AN INVESTIGATION INTO TURKISH ENGLISH LANGUAGE TEACHERS'
PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS, PRACTICES AND
CHALLENGES

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Approval of the Graduate School of Social Sciences

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ABSTRACT

AN INVESTIGATION INTO TURKISH ENGLISH LANGUAGE TEACHERS' PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS, PRACTICES AND CHALLENGES

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This phenomenological research study seeks to explore English language teachers' professional development needs, practices and challenges that they experience in their professional growth. Data were collected from 41 English language teachers working at public schools in 14 different cities in Turkey through semi-structured interviews conducted in 2012.

The findings suggested that highest level of needs were indicated with regard to developing teachers' English language proficiency and speaking skills, improving knowledge and skills in English language teaching methodology, incorporating technology into language teaching, and materials development and adaptation. It was found out that teachers with low levels of perceived English language proficiency seemed to have more of a need for professional development than teachers with a higher level of perceived language proficiency. Despite the wide range of perceived professional development needs, the participants were reluctant

to attend in-service trainings offered by Ministry of National Education. The perceived challenges were identified under five categories: teacher-related problems; student-related difficulties; contextual factors; challenges related to the educational system; and the social status of the teaching profession. Furthermore, highly centralized educational system as well as the lack of support, guidance and supervision constitute challenges to teachers' professional growth. Teachers in this study suffered to a great extent from the lack of autonomy and freedom over their teaching practices, especially their role in pedagogical decision-making processes was concerned.

This study suggests that professional development practices that might best contribute to teachers' professional growth need to be based on their immediate needs, designed and directed with their involvement.

Keywords: Professional Development, English Language Teacher, English Language Teaching, Phenomenological Research

ÖZ

TÜRK İNGİLİZCE ÖĞRETMENLERİNİN ALGILANAN MESLEKİ GELİŞİM İHTİYAÇLARI, UYGULAMALARI VE SORUNLARI ÜZERİNE BİR İNCELEME

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Bu görüngüsel çalışma İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını, uygulamalarını ve mesleki gelişimlerinde yaşadıkları sorunları incelemeyi amaçlamaktadır. Çalışmanın verileri 2012 yılında yarı-yapılandırılmış görüşme tekniği ile Türkiye'de 14 farklı şehirde devlet okullarında çalışan 41 İngilizce öğretmeni ile görüşülerek elde edilmiştir.

Çalışmanın bulguları, en fazla mesleki gelişim ihtiyacının İngilizce dil yeterlik seviyesi ve konuşma becerisini geliştirme, İngiliz dili öğretimi yöntem bilgisini ve becerisini kazanma, teknolojinin dil eğitiminde kullanılması ve etkili materyal gelişimi alanlarında yaşandığını göstermiştir. Ayrıca düşük İngilizce dil yeterlik seviyesine sahip olan öğretmenlerin, yüksek dil seviyesine sahip olduğunu belirten öğretmenlere göre daha fazla mesleki gelişim ihtiyacı içerisinde oldukları görülmüştür. Pek çok farklı alanda mesleki gelişim ihtiyacı tespit edilmesine

rağmen, katılımcıların Milli Eğitim Bakanlığı tarafından düzenlenen hizmet-içi eğitimlere katılmak konusunda isteksiz oldukları dikkat çeken bir bulgudur. Çalışmada ortaya çıkan mesleki gelişim sorunları beş kategori altında toplanmıştır: öğretmen ile ilgili sorunlar; öğrenci-kaynaklı sorunlar; fiziksel etkenler; eğitim sisteminden kaynaklanan sorunlar ve öğretmenlik mesleğinin toplumdaki yeri. Bununla birlikte, oldukça merkeziyetçi eğitim sisteminin aynı zamanda destek, rehberlik ve denetim eksikliğinin öğretmenlerin mesleki gelişiminde sorunlar teşkil ettiği saptanmıştır. Çalışmaya katılan öğretmenlerin özellikle pedagojik karar alma süreçlerindeki rolleri dikkate alındığında kendi öğretim faaliyetleri üzerinde büyük ölçüde özerklik ve özgürlük eksikliği yaşadıkları bulgusu dikkat çekmektedir.

Bu çalışmanın sonuçları, öğretmenlerin mesleki gelişimine katkıda bulunabilecek mesleki gelişim uygulamalarının onların ihtiyaçlarına dayanmasının ve bu faaliyetlerin öğretmenlerin katılımlarıyla tasarlanıp yürütülmesinin gerekliliğini göstermiştir.

Anahtar Kelimeler: Mesleki Gelişim, İngilizce Öğretmeni, İngiliz Dili Öğretimi, Görüngüsel Araştırma.

To my beloved parents,

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CHAPTER I

INTRODUCTION

This chapter consists of four sections. The first section provides a background to the study. The second presents the aim of the study with research questions. The third section discusses the need for the study. The final section provides the definition of terms.

1.1. Background to the Study

> "An education system is only as good as its teachers"
>
> (UNESCO, 2014, p. 9)

Professional development of teachers has received more and more interest in recent years. Globalization of society and economy, the advances in technology as well as the increasing mobility put increasing pressure on education for high standards and improving quality. The world of tomorrow is being shaped in our classrooms today, and such rapid changes in the world require students to be equipped with diverse and complex skills to meet the increasing demands of the future that is hard to visualize. Faced with such challenges, the act of teaching is becoming increasingly complex and demanding. In this regard, teachers have "a need, as never before, to update and improve their skills through professional development" (Craft, 2000, p. 6). Literature also highlights that teachers need to continue to learn, and enrich their pedagogical repertoire so that as adaptive experts, they can utilize their knowledge to differentiate their practices (Bransford, Darling-Hammond & LePage 2005; Broad & Evans, 2006; Cumming, 2011; Turner-Bisset, 2001). Bransford et al. (2005) describes the complex nature of teaching as follows:

On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for students' futures. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. Above all, teachers need to keep what is best for the child at the centre of their decision-making (pp. 1-2).

There is a growing body of literature which suggests that among school-related factors, what teachers know and can do is one of the most important influences on student achievement (Cohen & Hill, 1997; Darling-Hammond & Skyes, 1999; Fullan, Hill & Crevola, 2006). Since teachers' professional learning has been widely considered to be of great significance to achieve educational effectiveness and improvement of student learning outcomes (Cumming, 2011; Tomlinson, 2004), they need to be involved in continuing professional development to better meet the rising expectations of the students.

This need is more evident when it comes to the English language teachers. Celce-Murcia (2001) states that "the field of second language teaching has undergone through many fluctuations and shifts over the years" (p. 3), and highlights the fact that language teaching is different compared to other fields in education in the sense that change is experienced quite often. As Tsui and Tollefson (2007) clearly put forward "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" (p. 1). As English is the most commonly used language for political, cultural and economic exchanges, at the practical level, the institutions need to meet the new challenges emerging out of the changes in curriculum, language tests and student needs. Furthermore, the shifts in educational paradigms and new trends have considerably changed the field's understanding of how teachers learn to do their work. Thus, it is possible to argue that this climate of change has significant implications with regard to the teacher development.

According to Richards and Farrell (2005), "the field of language teaching is subject to rapid changes….as a result, teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development" (p. vii).

It had long been assumed that language teachers were able to learn the content knowledge and teaching practices in their initial teacher education program, and develop pedagogical expertise during the induction years of teaching. This approach to teacher learning might be regarded as skill-learning grounded in the positivistic paradigm. However, there is a growing body of research on second language teacher education which views teachers as producers of knowledge who make informed decisions about their teaching practices in particular contexts (Borg, 2003; Freeman, 2002). It is possible to trace these changing paradigms with respect to teacher learning in the various definitions and practices of language teacher professional development in the literature, especially in the distinction between *training* and *development*.

In a broader sense, professional development in teaching profession can be defined as any activity, strategy or program designed to make changes in teachers' beliefs and practices in order to improve student achievement (Guskey, 2002). However, two broad goals have been identified in the literature in regard to teacher education, that is, *training* and *development*. While training is generally conducted in the forms of in-service training (INSET) programs, development focuses on the long-term teacher growth (Freeman, 1989). As Richards and Farrell (2005) point out, development "serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review" (p. 4). Although these two terms have been considered differently in the literature, most of the time they overlap. Continuous professional development incorporates both short and long term goals.

Traditional delivery approaches and practices to teacher development often require teachers to attend one-shot 'sit-and-get' INSET programs, with a top-down

approach to disseminating knowledge, in which they are provided with new ideas, information and practical suggestions. The assumption underlying such conventional trainings is that teachers will acquire that knowledge, and apply it immediately after they come back to their classrooms. However, there has been increasing dissatisfaction with regard to such one-shot INSETs. The conventional approaches are often criticized to be *course-based*, *input-based*, *externally-defined*, *deficit-oriented* and *short-term*. (Borg, 2015; Choi & Andon, 2014; Darling-Hammond, 1998; Feiman-Nemser, 2001; Guskey, 1999; Ingvarson, 1998; Kubanyiova, 2012; Lieberman & Wilkins, 2006; Little, 1993, 1999; Mujis et al. 2014; Villegas-Reimers, 2003). Ingvarson (1998) suggests that even though these traditional approaches are essential, they are no longer sufficient. Similarly, Villegas-Reimers (2003) argues that

> With the new conception of teachers as professionals, and of their preparation as being a lifelong learning process, where they are active participants in their own growth and development as teachers, the concept of teacher training, whether pre-service or in-service, is no longer fitting (p. 67).

In the same vein, Borg (2015) draws attention to the fact that such externally-driven professional development practices might result in "teacher as consumer modes of teacher learning" (p. 5). Rather than taking the responsibility of one's own learning, teachers in that training room might feel that what they are given externally is more important than what they experience in their day-to-day practices. Such an understanding to professional development is more likely to limit these teachers' contributions to the trainings as well (Borg, 2015). Another overall criticism of such trainings is that they fail to produce long-term positive effects and promote the intended changes in teachers' beliefs, attitudes and teaching practices (Choi & Andon, 2014; Kubanyiova, 2012).

Having reviewed research on professional development, Guskey (1999) identifies some key characteristics that professional development practices need to possess in order to support teacher growth. "Differences in communities of school administrators, teachers, and students uniquely affect professional development processes and can strongly influence the characteristics that contribute to

professional development's effectiveness" (Guskey, 2003, p. 47). Therefore, professional development might have the greatest impact when the immediate needs of teachers in particular instructional contexts are taken into consideration in the design, implementation and evaluation of such development practices (Guskey, 2002).

Some other scholars propose principles and guidelines for professional development practices to follow in order to produce positive outcomes (Corcoran, 1995; Fullan, 2005; Hawley & Valli, 1999; Little, 1982). Fullan (2005), for example, points out that when designing teacher development programs, the role of stakeholders and organizational culture need to be taken into consideration. He argues that the practices targeting at teacher growth need to regard staff development as a process of learning, and acknowledges the fact that both the organizational culture, and local and regional agencies have an essential role in teacher development.

With all this in mind, it is possible to suggest that the relevant literature has shown an increasing interest in certain characteristics of professional development approaches which are considered to have greater contribution to teacher growth. Among the factors highlighted are *a focus on student learning and achievement*; *relevancy to the diverse needs of teachers and their ways of learning*; *connections to contextual factors; use of strategies that facilitate collaboration and communication*; and *attention to the role of wider contexts* such as the processes of educational change and expectations of stakeholders and local and regional agencies.

It should be noted that there is no universally accepted framework for success in designing effective professional development activities for teachers, and no single model or activity will guarantee the impact on teacher development since "the appropriateness of any particular model varies depending on the goals, the content, and the context for implementation" (Guskey, 1999, p. 29).

Although there is a growing body of literature on teacher professionalism, recent studies reflect that professional development of teachers still needs further research and exploration. This need is more evident in the area of EFL teacher professional development. Although research in this area is limited and deserves much more attention, the increasing demands on English language teaching in many countries including Turkey, and the growing need for competent and well-prepared English language teachers might well bring the significance of EFL teacher development to the fore.

There is a growing dissatisfaction with and concerns about Turkish students' low levels of English language proficiency. Turkey consistently ranks very low on various measures of English language speaking. For example, Turkey ranks 47th out of 63 countries in the 2014 English Proficiency Index (EPI) developed by English First (EPI, 2015), which places the country in the category of very low proficiency. It is apparent that in spite of the educational reforms and policy changes in ELT curriculum, learners are not able to reach expected proficiency levels in English Language. There may be several reasons to account for such low English language proficiency. However, considering that teacher quality is the factor that matters most for student learning, it is of great significance to explore EFL teacher professional development practices at Turkish public schools.

According to the statistics published by the Turkish Ministry of National Education (MoNE) [Milli Eğitim Bakanlığı] (MoNE, 2014), there were 14,950,897 students and 829,077 teachers at public schools in 2013-2014 school year. In this respect, English language is a compulsory foreign language offered to the largest number of students at Turkish public schools including primary, secondary and tertiary levels. Considering the number of students offered ELT in those schools, each year a considerable number of new EFL teachers enter into the system. For example, 3964 EFL teachers were hired for the public schools in Turkey in 2015 (MoNE, 2015a). As the number of EFL teachers working at public schools is increasing each year, it is of great significance for policy makers to developing coherent and system-wide support programs for these teachers from their initial teacher education programs to the retirement.

Partly due to the continual adjustments and standardization of the ELT in line with the norms of the European Union (EU) (Kırkgöz, 2009), and partly due to the growing dissatisfaction with the students' levels of English language proficiency, Turkey has initiated education reforms in recent years which focused on the need to improve the quality of the English language teaching and learning in all levels of instruction, from primary to higher education in the light of the current developments in language teaching and learning. With the recent policy changes, the starting age of learning a foreign language has been lowered to the 66 months (2nd Grade at primary school). Furthermore, the renewed ELT curriculum has highlighted the constructivist as well as communicative approaches to language teaching and learning. The nation-wide implementation of such radical changes in a short period of time has posed serious challenges with regard to the EFL teacher professional development.

The MoNE organized a series of in-service teacher education programs in order to familiarize EFL teachers with the goals and objectives of the revised curriculum, and the constructivist and communicative language teaching approaches and methods, and to provide them with specific skills and knowledge to teach English to young learners (Kırkgöz, 2008; Mirici, 2006). However, despite these efforts, some recent studies point to the fact that most teachers still employ traditional grammar-based language teaching practices, which calls the effectiveness of these in-service trainings into question (Gürsoy, Korkmaz & Damar, 2013; Kırkgöz, 2008, 2009; Özşevik, 2010). Furthermore, there have been research studies in the literature which reported several concerns and problems with regard to the design, implementation and impact of INSETs such as the insufficient number of these courses for EFL teachers, the externally-driven top down design of INSETs; the lecture-type presentation of the course content, leaving little or no room for teacher active involvement; lack of lecturer expertise; and lack of guidance and follow-up support (Bayrakçı, 2010; Çimer, Çakır & Çimer, 2010; Kırkgöz, 2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Uysal, 2012).

These studies highlight the fact that the course content of these trainings are determined not by the teachers, but by the administrators or the trainers. In order

to develop effective professional development programs, the initial step is to carry out needs analysis to determine the actual developmental needs of EFL teachers. In this regard, more research needs to be conducted in order to explore the professional development needs and practices of EFL teachers working at public schools. Another point emphasized in all the afore-mentioned studies is the importance of the involvement of all stakeholders in the design and implementation of the professional development practices.

Keeping all this in mind, one may well suggest that the assumption underlying most of the in-service trainings offered by MoNE for EFL teachers still holds the earlier idea of the teacher as a consumer of received knowledge. However, the most recent view of continuing professional development (CPD) is more likely to consider teacher as a knowledge generator (Borg, 2015). In this regard, high quality professional development practices which are based on constructivist view of development are more likely to have:

- relevance to the needs of teachers and their students
- teacher involvement in decisions about content and process
- teacher collaboration
- support from the school leadership
- exploration and reflection with attention to both practices and beliefs
- internal and/or external support for teachers (e.g. through mentoring)
- job-embeddedness
- contextual alignment (with reference to the institutional, educational, social and cultural milieu)
- critical engagement with received knowledge
- a valuing of teachers' experience and knowledge (Borg, 2015, p. 6).

1.2. Purpose of the Study

This current research study aims to investigate professional development practices of English as a Foreign Language (EFL) teachers working at public schools in Turkey. In this regard, this study seeks to provide Heidegerrian hermeneutical analysis of EFL teachers' experiences with regard to their professional development needs and practices. As parts of this qualitative inquiry, in addition

to participants' perceptions on language teacher professionalism, their perceptions on the professional development activities they carry out, their professional development needs and challenges they face as hindrance to their development are also examined.

More specifically, this qualitative inquiry aims to respond to the following questions:

1. How do English language teachers describe a professional English language teacher?
2. What are the professional development needs of English language teachers?
3. What types of professional development practices are English language teachers currently engaged in?
4. What are the perceived challenges that English language teachers experience in their professional growth?

1.3. Significance of the Study

The literature on teacher professional development indicates that one-shot professional development activities which are externally determined, designed and implemented without taking into account the immediate needs of teachers are generally reported to fail to have an impact on teacher development and learning. On the other hand, high quality professional development practices are more likely to have a relevance to the needs of teachers and their students, and enable teachers to be involved in decisions about content and process. Therefore, it is commonly argued that any program which targets at contributing to ongoing professional development of teachers should be based on the immediate needs of teachers, and designed and accomplished with teachers' involvement. In this regard, this study can be regarded as a significant attempt to uncover and describe the perceptions of EFL teachers working at public schools in Turkey with regard to their professional development practices, their developmental needs and the factors that they believe might pose challenges to their growth as teachers.

Such a qualitative inquiry is also significant since there has been little research which focuses on the EFL teacher professional development at public schools in Turkey. It is possible to state that although a vast literature exists on general professional development, research specific to professional development for EFL teachers in Turkey is less extensive. Furthermore, research on professional development of EFL teachers at Turkish public schools is limited; to the researcher's knowledge, no phenomenological qualitative research study has been conducted which focuses specifically on the professional development practices of EFL teachers at public schools. In order to explore the current status of EFL teachers' professional development in Turkey, Hoş and Topal (2013) made a systematic review of the relevant literature. This meta-analysis reviewed the literature on professional development and in-service training of EFL teachers in journal articles, thesis and dissertations published between 2000 and 2012. Having identified only 30 studies based on these criteria, Hoş and Topal (2013) draw attention to the fact that the research on PD and INSET in the area of EFL is limited in Turkey. More importantly, these scholars find out that most of these studies were conducted to explore the development practices of EFL instructors working at English Preparatory Schools at universities. In other words, very few studies focused on the professional development of EFL teachers at K-12 public schools in Turkey.

Another issue to underline regarding the relevant literature is that most of the studies in the Turkish context follow quantitative research methodologies, which might also pose limitations (Hoş & Topal, 2013) since they do not provide deeper understanding of the participants' views, beliefs and attitudes (Johnson & Christensen, 2014). As Creswell (2007) argues, qualitative research methodology is more likely to provide a more holistic understanding of the phenomenon being investigated since it paves the way for exploring the participants' experiences and their personal meanings from their own points of views. In response to this gap in the literature, this qualitative study seeks to provide a Heidegerrian hermeneutical analysis of EFL teachers' experiences regarding their professional development.

In addition to the developmental needs of the participants, this study also focuses on their professional development practices. Most of the studies in the relevant literature are interested in the evaluation of the INSET programs offered for the EFL teachers. However, recent views on continuing professional development suggest that teacher development is ongoing, life-long and most of the time self-directed. Therefore, such a qualitative study, which seeks to explore the perceptions of 41 teachers in 14 different cities in Turkey, might approach the issue from a broader perspective. In doing so, it might yield significant implications for the policy makers, other stakeholders and teachers themselves as well.

Another significance of this study is that through examining the professional development practices from teachers' points of view, it also provides insights into how educational reforms planned at macro-level are being realized in teachers' day-to-day teaching practices at micro-level. In fact, there is a reciprocal relationship between teachers' professional development and educational reforms in that "educational reforms that do not include teachers and their professional development have not been successful. Professional development initiatives that have not been embedded in some form of reform of structures and policies have not been successful either" (Villegas-Reimers, 2003, p. 24). This reminds us of the double role of teachers in educational reforms – both as "subject and object of change" (Villegas-Reimers, 2003, p. 7). They are *the subject of change* since they are expected to keep themselves updated and engage in professional development to fulfill the goals of educational reforms. They are also *the object of change* since they are the key players of these reforms in the actual classrooms. In this regard, professional development of teachers is a significant area of research that has received a major attention in recent years.

There have been radical educational reforms and policy changes in English language teaching curriculum in Turkey in the past few years. The nation-wide implementation of these reforms in a very short time might have posed serious issues with regard to the professional development of EFL teachers at public schools (Kırkgöz, 2009). Considering the importance of the reciprocal relationship between the teachers' professional development and educational reforms, this

phenomenological inquiry into EFL teachers' professional development might contribute both to the planning and implementation of high quality professional development activities in the future, and to the successful implementation of the educational reforms in teachers' everyday practices.

In addition to the investigation of EFL teachers' experiences with regard to their professional development needs and practices, this qualitative inquiry aims to examine participants' perceptions on both teaching as a profession, and teachers as professionals as well. In this regard, the relevant literature reveals general and mostly theoretical descriptions of professional teachers and professionalism (Tichenor & Tichenor, 2005). Thus, there has been little empirical research which explored these issues from the perspectives of teachers. In this respect, identifying EFL teachers' perceptions might contribute to the body of knowledge on language teacher professionalism in Turkey.

1.4. Definitions of Key Terms

Professional Development: Continuous and ongoing development in the profession of teaching English as a foreign language through the opportunities designed to make changes in teachers' beliefs, practices and attitudes in order to improve student learning. Professional development is a broader concept which encompasses both short-term and long-term goals and facilitates growth of teachers' understanding of teaching and themselves as teachers.

Ministry of National Education (MoNE): The Ministry of National Education (MoNE [MEB]) is a government ministry of the Republic of Turkey which is responsible for the supervision of public and public educational system. In this respect, it is authorized for the nation-wide implementation of the ELT curriculum and development of the language teacher development policies.

In-service Training (INSET) Programs: The workshops and seminars offered by the In-service Training Department of MoNE throughout the year to EFL teachers. EFL teachers are generally expected to attend such trainings on a voluntary basis.

As for the trainers for the course delivery, the MoNE might invite academicians from the universities or the experienced teachers qualified as teacher trainers in the ministry.

Non-ELT Graduates: EFL Teachers in public schools who have not graduated from the English Language Teaching (ELT) departments of the Faculty of Education. Educational reforms in the last two decades with regard to the ELT curriculum – especially introducing English at earlier grades at primary schools – led to a shortage of qualified EFL teachers. MoNE hired non-ELT graduates as EFL teachers to overcome this problem. These non-ELT graduates were required to graduate either from the programs of English-medium universities, or from the English language-specific programs such as English Language and Literature, American Culture and Literature or Translation and Interpreting Studies.

CHAPTER II

LITERATURE REVIEW

In this chapter, the research studies from the literature are presented. Specifically, teacher professional development is discussed in terms of its definition, types and characteristics of professional development activities; current applications and paradigm shifts in conceptualizing teacher learning and reflection, and challenges to professional development identified in the literature.

2.1. Professionalism in Teaching

All professions at some point in their development have worked to define what it means to be a professional and to exhibit professionalism in that profession. The definition of the term professionalism might enable individuals within a specific profession to establish boundaries both for themselves and others working in the same occupation. As Bransford et al. (2005) state, first efforts to set standards and create a common curriculum started in medicine at the turn of the twentieth century due to the criticisms of the long-felt uneven quality of medical education. Other fields such as law, engineering and architecture followed this work in the mid-1900s.

Examining the shared understandings and key characteristics that embody professionalism in various professions, Shulman (1998, as cited in Bransford et al., 2005, p. 12) has identified six characteristics that are shared by all professions as follows:

1. *Service to society*, implying an ethical and moral commitment to clients;
2. *A body of scholarly knowledge* that forms the basis of the entitlement to practice;

3. *Engagement in practical action*, hence the need to enact knowledge in practice;
4. *Uncertainty* caused by the different needs of clients and the non-routine nature of problems, hence the need to develop judgment in applying knowledge;
5. *The importance of experience* in developing practice, hence the need to learn by reflecting on one's practice and its outcomes; and
6. *The development of a professional community* that aggregates and shares knowledge and develops professional standards.

Taking into consideration the afore-mentioned characteristics, Bransford et al. (2005) discuss how teaching can be regarded as a profession. Teaching serves others. In fact, its role in societal change cannot be underestimated. As these scholars argue, "although teaching may be a calling, it is not only a calling" (Bransford et al., 2005, p. 12). There are systematic and scientific aspects of teaching. However, at the same time, like the law, it is a body of tradition and organized experience. Collaboration among practitioners is highly recommended in this profession since:

> Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, who work together to create coherent curriculum and systems that support students, and collaborate in ways that advance their combined understanding and skill (Bransford et al., 2005, p. 13).

Becoming a professional and effective teacher requires a variety of skills and competences. Generally, the attributes, behaviors and attitudes that teachers are expected to possess have been used to define what it means to be a professional teacher and what aspects of professionalism that such teachers display. Therefore, teacher professionalism has been conceptualized in different ways in the literature. For example, Wise (1989) suggests that professional teachers are those who

> Have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their students (pp. 304-305).

In his book called *Qualities of Effective Teachers*, Stronge (2007) summarizes the characteristics of effective teachers under four statements: "the effective teacher

cares deeply; recognizes complexity; communicates clearly; and serves conscientiously" (p. 100). Bringing to the fore the behaviors that a professional teacher shows, Hoyle (1980) also describes professionalism as the quality of one's practice. Hurst and Reding (2009) highlight specific behaviors as indicators of professionalism in teaching, such as reflecting on their practices, communicating effectively or building sound relationships with the learners, parents, colleagues and administrators. Similarly, Kramer (2003) identifies the essential qualities of teacher professionalism into three categories; attitude, behavior and communication. These categories comprise a wide range of behaviors and attributes. Since not every teacher can demonstrate such characteristics in the same way and at the same degree, teachers have varying degrees of professionalism (Morrow, 1988).

All this in mind, it is possible to argue that teacher professionalism refers to the quality of practice and the manner in which this practice is executed. Besides, teacher professionalism has a moral and ethical dimension. Sockett (1993), in his book entitled *The Moral Base for Teacher Professionalism*, suggests a broad theory on moral foundations of teacher professionalism. As Sockett (1993) points out, professionalism

> Describes the manner of conduct within an occupation, how the members integrate their obligations with their knowledge and skill in a context of collegiality and of contractual and ethical relations with clients. Every action within the role is judged by standards specific to the profession. The collection of those constantly changing standards is the corpus of understandings, value, insights, and knowledge we call our professionalism (p.9).

Sockett (1993) identifies five major dimensions of teacher professionalism. These are (i) *character*; (ii) *commitment to change and continuous improvement*; (iii) *subject knowledge*; (iv) *pedagogical knowledge*; and (v) *obligations and working relationships beyond the classroom*. In the same vein, Shulman (1997) argues that the term *profess* refers to one's commitment to the characteristics of professional learning. He describes these characteristics as *service*, *understanding*, *practice*, *judgment*, *learning* and *community*.

Literature on teacher professionalism has suggested many discussions with regard to the nature of this profession, and the qualities of effective professional teachers. However, as Tichenor and Tichenor (2005) argue, "these descriptions are mostly theoretical in nature and informed by general observations rather than empirical research" (p. 91). Thus, there has been little research which examined these concepts from the views of teachers. Providing Heideggerian hermeutical analysis of EFL teachers' experiences through their perceptions, this current study seeks to explore what it means to be a professional EFL teacher working at public schools in Turkey, and in what ways teacher professionalism is displayed.

2.2. Professional Development for Teachers

In a broader sense, professional development refers to a process that helps individuals in gaining new knowledge and skills to become much more competent and grow professionally (Mosby, Inc., 2009). However, when the literature on teacher professionalism is considered, it is seen that professional development is defined and described in many different ways. Little (1987), for example, defined professional development as "any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts" (p. 491). Fullan (1995) described professional development as "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change" (p. 265). Glatthorn (1995), on the other hand, defined *professional growth* as referring to the state a teacher achieves "as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p. 41).

As far as the literature on teacher professionalism is concerned, it is seen that the terms *teacher development*, *professional development*, *professional growth*, *professional learning*, *career development*, *staff training*, *training*, and *in-service training* are often used interchangeably. However, it should be noted that these terms have also been defined and conceptualized in many different ways.

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Professional growth and *professional learning* are generally used to indicate teacher-driven development practices, while *staff development*, *staff training* and *in-service training* are used to refer to the activities that are generally one-shot focused trainings on topics required by all staff and faculty. Professional development, on the other hand, is "a broader, more encompassing term used by administrators and teachers to characterize multiple training and development programs within a school district and school setting" (Tomal et al., 2015, p. 45). In the same vein, professional development in teaching profession can be defined as any activity, strategy or program designed to make changes in teachers' beliefs and practices in order to improve student achievement (Guskey, 2002).

Two broad goals have been identified in the literature in regard to teacher education, that is, *training* and *development*. Teacher training generally refers to activities which are designed and implemented to focus on short-term and immediate goals such as providing teachers with some information about the latest approaches and methods used in teaching or familiarizing them with the concepts and terms used in teaching. The content of training is usually determined by experts. Thus, the training is generally organized as 'top-down'. Development, on the other hand, involves improving teachers' knowledge and skills so that they can make more informed decisions over their teaching practices with a particular group of learners in a particular place (Freeman, 1989). As Richards and Farrell (2005) suggest, development "serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers" (p. 4). In this regard, Day's (1999) definition of professional development perhaps best underscores how teachers' continuous professional development are interconnected with the broader context of change in education. Day (1999) points out that,

> Professional development consists of 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, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and

emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (p. 27).

Drawing attention to the fact that professional development is regarded as essential to success in education, Guskey (1999) argues that "one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development" (p. 4). Taking all into account, it is possible to suggest that the assumption underlying all of these endeavors is that by carrying out an intentional learning process that are designed to address specific learning goals, professional development can result in the intended change in participants' beliefs, knowledge, skills or behaviors.

2.3. Language Teacher Development

Foreign language teaching has witnessed rapid changes in the last decades. The shifts in educational paradigms and new trends have considerably changed the field's understanding of how teachers learn to do their work, which is teaching (Celce-Murcia, 2001; Richards & Farrell, 2005). Moreover, at the practical level, the institutions need to meet the new challenges emerging out of the changes in curriculum, language tests and student needs. As a result, it is possible to argue that this climate of change has significant implications with regard to the teacher development. Teachers need to engage in professional development activities in order to update and develop their knowledge and skills. According to Richards and Farrell (2005), English language teacher development aims at:

- Understanding how the process of second language development occurs
- Understanding how our roles change according to the kind of learners we are teaching
- Understanding the kinds of decision making that occur during lessons
- Reviewing our own theories and principles of language teaching
- Developing an understanding of different styles of teaching
- Determining learners' perceptions of classroom activities (p. 4).

In this regard, one may well encounter several attempts in the literature to define what teacher professional development means and what it entails. Day (1999), for

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instance, reported seven common components of successful professional development, which are inspiration (sharing visions), exposition, discussion, opportunities for cross reference of standards, training in new skills, opportunities to experiment, and coaching. Having reviewed the relevant literature, Mann (2005) identified main characteristics of language teacher development. According to him, language teacher development

- is a bottom–up process and as such can be contrasted with top–down staff development programmes;
- values the insider view rather than the outsider view;
- is independent of the organisation but often functioning more successfully with its support and recognition;
- is a continuing process of becoming and can never be finished;
- is a process of articulating an inner world of conscious choices made in response to the outer world of the teaching context;
- is wider than professional development and includes personal, moral and value dimensions;
- can be encouraged and integrated in both training and education programmes (Mann, 2005, p. 105).

Considering the aforementioned characteristics of language teacher development, one may assert that professional development for experienced language teachers cannot be regarded just as a phase in their career. On the contrary, it appears to have a continuing development process, comprising both their pre- and in-service teacher education. In fact, becoming an effective professional language teacher is a developmental process. It is much more like a journey, not a destination, enriched by learning and teaching experiences each day in classroom. Such an approach to development entails continuous exploration, experimentation and change in one's beliefs, knowledge, attitude and teaching practices (Allwright, 2005; Bailey, 1992; Willis & Willis, 1996).

2.3.1 Teacher Learning and Language Teacher Professional Development

Mostly due to the arguments of the social theories in recent years, a paradigm shift has occurred in language teaching from positivistic to more interpretative, situated paradigm. "This shift did not occur in isolation, but was influenced by

epistemological shifts in how various intellectual traditions had come to conceptualize human learning" (Johnson, 2009, p. 7).

The skill-learning approach to teacher learning grounded in the positivist paradigm long prevailed in second or foreign language teacher education. In this respect, teachers were assumed to learn about the subject knowledge and teaching practices in their initial teacher education program, and develop their pedagogical knowledge and skills during the induction years of teaching through their teaching experiences and in-service trainings. However, this positivist conceptualization of teacher learning has been challenged by the growing body of research on second language teacher education, especially on teacher cognition (Borg, 2003; Freeman, 2002). There appears to be a shift from this positivist, linear and hierarchical view of teacher learning and development to a more holistic, collaborative and socio-constructivist approach.

Referring to the socio-cultural theories, Johnson (2006) describes second language teacher learning "as normative and life-long, as emerging out of and through experiences in social contexts…as socially negotiated and contingent on the knowledge of self, students, subject matter, curricula and setting" (p. 239). In line with this conceptualization, recent literature embraces the view of language teachers as co-constructors of knowledge who can make more informed decisions about their teaching practices with a particular group of learners in particular settings. Furthermore, action research (Wallace, 1998) and the teacher research movement and especially the reflective teaching movement (Schön, 1983; Zeichner & Liston, 1996) have all contributed to the holistic and socio-constructivist view of teacher development since such trends and movements in the literature have brought to the fore the importance of teachers' experiences in order to improve language teaching and learning practices.

The changing views on how teachers learn to do their work have begun to alter the structure and content of professional development models offered to teachers. As Johnson (2006) argues, "top-down professional development models….have begun to give way to alternative professional development structures that allow for

self-directed, collaborative, inquiry-based learning that is directly relevant to teachers' classroom lives" (p. 243). Among such alternative structures are teacher inquiry seminars, teacher study groups, professional learning communities, peer couching and critical friends groups which might pave the way for collaboration and cooperation among teachers.

2.3.2. Reflection, Research and Language Teacher Development

Reflective thinking requires teachers to link theory and practice to make informed decisions about their teaching practices. Reflecting on these decisions, teachers take into account not only the reasons but also the possible consequences of those decisions which may lead to a change in attitudes or behavior (Taggart & Wilson, 2005). Such reflective practice entails teachers engaging in on-going, in-depth self-inquiry and professional development to guide their actions.

Some movements and trends in language teaching pedagogy have legitimized the rise of reflective practice in the past few decades. For example, the postmethod condition which has emerged in response to the long-felt dissatisfaction with the traditional view of method as the organizing principle of second language teaching and learning (Kumaravadivelu, 1994) highlights the importance of practical knowledge over theoretical knowledge.

Postmethod pedagogy attaches much more importance to teacher autonomy. It encourages teachers to engage in self-directed inquiry in order to learn and improve all aspects of their classroom practices. Eventually, depending on their own context-sensitive knowledge, teachers are likely to make more informed and logical decisions about their teaching and their students. This can only be achieved if teachers are involved in reflective thinking about their practice and sustain on-going professional development.

Currrent discussions on globalization and the spread of English have contributed to the calls for critical second language teacher education (Pennycook, 1989; Prabhu, 1990). From these perspectives, teachers are not simply teaching the

language as a medium for the expression of meanings and ideas. Language learning is no longer seen as a systemic exploration, but rather as an ideological examination. Sociocultural theories, also, reject the narrow view of learning and embrace the language learning as a process of identity formation and social revolution. Rather than being mere transmitters of the received knowledge, teachers are considered as *transformative intellectuals* (Auerbach, 1995; Giroux, 1988; Pennycook, 2000) who can connect instructional practices to wider social issues and choose appropriate teaching and learning activities and materials in order to raise their learners' awareness of social, political and ethical issue and problems. These transformative intellectuals can only accomplish such demanding work if and only if they engage in continuous professional development and become autonomous critical reflective practitioners.

