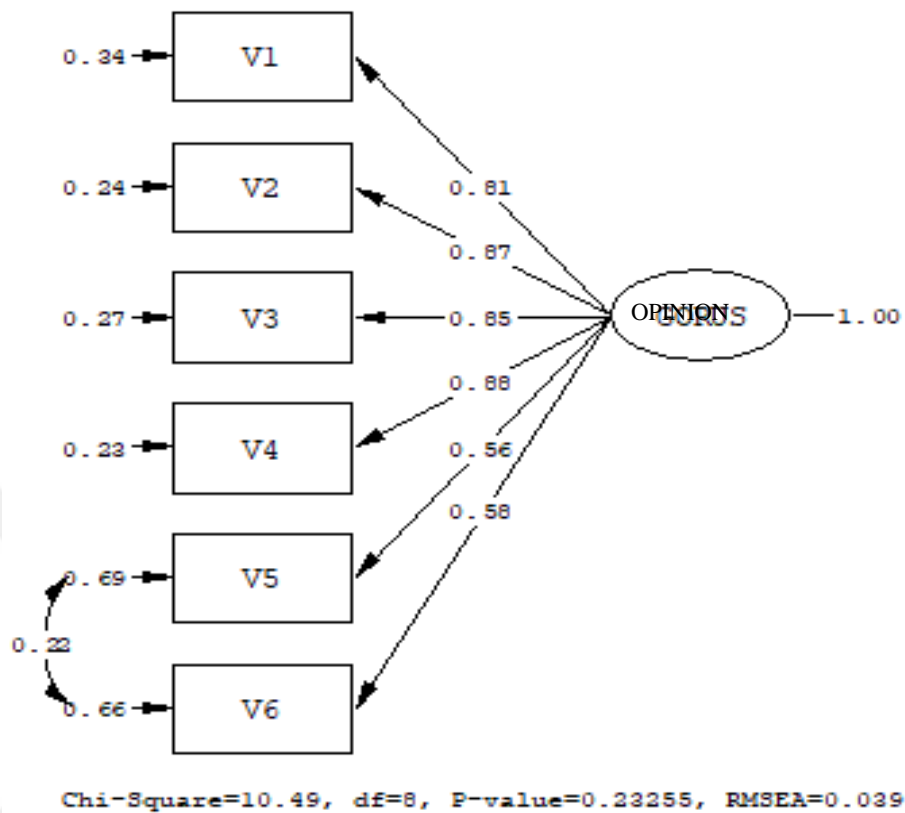


Figure 2. Opinion Scale Confirmatory Factor Analysis Path Graph

4.4 Professional Development Activities Scale

PD Activities (Activity) scale was examined by factor analysis, and the scale was collected in three factors. The total variance explained in the scale was calculated as 65.682%. Sampling adequacy for the scale was examined with the Kaiser-Meyer-Olkin measure, and KMO was calculated (0.710), and it was determined that the sample was sufficient for factor analysis. Whether the correlation matrix used in calculating the factor loadings matrix was identity matrix was investigated with Bartlett test statistics, and it was determined to be statistically significant (Approx. Chi-Square = 369,178 p = 0,000). So, the correlation matrix is not the identity matrix.

The first factor with an eigenvalue of 1.84 explained 22.96% of the total variance and was named Activity 1. The Cronbach's Alpha (CA) value for the

internal consistency of the Activity 1 factor was calculated (0.667). The mean of the scale was calculated (3.76).

The factor structure with an eigenvalue of 1.712 and explained variance structure is 21.39% was named Activity 2. The CA value for the Activity 2 factor was calculated (0.786). The mean of the scale was calculated (3.04).

The factor structure with an eigenvalue of 1.706 and explained variance structure (21.33%) was named Activity 3. The CA value for the Activity 3 factor was calculated (0.562). The mean of the scale was calculated (3.51). Explanatory factor analysis results are given in Table 7.

Table 7

Scale of Activity Factor Analysis Results

	Component*		
	Factor 1	Factor 2	Factor 3
A3	,796		
A4	,784		
A5	,712		
A8		,883	
A7		,836	
A1			,753
A2			,747
A6			,561
Eigenvalues	1,837	1,712	1,706
Explained Variance	22,96	21,39	21,33
Cumulative Variance	22,96	44,35	65,68
CA	0,667	0,786	0,559
Mean	3,76	3,04	3,51
KMO	0,710		
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax			

Factor 1: Sharing between colleagues

Factor 2: Participation in professional communities

Factor 3: Improving teaching techniques

Whether the eight statements in the PD Activities scale verified the scale was examined by confirmatory factor analysis, and the consistency measures are given in Table 8. The measurement model has been found suitable according to Table 8. In other words, it was determined that the scale provides internal consistency.

Table 8

Professional Development Activities Scale Consistency Values

Model	χ^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	1,77	0,062	0.050	0,95	0,94	0,97	0,97	0,96
Theoretical value	$\leq 3^*$	$\leq 0.08^{**}$	$\leq 0.05^*$	$\geq 0.95^*$	$\geq 0.90^{**}$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$

* valid consistency. ** Acceptable consistency

Whether there are multiple correlations (Collinearity) among the expressions in the Activity scale was examined, and the most significant VIF value was calculated (1.86). Since this statistic is less than 5, it was determined that there are no multiple correlations among the expressions in the scale. In the verification of the scale, the t statistics for all paths between the latent variable and the observed variables in the measurement model should be greater than 1.96. The minor t statistic was found to be (5.61), and all paths were found to be statistically significant. The measurement model is given in Figure 3. The chart shows two standard solutions, and the Activity Scale has been validated.

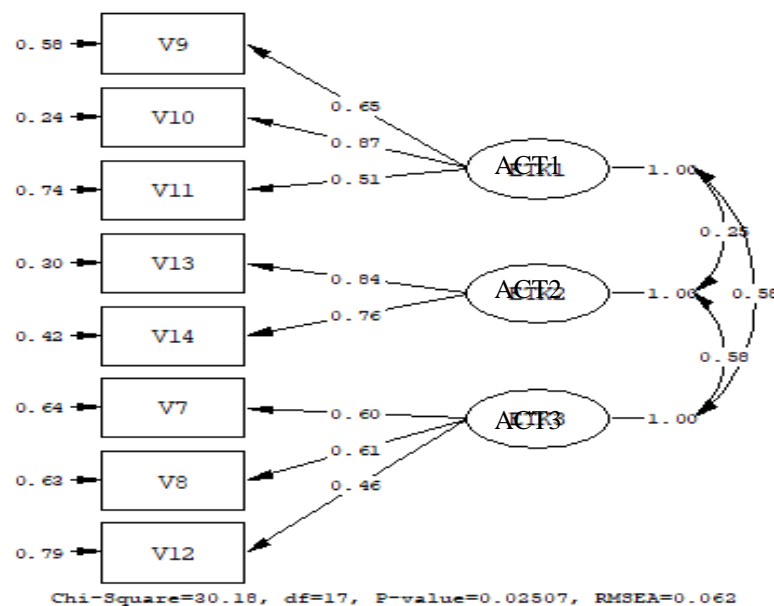


Figure 3. Activity Scale Confirmatory Factor Analysis Path Graph

4.5 Research Question 3: What Are the Most Common Professional Development Hindrances of EFL Teachers That Hinder Them from Participating in PD Programs?

The Hindrance scale for participating in PD programs was examined to determine how many factors can be collected. The scale has been collected in three factors. The total variance explained in the scale was calculated as 63.662%. Sampling adequacy for the scale was examined with the Kaiser-Meyer-Olkin measure, and KMO was found (0.692). It was determined that the sample was sufficient for factor analysis. Whether the correlation matrix used in calculating the factor loadings matrix was identity matrix was investigated with Bartlett test statistics, and it was determined that it was statistically significant (Approx. Chi-Square = 305,607 $p = 0,000$). So, the correlation matrix is not the identity matrix.

The first factor with an eigenvalue of 1.811 explained 22.642% of the total variance and was named Hindrance 1. The Cronbach's Alpha (CA) value for the internal consistency of the Hindrance 1 factor was calculated as (0.725). The mean of the scale was calculated as (4.107).

The factor structure with an eigenvalue of 1.692 explains 21.144% of the variance structure was named Hindrance 2. The CA value for the Hindrance 2 factor was calculated as (0.614). The mean of the scale was calculated as (4.00).

The factor structure with an eigenvalue of 1.590 and explains 19.876% of the variance structure was named Hindrance 3. The CA value for the Hindrance 3 factor was calculated as (0.523). The mean of the scale was calculated as (3.476). Explanatory factor analysis results are given in Table 9.

Table 9

Hindrance Scale Factor Analysis Results

	Component*		
	Factor 1	Factor 2	Factor 3
H8	,856		
H9	,844		
H6		,871	
H5		,648	
H7		,552	
H4			,804
H2			,638
H3			,558
Eigenvalues	1,811	1,692	1,590
Explained Variance	22,642	21,144	19,876
Cumulative Variances	22,642	43,786	63,662
CA	0,725	0,614	0,523
Mean	4,107	4,00	
KMO	0,692		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax.

Factor 1: Content of PD activity

Factor 2: The suitability of the PD activity in terms of date, time, and fee

Factor 3: Teacher motivation in PD

Whether the expressions in the scale of hindrances to participate in PD programs, verify the scale was examined by confirmatory factor analysis, and the consistency measures are given in Table 10. The measurement model has been found suitable according to Table 10. In other words, it was determined that the scale provides internal consistency.

Table 10

Hindrance Scale Consistency Values

Model	χ^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	3,04	0,077	0.061	0,90	0,87	0,97	0,93	0,95
Theoretical value	$\leq 5^{**}$	$\leq 0.08^{**}$	$\leq 0.08^{**}$	$\geq 0.90^{**}$	≥ 0.90 ns	$\geq 0.95^*$	$\geq 0.90^{**}$	$\geq 0.95^*$

* valid consistency. ** Acceptable consistency ns. Not significant

Whether there are multiple correlations (Collinearity) among the expressions in the Hindrance scale was examined, and the highest VIF value was calculated (1.677). Since this statistic is less than 5, it has been determined that there are no multiple correlations between the expressions in the scale. In the validation of the scale, all paths in the model were statistically significant since the t statistics for all paths between the latent variable and the observed variables in the measurement model were calculated greater than 1.96. The minor t statistic was calculated as (3.82). Modifications were made between the observed variables V19 and V20 in the measurement tool. The measurement model is given in Figure 4. Figure 4 shows standard solutions, and three factors verified the Hindrance scale.

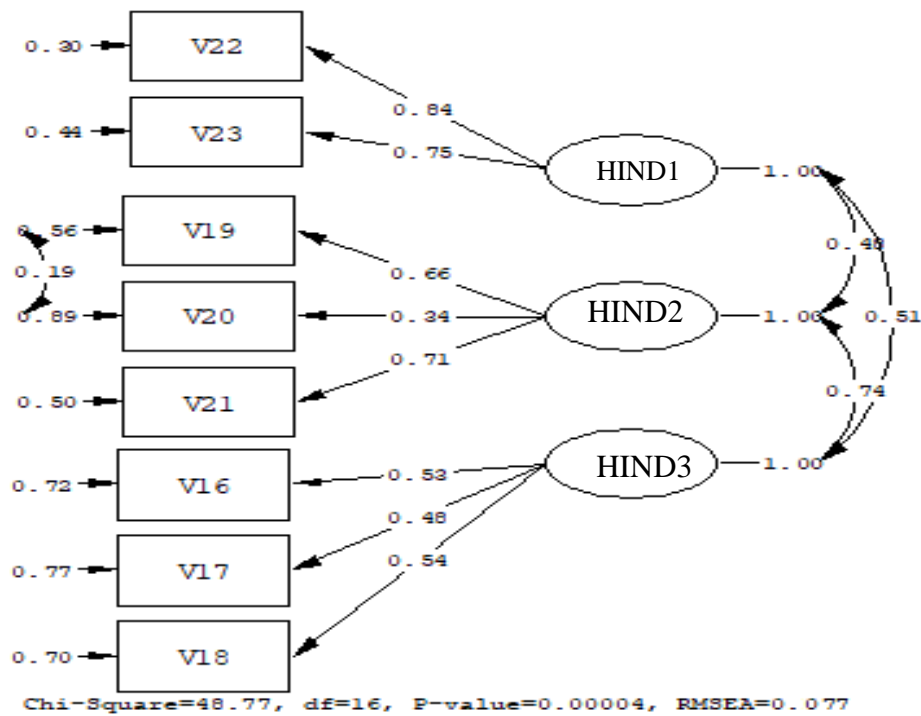


Figure 4. Hindrance Scale Confirmatory Factor Analysis Path Graph

4.6 Needs in Professional Development Programs

The exploratory factor analysis was used to identify how many factors the 'Needs' scale, which aims to determine the lesson development needs of teachers, was collected. As a result of the exploratory factor analysis, it was determined that the Need scale was gathered under three factors. The total variance explained in the scale was calculated as (63.506%). For the scale, KMO for the sample was calculated (0.906), and it was determined that the sample was sufficient for factor analysis. It was investigated whether the correlation matrix used in calculating the factor loadings matrix was an identity matrix or not, and it was determined to be statistically significant (Approx. Chi-Square = 2599,833 $p = 0,000$). So, the correlation matrix is not the identity matrix.

In the Needs scale, the first factor with an eigenvalue of (5.155) explained 25.775% of the total variance and was named as Need 1. The Cronbach's Alpha (CA) value for the internal consistency of the Need 1 factor was found (0.906). The mean of the scale was calculated (3.163).

In the Needs scale, the second factor with an eigenvalue of (5.060) explained 25.298% of the total variance and was named Need 2. The Cronbach's Alpha (CA) value for the internal consistency of the Need 2 factor was found (0.911). The average of the scale was calculated (3.505).

In the Needs scale, the third factor with an eigenvalue of (2.487) explained 12.433% of the total variance and was named Need 3. The Cronbach's Alpha (CA) value for the internal consistency of the Need 3 factor was calculated (0.707). The mean of the scale was calculated (3.322). Descriptive/exploratory factor analysis results are given in Table 11.

Table 11

Factor Analysis Results of Needs Scale

		Component			
		Factor 1	Factor 2	Factor 3	
Lesson Content	N2	,765			
	N7	,761			
	N1	,754			
	N4	,753			
	N19	,733			
	N3	,697			
	N6	,651			
	N20	,562			
	N10		,834		
	N9		,756		
Teaching Techniques	N12		,749		
	N11		,730		
	N13		,641		
	N8		,627		
	N16		,619		
	N5		,596		
	N15		,550		
	N17			,805	
	International Language Proficiency	N14			,725
		N18			,678
Eigenvalues		5,155	5,060	2,487	
	Explained Variance	25,775	25,298	12,433	
	Cumulative Variance	25,775	51,073	63,506	
	CA	0,906	0,911	0,707	
	Mean	3,163	3,505	3,322	
	KMO	0,906			

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax

Whether the items in the Needs Scale, which is for determining the teachers' lesson development needs, verify the scale was examined by confirmatory factor analysis, and the compliance measures are given in Table 8. According to Table 8, while GFI fit measure was not significant, other fit measures were appropriate. The measurement model was found suitable according to Table 12. In other words, it was determined that the scale provides internal consistency.

Table 12

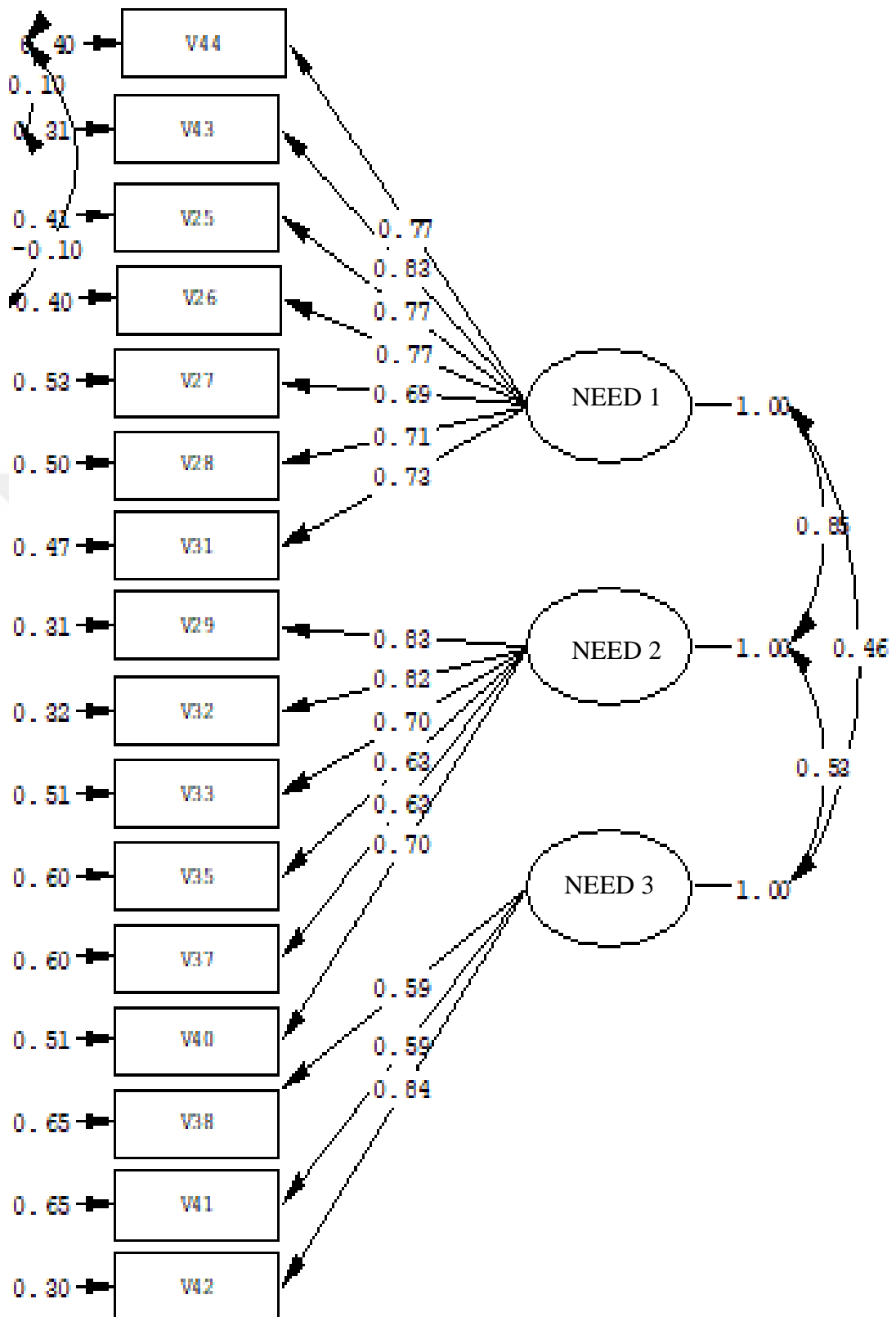
Needs Scale Consistency Values

Model	χ^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	2,40	0,084	0.071	0,96	0,95	0,97	0,97	0,87
Theoretical value	$\leq 3^*$	$\leq 0.01^{***}$	$\leq 0.08^{**}$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$< 0.90^{ns}$

valid consistency. ** Acceptable consistency * Week consistency*

The Needs Scale, which is for determining teaching skills development needs, examined whether there were multiple correlations (Collinearity) between the statements in the scale, and the highest VIF value was found (4.844). Since this statistic is less than 5, it has been determined that there are no multiple correlations between the statements in the scale. Control of multiple correlations between variables was carried out with confirmatory factor analysis without removing items from the scale. As a result of the confirmatory factor analysis, N6, N10, N12, and N15 were removed because they did not validate the scale. After the items were removed from the scale, the reliability coefficients of the scales were calculated as 0.902 for Need 1, and the average was (3.155).

The reliability coefficient for the Need 2 factor was calculated as 0.864, and its average is 3.503. In the validation of the scale, since the t statistics for all paths between the latent variable and the observed variables in the measurement model were more significant than 1.96, all paths were statistically significant. The minor t statistic was calculated as 7.93. Modifications were made between the observed variables V43 and V44 and V26 and V44 in the measurement tool. The measurement model is given in Figure 5. Figure 5 shows a standard solution, and three factors verified the need scale.



Chi-Square=238.58, df=99, P-value=0.00000, RMSEA=0.084

Figure 5. Teaching Skills Development Needs Scale Confirmatory Factor Analysis Path Graphic

4.7 Results of the Analysis and Hypotheses

As a result of the Explanatory Factor Analysis in the research, while the scales of Opinions about PD programs of teachers were gathered under one factor, the other scales were gathered under three factors each. Factors with a CA value of less than 0.70 were found in Activity and Hindrance Scales. For this reason, in the structural model, each factor was added to the Hindrance and Activity scales. The average value was used and included in the structural model. Three factors were found in the Need 1 factor, and the structural model was established and analyzed separately for each of the three Need factors. In the first model tested, the dimension of Lesson Content, which was included as Need 1, was examined, and the effect of teachers' opinions, hindrances, and activity attitudes on the Lesson Content Needs was examined.

LISREL 8.8 software was used to test the research models. The following hypotheses were tested in the study. Hypotheses have been established using literature review and educational theory.

H1: As teachers' positive opinions about PD programs increase, the hindrances to participation in PD programs also increase.

H2: As teachers' positive opinions about PD programs increase, their PD activities also increase.

H3: As the hindrances for teachers to participate in PD programs increase, the PD activities also increase.

H4: As the teachers' PD activity increases, the need for lesson content also increases.

H5: As the positive opinions of teachers about PD programs increase, the need for lesson content also increases.

H6: As the hindrances for teachers to participate in PD programs increase, the need for lesson content also increases.

4.7.1 The first model – professional development needs in lesson content.

In the first tested model, the needs of lesson content were analyzed. In the model, the Convergent validities were examined first. Standard factor loads must be greater than 0.70 for convergent validity. For this, items with a factor load below 0.70 and a VIF value greater than three should be excluded from the analysis (Chin, 1998 295-336). The V6 item below 0.70 in the Opinion scale was not omitted from the scale in the study. However, when other items with a factor load of less than 0.70 were excluded from the scales, it was seen that another convergent validity did not increase the AVE (Average Variance Extracted) value and that the threshold value for AVE was reached, so they were not removed from the scales. In addition, the presence of multiple correlations between all items (observed variables) in SEM was examined with VIF values, and it was determined that the highest VIF value was 2.566 and the critical value was lower than 5. Therefore, the problem of multiple correlations between independent variables was not determined.

Another convergent validity in structural equation studies is the AVE value, and this value should be greater than 0.50. In the study, the smallest AVE value was obtained in 0.514, and the threshold value 0.50, which is the threshold value, was caught in all dimensions, and the convergent validity was provided.

The Discriminant validity of the first model, in other words, the explained variance values, must be greater than the threshold value. Discriminant validity must be $\sqrt{AVE} > 0,70$. Since the square root of all AVE values in the study is greater than 0.70, the Discriminant validity has been provided.

Construct reliability and validity measures, or internal consistency reliability of dimensions in the study was measured using Composite Reliability (CR) statistics. Hair et al. (2017) recommend using the CR coefficient instead of Cronbach Alpha in their study. The authors state that the Cronbach Alpha statistic is calculated based on correlations, does not consider error terms, and suggests $CR > 0.70$. In the study, $CR > 0.70$ was obtained in all scales, and structural validity was provided.