A wide range of approaches have been proposed to improve reflective practice. Among these approaches are action research projects (Campbell & Tovar, 2006; Liston & Zeichner, 1990), diary or journal writing (Bailey, 2001; Bain, Mills, Ballantyne & Packer, 2002; Paton, 2006; Spalding & Wilson, 2002), autobiographical writing (Braun & Crumpler, 2004), peer observation and critical friendship (Golby & Appleby, 1995), the analysis of critical incidents (Cordona, 2005; Farrell, 2008), reflective dialogue (Tsang, 2007), teacher-group discussion (Bailey, Curtis & Nunan, 1998), portfolios (Orland-Barak, 2005), audio- or video recording of lessons (Lee, 2007; Song & Catapano, 2008).

Despite the growing emphasis on developing reflection, the relevant literature indicates disappointing results. Some research studies show that the pre-service teachers generally focus on the immediate issues that appear in the classroom such as classroom management and control. However, they have difficulty relating their teaching experiences to wider contexts of teaching and learning (McLaughlin & Hanifin, 1994). Similarly, Gelter (2003) argues that reflective thinking is uncommon among teachers. It is seen that although reflective thinking is emphasized through several tasks in initial teacher education programs, much needs to be done to turn it into a professional skill or behavior since "merely providing preservice teachers with opportunities to reflect and activities that

encourage reflection does not guarantee that reflection will occur" (Mewborn, 1999, p. 317).

2.3.3. Teacher Involvement and Language Teacher Development

Recent research on teacher professionalism has shown that professional development activities or programs are more likely to succeed as long as they address the immediate needs of teachers, and ensure teacher involvement. Kohl (2005), for example, investigated the professional needs and interests of ESL and foreign language teachers in North Carolina. 170 teachers participated in the study. The study findings suggested that almost all of the participants indicated some need for discipline-specific professional development. Additionally, working with students with special needs, maintaining language skills and using technology were the highest domains of professional development need indicated by foreign and second language teachers in the study. Kohl (2005) argues that professional developers had better exert all their efforts on where the highest needs lie.

Anderson (2008) replicated Kohl's study with 58 ESL teachers from South Carolina. The results of this study showed a moderate need for professional development. Furthermore, it was also found out that teachers with more teaching experience and a high level of perceived oral proficiency seemed to have less of a need for professional development than teachers with less experience and lower levels of perceived oral proficiency. The highest levels of developmental needs were indicated with regard to technology and maintaining language skills. Anderson (2008) concluded that "professional development activities need to be relevant and relate to the foreign language educator's professional trajectory" (p. 109).

A research study conducted by Daloğlu in 2004 has also revealed the role of teacher involvement in the success of professional development acitivites in making the intended changes in teachers' attitudes, beliefs and practices. Daloğlu (2004) presents an in-service teacher development program which was developed by the researcher to establish a materials bank for English language teachers working at a private primary school in Ankara. The program involved teachers throughout the

process from the needs analysis to the production and implementation of the materials bank. The study findings indicated that teachers improved their knowledge and skills on materials design and curriculum. Furthermore, it was found out that they developed a positive attitude towards professional development as well. The participatory nature of the program which paved the way for teacher involvement seemed to increase the sense of ownership and self-confidence for their future professional development activities. Highlighting the significance of having teacher input in designing and directing professional development practices, Daloğlu (2004) argues that "to ensure immediate benefit from in-service development activities, such programs need to be school-embedded and the aims of the programs need to be identified by the teachers who will be participating in them" (pp. 688-689).

2.4. Professional Development Models

When the literature on teacher professionalism is considered, it is seen that several paradigms have been used to describe and understand teacher professional development (Broad & Evans, 2006). Some adopt *the deficit paradigm* to professional development and assume that teachers need to be trained in specific topics and professional development activities are carried out in order to compensate for that lack in skills or knowledge. Little (1987), for example, defined professional development as "any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts" (p. 491). However, this paradigm has been criticized by some scholars on the ground that it views teachers "as a vessel to be filled, an apprentice to be molded into someone's image of a good teacher" (Garmston, 1991, p. 64).

Some other scholars conceptualize professional development within the *professional growth paradigm*. According to this paradigm, teachers might engage in professional development in order to develop and keep their knowledge and skills updated so that they can better meet their students' needs. In this sense, development can be regarded as more self-directed. Feiman-Nemser (2001) argues that instead of externally defined and organized trainings, "professional

development should be built into the ongoing work of teaching and relate to teachers' questions and concerns" (p. 1042). On the other hand, for those who adopt *educational change paradigm*, professional development needs to be targeted at bringing about change (Warren-Little, 2001). Teacher professional development might be located within a *problem-solving paradigm*. According to this paradigm, teachers would like to be involved in professional development practices in order to better address the problems that they might have in their teaching such as classroom management or student learning problems (McLaughlin & Zarrow, 2001).

Although these paradigms present different conceptualizations with regard to teacher professional development, some researchers and scholars adopt an *integrative view of professional development* which makes it possible to describe development by referring to a combination of these paradigms. For instance, Guskey (2002) proposes an alternative approach to teacher development which he calls *the Model of Teacher Change*. Connecting the growth and problem-solving paradigms of professional development, he suggests in this model that "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning" (Guskey, 2002, p. 383).

In addition to the aforementioned paradigms, several models of professional development for experienced teachers have been suggested in the literature (Cochran-Smith & Lytle, 2001; Crandell, 1993; Ingvarson, 1998; Villegas-Reimers, 2003). Comparing the traditional approaches of professional development such as in-service training with the standard-based system where the professional bodies initiate and implement the models based on the actual needs of teachers, Ingvarson (1998) suggests that even though these traditional approaches are essential, they are no longer sufficient. Similarly, Villegas-Reimers (2003) states that

> with the new conception of teachers as professionals, and of their preparation as being a lifelong learning process, where they are active participants in their own growth and development as teachers, the concept of teacher training, whether pre-service or in-service, is no longer fitting (p. 67).

She categorizes development practices to promote and support teachers' professional development into two categories (Villegas-Reimers, 2003, p. 70). As Table 2.1. shows, first category exemplifies models that require certain organizational or institutional partnerships, while the latter illustrates those that can be implemented on a smaller scale such as schools or classrooms. However, she underscores the fact that "most professional-development initiatives use a combination of models simultaneously, and the combinations vary from setting to setting" (Villegas-Reimers, 2003, p. 69).

Table 2.1. Professional Development Models by Villegas-Reimers (2003, p.70)

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

Drawing attention to the knowledge-practice relationships, Cochran-Smith and Lytle (2001) propose three approaches to professional development that "co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning" (p. 47). These approaches are:

a) *Knowledge-for-practice -* assumes that university-based researchers generate what is commonly referred to as formal knowledge and theory *for* teachers to use in order to improve practice.

b) *Knowledge-in-practice –* refers to the practical knowledge as it is embedded *in* practice and *in* teachers' reflection on practice, and it assumes that teachers learn when they have opportunities to probe the knowledge embedded *in* the work of expert teachers and/or to deepen their own knowledge and expertise as makers of wise judgements and designers of rich learning interactions in the classroom.

c) *Knowledge of practice –* refers to the concept of 'inquiry as stance'. It assumes that knowledge is not divided into formal and practical knowledge since this understanding allows closer understanding of knowledge-practice relationships as well as how inquiry produces knowledge, how inquiry relates to knowledge, and what teachers can learn form inquiry within communities (Cochran-Smith & Lytle, 2001, pp. 47-48).

Crandall (1993), on the other hand, outlines four models of professional development for ESL instructors. These are: the craft or mentoring model; the applied science or theory to practice model; inquiry or reflective practice model; and a combination model of these three.

The craft or mentoring model depends on the knowledge of an experienced teacher to mentor less experienced teachers. Crandall (1993) provides examples of professional development programs where experienced teachers are paired with inexperienced ones and learn through developing curriculum, lesson plans, materials, and teaching activities under the supervision of mentor teachers. Besides, ESL teachers can also develop themselves by observing the classroom

practices of their peers, or by engaging in reflective practice such as keeping teaching and learning logs, participating training courses taught by expert teachers and university teacher educators where they can read and discuss relevant literature and learn from each other.

The applied science or *theory to practice model* links relevant research with practical experience. As an example of such professional development programs, Crandall (1993, pp. 508-509) discusses the Adult ESL Teacher Training Institute implemented in several states in USA. Instruction in this training program comprises a series of sequenced, skill-based training sessions involving the video training, discussion of objectives, teaching principles, modeling of the technique, analysis, application, and follow-up.

The third model that Crandall (1993) highlights is *the inquiry-based or reflective practice model* in which research, teacher education and teaching occur all together. In these approaches, "teachers are active researchers, engaged in reading, sharing, observing, critically analyzing, and reflecting upon their own practice with the goal of improving it" (Crandall, 1993, pp. 509-510). Thus, teachers are involved in all stages of research from designing the research, collecting the data, analyzing the results to reflecting on the possible implications for practice. Teachers might collaborate with other teachers, researchers and administrators. This collaborative nature of the model might well increase its impact on teaching practices (Crandall, 1993, pp. 509-510).

The fourth model is *a combination of all three models* in one context which brings novice and experienced teachers, teacher educators, researchers to learn from one another integrating theory and practice to enhance professional development. Crandall (1993) discusses possible benefits of combining the models mentioned above under a professional development school as follows:

> Modeled after the clinical experiences of other professions, these schools seek to more intimately relate theory and practice and to make both preservice and in-service education more integrally related to the improvement of practice. Experienced and expert teachers provide mentoring, offer graduate teacher education courses, and engage

collaboratively in research. Teacher educators who are often removed from the day-to- day realities of schools are provided with a "laboratory" in which to test theories and to ensure that they are grounded in real and potential practice; experienced teachers are offered what may be a more relevant professional development experience than enrollment in postgraduate degree programs separated from their practice; and those preparing to teach for the first time are provided with real opportunities to see and test the ways in which theory is applied to practice (p. 512).

One might well argue that varying definitions and descriptions of professional development might generate a range of approaches and models to professional development programs. The success of a professional development model is more likely to depend on how well it addresses to the aspects of teacher development that are relevant for the particular practitioners in the institutional, sociocultural, and political context in which they teach. As Smith and Hofer (2002) argue, the goals of professional development model need to relate not only to the teacher development, but also to some combination of individual, managerial or organizational development.

2.5. Professional Development Delivery Methods and Practices

Traditional delivery approaches and practices to teacher development often require teachers to attend one-shot 'sit-and-get' in-service training and workshops at which they are provided with new ideas, information and practical suggestions. The assumption underlying such conventional trainings is that teachers will acquire that knowledge, and apply it immediately after they come back to their classrooms. The literature on teacher professionalism suggests that traditional professional development activities generally held through such in-service training, workshops and seminars have some limitations (Borg, 2015; Choi & Andon, 2014; Feiman-Nemser, 2001; Guskey, 1999; Ingvarson, 1998; Kubanyiova, 2012; Lieberman & Wilkins, 2006; Little, 1993, 1999; Mujis et al. 2014).

The conventional approaches are often criticized to be *course-based*, *input-based*, *externally-defined*, *deficit-oriented* and *short-term*. Borg (2015), for example, suggests that such externally-driven professional development practices might

result in "teacher as consumer modes of teacher learning" (p. 5). Drawing attention to the several other drawbacks, he goes on to argue that

> Teachers may become dependent on others for their professional development, rather than learning to take charge of it themselves. Teachers may also come to undervalue both their own knowledge and experience, believing that what they receive externally (e.g. from trainers) is more important. CPD [Continuing Professional Development] which is externally driven also tends to limit the contributions teachers can make to both its content and process. Conventional approaches to CPD tend to take place in the 'training room' rather than the classroom (the site where teachers spend most of their professional lives) and focus on teacher behaviours (without acknowledging teachers' beliefs). Additionally, the predominant mode of learning for teachers is often individual rather than collaborative (pp. 5-6).

Due mostly to the considerations highlighted above, there has been increasing dissatisfaction with regard to the traditional approaches to teacher professional development. One overall criticism of such trainings is that they fail to produce long-term positive effects and promote the intended changes in teachers' beliefs, attitudes and teaching practices (Choi & Andon, 2014; Kubanyiova, 2012). Having reviewed research on professional development, Guskey (1995, 2000) identifies some key characteristics that professional development practices need to possess in order to support teacher growth. In this regard, Guskey (1995) argues that high quality professional development practices need to:

    a. recognize change as both an individual and organizational process,

    b. think big, but start small,

    c. work in teams to maintain support,

    d. include procedures for feedback on results,

    e. provide follow-up, support and pressure,

    f. integrate programs.

Some other scholars propose principles and guidelines for professional development practices to follow in order to produce positive outcomes (Corcoran, 1995; Fullan, 2005; Hawley & Valli, 1999; Little, 1982). Fullan (2005), for example, draws attention to the role of stakeholders and organizational culture in

designing teacher development programs. He argues that the practices targeting at teacher growth need to regard staff development as a process of learning, and emphasizes the fact that both the organizational culture, and local and regional agencies have an essential role in teacher development.

Hawley and Valli (1999) suggest the following principles with regard to designing and implementing teacher professional development programs and professional development activities. They argue that high quality development practices are:

a. driven by attention to goals and student performance
b. built upon teacher involvement in identifying learning needs and shaping the learning opportunities and processes
c. school-based emphasizing job-embedded learning
d. collaborative and problem solving
e. continuous and supported over time
f. information rich with multiple sources of information for evaluation of the outcomes
g. based in theoretical understanding and utilizing evidence and research to develop, support and advance learning
h. part of a comprehensive change process connecting individual and collective learning to larger organizational issues and needs
(Hawley & Valli, 1999, p. 138).

All this in mind, one may well suggest that literature on teacher professional development has shown growing interest in certain characteristics of professional development approaches which have greater potential for positive impact on teacher growth. Among the factors highlighted in these frameworks are a focus on student learning and achievement; relevancy to the diverse needs of teachers and their ways of learning; connections to contextual factors; using strategies that facilitate collaboration and communication; and attention to the role of wider contexts such as the processes of educational change and expectations of stakeholders and local and regional agencies.

Literature on teacher professional development suggests that there is a variety of types of professional development activities that teachers might be involved in to develop themselves professionally. Richards and Farrell (2005) classify

professional development activities into four groups: a) individual, b) one-to-one, c) group-based, and d) institutional. The activity types for each category are given in Table 2.2.

Table 2.2. Teacher Professional Development Activities by Richards and Farrell (2005, p. 14)

Individual	One-to-one	Group-based	Institutional
• Self-monitoring • Journal writing • Critical incidents • Teaching portfolios • Action research	• Peer coaching • Peer observation • Critical friendships • Action research • Critical incidents • Team teaching	• Case studies • Action research • Journal writing • Teacher support groups	• Workshops • Action research • Teacher support groups

What might be inferred from these views on professional development is that the professional development practices have taken many forms. There are various approaches and methods for teachers to engage in continuous professional development. Having reviewed seven major professional development practices, Guskey (1999) identifies both the advantages and shortcomings for each activity type. Table 2.3. provides an abbreviated version of his discussion in this regard. Discussing each type in detail, Guskey (1999) argues that "it's unlikely that any single model will prove effective for all individuals under all conditions. The appropriateness of any particular model varies depending on the goals, the content, and the context for implementation" (p. 29).

Table 2.3. Advantages and Disadvantages of PD Models (adapted from Guskey, 1999, pp. 22-28)

METHOD	ADVANTAGE	SHORTCOMING
Training - – presentations, discussions, demonstrations, workshops, role-playing, simulations, colloquia, and micro-teaching, etc.	- efficient for sharing ideas and info with large groups - a shared knowledge base and a common vocabulary - efficient for introducing a program-level innovation to more people	- few opportunities for choice or individualization - often need follow-up activities, feedback and coaching to supplement - sessions might be extended, and appropriately spaced
Observation / assessment – observing others and being observed by others & receiving feedback e.g. peer coaching and supervision	- mutual positive benefits for the observer and observed through discussion and feedback - lessens isolation of teaching and encourages collaboration among colleagues	- takes time, trust, and commitment - care must be given to separate observation and evaluation – need to be focused and well- planned
Involvement in a development/ improvement process - curriculum/program design development or review, implementing new instructional strategies or solving specific problems	- enhances knowledge & skills - encourages collaboration & teacher involvement in decision-making process - appreciates teacher input to solve problems in their context	- may only involve small group among staff members - may tend toward traditional practices, and ignore research-informed practices - need access to research and expertise to guide decisions
Study groups - the entire staff members divided into different groups, each studying different aspects of an issue	- lessens isolation and brings focus and coherence to improvement efforts - transforms schools into learning community learning supports ongoing development	- individual involvement may vary or be discouraged by dominant members - may become opinion-based rather than research focused
Inquiry/action research - 5 steps of action research process of selecting a problem, collecting data, studying literature, determining possible actions and taking action and documenting results	- tends to build knowledge and increase problem solving, - turns teachers to reflective practitioners, systematic problem solvers and empowers them in their practice and learning	- takes significant individual effort, initiative and substantial time
Individually guided activities - self-directed and self-initiated learning (personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, role-playing)	- flexible, - have room for choice, individualization, - lead to personal reflection and analysis	- may be reinventing the wheel or repetitive work unless collegial exchange is built in - notions of a shared mission & united purpose may be lost
Mentoring - regular meetings of more and less experienced pairs about practice and improvement	- both individuals learn as mentors become more meta cognitive and also develop adult communication skills - may form productive and life-long professional relationships	- time and resources, also connecting to other learners or school plans and initiatives - needs commitment, rapport and trust among pairs - may limit broader collaboration & collegial sharing

It should be noted that although there is no universally accepted framework for success in designing effective professional development activities for teachers, there has been a growing consensus with regard to the certain characteristics that high quality professional development practices should have. Borg (2015) summarizes these characteristics as follows:

a. relevance to the needs of teachers and their students,
b. teacher involvement in decisions about content and process,
c. teacher collaboration
d. support from the school leadership
e. exploration and reflection with attention to both practices and beliefs
f. internal and/or external support for teachers (e.g. through mentoring)
g. job-embeddedness (i.e. CPD is situated in schools and classrooms)
h. contextual alignment (with reference to the institutional, educational, social and cultural milieu)
i. critical engagement with received knowledge
j. valuing of teachers' experience and knowledge (Borg, 2015, p. 6).

2.6. English Language Teaching in Turkey

English language teaching at K12 public schools in Turkey will be discussed under three sections. The first section presents a brief historical account which outlines the policy changes in English language teaching in the Turkish education system. The second section will discuss the generic teacher competencies and subject-area teacher competencies for teachers of English identified and developed by the MoNE, with a particular focus on EFL teachers' professional development. Having identified the competencies of teachers of English, the third section sheds lights into the in-service trainings offered by MoNE for language teachers with specific reference to the relevant literature.

2.6.1. English Language Teaching Policies in Turkish Education System

Foreign language policies in many countries have been affected by the spread of English in an increasingly globalized world since English has become the language most widely used as a lingua franca language of communication among non-native speakers (Tollefson, 2002). In this regard, English language teaching (ELT) in

Turkish education system has gone through various changes to improve English language teaching and learning in all levels of instruction, from primary to higher education. Considering the scope of this current study, policy changes in ELT with respect to primary, secondary and tertiary level instruction in Turkish education system will be discussed in this part.

In 1983, *The Foreign Language Teaching and Learning Act* [Yabancı Dil Eğitim ve Öğretim Kanunu], was introduced to regulate foreign language teaching in Turkish education system, and authorized the MoNE as responsible for the administration of the English language curriculum at public and private schools in Turkey. As Kırkgöz (2009) points out, "following the mid-1980s, Turkey has increasingly been influenced by forces of globalization through the English language" (p. 670), and English language teaching and learning has been attached more and more importance in primary, secondary and higher education. The education reform in 1997 marked significant changes for the education system. Until 1997, the education system consisted of a 5-year primary-level instruction, a 3-year secondary level, and a 3-year tertiary level instruction.

However, with the 1997 curriculum reform, the primary level education was extended to eight years, incorporating both the primary and secondary levels into one stream. In other words, the new education system in Turkey consisted of two level-instruction, an 8-year compulsory primary education and a 3-year secondary education which prepared students for higher education. The 1997 curriculum reform had major impact on foreign language teaching as well. English was introduced as a subject into the primary school curriculum for 4th and 5th grades, which lowered the age of learning a foreign language to nine-ten years of age. With this new policy initiative which provided young learners with a longer exposure to the foreign language, the MoNE aimed to increase young learners' motivation and awareness, and help them develop positive attitudes towards foreign language education (Damar, 2004; Kırkgöz, 2008; MoNE, 1997, MoNE, 2001).

In addition to the lowering the age of starting to learn a foreign language, the 1997 curriculum reform had other innovations with regard to ELT. First of all, the notion

of communicative approaches to teaching English was introduced into the education system. Developing students' communicative competence and performance was highlighted in the goals and objectives of learning English in primary and secondary level instruction. Furthermore, in accordance with this new approach, the roles of teachers and students in teaching and learning process were redefined, with a focus on more student-centered approaches (Kırkgöz, 2007).

However, in 2005, the 1997 ELT curriculum went through a revision, partly due to the growing dissatisfaction with and concerns about Turkish students' low levels of English language proficiency in primary level education, particularly in their spoken English, and partly due to the continual adjustments and standardization of the ELT in line with the norms of the European Union (EU) (Kırkgöz, 2009). The revised ELT curriculum, still communicative-oriented, had innovations both for primary- and secondary-level instruction. The assessment procedures were revised to include more performance-based tasks such as portfolios and projects. Furthermore, the coursebooks for Grades 4 and 5 in primary education were updated in line with the revised ELT curriculum. Further innovations were introduced in secondary level education. First of all, the duration of secondary schools was extended from 3 to 4 years. However, one-year English language preparatory class which was previously offered in Anatolian high schools, Super high schools and private schools, was abolished in 2005 (Kırkgöz, 2009), and English language teaching was incorporated into the 4-year secondary school education.

In 2012, the new educational reform introduced 12-year compulsory education, which was generally referred as the 4+4+4 system. The education system was restored to its three-tier structure including primary, secondary and tertiary level education, each of which would last 4 years. With this new curriculum initiative, compulsory education was increased from 8 years to 12 years, and starting age for the primary education was lowered to 66 months from 72 moths of age. The 2012 reform had other innovations for ELT curriculum as the starting ages for foreign language education was lowered to 6 years of age (the 2nd grade).

Having all this in mind, it is possible to argue that reforms and renovations in the curriculum not only affect learners, but also EFL teachers, the expected teacher competencies and teacher development policies as well. The following sections will provide information about these issues in detail.

2.6.2. Teacher Competencies for EFL Teachers at Turkish Public Schools

Reforms in education, in general, can succeed if teachers have certain qualities and characteristics to implement those changes in their day-to-day classroom practices. Thus, changes and renovations in curriculum call for developing necessary competencies for teachers. In this regard, as part of the educational reforms taking place in the last two decades, there have been several attempts to determine teacher competencies for teachers working at K-12 public schools in Turkey.

MoNE initiated a project on teacher competencies, and founded *the Teacher Competencies Commission* in 1999 which was consisted of 13 teacher educators from different Faculties of Education. The committee finalized a set of teacher competencies in 2002 (Soysal, 2012). Since establishing teacher competencies can be regarded as some sort of standards for teachers, such an effort is more likely to affect initial teacher education programs in Turkey. In the same vein, MoNE and Higher Education Council (HEC) decided to restructure the pre-service teacher education programs to equip future teachers with basic teacher competencies and qualities in order to better meet the teacher demand after the 1997 policy change of eight-year compulsory education (Yıldırım & Ok, 2002). Thus, the *Pre-service Teacher Education Project* was initiated by HEC with the financial support of the World Bank in order to develop curriculums for pre-service teacher education programs to improve teacher quality in the primary or secondary education (HEC, 1998). Thus, teacher competencies and standards were redefined, and teacher education courses were restructured accordingly (Adıgüzel, 2008).

With the support of the European Union as part of the Support to Basic Education Program, MoNE initiated another study targeting at developing teacher competencies in 2002. The committee was consisted of several stakeholders such

as teacher educators from the Faculties of Education, national and international consultants, MoNE staff and teachers. Generic teacher competencies for teachers working at public schools at all levels were finalized and published as a booklet in 2006 (MoNE, 2006).

Generic teacher competencies consist of 6 main areas of competence. These are: "Personal and Professional Values-Professional Development", "Knowing the Student", "Learning and Teaching Process", "Monitoring and Evaluation of Learning and Development", "School-Family and Society Relationships", "Knowledge of Curriculum and Content". 31 sub-competencies with 233 performance indicators are identified for these six main areas. Table 2.4. shows the sub-competencies under each domain of competence.

In 2008, MoNE initiated another project to determine teacher competencies for subject areas. In this regard, competencies for teachers of English working in primary-level education were identified as well (MEB, 2008). When these competencies are explored, it is seen that subject-area competencies for teachers of English consist of 5 main domain of competence, which are:

> *1) Planning and designing the process of teaching and learning* – This domain involves planning teaching and learning process, designing appropriate environments, preparing materials and utilising resources.
>
> *2) Developing Language Skills* - This domain involves the designing activities intended to develop language skills using English language teachers' language learning and teaching theories, approaches and techniques, using English accurately and effectively and considering students' needs.
>
> *3) Monitoring and Assessing the Language Development* - This domain involves the practices of identifying, monitoring and assessing development of students in English language teaching process.
>
> *4) To collaborate with the school, parents and society* This domain involves collaboration with parents to support the process of English language learning, being leader of society, making school centres of culture and learning, ceremonies and organisations held in the school.
>
> *5) To be enable his/her professional development in English Language Teaching* - This domain involves the practices of the teacher in terms of professional development to support the process of English language teaching.

Table 2.4. Generic Teacher Competencies (MoNE, 2006)

A. PERSONAL AND PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT
A1. Valuing, Understanding and Respecting the Students
A2. Believing that Students can Learn and Achieve
A3. Attaching Importance to National and Global Values
A4. Making Self-Evaluation
A5. Ensuring Personal Development
A6. Following and Making Contribution to Professional Developments
A7. Making Contribution to Improve and Develop the School
A8. Following Professional Laws and Realising Tasks and Responsibilities
B. KNOWING THE STUDENT
B1. Knowing the Developmental Characteristics
B2. Considering Interests and Needs
B3. Valuing the Student
B4. Guiding the Student
C. TEACHING AND LEARNING PROCESS
C1. Planning the Lesson
C2. Preparation of Materials
C3. Organising Learning Environments
C4. Organising Extra-Curricular Activities
C5. Diversifying Education by Taking into Account the Individual Differences
C6. Time Management
C7. Behaviour Management
D. MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT
D1. Identifying Testing and Assessment Methods and Techniques
D2. Testing Student Learning by Using Different Testing Techniques
D3. Data Analysis and Interpretation, Providing Feedback on Student Learning and Development
D4. Reviewing the Teaching-Learning Process according to Results
E. SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS
E1. Knowing the Environment
E2. Making Use of Environmental Opportunities
E3. Making the School a Culture Centre
E4. Knowing the Families and Impartiality in Relationships with Families
E5. Ensuring Family Involvement and Cooperation
F. KNOWLEDGE OF CURRICULUM AND CONTENT
F1. Objectives and Principles of Turkish National Education
F2. Knowledge of Subject-Specific Curriculum and Practice Skills
F3. Monitoring-Evaluation and Development of Subject-Specific Curriculum

Furthermore, 26 sub-competencies were identified for the afore-mentioned domains of competence. In accordance with the ELT curriculum in primary level instruction, 158 performance indicators for the sub-competencies were identified in three levels – A1, A2 and A3 (MoNE, 2008). The complete list of subject matter teacher competencies for teachers of English is translated into English, checked by an expert in the field and given in Appendix A.

It is officially stated by MoNE (MoNE, 2008) that the generic and subject-area teacher competencies are to be considered holistically since they are determined in accordance with the goals and objectives of national education and curricula. Furthermore, it is declared that these competencies are planned to be used in developing future events such as:

   a. identifying teacher training policies;
   b. pre-service teacher training programs of higher education institutions;
   c. in-service training of teachers;
   d. selection of teachers;
   e. evaluation of teacher performances and achievements;
   f. teachers' self-awareness and career development (MoNE, 2006, pp. 9-10).

It is noteworthy that professional development of teachers is identified as a main domain of competence for teachers when both generic and subject-area teacher competencies are considered. When the focus of this qualitative inquiry is considered, a closer look at this domain of competence for EFL teachers might yield insights into how professional development is approached and conceptualized at the administrative level. As it is previously mentioned, the scope with regard to the competency domain for professional development is described as involving the practices of teachers in terms of professional development to support the process of English language teaching. In this regard, 4 sub-competencies with 19 performance indicators are identified, and shown in the Table 2.5. These competencies indicate that EFL teachers are expected to be able to sustain continuous change and development through reflection and self-

assessment, and open to new information and ideas in their field. Furthermore, teachers need to play an effective part not only in their development but also contribute to the development of the institution.

Table 2.5. Professional Development as the Competency Domain for Teachers of English developed by MoNE (MoNE, 2008)

THE COMPETENCY DOMAIN		
To be enable his/her professional development in English Language Teaching	*The Scope:* **This domain involves the practices of the teacher in terms of professional development to support the process of English language teaching**	
1. To be able to determine professional competencies		
Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he makes self-evaluation to determine his/her professional competencies.	a. S/he makes objective self-evaluation based on competencies of teaching profession.	a. S/he uses various methods to follow the effects of the practices on students and colleagues.
S/he keeps record of the practices intended to determine his/her professional competencies	b. S/he uses various methods to follow the effects of the practices such as classroom management, preparing materials, collaboration with parents, assessment and evaluation on students in the education process.	b. S/he benefits from the opinions of parents', student, colleagues and administration while determining his/her professional competencies.
	c. S/he determines his/her professional needs in the direction of colleagues' criticisms and suggestions.	
2. To be able to enable his/her personal and professional development in English language teaching		
Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is motivated to follow various publications about the language, literature and practices of teaching process to support the ELT	a. S/he utilises technology in the process of research, planning and evaluation	a. S/he participates in conferences, panels, scientific meetings and seminars to present papers, posters or as speaker in order to share good examples in their practices

Table 2.5. (continued)

b. S/he makes individual professional development plan.	b. S/he participates in the conferences, panels, scientific meetings and seminars about English language teaching as listener	b. S/he studies in their field in academic level.

3. To be able to utilise scientific research methods and techniques in professional development practices

Performance Indicators

A1 Basic	A2 Medium	A3 Advanced
a. S/he is aware of the necessity of scientific research methods and techniques in the practices of English language teaching.	a. S/he pays attention to scientific research methods and techniques in their research about professional development.	a. S/he creates some products such as article, project that are about English language teaching prepared in accordance with the scientific research methods and techniques

4. To be able to reflect their research intended to enable professional development on their practices

Performance Indicators

A1 Basic	A2 Medium	A3 Advanced
a. S/he believes in the necessity of reflection of research intended to enable professional development on classroom.	a. S/he reflects their research intended to enable professional development on the teaching practices.	a. S/he collaborates with their colleagues to reflect research on professional development on the practices of teaching.

2.6.3. In-service Training Programs for EFL Teachers

As it is outlined earlier in this chapter, ELT curriculum has gone through drastic changes in the last two decades. With the 1997 reforms, the age of starting to learn a foreign language was lowered to 9 and 10 years of age, which means that English as a foreign language started to be taught at Grade 4 and Grade 5 at primary schools. Furthermore, the 1997 policy changes initiated a revision in the ELT curriculum, with an emphasis on constructivist perspectives as well as a focus on communicative approaches to language teaching and learning (Kırkgöz, 2007, 2009). However, the fact that curriculum innovations including teaching English

to young learners (TEYL) were implemented nation-wide in a very short time, posed serious challenges in education (Kırkgöz, 2009). Reforms at macro-level can succeed as long as they are implemented successfully at micro-level, in other words, in teachers' day-to-day classroom practices. This calls for a structured and guided in-service training for EFL teachers.

Literature on teacher professional development suggests that in-service training interventions might be beneficial especially when their function in introducing educational reforms and renovations to the large numbers of teachers in a short period of time is considered (Lieberman & Pointer-Mace, 2008; Çimer et al., 2010). Furthermore, such trainings are reported to increase teachers' confidence and motivation, and improve their knowledge and skills with regard to the new theories and curriculum content, thereby contributing to their professional development (Freeman, 1989; Joyce & Showers, 1980).

In this regard, the MoNE organized a series of in-service teacher education programs in order to familiarize EFL teachers with the goals and objectives of the revised curriculum, and the constructivist and communicative language teaching approaches and methods, and to provide them with specific skills and knowledge to teach English to young learners (Kırkgöz, 2008; Mirici, 2006). MoNE initiated such training courses in collaboration with some national and international organizations such as The English Language Teachers Association in Turkey (INGED), British Council (BC), The United States Information Agency (USIA), and Support for the Basic Education Program (SBEP) (Kırkgöz, 2009).

However, some studies point to the fact that the INSET programs are insufficient to meet the needs of EFL teachers. Küçüksüleymanoğlu (2006), for example, compiles findings from in-service training of English language teachers in Turkey between the years 1998 and 2005. The researcher aims to present the number of INSET courses, reflections of English language teachers and instructors on INSET courses. Data come from 150 questionnaires completed by teachers and 5 interviews with the instructors delivering INSET courses. She finds out that out of a total of 3201 INSET programs between 1998 and 2005, only 122 targeted at

English language teachers. Findings from interviews reveal that most decisions are made centrally by the MoNE and teacher involvement is kept at minimum. The data from questionnaires show that there is an urgent need to increase the number of in-service courses for EFL teachers, and INSET course content need to be updated on a regular basis. Need analysis before INSET courses is a common concern among teachers.

2. 7. Research on Professional Development of EFL Teachers

This section will focus on research studies on professional development of EFL teachers. Firstly, some research studies conducted on language teachers' professional development practices in several EFL contexts in the world will be presented. Then, the studies which focused on the professional development of EFL teachers in Turkey will be reviewed.

2.7.1. Research on Professional Development of Language Teachers in EFL contexts

Due to the globalization of society and economy as well as the increasing mobility among multicultural and multilingual societies, the field of teaching English to speakers of other languages (TESOL) has expanded and gone through dramatic changes in recent years. Thus, the increasing demands on English language teaching might well bring the significance of EFL teacher development to the fore. Although research in this area is limited and deserves much more attention, research studies to date have yielded significant results and implications regarding several issues on EFL teachers' professional development.

Some researchers investigated the professional development needs of EFL teachers in different contexts. One of the major findings common to several studies is that EFL teachers report low levels of English language proficiency, and express a strong need to develop themselves in this sense (Butler, 2004; Eslami & Fatahi, 2008; Reves & Medgyes, 1994; Wall, 2008; Yan & He, 2015). For example, Reves and Medgyes (1994) conducted a survey with 216 ESL/EFL teachers in 10 different countries and found that majority of these teachers reported problems with

vocabulary and fluency aspects of the language. Furthermore, there were other reported areas of difficulty including speaking, pronunciation, listening comprehension and writing. Based on the research findings, Reves and Medgyes (1994) concluded that "differences perceived by non-native speaking teachers bias their self-image and attitudes to teaching" (p. 353). In a more recent study, Eslami and Fatahi (2008) explored the efficacy beliefs of nonnative English speaking Iranian EFL teachers, and found that teachers' perceived efficacy was positively correlated with self-reported English proficiency. The study results highlight the fact that nonnative Iranian EFL teachers need the support to develop their language proficiency.

The increasing demands on English language teaching has led to educational reforms in many countries over the world. As a part of such curriculum renovations, English language teaching has been introduced at younger ages (Gradol, 2006). There have been many research studies which investigated the professional development needs of EFL teachers especially in Asian countries where English is taught as a foreign language. For example, Butler (2004) investigated elementary school teachers' language proficiency in Korea, Taiwan and Japan. He asked the participants to self-evaluate their English proficiencies as well as to indicate the minimum level of proficiency that they considered as necessary to teach English at the elementary school level. The study findings revealed that they evaluated their proficiencies in productive skills as lower than those in receptive skills. It is noteworthy that teachers in each of these three countries reported significant gaps between their self-evaluated English proficiency and the proficiency level they considered to be necessary for effective teaching.

Several studies suggest that teachers' negative self-efficacy beliefs are detrimental to ongoing teacher professional development (Guskey, 1988; Kubanyiova, 2006; Van Eekelen, Vermunt & Boshuizen, 2006). However, some other researchers have challenged this view, suggesting that this perceived lack of confidence might motivate these teachers to develop themselves professionally (Hiver, 2013; Moe, Pazzaglia & Ronconi, 2010; Wheatley, 2002, 2005).