The adaptation measures for the structural model have also been examined, and the consistency measures are given in Table 13. According to Table 13, it has been determined that the fit dimensions of the model are consistent.

Table 13
Structural Equation Fit Measures for the Need for Lesson Content

Model	X^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	3,17	0.076	0.056	0,96	0,95	0,97	0,97	0,90
Theoretical value	$\leq 5^{**}$	$\leq 0.08^{**}$	$\leq 0.08^{**}$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.90^{**}$

*valid consistency. ** Acceptable consistency

The structural model obtained to test the research hypotheses is given in Figure 6. Figure 6 shows the standard solution. It is considered sufficient for $t > 1.96$ for the correlations of paths in the graph to be significant. In the study, all paths were statistically significant, and the least t value was calculated as $t = 10.32$.

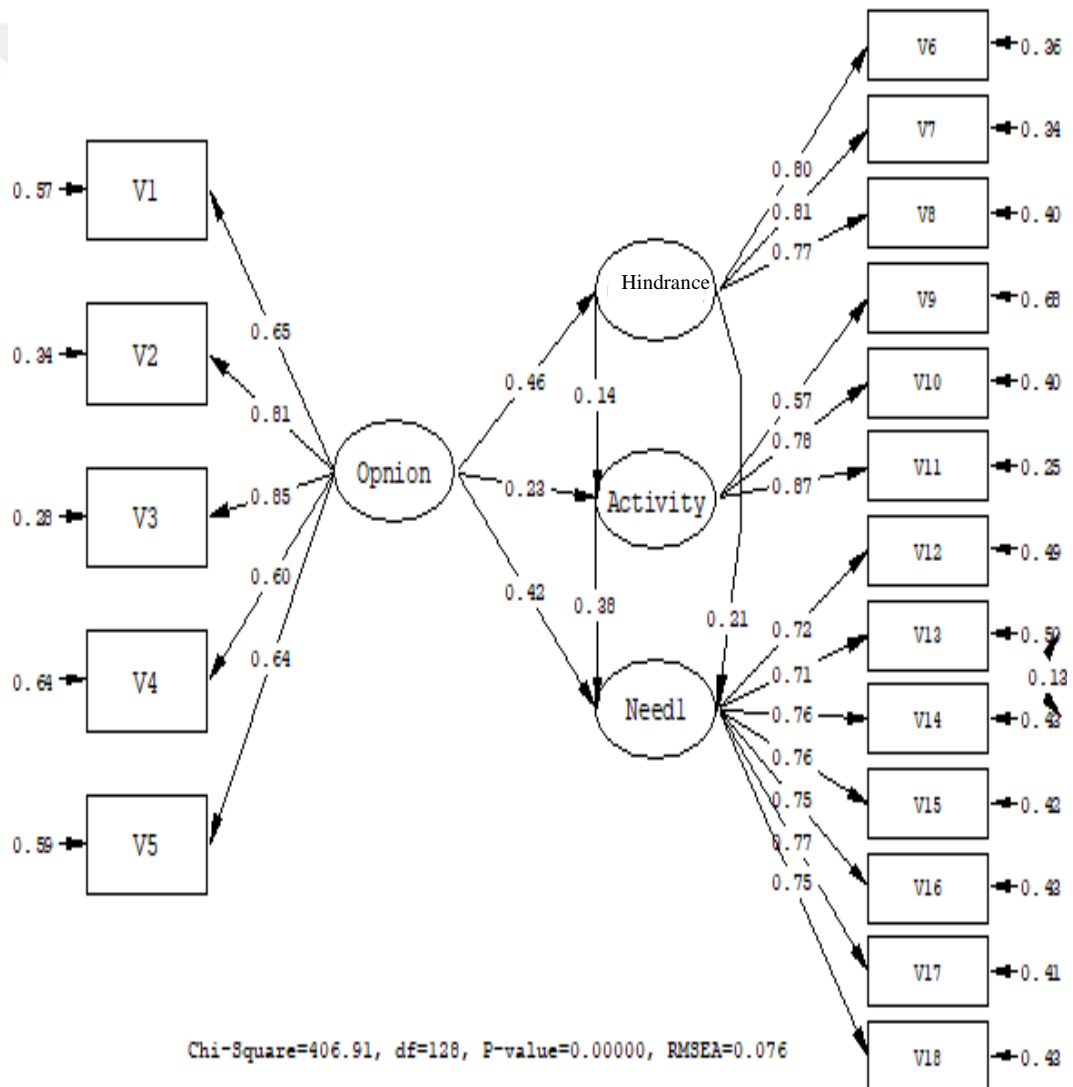


Figure 6. Path Graph and Correlations Towards Lesson Content Needs

According to Figure 6;

A statistically significant correlation of $\beta = 0.46$ units in the same direction was determined between teachers' opinions about PD programs and the hindrances to participating in PD programs ($t = 7.63$ $p < 0.01$). According to the relationship, if there is a one-unit increase in teachers' positive opinions about PD programs, their perception of a hindrance towards participating in PD programs increases by 0.46 units. Hence, H1 was supported.

It has been found that while teachers' positive opinions increase in terms of PD, the hindrance to participating in PD activities also increased. It can be interpreted that as teachers get enthusiastic about participating in PD, they easily find some obstacles not to participate in PD programs. The results show that the most common hindrances that hinder the teachers from participating in PD programs are 'cost' (51.7% of the teachers stated as very important in the questionnaire), 'unqualified trainer' (43.3% of the teachers stated as very important in the questionnaire), 'unrealistic content' (39.8% of the teachers stated as very important in the questionnaire).

A statistically significant correlation of $\beta = 0.42$ units in the same direction was determined between teachers' opinions about PD programs and PD activity ($t = 7.39$ $p < 0.001$). According to the relationship determined, when there is a one-unit increase in teachers' positive opinions about PD programs, the PD activity increases by 0.42 units. Hence, H2 was supported. It was found that if the teachers' positive opinions increase, their participation in PD activities will also increase. It means that hypothesis two is supported.

A significant correlation of $\beta = 0.14$ units in the same direction was determined between the hindrances of teachers to participate in PD programs and PD activity ($t = 2.05$ $p < 0.05$). According to the determined effect, a one-unit increase in teachers' hindrances in PD programs provides an increase of 0.14 units in PD activity. Hence, H3 was supported. It was found that if the hindrances level increase, teachers' want to participate in PD activities will also increase.

A significant correlation of $\beta = 0.38$ units in the same direction was determined between PD activity and the need for lesson content in teachers ($t = 6.40$ $p < 0.001$). According to the determined correlation, there is an increase of 0.38 units in need for course content in the one-unit increase in PD activity. Hence, H4 was

supported. It can be explained as, by attending PD programs, teachers may recognize their weaknesses and strengths. So, their need for lesson content will also increase.

A significant correlation of $\beta = 0.42$ units in the same direction was determined between teachers' opinions about PD programs and the need for lesson content ($t = 7.39$ $p < 0.001$). According to this relationship, the need for lesson content increases by 0.42 units in a one-unit increase in teachers' positive opinions about PD programs. Hence, H5 was supported. It shows that when teachers recognize their needs in teaching techniques, they do some research about PD activities. They probably find out that there are so many options that they can advantage from. So, eventually, their positive views increase accordingly.

It was determined that there is a significant correlation of $\beta = 0.21$ units in the same direction between the hindrances to participating in PD programs and the need for the lesson content ($t = 2.94$ $p < 0.01$). According to this relationship, there is a one-unit increase in the hindrances to participation in PD programs and an increase of 0.21 units in need for course content. Hence H6 was supported. The results support the idea that when teachers face an obstacle to participating in PD activities, in the same amount, their need for teaching techniques will increase accordingly. If they cannot participate in PD programs, they cannot improve themselves, and they cannot catch up with the new theories and approaches in ELT. So, their need for teaching will increase. The results obtained are given in Table 14.

Table 14

SEM Results Regarding Lesson Content Needs

Items	Standard Loads	<i>t</i> -value	R ²	CR	AVE	
Opinions on PD Programs (Opinion)	V1	0,65	13,54	0,43	0,838	0,514
	V2	0,81	18,17	0,66		
	V3	0,85	19,28	0,72		
	V4	0,60	12,19	0,36		
	V5	0,64	13,10	0,41		

Table 14 (Cont.)

Items		Standard Loads	t-value	R ²	CR	AVE
Hindrances to participating in PD programs (Hindrance)	V6	0,80	15,13 14,64	0,64	0,836	0,629
	V7	0,81		0,66		
	V8	0,77		0,60		
PD Activities (Activity)	V9	0,57	10,32 10,35	0,32	0,790	0,563
	V10	0,77		0,60		
	V11	0,87		0,75		
Need for Lesson Content (Need 1)	V12	0,72	13,01 13,97 14,10 13,91 14,14 13,93	0,51	0,897	0,533
	V13	0,71		0,50		
	V14	0,76		0,57		
	V15	0,76		0,58		
	V16	0,75		0,57		
	V17	0,77		0,59		
V18	0,75	0,57				
Hypothesis					Result	
<i>H₁: Opinion → Hindrance</i>		0,46	7,63		<i>Supported</i>	
<i>H₂: Opinion → Activity</i>		0,23	3,22		<i>Supported</i>	
<i>H₃: Hindrance → Activity</i>		0,14	2,05		<i>Supported</i>	
<i>H₄: Activity → Need1</i>		0,38	6,40		<i>Supported</i>	
<i>H₅: Opinion → Need1</i>		0,42	7,39		<i>Supported</i>	
<i>H₆: Hindrance → Need1</i>		0,21	2,94		<i>Supported</i>	

The regression model for the research model is as follows. R² values are also given in the model and Table 10. R² values indicate the percentage of the explained variance of the endogenous variable in the exogenous variable. An R² value of 0.25 and above is considered weak, 0.50 and above as medium, and 0.75 and above as a strong disclosure rate (Hair et al.2017).

$$\text{Hindrance} = 0.46 * \text{Opinion}, \text{Errorvar.} = 0.79, R^2 = 0.21$$

$$\text{Activity} = 0.14 * \text{Hindrance} + 0.23 * \text{Opinion}, \text{Errorvar.} = 0.90, R^2 = 0.10$$

$$\text{Need1} = 0.21 * \text{Hindrance} + 0.37 * \text{Activity} + 0.42 * \text{Opinion}, \text{Errorvar.} = 0.41, R^2 = 0.58$$

According to the regression equations, 58% of the Need 1 endogenous variable is explained by the exogenous variables in the model.

4.7.2 The second model – professional development needs in teaching techniques. In the second model tested, the needs for Teaching Techniques were tried to be explained. In other words, teachers' views on PD programs, PD activity, and the effects of hindrances to participation in PD programs on teaching techniques are analyzed. In the model, the convergent validities were examined first. For this, the V6 item in the scale with a factor load below 0.70 was not removed from the scale. When other items with a factor load of less than 0.70 were excluded from the scales, it was observed that another unification validity did not increase the AVE value, and it was observed that the threshold value for AVE was reached. In addition, whether there are multiple correlations between all items (observed variables) in SEM was examined with VIF values, and it was determined that the highest VIF value was 2,497 and the critical value was lower than 5. Therefore, the problem of multiple correlations between independent variables was not determined.

Another unification validity in structural equation studies is the AVE value, and the minimum AVE value for the model in which the need for teaching techniques is explained was calculated as $0.511 > 0.50$, and the convergent validity was provided.

Discriminant validity, in other words, the explained variance values, the square roots of the AVE values were calculated as $\sqrt{AVE} > 0,70$. Since AVE values are greater than 0.70, discriminant validity is ensured.

Construct reliability and validity, or internal consistency reliability of dimensions, were measured with Composite Reliability (CR) statistics in the study. In the study, $CR > 0.70$ was obtained in all scales, and construct validity was provided. Results are given in Table 15. The adaptation measures for the constructed model have also been examined, and the fit measures are given in Table 15. According to Table 15, it has been determined that the fit dimensions of the model are suitable.

Table 15

Structural Equality Fit Measures Regarding the Need for Teaching Techniques

Model	χ^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	2,89	0.071	0.058	0,96	0,95	0,97	0,97	0,91
Theoretical value	$\leq 3^*$	$\leq 0.08^{**}$	$\leq 0.08^{**}$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.90^{**}$

In addition to the Structural Equation Model of the Need for Teaching Techniques, the following hypotheses were tested together with the hypotheses tested in the first model.

H7: When PD activity increases among teachers, the need for teaching techniques also increases.

H8: When teachers' positive views on PD programs are increasing, the need for teaching techniques also increases.

H9: When the hindrances for teachers to participate in PD programs increase, the need for teaching techniques also increases.

The graphic for testing the research hypotheses is given in Figure 7. Figure 7 shows standard solutions.

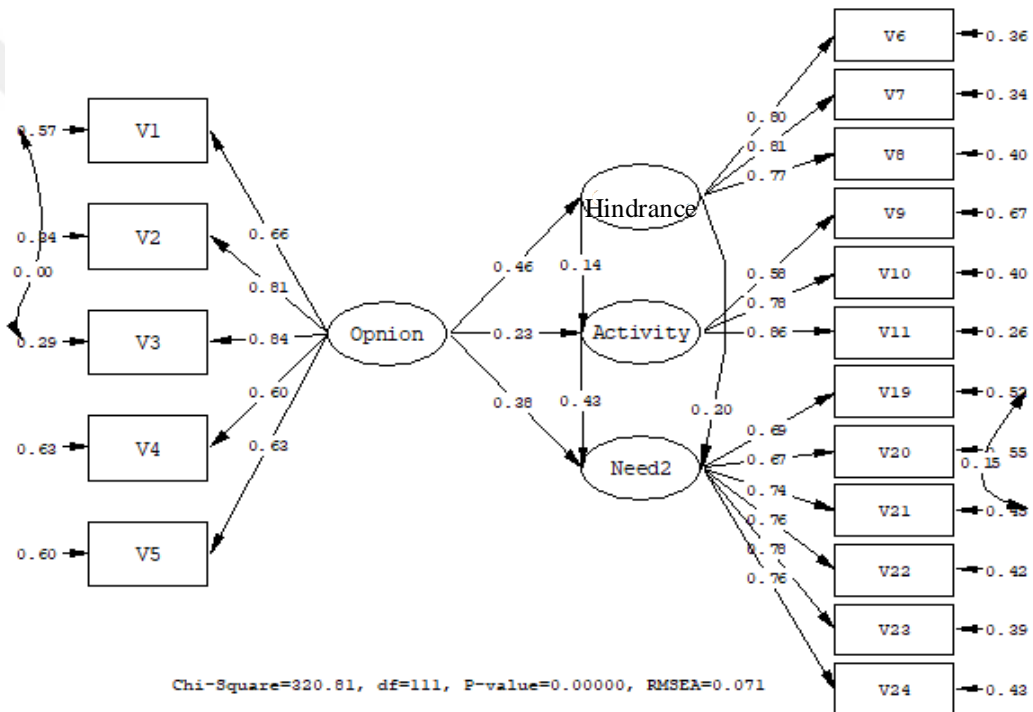


Figure 7. Path Graphic and Correlations Towards the Need for Teaching Techniques

According to Figure 7;

With a one-unit increase in teachers' positive opinions about PD programs, their perception of hindrances towards participating in PD programs increases $\beta = 0.46$ units ($t = 7.61$ $p < 0.001$). Hence, H1 was supported again.

In a one-unit increase in teachers' positive opinions about PD programs, PD activity increases = 0.23 units ($t = 3.24$ $p = 0.01$). Hence, H2 was supported again.

A one-unit increase in teachers' hindrances to participating in PD programs increases $\beta = 0.14$ units in PD activity. H3 was supported again.

In teachers' responses, a significant correlation of $\beta = 0.42$ units in the same direction was determined between PD activity and the need for teaching techniques ($t = 6.79$ $p < 0.001$). According to the determined correlation, there is an increase of 0.42 units in need for teaching techniques in a one-unit increase in PD activity. Hence the H7 was supported. It means that by participating in PD programs, teachers may identify their needs more effectively. They may recognize that they need development in specific areas, such as teaching techniques, new theories, classroom management, etc.

A significant correlation of $\beta = 0.38$ units in the same direction was determined between teachers' opinions on PD programs and the need for teaching techniques ($t = 6.49$ $p < 0.001$). According to this relationship, there is a one-unit increase in teachers' positive opinions about PD programs and the need for lesson content increases by 0.38 units. Hence the H8 was supported. We can understand that with the help of PD programs, teachers may identify their weaknesses more effectively.

In teachers' responses, it was determined that there is a significant correlation of $\beta = 0.21$ units in the same direction between the hindrances to participating in PD programs and the need for teaching techniques ($t = 3.63$ $p < 0.01$). According to this relationship, there is a one-unit increase in the hindrances to participation in PD programs and an increase of 0.21 units in need of teaching techniques. Hence H9 was supported. We can understand from this result that if teachers cannot participate in PD programs, their need to improve and develop their teaching techniques skills remain. This obstacle may be the cost of the PD activity, inconvenient location, heavy workload, etc. 'Cost' is the most common reason that hinders teachers from participating in PD programs. The results obtained are given in Table 16.

Table 16

SEM Results Regarding the Need for Teaching Techniques

Items		Standard Loads	t-value	R ²	CR	AVE
Opinions on PD Programs (Opinion)	V1	0,66	13,64	0,52	0,836	0,511
	V2	0,81	18,17	0,62		
	V3	0,84	19,15	0,78		
	V4	0,60	12,24	0,37		
	V5	0,63	13,01	0,37		
Hindrances to Participating in PD Programs (Hindrance)	V6	0,80	15,10	0,64	0,836	0,629
	V7	0,81	14,62	0,66		
	V8	0,77		0,60		
	V9	0,58	10,48	0,33		
PD Activities (Activity)	V10	0,78	10,58	0,60	0,789	0,561
	V11	0,86		0,74		
	V19	0,69	11,85	0,48		
	V20	0,67	15,70	0,45		
	V21	0,74	13,20	0,55		
Need for Teaching Techniques (Need 2)	V22	0,76	13,52	0,58	0,875	0,539
	V23	0,78	13,14	0,61		
	V24	0,76		0,57		
Hypothesis					Results	
<i>H₁: Opinion → Hindrance</i>		0,46	7,61		<i>Supported</i>	
<i>H₂: Opinion → Activity</i>		0,23	3,24		<i>Supported</i>	
<i>H₃: Hindrance → Activity</i>		0,14	2,03		<i>Supported</i>	
<i>H₇: Activity → Need2</i>		0,43	6,79		<i>Supported</i>	
<i>H₈: Opinion → Need2</i>		0,38	6,49		<i>Supported</i>	
<i>H₉: Hindrance → Need2</i>		0,20	3,63		<i>Supported</i>	

The regression model for the research model for the need for teaching techniques is as follows. Explanation rates of exogenous variables to the endogenous variable are given in R², Table 12, and regression models.

$$\text{Hindrance} = 0.43 * \text{Opinion}, \text{Errorvar.} = 0.82, R^2 = 0.18$$

$$\text{Activity} = 0.14 * \text{Hindrance} + 0.25 * \text{Opinion}, \text{Errorvar.} = 0.90, R^2 = 0.11$$

$$\text{Need2} = 0.20 * \text{Hindrance} + 0.40 * \text{Activity} + 0.35 * \text{Opinion}, \text{Errorvar.} = 0.38, R^2 = 0.57$$

According to the regression model, 57% of the changes in teaching techniques variable can be explained by exogenous variables.

4.7.3 The third model – professional development needs in international language proficiency. In the last model tested, the needs of teachers for international language proficiency were tried to be explained. In other words, the effects of teachers' opinions on PD programs, PD activity, and the hindrances to participation in PD programs on international language proficiency are analyzed. In the model, the convergent validities were examined first. For this, the V6 item in the vision scale with a factor load of less than 0.70 was not removed from the scale. When other items with a factor load of less than 0.70 were excluded from the scales, it was not removed from the scales because it was seen that another convergent validity did not increase the AVE value and that the threshold value for AVE was reached. In addition, the presence of multiple correlations between all items (observed variables) in SEM was examined with VIF values, and it was determined that the highest VIF value was 2.359 and the critical value was lower than 5. Therefore, the problem of multiple correlations between independent variables was not determined. Another convergent validity is the AVE value, and for the model in which the international language proficiency requirement is explained, the minimum AVE value was calculated as $0.502 > 0.50$, and the convergent validity was provided.

For discriminant validity, the square roots of the AVE values $\sqrt{AVE} > 0,70$ were calculated. Since AVE values are greater than 0.70, discriminant validity is ensured.

Construct reliability and validity, or internal consistency reliability of dimensions, were measured with Composite Reliability (CR) statistics in the study. In the study, $CR > 0.70$ was obtained in all scales, and construct validity was provided. Results are given in Table 18. The adaptation measures for the constructed model have also been examined, and the fit measures are given in Table 17. According to Table 17, it has been determined that the fit dimensions of the model are consistent.

Table 17

Structural Equation Fitment Measures for International Language Proficiency Needs

Model	χ^2/df	RMSEA	SRMR	NNFI	NFI	CFI	IFI	GFI
Measurement Model	3,37	0.079	0.075	0,95	0,95	0,96	0,96	0,92
Theoretical value	$\leq 5^{**}$	$\leq 0.08^{**}$	$\leq 0.08^{**}$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.95^*$	$\geq 0.90^{**}$

The following hypotheses were tested together with the Structural Equation Model for International Language Proficiency Needs and the hypotheses tested in the first model.

H10: When PD activity increases, the need for international language proficiency also increases.

H11: When teachers' positive opinions about PD programs increase, the need for international language proficiency also increases.

H12: When the hindrances to participation in PD programs increase, the need for international language proficiency also increases.

The figure for testing the research hypotheses is given in Figure 8. Figure 8 shows the standard solution.