There are some studies in the literature on EFL teacher development which focus on the relationship between teacher language proficiency and curriculum delivery (Butler, 2004; Estam & Fatahi, 2008; Hiver, 2013; Li, 1998; Liu, Ahn, Baek & Han, 2004; Roberts, 1998; Wall, 2008; Yan & He, 2015). For example, Liu et al. (2004) revealed that EFL teachers in South Korean high schools excessively used L1 (Korean) in English language classrooms. In this study, EFL teachers' use of L2 (English) was found to be lower than what these teachers and their students considered appropriate.

These results resonate in other studies which explore EFL teachers' professional development practices (Estam & Fatahi, 2008; Wall, 2008; Yan & He, 2015). Wall (2008), for example, conducted a case study to explore the support needs of a group of high-school EFL teachers in Thailand. In this study, Wall investigated the 'perceived' needs through semi-structured interviews and a brief questionnaire. Furthermore, the study tried to explore the 'observed' needs of these teachers using the multiple choice Teaching Knowledge Test (TKT) for all these teachers and language scores from their English communicative performance in interview with 7 teachers. The results of the study indicated that the teachers in this study reported the need to have more in-service training in the areas of English language proficiency and teaching methodology. Furthermore, Wall (2008) pointed out that "the teachers still had observable needs, of which they seemed largely unaware, with regards to both their English and their understanding of communicative lesson planning" (p. 47).

The discrepancy between the 'perceived' and the 'observed' developmental needs made Wall suggest employing more objective needs-assessment procedures which might investigate teachers' actual classroom practices. Similarly, in a more recent study, Yan and He (2015) investigated the professional development of 120 EFL teachers, and pointed out that Chinese EFL teachers were found to have highest development needs with regard to the ELT methodology and spoken English competence.

There have been many studies in the literature which explore the difficulties and problems in the implementation of communicative language teaching practices in EFL contexts when teachers are faced with the increasing demands of learner-centered, communication and interaction based methodologies which have been emphasized in recent curricular policy changes in many countries (Li, 1998; Richards, 2001). Such problems are more evident in countries where traditionally teacher-centered classrooms have emphasized grammar translation and rote learning. As Richards (2001) points out, "language teaching behaviour cannot be separated from pedagogic models inherited from the mother tongue culture…in such attributes as institutional culture, attitudes to authority and knowledge, adult-child relationships, etc." (p. 212), and it should also be noted that "if teachers are expected to be able to teach English when their own oral fluency is limited, they need good curriculum guidelines and clear materials to work from" (Wall, 2008, p. 60).

Incorporating technology into teaching has been noted as an important area of growth in a number of studies in the literature as well (Anderson, 2008; Kabilan & Rajab, 2010; Kohl, 2005). In their study, Kabilan and Rajab (2010) focused on English language teachers' utilization of the Internet at Gaza schools. A questionnaire was conducted to examine the Internet use by 274 English language teachers. It was found that apart from teaching purposes, 130 teachers use Internet to promote their professional development, namely, to share ideas with colleagues and find information on their field. Teachers reported lack of time, lack of facilities and limitations to accessibility to the Internet as hindrance to their development. In order to overcome such limitations, the researchers suggested that funding for the technology in schools needs to be increased, and more administrative support as well as in-service training in integrating technology into ELT need to be provided.

There have been studies in the relevant literature which focused on characteristics of successful PD trainings on technology, and suggested the importance of providing current and future teachers opportunities to learn about and practice with educational technology (Russell, Bebell, O'Dwyer & O'Conner, 2003; Schrum, 1999). For example, Schrum (1999) reviews research studies which explore

professional development on technology for pre- and in-service teachers. She further discusses current technology use in schools and research-based technology professional development models. Schrum argues that professional development for technology needs to be well-planned, and go beyond brief exposure and training.

In another study, Thomas et al. (2012) gathered observations from a three-year professional development partnership between the researchers and middle school English teachers. The professional development model (Integrated Curriculum Project), in this study, was designed to scaffold teachers' uses of multimedia in their instruction. The study revealed that this model initiated a shift to a more learner-centered approach in classroom applications. Thomas et al. (2012) found out that teachers learned to incorporate technology into their teaching and needed varying degrees of support in the process. The researchers concluded that new and alternative ways to effectively provide technology professional development for teachers need to be the focus of inquiry in the future research studies.

There have been reviews of studies in the literature which reveal the ineffectiveness of most professional development programs carried out to bring about change in teachers' classroom practices, their attitudes and beliefs (Cohen & Hill, 1998, 2000; Lauer, Christopher, Firpo-Triplett & Buchting, 2014). Among the major factors that might lead to this ineffectiveness is the lack of more structured and systematic support for teacher professional development (Berniz, 2007; Hourani & Stringer, 2015; Kabilan & Veratharaju, 2013; Meng & Tajaroensuk, 2013; Saito, 2012; Yan & He, 2015).

For example, Yan and He (2015) investigated the perceptions of 120 Chinese EFL teachers about their INSET program in order to provide some suggestions to improving program effectiveness. The results indicated that the EFL teachers in the study considered their training program ineffective. The factors including short length, lack of follow-up support, lack of peer communication, lack of practical information, lack of teacher-student interaction, insufficient information and

irrelevance were identified as the drawbacks of the program. Discussing these constraints, Yan and He (2105) pointed out that

> The crux of the problem might be the nature of the short, intensive one-off event without follow-up support of any kind. Teachers' lack of interest might have derived from their doubt of the possibility of digesting the knowledge and skills learned from the training and applying them to their teaching routines (p. 769).

Similarly, Hourani and Stringer (2015), discussing the effectiveness of one-shot one-size-fits-all approaches to development, argue that professional development models which provide multiple forms of support, both formal and informal need to be designed to generate better results. These suggestions are congruent with the characteristics of INSET programs mentioned in the review study of Lauer et al. (2014). Reviewing 23 studies which described effective short-term professional development trainings, Lauer et al. (2014) identify their design features, and conclude that

> Design features associated with positive impacts of short-term PD include topic complexity, the use of learning objectives, alignment with participants' training needs, demonstrations of desired behaviors, opportunities for participant practice, group discussions, pre-work and homework, active learning tasks that require cognitive processing, a participant-centered setting and follow-up support to promote transfer of learning (p. 207).

The professional development needs of EFL teachers become more apparent when they are faced with the radical curriculum reforms and renovations in the educational system, which is as usual in ELT since change in this field is quite often (Celce-Murcia, 2001). There have been several research studies which investigated EFL teachers' practices in the light of the curriculum reforms and renovations in EFL contexts (Choi & Andon, 2014; Mackenzie, 2003; Orafi & Borg, 2009; Zhang & Liu, 2014). In China, Zhang and Liu (2014), for example, revealed that Chinese EFL teachers were supportive of the constructivist curriculum innovation. However, when their beliefs on language teaching and learning were investigated, it was found out that these teachers still maintain their

traditional beliefs in their practices of grammar teaching, drill and practice, rote memorization, and teacher authority.

In Taiwan, Wang (2002) pointed out that there was a tension between new ELT coursebooks which included communicative activities and EFL teachers' classroom practices which focused mainly on grammar translation. In Libya, Orafi and Borg (2009) investigated inclass teaching practices of three EFL teachers with respect to the assumptions underlying the new communicative English language curriculum. The study revealed that there were considerable mismatches between the intentions of the curriculum and teachers' instructional practices. Orafi and Borg (2003) argued that "the uptake of an educational innovation can be limited when it is not congruent with and does not take into consideration the cognitive and contextual realities of teachers' work" (p. 243).

Similarly, in Japan, Gorsuch (2000) explored the Japanese EFL teachers' beliefs on using communicative activities in English language teaching and learning, and concluded that "Japanese teachers' current orientation toward foreign language learning seems to be that strong teacher control is desirable and that students need to memorize, use written mode, and be very accurate" (Gorsuch, 2000, p. 137). All this in mind, one might well suggest that "any innovation in classroom practice from the adoption of a new technique or textbook to the implementation of a new curriculum has to be accommodated within the teacher's own framework of teaching principles" (Breen, Hird, Milton and Thwaite, 2001, p. 137).

2.7.2. Research on Professional Development of EFL Teachers in Turkey

As it is stated earlier in this chapter, there have been drastic and rapid changes in the ELT curriculum in recent years. In addition to lowering the starting age of learning English as a foreign language first to 4th Grade in 1997, then to 2nd Grade in 2012, these policy changes incorporated the emphasis on constructivist perspectives as well as a focus on communicative approaches to language teaching and learning (Kırkgöz, 2007, 2009). These nation-wide changes in a very short time posed serious challenges in education especially in terms of EFL teacher

professional development. Therefore, it is of great significance to identify professional development needs of these teachers and investigate what they are doing on regular basis to grow professionally as "teachers are policy makers in practice hold great responsibility at the implementation level of the policy issues" (Kırkgöz, 2009, p. 679). However, there are very few studies in the literature which have explored professional development practices of EFL teachers working at public schools in Turkey. Reviewing the research studies including articles published between 2000 and 2012 in the area of EFL teachers' professional development in Turkey, Hoş and Topal (2013) pointed out that there has been limited research in this area and almost all of the studies in their review were conducted to explore professional development practices of instructors at universities. It is apparent that there is a huge need for research studies that investigate professional development practices of EFL teachers at K12 public schools in Turkey.

When the relevant literature is reviewed, it is seen that some research studies focus on the problems teachers having at instructional level. Some recent studies revealed that most teachers still follow more traditional approaches to language learning such as grammar-based language teaching even at primary level when teaching English to young learners, and have difficulty designing communicative tasks and activities (e.g. Gürsoy et. al, 2013; Kırkgöz, 2007, 2009; Özşevik, 2010), which calls the effectiveness of in-service training programs into question. For example, just after the new 4+4+4 educational reform was put into force in 2012, Gürsoy et al. (2013) conducted a research study to investigate EFL teachers' perceptions with regard to the lowering starting age of English language teaching and their teaching practices in young learner classes. Data were gathered through a survey with the participation of 203 EFL teachers working at primary schools in seven different regions of Turkey. Although teachers were found to support the recent changes in the curriculum, and favor the idea of teaching English to young learners through communication and interaction-oriented teaching practices, the results revealed some mismatches between teachers' beliefs and their actual teaching practices.

Gürsoy et al. (2013) concluded that in-service trainings with practical ideas and suggestions need to be provided to the teachers who teach young learner classes.

Özşevik (2010), on the other hand, explored the difficulties and challenges EFL teachers faced in the implementation of CLT practices in the Turkish context. 61 EFL teachers working at primary and secondary-level schools participated in the study. Data were collected through online questionnaires and semi-structured interviews. The results suggest that despite these teachers were showing keen interest in change and with CLT, they were found to be not optimistic about the complete adoption of CLT. Özşevik's (2010) study revealed some perceived difficulties in implementing CLT such as teachers' deficiency in spoken English; lack of knowledge about CLT; lack of time for developing appropriate materials; students' passive style of learning; lack of motivation for developing communicative competence; lack of support and materials; grammar-based examinations; and few opportunities for teachers to have training in CLT.

What might be derived out of these studies in the literature is that EFL teachers at K-12 public schools need more in-service training and professional development activities to keep up with the latest policy changes in ELT curriculum. However, the in-service trainings offered by MoNE for EFL teachers have been generally found to be insufficient. For example, Küçüksüleymanoğlu (2006) finds out that out of a total of 3201 INSET programs between 1998 and 2005, only 122 targeted at English language teachers. Findings from interviews reveal that most decisions are made centrally by the MoNE and teacher involvement is kept at minimum. The data from questionnaires show that there is an urgent need to increase the number of in-service courses for EFL teachers, and INSET course content need to be updated on a regular basis. Need analysis before INSET courses is a common concern among teachers.

There have been other research studies in the literature which reported several concerns and problems with regard to the design, implementation and impact of INSETs offered by MoNE to English language teachers (Bayrakçı, 2010; Çimer et al. 2010; Kırkgöz, 2007,2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Özşevik,

2010; Uysal, 2012). For example, Uysal (2012) presents an evaluation of a one week in-service training program for primary-school language teachers in Turkey to report its implications for teacher development and teaching in classrooms. Participants of the study come from three groups; namely, teacher trainers, senior and junior teachers whose perceptions of the program were obtained by evaluation of teaching materials, semi-structured interviews and a questionnaire. The results show that although teachers held positive attitudes towards such training programs, much seems to be done on issues such as the planning (lack of fit with needs and time for preparation) and evaluation of the training program (no systematic feedback or evaluation) as well as the influence of the training program on teaching experiences and practices in the classrooms.

Similar results have been echoed by Çimer et al. (2010). Considering the integration of the recent reforms in ELT curriculum, these scholars investigate the effectiveness of INSET training offered by the MoNE on teaching practices. The study takes into account reflections of 20 primary and 18 secondary school teachers about their past INSET training courses. Majority of the participants are found to believe that INSET courses lack effectiveness. Among the concerns and issues that the participants have mentioned about the ineffectiveness of INSETs are: the irrelevancy and lack of quality of course content; attendance to courses and time limitation; direct instruction by lecturers without any involvement of teachers; lack of lecturer expertise; lack of any evaluation tool for the courses; and need for further post-course support. The researchers call for needs assessment, collaboration with universities in designing and administrating such programs, and effective content delivery in the future courses.

As Kırkgöz (2009) states, "teachers are key players in implementing macro policy decisions in practice at the micro level" (p. 678). The literature indicates that many EFL teachers have difficulties implementing the recently changed educational policies in their classroom practices, and INSETs offered by the MoNE are generally found to be insufficient and ineffective to bridge the gap between what is expected of teachers and what is actually happening in the classroom. Despite the critical importance of INSETs to teachers' continuous professional

development, studies often reveal problems about the planning, implementation and impact of many INSETs offered by MoNE. Among the several concerns cited in the literature are the externally-driven top down design of INSETs; the lecture-type presentation of the course content, leaving little or no room for teacher active involvement; lack of lecturer expertise; and lack of guidance and follow-up support (Bayrakçı, 2010; Çimer et al. 2010; Kırkgöz, 2007,2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Uysal, 2012).

In a comparative study, Bayrakçı (2010) examines the in-service teacher training practices and policies in Japan and Turkey, focusing mainly on the general frameworks for the professional development activities, types of these activities and the roles of official institutions on INSETs. Carrying out the research with interviews and site visits in Japan and with semi-structured interviews with officials and administrators in national in-service training departments in Turkey, Bayrakçı (2010) points out that collaborative and participative training programs are neglected in Turkish National Education system. He finds out that due to the lack of professional personnel to carry out in-service training activities for teachers in national and local offices in Turkey, the professional development needs of teachers cannot be identified by research studies and cannot be met. Thus, this study suggests that it is of great significance to employ professional trainers in training departments on local and national levels as far as the public schools in Turkish context.

Some research studies draw attention to the EFL teachers' lack of knowledge with regard to professional development. Büyükyavuz (2013), for example, analyzes the attitudes of Turkish teachers of English employed at public schools in Isparta towards professional development in their field. The study results indicate that the majority of the teachers view professional development as getting prepared for the national proficiency exams which poorly assess vocabulary, grammatical knowledge and reading comprehension skills, and none of these teachers associate research or action research with professional development. Büyükyavuz (2013) clearly asserts that EFL teachers in the study are not fully equipped with the necessary knowledge on professional knowledge, and they do not know how to

acquire such knowledge and skills. Examining the views of 18 EFL teachers in Turkey towards teacher research as a tool for professional development, Karakaya (2015) finds out that teachers need school support in order to utilize teacher research as an effective tool to promote teacher growth, autonomy and collaboration among teachers since teachers lack theoretical and practical knowledge on using such professional development practices.

What is common to almost all of these studies is the emphasis on the importance of integrating teacher input in planning and administering the context, content and delivery procedures of INSET programs. In other words, these programs need to be designed to address the actual needs of EFL teachers. Thus, more research needs to be conducted in order to identify the professional development needs of EFL teachers working at public schools. In this regard, this phenomenological inquiry into the EFL teachers' professional development practices might contribute to this gap in the literature.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a detailed description of the research methodology and design employed in this study. In this regard, it presents selected research methodology, research design, data collection methods, process of data analysis, and highlights how trustworthiness is ensured in the study.

3.1. Selected Research Approach: Phenomenology

The research approaches are mainly adopted based on the philosophical frameworks that demonstrate different views on the nature of reality (ontology), and what it means to know that reality (epistemology). While quantitative research aims to reach explanatory and/or universal laws for the assumingly *static* reality, qualitative research, generally considered as interpretive, naturalistic and constructivist approach (Creswell, 2007), embraces the idea that there is no single reality. In fact, reality is multiple, and can only be studied holistically. Thus, researchers conducting qualitative research seek to provide a more holistic understanding of the phenomenon being investigated. Denzin and Lincoln (2005) describe the nature of reality as *dynamic* and *complex* as follows:

> The assumption that there is no single "truth" … leads us ineluctably toward the insight that there will be no single "conventional" paradigm to which all social scientists might ascribe in some common terms and with mutual understanding. Rather, we stand at the threshold of a history marked by multivocality, contested meanings, paradigmatic controversies, and new textual forms. At some distance down this conjectural path, when its history is written, we will find that this has been the era of emancipation: emancipation from what Hannah Arendt calls "the coerciveness of Truth", emancipation from hearing only the voices of Western Europe, emancipation from generations of silence, and emancipation from seeing the world in one color (p. 212).

Qualitative research methodologies have attained wider acceptance in social sciences in the last few decades (Guba & Lincoln, 2005; Yıldırım & Şimşek, 2013), and developed through several disciplines, fields and concepts including "the traditions associated with foundationalism, positivism, post-foundationalism, post-positivism, post-structuralism, and the many qualitative research perspectives, and/or methods connected to cultural and interpretive studies" (Denzin & Lincoln, 2005, p. 2).

Creswell (2007) distinguishes five approaches to qualitative research – narrative research, phenomenology, grounded theory, ethnography, and case study. As is the case for research methodologies in general, the theoretical framework on which the research is built and research questions formulated accordingly entail different approaches to qualitative inquiry. For example, while a grounded theory researcher seeks to develop a theory from investigating many individuals who share in the same process or action, an ethnographer is likely to be interested in examining the entire cultural group to study their shared patterns of behavior, beliefs and language (Creswell, 2007; Patton, 2002).

Phenomenological research, on the other hand, is the systemic attempt to capture and describe lived experiences of a person or a group of people to gain a deeper understanding of the meaning, structure and essence of experiences of phenomena under investigation (Giorgi, 1997; Moustakas, 1994; van Manen, 1990). Since this research study aims to provide Heideggerian hermeneutical analysis of EFL teachers' lived experiences with regard to their professional development practices, the following parts in this section will provide information about phenomenological methodological approach and Heidegerrian phenomenological research in particular.

Phenomenology as a philosophical movement begins with the German philosopher Edmund H. Husserl (1859-1938), and has been developed by Martin Heidegger (1889-1976) and his followers. As a philosophical movement, it has made great contribution to the philosophical thinking in the twentieth century. Phenomenology, a compound of the Greek words *phainomenon* and *logos*, has

been specifically designed to study human experience. Considering the shifts from positivism to more constructivist and interpretive paradigms, rather than empirical facts, researchers following different approaches in qualitative research have begun to focus upon meaning and contributed to the body of knowledge in educational research. However, only phenomenology has been specifically designed to study the essence, structure and meaning of experience (Creswell, 2007; Moustakas, 1994; Starks & Trinidad, 2007).

Another characteristic that distinguishes phenomenology from other approaches in qualitative research is that it provides not only a theoretical framework but also a method designed especially to study experiences of phenomena from the perspectives of those who experience them (Giorgi, 1985; Moustakas, 1994; van Manen, 1990). Therefore, research designed to follow a phenomenological methodology is more likely to provide a deeper understanding of several individuals' common or shared experiences of a phenomenon. The phenomenon that is the focus of inquiry might be anything that a person or a group of people experience. It may be "an emotion – loneliness, jealousy, anger. The phenomenon may be a relationship, a marriage, or a job. The phenomenon may be a program, an organization, or a culture" (Patton, 2001, pp. 104-105). In other words, phenomenology is the study of the ways in which these things are perceived as they present themselves to consciousness. Van Manen (1990) describes the significance of the concept of consciousness in phenomenology both as a theoretical framework and a research methodology as follows:

> Anything that presents itself to consciousness is potentially of interest to phenomenology, whether the object is real or imagined, empirically measurable or subjectively felt. Consciousness is the only access human beings have to the world. Or rather, it is by virtue of being conscious that we are already related to the world. Thus all we can ever know must present itself to consciousness. Whatever falls outside of consciousness therefore falls outside the bounds of our possible lived experience…thus phenomenology is keenly interested in the significant world of the human being. It is important to realize as well that consciousness itself cannot be described directly…Similarly, the world itself, without reference to an experiencing person or consciousness, cannot be described directly either…Thus, phenomenological reflection is not introspective but retrospective. Reflection on lived experience is always recollective; it is

reflection on experience that is already passed or lived through (van Manen, 1990, pp. 9-10).

According to van Manen (1990), "phenomenology asks for the very nature of a phenomenon, for that which makes a some-"thing" what it is – and without which it could not be what it is" (p. 10). This definition highlights one of the most essential characteristics of phenomenology which emphasizes the fact that phenomenological research is the study of essences. Van Manen elaborates this idea as follows:

> Phenomenology is the systematic attempt to uncover and describe the structures, the internal meaning structures, of lived experience…for example, phenomenology does not ask, "How do these children learn this particular material?" but it asks, "What is the nature or essence of the experience of learning (so that I can now better understand what this particular learning experience is like for these children)? (van Manen, 1990, p. 10).

Another important characteristic of phenomenological research is its focus on revealing the meaning of experiences. Human beings experience a phenomenon in different ways, and they attach different meanings to their experiences, and this kind of approach aims to uncover these personal meanings (Patton, 2002). "Phenomenology aims at gaining a deeper understanding of the nature or meaning of our everyday experiences" (van Manen, 1990, p. 9). As Creswell (2007) states, "the constructivist worldview manifest in phenomenological studies, in which individuals describe their experiences (p. 21). Social constructivism as a paradigm suggests that people try to understand the world in which they live and work. They develop subjective and multiple meanings with regard to their experiences. "These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas" (Creswell, 2007, p. 20). "Guba and Lincoln (1990, p. 148) summarize the constructivist perspective as being ontologically relativist, epistemologically subjectivist, and methodologically hermeneutic and dialectic" (Patton, 2001, p. 98). It is noteworthy that the study of human beings is different from the study of other natural phenomena as it is well described through the Crotty's example of a tree in the following:

What the "commonsense" view commends to us is that the tree standing before us is a tree. It has all the meaning we ascribe to a tree. It would be a tree, with that same meaning, whether anyone knew of its existence or not. We need to remind ourselves here that it is human beings who have constructed it as a tree, given it the name, and attributed to it the associations we make with trees. It may help if we recall the extent to which these associations differ even within the same overall culture. "Tree" is likely to bear quite different connotations in a logging town, an artists' settlement and a treeless slum (Crotty, 1998, p. 43).

Thus, the meaningful reality – in other words, the subjective meanings attached to experiences – is socially and historically constructed. As Creswell (2007) indicates, "they are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives" (p. 21). Researchers who adopt social constructivism as a worldview, therefore, do not start with a theory; rather they inductively develop patterns of meaning. Thus, they seek to rely on the participants' views regarding the situation as much as possible.

Referring to the significance of the concept of experience in phenomenology, Patton (2002) argues that "we can only know what we experience by attending to perceptions and meanings that awaken our conscious awareness…Interpretation is essential to an understanding of experience and the experience includes the interpretation" (p. 105). In accordance with the social constructivist view, phenomenological research assumes that there is no objective reality for people. In fact, "there is only what they know their experience is and means" (Patton, 2002, p. 106). This perspective suggests two implications for this current research study. The first one is about the focus of investigation, that is, the phenomenon. It is possible to assert that this study aims to uncover and describe the essence and meaning of EFL teachers' experiences with regard to their professional development practices by looking at this phenomenon from their perspectives because "what is important to know is what people experience and how they interpret the world" (Patton, 2002, p. 106). The second implication is to do with the research methodology. If "the only way for us to really know what another person experiences is to experience the phenomenon as directly as possible for ourselves" (Patton, 2002, p. 106), then in-depth interviewing might best suit this

purpose. Thus, the researcher in this study not only makes a systematic analysis of the interview data to uncover what professional development means to the participants in the study, but also seeks to provide results meaningful to the readers.

Considering these principles, it might well be asserted that this research study followed Heideggerian hermeneutic phenomenology. According to Heidegger, "we are beings inseparable from an already existing world" (Draucker, 1999, p. 361). Phenomenology becomes hermeneutical and interpretive when the method employed is interpretive. As it is described above, all human experience is interpretive and socially and historically constructed. Heidegger (1962 as cited in in Maggs-Rapport, 2001, p. 377) describes phenomenology as follows:

> The way people relate to things is an integral element of external reality, for we are all in, amongst and inseparable from a world being. Heidegger called this state 'Being-in-the-world', and saw the fundamental ontology – the meaning of being in general – as the ground upon which the human sciences could be constructed (Heidegger, 1962, Honey, 1987). 'Being-in-the-world' was evidence of a world in which we share things and practices that give meaning to our lives and, in this everyday existent state, we make sense of the world through our existence within it rather than in any detached way (Heidegger, 1962 as cited in Maggs-Rapport, 2001, p. 377).

Keeping all this in mind, it is possible to state that this study follows Heideggerian hermeneutic approach to phenomenology since the focus of inquiry in the present study to uncover and describe EFL teachers' perceptions with regard to the ways they develop themselves professionally, their professional development needs and the possible sources or factors that might pose challenges to their development. Such an inquiry necessitates in-depth questioning of the participants. Thus, the research is phenomenological in nature, and the interviewing is the main data collection method.

3.2. Researcher's Role

The role of the researcher is very essential in qualitative research. As Patton (2002) states, "in qualitative inquiry, the researcher is the instrument. The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork" (p. 14). Besides, Creswell (2007) notes

that "researchers bring their own worldviews, paradigms, or sets of beliefs to the research project, and these inform the conduct and writing of the qualitative study" (p. 15). Furthermore, in Heideggerian hermeneutical phenomenology, "the researcher is an active participant in the interpretive process rather than a passive recipient of knowledge" (Draucker, 1999, p. 361). Considering the active involvement of the researcher, the assumptions, knowledge, and presuppositions that the researcher bring to the research process gains much more significance.

As it is discussed earlier in this chapter, there are many approaches to phenomenology. Within this research tradition, these approaches have developed different conceptualizations towards the role of the researcher in the research process. Moustaka's (1994) *transcendental* or *psychological phenomenology*, for instance, is "focused less on the interpretations of the researcher and more on the descriptions of the experience of participants" (Creswell, 2007, p. 59). This is one of Husserl's concepts, *epoche* (or bracketing), "in which investigators set aside their experiences, as much as possible, to take a fresh perspective toward the phenomenon under investigation" (Creswell, 2007, pp. 59-60). While Husserl's descriptive phenomenological approach necessitates the researcher to proceed with the research in a value-free manner, Heideggerrian interpretive approach to phenomenology rejects the idea of bracketing since "Heidegger, who was interested in interpreting and describing human experience, believed that bracketing was not warranted because hermeneutics presumed prior understanding" (Reiners, 2012, p. 2).

All this in mind, it is possible to argue that the researcher in this current study conducted several qualitative research studies in the recent past, and gained knowledge on teacher professionalism through her academic work in pre- and in-service teacher education. Besides, she has a 4-year teaching experience at primary, secondary and tertiary level public schools. Since research designs in qualitative inquiry first begin with philosophical assumptions that the researchers make (Creswell, 2007), it might well be suggested that the researcher's belief in qualitative research paradigms and her competence and experience in conducting such studies have a positive influence in carrying on this current study. Moreover,

this research process has made great contribution to the researcher's knowledge and experience in conducting qualitative research.

In qualitative research studies, especially when the data collection instrument is in-depth interviewing, the attitude of the researcher towards the participants gains more importance. In the relevant literature, it is recommended that the researcher approaches the participants with sensitivity, and has a positive attitude towards the participants during the interview process. Taking all this into account, it is possible to state that throughout the course of the study, the researcher tried to maintain a positive attitude, and understand and reflect on different feelings that the participants might have during the interview process.

Another important issue to consider with regard to the researcher's role is the rapport and neutrality established between the researcher and the participant in the interview process. "Rapport is a stance vis-à-vis the person being interviewed. Neutrality is a stance vis-à-vis the content of what that person says" (Patton, 2002, p. 365). In other words, the person being interviewed must feel that what he or she says is important since the researcher respects them. Neutrality means that they will not be judged for what they say to the researcher during the interview process. "Rapport is built on the ability to convey empathy and understanding without judgment" (Patton 2002, p. 366).

In order to establish rapport during the interview process, "the interviewer must maintain awareness of how the interview is flowing, how the interviewee is reacting to questions, and what kinds of feedback are appropriate and helpful to maintain the flow of communication" (Patton, 2002, p. 375). This might help the researcher have a control over the interview process since "time is precious in an interview" (Patton, 2002, p. 375). As Patton (2002) points out,

> Control is facilitated by knowing what you want to find out, asking focused questions to get relevant answers, listening attentively to assess the quality and relevance of responses, and giving appropriate verbal and nonverbal feedback to the person being interviewed (pp. 375-376).

Therefore, the researcher did utmost care in order to establish rapport with the participants without trying to change their attitude or beliefs. During the interview process, the researcher followed what the participants were saying and made sure that she was given relevant responses to the questions posed. When necessary, questions were rephrased and verbal and nonverbal feedback was given in order to avoid diversions from the focus of inquiry.

It is recommended in the literature that the researcher is to have a critical eye towards the phenomenon under investigation and maintain that attitude through the course of the study (Bassey, 2003; Creswell, 2007; Patton, 2002). This critical perspective is sustained through several strategies applied in the data collection and analysis processes. First of all, before preparing the interview questions, a pilot study was carried out both by the experts in the education, and by the EFL teachers. Secondly, once the data were transcribed, they were subject to expert view by 3 experts in the field to check to what extent the transcribed data reflected the focus of inquiry in this present study. Additionally, all of the data were coded by two coders which might increase the reliability of the results.

3.3. Participants and Sampling Procedure

Sampling is an important step in research studies. In this research study, maximum variation sampling and convenient sampling were employed when selecting the cities where the data were collected. EFL teachers are working at primary, secondary, and tertiary-level public schools in 81 cities of Turkey. In order to ensure maximum variation sampling, the researcher referred to the classification of the cities determined by the MoNE. According to this classification, the cities are divided into three groups – that is – first, second and third region of service. The map which shows the distribution of cities in these regions is given in Appendix B (http://personel.meb.gov.tr/ upload/turkiye_haritasi_hizmet_ bolgeleri.pdf). Each group has different numbers of cities. Based on the ratio of the cities distributed in each group, the number of the cities in this research study is determined. Thus, the researcher decided to collect data from 14 cities – 7 cities

from the first, 4 cities from the second, and 3 cities from the third region of service. Table 3.1. shows the number of participants based on their working regions.

Table 3.1. The number of participants based on their working regions

Region of Service	Number of Cities in the Region	Number of the Selected Cities	Number of the Participants
First Region	43	7	25
Second Region	22	4	13
Third Region	16	3	3
TOTAL	81	14	41

Having determined the number of the cities from each region, the researcher employed the convenient sampling method to decide which cities were to be included in the data. First, considering time, practicality, transportation, accommodation and financial issues, the list of the cities was narrowed down. Then, in order to have maximum variation sampling, both the population and the geographical region of those cities played a role in deciding the cities to be visited. The cities selected are – Ankara, Bolu, Eskişehir, Gaziantep, Hatay, İzmir, Konya (1st region of service); Adıyaman, İstanbul, Sivas, Malatya (2nd region of service); and Diyarbakır, Hakkari, Şırnak (3rd region of service).

Compared to the quantitative research studies, qualitative research does not have a claim of generalizability. However, it is not the generalizability but the uncovering and describing the essence and meaning of the experience that matters in phenomenological research (Creswell, 2007). Through maximum variation sampling, the researcher has interviewed 41 participants from 14 different cities in three regions of service. In this way, the researcher aimed to enrich the data as much as possible, thereby having a deeper understanding of the phenomenon through analyzing the personal meanings from the perspectives of the participants.

After the cities were determined, the schools were selected. Taking into account the list of schools shown on the MoNE website, the researcher prepared a new list

for schools located in the central districts of those schools. Then, considering the factors such as the researcher's accommodation, transportation and time available for data collection, the list was revised. The websites of the schools in the narrower list were visited and the schools were rearranged based on two factors – size of the school and population of the city. In order to have maximum variation, the researcher aimed to collect data from schools which fell in the classifications of large school/small city, and small and large schools/large city. Schools were randomly selected from each classification in propotion to the number of cities previously identified.

In the selection of the schools, the school type was not taken into consideration. This decision was taken on the grounds that MoNE does not discriminate EFL teachers for school levels. In other words, EFL teachers might be allocated to all school-levels including primary, secondary and tertiary throughout their career. If an EFL teacher, for example, wants to move to another city or another school in the same city, he or she might be appointed to any type of school without taking into consideration his or her previous teaching experience. Furthermore, the in-service training programs offered by MoNE are designed for EFL teachers, notwithstanding the level they teach. Since the participants are all working at public schools, they are also subject to the same administrative responsibilities in Turkish context.

According to the legal procedures, it was required to get permission legally from the MoNE in order to collect data from the selected schools. When the permission was granted, out of 14 cities, the researcher visited 7 cities to conduct face-to-face interviews with the teachers. However, due to some practical concerns, the interviews with 7 teachers working in Adıyaman, Diyarbakır, Gaziantep, Hakkari, Hatay, Malatya and Şırnak were accomplished via an online tool, Skype. In this respect, EFL teachers working at the selected schools were identified in the official website of these schools. An email invitation was sent to these teachers working and they were given information about the overall goals of the study and the possible implications of the study. Respondents were further contacted to arrange

the interviews. Due to some practical issues such as time and availability of the Internet, the video-call interviews were done with 7 EFL teachers.

Thus, in the second school term in 2012, semi-structured interviews were conducted with 41 EFL teachers who were currently working at randomly selected public schools in 14 different cities spread across different regions of Turkey. Table 3.2. shows the distribution of participants according to the cities, and the detailed information about the participants were given in Appendix C.

Table 3.2. The Distribution of Participants According to the Cities

City	Number of Participants	City	Number of Participants	City	Number of Participants
Ankara	10	Gaziantep	1	Konya	5
Adıyaman	1	Hakkari	1	Sivas	6
Bolu	3	Hatay	1	Malatya	1
Diyarbakır	1	İstanbul	5	Şırnak	1
Eskişehir	2	İzmir	3		

__Total number of cities: 14; Total number of participants: 41__

The new 4+4+4 education system was introduced in 2012-2013 school year, which restored the system to its three-tier structure including primary, secondary and tertiary level education, each of which would last 4 years. Before this systemic change, the schools were classified under two groups – primary (which comprises an 8- year of education) and secondary (a 4-year of education starting from 9th level). Since data collection was implemented before the new system was introduced, the participants in this study were divided into two groups in terms of the level they were working at. Out of 41 teachers, 21 teachers were working at secondary level public schools while 20 teachers were from the primary level public schools (Table 3.3.).

As with the gender of the participants, out of 41 teachers, 34 teachers were female while the remaining 7 teachers were male (Table 3.4.). Regarding the academic

degrees earned by the participants, it was found that all of the participants held a Bachelor degree. As for the programs that the teachers graduated from, it was found that 26 teachers graduated from English Language Teaching (ELT) programs. However, 15 teachers were non-ELT graduates. The programs that these teachers graduated were English Language and Literature (n=10), History (n=2), Sociology (n=1), Chemistry Education (n=1), and Biology (n=1) (Table 3.5.).