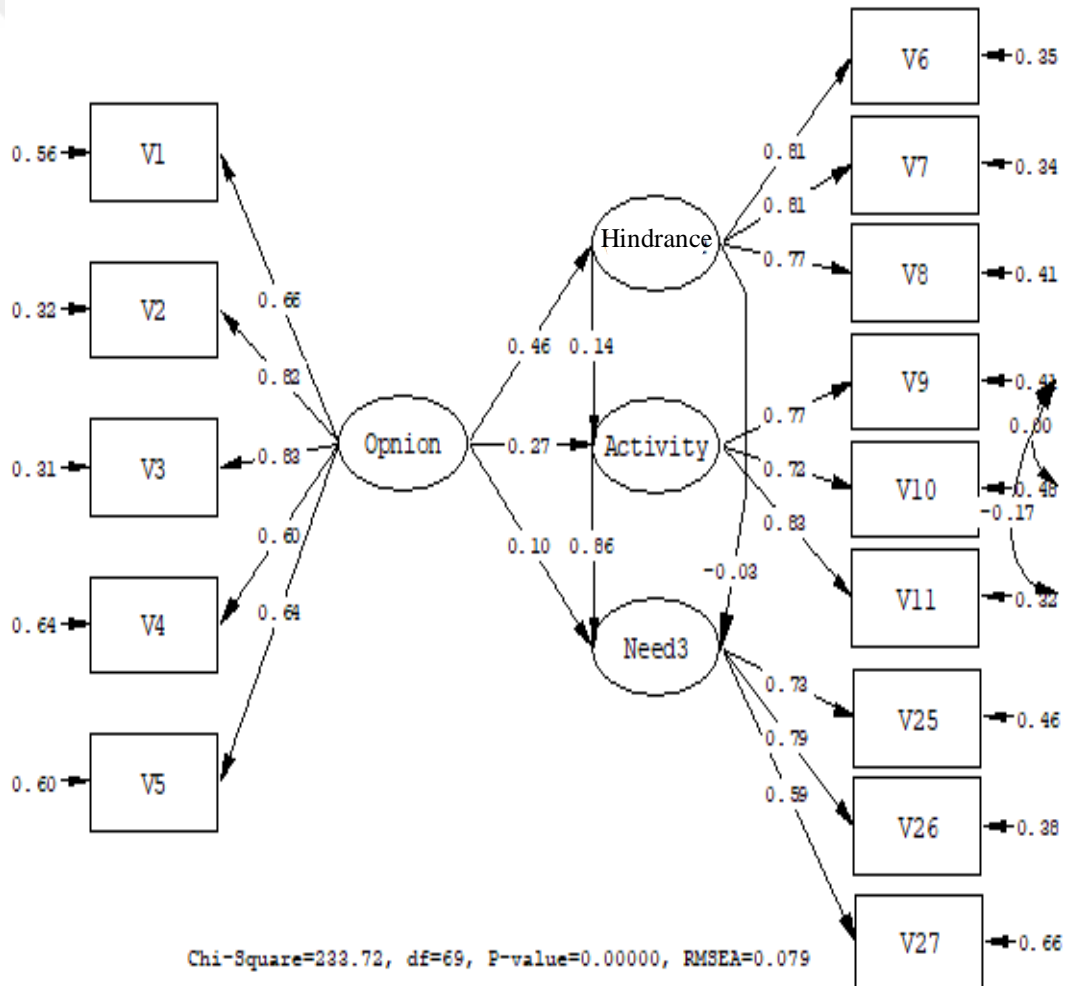


Figure 8. Path Graphic and Correlations Towards International Language Proficiency Needs

According to Figure 8;

With a one-unit increase in teachers' positive opinions about PD programs, their perception of hindrances towards participating in PD programs increases $\beta = 0.46$ units ($t = 7.63$ $p < 0.001$). Hence the H1 was also supported for the model.

In a one-unit increase in teachers' positive opinions about PD programs, PD activity increases = 0.27 units ($t = 3.98$ $p = 0.001$). Therefore, H2 was also supported in the last model.

A one-unit increase in teachers' hindrance to participating in PD programs provides an increase of $\beta = 0.14$ units in PD activity ($t = 2.11$ $p < 0.05$). Therefore, H3 was also supported in the last model.

A significant correlation of $\beta = 0.86$ units in the same direction was determined between the PD activity of teachers and the need for international language proficiency ($t = 9.04$ $p < 0.001$). According to the determined correlation, in a one-unit increase in PD activity, there is an increase of 0.86 units in need for international language proficiency. When teachers participate in more PD programs, they need to catch up with the new theories and approaches in ELT. To do that, they need to participate in so many different PD activities worldwide. So, their need for international language proficiency will increase accordingly. Hypothesis ten is supported by the data.

A correlation of $\beta = 0.10$ units in the same direction was determined between teachers' opinions about PD programs and the need for international language proficiency. This correlation was not found statistically significant ($t = 1.92$ $p > 0.05$). H11 indicated that if the teachers' positive opinions increase, their need for international language proficiency will also increase. The results do not support it.

It has been determined that there is a negative correlation of $\beta = -0.03$ units between the hindrances to participation in PD programs and the need for international language proficiency. This relationship was not statistically significant ($t = -0.49$ $p > 0.05$). Therefore, H12 is not supported. The hypothesis indicated that if the hindrance increases in participating in PD activities, teachers' need in international will also increase. However, the results show that relation between hindrances and need in international language proficiency is not statistically significant. Hypothesis twelve is not supported by the results. The results obtained are given in Table 18.

Table 18

SEM Results Regarding the Need for International Language Proficiency

Items		Standard Loads	t-value	R ²	CR	AVE
Opinions on PD Programs (Opinion)	V1	0,66	13,73	0,44	0,859	0,513
	V2	0,82	18,37	0,68		
	V3	0,83	18,72	0,69		
	V4	0,60	12,13	0,36		
	V5	0,64	13,02	0,41		
Hindrances to Participating in PD Programs (Hindrance)	V6	0,81	15,03	0,65	0,830	0,635
	V7	0,81	14,50	0,66		
	V8	0,77		0,59		
PD Activities (Activity)	V9	0,77	12,28	0,97	0,824	0,600
	V10	0,72	12,80	0,66		
	V11	0,83		0,11		
International Language Proficiency (Need3)	V27	0,59	10,53	0,32	0,772	0,502
	V25	0,73	10,94	0,54		
	V26	0,79		0,64		
Hypothesis					Results	
<i>H₁: Opinion → Hindrance</i>		0,46	7,63		<i>Supported</i>	
<i>H₂: Opinion → Activity</i>		0,27	3,98		<i>Supported</i>	
<i>H₃: Hindrance → Activity</i>		0,14	2,11		<i>Supported</i>	
<i>H₁₀: Activity → Need3</i>		0,86	9,04		<i>Supported</i>	
<i>H₁₁: Opinion → Need3</i>		0,10	1,92		<i>Not supported</i>	
<i>H₁₂: Hindrance → Need3</i>		-0,03	-0,49		<i>Not supported</i>	

The regression model for the research model for the international language proficiency requirement is as follows. Explanation rates of exogenous variables to the endogenous variable are given in R², Table 14, and regression models.

$$\text{Hindrance} = 0.46 * \text{Opinion}, \text{Errorvar.} = 0.79, R^2 = 0.21$$

$$\text{Activity} = 0.15 * \text{Hindrance} + 0.32 * \text{Opinion}, \text{Errorvar.} = 1.76, R^2 = 0.087$$

$$\text{Need3} = 0.011 * \text{Hindrance} + 0.51 * \text{Activity} + 0.15 * \text{Opinion}, \text{Errorvar.} = 0.34, R^2 = 0.64$$

According to the regression model, 64% of the changes in the teachers' need for international language proficiency can be explained by exogenous variables.

4.8. Relation Between the Various Characteristics of the Teachers and Their Answers to the Research Variables

It was investigated whether there is a statistically significant difference between the various characteristics of the teachers and their answers to the research variables. First of all, the responses given to the scales were collected and divided into the number of items. Thus, the score value of the variable for the relevant scale was obtained between 1 and 5 for each teacher. If the score or point value is between 1 and 5, the significance of the responses given to the scales and the significance of the average scores are also the same. In investigating the differences, it was first examined whether the mean score values showed a normal distribution for the selection of statistical methods. Normality tests were examined with Kolmogorov-Smirnov normality tests.

As a result of the normality test, the Opinion Variable about PD programs was more pointed than the standard distribution graph, while the other variables were found to be flatter than average. While the variable of participation in professional societies is skewed to the right (positive asymmetry) according to the standard distribution graph, the other variables are skewed to the left (negative asymmetry).

While the Need Variable for the lesson content showed a normal distribution according to the Kolmogorov-Smirnov test, it was determined that the other variables did not show a normal distribution. Therefore, parametric tests could be performed in the Need Variable for the lesson content. Nonparametric statistics were preferred for other variables. However, all comparisons were analyzed using nonparametric statistical methods to avoid confusion in the analysis. Normality tests are given in Table 19.

Table 19

Normality Tests

		Kurtosis	Skewness	Kolmogorov-Smirnov Statistic	df	Sig.
Opinion	Opinion on PD programs	2,884	-1,145	,110	201	,000
ACT1	Sharing between colleagues	-,694	-,067	,093	201	,000
ACT2	Participation in professional societies	-,423	,304	,149	201	,000
ACT3	Development of teaching techniques	-,117	-,225	,133	201	,000
HIND1	Content of PD activity	,142	-,868	,217	201	,000
HIND2	The suitability of the PD activity in terms of date, time and fee	-,226	-,550	,155	201	,000
HIND3	Teacher motivation in PD	-,093	-,325	,115	201	,000
NEED1	Lesson content	-,459	-,124	,057	201	,200*
NEED2	Teaching Techniques	-,425	-,349	,088	201	,001
NEED3	International language proficiency	-,135	-,189	,097	201	,000

4.8.1 Relation between teachers' gender and research variables. The Mann-Whitney U Test was used to investigate a statistically significant difference between teachers' gender and their responses to research variables. According to the Mann-Whitney U Test;

It was determined that the positive opinions of female teachers about PD programs were higher than that of male teachers ($Z = 2,734$ $p =, 006$).

It was determined that the activity of female teachers towards sharing among colleagues was higher than that of male teachers ($Z = 2,557$ $p =, 011$).

It has been determined that the activity of female teachers towards participating in professional societies is higher than that of male teachers ($Z = 2,421$ $p =, 015$).

It was determined that the activity of female teachers for developing teaching techniques was higher than that of male teachers ($Z = 2,772$ $p =, 006$).

According to the results, female EFL teachers have higher positive opinions about PD than male teachers. Female EFL teachers' activity levels in sharing experiences among colleagues, participating in PD social groups, improving their teaching technique are also higher than male teachers. The results show us that female EFL teachers are more eager to improve their teaching skills and catch up with the new theories and new approaches in ELT.

No significant difference was found between the gender of teachers and their perception of a hindrance towards the content of PD activities ($Z =, 597$ $p =, 551$).

No significant difference was found between the gender of teachers and their perception of hindrances regarding the appropriateness of PD activities in terms of date, time, and fee ($Z =, 408$ $p =, 683$). No significant difference was found between the gender of teachers and their perception of a hindrance towards teacher motivation in PD ($Z =, 075$ $p =, 941$).

In terms of hindrances about time, place and cost, motivation, there are no statistically significant differences between female and male EFL teachers. It means that both female and male EFL teachers have similar hindrance perceptions towards participating in PD programs.

No significant difference was found between the gender of the teachers and their needs for the lesson content ($Z = 1,070$ $p =, 285$). No significant difference was found between the gender of teachers and their needs for teaching technique ($Z =$

1,286 p =, 199). No significant difference was found between the gender of teachers and their international language proficiency needs ($Z = 1,222$ p =, 222).

There is no statistically significant difference between the gender of the EFL teachers and their needs in the lesson content, teaching techniques, international language proficiency areas. It shows that both female and male EFL teachers have similar thoughts about their needs in lesson content, teaching techniques, international language proficiency areas. Both female and male EFL teachers have similar PD needs. The results obtained are given in Table 20.

Table 20

Difference Test by Gender

	Gender	N	Mean	Std. Deviation	Z	P
Opinion	Female	147	4,3016	,61201	2,734	,006
	Male	54	4,0679	,59919		
ACT1	Female	147	3,8435	,71333	2,557	,011
	Male	54	3,5247	,69319		
ACT2	Female	147	3,1429	,97045	2,421	,015
	Male	54	2,7593	,82268		
ACT3	Female	147	3,5828	,66763	2,772	,006
	Male	54	3,2963	,57796		
HIND1	Female	147	4,1293	,86422	,597	,551
	Male	54	4,0463	,89162		
HIND2	Female	147	4,0045	,80333	,408	,683
	Male	54	4,0000	,66980		
HIND3	Female	147	3,4671	,85622	,075	,941
	Male	54	3,5000	,74324		
NEED1	Female	147	3,1808	,87367	1,070	,285
	Male	54	3,0847	,89344		
NEED2	Female	147	3,5420	,86687	1,286	,199
	Male	54	3,3981	,81226		
NEED3	Female	147	3,3696	,89912	1,222	,222
	Male	54	3,1914	,82060		

4.8.2 Type of institutions and research variables – research question 4: are there any differences between state and private schools in terms of professional development? The Mann-Whitney U Test was used to investigate a statistically significant difference between the institution type where teachers work and their responses to the research variables. According to the Mann-Whitney U Test;

There is no significant difference between teachers' opinions about their institution and PD programs ($Z = .666$ $p = .505$). It means that EFL teachers have similar thoughts about PD programs in both public and private schools.

However, EFL teachers who work at private schools share their experiences more often than the EFL teachers who work at public schools. It has been determined that the sharing of teachers working in private institutions among their colleagues is higher than that of teachers working in public institutions ($Z = 3.100$ $p = .002$).

There is not any significant difference between teachers' participation in professional communities and the institutions they work in ($Z = .439$ $p = .660$). EFL teachers' participation in different PD activities is similar both in public and private schools. The difference is not statically significant in terms of participation. This result shows that EFL teachers try to improve their knowledge in teaching English in both public and private schools. EFL teachers want to participate in PD programs wherever they work.

It has been determined that teachers' development of teaching techniques working in private institutions is higher than the development of teachers working in public institutions ($Z = 2.403$ $p = .016$). It shows that EFL teachers who work at private schools are more eager to develop their teaching techniques.

Another result shows that the difference between the teachers in public and private schools regarding the perception of a hindrance (appropriateness, motivation, the content of PD activity, etc.) is not statistically significant. It explains that teachers' perception of hindrance is similar between teachers in public and private schools. They face similar obstacles when they want to participate in PD activities. There is not any significant difference between teachers' perceptions of hindrances to the content of PD activities regarding the institution they work in ($Z = 1.082$ $p = .279$). There is no significant difference between the institutions where teachers work and the hindrance perceptions regarding the appropriateness of PD activities in terms

of date, time, and fees ($Z = 0$ $p = .683$). There is no significant difference between the institutions where teachers work and their perceptions of hindrances towards teacher motivation in PD ($Z = 1.954$ $P = 0.051$).

There is no significant difference between the institutions where teachers work and their needs for the lesson content ($Z = .007$ $p = .994$).

There is no significant difference between the institutions where teachers work and their teaching technique needs ($Z = .798$ $p = .425$).

There is no significant difference between the institutions where teachers work and their international language proficiency needs ($Z = 1.480$ $p = .139$).

Analyzed data shows no significant differences between teachers' perception of need in PD programs and the type of institution they work at. There are similarities between the EFL teachers' perceptions of need in lesson content, teaching techniques, international language proficiency areas.

It does not matter where they work; they have similar needs in public and private schools. It can be indicated that the problem is common among EFL teachers. They have similar problems in the lesson that they should improve themselves to be a better teacher. The results obtained are given in Table 21.

Table 21

Difference Test According to the Institution Type Teachers Work

	Institution	N	Mean	Std. Deviation	Z	P
Opinion	Private	95	4,2333	,55777	,666	,505
	Public	106	4,2437	,66634		
ACT1	Private	95	3,9088	,69351	3,100	,002
	Public	106	3,6226	,72019		
ACT2	Private	95	2,9842	,92384	,439	,660
	Public	106	3,0896	,96805		
ACT3	Private	95	3,6316	,61208	2,403	,016
	Public	106	3,3931	,67581		
HIND1	Private	95	4,1895	,81273	1,082	,279
	Public	106	4,0330	,91617		
HIND2	Private	95	4,0105	,74766	,011	,991
	Public	106	3,9969	,78947		
HIND3	Private	95	3,6070	,80627	1,954	,051
	Public	106	3,3585	,82897		

Table 21 (Cont.)

	Institution	N	Mean	Std. Deviation	Z	P
NEED1	Private	95	3,1669	,81125	,007	,994
	Public	106	3,1442	,93719		
NEED2	Private	95	3,4456	,86890	,798	,425
	Public	106	3,5550	,83910		
NEED3	Private	95	3,2491	,78244	1,480	,139
	Public	106	3,3868	,95854		

4.8.3 Relation between graduate department and research variables. It

was also investigated whether there is a statistically significant difference between the answers given by the teachers to the research variables according to the departments they graduated from. The study determined that six teachers graduated from linguistics and eight teachers graduated from translation and interpreting. As the number of teachers graduating from other departments is more concentrated, the differences between the graduates of the ELT and English Language and Literature departments were examined. The examination was carried out with the Mann-Whitney U Test. According to the Mann-Whitney U Test;

According to the department they graduated from ($Z = 1,364$ $p = ,173$), there is no significant difference between teachers' opinions about PD programs.

According to the department they graduated from ($p > 0.05$), there is no significant difference between the teachers' PD activities according to the department they graduated from.

We can understand that EFL teachers' thoughts are similar about PD activities. Their activity level in PD is also similar according to the results. There is no significant difference between PD activities and the graduated department.

According to the department they graduated from, there is no significant difference between the perceptions of a hindrance to participating in PD programs by the teachers ($p > 0.05$). The EFL teachers' perception of hindrance in participating in PD programs is also similar. It may show us that teachers who graduated from different departments such as ELT, ELL, etc., have similar obstacles that hinder them from participating in PD activities.

There is no significant difference between the lesson content development needs of the teachers according to the department they graduated from ($p > 0.05$). No matter which department they graduated from, EFL teachers have similar needs in PD. The results obtained are given in Table 22.

Table 22

Differences Test - the Departments that Teachers Graduated from

	Department	N	Mean	Std. Deviation	Z	P
Opinion	ELT	120	4,1736	,68169	1,364	,173
	English Language and Literature	67	4,3557	,48365		
ACT1	ELT	120	3,8194	,72940	1,396	,163
	English Language and Literature	67	3,6667	,70113		
ACT2	ELT	120	3,1125	,90624	,819	,413
	English Language and Literature	67	3,0000	,99240		
ACT3	ELT	120	3,4722	,64181	1,687	,092
	English Language and Literature	67	3,6318	,63864		
HIND1	ELT	120	4,1167	,88102	,412	,680
	English Language and Literature	67	4,0970	,79410		
HIND2	ELT	120	3,9639	,77519	1,106	,269
	English Language and Literature	67	4,1045	,71823		
HIND3	ELT	120	3,4472	,85939	1,251	,211
	English Language and Literature	67	3,5920	,77811		
NEED1	ELT	120	3,2060	,92319	1,213	,225
	English Language and Literature	67	3,0426	,81309		
NEED2	ELT	120	3,5000	,86885	,323	,746
	English Language and Literature	67	3,4701	,84284		
NEED3	ELT	120	3,3306	,88297	,352	,725
	English Language and Literature	67	3,2836	,88240		

4.8.4 Relation between age and research variables. The Kruskal-Wallis H test was used to investigate whether there is a significant difference between the age distributions of teachers and research variables. In comparison, differences were determined in the variables of the age distribution of teachers and content of PD activity, hindrance perception (K-W = 9,195 p =, 027) and lesson content needs (K-W = 11,916 p =, 008), no significant difference was found in other variables. Bonferroni multiple comparison test was used to determine in which age groups there was a difference in the variables determined. According to Bonferroni multiple comparison test:

It is determined that the perception of hindrance in PD activities of teachers whose age is under 25 is higher than the perception of hindrance in teachers' PD activities with an age of 46 + (Std. Test Statistic = 2,688 p =, 043). It can be indicated that younger EFL teachers face more obstacles when participating in different PD activities.

It is determined that the needs of teachers whose age is under 25, based on lesson content needs, are higher than the needs of teachers whose age distribution is 46 + (Std. Test Statistic = 3,175 p =, 009). It can be explained as younger teachers just graduated from the university, and they do not have so many experiences in teaching English. However, EFL teachers, who are older than 46, have so many experiences, they know what to do when they struggle. This can be the reason behind this result. The results obtained are given in Table 23.

Table 23

Differences Test for Age Distribution of Teachers

		N	Mean	Std. Deviation	K-W	p
Opinion	- 25	35	4,1571	,72077	2,098	,552
	26-35	89	4,2228	,56180		
	36-45	60	4,3083	,64281		
	46 +	17	4,2451	,58665		
	Total	201	4,2388	,61592		
ACT1	- 25	35	3,9524	,71466	5,726	,126
	26-35	89	3,7940	,70264		
	36-45	60	3,6000	,70457		
	46 +	17	3,7255	,81850		
	Total	201	3,7579	,72032		

Table 23 (Cont.)

		N	Mean	Std. Deviation	K-W	p
ACT2	- 25	35	2,9143	,77161	2,324	,508
	26-35	89	3,1292	1,04318		
	36-45	60	2,9333	,88042		
	46 +	17	3,2059	,96919		
	Total	201	3,0398	,94652		
ACT3	- 25	35	3,4952	,54456	1,410	,703
	26-35	89	3,5356	,68648		
	36-45	60	3,4222	,63740		
	46 +	17	3,6667	,77280		
	Total	201	3,5058	,65582		
HIND1	- 25	35	4,4714	,68538	9,195	,027
	26-35	89	4,0787	,82881		
	36-45	60	4,0250	,96737		
	46 +	17	3,7941	,90241		
	Total	201	4,1070	,87020		
HIND2	- 25	35	4,0571	,64416	,249	,969
	26-35	89	4,0225	,74162		
	36-45	60	3,9500	,85442		
	46 +	17	3,9804	,86979		
	Total	201	4,0033	,76811		
HIND3	- 25	35	3,5905	1,00354	1,185	,756
	26-35	89	3,4607	,79852		
	36-45	60	3,4000	,75365		
	46 +	17	3,5882	,84598		
	Total	201	3,4760	,82570		
NEED1	- 25	35	3,4735	,95755	11,916	,008
	26-35	89	3,2392	,79795		
	36-45	60	2,8548	,83320		
	46 +	17	3,1176	1,01045		
	Total	201	3,1549	,87782		
NEED2	- 25	35	3,4714	,93365	,120	,989
	26-35	89	3,5112	,82450		
	36-45	60	3,5028	,90588		
	46 +	17	3,5294	,68778		
	Total	201	3,5033	,85293		

Table 23 (Cont.)

		N	Mean	Std. Deviation	K-W	p
NEED3	- 25	35	3,4571	,79247	4,811	,186
	26-35	89	3,3970	,83919		
	36-45	60	3,1167	,98544		
	46 +	17	3,3725	,81550		
	Total	201	3,3217	,88026		

4.8.5 Relation between preferred format and research variables. The Mann-Whitney U test was used to examine whether there was a statistically significant difference between the format preferred by teachers in their PD programs and the research variables. According to the Mann-Whitney U test;

A significant difference is not found between teachers' preferred format in PD programs and their opinions about PD programs ($Z = 1,097$ $p = ,273$).

There is no significant difference between teachers' format in their PD programs and the sharing activities between their colleagues ($Z = 1,531$ $p = ,126$).

There is no significant difference between teachers' format in their PD programs and their participation in professional communities ($Z = ,772$ $p = ,440$). We can understand no significant relationship between teachers' choice in PD format and their general view on PD programs.

It has been determined that teachers who participate in PD programs compulsorily have higher perceptions of activity towards developing teaching techniques than teachers who voluntarily participate in PD programs ($Z = 2,247$ $p = ,025$). It is determined that EFL teachers who participate in PD activities compulsorily tend to attend more PD programs to improve their teaching techniques. It shows us that when teachers have to participate in PD, they want to develop their teaching techniques.

There is no significant difference between teachers' format in PD programs and their perception of hindrances related to PD activities ($Z = ,403$ $p = ,687$).