Table 3.3. School Type of the Participants

School type	Frequency	Percentage (%)
Primary	21	51
Secondary	20	49
Total	41	100

Table 3.4. Gender Ratio of the Participants

Gender	Frequency	Percentage (%)
Female	34	83
Male	7	17
Total	41	100

Table 3.5. Graduation of the Participants

Graduation	Frequency	Percentage (%)
ELT	26	63
Non-ELT	15	37
Total	41	100

As with the teaching experience of the participants, it varies from 1 year to 28 years. As the Figure 3.1. indicates, out of 41 teachers, 4 teachers have 1-5 years of teaching experience; 9 teachers of them have 5-10 years of experience; 13 teachers have 10-15 years of experience; yet 9 others have 15-20 years of teaching experience. The remaining 6 teachers have been teaching for 20 or more years.
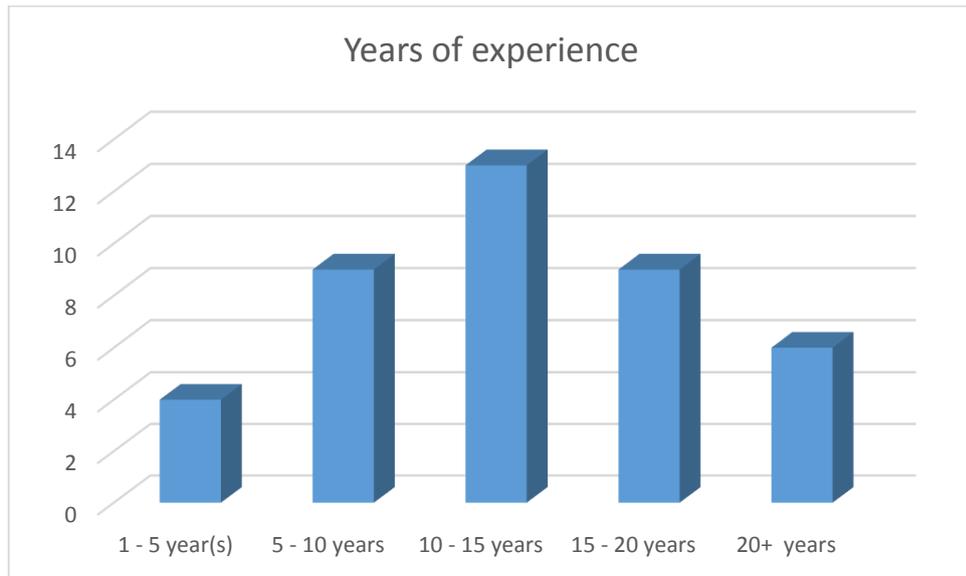
Figure 3.1. Teaching Experience of the Participants

As with the teaching hours per week, it varies from 13 to 30 hours. As the Figure 3.2. shows, out of 41 teachers, 3 teachers have 10-15 hours of teaching, 27 teachers have 16-20 hours of teaching, 7 teachers have 21-25 hours. The remaining 4 teachers have 26-30 hours of teaching in a week.
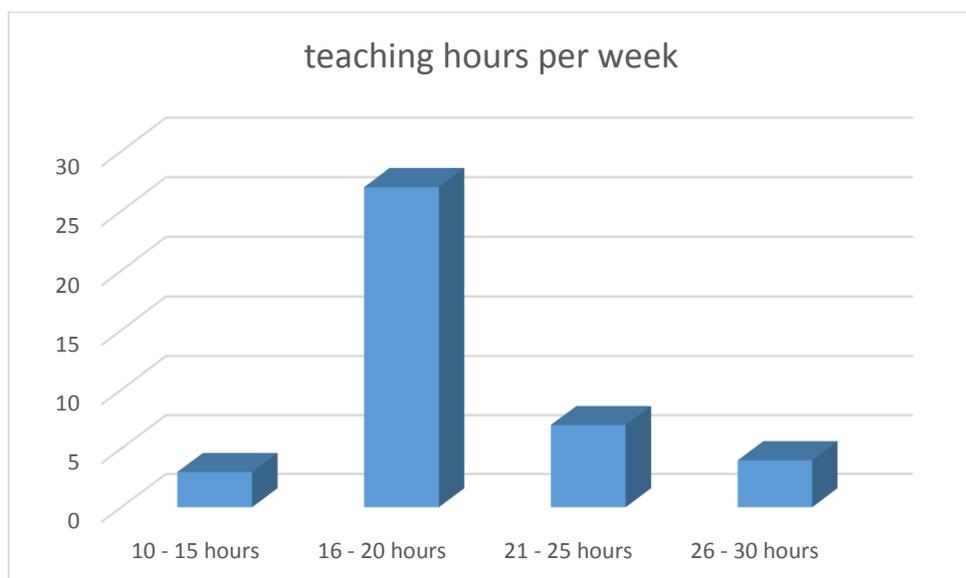
Figure 3.2. Teaching Hours per Week

Figure 3.3. illustrates the distribution of the average number of students in English language classrooms. The average number of students varies from 13 students to 55 students. Out of 41 teachers, 2 teachers have 10-20 students in their classes, 18 teachers have 20-30 students, 12 of them have 31-40 students, yet 8 teachers have 41-50 students, and 1 teacher has 51-55 students in his/her English language classroom.
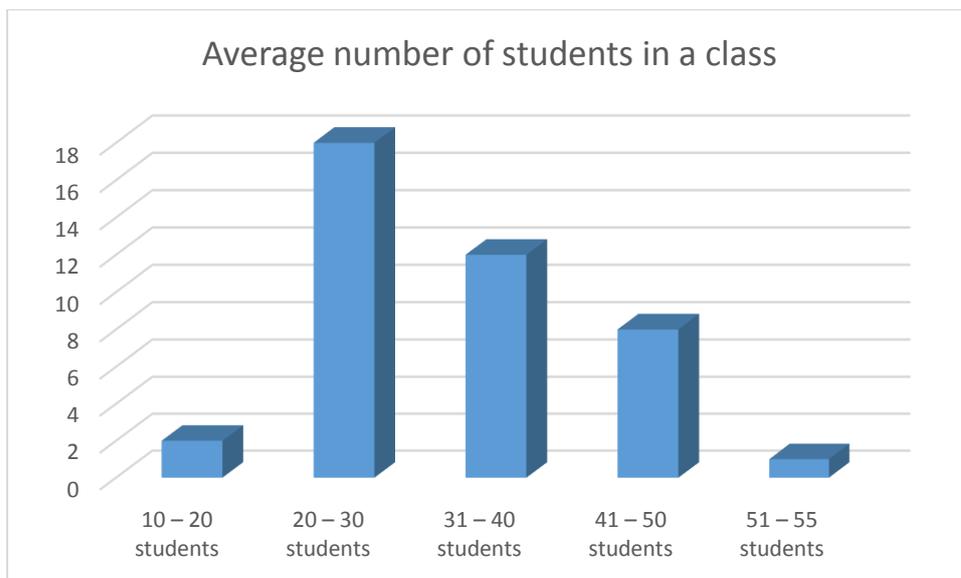
Figure 3.3. Distribution of the Average Number of Students in a Class

3.4. Data Collection Instrument for the Interviews

Since the main focus of inquiry in phenomenological research is to uncover and describe the meaning, structure and essence of the experiences from the participant's point of view (van Manen, 1990), the most frequently used data collection procedure is interviewing. As Creswell (2007) states, "often data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants" (p. 61). Thus, in order to provide rich description of the experiences of the participants with regard to their professional development practices, the data collection method employed in this present study consisted of semi-structured and face-to-face interviews. The steps taken in the

preparation of the interview questions and the pilot study are described in detail in the following parts.

3.4.1. The Development of the Interview Questions

Since "interviews yield direct quotations from people about their experiences, opinions, feelings and knowledge" (Patton, 2002, p. 4), they are widely used in qualitative research studies. Kvale (1996) argues that "the qualitative research interview is a construction site for knowledge… an inter-view, an inter-change of views between two persons conversing about a theme of mutual interest" (p. 14). Patton (2002) describes the purpose of interviewing as follows:

> The purpose of qualitative interviewing is to capture how those being interviewed view their world, to learn *their* terminology and judgments, and to capture the complexities of *their* individual perceptions and experiences. This openness distinguishes qualitative interviewing from the closed questionnaire or test used in quantitative studies. Such closed instruments force respondents to fit their knowledge, experiences, and feelings into the researcher's categories. The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express *their own* understandings in their own terms (Patton, 2002, p. 348).

Patton (2002) identifies three approaches to format questions. These are (i) the informal conversational interviews, (ii) the general interview guide approach, and (iii) the standardized open-ended interview. These three approaches differ in the extent to which interview questions are determined and standardized prior to the interviews. The format of interviewing might change from structured to more flexible and unstructured. It is essential that the qualitative interviewing be "neither strictly structured with standardized questions, nor entirely non-directive" (Kvale, 1996, p. 31). In order to allow for the novel themes and ideas to emerge rather than rely on "ready-made categories and schemes of interpretation" (Kvale, 1996, p. 31), the interview questions in this current research study were semi-structured. A list of questions were prepared before the interviews in order to ensure that relevant questions were posed in the interview and thus diversions from the focus of inquiry were avoided.

It should be noted that the interview guide was not intended to be prescriptive. In accordance with the semi-structured nature of the interviews, utmost care and attention was given to make the interviewee take the lead during the conversation. The researcher posed the questions in a similar order. However, in accordance with the nature of semi-structured interviews, the interviewing was flexible enough to let the researcher formulate and ask impromptu questions during the course of the interview so that the respondents were encouraged to share their experiences and perceptions. In doing so, the researcher had the opportunity to obtain novel and unexpected information. Furthermore, the conversational tone and the rapport established between the researcher and the participants through mutual understanding allowed for the participants to share their feelings, beliefs and ideas freely and sincerely.

The literature on teacher professionalism and development, and the research questions of this study shaped the areas to be examined in the interviews. Besides, the researcher attended one of the in-service training programs conducted by MoNE for English language teachers in October, 2011. The program she attended was held in Antalya, and it was compulsory for all the English language teachers working at public schools of Antalya to participate in that training. This training provided the researcher with the opportunity to examine the views of the attendees with regard to their professional development practices. She asked the trainees to respond to the questions designed in an open-ended format in order to learn about their professional development needs, experience and concerns. 98 English language teachers attending the training in Antalya voluntarily shared their opinions on the focus of inquiry. These findings were not a part of this current study. However, such an inquiry might provide valuable insights for the researcher before preparing the interview guide. In addition to the information obtained through this experience, the researcher also examined the relevant literature on teacher professionalism. Besides, the researcher herself had a 4-year working experience as an English language teacher at public schools before starting to work as a research assistant in 2006. The literature review and the feedback obtained from the teachers in the training described above might have two important

functions. Firstly, such knowledge might help the researcher identify and reveal her ideas, beliefs and biases towards teacher professionalism which might increase trustworthiness of the study. Another function is related to the preparation of the interview questions.

The information gained through this training, the literature review on teacher professionalism and development, and the research questions of this study shaped the areas to be examined in the interviews. As the data collection instrument, a semi-structured interview guide was prepared. The interview guide was given in Appendix D. The interviews were conducted in Turkish. Therefore, the interview guide was translated into English by two graduate students in the English Language Teaching program, and checked by an expert in the field. The translated version of the interview guide was given in Appendix E.

The interview guide consists of five parts. *Part A* was prepared to gain some demographic information about the participants such as educational background and teaching experience in years. *Part B* included questions which focused on their beliefs on teaching as a profession. *Part C* consisted of questions to reveal their professional development needs. *Part D* included questions to find out what they were doing to develop themselves professionally, and to uncover the professional development activities that the respondents would like to engage in, and the last part of the interview guide, *Part E*, consisted of questions to explore perceived challenges and limitations to their professional development.

3.4.2. Piloting the Interview Questions

Prior to the implementation of interviewing process, piloting the interview questions was administered in two stages. First of all, the questions formulated were checked by four experts in the field in order to make sure that the questions in the interview guide fully explore the areas to which research questions are addressed. In the second phase of the piloting, a think-aloud-protocol was employed. Four teachers working at public schools in Ankara were asked to participate in this protocol. The researcher asked these teachers to read the questions aloud and tell out what they understand from each question in the

interview guide. Having gathered the feedback and information obtained from these two stages, the researcher modified the interview questions, made necessary changes and finalized the interview guide.

3.5. Data Collection Procedures

The data collection method employed in this present study consisted of semi-structured and face-to-face interviews. Furthermore, the official documents by MoNE were analyzed to triangulate the findings. Since the main instrument for data collection in this current study is interviewing, the following section will describe the interview process.

3.5.1. The Interview Process

The interviews were held in two different forms: individual and focus group interviews. Utilizing two different types of interviewing might provide some advantages. On the one hand, individual one-on-one interviews might provide information on reported behavior, attitudes, and beliefs, and contribute to an in-depth understanding of research participants' individual perspectives or experiences. On the other hand, as Dushku (2000) suggests, focus group interviews make it possible to gather another set of data which might not be accessible through individual interviewing. Furthermore, group interviewing can help increase the validity of the study by raising the number of participants. Last but not least it can also contribute to the triangulation of data.

The interviews were audio-taped depending on the consent of the participants. The audio-taped interviews were then transcribed. Table 3.6. shows the descriptive information about the interviews that were conducted during the data collection period. 22 interviews were held face-to-face during school visits. However, due to some practical concerns, the researcher could not visit seven of the cities. Having taken the consent forms from the participants, she arranged video-call meetings via Skype with seven of the participants. In addition to the 29 face-to-face individual interviews, 5 group interviews were held with 12 teachers. While the face-to-face

interviews took approximately 30 to 45 minutes in average, the duration of group interviews vary from 55 to 75 minutes.

Table 3.6. Descriptive Information about the Interviews

F2F Interviews	Interviews (*N*)	Participants (*N*)	Duration
Individual	29	29	16h55min
Group	5	12	5h50min
TOTAL	34	41	22h45min

3.6. Data Analysis Procedures

As Patton (2002) points out, there is no single "recipe" or formula that exists for qualitative data analysis (p. 432). There are guidelines and directions in the literature "but the final destination remains unique for each inquirer, known only when – and if – arrived at" (Patton, 2002, p. 432) since each qualitative inquiry is unique and the analytical approach employed will be unique. Patton (2002) also argues that "human factor is the great strength and the fundamental weakness of qualitative inquiry and analysis – a scientific two-edged sword" (p. 433). However, hermeneutic interpretive phenomenological analysis might best suit to the goals of this current study since the main focus is to uncover and describe EFL teachers' perceptions with regard to the ways they develop themselves professionally, their professional development needs and the possible sources or factors that might pose challenges to their development. In fact, van Manen (1990) describes how phenomenology can be considered as a human science which studies persons as follows:

> Phenomenology claims to be scientific in a broad sense, since it is a systematic, explicit, self-critical, and intersubjective study of its subject matter, our lived experience … Phenomenology is self-critical in the sense that it continually examines its own goals and methods in an attempt to come to terms with the strengths and shortcomings of its approach and achievements. It is intersubjective in that the human science researcher needs the other (for example, the reader) in order to develop a dialogic relation with the phenomenon, and thus validate the phenomenon as

described. Phenomenology is a human science (rather than a natural science) since the subject matter of phenomenological research is always the structures of meaning of the lived human world (in contrast, natural objects do not have experiences which are consciously and meaningfully lived through by these objects) (van Manen, 1990, p. 11).

There is an intersubjective dynamics between the researcher and data in phenomenological research (Finlay, 2003; Hutchinson & Wilson, 1994; Merrick, 1999; Nicolson, 2003). Biggerstaff and Thompson (2008) argue that while Interpretative Phenomenological Analysis (IPA) puts the experiencing subject at the center, researcher plays an active role in this process since there is no such a thing as 'a view from nowhere' (Nagel, 1974 as cited in Biggerstaff & Thompson, 2008, p. 17). As it is noted earlier in this chapter, rejecting Husserl's concept, *epoche* in which the researchers bracket out their beliefs, ideas and experiences, and proceed with the research in a value-free manner (Creswell, 2007), Heideggerian hermeneutic approach to phenomenology acknowledges and explores researcher's role especially in analyzing and interpreting the data (Lowes & Prowse, 2001). Thus, how data analysis has been carried out and how the transcribed data have been turned into themes, patterns and understandings will be discussed in the following part.

3.6.1. Coding Procedure

All the interview data was transcribed word by word using Microsoft Word processing software with meticulous accuracy, often including slips of tongue, grammatical mistakes, mis-hearings and indications of pauses. There has been made no corrections or editions for the sake of the authenticity of the interviews. The interviews were held in Turkish. The excerpts shown in the body of the study were translated into English, and checked by an expert in ELT. Furthermore, the original transcripts of the excerpts were given in the Appendix F. The excerpts in the text were numbered (in italics) so that their counterparts in the Turkish script could easily be found. In order not to violate personal rights and in order to keep anonymity no personal information was given to expose the identity of the participants in the study. The results were written without stating any names of the

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participants or the schools where they worked. Instead, the participants were mentioned only through numbers such as P1, P2, P3, etc.

Hermeneutic interpretative phenomenological analysis was used in this research study to analyze the interview data. It is suggested in the relevant literature that phenomenological data analysis carried out by an *interpretive team* might add depth and insights to interpretations. Team involvement in the process was ensured in this current study since the data analysis was accomplished by an interpretive team which consisted of two persons; the researcher and an expert with a PhD in the field. The interpretive team had several meetings in order to analyze the data through discussion, brainstorming and debate. As Biggerstaff and Thompson (2008) describe in detail, phenomenological data analysis is not linear, rather a cyclical process which includes iterative stages. The stages followed during the data analysis are described in detail in the following part.

Once the interview data were transcribed verbatim, they were compared with the recordings to check the integrity of the narratives. Furthermore, all the transcribed data were reviewed by three experts in the field to make sure that the data reflected the focus of inquiry that was formulated by four research questions identified in the study. Then, the interpretive team began to meet to analyze the data.

As it is discussed earlier in this section, unlike other phenomenological methodologies following Husserlian pehonomenology, hermeneutic interpretative phenomenological analysis does not require the researchers to bracket out their own assumptions, preconceptions or beliefs during the analysis process (Biggerstaff & Thompson, 2008; Lowes & Prowse, 2001). Therefore, two coders had discussions with regard to their views in the focus of inquiry in the initial team meetings in order to identify and acknowledge any assumptions that could influence the interpretations of the study results. Furthermore, they discussed the philosophical underpinnings and the aspects of interpretive phenomenological data analysis in those initial team meetings and decided upon the stages which would be followed in the process.

The data analysis began with the close reading and re-reading of the transcribed texts (Smith, Jarman & Osborne, 1999). Considering that there were voluminous data obtained out of the interviews with 41 EFL teachers, two coders decided to first create and organize the files for each interview. Having read the transcriptions, they identified the parts of the transcribed data as responses to the research questions of the study and grouped them under the related themes. Thus, initial coding which led to categorizing the sets of data and grouping them into similar dimensions made it possible for coders to analyze each interview data and compare their results in a systematic way.

During this stage, the coders made notes of any thoughts, interpretation and reflection while reading the transcript. Such notes included the coders' questions, their comments on some of the expressions used by the participants, recurring phrases and descriptions of language used in the interviews. These initial notes were documented in one margin of the transcript as Smith, Jarman and Osborne (1999) suggest, and helped the coders identify any presuppositions and judgments towards the phenomenon under investigation, and focus more on what is actually there in the data. In accordance with the Heideggerian hermeneutical phenomenology which acknowledges a role for interpretation, such a practice helped the coders keep track of both their own and the other coder's reflections and develop a critical eye over the interpretations and analysis.

At the following stage, the interpretive team continued to re-read the transcript, and identified central concerns and important themes that best capture the essential meanings of that text. The researcher and the second coder identified themes within each section of the transcript previously determined in accordance with the research questions in mind, and looked for the possible connections between themes. It should be noted that in the coding procedure of this study, the unit of analysis was identified sometimes as a sentence, a couple of sentences, an entire paragraph or paragraphs depending on the meaning of the text. Moreover, it was also possible to assign multiple codes to a single unit. Table 3.7. shows a segment out of the coding sheet which indicates the quotation as the unit of analysis, the assigned code with the coder's interpretation given in a separate column.

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Having identified the codes, the interpretive team had meetings to discuss the the codes they assigned. The coding process was dialogical meaning that when there happened to be a point of disagreement, the coders referred to their interpretations and notes, and revealed their thoughts and beliefs. Through discussion and debate they reached to a consensus on the parts they coded differently. For example, two coders initially gave the codes "freedom" and "having more control" to participants' central concerns. Later, having discussed what was understood from the units of analysis selected for this coding, it became apparent to the coders that the participants were more likely to value "autonomy". "Teacher autonomy" rather than "freedom" or "having more control" added more insights to the interpretation of the study results.

After the codes were identified, the coders rearranged the analysis files and created new files which brought together the similar dimensions identified in each interview. In doing so, they attempted to relate the identified themes into 'clusters' or concepts. This process helped them to come up with a group of themes and provide an overall structure to the data analysis. The coding procedure was repeated this time to identify super-ordinate categories.

Then, at the following stage, taking into consideration the areas to be explored in the research questions, the coders developed a table of themes that identified the main features, concerns and meanings described by the research participants. These tables of themes were supported with narratives from the interviews, given as evidence which the coders feel best captures the meaning of the experience of the phenomenon under investigation. It should be noted that the mere frequency of a theme does not necessarily mean that it should be regarded as more important than other themes. As Biggerstaff and Thompson (2008) point out, "the richness of the selected text and how the theme might inform other parts of an individual's account must also be considered" (p. 12) in data analysis.

Table 3.7. A Segment out of the Coding Sheet

	QUOTATIONS	CODES	INTERPRETATIONS
P5	**Yani ben bir meslek olduğunu düşünüyorum.** Çok isteyerek öğretmek oldum. [Well, I think **teaching is a profession.** I willingly wanted to become a teacher]	• Teaching as a profession	
P5	ama şimdi bazen geriye dönüp baktığımda diyorum **ki acaba hata mı yapmışım? Çünkü çok değer verilen bir meslek olduğunu düşünmüyorum ve genelde insanların çocukları için işte hiçbir şey olmasa bir öğretmen olur gibi bir yaklaşımı var ve bu, bizi üzüyor.** [but now when I reflect on the past, I wonder if I did it wrong because I no longer think that teaching is a valued profession. There is an attitude widespread among parents that if their children do not succeed in any job, they would become at least a teacher, and that attitude hurts us]	• Social status of the profession •	The changing views in society with regard to the status of the teaching seemed to affect the participant's attitude towards the profession.
P5	Ama bu meslekten vazgeçemiyorsunuz. **Sadece okulda sınırlı kalmıyor. Dışarıda bile bir çocuğu gördüğünüzde onun yanlışını düzeltme gereği duyuyorsunuz. Yani benim işim İngilizce öğretmenliği, ben İngilizceyi öğretirim, çıkarım, giderim diyemiyorsunuz.** [But you cannot give up this profession. **It is not limited to the school. Even outside the classroom when you see a child doing something wrong, you feel the need to warn and correct it. I mean, you cannot say that my job is English language teaching, I teach English and that's it.]**	• Teaching: a way of life • responsibility of teaching • teaching beyond classroom	Mann (2005) suggests that teacher professional development has an ethical and moral dimensions. In this sense, teaching is different from other occupations. It is worth exploring this issue in other interviews.

As the hermeneutic interpretative phenomenological analysis suggests, the data analysis revolved round a nonlinear, cyclical process accomplished through several iterative stages. The process was cyclical, meaning that new themes were continuously tested against earlier data. Over the course of the data analysis, the coders kept modifying the thematic analysis. Furthermore, the interpretation phase of the results continued to be an iterative process between the narratives, field notes taken during the interview process and the input obtained throughout the interpretive team work. In accordance with the hermeneutic interpretative phenomenological analysis, the stages of data analysis employed in this current study are illustrated in Figure 3.4.
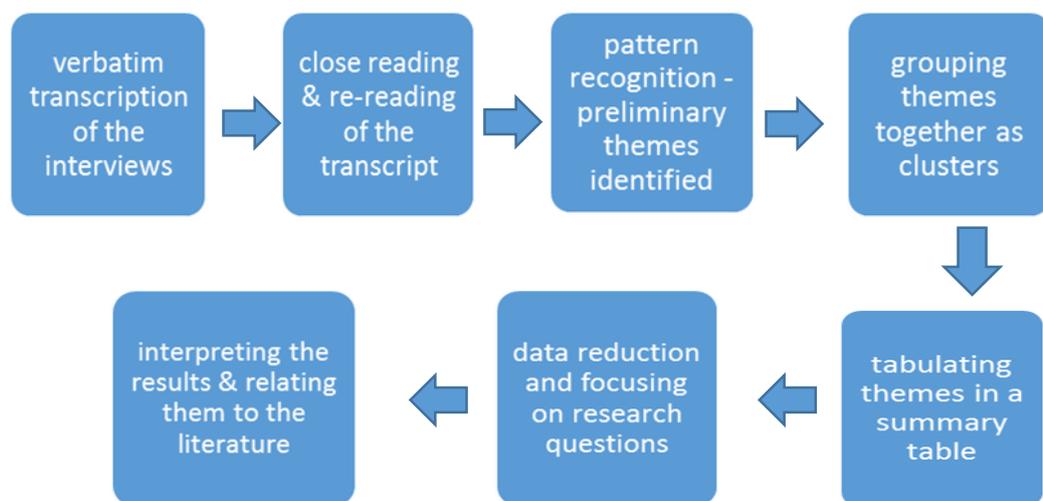
Figure 3.4. Stages of Data Analysis

3.7. Ethics

Prior to the study, the researcher had to apply to the Ethical Committee of Middle East Technical University to take permission for the ethical considerations. In this process, she submitted a proposal in which she provided information about the research goals, research design, the participants, expected results and possible benefits and implications that might be derived out of the study. Since this

Committee is specifically designed to check ethical considerations, the researcher explained in detail how she would ensure the confidentiality of research and avoid violation of participants' rights. The proposal she submitted was approved, and the permission was granted.

Participants in this study were EFL teachers working at public schools. Therefore, the researcher applied to the MoNE in order to get permission to collect data at public schools. Having completed the necessary procedures, the researcher was given the permission to proceed with the study. Furthermore, all the EFL teachers who have participated in the study signed the consent form, which was given in the Appendix G. They were also informed that there would be no harm to their psychological or physical state, and that their names would not be mentioned. Instead, pseudonyms would be used in the study. The researchers gave utmost attention and care to ensure the confidentiality of research. It was expected that these would reduce the violation of participants' rights.

3.8. Trustworthiness

In quantitative research there are two important concepts that need to be considered in evaluating the quality of a research study – validity and reliability. Validity refers to "the appropriateness of the interpretations and actions we make on the basis of the scores we get from a test or assessment procedure (Johnson & Christensen, 2014, p. 185), while reliability refers to "the consistency or stability of the scores from a test" (Johnson & Christensen, 2014, p. 185). However, as it is discussed earlier in this chapter, in qualitative research tradition, it is generally rejected that there is a reality external to our perception. On the contrary, the nature of reality is described as dynamic and complex. Consequently, it is unlikely to validate the truth or falsity of an observation with respect to an external reality. Thus, researchers following qualitative research paradigms suggest that different standards need to be utilized to evaluate the soundness of qualitative research. For example, considering the underlying assumptions involved in qualitative inquiry, Lincoln and Guba (1985) identified four criteria for judging the quality of research. These are *credibility*, *transferability*, *dependability* and *confirmability*, referring to

the four traditional quantitatively oriented criteria – internal validity, external validity, reliability, and objectivity respectively. According to Lincoln and Guba (1985), these four concepts are the components of trustworthiness which shows the quality and soundness of a qualitative inquiry.

Credibility, confidence in the truth of the findings, is the first criteria to establish trustworthiness in a qualitative study (Lincoln & Guba, 1985). Merriam (1998) suggests some techniques to ensure credibility. These are triangulation, member checks, peer examination, long-term observation, participatory or collaborative modes of research and researcher's biases techniques. According to Shenton (2004), a researcher might use some more techniques to ensure the credibility of the results, such as the adoption of well-established research methods, negative case analysis, reflective commentary, debriefing sessions, prolonged engagement, credibility of the researcher, random sampling, ensuring honesty, iterative questioning, thick description, and examination of other research.

In this current study, the researcher aimed to ensure the credibility of the results through interviewing only the volunteer participants; debriefing sessions with the supervisor; experts in the field and thesis committee members; member checks during the interviews and data analysis; thick description of the study; triangulating the findings with the analysis of the documents by MoNE; peer scrutiny and relating the study results to the literature. Furthermore, during the interview process, the researcher gave utmost care and attention to establish rapport with the participants through mutual understanding so that the participants could feel that they were respected and what they think or say matter. They were not manipulated to tell what might please the researcher. In doing so, the researcher tried to avoid "respondent bias" (Lincoln & Guba, 1985, p. 290).

Transferability is the second criteria to establish trustworthiness of a qualitative inquiry. It refers to the degree to which the results of a qualitative study can be transferred to other contexts. Researchers might enhance transferability by providing sufficient contextual information about the context and the assumptions that were central to the research (Shenton, 2004). In this study, the researcher tried

to describe the context and participants of the study, research design, the methodology, data collection and analysis procedures in detail so that the readers understand the study and compare its results to others in the literature.

The third criteria to establish trustworthiness is *dependability* which refers to reliability in traditional quantitative view. However, in qualitative research tradition, dependability is not based on the assumption of replicability or repeatability. It refers to whether the results of the study are dependable and consistent with the data (Merriam, 1998). In order to ensure dependability, Shenton (2004) suggests that researchers should describe in detail the research design, data collection and analysis processes. Furthermore, some other techniques have been suggested in the literature such as investigator's position, triangulation, audit trail (Patton, 2002); detailed field-notes and inter-coder agreement (Creswell, 2007).

In this current study, the researcher tried to provide detailed information about every stage of the research design, the assumptions central to the study, the data collection and analysis procedures. Besides, intercoder agreement was used as a strategy to enhance dependability of the results. The researcher discussed the codes with her supervisor throughout the analysis process, and all the the transcribed data were coded by a second coder. The categories emerged out of the consensus that these coders had established through collaborative work.

Confirmability is the fourth and the last criteria to establish trustworthiness in a qualitative study. It refers to the degree to which the results could be confirmed by others. It should be noted that in qualitative studies the researcher is assumed to bring his or her perspective to the study. Therefore, it is important to enhance confirmability in a qualitative inquiry. Among the strategies that might be used to enhance confirmability are: using triangulation to reduce the researcher's bias; providing justification as to the choice of the methodology; explaining the research design in detail; or discussing the results in relation to the literature. In this study, in order to ensure confirmability, the researcher provided detailed information about the theoretical assumptions underlying the choice of methodology and the overall research design in general.

Furthermore, since this current study followed Heidegerian hermeneutical phenomenology, it is essential to *bracketing* out the researcher's beliefs and assumptions prior to data analysis. The researcher worked with a second coder and team involvement was achieved during the data analysis. In the initial team meetings, two coders discussed and shared their views about the focus of inquiry to identify the assumptions that might interfere the coding process. Furthermore, they decided to make notes of any thoughts, observation and reflection while reading the transcripts. Such notes included their questions, comments on some of the expressions used by the participants, recurring phrases and descriptions of language used in the interviews. These initial notes were documented in one margin of the transcript as Smith, Jarman, and Osborne (1999) suggest. These initial notes helped the coders identify any presuppositions and judgments towards the phenomenon under investigation, and focus more on what is actually there in the data. In accordance with the theoretical assumptions of Heideggerian hermeneutical phenomenology, such a practice contributed to the confirmability of the study results since it helped the coders keep track of their own reflections and develop a critical eye over their interpretations and analysis. Furthermore, they referred to these notes to clarify each other's point of views at times of disagreement.

CHAPTER IV

RESULTS

This chapter presents the results of this research study guided by the research questions and explores the professional development of the practitioners. The results are organized and discussed under five main issues, which are teachers' perceptions on being a professional EFL teacher, their PD needs, what they have done to develop professionally on a regular basis, the role of in-service training in their development with problems and possible suggestions, and the perceived problems and issues that limit their professional development.

4.1. Teachers' Perceptions on Being a Professional EFL Teacher

The perceptions teachers possess of their profession are investigated in order to provide some insights into the assumptions and motives that drive and sustain their professional practices. Data analysis showed that all of the teachers in this study viewed *teaching as a profession*, not just a job carried out to earn one's living. However, teachers are found to have differing perceptions with regard to the nature of this profession. Some teachers believe that their daily practice necessitates a profession with distinct characteristics. In fact, these characteristics seem to make them think that *teaching is more than a profession* (*f*: 16); rather *a way of life*, *life itself*, *an art*, *an act of loving and caring*, or *a sort of motherhood*.

> *(1)* I think it's a lifestyle. Being a teacher does not stop at school. You are a teacher anywhere and anytime (P39).

> *(2)* It is an art. I mean I was not aware of this at the initial years of teaching either but once you get more experienced in the occupation and make more observations, you can see that teaching is entirely an art. I mean teaching

is a very different experience. You may know a lot of things. It is both an art of educating people and getting to know them (P14).

(3) I think being a teacher is an art. It is an art because it requires certain skills and creativity. A teacher is also a conductor who has effective classroom management skills. Our duty as teachers is to guide the students on the basis of our skills (P40).

(4) I believe being a teacher is like being a mother actually. It is not one of those vocations which you got work so as to get paid. I say that it is a game which you play based on your own personality. Just like the way you treat your own children. I don't think of it as a job, I never do. It does not go away once you've done it (P31).

Furthermore, 5 teachers indicated that the definition of teacher in general needs to be changed since they believed that the title, that is, the *teacher* is too limited and inadequate to describe who they are and what they are doing. As reflected by one teacher, teaching as a profession requires more than the mere act of teaching as "*(5)* this job includes taking students on a picnic, making them take their medicine, paying visits to their homes or getting in touch with the parents, that is, everything in life becomes a part of your job. You are sharing a life with your students" (P7). Besides, the title of teacher emphasizes the unidirectional transmission of knowledge from the more knowledgeable to the less one. Thus, it is not comprehensive enough to describe the teaching/learning process. Similarly, another teacher reflected on the differences between teaching and educating, saying that "*(6)* I would rather be called an educator than a teacher" (P8).

According to the participants in this study, professionalism is exhibited in many ways and encompasses both attitudes and behaviors. Sockett's (1993) categorization of teacher professionalism was employed in this study to analyze the participants' responses. Although Sockett (1993) identified five major dimensions, data analysis indicated that teachers' comments fit into four well-established categories of teacher professionalism and the qualities of effective teaching. There was no reference to the fifth category, *obligations and working relationships beyond the classroom*, identified by Sockett (1993). The emerging categories are as follows: (i) *Personal Traits and Virtues;* (ii) *Subject Knowledge,* (iii)

Pedagogical Knowledge, and (iv) *Professional Development.* These four categories are displayed in Table 4.1.

When it comes to the requirements that make teaching a profession, the participants tended to have a consensus on the significance of the personal characteristics that a teacher should possess. Teachers in this study seemed to agree that personal virtues such as patience, love, and respect for children contribute to professionalism. Almost every teacher in this study first commented on the personal traits and virtues when they were asked about what makes teaching a profession. These comments also made up the primary response category in each of the interviews. For this category, the most essential quality was found to be *a love and passion for teaching young people* (*f*: 25). While loving what you do as a professional might be something desirable for everyone with an occupation, it is understood from the participants' reflections that this is supposed to be the most important attribute for a teacher. As one of the teachers said, "*(7)* this profession is all about love. It is the act of loving and respecting others. In other words, it totally depends on love and respect" (P23). Another teacher was reflecting on the importance of love for teaching by comparing it to other occupations:

> *(8)* We should love the students. It requires a lot of patience. It really is a beautiful thing to pass down your knowledge to someone else. You inject knowledge to them… Loving in other occupations, I don't think you are required to love your customers. A lawyer does not think that I should love the criminal. A doctor does not love the patient, for instance (P25).