There is no significant difference between teachers' perception of the format they preferred in their PD programs and the appropriateness of the PD activity in terms of date, time, and fees ($Z = ,171$ $p = ,864$).

There is no significant difference between teachers' preferred format in PD programs and their perception of teacher motivation hindrance in PD ($Z = 1,863$ $p =, 062$).

There is no significant difference between teachers' preferred format in their PD programs and their lesson content needs ($Z = 1,097$ $p =, 273$).

There is no significant difference between teachers' preferred format in their PD programs and their teaching technique needs ($Z = 1,335$ $p =, 182$).

There is no significant difference between teachers' preferred format in their PD programs and their needs for international language proficiency ($Z = 1.623$ $p =, 105$).

According to the other results, there is not any significant difference between EFL teachers' preferred format in PD programs and their perception of hindrances in participating in PD programs, appropriateness of the PD activity (date, time, and fees), teachers' motivation, their need in developing themselves in lesson content, teaching techniques, international language proficiency areas. We can understand from these results that there is no relationship between teachers' choice of format in PD and their needs and perception of hindrances in PD programs. The results obtained are given in Table 24.

Table 24

Differences Test According to Teachers' Preferences for Professional Development Programs

		N	Mean	Std. Deviation	Z	P
Opinion	Optional	158	4,2089	,63817	1,097	,273
	Compulsory	43	4,3488	,51795		
ACT1	Optional	158	3,7152	,72546	1,531	,126
	Compulsory	43	3,9147	,68658		
ACT2	Optional	158	3,0063	,92211	,772	,440
	Compulsory	43	3,1628	1,03349		
ACT3	Optional	158	3,4536	,66050	2,247	,025
	Compulsory	43	3,6977	,60777		
HIND1	Optional	158	4,1076	,89468	,403	,687
	Compulsory	43	4,1047	,78345		
HIND2	Optional	158	4,0253	,70740	,171	,864
	Compulsory	43	3,9225	,96455		

Table 24 (Cont.)

HIND3	Optional	158	3,4262	,81725	1,863	,062
	Compulsory	43	3,6589	,84041		
NEED1	Optional	158	3,1121	,85385	1,097	,273
	Compulsory	43	3,3123	,95489		
NEED2	Optional	158	3,4694	,78936	1,335	,182
	Compulsory	43	3,6279	1,05587		
NEED3	Optional	158	3,2827	,80706	1,623	,105
	Compulsory	43	3,4651	1,10827		

4.8.6 Relation between professional development program method and format preferences and research variables. There is a difference between teachers' preferred format in their PD programs and the research variables investigated with the Mann-Whitney U test. According to the Mann-Whitney U test;

There is no significant difference between teachers' preference for their PD program to be short-intensive or long-term extensive and their opinions about PD programs ($Z = ,741$ $p = ,459$).

There is no significant difference between the teachers' preference for their PD program to be short-intensive or long-term extensive and the sharing activities between colleagues ($Z = 1,257$ $p = ,209$).

There is no significant difference between teachers' preference for their PD program to be short-intensive or long-term extensive and their participation in professional communities ($Z = 1,374$ $p = ,170$).

There is no significant difference between the teachers' preference for their PD program to be short-intensive or long-term extensive and the activities of developing teaching techniques ($Z = 1.733$ $p = ,083$).

There is not any significant difference between teachers' preference for their PD program to be short-intensive or long-term extensive and their hindrances to the content of PD activities ($Z = ,058$ $p = ,954$).

There is no significant difference between teachers' preference for their PD program to be short-intensive or long-term extensive and the hindrances to the appropriateness of PD activities in terms of date, time, and fees ($Z = 1,060$ $p = ,289$).

According to the analyzed data, there is not any significant difference between EFL teachers' method and format preferences and their opinion about PD programs, teachers' sharing among colleagues, their participation in professional communities,

teachers' activity to improve their knowledge in teaching techniques, teachers' perception of hindrances to participate in PD programs, teachers' approaches to the appropriateness of the PD programs in terms of time, fee, and location. It can be indicated from these results that teachers' general views on PD programs do not affected by their preferences.

On the other hand, teachers, who think that motivation is a vital hindrance to hinder them from participating in PD programs, tend to prefer long-term, extensive PD programs. We can understand that if the teachers' motivation level is low, they want to participate in long-term programs because they may not want to push themselves too hard or not have that energy to participate in short-term intensive programs. It has been determined that teachers who prefer long-term, extensive PD programs have higher teacher motivation hindrances in PD than teachers who prefer short-intensive programs ($Z = 2.053$ $p = .040$).

It has been determined that teachers who prefer long-term, extensive PD programs have higher lesson content needs than those who prefer short intensive programs ($Z = 3.020$ $p = .003$).

It was determined that the teaching technique needs of teachers who preferred long-term, extensive PD program was higher than those who preferred short intensive program ($Z = 2.224$ $p = .026$).

Teachers, who think that they need to improve themselves in lesson content and teaching techniques, tend to prefer long-term, extensive PD programs. We can understand that if teachers recognize some areas to improve their careers, they tend to attend more extensive programs. The reason behind it may be the teachers' motivation, spare time after school, or the weekend.

There is no significant difference between teachers' preference for their PD program to be short-intensive or long-term extensive and the need for international language proficiency ($Z = 1.142$ $p = .254$). The results obtained are given in Table 25.

Table 25

Difference Test According to Teachers' Preference for Their Professional Development Program Format (Short Intensive Program or Long-term Extensive Program)

	Preferred Format	N	Mean	Std. Deviation	Z	P
Opinion	Short-Term Intensive	135	4,2173	,63294	,741	,459
	Long-Term Extensive	66	4,2828	,58175		
ACT1	Short-Term Intensive	135	3,7160	,73699	1,257	,209
	Long-Term Extensive	66	3,8434	,68243		
ACT2	Short-Term Intensive	135	2,9852	,94027	1,374	,170
	Long-Term Extensive	66	3,1515	,95664		
ACT3	Short-Term Intensive	135	3,4494	,67693	1,733	,083
	Long-Term Extensive	66	3,6212	,59882		
HIND1	Short-Term Intensive	135	4,1074	,86037	,058	,954
	Long-Term Extensive	66	4,1061	,89664		
HIND2	Short-Term Intensive	135	3,9580	,77954	1,060	,289
	Long-Term Extensive	66	4,0960	,74137		
HIND3	Short-Term Intensive	135	3,3975	,82508	2,053	,040
	Long-Term Extensive	66	3,6364	,80962		
NEED1	Short-Term Intensive	135	3,0222	,88389	3,020	,003
	Long-Term Extensive	66	3,4264	,80559		
NEED2	Short-Term Intensive	135	3,4074	,87665	2,224	,026
	Long-Term Extensive	66	3,6995	,77195		
NEED3	Short-Term Intensive	135	3,2716	,85923	1,142	,254
	Long-Term Extensive	66	3,4242	,91995		

4.8.7 Relation between preferred management in training and research variables. The Mann-Whitney U test was used to investigate whether there is a difference between teachers' PD programs as trainer-centered or teacher-centered and the research variables. According to the Mann-Whitney U test; There is no significant difference between the PD programs being trainer-centered or teacher-centered and their opinions on PD programs ($Z = 1,353$ $p = , 176$).

There is no significant difference between the trainer-centered or teacher-centered PD programs and their activities based on sharing among colleagues ($Z = 1.913$ $p = , 056$).

There is no significant difference between the trainer-centered or teacher-centered PD programs and the activities of developing teaching techniques ($Z = , 803$ $p = , 420$).

According to the Mann-Whitney U test, there are no significant differences between teachers' preferences about management in training and teachers' opinions, their activeness in PD programs, their activities to develop their teaching techniques, their need in lesson content, teaching techniques, international language proficiency areas. Their needs and opinions do not affect EFL teachers' management preferences in PD programs.

It has been determined that teachers who think PD programs should be teacher-centered have higher participation in professional communities ($Z = 2,410$ $p = , 016$).

It was determined that teachers who think that PD programs should be teacher-centered have higher perceptions of hindrances towards the content of PD activities than teachers who consider PD programs to be trainer-centered ($Z = 3.732$ $p = .000$).

It has been determined that teachers who think that education should be teacher-centered in PD programs have higher perceptions of hindrances to the appropriateness of PD activities in terms of date, time, and fees than the hindrance perceptions of teachers who consider education to be trainer centered in PD programs ($Z = 2.694$ $p = .007$).

It was determined that teachers who think that education should be teacher-centered in PD programs have higher perceptions of hindrances to teacher motivation in PD than teachers who consider education to be trainer-centered in PD programs ($Z = 2,116$ $p = , 034$).).

There is no significant difference between trainer-centered or teacher-centered training and the needs for lesson content ($Z = 6,99$ $p = ,485$).

In PD programs, there is no significant difference between the training being trainer-centered or teacher-centered and the needs for teaching techniques ($Z = 1,338$ $p = ,181$).

There is no significant difference between trainer-centered or teacher-centered training and the needs for international language proficiency ($Z = ,238$ $p = ,812$) in PD programs.

The results show that if the PD program is teacher-centered, EFL teachers have higher participation in PD programs. EFL teachers expect PD programs to be teacher-centered. Nowadays, teachers state that education must be student-centered. We should experience it in PD programs also. Because, in PD programs, teachers are the learners, and the training should be learner-centered.

Teachers, who think that the PD program should be teacher-centered, have higher perceptions of hindrances about the content of the PD program, appropriateness of the program (in terms of date, time, and fees), motivation. The results obtained are given in Table 26.

Table 26

Difference Test for Teachers' Training in Professional Development Program to be Trainer Centered or Teacher Centered

	Preferred Format	N	Mean	Std. Deviation	Z	P
Opinion	Trainer Centered	71	4,1408	,70353	1,352	,176
	Teacher Centered	130	4,2923	,55803		
ACT1	Trainer Centered	71	3,8873	,76208	1,913	,056
	Teacher Centered	130	3,6872	,68922		
ACT2	Trainer Centered	71	3,2535	1,03811	2,410	,016
	Teacher Centered	130	2,9231	,87485		
ACT3	Trainer Centered	71	3,4460	,73882	,807	,420
	Teacher Centered	130	3,5385	,60629		

Table 26 (Cont.)

	Preferred Format	N	Mean	Std. Deviation	Z	P																																																				
HIND1	Trainer Centered	71	3,7746	,97757	3,732	,000																																																				
	Teacher Centered	130	4,2885	,74933			HIND2	Trainer Centered	71	3,8075	,79415	2,694	,007	Teacher Centered	130	4,1103	,73475	HIND3	Trainer Centered	71	3,3192	,83083	2,116	,034	Teacher Centered	130	3,5615	,81336	NEED1	Trainer Centered	71	3,1871	,98134	,699	,485	Teacher Centered	130	3,1374	,81928	NEED2	Trainer Centered	71	3,3638	,93703	1,338	,181	Teacher Centered	130	3,5795	,79680	NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812	Teacher Centered
HIND2	Trainer Centered	71	3,8075	,79415	2,694	,007																																																				
	Teacher Centered	130	4,1103	,73475			HIND3	Trainer Centered	71	3,3192	,83083	2,116	,034	Teacher Centered	130	3,5615	,81336	NEED1	Trainer Centered	71	3,1871	,98134	,699	,485	Teacher Centered	130	3,1374	,81928	NEED2	Trainer Centered	71	3,3638	,93703	1,338	,181	Teacher Centered	130	3,5795	,79680	NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812	Teacher Centered	130	3,3538	,80455								
HIND3	Trainer Centered	71	3,3192	,83083	2,116	,034																																																				
	Teacher Centered	130	3,5615	,81336			NEED1	Trainer Centered	71	3,1871	,98134	,699	,485	Teacher Centered	130	3,1374	,81928	NEED2	Trainer Centered	71	3,3638	,93703	1,338	,181	Teacher Centered	130	3,5795	,79680	NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812	Teacher Centered	130	3,3538	,80455																			
NEED1	Trainer Centered	71	3,1871	,98134	,699	,485																																																				
	Teacher Centered	130	3,1374	,81928			NEED2	Trainer Centered	71	3,3638	,93703	1,338	,181	Teacher Centered	130	3,5795	,79680	NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812	Teacher Centered	130	3,3538	,80455																														
NEED2	Trainer Centered	71	3,3638	,93703	1,338	,181																																																				
	Teacher Centered	130	3,5795	,79680			NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812	Teacher Centered	130	3,3538	,80455																																									
NEED3	Trainer Centered	71	3,2629	1,00777	,238	,812																																																				
	Teacher Centered	130	3,3538	,80455																																																						

4.8.8 Relation between preferred program format and research variables.

The Kruskal-Wallis H test was used to investigate a statistically significant difference between the teachers' preferred format and their responses to the research variables. According to the Kruskal-Wallis H test, it was determined that there is a statistically significant difference in the hindrance variable (K-W = 10,009 p =, 007) for the content of PD activity and the needs variable for the lesson content (K-W = 6,106 p =, 47). Bonferroni multiple comparison test was used to see between which groups the differences were. According to Bonferroni multiple comparison test;

It has been determined that teachers whose preferred training format is workshop perception of hindrances towards the content of PD activity is higher than teachers whose preferred training format is seminars (Std. Test Statistic = 3,160 p =, 005). When teachers have more obstacles to find and attend PD programs, they tend to choose workshop format in PD programs.

It has been determined that teachers whose preferred training format is a discussion group have higher needs for the lesson's content than teachers whose preferred training format is seminars (Std. Test Statistic = 2,466 p =, 041). The results obtained are given in Table 27.

Table 27

Difference Test According to the Preferred Program Format

	Preferred Program Format	N	Mean	Std. Deviation	K-W	p
Opinion	Seminar	64	4,2005	,57519	,951	,622
	Workshop	102	4,2663	,65680		
	Discussion Group	35	4,2286	,57606		
	Total	201	4,2388	,61592		
ACT1	Seminar	64	3,6510	,72843	2,484	,289
	Workshop	102	3,8105	,72895		
	Discussion Group	35	3,8000	,67737		
	Total	201	3,7579	,72032		
ACT2	Seminar	64	3,1172	1,03026	,649	,723
	Workshop	102	3,0000	,95181		
	Discussion Group	35	3,0143	,77161		
	Total	201	3,0398	,94652		
ACT3	Seminar	64	3,4948	,60856	,695	,706
	Workshop	102	3,5327	,69298		
	Discussion Group	35	3,4476	,64140		
	Total	201	3,5058	,65582		
HIND1	Seminar	64	3,8438	,89918	10,009	,007
	Workshop	102	4,2549	,84942		
	Discussion Group	35	4,1571	,78376		
	Total	201	4,1070	,87020		
HIND2	Seminar	64	4,0677	,79943	1,585	,453
	Workshop	102	4,0163	,71350		
	Discussion Group	35	3,8476	,86070		
	Total	201	4,0033	,76811		

Chapter 5

Discussion and Conclusions

This chapter discusses the findings. At the end of the discussion part, conclusions are explained as well as recommendations and suggestions for future studies related to EFL teachers' needs and preferences in PD.

5.1 Discussion of Findings for Research Questions

According to the previous studies, PD is a broad term that contains a lifelong learning process for EFL teachers. EFL teachers need to expand their knowledge of new approaches and language teaching techniques (Day, 1999). They need to improve their skills in other subjects also. In this study, it is aimed to find out teachers' needs and preferences in PD programs. As Schleicher (2012) stated, teachers must have the leading role in their PD journey. Using the result of the study, new PD programs will be more teacher-centered, or teachers' opinions will be considered more effective.

5.1.1 Hinderances. Özen (1997) stated that the main problems that hinder teachers from participating in PD programs are cost and heavy workload. The data of the study shows that Özen's (1997) results are supported. Özdemir (2013) conducted a study on teachers' needs in PD, and it was stated that the most common need of the teachers is in new technologies and methods. The result of the study shows that this is also supported because 23.4% of the teachers graded very high in need of new theories and practices in ELT, and 45.8% of the teachers graded new theories and practices as high.

According to collected data most common hindrances are unqualified trainers (43.3%), inconvenient date and time (44.3%). It can be concluded that most of the teachers do not prefer to participate PD programs if the trainer is not qualified on the PD programs' subject. 44.3% of the teachers also stated that inconvenient date and time is very important for them. If these factors are not suitable for them, they cannot participate in PD programs it may affect their motivation in PD programs. In addition

to heavy workload (37.8%), cost (51.7%), unqualified trainers (43.3%), inconvenient date and time (44.3%) the other most common hindrance that effects teacher's participation in PD is unrealistic content (39.8%). The content of the PD program should be decided according to teachers' needs and preferences. So, the content will be more realistic for teachers, they can participate more eagerly.

The results show that teachers are sharing ideas among them to improve their knowledge in teaching. 33.8% of the teachers stated that they share experiences as 'Always' in the questionnaire, and 46.3% of the teachers stated as 'Often'. Atay (2007) explained in the study that collaboration among EFL teachers may lead to effective PD programs. This study supports the results of Atay's (2007) study.

5.1.2 Needs. This study indicated that teachers' needs, and expectations are essential, and they need to be considered while organizing PD activities. Gokmenoglu, Clark, and Kiraz (2016) also stated in their study that teachers need to recognize the importance of the PD activities, and the activity must be organized according to teachers' needs and expectations. In this way, the PD programs will be more effective and valuable for teachers. The results of the Gokmenoglu, Clark, and Kiraz (2016) study are supported by this study also.

Findings of the Seferoğlu's (2001) study show that experienced teachers do not feel eager to share their experiences with novice ones. The communication and sharing between them may influence PD and their teaching skills. The result of this thesis shows that teachers want to share their experiences with other teachers. 33.8% of the teachers stated that they always share experiences, 46.3% of the teachers stated that they often share ideas and experiences with other colleagues. These results show us different findings other than Seferoğlu's (2001) study. Teachers tend to share experiences. They do it often in their teaching career.

Yılmaz (2016) and Bolam, McMahon, Stoll, Thomas, Wallace, Greenwood, Hawkey, Ingram, Atkinson, and Smith (2005) were also supported this idea that teachers feel confident when they share experiences and make collaborations among colleagues. Aktekin (2019) conducted a study about the effects of collaboration between teachers on PD. It was stated in Aktekin's (2019) study that PD activities will be more effective and reflective with the help of sharing experiences. This supports our findings in this study.

5.1.3 Preferences. In this study, 28% of the teachers stated that they prefer online PD activities, and 20% preferred blended PD programs. It shows us that they are eager to use technology while they are developing their teaching skills. This hypothesis is supported by Erdem (2017). Erdem (2017) focused on the use of technology among teachers and found out that peer relation has a vital role in using technology as a tool for PD activities. EFL teachers tend to use technology because they need to catch up with the new trends, and they need to do it by using the Internet and technology. Erdem (2017) also stated that technology affects students' motivation to learn English positively. So, teachers need to improve their skills in using technology.

The use of technology makes attending and finding proper PD activities easy for the teachers. Nowadays, most things occur online. Teachers can find effective PD programs for themselves more feasibly. Teachers tend to prefer online or blended PD programs because they may not have enough time to go to another city or country to attend specific PD programs. Using technology, they can attend any PD program suitable for them in terms of time and cost. This study also proves this idea.

Nowadays, the other aspect of the PD is post-COVID-19 teacher education. There are different kinds of PD programs for teachers as online, face-to-face, and blended. People are getting information through online resources. In this research, 20% of the teachers preferred blended program format for PD. Liman-Kaban, Aşçı (2021) stated that every teacher needs to benefit at the same level from different kinds of PD programs. Liman-Kaban, Aşçı (2021) also stated that post-COVID-19 teacher education should be organized as blended program that contains synchronous (real-time) and asynchronous (self-paced) courses.

Güçlü stated that PD should be a life-long journey (2018). There is an emphasis on CPD in Güçlü's study (2018). Contrary to this, in this research, it is determined that 67% of the teachers preferred short-term intensive PD programs. As mentioned before, the reason behind it may be teachers' lack of spare time. However, 45.8% of the teachers sometimes read ELT articles, magazines, or books. This may show us that teachers consider PD as a lifelong learning process. They sometimes do some practices and catch up with the new trends in ELT. However, they tend to prefer short-term intensive ones for a specific program.

The EFL teachers in Turkey think that PD is vital for their careers. More than 45% of them stated that they feel confident when they attend PD programs. In addition, they think that PD programs help them to improve their teaching skills. However, they also stated that heavy workload, lack of motivation, lack of institutional support, unqualified trainers, unrealistic content hinder them from participating in PD programs. This may lead to many problems in language teaching in Turkey. Anıl and Ozkan (2014) determined, according to the TALIS, that the most common reasons that cause problems in language teaching are the need for PD, lack of time, effectiveness of PD programs. We can indicate that the findings of this study support the determinations of Anıl and Ozkan. It can be suggested that Turkish EFL teachers need more effective and meaningful PD programs.

5.1.4 Differences between private and public schools. 48% of the EFL teachers stated that they are working at a private institution. Almost half of the participants of this study is working at a private institution. 98% of the teachers working at a private institution stated that they prefer English as a PD. 82% of the EFL these teachers, who are working at a private institution, prefer the optional PD program format. They tend to choose PD programs according to their ideas. 78% of them also think that the PD program should be teacher-centered.

5.3 Conclusions

This research aimed to find out Turkish EFL teachers' preferences and needs in PD. To achieve this, EFL teachers' opinions, their perception of hindrances in PD programs, their preferences, their workplace (public and private), and their characteristic features were evaluated.

In this research, it has been found that teachers need development in the teaching of speaking skills the most. Teachers need development in the writing skills also. The results show us that teachers need to improve their teaching techniques in productive skills. Because productive skills are the key points in learning and acquiring a language, communication cannot be established among people without productive skills. There should be more meaningful and effective PD programs for Turkish EFL teachers to improve their teaching skills.

The relationship between research variables and teachers' preferences is evaluated. Teachers' gender, age, graduate department, experiences affect their preferences in PD programs. EFL teachers' workplace also has a role in their preferences. Teachers who work at private schools tend to choose English as a language in PD. These teachers also prefer optional PD program format. They may not have enough time or budget to attend compulsory PD programs. Most of the younger teachers are working at private schools and they indicated that they need more PD activities. However, there is one common perception among teachers that they need meaningful, effective PD programs.

Finally, we can say that this research can show the PD program developers and teachers that when we consider teachers' preferences and their needs, they are ready to their best to improve their teaching skills.

5.4 Recommendations

In this part, there will be some recommendations for future studies about Turkish EFL teachers' preferences and their needs in PD. This can be very beneficial for Turkish EFL teachers because this research show that they want to do something, they want to improve themselves, but they also face some obstacles to achieve this. When future studies light up the way for the teachers, language education in Turkey will be more effective for the students and indirectly to the country's future.

The first question that comes to mind is why most EFL teachers in Turkey are female. Future studies can evaluate the reason behind this. Secondly, the reason why the EFL teachers tend to participate voluntarily in the PD programs can be found.

The reason behind the similarity between sharing among teachers in public and private school EFL teachers may be the following studies' research problem. The reason behind it can be investigated in future studies.

The other idea for future studies to research why EFL teachers whose age is under 25 have higher hindrances than teachers whose age is older than 46.

The last topic that can be an idea for future studies is why teachers who think their need is higher in developing their teaching skills tend to choose long-term, extensive programs. The reason can be lack of time or heavy workload of the teachers.

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