Furthermore, 19 of the teachers emphasized that *a teacher should be devoted and dedicated* since taking the time to get to know your students on a personal level takes a lot of time and dedication. As one of the teachers stated below, once a student believes that the teacher truly cares for them, his/her attitude towards learning and their teachers is more likely to change and they become more motivated to learn and participate in the lessons:

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Table 4.1. Teacher Professionalism

I.	PERSONAL TRAITS & VIRTUES

- a love and a passion for teaching (*f*:25)
- devoted & dedicated to students (*f*:19)
- patient with all (*f*:12)
- caring (f:12)
- eager to learn new things; open to new ideas (*f*:10)
- nurturing (f:8)
- effective communicators (f:8)
- ethical and responsible (*f*:6)
- being joyful, active and enthusiastic (*f*:5)
- having well-developed social skills (f:5)
- maintaining his/her professionalism at all times and under all circumstances (f:5)
- conscientious (*f*:4)
- being aware of the fact that s/he is a role model for their students (*f*:4)
- having positive relationships with their students (*f*: 4)
- empathetic and sensitive to students' struggles (*f*: 4)
- flexible (*f*: 3)
- inspirational (*f*:3)
- having an active social life – engaging in different activities outside the school (f:3)
- having good morals; being a man of virtue (*f*: 2)
- being well-organized (*f*: 2)

II.	SUBJECT KNOWLEDGE

- have in-depth content knowledge (*f*: 8)
- have a good command of English (*f*: 3)
- have knowledge about the target culture; (intercultural competence) (*f*: 2)
- be knowledgeable about several topics in general culture, which are relevant to young generations or which might occur in textbooks (*f*: 2)

III.	PEDAGOGICAL KNOWLEDGE

- knowing his or her students; (their needs, strengths and weaknesses, and preferred learning styles) (*f*: 8)
- thinking outside the box (*f*: 8)
- being creative, adaptive and flexible (*f*: 7)
- designing lessons in order to meet the diverse needs of their students (*f*: 6)
- making expert use of various instructional methods, (*f*: 5)
- integrating instructional media and technology, (*f*: 5)
- grabbing the attention of the students by creating lessons that are fun, energetic and engaging (*f*:4)
- having effective classroom management skills (*f*: 3)
- have intellectual and critical knowledge in various areas (such as child development; educational psychology) (*f*: 2)

IV.	PROFESSIONAL DEVELOPMENT

- having the need for growth (*f*: 4)
- keeping up-to-date (*f*: 4)
- having an intrinsic motivation to learn (*f*: 3)
- engaging in continuous professional development (*f*: 2)
- doing research (*f*: 1)

(9) It is absolutely a self-sacrifice. The biggest thing of teaching is that it requires self-sacrifice. You can in no way teach something to the student without self-sacrifice. You have to get to know the students on every basis. Because students who do not know you do not communicate with you and also they do not like you. And the students who do not like you are not your students. They have to like you. They have to do it in order to communicate with you. Once the student likes you, s/he communicates with you better and listens to you more attentively. I think it is just like that in our daily lives as well isn't it? Taking care of people. Who does listen to us? The ones that like us. And whom do we listen to? We listen to the ones that we like. Isn't that so my teacher? I mean it is really really important. And that comes out of self-sacrifice. Getting to know them on every basis, their families, homes, social lives outside the school, economic statuses. If you know the students on every basis and if you get closer with them, they realize this approach and they treat you differently as well (P24).

Another personal characteristic that teachers think essential for a teacher to possess is *patience* (*f*: 12). As the data reveals, the participants believe that teaching and learning process requires time and practice. It is important for a teacher to know their students and be aware of their needs. A teacher should never give up on a student. Trying new strategies and allowing enough time and necessary opportunities for students to learn, teachers need to show their students that they matter. When teachers have the drive and enthusiasm for teaching, and have *a caring attitude towards their students*, they might overcome many discouraging factors in their daily practice far more easily than otherwise.

(10) You have to like the students. You need to be patient with them. You are required to adjust your teaching level. These are very important. Because you cannot do it any other way. Because it is too difficult (P12).

(11) The teacher should absolutely be patient. The teacher should be able to see the students' learning capacity, their tendencies. "Success" of every children is different. You need to change your attitude towards the students, they want to be recognized as individuals, as human beings. If we treat our students this way, their success increases. I mean vocation with this respect. Teaching the subject and then leaving is not what I am talking about. If you want to encourage success among the students and if you want to lead a positive change in their behaviors, you need to be a good model to them. If you fail to communicate with the children, they never come to you to be in closer relationship (P11).

Furthermore, participants described an ideal "professional" teacher as one who has personal characteristics such as *being caring, nurturing and flexible;*

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conscientious; keeping his/her professionalism at all times and under all circumstances; being aware of the fact that he or she is a role model for their students; having well-developed social skills; having an active social life – engaging in different activities outside the school; being joyful, active and enthusiastic; and *empathetic and sensitive to students' struggles.*

What might be derived out of the data analysis is that teaching is a complex act, requiring different kinds of knowledge, and teachers in this study recognizes the importance of subject knowledge as a component of professionalism. Of course, in-depth content knowledge comes first in the list. Participants all seem to agree that teachers need to be experts on what they are supposed to teach. Besides, teachers indicated that professional EFL teachers need to have a command of English, and knowledge about the target culture. Furthermore, teachers are expected to be knowledgeable in different areas. In order to catch the interests of the new population of students entering schools each year, and thus to make the lessons relevant and interesting, teachers need to be interested in and get familiar with different areas of general cultural knowledge. They need to follow the popular culture from music to sports, from movies to fashion and so on. Besides, especially when the rich array of topics of texts in ELT course-books are considered, EFL teachers are expected to have a wide range of interests and knowledge in different fields.

In addition to being an expert on what you are supposed to teach, participants indicated that a professional teacher should know *how to teach it*. In fact, they seem to emphasize pedagogical knowledge more than subject knowledge. In this respect, teachers attached much more importance to the ability for a teacher in choosing the right methodology for a group of learners depending on his or her local-sensitive and context-specific knowledge than merely having the knowledge of the most recommended or popular teaching approaches. Thus, participants reflected that a professional is a teacher who can *think outside the box* (*f*: 8). Knowing that kids learn differently, teachers need to find and explore new ways to present the material to reach every student in the classroom. What works for one student or one class, may not work for another. Therefore, teachers emphasized the significance of being

creative, adaptive and flexible when a lesson is not working. However, *knowing your students* is seen almost as important as having the pedagogical content knowledge. As one of the participants stated**,** *"(12)* it is very important to know about how your students feel and what they are interested in, and design your teaching accordingly. Unless you reach your students, there is no point in knowing something" (P38).

As for the other professional traits, participants mentioned *expert use of instructional methods* (*f*: 5), *integrating instructional media and technology* (*f*: 5), *grabbing the attention of the students by creating lessons that are fun, energetic and engaging* (*f*: 4) and *having effective classroom management skills* (*f*: 3).

Teachers' perceptions toward professional development deserve some attention at this point. Only 4 of the teachers out of 41 regarded *professional development* as a requirement for this profession. However, when they were asked about what it means to be a professional EFL teacher, 28 teachers indicated that such a teacher keeps his knowledge up-to-date and develops himself professionally on a regular basis. This discrepancy in their responses with regard to the professional development might suggest the difference between the reality and the ideal. Professional development might not be regarded as an essential factor in the equation of teaching in public schools, whereas teachers consider *the need for growth* and *keeping up-to-date* as the most important attributes for a professional EFL teacher.

Referring to the fact that English language teaching as a field is constantly in the state of change and progress, teachers indicated the need to stay informed and keep up with the cutting edge of pedagogy becomes more and more important for English language teachers. As lifelong learners, professional EFL teachers strive to better provide their students with the highest quality of education possible. In this regard, *keeping an eye on advances in educational technology* and *incorporating new technologies into lessons* are seen an important area of growth.

4.2.   EFL Teachers' Perceived Professional Development Needs

The results of the study indicated that the EFL teachers' perceived professional development needs can be categorized under two main themes; *teaching needs* and *teacher needs*. The first refers to professional knowledge and skills a teacher might need to take actions in the classroom while the latter implies the professional development needs based on a wider and systemic perspective of teacher professionalism on multiple levels – the individual, the social, the local community and professional networks. These two main categories with their sub-categories are displayed at Table 4.2. As it is shown in bold in the table, the most frequently cited professional development needs belong to the categories of *developing teachers' English language proficiency and speaking skills* (*f*: 21), *approaches and methods in ELT* (*f: 26)*, *incorporating technology into language teaching* (*f*: 19), and *materials development and adaptation* (*f*: 12).

4.2.1. Teaching Needs

Analysis of the data revealed that the participants' professional development needs can be grouped into six different categories as far as their teaching practices are concerned. These categories are as follows:

- Planning teaching
- Implementing teaching
- Evaluating teaching
- Integrating technology into ELT
- Classroom management, and
- Materials Development & Adaptation.

Table 4.2. Perceived Professional Development Needs

TEACHING NEEDS	**Implementing teaching** (*f*: 26)	Approaches & Methods • How to teach speaking & listening skills? • How to teach grammar implicitly? Teaching English to young learners Implementing "English-only" instruction in language learning
	Technology integration into ELT (*f*:19)	Acquiring certain skills for technology Learning how to teach with technology Having access to the necessary tools Keeping updated about technological advances
	Materials (*f*: 12)	Developing effective language teaching materials
	Evaluating Teaching (f: 7)	Preparing tests for different student levels Testing student achievement for different language skills Teaching to the tests Preparing rubrics for performance tasks
	Classroom Management (*f*: 6)	Handling disruptive behaviors of students Strategies to reach out "students with special needs"
	Planning teaching (f: 5)	Planning teaching for different student levels and for different skills
TEACHER NEEDS	**English Language Proficiency** (*f*: 21)	Developing English language proficiency Developing oral communicative English – speaking skills
	Communication Skills (*f*: 8)	Motivating students Relationships with parents (Family Engagement)
	Professional Development Strategies (*f*: 7)	Being informed about the effective PD approaches and strategies as well as the opportunities available for them

• **The bold** represent the needs with higher frequency in the data.

4.2.1.1. Planning Teaching

There is no doubt that good teaching requires good planning and preparation. Although only 5 teachers out of a total of 41 mentioned PD needs with regard to planning teaching, the issues they mentioned revealed themselves in other areas that need improvement as well. First of all, the analysis of their responses showed that the crowded classrooms, and differences in student levels constitute challenges to teachers in planning teaching. As one of the teachers stated, "*(13)* the differences amongst the same level is very important. Practicing and teaching a grammar structure that is known by student A very well but not known by student B can affect the course of the lesson" (P41).

Besides, because of the inclusive education, students with special needs can have their education with their non-disabled peers in the same classroom at public schools. This might not only make the differences in student levels more apparent, but also require the teacher to put much more thought on the planning stage to cater for the students' individual needs and preferred modalities of learning. As these five teachers stated, neither did they have any training in teaching these students with special needs, nor did they know how to plan their teaching accordingly. As the excerpts below show, the teachers reflected that these students need special attention and care, but they do not have time to deal with their learning. Thus, these students are being left on their own or totally ignored, which might cause further classroom management problems:

> *(14)* But here in classes for example for inclusive education, I believe you know about that, the students with low learning capabilities are included in the classes. However, these students need some extra activities. Every class has one or two very problematic students. They need some sort of kinesthetic training (P15).

> *(15)* I think the curriculum is too intense. We have 14 units in 4th and 5th grades. For every week there is another topic and each topic contains a lot of vocabulary. You try to teach those words and you have the curriculum. You want your students to be successful at TUDEM exams and you follow the curriculum so that your students would keep up with their peers. But then the problematic students or the ones that are taking inclusive education

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are left behind since you cannot give extra attention to them unfortunately (P26).

The inclusion in education might provide benefits both for the students with disabilities and their non-disabled peers, but as the participants pointed out, it is hardly possible to make it work without providing teachers with professional training necessary to educate such inclusive classrooms. Therefore, they need to develop themselves in planning effective learning opportunities so that they can keep all their students focused, eager and engaged in learning regardless of their competence.

4.2.1.2. Implementing Teaching

26 teachers stated that they need professional development with regard to the implementation of teaching. Most of these needs are related to *the use of effective approaches and methods in teaching English.* The participants reflected that English language teaching has been going through radical changes, but they keep teaching in the same way they were taught in their undergraduate teaching programs. Besides, as one of the participants states,

> *(16)* Each generation has different likes, dislikes and characteristics. We used to have a new generation every 10 or 15 years, but now it feels like we have a new generation every year with its newcomers. It is necessary to have different approaches to address these new students (P28).

Thus, they need training in keeping up with the latest trends and approaches in language teaching pedagogy. Half of these teachers (*f:* 13) articulated the need to differentiate their teaching through various kinds of activities and techniques. As the following excerpts indicate, these activities can be presented either through in-service training, or through other forms of knowledge dissemination such as formal/informal meetings, observations or written and/or digital sources:

> *(17)* For the professional development I would love to learn about different techniques on how to teach a subject. What can I add to the lesson so that the students would not get bored? (P16).

(18) Well, there is no in service training that would meet our professional development needs. As I said at the very beginning, we have to learn different teaching techniques in order to renew ourselves as teachers (P28).

(19) I need to learn about how to teach by using different activities. For example, we are taking an English course, a course that is given by a colleague from Anatolian University. We see how to teaching reading, speaking etc. It is provided by MONE but only the volunteers take the course. I see many different activities in the course and I think to myself this contest looks good, how can I adapt this to my students to teach the subjects? We see those activities in practice, we both learn about the activities and we practice them ourselves. I take notes on these activities and think how to use them in my classes. I learn many different and good activities there. I want to improve myself at material development and adaptation (P25).

(20) How should the best reading-comprehension, speaking, writing and dictation activities be designed? The problems of designing a course based on these notions. Lack of teaching materials and the monotony and dullness of the course books even though they have been published by foreign publishers. But I guess you should consider each skill - speaking, writing, reading, listening, vocabulary and grammar - separately and design your lesson plan based on the skill. That means too much time. We need help (P41).

(21) They need to make meetings, and they need to hire someone to observe your methodology and to give you training on regular basis so that you can develop yourself as a teacher (P31).

Participants' responses revealed the fact that their teaching practice seems to be limited to what they have already known, and these practices might get routinized and monotonous as they cannot update their knowledge over time. In fact, this is where rewards of the professional development lies both for the student achievement and teacher satisfaction. Variation might be rewarding to both teachers and students. For example, one of the participants discussed this issue over warm-up activities or ice-breakers used in the classroom. As the following excerpt indicates, considering that a teacher works at a primary school with the same students for years, warm-up activities might get monotonous as long as the teacher does not renew him-or-herself.

(22) Sometimes we have to carry out routine classes, administer tests etc. and we need some icebreakers every now and then. The seasoning of our lessons is missing. There is such a problem. We know 10-15 tricks but since

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you teach them from 4th grade to 8th grade, the students know all your tricks. These can be varied. It also depends on the creativity of the teacher but we are not able to be that creative due to other things. What we know is limited (P29).

Analysis of the data revealed that the most frequently articulated needs in terms of approaches and methods in ELT refer to teaching speaking and listening skills (*f*: 22). Teachers reflected that communicative and interactive methodologies have been promoted in English language teaching and they are asked to teach students how to speak English fluently and communicate with others efficiently. In fact, the success of foreign language teaching has long been associated with how fluent one speaks in that language, or how well one communicates/interacts with others through that language. Most of the teachers stated that they are under fire today because it is folk wisdom that teachers are generally being held responsible for why people cannot speak English fluently in Turkey.

> *(23)* In fact, English Language Teaching is regarded in the society as the field that should primarily be developed, as there are complaints like 'although we have been learning English since the fourth grade, we cannot speak English (P32).

Most participants feel that they are made a scapegoat of this dissatisfaction with English language teaching. Interestingly enough, although they drew attention to the problems such as *crowded classrooms*, *insufficient course credits*, *grammar-based testing system*, *inadequate course materials* and *curriculum mandates* which cause contradictions with the principles of communicative language teaching, they also admitted that they lack training in teaching English communicatively. In fact, some of the teachers clearly expressed that they do not know how to teach speaking skills, and they need guidance and in-service training in this regard.

> *(24)* I wish there would be seminars which focus on practical and applicable methods for teaching listening and speaking skills, and we could share our methodological knowledge with other teachers in these seminars. Nowadays teaching listening and speaking is on the agenda. They are always saying, "do not teach grammar. Instead, teach listening and speaking so that children can speak English." However, they do not say anything about the ways in which listening and speaking skills can be taught. I wish they would show us how to teach these skills (P5).

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(25) They should teach various activities which we can make use of and which are appropriate for our students' level, instead of just telling us to use speaking activities. They should provide examples about how to use activities (P33).

(26) How can students learn new words under this educational system? Will they learn the words from me? (P11).

Moreover, this lack of knowledge and confidence in teaching speaking skills manifests itself clearly in their reflections on English-only instruction. Participants seem to share similar concerns with regard to their use of English in the classroom. On the one hand, they all agree that using English exclusively in the classroom might provide benefits not only for students but also for themselves. On the other hand, they admitted that most of the time they used Turkish in the classroom. In fact, their use of English seems to be restricted to reading materials and mechanical drills. As the following excerpts illustrate, the participants did have a clear idea neither about why and how English should be used exclusively in the classroom, nor about the proper uses of / the role of L1 in the foreign language classroom. They clearly expressed that they need training and professional help with regard to implementing English-only instruction in the classroom:

(27) It is actually good for us to use English as the medium of instruction. This is because when we speak English, we can update our language knowledge. Otherwise, when you do not speak English, you forget how to speak. However, they should not simply tell us to teach our lessons in English in the seminars. Instead, they should teach us how to speak English with students at the low level of English proficiency and how to manage it (P34).

(28) I do not always teach my lessons in English. However, when I do that, some students, i.e. 10 out of 40 students, understand what I am talking about. 10 students try to understand what I am talking about, but the other 20 students give me a blank stare. No one, I mean, the principal does not ask me, 'Why are you teaching this topic in this way?' The way in which I teach my lessons depends on my own conscience. Therefore, I switch to Turkish in order for each student to understand the lesson. Besides, the students do not speak English. Sometimes I force them to speak English in the classroom, but they cannot speak English. They just say 'yes', 'okay', 'no', and that is all. They try to form a sentence in English, but they cannot (P17).

The data analysis shows that the most widely used English language teaching methodology is Grammar Translation. However, it seems that their way of teaching is incompatible with what this "new" educational system calls for. In spite of this contradiction, most of the teachers in this research study seemed to justify their use of Grammar Translation methodology in their teaching on several grounds. As they put it, this way of teaching, although it is traditional, is more effective since it is the approach they know best. As the aforementioned excerpts show, they need guidance and training in teaching English communicatively. Thus, their lack of knowledge and confidence in teaching listening and speaking skills might have resulted in their overreliance on grammar-based language teaching.

> *(29)* When I think about myself, I am aware that I should first learn what to do. I think I am a really enthusiastic teacher, but I am also desperate because I do not know how to do what. Can I express myself? When I try to use it [a speaking activity], it does not work in the classroom. Students react against such activities and say "Teacher, we cannot do these activities. Let's learn grammar." I do not know, maybe I could not manage to use these activities in a proper way. In fact, students do not know what they want, and I cannot take initiative. Even if I do not teach all the tenses, there is an intensive curriculum that I should follow. For example, I should teach passive voice, if clauses and even reported speeches to the ninth graders. Let me not teach all the tenses. But then the question is 'How much should I teach what?' I am required to teach all these grammatical subjects. However, students cannot learn listening and speaking as well as grammar. Then let us focus on teaching grammar as we did in the past. If I cannot focus on grammar, what should I teach? Grammar, listening, or speaking? (P11).

Thus, another issue that deserves attention here is the participants' perceptions on grammar teaching. The topic in which feel most confident is to teach grammar deductively. In one of the participants' words, "when grammar is approached inductively, you do not feel that you actually teach something. More importantly, you do not know how to assess whether or not, or to what extent the students learn these topics" (P11). As the following excerpt illustrates, other factors such as *crowded classrooms*, *curriculum load*, *insufficient coursebooks*, and *assessment and evaluation procedures* seem to have reinforced the teachers' dependence on grammar-based language teaching:

(30) The inspectors ask why the students cannot speak English. However, I think that if 5-6 students can speak English in a class of 40 students, it is not a failure. In fact, a foreign language class should consist of 10 students or maximum 15 students. In addition, how can you make your students speak English with weekly 2-3-hour lessons? Students have very few opportunities to use English. However, the Ministry of National Education does not take these conditions into consideration, but says 'you will achieve these objectives with this curriculum'. Under these conditions, we cannot achieve the objectives. Furthermore, there are exams to be taken into account. Because of these test exams, we teach a foreign language in a grammar-based way, not in a speaking-based way. In this case, how can we teach speaking? (P23).

(31) There was a coursebook including activities that they tried to teach us in the training courses. I also had my students buy this coursebook. We used the half of the coursebook. I liked the coursebook because it was not grammar-based. The most advanced subject was 'simple past tense', and the coursebook did not include even 'perfect tenses'. It was a very practical book. The students were doing the exercises on the coursebook without any need for a notebook. The activities were communicative as well. However, it did not work in the long run. I do not know, maybe I could not manage to use the coursebook effectively. I could not use additional visual materials. Moreover, there were some factors like crowdedness of classrooms, insufficiency of lesson hours. For instance, you have to take attendance, but it takes time and decreases the available lesson hour. However, they are not aware of these constraints (P11).

(32) Even though the coursebooks are communicative, students do not know the vocabulary given in the coursebooks. The students need to study the vocabulary in advance. However, even if we assign the vocabulary to the students as homework, they do not memorize the vocabulary… Additionally, the teacher goes into panic when s/he sees a grammatical subject that s/he has not taught yet. For example, a dialog is given, but the dialog includes various tenses. Then you try to teach all the tenses given in the dialog. When a grammatical subject is included in the dialog, you get flurried. Yet, we do not teach each tense included in the dialog. We do not provide our students with rule patterns for each tense, but rather try to teach the students to use each tense in the whole dialog… However, to be able to draw attention of high-school students through games, to expect them to use the grammatical patterns without giving any rule… I tried to do that, but it resulted in a great disappointment. The students do not have any background at all. Even if they want to say something in English, they cannot. They are mute because they do not know necessary words. On the other hand, teachers are also impatient and are used to the old system. They expect their students to speak accurately and appropriately. As such, a serious problem arises. Furthermore, take students' lack of motivation into consideration. Teachers are also thinking about evaluation. When they do not teach grammar, they feel as though they taught very few things. In

addition to these problems, the students do not make any extra effort. For example, pair-work or group-work activities are a load of nonsense. Such activities do not work in classrooms. Few students, maybe maximum two students, give their attention to these activities. Thus, using group-work activities makes teachers tired. Moreover, teachers have difficulty in classroom management during group-work activities (P32).

In this regard, the responses given by the teachers who have graduated from undergraduate programs other than English language teaching (non-ELT graduates) deserve additional attention. 15 out of 41 participants in the study were non-ELT graduates. They reflected that they had already lacked the knowledge of ELT methodology when they were first hired as teachers. None of them had certificates to teach English as a foreign language. In fact, only 2 of these teachers had teaching certificates for subject areas other than English, meaning that most of them did not have any training in teaching at all. As these participants' reflections point out, they did not have any in-service training since then. One of these teachers stated that she attended in-service training for the first time after 13 years of teaching experience, and shared her reflections as follows:

(33) I was invited to in-service-training for the first time in 13 years. In this training I realized that I am too traditional. As a matter of circumstances, I saw that I am one of those teachers who always stand beside the board and teach grammar deductively. I noticed very different methods. These are very important indeed. Why? I am deficient in the following way. Since I am not a graduate of ELT, though I know/speak English, I am self-educated, I reach this moment by developing my own methods. I took the teaching certificate but I don't know about methodology. Since my major is history; I took the teaching certificate on history teaching, psychology of teaching is too general and on practicum I taught history as a pre-service history teacher. I tell this situation to the inspectors every time. I feel that this is my biggest insufficiency. I don't know the methods. I didn't learn them. You know they employed nearly every layman as an EFL teacher. This is my insufficiency. I try to overcome this on my own. On the other hand, I can claim that I may teach it a lot better than most of my friends who are graduate of ELT. This is not about it. I always reflected on what should be done, what I should do while conveying the subject to the children. And we reach the same point which is one of the biggest deficiencies in education, education system in Turkey: teacher education. The most important one is updating, keeping fresh teachers by offering in-service training (P16).

Hired as English language teachers with no teaching certification, these teachers of non-ELT graduates kept working for years, not attending any in-service training. This might affect their attitude towards their profession, and their need to develop professionally. The reflections uttered by these teachers point to the common belief that teaching is not taken seriously on the institutional level (administrative level). As one of these teachers states, "no one has asked whether we had any training, or whether we are doing OK. It seems to me that no one really cares about English language teaching, or what is happening in the classroom, nor us – the teachers" (P11).

This lack of interest might show itself on personal level as well. Another teacher with 16 years of teaching experience states that since she was a Chemistry graduate, "ELT is not meant for her" (P14). Although she has been teaching English for 16 years, it is understood that she still has some hard time identifying herself with the career she chose for life. Additionally, despite the fact that she admits her lack of methodological knowledge in subject area, she seems to be reluctant towards attending in-service training designed for English language teachers.

> *(34)* For example, recently I thought that the methodology is missing in my teaching, and the Ministry of Education offered one-week training. I really liked it and this year i have made use of the things that I learnt from this training as my major is chemistry. Yet, I teach English. This is something much unknown to me. You know what? After a point, you don't demand many things. All you want is an adviser/ a guide (P14).

The lack of methodological and pedagogical knowledge might be the case for the non-ELT graduates when they are first hired as teachers. However, as far as the ELT graduates are concerned, the data analysis revealed a different story. As for their lack of knowledge and confidence in teaching listening and speaking skills, teachers of ELT graduates drew attention to their initial teacher education programs. They criticized these programs for not providing enough training in teaching these skills. These teachers have gone through an educational system which has attached so much importance to grammatical accuracy, without paying attention to other communicational skills. Through self-reflection during the

interview, the teacher in the following excerpt recognized that he was not that different from the students he had been criticizing. He pointed out that they did not teach speaking at schools, rather they focused mainly on grammar and reading skills, just as the way they had been trained in their undergraduate teacher education programs.

> *(35)* I think there is a lot of missing stuff about listening regarding English teaching. Generally speaking at all primary, secondary and high school. I mean if listening courses were offered to children starting from primary school, if necessary attention were paid to listening courses, when children study at high school, at least they would not be looking stunned. They would get used to it, they would speak and understand what is spoken. This is something even we, teachers, lack too. For example, I remember that while I was studying at college, we did not take any listening courses. But actually they should have mainly taught us listening courses since we were going to be teachers. I think at college we were taught unnecessary things. I mean the things that we can't use in teaching now. I mean we don't use them in teaching, but at college they didn't teach us the thing that would be useful. The insufficiency starts at that moment. They do not pay attention to teaching listening/speaking. I think this is a problem common in Turkey. We are asking why these children cannot speak, but then we don't teach speaking. We teach grammar and reading because they don't teach us either they didn't teach us (P34).

Teaching English to young learners (TEYL) has been reported as another area where teachers need professional development (*f*: 16). As English has gained more and more significance as an international and global language, it has become a subject of almost all of the school levels in Turkey – from university-level education to high-school, secondary, and primary education, or even in pre-school education. The understanding of *the earlier, the better* in foreign language education might have resulted in a huge demand for English language teachers who can teach very young learners. Likewise, foreign language education at public schools has gone through drastic changes in the last two decades. With the policy changes issued in 1997 by the MoNE, the age of starting foreign language education changed from the 6th grade to 4th grade. That is, students started learning English when they became 4th graders at the age of 9. However, the new 4+4+4 education system introduced in 2012 has also changed foreign teaching, and lowered the starting ages for foreign language education to 6 years of age - the 2nd

grade. Thus, unveiling participants' perceptions might reveal significant insights into teaching English to very young learners.

21 teachers (out of 41) in the study were working at primary schools, and teaching young learner classes. Data analysis of their responses has shown that none of these teachers have ever taught a young learner class before, or ever experienced to be a young learner of English themselves. Furthermore, since an ELT course called "Teaching English to Young Learners" was introduced in the initial teacher education programs by the HEC in 1998, the participants who graduated from ELT departments before had not taken any training on teaching English to young learners. Besides, they have not been invited to any in-service training which would address to their needs since they first started teaching young learner classes. The following excerpts clearly show that they lack knowledge and competence in TEYL, and need in-service training which would be designed according to their immediate needs:

> *(36)* Teacher candidates visit our schools, they have this material preparation and development course. We didn't have such a course. We didn't prepare any material, we didn't receive training on this in pre-service education. For example, we were not knowledgeable about how to teach when English courses started to be implemented at the fourth grade (P22).

> *(37)* I am speaking for myself, we were trained insufficiently. We don't have any knowledge about how to teach English to young learners (P21).

> *(38)* With these new regulations, English courses started to be implemented at the 2nd grade. Since children start schools a lot earlier, they will be 6-7 years old. How is English going to be taught them? I think there should be seminars about how to teach English to young learners. We really need this (P26).

4.2.1.3. Evaluating Teaching

In order to evaluate teaching, teachers refer to testing and assessment. Assessment serves many purposes in any classroom. In addition to the obvious goal of finding out if students have learned what they are required to learn, assessment also provides teachers information about the areas where their learners should work on,

and how to best plan their further lessons accordingly. In this sense, assessment and planning go hand in hand. Furthermore, assessment is crucial for student motivation. Giving students a sense of achievement, it might also motivate student to study and learn the subject matter better.

In this regard, data analysis highlights important issues as far as participating teachers' testing practices are concerned. Out of 41, 7 participants reflected on their need to develop themselves professionally on evaluating their teaching. The most frequently articulated themes are *preparing tests for different student levels*, *testing student achievement for different language skills, teaching for tests* and *preparing rubrics for performance tasks*.

Multi-level classrooms might pose challenges to all teachers regardless of their subject matter. In fact, one might well argue that all classes to some extent are multilevel. Students are selected and placed to different kinds of high schools mostly based on the scores they get from centralized tests throughout their primary school education. This might help reducing the gaps in student levels in certain subject areas. However, when it comes to English language teaching especially in high school level, participants reflected that the fact that students coming from very different backgrounds might bring additional challenges to teaching and learning process. The following excerpts reveal how three teachers reflected on their needs on evaluating teaching with an emphasis on the different student levels in the classrooms they teach.

> *(39)* I want to improve myself in the area of evaluation/assessment since I think appropriate evaluation will lead to appropriate planning and this kind of planning will yield appropriate implementation. I think that the process of language learning should start with (placement tests) determining proficiency levels (P36).

> *(40)* I don't have problems about planning and implementation but I want to improve myself in evaluation particularly for students at different proficiency levels (P38).

> *(41)* In terms of the processes of planning, implementation and evaluation, it could, I say I need it because in our classes students are diverse. I mean although they need to pass the exam to be placed in this school, since they

have low scores, there could be a huge difference between one Anatolian technical class and the other. I mean there could be differences in terms of culture and language teaching. Therefore, for one class, different planning, different implementation and different evaluation are needed. For example, you can administer the same test to two classes but you could have very different results (P15).

Another important issue raised by the participants was related to *evaluating student achievement for different skills* especially in accordance with the interactive and communicative approaches of teaching English as the curriculum necessitates. In this regard, data analysis pinpoints significant concerns. First of all, the participants' reflections revealed the fact that planning and implementing English language teaching in a more communicative way might be achieved as long as teachers feel competent enough to assess and test student performance and success based on the same principles. They might employ pair-work, group-work, projects or performance tasks in teaching. However, when it comes to assessment, they refer to rule-based, discrete-point approach to testing with a focus on grammar accuracy. As the excerpt below shows, the lack of knowledge and competence in evaluating teaching might have resulted in their reluctance in adopting interactive and communicative language teaching approaches and methodologies, and their overreliance on grammar-based ones.

> *(42)* The teacher doesn't know the new system, she is not used to this system. I mean when teachers do not teacher grammar, most of them feel like they don't teach anything. Change will happen very slowly, I mean it is clear that it is going to happen but it will be very slow, but most of the old teachers cannot do this or they ask questions like how i am going to test it or what i am going to do. And in this way there occurred some sort of Professional degeneration / deformation". After that by saying **öfff** they start giving the grammar book to the students and get them write on the board (P11).

> *(43)* The teacher feels like she teaches very little when she teaches in this way and when she is concerned for how i am going to evaluate it. It feels like we did not teach anything or what is it that we taught (P11).

Thus, they reported a strong emphasis on the need to learn more about evaluating teaching in accordance with the teaching procedures they are required to design in language classes. In particular, teachers drew attention to the *evaluation of the*

performance tasks. As the excerpts below indicate, the participants pointed out that the projects or the performance tasks that their students submit are generally ordinary and limited in scope, and it must be their responsibility to guide and encourage students to accomplish more creative work. Since they need to assess process as well as final product, such tasks add challenges. Another concern is making assessment criteria clear and preparing rubrics which pay attention to fairness and equity:

> *(44)* The projects and performance tasks student do are limited I mean they are not good, there isn't anything creative. Students need to be trained. I particularly attend these seminars so that I will improve myself and I can demonstrate students how a project or a performance task is done at the beginning of the semester. Then students could do different activities (P25).

> *(45)* I was a teacher who attended seminars and trainings at private schools and i want to keep it in this way at public schools, i think we need more trainings in planning and implementation. Besides, we are not competent at being a fair teacher who pays attention to evaluating with rubrics and distributing the rubrics about how students' work is going to be scored to learners before the projects. We should pay more attention to this subject (P35).

> *(46)* Especially the topic of assessment-evaluation. I still feel indecisive about to which criteria I should grade the summary of story books I collect as a performance task and different writing styles that I ask my students to write. Do we need to think about criteria like the diversity of grammar structures used in the text, the number of different words, the grammaticality of sentences, the fluency of narration in composition? If yes, wouldn't it be a long-lasting process? What should be the most effective evaluation method by taking other students' writings into account? (P41).

On the other hand, it seems that the question "how can I best prepare my students for high stakes testing?" occupies teachers' minds. Although they are required to teach English in a more interactive and communicative way, and test their students accordingly, the centralized tests that every student needs to take at regular intervals are considered to be mostly grammar-based. This might well create a discrepancy between how English is taught in classes and how it is tested. As long as success is determined through the test scores student get out of these high-stakes tests, teachers are more inclined to *teach to the tests*. Since they might tailor their

classroom activities to the demands of the test, this washback effect might prevent teachers from employing and adopting ways of teaching in accordance with the English language curriculum. Furthermore, teachers drew attention to the fact that they feel under pressure since students' grades out of these centralized tests are considered as a measure of teacher success.

Student motivation is another issue to consider as far as testing is involved. If there are inconsistencies between the implementation and evaluation of teaching, as one of the participants stated, this might well result in a decrease in student engagement and motivation to learn:

> *(47)* The students don't like this system at all, they worry about how to study, what to do. They tried to force us. The old system was about studying grammar and note taking. They were able to learn by heart and take note. However, in this new system, in the first exam they desperately wanted to know "how the exam will be conducted". Because the system is exam and grade oriented, you have already experienced. It does not work (in English) (P11).

4.2.1.4. Technology Integration and Implementation

Advances in technology as well as the educational applications that such technologies offer are paving the way for drastic and revolutionary changes in how teaching and learning take place. While considering the contributions of technology integration for teaching and learning in general, teachers converged in their focus on potential benefits that technological advances offer for English language learners. As the excerpts below indicate, teachers acknowledged the fact that technological applications used in the classroom as well as the Internet and social-software programs such as Web 2.0 tools might provide language learners and teachers with resource, materials and space to communicate and interact with others in the world. Thanks to such opportunities, language learners find the chance to use the foreign language in a more authentic way outside the classroom.

(48) Now, our students design websites for their project work. I mean, 15, 20 years ago when I was a student I could talk to a tourist in English. Now, I can send somebody a message in English via Facebook (P26).

(49) The most important need is speaking for students. There is no place to practice speaking. The space for practice speaking should be created. It is possible with technology. There are some projects, we go to seminars. We can work together with students from abroad. Our students can get into touch with them. We are participating in seminars and there are very good projects like this. With only one-online-membership, without paper work, you can do this easily. There is no long procedure. We need to learn to make use of such websites (P13).

As the excerpts above illustrate, most of the participants had positive attitude towards using technology in language teaching. They seemed to be aware of the benefits that technological advances might offer for language teaching and learning. Although it was found that majority of the participants employed computers for activities such as preparing exams, handouts and worksheets, searching the Internet to learn more about various kinds of language teaching materials and activities and keeping records of students, especially those of the experienced teachers, who had graduated long before these technological applications entered into the educational agenda, described their level of technology competence as low. As the excerpts below indicate, these teachers expressed that they would like to participate in in-service training and workshop activities on technology usage. Such training might be delivered in the form of active and applied learning, and one-to-one tutorial in order to allow teachers to improve their emergent technology skills.

(50) Now they make us use technology in classes, they give us tablets, smart boards. First, they should provide teachers with in-service training about how to use tablets and smart boards. They should teach it well. After training, we should use tablets in the classroom. First teachers should be trained. Especially, experienced teachers should be supported (P4; *with 28 years of teaching experience*).

(51) You need to know how to use computers in seminars or online projects. I plug it in, but it does not work and then I don't know what to do. I cannot make it start. We are not competent enough to use technology (P21; *with 27 years of teaching experience*).

When it comes to the integration of ICT into the language teaching and learning, majority of the participants reflected that successful technology integration might increase student motivation, and through various kinds of activities, such integration might better meet their students' needs (*f*: 26). However, the participants also admitted that Information Communication Technology (ICT) was not utilized sufficiently in classes since they did not know how to use these technological tool and devices properly, and how to design their lessons to incorporate technology into their teaching process. Thus, they expressed a strong professional development need with regard to technology integration in English language teaching and learning (*f*: 19). Through in-service training and school-based professional development workshops, EFL teachers might develop abilities and understandings about how to effectively teach with instructional technology.

> *(52)* Now the students are digital natives. We need to make use of these characteristics of the students in a positive way. This is our problem. We cannot do this. I think teachers should be directed to canalize students' interest and abilities (P29).

> *(53)* It is rumored that the tablets will be given but, we haven't been trained yet. How we will use them in class, what can we do with tablets? All of a sudden, we will be given tablets and we don't have any training. We don't know (P26).

> *(54)* Actually, the training on how to use smart boards, how to employ different techniques in class can be given (P33).

Another important area of professional development needs raised by the participants was related to the materials preparation, that is, software programs for technological devices (*f*: 12). They reported a lack of guidelines that would help them integrate ICT into English language teaching and learning successfully. In fact, some of the participants pointed out that just as the coursebooks were distributed at the beginning of each school year, such materials and activity examples should be provided by the MoNE to EFL teachers with the guidelines described in teachers' books.

> *(55)* Smart boards are effective and students like them. But you cannot teach everything with smart boards, you cannot prepare every topic with smart board. It takes time and it is difficult to find appropriate materials. I

think MoNE can prepare materials and give them to us since they sent the smartboards (P34).

(56) Smart boards are very useful. For instance, when we prepare presentations, we choose a subject. We prepared a file. I used this file in class in reading activity, the students loved it. My topic was directions. There were animations, videos. The students listened to them and did the activities. They loved it. I wish we could make such preparations for all topics. But it takes too much time. I wish MoNE could give us these ready-made materials. It takes too much time to find these materials on internet and prepare them (P33).

It is not likely to state that all of the teachers in the study have positive attitudes with regard to teaching with instructional technology. One of the teachers in the study drew attention to the risks and challenges that might be derived out of excessive use of technology in language teaching and learning. She emphasized the fact that it should not be forgotten that technology offers new tools and devices just as any novel technology in every age of human history has been used for educational purposes ever since the early cultures invented sign writings pictographs to record and transmit their knowledge. As the excerpt below indicated, she brings to the fore the teacher and his or her qualifications and mentioned that it is the teacher and his or her abilities and competencies what matter in classrooms, not the educational tools they utilize in the classrooms:

(57) In my opinion, for English teachers there are huge numbers of materials on internet available. Some teachers may make classrooms exaggeratedly tech-equipped classrooms. They prepared their presentations copying and pasting. I think it is very dangerous. I think teaching is not that much related to technology. I think the teacher is the most important part of teaching English. It is teacher-centered. I'm not interested in technologically equipped classes. The students are already exposed to too much television and computer so they are used to see 2000 pictures in a minute. They are already familiar with visuals. So we should not use them too much in class. I think the material is the teacher. The teacher is essential in teaching. Thus, while thinking about professional development needs, the main point to consider is to develop teaching techniques (P19).

Participants in the study also drew attention to the fact that there were some factors that need to be considered if we aim to effectively infuse technology into English language teaching curriculum. Among the factors that participants highlighted were: *use of time*; *heavy workload of teachers*; *flexibility of the curriculum to adapt*

to using technology as a pedagogical tool for learning; *availability of software programs; availability of technology* and *the Internet in classrooms*; and *having an equal access to technology in computer laboratories as a school-wide resource.*

4.2.1.5. Materials Development and Adaptation

Another area of professional development needs that the participants most frequently mentioned was about the materials they used in classrooms (*f*: 12). Materials are among the essential components in language teaching and learning. Anything used by teachers or learners to facilitate learning can be considered to be a material in language teaching. As far as English language teaching is concerned, the materials can vary from books, paper/audio-visual materials, laboratories, technological tools to reprographic facilities and so on (McDonough, Shaw & Masuhara, 2013). Analysis of the data demonstrated that teachers in the study acknowledged the importance of using effective teaching materials in facilitating learning and increasing student motivation. However, they further added that they were lack of sufficient and effective materials. In fact, all they had in most of the classes were the coursebooks provided by the MoNE. Furthermore, they expressed their complaints on the issue that most of the time they were not given the CDs and the teacher books of the coursebooks. In such cases, they had to skip listening parts allocated in the books. As the excerpts below indicate, they expressed a strong professional need in having access to effective materials through which they could differentiate their teaching activities to better meet the diverse needs of their learners.

> *(58)* We need materials. There is nothing related to English in class. We only have the teacher. The students see only what we do as teachers. I think we really need visuals. Ok, we use computers, projectors as far as we can but these are not sufficient. We need to develop materials, we need books (P9).

> *(59)* The most fundamental need is material development for me. Because each student has different intelligence. You have to address all intelligences. That's why I think material development is very important. I need to know how to teach with different techniques and activities to address each student. I mean, I wish I could develop myself in this aspect (P25).

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(60) In the book, it is said that we should focus on listening and speaking. The book is designed accordingly. But we have neither teacher's book nor CD. The listening activity is a mystery for you. You don't know what it is. Then how you will do it? (P5).

Participants explained that they were required to use the coursebooks MoNE distributed to the students. This means that the same books were used across the country. As the teachers in the study indicated, they were not allowed to choose the coursebooks or any other supplementary materials. In other words, since no coursebook sufficiently serves the needs of both students and learners and teachers are well aware of this fact, they would like to integrate or assign supplementary materials in their own specific contexts. Analysis of the participants' reflections on the coursebooks have demonstrated serious complaints with regard to their content and design. Some of concerns can be seen in the following excerpts:

(61) Our books are really boring. There are too many units in the book. We find it difficult to catch up. In addition, the units are too repetitive. We need more funny and motivating materials for students (P9).

(62) Now we cannot devote time to speaking. There are too many units to cover and there are lots of things for teachers to supplement. The speaking time is limited. However, we need to spend one class for speaking. We have such problems in practice (P10).

(63) I think we have problems with coursebooks. The ones sent to us are not realistic. For instance, the book for second graders at high school start with present perfect continuous tense. But it is not appropriate for that class. You were not able to teach present tense, how you can teach present perfect continuous tense. Even they don't know the most basic words, there are advanced vocab in the book (P5)

(64) I don't think they ever prepared a book that is suitable for us. Previously, it focused more on grammar. For speaking… in the course-book, there were no speaking or reading texts, writing activities were very limited. Before this Spot-on, we were always trying to find additional sources for these areas. In these new books, speaking and reading texts are abundant, grammar is missing and this time teachers are concerned with how to teach grammar topics using drills, how to teach writing. I mean, there has never been a book covering all of these. Our needs have never been satisfied in this sense. Because what students would need has always been ignored. Teacher has to supplement materials all the time. The books are so intensive that they have to select some parts; then there's no time left to revise. The books do not include any tasks that are intended to enhance

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learning. I mean, how can the student form the sentence, what should s/he pay attention to, what to consider? These all have to be supplied by the teacher. And this is not an easy task for the teacher. So the books are half-empty. It's either only grammar or the rest is ignored (P10).

The lack of materials becomes more apparent and vital when it comes to the teaching English to young learners. With the policy changes issued in 1997 by the MoNE, the age of starting foreign language education changed first from the 6th grade to 4th grade, and then, the new 4+4+4 education system introduced in 2012 lowered the starting ages for foreign language education to 6 years of age - the 2nd grade. An ELT course called "Teaching English to Young Learners" was introduced in the initial teacher education programs by the Higher Education Council (HEC) in 1998. However, the participants who graduated from ELT departments before had not taken any training on teaching English to young learners. In addition to these ELT graduates, those of the participants in the study who were non-ELT graduates did not have any in-service training which would address to their needs in materials design for young learner classes. What those of the participants working at primary level schools have reflected merits consideration. They need training and guidance in teaching very young learner classes as the following excerpt clearly indicates:

> *(65)* Speaking of myself, our undergraduate teacher education was not efficient. We have never received any training on materials. For example, when English courses began for 4th graders, we did not know how to teach them. It does not work when conducted by the ministry, we try to train ourselves. For all those years, yes they offered some in-service seminars on methods and techniques, I attended those but they were not satisfying my needs. I participated, for instance, in British Council courses on Teaching English to young learners. I went there because I saw there was a lack, as you said. I wanted to see how it could be adapted after I taught 4th graders. In Turkey, if a teacher learns something or if they feel the need to learn, it is something individual (P21).

One of the teachers stated that she benefited a lot from the preservice teachers who had attended her lessons as a requirement of Practicum course in the teacher education program the previous year. The supervisor of those preservice teachers invited her to attend the feedback sessions with the students. As the following

excerpt shows, she reflected on this experience and stated that such a collaboration provided her an opportunity to learn more about teaching young learner classes.

> *(66)* For example we have student teachers coming to our school for their practicum from METU; they have a materials course. We did not have any such courses. We did not prepare materials in our undergrad years. And believe me, we learn something from these materials our mentees prepare. Especially when we attended the feedback session offered to student teachers by their supervisors at university. When the supervisors evaluated the student-teachers' work, I learnt new things, that I have to pay attention to (P22).

Some of the participants also stated that just as the coursebooks were distributed at the beginning of each school year, such materials and activity examples should be provided by the MoNE to EFL teachers with the guidelines described in teachers' books. In the excerpt below, one of the teachers suggested that such materials as well as the activity samples might be prepared with a committee including experts, academicians and teachers.

> *(67)* I have a very simple solution, indeed. There is a really simple solution to this. You take an authentic, foreign book that is prepared in this area and adapt it to the context in Turkey. Because we have many problems with the materials written here. Fix the problem with the book first, adapt that, practice… Then coordinate teachers and some experts on this issue to work collaboratively; let's say the subject is adjectives, develop the activities and materials on how to teach adjectives and send it to teachers. On each adjective or vocabulary topic, even if it is only a game, it would be great if teachers knew how to carry it out – if they did not have to think about how they can do it. Because not all teachers can create these (P27).

4.2.1.6. Classroom Management

Classroom management was found to be one of the areas that teachers in this study need professional development (*f*: 6). First of all, the analysis of their responses showed that the crowded classrooms, and differences in student levels pose classroom management problems to teachers. As one of the teachers stated, "*(68)* the differences in proficiency in class, these are very important. For you teach some

language structure Student A already knows well but Student B does not and you do some tasks on it; this negatively impacts the flow of the lesson" (P41).

Another source of challenge for classroom management was related to the students with special needs. Because of the inclusive education, students with special needs can have their education with their non-disabled peers in the same classroom in public schools. As some of the participants stated, neither did they have any training in teaching these students with special needs, nor did they know how to plan their teaching accordingly. As the excerpts below show, the teachers reflected that these students need special attention and care, but they do not have time to deal with their learning. Thus, these students are being left on their own or totally ignored, which might cause further classroom management problems:

> *(69)* But here in some classes we have inclusive education practices, I guess you know what it is. Students having learning difficulties are mainstreamed in the class but something special needs to be arranged for those mainstreamed students. In each class there are some such problematic students. Something like kinesthetic techniques are needed (P15).

> *(70)* I think the syllabus is loaded; there are too many units – we have 14 units for 4th and 5th graders. One subject per week, and there are many vocabulary items in each subject. You try to teach all those vocabulary as you have a fixed curriculum. You want the children to succeed, for instance when they take TUDEM exams (an exam for primary school students), in something. You have to stick to the syllabus, so that they catch up with others. But this time, you ignore the problematic students and mainstreamed students; unfortunately, you can't pay enough attention to those students (P26).

The inclusion in education might provide benefits both for the students with disabilities and their non-disabled peers, but as the participants pointed out, it is hardly possible to make it work without providing teachers with professional training necessary to educate such inclusive classrooms. Therefore, they emphasized that they need training and professional development in order to handle classroom management problems in inclusive education so that they can keep all their students focused, eager and engaged in learning regardless of their competence.

Participants also drew attention to the fact that the reasons underlying most of the unwanted student behavior might be derived out of the psychological or domestic problems that their students have. They need professional development and guidance that might help them deal with such students properly and learn more about effective discipline techniques that they might utilize in classrooms.

4.2.2. Teacher Needs

As stated earlier in this part, the category of *Teacher Needs* refers to the PD needs based on a wider and systemic perspective of teacher professionalism on multiple levels – the individual, the social, the local community and professional networks.

The sub-categories under *Teacher Needs* are as follows:

- PD Needs in English Language Proficiency
- PD Needs in Professional Development Strategies
- PD Needs in Communication Skills

4.2.2.1. English Language Proficiency

English language proficiency has been reported as one of the major areas that participants need professional development (*f*: 21). Most of the teachers, who reflected on this issue, emphasized that their level of language proficiency has been deteriorated over time. As for the underlying reasons, the participants were found to be converged in their focus on two main factors. First of all, they believed that it is to do with the nature of learning a second or foreign language. Since foreign languages are learned but not acquired, they are subject to deterioration without sufficient practice. This is exemplified by the following excerpts:

> *(71)* English, deteriorates easily. One has to improve himself. It is a language one forgets easily. Day by day, even though I am still novice, there are things we – I definitely forget. One has to develop himself (P9).

> *(72)* For us to develop ourselves it is important and is a must, to have a good command of English language but we get worse in this primary school environment. Most of the time we ask each other as we can't remember

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meanings of simple words. Sometimes when you watch foreign movies, you are like: 'what was that, what did it mean?' (P28).

(73) We watch movies (laughs) not to lose our English. We do not use English, so it deteriorates (P32).

Another reason for this deterioration raised by the participants was related to their classroom practices. Analysis of their responses showed that the English language they used in the classrooms were limited to course content. Since the student level of English language proficiency is low, they tend to use the vocabulary items that their students are familiar with, and simple structures that they are more likely to understand. Especially the teachers who worked at primary-level schools and those of the teachers at secondary-level schools without a specialized language fraction were found to have suffered more from this routinized course delivery. As students' level of proficiency increases, the challenge as well as the opportunity for the teachers to use more sophisticated language increases. The excerpts below indicated the reflections of the participants on this issue:

(74) You go around the same things, over and over; you teach same things. When students ask something, and I say: 'I have to look up this, I can't remember'. You always speak to them, you use words they can understand (P5)

(75) You definitely do not have any opportunities. No opportunities to practice. I can't speak in English with anyone. "this is a book, it is a pencil, sit down, stand up, how are you" and that's all. I really do not have any chances to improve myself. I can't talk to anyone (P17).

Two of the teachers in this study compared EFL teachers with those of the other subject areas such as mathematics and chemistry. Since English is both the content and delivery of the instruction, it was seen differently from the other subjects. One of the teachers reflected that a mathematics teacher, for example, makes use of his or her content knowledge all the time in the lessons, and thus s/he has the opportunity to enhance their skills and knowledge over time. However, in case of English language teaching, it is not the case:

(76) English, our English completely deteriorates. For instance, Math teachers, they always use their knowledge. We use some particular parts of language, but we forget others. That's why, too much is expected of

English teachers. We always have to revise. We forget the words, for instance. You know the vocabulary we cover at high school level, and the vocabulary we had at university. The vocabulary used in KPDS (Public Personnel Language Proficiency Exam) and ÜDS (Interuniversity Board Language Exam); they are totally different. We do not see them here. When you do not see or use them, you naturally forget. You always have to study in your spare times, and if you don't, you lose it (P34).

Another teacher referred to this deterioration as "occupational hazard" since she believed that there is no way to avoid it:

> *(77)* I worked at primary and secondary schools for short terms; but whoever does whatever job, think of it as a bank officer, or a doctor specializing on some area… If you work in one area, you do not have any extra time to spend for the next level – or say, in a broader circle. That's because you focus on your own job. So, I think, you slowly move away from the things you should know but can't always use. Think of Math teachers at primary schools. Go ask a question at university level, I mean to the ones here, if they can solve it then come and find me, I am here. This is not to criticize; this is your job, you have to focus more on your branch. I am sure I had a way better English ten years ago; I used it extensively in my daily life. But now, I have to talk to the grocer in Turkish, Turkish when I am home, Turkish and Turkish everywhere. I can't find an American to talk to everyday, so you degrade and you're not even aware of it. I mean, it is a professional deformation. I wish we were provided with opportunities to refresh our knowledge (P27).

Data analysis showed that teachers' self-assessed English proficiency is very low. They acknowledged that their proficiency levels were lower in productive domains than in receptive domains. In fact, the majority of the teachers interviewed in this study reported a strong emphasis on developing their speaking skills in English. They reflected that they have great difficulty expressing themselves in English, speaking English fluently or even sustaining a conversation in English as the excerpts below indicate:

> *(78)* Teachers have to improve skills in speaking English. We are very good at grammar. We do not have any difficulty in writing, we write. We could write essays well if we wanted to, but we have problems in speaking (P22).

> *(79)* I know that many teachers of English in Turkey cannot speak English. They can't understand what is said to them. There are really some teachers of English who cannot even chirp in English (P2).

(80) For example, I am sure my English was better 10 years ago, I was constantly using English in my daily life; but now I have to use Turkish, when I go to grocer's store, when I come home, everything is in Turkish. I don't have the opportunity to find an American every day and talk to him/her, and your English is getting worse even if you're not aware of this (P27).

(81) I mean, there are people who had a very high grade in KPDS (Public Personnel Language Proficiency Test) but cannot speak English. I think speaking English, at least for me, is the first thing. Because, you absolutely teach grammar, you yourself can learn it during the profession of teaching, you can teach it to children; but, as I say, there are different English styles. I mean, he/she teaches English to the child, as he/she knows many things, but as we often witness, he/she cannot say anything in English to the child. A teacher must definitely improve his/her speaking (P17).

(82) I am a graduate of English Language Teaching of Open University. It was difficult to complete this education. Besides, I have, right now, problem of speaking. As we studied in Open University, speaking was not given much importance. We only read the books, passed the exams; but, for instance, I realize the difference of the graduates of the public universities. I mean, their self-confidence is higher, their speaking is better, they can speak better (P25).

The participants shared personal accounts underscoring their lack of proficiency and confidence in speaking English outside the classroom. As the excerpts below indicated, one of the participants stated that she avoided telling her profession as an English language teacher to the native speakers of English. Another participant shared her experience when she was abroad to visit a foreign country. She explained that she could not utter a word during her three-month visit in Holland. These narrations highlighted several facts about language teachers' need to sustain and improve their oral language skills. Since language teachers, living and teaching in outer circles mostly, do not have the opportunity to practice speaking outside the classroom in social circles and environments, and only speak to their students in limited contexts through limited vocabulary, it seems that they 'lose' the level of proficiency that they had during their undergraduate studies. The following excerpts indicates this issue very clearly:

(83) I will be honest. I mean, when we coincidentally go to a place in which there are foreign people, I just look. I look at them and smile, but I don't dare to talk to them. I just fail, I cannot speak. When we were in İstanbul,

there was a man on ferry boat. He said, "let me take a picture for you", I had a friend with me. He took the photograph and we started to talk. The man was asking me about my profession, I was passing over lightly. He also came from England, he was working for an electronic firm. I was passing over the topic all the time. I couldn't say that "I am an English teacher", I was ashamed. My friend said it. I mean, I couldn't say it as I am incompetent. It is just because of this, we need the required atmosphere or we must be obliged, indeed, to speak (P17).

(84) After I graduated, I went to Holland because of spouse relation. For 3 months, I couldn't say that I was an English teacher. Why did I do that? I cannot speak. What do they think of me? I mean I was embarrassed for my country, not for myself. For 3 months, I just listened, so that they wouldn't say that "their English teachers cannot speak English, what kind of a country theirs is (P22).

(85) You know, I mean you must have heard, there was a seminar for English teachers, and people came from abroad. There was a need for guide and translator. There was a need for translator. Really, they couldn't speak. They could not understand each other (P2).

The participants reflected on the possible opportunities that might help them improve their English language proficiency. The analysis of the responses has demonstrated that participants converged in their willing of having abroad experience (*f*: 26). Almost all of the participants who mentioned lack of proficiency and confidence in English believed that they need to go abroad to develop their English language proficiency, especially their oral communication skills. Because of their low income and financial concerns, they expressed a strong desire for the financial support or administrative initiatives that might be provided by the MoNE. Furthermore, the participants' reflections indicated that they were aware of the international projects which provide opportunities for them to go abroad and learn about the English language teaching in other European countries. However, they expressed some concerns with regard to the design and acceptance of these procedures. First of all, it is understood that they need training and development about writing and submitting such research proposals. In addition, they reflected that they were not well-informed about the criteria used in the evaluation process. Furthermore, the participants stated that the culture of the school environment, relationships with the colleagues, their understanding of group work as well as the

attitude of the administrators. The following excerpts reveal the participants' reflections on the aforementioned issues:

(86) An English teacher should go abroad and improve himself/herself. I mean he/she must go abroad for once, I don't know maybe he/she may have a scholarship for this, or he/she may be sent to a speaking course. I mean something should be done. I think English teachers should be given this opportunity. Think of a teacher who has a poor financial situation and has not seen an English in his/her life. He has nothing to blame for this. I mean he/she may improve himself/herself; but this is the case, it is serious. Students also don't like this (P2).

(87) Well, abroad courses are not necessarily be spread over a long time, they may be for two or three weeks with a contract with the universities there. Because, people need different experiences in order to refresh themselves, I mean they should search and learn things there. They should learn the language in its very place. You will go to its place and learn it there (P5).

(88) Children ask. Especially when you work at good schools, they ask whether I went abroad. I say "no". They find this strange. It is as if an English teacher must go abroad or live there. I mean, for instance, teachers may have the chance of going abroad courses for two weeks once in every five years. Because, I believe that the courses in Turkey with Turkish teachers and Turkish language will not be fruitful. Abroad courses will definitely be more fruitful (P5).

(89) One of the thing that I want most is abroad experience, a college in America, in New York and London. But as a guest teacher, or trainee teacher. He said that we would do this in order to gain experience and when I heard this, I was very happy. Our biggest deficiency is this, abroad experience (P16).

(90) All of the English teachers should be given the opportunity of going abroad (P34).

(91) I wish we had the opportunity of going abroad. It would be very fruitful (P33).

(92) They must increase the number of grant projects like Comenius Project. It is not easy for the projects to be approved. I mean, different, original things are approved now. We may have in-service training about improving projects. This would be fruitful for us (P7).

(93) We dealt with projects for a while, we dealt with EU projects for a while but when we have a response, it stops there. Abroad countries have a very different perspective for Turkey. There are schools that make an

effort and go abroad. I know that there is a unit in Ministry of National Education that is related to EU projects. But we couldn't achieve. I personally dealt with this for a year. We responded to the mails, we formed a group at school that is related to EU projects, but one person has to do all the work. As the other friends don't know English well, I had to respond to all of the mails. Then, we had two English teachers. The other teacher was, I guess, on maternity leave. I mean we couldn't handle, it didn't work. For the sake of professional development, going abroad is definitely a good option (P30).

In addition to having abroad experience, some of the teachers reflected that seminars or workshops as INSET programs might be designed to address their needs with regard to their English language proficiency (*f*: 11). As one of the participants states, "*(94)* I wish we were given such opportunities and trainings every summer that we could refresh our knowledge. Then, we would love to spend two months from summer holiday on this" (P28). In such training and development programs, teachers might be informed about the professional development strategies and methods they might employ on their own, and about the online technological platforms and professional networks that might help them improve themselves on these issues.

Another important issue raised by the participants was related to the lack of intrinsic motivation to develop their English language proficiency (*f*: 7). They reflected that there is no discrimination between 'good' and 'bad' teachers, and the educational system in general seems not to care with what teachers are doing in their classrooms. At the absence of any supervision, control or initiatives for the teachers to do what they are supposed to do, teachers felt lonely and neglected. For some of the teachers in this study, there needs to be some kind of guidance and supervision which might result in extrinsic motivation for the EFL teachers to grow professionally. It is possible to trace how one of the teachers' reflection on the issue has been developed during the course of the interview:

> *(95)* But, does any teacher do this? Can he/she develop applications or methods that will improve himself/herself while he/she rest or have a chat? Does he/she? I don't think so. There are many technological options, but how many people can improve themselves when they told to improve themselves? I mean there must be an obligation so that they can improve themselves. I have many friends who say that there is no need to improve

oneself. This is right. Sometimes, they don't teach anything but only past tense. The system must be changed totally. It is useless. As I say, if you work in a private school, you feel the need to improve yourself. In the schools of the Ministry of National Education, you don't need this. But, it is always said that English cannot be taught to children. Then, what is the point of having so many teachers? Teacher also forgets. If you don't educate the teachers, if you don't lead them, it gets very hard (P31).

Teachers considered the development of language proficiency, especially when productive domains such as speaking skills are concerned, to be particularly urgent at the face of recently implemented curriculum demands to teach oral communicative English at public schools. Furthermore, their lack of proficiency and confidence in English might have an effect in their overreliance on rules, textbooks, simplified language or grammar translation method, and their resistance to adopt more communicative teaching methodologies. Besides, this can lead to excessive use of L1 (Turkish, in this context) as one of the teachers mentioned in the excerpt below. These points will be discussed in the next chapter in detail with specific reference to the studies in the literature.

> *(96)* I teach the course in English, but not always. When I teach in English, we continue in this way for a certain time, some of the class understand but some do not, that is, ten of forty can keep up with the lesson. The of the class try to understand what I say. The rest twenty are staring at me, namely, they look blankly. We do not have such a controlling mechanism to question why I do not use English as the teaching language every time, for instance the superintendent does not monitor such a thing. It is totally left to my conscience. Then I start to speak in Turkish so as to make the rest of the class understand the subject. So it continues this way and the students do not speak in English anyway. Sometimes I try to add speaking section to my class, but they try to speak only with "yes," "okay" or "no," and that's all. They try to construct some sentences in English but they fail all the time. So I feel myself at home when I teach in Turkish (P17).

> *(97)* It is better to teach in English for us. When we use English as the means of teaching, we renew our competence as the teachers of English. Even we forget English when we do not use it continuously. It is not enough to state in the seminars that we should speak in English in our classes. They need to show us how to achieve such a thing with the low profile situation of the students (P34).

4.2.2.2. Professional Development Practices and Strategies

Another sub-category under the *Teacher Needs* refers to participants' needs with regard to the concept of professional development itself (*f*: 7). Participants drew attention to the importance of having well-informed knowledge about the activities they might engage in and strategies they might employ to develop themselves professionally while doing their profession. It is understood that these teachers are concerned with questions such as "How can I reach reliable information? What opportunities do I have to develop myself professionally as an EFL teacher? What kinds of incentives or support are given by MoNE to teachers in supporting their PD?" Especially those who were non-ELT graduates were found to express this need more as compared to the ELT-graduates. The following excerpts indicate how two of the participants reflected on this issue:

> *(98)* We experience some problems in keeping up with the new teaching materials such as course books, test books or the visual materials on the Internet sites. That is to say, we try to maintain with a second hand guidance and by asking our colleagues. When they see or hear something new, they tell us (P6).

> *(99)* We are alone, without any control. Or we are not esteemed. We try to do everything on our own. That is, we prepare the materials ourselves without knowing how to develop these or from where we can receive professional help (P17).

4.2.2.3. Communication skills

Another domain the participants in this study underscored was training in communication skills. As it is discussed earlier in this chapter with regard to participants' perceptions on teacher professionalism and characteristics of a professional EFL teacher, *being an effective communicator* has been identified as a professional trait and value that professional language teachers possess. Several participants noted that they need professional development in order to be better and effective communicators (*f*: 8). Data analysis indicated that professional development needs with regard to communication skills can be discussed under

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two sub-categories; *communication with students*, and *communication with parents*.

Teachers expressed a strong emphasis on the importance of *establishing effective communication with their students* in order to improve student motivation to learn and participate in the lessons. In this regard, it is understood that students' lack of motivation has been one of the problems that they were having on a regular basis. Analysis of teachers' responses revealed the fact that although teachers mentioned some of the problems such as *crowded classrooms*, *insufficient course credits*, *grammar-based testing system*, *inadequate course materials* and *curriculum mandates*, they also acknowledged that they might overcome such issues if they establish and maintain effective communication with their students. In this regard, they expressed the need to grow professionally as an effective communicator. For these teachers, an effective teacher should know how to use body language (e.g. stance, posture, voice tone, gesticulation or eye contact) to communicate with students and build rapport with them in order to make them feel safe and supported, and thus motivated to learn.

> *(100)* I want to develop myself in the field of communication. The body language, physical appearance. Eye contact, mimics, the pitch of the voice, behaviours and manners are also important. So it is important to put these into practice (P24).

> *(101)* I want, first of all, the trainer in the in service training to observe the student profile and the environment in which I teach and offer me a training on how to develop my interaction with these students in order to be more successful. Psychology should also be involved in the teaching process so as to influence the student with my words and field by winning their confidence (P7).

Another area that teachers need development was related to their *communication with the parents*. Teachers indicated that they might have problems in communicating with the parents. Some of the families were reported to be insensitive for and unconcerned with their children's progress. As for the underlying reasons, teachers –especially those who were working in rural areas – have mentioned some economical, educational and domestic factors. On the other hand, some parents were found to be over-interested with their children. For the

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participants, this might pose problems as well since such parents might interfere with the teaching/learning process too much. As a result, as one of the teachers (P26) expressed in the excerpt below, they might feel insecure and distracted. With all this in mind, it is possible to state that establishing good communication with the parents might prevent some of the problems mentioned above. The following excerpts highlighted participants' reflection with regard to their relationship with the parents:

> *(102)* If you are a guidance teacher, you speak with the student personally. You discuss the student's problems in detail. But if you do not cooperate with the student's family, the effect does not lead to any difference whether it be English class or another course (P12).

> *(103)* At my school, there are some families raising their grandchildren or some broken families, some families dealing with certain problems. In every classroom, there are three or five children of divorce. They have financial problems too. When the student is subjected to some problems at home, he reflects these problems to the class through violent behaviors. Because the parents do not care about their children adequately, the students have more problems with their teachers (P9).

> *(104)* The parents are so capricious that you cannot shout at the students in order to silence them. Usually, we are subject to such reactions. For instance, you need to start teaching and silence the thirty students at the same time in a classroom. And then, encountering such reactions from the parents alienates us from our profession. We are like the slaves of the parents. In such an environment you cannot feel safe (P26).

Especially those of the participants working in Eastern and South-eastern parts of Turkey have attached much more importance to establishing good relationships with the parents. One of the participants working in Şırnak states that the fact that the parents do not speak Turkish leads to to the need of learning a third language (P37). Considering the socio-economical situations and educational background of the families living in rural areas, teachers emphasized a strong need to equip with effective communication skills in order to better meet the diverse needs of their learners. As it is reflected in the excerpts below, most of the teachers working in those parts of the country are inexperienced. The participants from those regions of Turkey stated that the schools they were working at the time of data collection were the first schools they were appointed to as EFL teachers. Since they were

working in small villages, they were the only EFL teacher working at each school. In the excerpts below, teachers suggested some solutions such as working in collaboration with the experienced teachers in other nearby schools or having some kind of training through online professional networks:

> *(105)* The school in which I work and its environment are creating different demands for our personal development. In a regional school where the socio-economic opportunities are very limited, we endeavor to develop our students' rather low English level with extra effort to bring up them to certain standard. So I felt that I need to improve myself in the field of creative drama techniques and I followed some courses related to this field. Moreover, since I visit the families, I feel that I need to develop myself in the area of eloquence since to contact with the family in effective way is crucial in education (P40).

> *(106)* I participated in many seminars on language teaching and I could integrate these trainings into my classes when I worked in a private college. But now I have no opportunity to reflect these trainings (due to socio-economic conditions). I believe that such activities will help to improve the quality of teaching, not only from the respect of frequency but its availability in every city or county. In some regions such as ours, internet can solve the distance problem (P38).

> *(107)* Unfortunately I say no because of the circle of going from home to school without any social activity. Our region is far away from the resources. We have almost no chance to meet the experienced teachers since the most experienced one is only three year teacher (P39).

> *(108)* If I had enough training on this subject, I would try to develop an approach in which teacher-student-parent interaction is predominant. Because the biggest problem is the inadequacy of this three partite relation. I would take professional assistance from the specialists and do my best to put this method into practice (P40).

> *(109)* In the relationship of teacher and student, the family factor has almost no influence when compared to the one in the private schools. Most students have familial problems and cannot review what they have learnt at school properly. Even they have to do some chores at home. Unfortunately the education is pushed into the background. After placement test, I plan to make some family visits and inform the parents about their child's level (P35).

> *(110)* As a teacher working in the south east Anatolia region, I have huge problems in teaching English (although I come from the same region). Most students have prejudice against English. Moreover, while these students have difficulties in learning Turkish, they regard English as a third

language and perceive it not as a necessity but as a compulsion. I believe that if we, the teachers of English, have a full command of Turkish and Kurdish, we can bring these students to the level of the ones in the western regions of Turkey (P36).

It is noteworthy that as for the areas of professional development in communication, participants did not mention any reference to the wider contexts such as communication with colleagues, administrators or any other professional networks. The possible underlying reasons will be discussed in the next chapter with specific reference to the studies in the literature.

4.3. EFL Teachers' Professional Development Practices

This current study aims to explore how the participants in the study develop themselves professionally, and what kinds of professional development activities they are generally involved in. When the data were analyzed, the results revealed that these activities were mostly individual professional development activities. The most common professional development activities that the participants stated were: searching for the Internet for materials use; attending in-service training and workshops; reading books; and participating in online language teacher platforms. Table 4.3. provides the information about the professional development activities that the participants are involved in on a regular basis.

Data analysis indicated that professional development activities in which the participants are involved are carried out either to find relevant and interesting language teaching and learning materials, or to develop their English language proficiency. As the Table 4.3. illustrates, most of the participants in the study reflected that they read books, search the Internet and follow the discussions and shared information in online professional platforms in order to develop effective teaching and learning materials for their classes. The analysis of their responses indicated that they refer to other sources - mostly online, not only to find relevant materials for their classes, but also to learn more about teaching techniques and methods in language teaching. They also indicated that considering the wide range of topics that might be encountered in language teaching coursebooks, they feel obliged to develop their world knowledge on several topics so that they could

render language learning more appealing and relevant to their students. It is noteworthy that these professional development activities enable teachers to design and update their classes, and to research different sources of material.

Table 4.3. Professional Development Activities

PD activities carried out by the participants	(*f*)
Searching the Internet for materials	20
Attending in-service training & workshops	16
Reading books	14
Participating in online language teacher platforms	10
Following the literature	7
Watching TV series, films, documentaries in English	7
Studying vocabulary (through translation or language tests)	7
Self-monitoring / self-reflection	5

Improving their English language proficiency was found to be another major impetus driving their professional development. Among the activities that participants highlighted were: reading books in English; watching TV series, films, documentaries in English; and studying vocabulary through translation and language tests such as YDS. The types of the professional development activities were found to be congruent with the professional development needs discussed earlier in this chapter. As it is indicated before, the most frequently cited professional development needs belong to the categories of *developing teachers' English language proficiency and speaking skills, approaches and methods in ELT, incorporating technology into language teaching,* and *materials development and adaptation*.

Another important finding is that the participants mentioned no reference to professional development activities such as attending conferences, graduate work, participating in a research study, or any other forms of collaborative professional

activities such as peer observation, teacher study groups and so on. Among the reasons for the hindrance of their professional development activities that they highlighted were *heavy workload, lack of time*, *economical problems*, *lack of intrinsic motivation to develop*, and *lack of support and encouragement*.

Therefore, it is possible to suggest that apart from the previously mentioned individual type of PD activities, the in-service training, workshops and seminars (INSETs) organized by the MoNE were the only PD activity that teachers might share and collaborate with their colleagues. However, as it is noted earlier, the participants reflected that the number of INSETs for their field was insufficient. In fact, it was found that the teachers with less than 8 years of experience did not attend any. Although it was out of the scope of this current study, document analysis was done in order to provide some evidence to teachers' reflection. In this regard, examining the year-by-year INSET activity plans published on the website of the MoNE (MoNE, 2015b), the ELT-specific INSETs organized and implemented by the MoNE between 2005 and 2015 were identified. Table 4.4. illustrates the descriptive information about INSETs and ELT-specific INSETs. It was seen that out of total 6516 INSETs programs in the last ten years, only 127 programs were specifically designed for EFL teachers. It should be noted that the decrease in the number of ELT-specific INSETs in the past 5 years is quite remarkable.

Table 4.4. Descriptive Information About INSETs between 2005 and 2015

YEARS	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
INSETs (*N*)	543	634	614	751	930	957	1156	286	290	355
ELT-specific INSETs (*N*)	19	20	17	22	24	12	10	1	0	2
ELT-specific INSETs (%)	3,49	3,15	2,76	2,92	2,58	1,25	0,86	0,03	0	0,05

Furthermore, there were many criticisms and concerns mentioned by the participants with regard to the design and implementation of these INSET programs. They reflected that such training activities were most of time impractical and ineffective, and they attended such seminars because it was compulsory for them to attend. Since their concerns and reflections merit further consideration, study findings with regard to INSET programs delivered by the MoNE will be discussed separately in the following section.

4.4. Challenges to Professional Development

Although the participants seem to agree that professional development is an essential characteristics of professional EFL teachers, almost all the teachers mentioned some concerns and problems that might pose challenges to their professional development practices. Data analysis revealed that these perceived challenges and problems that the participants underscored can be classified under five main categories. Table 4.5. illustrates these five thematic categories together with the sub-categories under each theme.

The emerging categories are as follows:
- Teacher-related problems
- Student-related difficulties
- Contextual factors
- Challenges Related to the Educational System
- The social status of the teaching profession

4.4.1. Teacher-related Problems

As for the perceived teacher-related problems and challenges to professional development, the data analysis revealed five major sub-categories. These emerging categories were as follows: teachers' perceived low level of English language proficiency (*f*: 21); misconceptions about the approaches and techniques in ELT, especially when communicative language teaching approaches are considered (*f*: 22); lack of knowledge on how to improve themselves through various professional

development approaches and methods (*f*: 7); lack of intrinsic motivation to grow professionally (*f*: 7); and teacher burnout (*f*: 6).

Table 4.5. Perceived Challenges to Professional Development

I. Teacher-related problems	• Misconceptions about the approaches and techniques in ELT (especially when communicative language teaching approaches are considered) (*f*: 22) • Teachers' perceived low level of English language proficiency (more specifically, deficiency in spoken English) (*f*: 21) • Lack of knowledge on how to improve themselves through various professional development approaches and methods (*f*: 7) • Lack of intrinsic motivation to grow professionally (*f*: 7) • Teacher burnout (*f*: 6)
II. Student-related difficulties	• Students' low English language proficiency (*f*: 22) • Lack of motivation for learning English (*f*: 15) • Resistance to participate in lessons (e.g. communicative activities such as group work or peer work; info-gap activities or real-life tasks) (*f*: 11) • Passive style of learning (*f*: 9)
III. Contextual factors	• Lack of language teaching and learning materials (*f*: 32) • Crowded classes (*f*: 24) • Lack of physical space as language laboratories, classes and teacher lounge for language teachers (*f*: 10)
IV. Challenges related to the educational system	• Inefficient and inadequate INSET programs (*f*: 34) • Lack of supervision, guidance and support (*f*: 28) • Contradictions within the educational system (*f*: 26) • Frequent changes in the educational system (*f*: 19) • Centralized educational system (*f*: 17)
V. The social status of the teaching profession	• Teachers' insufficient income (*f*: 17) • The declining respect for teachers (*f*: 9) • A gradual change in social recognition of teaching as a profession (*f*: 6)

4.4.1.1. Teachers' Perceived Low Level of English Language Proficiency

English language proficiency has been perceived as one of the major areas that teachers in the study need professional development (*f*: 21). Actually, it seems that teachers tended to associate the need for professional development with the level of English language proficiency they have. In other words, data analysis revealed that Teachers with low levels of perceived English language proficiency seemed to have more of a need for professional development than teachers with a higher level of perceived language proficiency. Many teachers in the study reported deficiency in spoken English (*f*: 21). What can be inferred from the data analysis is that this low level of perceived oral proficiency constitute challenges to their professional development. Low levels of perceived spoken English proficiency might lead to the lack of confidence as an EFL teacher, which can be seen in the reflections of the participants given in the excerpts below:

> *(111)* To be honest, I feel embarrassed when the foreign people are present. I smile at them but I have no courage to speak with them. For example, I have met a person in a ferry in Istanbul, he asked us to take our photo with my friend. When we started to chat, I could not say that I am an English teacher because I felt myself incompetent in speaking (P17).

> *(112)* I went to the Netherlands via spouse-tied relations after I graduated from the university, and I hid the fact that I was an English language teacher. Why did I do that? I could not speak English well. What would they say? I mean, due to the fact that I was ashamed on behalf of my country, not even for myself. Not to let them say "English language teachers in Turkey cannot speak English, what kind of a country is that?" I only listened for three months (P22).

The data analysis revealed that one of the main reasons for teachers' low oral proficiency can be attributed to the traditional ways of learning English. Reflecting on their past experiences as language learners, the participants reported that they had few opportunities to practice English as they were learning it. These teachers have gone through an educational system which has attached so much importance to grammatical accuracy, without paying attention to other communicational skills. One of the participants stated that:

(113) When we were at the university, for example, I remember that they were not teaching listening to us. But, we are going to be teachers; they had to offer more listening courses. Yet, they are teaching unnecessary stuff at the university; that is; the things that we now cannot use in teaching. We are not using these stuff while teaching, I mean, however, at the university they are not offering what we will really help us. And the limitations start there. That is the real limitation. Well, they do not give importance to instruction of listening/ speaking. I think this is a general problem for Turkey. We complain why these kids cannot speak but we are not teaching speaking anyway. We teach reading and grammar because they are not teaching other things to us; they did not (P34).

In the excerpt above, the participant reflected on *the feedback loop* between their teacher education and their practices. It is possible to suggest that their lack of knowledge and confidence in teaching listening and speaking skills as well as their perceived deficiency in spoken English might have abstained these teachers from trying more interactive and communicative methodologies, and resulted in their overreliance on grammar-based language teaching which they felt most confident. In other words, this feedback loop contributes to the challenges they have with regard to professional development.

4.4.1.2. Misconceptions about the Approaches and Techniques in ELT

Data analysis of the participants' responses revealed some misconceptions with regard to the communicative teaching methodologies favored in the English language teaching curriculum. First of all, the Grammar Translation Method was found to be the English language teaching methodology that the participants widely preferred to use in their teaching since they reported that the most confident they feel themselves is to teach grammar deductively. It seems that they do not believe that their students can learn English properly and acquire grammatical competence through the interactive language teaching methodologies favored in the revised curriculum. In one of the participants' words, "when grammar is approached inductively, you do not feel that you actually teach something. More importantly, you do not know how to assess whether or not, or to what extent the students learn these topics" (P11). One of the teachers shared her reflections on this issue as follows:

(114) One gets panicked as a teacher. Now, consider you are given a dialogue, when you look at that dialogue you see so-and-so. You try to teach tenses since the text includes tenses you haven't taught yet. Well, we don't teach that tense to the kids, we don't teach structures, using it through the text etc. For instance, I tried to do this but I was really disillusioned. … Well, the kid stays silent even he wants to say something. No word, but the teachers are also impatient since they got used to the old system. This is why they are having problems. The teacher feels the anxiety of how he/she is going to evaluate. Also if he/she teaches like this, he/she feels teaching little. He/she thinks he/she hasn't taught anything or questions what he /she has taught (P32).

Another misconception might reveal itself in the participants' reflections on English-only instruction. Besides, this lack of knowledge and confidence in teaching speaking skills manifests itself clearly in their reflections on English-only instruction. Participants seem to share similar concerns with regard to their use of English in the classroom. On the one hand, they all agree that using English exclusively in the classroom might provide benefits not only for students but also for themselves. On the other hand, they admitted that most of the time they used Turkish in the classroom. Otherwise, they believe that it is impossible for the learners to understand and learn the teaching content. In fact, their use of English seems to be restricted only to reading materials and mechanical drills. As the following excerpts illustrate, neither did the participant have a clear idea about why and how English should be used exclusively in the classroom, nor about the proper uses of / the role of L1 in the foreign language classroom.

(115) Well sometimes in class, I teach in English; well, I mean not every time. I teach in English for a time and some of the students understand. That is 10 of 40 students understand it; 10 of them try to understand it and the other 20 stare at me with blind eyes. Eventually no one, namely the school principal, asks you why I am teaching this subject like this. This is something about your conscience. Later on, I switch to Turkish so that the others could understand, as well. Yet this does not work either. That is, the students already do not speak anything. Sometimes, I try to do speaking with them. Well, they do not speak but just say yes, okay, no, that's all. They try to combine sentences but cannot (P17).

(116) you have to teach in a different way, you have to show and I also think that it should also be compared with Turkish. Because the student has to reinforce this knowledge; if unsupported, he does not understand what's

going on. He has to hold on to something, something he concretely knows, I mean (P5).

(117) English cannot be taught by using Turkish. Ok, well. I will see if they can teach English, only four hours a week, without using Turkish. Talk is cheap. I never accept this- that people think what we do is wrong. Is "exposure to language" possible in 4 hours? It is not (P8).

With all this in mind, it is possible to argue that their lack of proficiency and confidence in spoken English as well as the misconceptions that they have about communicative language teaching methodologies might have an effect in their overreliance on rules, textbooks, simplified language or grammar translation method. In this regard, such a situation might that contribute to their resistance to adopt more communicative teaching methodologies, which constitutes challenges to their professional development as EFL teachers.

4.4.1.3. Lack of Knowledge in Professional Development Approaches and Methods

When the data regarding the professional development activities that the participants carried out on a regular basis were analyzed, it was seen that these activities were mostly searching for the Internet for materials use, attending in-service training and workshops which were compulsory for them, and reading books to improve their English language proficiency. Two major motives were found to play a role in the participants' professional development practices. One is the need to improve their English language proficiency, while the other is to find effective teaching materials. However, participants made no reference to professional development activities such as attending conferences, doing graduate work, participating in a research study, or any other forms of collaborative professional activities such as peer observation, teacher study groups, and online communities of practice and so on.

Some of the participants stated that they were unaware of the possible professional development opportunities available (*f*: 7). In this regard, they drew attention to the importance of having well-informed knowledge about the concept of professional development itself, and what they can do to improve themselves professionally

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while executing their profession. It is understood that these teachers are concerned with questions such as "How can I reach reliable information? What opportunities do I have to develop myself professionally as an EFL teacher? What kinds of incentives or support are given by MoNE to teachers in supporting their professional development?" Especially those who were non-ELT graduates were found to describe this lack of knowledge as hindrance to their professional development more as compared to the ELT-graduates. The following excerpts indicate how two of the participants reflected on this issue:

> *(118)* But I say this considering myself. First of all, he will teach me what I should do. I really call myself motivated. But I feel myself desperate not knowing what to do. Can I express myself? (P11).

> *(119)* Besides, as I have told earlier, we pick up the information related to keeping up with the new things such as a book, an exam source or an internet visual peculiar to English instructors or in which students have interest. We also seek advice from our co-workers. When they learn something, they share it with us. Well, we have some problems with this as well, I don't know what we can do about this (P6).

> *(120)* Some of the problems preventing professional development is personal, namely it is because I do not search it by myself. I am unaware of many things, that is, it is a problem by my side. .This is one of the problems. Some of them, on the other hand, are due to the system. The ministry, for sure, can send a notice of information about the details of the seminars for English instructors which we can follow. We are all alone, by ourselves. I mean that we do everything by ourselves. That is, we prepare the material; we do other stuff alone by ourselves without knowing how we can improve them or where we can get assistance from (P17).

4.4.1.4. Lack of Intrinsic Motivation to Grow Professionally

Another important issue raised by the participants was related to the lack of intrinsic motivation to develop their English language proficiency. They reflected that there is no discrimination between 'good' and 'bad' teachers, and the educational system in general seems not to care with what teachers are doing in their classrooms. At the absence of any supervision, control or initiatives for the teachers to do what they are supposed to do, teachers felt lonely and neglected. For

some of the teachers in this study, there needs to be some kind of guidance and supervision which might result in extrinsic motivation for the EFL teachers to grow professionally. It is possible to trace how one of the teachers' reflection on the issue has been developed during the course of the interview:

> *(121)* Yet, does each teacher do this? Can she bring out applications, methods that would develop herself in listening and speaking? Does she? I don't think so. There are lots of choices offered by the technology, as well, but as for self-improvement how many people can manage it. Or there should be a pressure from the outside so that one improves herself. Well, I have many friends saying that they don't need development as they are working at primary schools. It is true. Most of the time, he/she is not teaching anything other than the past tense. The system has to change completely. This system is unattended. As I have told, you don't need development because you are at a private school. The same is valid for the MoNE either. Although it is mentioned all the time, instruction is not in English. Well then what is the meaning of the existence of so many teachers? Teachers forget, as well. That is, it is really difficult if you don't educate and guide the teacher (P31).

4.4.1.5. Teacher Burnout

Data analysis on the participants' perceptions with regard to the challenges to their professional development revealed that there seems to be a relationship between teachers' sense of burnout and their attitudes towards professional development. The results indicated that teachers' attitudes towards professional development were positively related with their personal achievement, and negatively related with their levels of professional burnout. It was found that teachers' views seem to differ by experience. As the excerpts below illustrate, teachers signaled at their working conditions and the educational system as the major sources of this burnout, and they reflected that there were many factors that contribute to their sense of professional burnout including the lack of personal accomplishment, the lack of supervision, guidance and support in the educational system and higher expectations from the teachers who need to execute their profession under certain limitations. In this regard, they pointed out how their attitude towards professional

development has been negatively affected by this sense of burnout through very striking comments given below:

> *(122)* I went to a village, for example, for my first appointment; I was appointed to a village and I was more motivated then, I was more excited; but of course later on this excitement vanished. I wish it did not. Well, when I first started teaching, I was teaching with games since I was working with the four graders. It was better like that. Nothing is the same any longer. Everything loses its meaning as time passes, you feel you are exhausted. Well, you feel empty-handed (P9).

> *(123)* I was not like this at the beginning believe me, I was very motivated. Yet, as I see other teachers in such an uncontrolled system. Believe me I was really disappointed as I teach more. It is the system that withholds me. It is the system that is responsible for this. I mean it is so disincentive, it is such a recession that you give up everything. You cannot improve yourself (P11).

> *(124)* We have to find a system to motivate a teacher. It has exhausted its teachers professionally; I mean for years, it constantly sees that they are exhausted (P16).

> *(125)* These working conditions decrease your motivation and inspiration to work. There is this feeling of exhaustion and burnout all the time (P17).

> *(126)* Besides, they expect everything from you, they want you to create miracles in such conditions. This creates a constant sense of failure for me. You feel drying up, depressed, I really feel the depressing mood. Well, seen outside, it is nice to be at the center of İzmir in a place like Balçova but in reality you don't have a professional satisfaction. . Well then this is something beyond development. One has to show effort so that he/she can improve. Well, all ambitions wither away. It is necessary but we don't have any motivation, you feel in a recession. That's really true (P26).

> *(127)* I remember teaching 30 hours; but now teaching 16-17 hours feels too much (P28).

The aforementioned excerpts revealed how experienced teachers consider this sense of burnout as hindrance to their professional development. As for the novice teachers, it was found that they might also feel overwhelmed with developing strategies to cope with the problems they face at the first years of teaching. Especially those of the participants in the study who were working in the eastern and south-eastern parts of Turkey had teaching experience less than 5 years. They shared a variety of problems with regard to planning, implementation and

evaluation of teaching as well as the communication with students and their families. For instance, the teacher (P39), who has been working at a primary school in Yükseova, Hakkari for two years, shared his reflections about the social, economic and educational problems he was having while doing his job. Having mentioned such issues, he added that the initial teacher education he received was not sufficient since he did not feel confident and knowledgeable enough to cope with such problems. As it is stated in the excerpt below, he pointed out that the most experienced teachers in the region are more likely to have utmost 3 years of teaching experience, and he reflected that it might have been better if they had the chance to share their problems and challenges with the more experienced teachers:

> *(128)* I would take hours for me to talk about what kind of a place Hakkari/Yüksekova is. In short, Turkish is a foreign language for them. English is totally unnecessary. When you are a Turkish teacher, it does not matter where you are from; you are an outsider. The effect of politics on children is incontrovertible. My explanations in Turkish are sometimes insufficient. For instance, it is really difficult and time consuming to explain the Turkish equivalences of the words in the books, and to teach them words like ferryboat, the Turkish meanings of which they do not know. That their proficiency levels are low forces you to find easy ways, which might both be good or bad for your professional development. There is the curriculum you have to follow and the contents are totally unfamiliar to the students in your classroom. We are very far away from all sorts of facilities due to the regional factors. The university education that we had taken did not prepare us enough to cope with such problems. We have little, if any, chance to meet experienced teachers; the most experienced teachers have three years of experience at most (P39).

4.4.2. Student-related Difficulties and Challenges

The ultimate aim underlying all the professional development practices that teachers carry out is to make intended changes in teachers' beliefs, attitudes and skills so that they can become better teachers. When the data of the participants' reflections were subjected to analysis, it was found that for the vast majority of teachers in the study, becoming a better teacher means improving student learning outcomes, and enhancing their achievement. They tended to define their success in terms of their learners' behaviors, attitudes and achievement, rather than in terms

of themselves or any other criteria. Thus, teachers attached importance to the student-related factors for their professional development practices. It seems that for the participants in this current study, there is a close relationship between student achievement and motivation, and teachers' willingness to develop themselves professionally.

The participants considered the factors such as students' low motivation to learn English and their resistance to participate in the lessons as hindrance to their commitment in professional development. Among the features that the participants highlighted as posing challenges to their motivation to develop professionally were: students' low English language proficiency; their passive style of learning; resistance to participate in lessons (esp. communicative activities such as group work or peer work; info-gap activities or real-life tasks are concerned); and their lack of motivation for learning English. Some comments shared by the participants on student-related factors as follows:

> *(129)* There is no respect for teachers here. Whatever I do, I am hopeless because you cannot get anything in return. We do research on the Internet, find exercises and aim to practice them in the classroom in this or that way. The students do not have any motivation. You try your hardest enthusiastically and you do it to help them; but you get irritated when you do not get anything in return. Nothing happens. They have questions like "Why do we learn all these? Why do we learn English?" We are totally tied to them. I mean, they are the bosses (P9).

> *(130)* The role of English in SBS (*Placement Exam in Secondary Education*) is important. When we ask the students about the exam, they reply that the English part in the exam has a low influence counting towards their placement. They say that they will get more scores from other courses. They say that studying English is pointless for them (P12).

> *(131)* We find that the students have a really low background. English language is easily forgotten if you do not practice. We teach them here for a year, but after the summer break, the students forget the language when they come to school, if they do not practice. I mean, it seems like a vicious circle; it seems like we are always starting from scratch. We do it that way (P14).

> *(132)* You know the other problem? The students did not like this system at all. They panicked about how they would study, what they would do. They strongly asked about the old system; learning grammar and taking

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notes. They can memorize and take notes. They constantly asked me about what I would ask in the exam, how I would ask etc., because everything is linked with the grade. You might have observed that it does not work (P11).

(133) The student profile has also changed throughout the years; there are students who cannot focus, cannot concentrate but constantly ask for pace. Yes, it has changed a lot. There are a few students in each classroom who are really problematic. They require a kinesthetic approach. Their main concerns are grades; they do not care much about learning, only grades (P26).

As it is discussed earlier in this chapter, *knowing students* was found to be one the most essential characteristics that a professional EFL teacher must possess. Besides, the participants expressed the need to grow professionally as an effective communicator especially when their communication with their students are considered. These results also supported the importance of student-related factors to their professional development practices. One of the teachers drew attention to the generation gap between teachers and students, reflecting that:

(134) The gap between teacher and the students is getting bigger and bigger. We used to make sense of their behaviors more. Perhaps our concepts or meanings were similar, but now I have great difficulty understanding these students because I do not know much about their universe (P11).

She further elaborated this idea by considering the rapid technological and social changes that we witnessed in the recent past decades as follows:

(135) Do you know why this building is important? It has its way of shaping people, from operational matters to which classrooms are formed ideologically. I have read somewhere recently that we educate students of the 21st century with teachers trained in the 20th century in buildings from the 19th century. It is not only about a century, it is also about a changing age, time period. We are also puzzled. Our ways of seeing the world are different (P11).

4.4.3. Contextual Factors

The data analysis indicated that the problems with regard to the contextual factors were considered to have an effect on the participants' professional development.

Many teachers in this study complained about the crowded classrooms (*f*: 24). They drew attention to the fact that language learning requires interaction and communication in the classroom, and they had difficulty planning their teaching accordingly in classes with over 30 or even 40 students. Some comments shared by the participants on language teaching in crowded classrooms are as follows:

> *(136)* We teach English but none of the classrooms are suitable for English language teaching. Think about turning a classroom of 30 students into a U shaped form; the classroom would be all messed up. We have no chance (P15).

> *(137)* The classroom population should be decreased to enable us to make one-on-one communication with the students (P9).

> *(138)* How can we teach English well in a classroom with 40 students? Which one of those 40 students can I deal with? I cannot even check their homework. You deal with people one by one in most other occupations; for instance, a bank officer or a doctor deals with a person for 5 minutes alone and then turns to the others. But here, you have to observe 40 people at once. My two classes, the morning and the afternoon, are not the same. I do what I have to do but I cannot show the same performance in the afternoon classroom (P17).

Another constraint identified by the participants is the lack of language teaching and learning materials (*f*: 32). As one of the participants states, "*(139)* the use of computers, Internet, projection, dictionaires, posters, and supplementary reading materials improves language learning. If there were such facilities, we would have a much more effective teaching-learning environment" (P38). Considering the contextual constraints they experienced in schools, the teachers in the study converged in their focus on the importance of having an English language classroom or a language laboratory which might be designed and equipped with materials to enhance language teaching and learning. Furthermore, the participants underscored the need to have a teachers' lounge for language teachers in a school (*f*: 10). They reported that having such a space might increase the collaboration and communication among the EFL teachers working in the same school.

4.4.4. Difficulties and Challenges Related to the Educational System

As for the perceived difficulties and challenges with regard to the educational policy, the data analysis revealed five major sub-categories. These emerging categories were: lack of supervision, guidance and support (*f*: 28); highly centralized educational system which may result in the lack of teacher autonomy (*f*: 17); frequent changes in the educational system (*f*: 19); perceived contradictions within the educational system (*f*: 26); and inefficient and inadequate INSET programs (*f*: 34).

4.4.4.1. Lack of Supervision, Guidance and Support

Majority of the teachers in the study reported that they had lack of supervision and guidance for their teaching. One of the participants summed up what most of the participants uttered repeatedly, by saying that "*(140)* we do everything ourselves. We prepare the materials ourselves, plan the lesson, conduct it, and evaluate it ourselves. We are all ourselves, totally alone. There is no control and no respect" (P17). As an example to this disorderliness, another teacher, in reflecting on her experiences, recalled an anecdote years ago on how she was invited to an INSET program on pedagogical formation training after 11 years of teaching experience at public schools:

> *(141)* I taught without a pedagogical formation for 11 years. After 11 years, they remembered and asked if I had one. I said "no". I have no idea why they asked after 11 years. They did not care for 11 years. They would not even have realized if I had not said "no" (P11).

The data analysis also indicated that there was absence of professional support to teachers. Furthermore, norms of inspections were found to be ineffective, disorganized and arbitrary. As for the inspection of the teachers, the participants drew attention to some concerns. First of all, participants underscored the fact that the qualifications of the inspectors were questionable since they depicted that the inspectors they had met so far were not EFL teachers at all, and even they did not know any inspector who could speak English. Another concern mentioned by the participants was that these inspections were executed just for the sake of

implementing a procedure. They were not given any feedback on their teaching. Thus, they were found to be mostly ineffective.

Another important issue raised by the participants was related to principal-teacher connection at schools. In particular, due in part to their criticality in establishing a healthy school environment, the characteristics and attitudes of school principals and the nature of the relationships between these principals and EFL teachers were underscored. Several participants noted that school principals had a vital role in creating and sustaining a supportive and responsive teaching and learning atmosphere where teachers might feel appreciated and encouraged. Such an environment might enhance the sense by teachers that they belong to a community of professionals, thereby contributing to their professional development. Drawing attention to the importance of school administration, the participants recalled several instances where they felt threatened and discouraged with regard to their teaching practices. For example, one of the participants shared the attitude of the school principal when she used language teaching methods and techniques which entailed active and kinesthetic student participation, saying that "*(142)* The school principal gets angry when there is noise coming from the English classroom. He says "are you kidding, jumping around in the classroom, playing games?" (P13).

In fact, majority of the teachers in the study recalled instances when they were criticized on similar grounds by either the school administrators, or teachers of other subject areas, or both. For the teachers in this study, the principal-teacher connection is more likely to be affected by the fact that teacher evaluation is mostly carried out by the principals. In this regard, one of the participants reflected that teachers should not be evaluated only by the principals, but some other criteria such as student evaluation, peer- or self- evaluation should be incorporated into the process. Furthermore, she suggested that teachers' feedback should be taken into consideration while evaluating the school principals' practices. Her reflections in this regard can be seen in the excerpt below:

> *(143)* First of all, unqualified administrators should be changed. There needs to be an educational environment in which there are concerned, knowledgeable, experienced school administers; not those who threaten

teachers. I have heard about a system they are working on in which the students evaluate the performances of the teachers. I find this necessary but likewise, I would like a system in which the teachers evaluate the administrators and the feedbacks from these evaluations are taken into consideration. There is also a need for a system that gives autonomy to the teachers. There are many monetary and bureaucratic obstacles. In an environment where these deficiencies are taken care of, a teacher, whoever and wherever, will feel confident in terms of professional development (P37).

4.4.4.2. Centralized Educational System

Some participants in the study (*f*: 17) described some concerns which might be derived out of the centralized educational system as hindrance to their professional development. The data analysis revealed that teachers suffered to a great extent from the lack of control and freedom over their teaching practices, especially their decision-making in pedagogical processes were concerned. For these teachers, the educational system at public schools in Turkey was highly centralized that everything related to the teaching/learning processes was determined in a top-down approach.

Taking all this into account, it is possible to suggest that, as it is discussed under different headings in this chapter, the participants in this study overwhelmingly reported low levels of autonomy over almost every aspect of their teaching, including what to teach and how to teach. For instance, some teachers believed that they were not allowed to try new methods and techniques to improve instruction since they did not have the autonomy to make decisions about instructional delivery such as pacing and materials due to the highly centralized curriculum and testing system. Some comments shared by the participants in this regard are as follows:

> *(144)* If the most important material of a course is the course book, either the teacher should be free in using it, or the material should be suitable. We do not have the freedom to choose the material. If they impose a material on us to make use of, then, they should send one that meets the needs (P5).

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> *(145)* The educational system blocks the enthusiastic, challenging and willing teacher. Why? It is because there is the common exam. You have to obey the educational system as long as you cannot decide for yourself and implement these decisions (P11).

In the excerpt below, another teacher who was working at a primary school in a rural area in Southeastern of Turkey (Yüksekova/Hakkari) reflected that there were social, economic and cultural differences among the regions of the country, and highly centralized instruction might pose challenges and create injustice unless teachers are given freedom and autonomy over their instruction:

> *(146)* I would take hours for me to talk about what kind of a place Hakkari/Yüksekova is. In short, Turkish is a foreign language for them. English is totally unnecessary. When you are a "Turkish" teacher, it does not matter where you are from; you are an outsider. The effect of politics on children is incontrovertible. My explanations in Turkish are sometimes insufficient. For instance, it is really difficult and time consuming to explain the Turkish equivalences of the words in the books, and to teach them words like ferry=boat, the Turkish meanings of which they do not know. That their proficiency levels are low forces you to find easy ways, which might both be good or bad for your professional development. There is the curriculum you have to follow and the contents are totally alien to the students in your classroom. We are very far away from all sorts of facilities due to the regional factors. The university education that we had taken did not prepare us enough to cope with such problems. We have little, if any, chance to meet experienced teachers; the most experienced teachers have three years of experience at most (P39).

Teachers mentioned some other problems with regard to the education system. In particular, due in part to this nature of centralization, some participants stated that there was a lack of communication among the units, departments and teachers in MoNE, and such a communication problem might avoid planning, evaluation and feedback mechanisms to function properly. Another participant drew attention to the abundance of written documentation and procedures in the institution. Engaging in such written work takes much of their time and energy, as it is stated in the excerpt below:

> *(147)* The biggest problem, for me, is the procedure; too much documentation, too many reports, too many signatures. These must be totally decreased. This makes me desalinated. Yes, I loved teaching; but I

have long been desalinated. This is what most people feel and can do nothing about (P24).

It is noteworthy that policymakers have increased the demands on teachers in the recent past years. It should also be noted that teachers in the study seemed to share the belief that the centralization in education might serve for developing and sustaining standards and credibility. In fact, what can be inferred from the data analysis is that teachers all converged in their focus and desire that they need to be a part of the decision-making processes. They expressed a strong emphasis on the fact that standards, assessments and pedagogical decision-making should be developed with teacher input. As most of the teachers in the study considered, teachers' feedback would be invaluable since they were the ones who would know best about what their learners should know and be able to do, and what went well or wrong in the classroom. Thus, they highlighted the fact that their voices needed to be heard and valued, and their needs need to be considered. It should be noted that they need to know that they matter. This calls for a bottom-up approach rather than a top-down one in pedagogical decision-making processes including teachers' professional development practices. Some comments shared by the participants are given in the below:

> *(148)* The teachers should be supported and the decisions should be implemented. The teachers should be consulted for their ideas about teaching and education. And further decisions should be made by taking these ideas into consideration (P37).

> *(149)* They should heed teachers a bit. I mean teachers are never consulted for their opinions on any subject and whether this or that is good or not. Actions are taken without paying attention to what teachers need or have (P25).

> *(150)* For instance, it would suffice if only they took our suggestions into consideration, those that we prepare in councils and present to the Ministry of National Education and to school principals. We write lots of them. I wonder if they are read at all. If they were read, there would be some changes. All those suggestions are left there on the paper. Sometimes we don't even write any suggestions, thinking that they are not read anyway. The institution is a huge and cumbersome structure. 600,000 teachers. Yet, if divided into units, each unit may deal with their own duty appropriately and work in coherence (P23).

(151) Say we shared our problems, came together, conversed and offered some suggestions, and then what? Say we decided to write to some authority and did so, then what? Would that authority pay attention to me and find a solution? I don't believe they would. I don't believe such an authority that would heed our suggestions and prepare textbooks in the light of them exists. Provided that such an authority does exist, I am open to anything you may offer (P27).

4.4.4.3. Frequent Changes in the Educational System

There have been many rapid and drastic changes and renovations in curriculum programs in the recent past years. The curriculum of foreign language education was subjected to this transformation as well. For example, with the policy changes issued in 1997 by the MoNE, the age of starting foreign language education changed from the 6th grade to 4th grade. That is, students started learning English when they became 4th graders at the age of 9. However, the new 4+4+4 education system introduced in 2012 has also changed foreign language teaching, and lowered the starting ages for English language education to 6 years of age - the 2nd grade. Some of the interviews were conducted two months before this new system put into practice in 2012. Data analysis of the participants indicated that none of these teachers had ever taught a young learner class before, or ever experienced to be a young learner of English themselves. Besides, they had not been invited to any in-service training which would address to their needs since they first started teaching young learner classes (*f*: 21). In addition to this, they expressed that they even did not know whether they would work at either primary or secondary level schools since the new 4+4+4 education system changed the school structure and organization. Some reflections shared by the participants are as follows:

(152) Look, now there is 4+4+4, and we are bereaved of our school. We have nowhere to go. There is uncertainty as to what we will do. (Talking about 4+4+4) I mean everybody says something, but we don't know (P23).

(153) (explaining 4+4+4) Three years later they will shift to the level system. Yesterday friends said in council that English classes would be given to the second and third grades as well. There is a new announcement every day. Are they waiting for September to let us know that the second

grades will be given English classes and to tell us to teach those classes? I think it will be so. There is no planning, no material. I mean nothing has been thought out, everybody gives different explanations and says different things. I'm following the website Memurlar.net; and friends told me that there would be English classes for the second and third grades. I couldn't find any such information. I don't know what I will do when the semester begins two months later (P25).

(154) We as teachers have no influence, nobody will hear our scream. Decisions are made overnight, as if pulling a rabbit out of a hat, and we implement them. It is just upsetting, I'm really upset (P18).

The participants mentioned many of the rapid changes in the foreign language education as hindrance to their professional development. Among these changes participants drew attention to in this regard were: *abandoning preparatory English classes*, *decreasing credits of English language teaching in the curriculum, changes in the curriculum and coursebooks*. Data analysis of their responses revealed that almost all the teachers in the study feel that reforms were taking place so quickly that they did not have sufficient knowledge, skills or resources to cope with these changes effectively.

4.4.4.4. Contradictions within the Educational System

As the participants in the study stated, the MoNE instituted top-down educational reform policies which aimed to reach more communicative-oriented outcomes. To this end, national curricula and national exams were established. Coursebooks and other language teaching and learning materials that teachers use were designed accordingly. The emphasis underlying all these efforts was to improve students' overall English language communicative proficiency. However, many teachers highlighted that they experienced some contradictions within the system while trying to implement the recently revised English language teaching curriculum (*f*: 26). First of all, according to the participants of the study, discrete-point approach to testing with a focus on grammar accuracy in national exams established a contradiction with the curriculum implemented by the educational reform policies. Since student success is determined through student test scores, the *washback effect* of high-stakes testing was considered to prevent these teachers from using language teaching methodologies in accordance with the English language curriculum. As

the excerpts below indicate, the participants were found to tailor their teaching practices in order to *teach to the tests*:

> *(155)* Tests are very problematic. We teach language through grammar-based instruction to prepare the students for the tests. We cannot spare time for developing speaking skills (P20).

> *(156)* Most of the teachers feel like they did not teach anything when they did not teach grammar. Of course, there is this concern of how I am going to evaluate it. Besides, you have to take into considerations the common tests that the students take (P3).

Another contradiction raised by the participants was between the decreasing credits of English language teaching and the emphasis in the curriculum on advancing students' oral proficiency and communicative competence. Teachers believed that in order to develop learners' oral proficiency, they need to have more exposure to the target language. On the contrary, they indicated that with the revisions implemented in the curriculum, the hours of English language teaching per week has been gradually diminished in recent years. Furthermore, there was no preparatory English class anymore. These factors were perceived to create contradictions with the recently implemented curriculum goals. As the excerpts below indicate, participants perceived such contradictions as challenges to their teaching practices:

> *(157)* I think that if 5-6 students can speak English in a class of 40 students, it is not a failure. In fact, a foreign language class should consist of 10 students or maximum 15 students. In addition, how can you make your students speak English with weekly 2-3-hour lessons? Students have very few opportunities to use English. However, the Ministry of National Education does not take these conditions into consideration, but says 'you will achieve these objectives with this curriculum'. Under these conditions, we cannot achieve the objectives (P23).

> *(158)* Moreover, there were some factors like crowdedness of classrooms, insufficiency of lesson hours. For instance, you have to take attendance, but it takes time and decreases the available lesson hour. However, they are not aware of these constraints (P11).

> *(159)* English cannot be taught by using Turkish. Ok, well. I will see if they can teach English, only four hours a week, without using Turkish. Talk is

cheap. I never accept this- that people think what we do is wrong. Is "exposure to language" possible in 4 hours? It is not (P8).

The data analysis revealed another contradiction within the system in terms of the norms of schooling and school culture. As it is discussed earlier in this chapter, both the teachers' personal beliefs about language learning and teaching, and students' understanding of what is usual or normal in language learning classrooms might constitute contradictions with the curriculum goals and objectives. Almost all of the participants expressed that they employed traditional and non-communicative methodologies in teaching English. In particular, the Grammar Translation Method was found to be the widely preferred methodology in teaching English since they reported that the most confident they feel themselves is to teach grammar deductively. It seems that they believe that it is impossible for students to acquire grammatical competence through the interactive language teaching methodologies favored in the revised curriculum. In one of the participants' words, "when grammar is approached inductively, you do not feel that you actually teach something. More importantly, you do not know how to assess whether or not, or to what extent the students learn these topics" (P11).

Referring to many factors such as heavy workload, crowded classrooms, the low credits in English, inefficient coursebooks and materials, most of the participants described their teaching as teacher-centered. Furthermore, they highlighted the fact that student-centered instruction might not work in their classrooms since they believed that their students favored an instruction where the teachers was at the center. When their beliefs were coupled with a lack of confidence in their own oral language proficiency, it is possible to suggest that they had difficulties in implementing the curriculum mandates.

4.4.4.5. Ineffective and Inadequate In-service Training (INSET) Programs

As it is indicated earlier in this chapter, it was found that the short in-service teacher training (INSET) programs organized by the MoNE can be considered to be one of the major professional development types that the teachers in this study participated in either voluntarily or involuntarily. Therefore, participants'

perceptions of INSET programs have been examined in this research study. Considering their essential role in EFL teachers' professional development practices, it is noteworthy that exploring the perceived problems with regard to the context, content and processes of such programs might yield insights into the challenges these teachers experience as hindrance to their development as EFL teachers.

Reflecting on the past professional development activities in the form of INSET programs, majority of the participants (*f*: 34) described the past INSET professional development they have experienced as insufficient, unrealistic and totally ineffective. As for the underlying reasons, the participants first commented on the fact that such training programs were not designed to meet their immediate teaching needs. For example, those of the participants working with students at tertiary-level schools mentioned that they were invited to the seminars or workshops which were specifically designed for teaching English to young learners.

> *(160)* The in-service trainings that were given to us were generally designed for the teachers at the primary schools. I mean, you cannot adapt those activities to the students at the tertiary level. For example, the trainers in those seminars present their topic through games, songs or hands-on activities. However, when you happen to use those activities with the high-school students, they might not attract their attention. They find those activities funny, and you may lose their attention. Your students might find you simple. In fact, these trainings should be delivered separately for the teachers at different levels (P24).

> *(161)* I have attended a few trainings so far, but none of them was addressed to my needs (P22).

Furthermore, in this research study, the most frequently cited professional development needs were found to be related to the areas of developing teachers' English language proficiency and speaking skills (*f*: 21), approaches and methods in ELT (*f*: 26), incorporating technology into language teaching (*f*: 19), and materials development and adaptation (*f*: 12). It was understood that teachers did not attend any in-service training which addressed those needs so far. Majority of the teachers expressed a strong emphasis on the fact that these training should be

based on their actual needs, and such training programs need to be developed with teacher input. In this respect, teachers were found to demand more control and autonomy over their development. With all this in mind, it is possible to state that this calls for a bottom-up approach rather than a top-down one in the design and implementation of INSET programs.

Another important issue raised by the participants was related to the roles and professional expertise of teacher educators in course delivery. Almost all of the participants pointed to the fact that these trainings were generally delivered by other teachers working at public schools. In this regard, they believe that the qualifications of these trainers were questionable since they were not experts or academicians in the field. The following excerpts reveal how two participants reflected on the expertise of the teacher trainers:

> *(162)* There will be no problem if the trainers are competent and efficient. However, teachers who are assigned as teacher trainers are not competent. These trainings should be delivered and designed by the qualified trainers who know the profession very well (P4).

> *(163)* I want the trainers first to know about this context, this neighborhood, the language spoken, the students, their financial problems, and the education background of the parents. Then, I want them to provide us with the knowledge and skills so that I can touch on my students (P7).

The design of the delivery systems in INSET programs were also criticized by the participants. As the data analysis revealed, most of these training were done through presentations and lectures. The participants described such lecture-type training as boring, ineffective and demotivating. They were expected to sit and listen to the lecture. Almost no interaction occurred during the training. It was understood that the processes in the delivery of the in-service trainings do not engage teachers in reflective thinking and meaningful learning. Participants all converged in the emphasis that the use of new knowledge and practices should be illustrated through role-plays or simulations. Such a training might enable them to reflect on the possible applications of practice and help them transfer this new knowledge into their teaching practices. Data analysis indicated that in-service training programs should be designed in such a way that the participants need to

engage in realistic tasks which are moderately challenging and relevant to their teaching contexts. In doing so, they might reflect on the possible applications of practice and transfer this new knowledge into their teaching practices. The excerpts below reveal how the participants frame their expectations related to the processes of such training programs:

> *(164)* These trainings should not last only 2 or 3 days. It should be longer. Perhaps they might provide us with theoretical knowledge for 2 or 3 days. But in the following days, we might have in-class applications. I mean, the trainings should not be delivered through lectures (P4).

> *(165)* There occurs no problem when you talk about the activities in an environment where the trainees are all teachers, and where everyone knows their responsibility. I know that it is not easy to bring all these people to the schools, but this mode of lecturing should also be changed. Trainers prepare power-point presentations. Some people talk, but the rest does not care or listen to. Perhaps there may be some video-recordings which shows the real classrooms, and we can watch what the teachers in the video has done, what goes wrong, what goes well. Then we can share our thoughts about the real problems in real classrooms (P5).

Another significant point raised by the participants was related to the lack of follow-up activities. Majority of these teachers underscored the importance of having school-based professional development training. As the participants stated, once the INSET programs were over, they returned to their schools and kept teaching as they always did. They expressed a strong emphasis on the follow-up support. In this regard, some participants suggested that instead of inviting all the language teachers working in a city to seminars and training, teacher study groups might be formed within the districts of the city. Thus, teachers might collaborate and share their ideas in a friendlier atmosphere, and these group study might further their support on a regular basis. Some comments shared by the participants in this regard are:

> *(166)* Feedback is necessary. Teachers need to have feedback and they need to be provided with some kind of follow-up training or support which focus on their classroom practices. There is neither supervision, nor progress. This support should be given on a regular basis. I mean, all these trainings are not effective in this way. I see people get bored and leave the training as soon as possible (P4).

(167) They should come to my class. They should offer some suggestions about my class. They need to see my class and my students. I mean, maybe the color of the walls in my class is bad, or the sitting arrangement is not good for teaching. I would like to learn about such things. Besides, I want the in-service trainings to be given in small groups. For example, sitting at a table, while having our tea around a table, it would be better to share our thoughts in a friendlier environment. In fact, having people come together in a large classroom and delivering the course with a microphone sounds more formal (P7).

The participants also mentioned some practical concerns that need to be taken into consideration when designing INSET programs. Among these concerns were: *heavy workload*, *lack of time* and *lack of support by the school administrators*. Some teachers in the study stated that they need much more support from the school principals and the unit heads in MoNE. These trainings were generally conducted at evenings or weekends. For many teachers, attending these programs might constitute a challenge since they need to consider their family and children care.

What can be inferred from the data analysis is that participants came up with some suggestions to improve INSET programs while focusing on the challenges they face with regard to their past experiences. The participants highlighted that the INSET programs should take into consideration the following:

- the importance of teacher input in developing these trainings
- prioritizing and addressing the teachers' immediate and actual professional development needs
- having experts from the field as teacher trainers
- content delivery through processes and tasks that enable teachers to engage in higher cognitive thinking skills
- facilitating school-based professional development
- demonstration of the desired learning objectives
- follow-up support to facilitate transfer of new knowledge into the teaching practices.

4.4.5. The Social Status of the Teaching Profession

Data analysis of teachers' responses revealed that the social status of the teaching profession had an effect on their attitudes towards teaching as a profession, and thereby their professional development. Almost all the teachers mentioned some concerns and problems that contribute to the weakness of the profession and prevent teaching from being recognized as a profession. The most frequently cited factors were: *teachers' insufficient income* (*f*: 17); *the declining respect for teachers* (*f*: 9) and *a gradual change in social recognition of teaching as a profession* (*f*: 6). One of the teachers reflected on the social status of the teaching profession referring to the factors mentioned above as follows:

> *(168)* Day by day people's motivation is lessening and is being lessened. I mean when I look at the trainees or students, I see few of them willing to become a teacher. It is upsetting, of course. Because nowadays the occupation is not financially satisfying anymore and somehow, despite being arduous, companies and working at a company are appealing for many students. Students think that being a teacher is drudgery, and that it is not held in high esteem; and I can't say they are wrong. A revival is necessary. In the past, families would respect our teachers very much. Everybody would aspire to become a teacher. Unfortunately, it is not the case today. Perhaps this needs to be corrected and it is necessary to mention the sacredness of the teaching occupation. I wish all these issues would be resolved. I wish we could catch up with the European standards both financially and spiritually (P1).

4.5. Summary

This phenomenological research study seeks to investigate professional development of English as a Foreign Language (EFL) teachers working at public schools in Turkey. In this respect, the focus of inquiry was to explore the EFL teachers' professional development needs, their professional development practices and challenges that they perceive as hindrance to their professional growth.

Findings of the study revealed that the participants in this study consider teaching as a profession with distinct characteristics, which makes this profession rather a

way of life or a sort of motherhood. Furthermore, teachers in this study believe there are qualities and characteristics that professional teachers should exhibit meaning that they have high standards, ideals and expectations both for themselves and for their colleagues. An important finding is that the personal traits and values are discussed more than any other components of professionalism. Participants seem to agree that personal virtues such as *patience, love, and respect for children* contribute to professionalism.

The professional development needs of EFL teachers in public schools are conceptualized under two main categories; *teaching needs* and *teacher needs*. As with the *teaching needs*, the emerging sub-categories for which the participants expressed the need to develop professionally are: planning teaching; implementing teaching; evaluating teaching; technology integration into ELT; classroom management and material development. The sub-categories for teacher needs were defined as developing English language proficiency, professional development strategies and communication skills. Of all these categories, the most frequently cited professional development needs belong to the sub-categories of *developing teachers' English language proficiency and speaking skills, improving their teaching methodology in ELT*, *incorporating technology into language teaching,* and *materials development and adaptation*.

The results revealed that the participants were mostly involved in individual professional development activities. The most common professional development activities in which the participants engaged were: searching for the Internet for materials use; attending in-service training and workshops; reading books; and participating in online language teacher platforms. Furthermore, reflecting their past INSET experiences, majority of the participants stated that they were impractical, unrealistic and ineffective. The study also revealed some suggestions that the participants shared in order to improve the quality and effectiveness of such trainings.

The participants considered some concerns and problems that pose challenges to their professional growth. Data analysis revealed that these perceived challenges

and problems that the participants underscored can be classified under five main categories. These are: teacher-related problems; student-related difficulties; the contextual factors; challenges related to the educational system; and the social status of the teaching profession.

The discussion of the study results will be presented in the next chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents the discussion of the results of this current research study. More specifically, it covers the discussion on teacher professionalism and its characteristics; professional development practices, perceived needs and challenges to EFL teacher development at public schools. Implications both for pre- and in-service teacher education are discussed, and limitations of the study and recommendations for further research are provided.

5.1. Discussion on Teachers as Professionals

> The invention of 21st century schools that can educate all children well rests, first and foremost, upon the development of a highly qualified and committed teaching force
> (Darling-Hammond, 1996, p. 5).

Effective professional teaching force might constitute one of the most essential components of high quality education. In order to reach such a teaching force, there is a need to have an understanding with regard to what is meant by 'professional' and how professionalism is executed. The characteristics of professional teachers and professionalism have been discussed extensively in the literature. However, there has been less research which explored these issues from the perspectives of teachers. This current study aimed to provide Heidegerrian hermeneutical analysis of EFL teachers' experiences with regard to their professional development needs and practices. As a part of this qualitative inquiry, participants' perceptions on both teaching as a profession, and teachers as professionals were examined, and found

that their conceptualization showed similarities with many of the descriptions in the literature on teacher professionalism.

As indicated previously in the results section, the participants in this study view teaching as a profession with distinct characteristics. In fact, these characteristics seem to make them think that teaching is more than a profession; rather a way of life or a sort of motherhood. The act of educating learners is likely to bring social and ethical responsibility in this profession. This finding is in line with the descriptions in the literature. For example, discussing the moral foundations of teacher professionalism, Sockett (2008) argues that "individual teachers might see themselves as professionals, as scholars, as change agents, as nurturers and child advocates or as moral agents" (p. 55). Having such a perception of teacher identity "is an important part of securing teachers' commitment to their work and adherence to professional norms of practice (Darling-Hammond & Bransford, 2005, p. 383). Besides, such a view of professionalism might enhance teachers' intrinsic motivation to develop themselves professionally. As Mann (2005) points out, "language teacher development…is wider than professional development and includes personal, moral and value dimensions" (p. 105).

The findings with regard to the characteristics of a professional teacher suggest that teachers in this study believe there are qualities and characteristics that professional teachers should manifest meaning that they have high standards, ideals and expectations both for themselves and for their colleagues. In other words, professionalism is displayed in many different ways and comprises both attitudes and behaviors. Similarly, in the relevant literature, teacher professionalism has been described as the quality of one's practice (Hoyle, 1980), and conceptualized in terms of specific attributes, behaviors and characteristics (Hurst & Reding, 2009; Kramer, 2003; Morrow, 1988; Stronge, 2007).

As indicated in the results section, participants' comments matched with four well-established categories of teacher professionalism and the qualities of effective teaching. The emerging categories are as follows: (i) *Personal Traits and Virtues;* (ii) *Subject Knowledge,* (iii) *Pedagogical Knowledge,* and (iv) *Professional*

Development. These categories have some similarities with the typology of teacher professionalism Sockett (1993) identified. Sockett (1993) argues that there are five major aspects of professionalism for teachers. These are (i) character; (ii) commitment to change and continuous improvement; (iii) subject knowledge; (iv) pedagogical knowledge; and (v) obligations and working relationships beyond the classroom. Although four of these aspects were found in this study, there was almost no reference to *beyond the classroom*, which is conceptualized as an important component in Sockett's (1993) typology of teacher professionalism. It is noteworthy that teachers in this study did not mention any kind of collaboration or cooperation with the faculty, staff, administration, parents or wider community members.

Another important finding is that teachers in this study discussed the personal traits and values more than any other components of professionalism. Participants seem to agree that personal virtues such as *patience*, *love,* and *respect for children* contribute to professionalism. Almost every teacher in this study first commented on the personal traits and virtues when they were asked about what makes teaching a profession. They consider *the love for teaching*, *patience* and *dedication* as essential characteristics of teaching. While loving what you do as a professional might be something desirable for everyone with an occupation, it is understood from the participants' reflections that this is supposed to be the most important attribute for a teacher. The other most frequently stated traits are being patient with all, and devoted and dedicated to students. It should be noted that *having a passion for teaching* as well as *being patient* and *dedicated to student*s are seen as necessary traits for professional teachers. The long list of attributes referring to the category of personal traits and virtues might highlight the importance of such characteristics for the teachers being interviewed in this study.

Similar findings were found in Tichenor and Tichenor's study (2005). The researchers employed focus group interviews to ask teachers what they believe are the basic characteristics of professional teachers. They used Sockett's typology of teacher professionalism to analyze their data. Results of this study indicated that the teachers in that study attached importance to the component of character more

than any other components of the typology. Another similarity between Tichenor and Tichenor's study (2005) and this current research study is that teachers in both studies were found to emphasize pedagogical knowledge more than subject knowledge. As for the explanation for the emphasis on pedagogical knowledge, Tichenor and Tichenor (2005) suggest that "the heavier weighting of comments regarding pedagogical over subject knowledge may lend support to Sockett's contention that modern education emphasizes the pedagogical aspects of professionalism to the detriment of the other areas" (p. 93).

Another important finding of this current study is that professional development might not be regarded as an essential factor in the equation of teaching in public schools, whereas teachers consider the need for growth and keeping up-to-date as the most important attributes for a professional EFL teacher. This discrepancy in their responses with regard to the professional development might suggest the difference between reality and the ideal.

Teachers seem to share the concern that society does not consider teaching as a profession anymore. They are longing for the elevated status that they used to enjoy. However, it is important to note that their reflections, in this sense, not only indicate an awareness with regard to their perceptions of teaching as a profession, but also highlight a future desire to overcome these problems that weaken the professional status of teaching in Turkey since they believed that this situation will weaken teaching, weaken learning, and eventually weaken the whole society in general.

5.2. Discussion on EFL Teachers' Professional Development Needs

This current research study aimed to provide Heidegerrian hermeneutical analysis of EFL teachers' experiences with regard to their professional development needs and practices. As parts of this qualitative inquiry, in addition participants' perceptions on language teacher professionalism, their perceptions on the professional development activities they carry out, their professional development needs and concerns were also examined.

As for the perceived professional development needs, the study findings indicated that EFL teachers' perceived professional development needs can be categorized under two main groups; *teaching needs* and *teacher needs*. Teaching needs refers to the professional knowledge and skills that they might utilize in their classroom practices, while teacher needs imply the development needs based on a wider and systemic perspective of teacher professionalism on multiple levels including the individual, social, and professional networks. The results of this study indicated that the most frequently cited professional development needs belong to the categories of *developing teachers' English language proficiency and speaking skills, improving knowledge and skills in ELT methodology*, *incorporating technology into language teaching,* and *materials development and adaptation*. These findings will be discussed with specific reference to the research studies in the literature in the following.

5.2.1. Developing Teachers' English Language Proficiency and Speaking Skills

Due to the globalization of English as a lingua franca, the field of the teaching of English to speakers of other languages (TESOL) has undergone dramatic and rapid changes in recent years. The increasing demands on English language teaching have led to educational reforms in many countries over the world. As a part of such curriculum renovations, English language teaching has been introduced at younger ages (Graddol, 2006). In this sense, Turkey is not an exception. Foreign language education at public schools has gone through drastic changes in the last two decades. With the policy changes issued in 1997 by the MoNE, the age of starting foreign language education changed first from the 6th grade to 4th, and then the new 4+4+4 education system introduced in 2012 lowered the starting ages for foreign language education to 6 years of age - the 2nd grade. The understanding of *the earlier, the better* in foreign language education might have resulted in a huge demand for English language teachers who can teach very young learners. Moreover, students' earlier instruction might enhance their language proficiency when they enter into the secondary- and tertiary- level classes. This might increase the demands on the knowledge, skills and fluency of EFL teachers.

This challenge becomes more prominent for EFL teachers who are not native speakers of English. Nonnative speaking EFL teachers may lack proficiency or confidence in the target language. There have been growing numbers of research studies on non-native English speaking teachers (NNESTs). However, research exploring teacher language proficiency is limited. For example, in their 1994 survey of 216 ESL/EFL teachers in 10 different countries, Reves and Medgyes (1994) found that majority of the NNESTs reported problems with vocabulary and fluency aspects of the language. Besides, these subjects also stated other areas of difficulty including speaking, pronunciation, listening comprehension and writing. Reves and Medgyes concluded that "differences perceived by non-native speaking teachers bias their self-image and attitudes to teaching" (p. 353). In a more recent study, Eslami and Fatahi (2008) investigated the efficacy beliefs of nonnative English speaking Iranian EFL teachers, and found that teachers' perceived efficacy was positively correlated with self-reported English proficiency. The study results highlight the fact that nonnative Iranian EFL teachers need the support to develop their language proficiency. Similarly, Butler (2004) examined elementary school teachers' language proficiency in Korea, Taiwan and Japan, and found that faced with the recently changed educational policies which emphasize oral communicative instruction, the majority of the teachers surveyed in the study reported significant gaps between their self-assessed English proficiency and the proficiency level they considered to be necessary for effective teaching.

The results of this current study have similarities with those of the afore-mentioned studies which explored the professional development needs of EFL teachers in different countries. Teachers in this study were found to perceive English language proficiency as one of the major areas that they need professional development. Majority of the teachers reported low levels of oral proficiency. As the findings suggests, considering the recently renewed educational policies which emphasize oral communicative instruction, low levels of perceived spoken English proficiency might lead to the lack of confidence as an EFL teacher, and pose challenges to their development.

The study also revealed that there might be a relationship between teachers' level of perceived English oral proficiency and their involvement in professional development. It was found out that teachers with less experience and lower levels of perceived English language proficiency seemed to have more of a need for professional development than teachers with more teaching experience and a higher level of perceived English language proficiency. This was also evident in the types of the professional development activities that the teachers in this study were involved in. When their professional development practices were examined, it was seen that they were generally engaged in activities which might develop their language proficiency such as reading books, watching TV series, films in English, and studying vocabulary through tests. This might suggest some support to another finding of this current study. It was found that the EFL teachers in this study need training and guidance with respect to the professional development itself. Majority of teachers expressed that they did not know how to grow professionally as EFL teachers.

Similar results have been indicated by some research studies conducted with EFL teachers in Turkey (Büyükyavuz, 2013; Karakaya, 2015; Özşevik, 2010). For example, in a study with 61 EFL teachers working at public schools in Turkey, Özşevik (2010) find out that these teachers report low levels of language proficiency especially with regard to their spoken English. On the other hand, in a small-scale research, Büyükyavuz (2013) analyzes the attitudes of Turkish teachers of English employed at public schools in Isparta towards professional development in their field. The study results indicate that the majority of the teachers view professional development as getting prepared for the national proficiency exams which poorly assess vocabulary, grammatical knowledge and reading comprehension skills, and none of these teachers associate research or action research with professional development. Büyükkyavuz (2013) clearly asserts that EFL teachers in the study are not fully equipped with the necessary knowledge on professional knowledge, and they do not know how to acquire such knowledge and skills. Examining the views of 18 EFL teachers in Turkey towards teacher research as a tool for professional development, Karakaya (2015) finds out that teachers

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need school support in order to utilize teacher research as an effective tool to promote teacher growth, autonomy and collaboration among teachers since teachers lack theoretical and practical knowledge on using such professional development practices.

Several studies suggest that teachers' negative self-efficacy beliefs are detrimental to ongoing teacher professional development (Guskey, 1988; Kubanyiova, 2006; Van Eekelen et al., 2006). However, this assumption has been challenged by some other researchers (Hiver, 2013; Moe et al, 2010; Wheatley, 2002, 2005) on the ground that this perceived lack of confidence might be the driving force for teachers to be involved in professional development activities. Although these two assumptions seems contradictory, the results of this current study might support both of these views. First of all, teachers' perceived lack of English language proficiency was found to pose challenges to EFL teachers' professional growth. However, when their individual professional development practices were examined, it was seen that they were involved in activities which might improve their language proficiency. It might be suggested that when teachers are provided with continuing and systematic support and guidance for professional development, this lack of perceived confidence might promote teachers' motivation to participate more in professional development practices.

The results of this current study also drew attention to the relationship between teacher language proficiency and curriculum delivery. For instance, this lack of knowledge and confidence in teaching speaking skills manifests itself clearly in their overreliance on rules and coursebooks, and their excessive use of L1 (Turkish) in the classroom. As there is ample evidence in the participants' interviews, they feel insecure and reluctant with the communicative or interactive activities which might lead to spontaneous language. Similar results have been noted by some studies focusing on nonnative EFL teachers' classroom practices (Butler, 2004; Eslami & Fatahi, 2008; Hiver, 2013; Li, 1998; Liu et al., 2004; Özşevik, 2010; Roberts, 1998; Wall, 2008; Yan & He, 2015). For example, Liu et al. (2004) drew attention to the teachers' excessive use of L1 (Korean) in English language classrooms in South Korean high schools. In this study, EFL teachers' use of L2

(English) was found to be lower than what these teachers and their students considered appropriate.

5.2.2. Improving Knowledge and Skills in ELT Methodology

In addition to the English language proficiency, the results of this current study indicated that teachers need professional development and training with regard to the communicative approaches and methods in ELT. As English language has achieved some sort of global status in today's world, there have been changed expectations regarding the way in which it is to be taught. In the same vein, the curriculum reforms and changes in English language teaching in Turkey have placed emphasis on communicative and interactive language teaching methodologies (see Kırkgöz, 2005; MoNE, 2001). However, this current study indicated that due to the lack of knowledge and competence in English language teaching methodology, EFL teachers were found to have difficulties implementing the curriculum goals.

These results resonate in other studies which explore EFL teachers' professional development practices (Eslami & Fatahi, 2008; Wall, 2008; Yan & He, 2015). Wall (2008), for example, conducted a study to explore the professional development needs of nonnative speaking EFL teachers in Thailand. The results of the study indicated that the teachers in this study reported the need to have more in-service training in the areas of English language proficiency and teaching methodology. Their professional development needs expressed themselves in their understanding of communicative lesson planning. Similarly, in a more recent study, Yan and He (2015) pointed out that Chinese EFL teachers were found to have highest development needs with regard to the ELT methodology and spoken English competence.

In accordance with the nature of phenomenological studies, this current study seeks to unveil the essence and personal meanings of the phenomenon – that is, their understanding of professional development. Thus, this research study revealed some of the factors contributing to the teachers' preference for more teacher-centered and traditional language teaching methodologies in their classroom

practices. The results indicated that the washback effect of discrete –approach in national testing, the heavy curriculum, crowded classrooms, inefficient coursebooks and materials as well as the decreasing credits of English language teaching which results in lack of time and lack of target language exposure have found to reinforce teachers' overreliance on more traditional grammar-based teaching methodologies.

Furthermore, this current study revealed that one of the main reasons for their lack of knowledge and confidence in teaching listening and speaking skills as well as their perceived deficiency in spoken English can be attributed to the traditional ways of schooling they experienced in the past while learning English. Reflecting on their past experiences both as language learners and as pre-service teachers, the participants reported that they had few opportunities to practice English, and more traditional, teacher-centered classroom experiences as language learners. It is apparent that there is a feedback loop between K-12 and university-level education. While what students learn in K-12 will have an influence on their university-level education, what these students will learn in university education will determine their performance as K-12 teachers. Considering the results of this study, it is possible to suggest that their past experiences as learners might have prevented these teachers from trying more interactive and communicative methodologies, and resulted in their overreliance on grammar-based language teaching which they know best. In other words, this feedback loop contributes to the challenges they have with regard to professional development.

There have been many studies in the literature which explore the difficulties and problems in the implementation of communicative language teaching practices in EFL contexts (Li, 1998; Özşevik, 2010; Richards, 2001). In this regard, faced with the demands of learner-centered, communication and interaction-based methods, teachers might experience challenge especially in countries where teacher-centered classrooms have emphasized grammar translation and rote learning. As Richards (2001) points out, "language teaching behaviour cannot be separated from pedagogic models inherited from the mother tongue culture . . . in such attributes

as institutional culture, attitudes to authority and knowledge, adult-child relationships, etc." (p. 212).

In this regard, Özşevik's (2010) study provides support to the afore-mentioned results of this current study. Investigating Turkish EFL teachers' implementation of CLT in Turkey, he pointed out that among teachers' perceived difficulties were: teachers' deficiency in spoken English; lack of knowledge about CLT; few opportunities for teachers to have training in CLT; lack of time for developing appropriate materials; students' passive style of learning; lack of motivation for developing communicative competence; lack of support and materials; and grammar-based examinations.

5.2.3. Incorporating Technology into Language Teaching

Another area of professional development raised by the participants in this study was about the technology integration into ELT. The results of this current study highlighted four main needs essential to EFL teachers' professional development with regard to technology integration into their teaching. These were: acquiring certain skills for technology; learning how to teach with technology; having access to the necessary tools; and knowing how to keep themselves updated about the advances in technology. Incorporating technology into teaching has been noted as an important area of growth in a number of studies in the literature as well (Anderson, 2008; Kabilan & Rajab, 2010; Kohl, 2005; Korkmazgil & Seferoğlu, 2013).

EFL teachers in this study were also found to utilize technology for instructional preparation rather than in-class instruction, which shows similarities with other studies which investigated teachers' engagement with technology (Kabilan & Rajab 2010; Russell et al., 2003; Schrum, 1999). Furthermore, although almost all the teachers in the study showed positive attitude towards the pedagogical uses of technology in language learning, differences were found in teacher experience, with less experienced teachers exhibiting more comfort with technology. In this regard, the study highlighted the suggestion that both in-service and pre-service

teacher education programs should strive to expose teachers to and train them to effectively use instructional technologies.

There have been studies in the relevant literature which focused on characteristics of successful PD trainings on technology, and suggested the importance of providing current and future teachers opportunities to learn about and practice with educational technology. For example, in her review of research, Schrum (1999) explores research on professional development focused on technology with pre-service and in-service teachers. She further discusses current technology use at schools and research-based technology professional development models. Schrum (1999) points out that professional development for technology should be well-planned, and should go beyond brief exposure and training. In another study, Thomas et al. (2012) gathered observations from a three-year PD partnership between the researchers and middle school English teachers. The PD model (Integrated Curriculum Project) was designed to scaffold teachers' uses of multimedia in their instruction. The findings of the study revealed a shift to a more learner-centered approach in classroom applications. Thomas et al. (2012) pointed out that teachers learned to incorporate technology into their teaching and needed varying degrees of support in the process. The researchers noted the need for future research focusing on new and alternative ways to effectively provide technology professional development for teachers.

Considering the afore-mentioned studies, it is noteworthy that the results of this current study underscored teachers' perceived lack of training, support and guidance with regard to the instructional technologies. Participants in the study also drew attention to the fact that there were some factors that need to be considered for successful technology infusion into English language teaching curriculum. Among the factors that participants highlighted were: *use of time*; *heavy workload of teachers*; *flexibility of the curriculum to adapt to using technology as a pedagogical tool for learning*; *availability of software programs; availability of technology* and *the Internet in classrooms*; and *having an equal access to technology in computer laboratories as a school-wide resource.* They expressed a strong need to have in-service training and workshop activities on technology

usage. Rather than lecture- type presentations, such training might be delivered in the form of active, applied learning or one-to one tutorial, based on their needs, embedded in their teaching practices in order to allow them to improve their emergent technology skills.

5.2.4. Materials Development and Adaptation

Another area of professional development needs that teachers in this study most frequently mentioned was about the materials they used in their teaching. Due to the lack of time and training in developing effective language teaching and learning materials, they pointed out that they were lack of sufficient and effective materials. In fact, all they had in most of the classes were the coursebooks provided by the MoNE, which were generally described as ineffective and inadequate. In this regard, there seems to be a strong need to having access to effective teaching materials through which they could differentiate their teaching to better meet the diverse needs of their students. Similar results have been pointed out by Korkmazgil and Seferoğlu (2013). Exploring professional development practices of 98 EFL teachers working at public schools in Antalya, Turkey through the survey instrumentation, these researchers highlighted that the majority of the teachers considered the perceived ineffectiveness of the coursebooks distributed by the MoNE as well as the lack of effective materials in language teaching among the challenges to their professional development.

Parallel with the results of this current study, Luo (2014) states that "the teachers have looked for teaching techniques and resources ready for use in the classroom because they have been occupied with teaching work, and have not had time to think about the applications of the program" (p. 407). It is noteworthy that "if teachers are expected to be able to teach English when their own oral fluency is limited, they need good curriculum guidelines and clear materials to work from" (Wall, 2008, p. 60). In this current study, there is ample evidence in participants' reflections that school-based professional development activities and professional development trainings need to be facilitated to address teachers' actual needs, and provide them with practical solutions to their problems. In this regard, Daloğlu

(2004) presents significant results of an in-service teacher development program that aimed to establish a materials bank for EFL teachers at a private primary school in Ankara. In this study, the training program was designed to address school-based needs, and developed with the active involvement of the teachers. The results have indicated that teachers showed improvement in their knowledge and skills on materials design and curriculum, but developed a positive attitude towards professional development as well. It is more likely that unlike one-shot trainings generally organized as top-down in INSET programs, the participatory nature of this program has empowered the teachers and made their voices be heard, and their views valued, thereby increasing the sense of ownership and self-confidence for their future professional development activities. Emphasizing the importance of teachers' active involvement in professional development programs, Daloğlu (2004) points out that "to ensure immediate benefit from in-service development activities, such programs need to be school-embedded and the aims of the programs need to be identified by the teachers who will be participating in them" (pp. 688-689).

Reviewing the research studies including articles published between 2000 and 2012 in the area of EFL teachers' professional development in Turkey, Hoş and Topal (2013) pointed out that there has been little research conducted in this area and almost all of the studies in this review aimed to explore PD practices of instructors at universities. It is apparent that there is a huge need for research studies that investigate PD practices of EFL teachers at public schools in Turkey. Thus, it is possible to assert that this current investigation into EFL teachers' perceived development needs are more likely to contribute to our understanding of teacher professionalism in Turkey.

5.3. Discussion on Professional Development Practices of EFL Teachers

As parts of this qualitative inquiry, the professional development involvement of EFL teachers in this study were explored. It was found that there were two main motives underlying these endeavors. The first refers to finding relevant and interesting materials especially through online sources, while the second has to do

with improving their English language proficiency. The types of the professional development activities were found to be congruent with the professional development needs identified in the study. As it is indicated before, the most frequently cited professional development needs belong to the categories of *developing teachers' English language proficiency and speaking skills, approaches and methods in ELT, incorporating technology into language teaching,* and *materials development and adaptation.*

These findings suggest that the participants seek to design and update their teaching by searching for different sources of materials. While such processes might help them keep themselves up-to-date, this might contribute to their autonomy as well. Considering that the teachers prefer to develop themselves through professional development strategies and activities that best suit their professional development needs, it may well be asserted that they want to have the control and autonomy in selecting the most suitable professional development method for themselves. Furthermore, it is possible to suggest that designing in-service training and workshops based on their immediate needs might enhance teachers' motivation to participate such professional development practices. In this sense, the change in teachers' beliefs, practices and attitudes – which is the underlying goal of any professional development activity – is more likely to occur.

As it is discussed earlier in the previous chapter, the participants mentioned no reference to professional development activities such as attending conferences, graduate work, participating in a research study, or any other forms of collaborative professional activities such as peer observation, teacher study groups and so on. Among the reasons for the hindrance of their professional development activities that they underscored were: *heavy workload*, *lack of time*, *economical problems*, *lack of intrinsic motivation to develop*, and *lack of support and encouragement*. What can be inferred from the results of the study is that apart from the in-service training INSETs organized by the MoNE, EFL teachers in this study were not involved in any kind of collaborative professional development activities. Similar results were found by Bayrakçı (2010). In this comparative study, Bayrakçı (2010) examined the in-service teacher training practices and policies in Japan and Turkey

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focusing mainly on the general frameworks for the professional development activities, types of these activities and the roles of official institutions on INSETs, and pointed out that collaborative and participative training programs are neglected in Turkish National Education system.

Küçüksüleymanoğlu (2006) examined the INSETs organized by the MoNE between 1998 and 2005, and revealed that during the 7-year time span, out of the total 3201 INSET programs, only 122 were for EFL teachers. As it was noted in the previous chapter, this time the researcher examined the INSETs between 2005 and 2015. It was found that out of total 6516 INSETs programs, only 127 ELT-specific INSET programs were designed for EFL teachers in the last ten years. One may well state that the number of the INSETs carried out for EFL teachers was quite lower than expected as the participants repeatedly mentioned during the interviews.

As for the effectiveness of INSETs, almost all of the participants in this current research study described the past INSET professional development they have experienced as impractical, unrealistic and totally ineffective. Similar to the results of this current study, there have been reviews of studies in the literature which point out the ineffectiveness of most professional development programs carried out to bring about change in teachers' classroom practices, their attitudes and beliefs (Cohen & Hill, 1998, 2000; Hoş & Topal, 2013; Lauer et. al, 2014). One of the major factors for this ineffectiveness is that teachers need more structured and systematic support for their professional development. The results of this study have shown that top-down in-service training and one shot workshops organized and planned without taking into consideration the immediate needs of teachers were found to be insufficient and not beneficial.

The findings of this current study have been consistent with the recent research studies conducted in different countries where English is taught as a foreign language (Berniz, 2007; Hourani & Stringer, 2015; Kabilan & Veratharaju, 2013; Meng & Tajaroensuk, 2013; Saito, 2012; Yan & He, 2015). For example, Yan and He (2015) examined 120 Chinese EFL teachers' perceptions about their INSET

program in order to provide some suggestions to enhancing program effectiveness on teachers' professional development. The results indicated that the EFL teachers in the study considered their training program ineffective, and with regard to the drawbacks of the program, the participants mentioned the factors including short length, lack of follow-up support, lack of peer communication, the lack of practical information, lack of teacher-student interaction, insufficient information and irrelevance. Discussing these constraints, Yan and He (2105) pointed out that

> The crux of the problem might be the nature of the short, intensive one-off event without follow-up support of any kind. Teachers' lack of interest might have derived from their doubt of the possibility of digesting the knowledge and skills learned from the training and applying them to their teaching routines (p. 769).

In the same vein, Hourani and Stringer (2015), arguing the effectiveness of one-shot one-size-fits-all approaches to development, point to the need to design professional development models which provide multiple forms of support, both formal and informal. In this regard, this research study findings highlight many concerns with regard to the context, content and delivery processes of INSET programs. Likewise, evaluating a one-week in-service training program for primary-school language teachers in Turkey, Uysal (2012) pointed out that although teachers approached such training programs positively, much seems to be done on issues such as the planning (lack of fit with needs and time for preparation) and evaluation of the training program (no systematic feedback or evaluation) as well as the influence of the training program on teaching experiences and practices in the classrooms. Similar results have been echoed by Çimer et al. (2010). Considering the integration of the recent reforms in ELT curriculum, these scholars investigated the effectiveness of INSET training offered by the MoNE on teaching practices. The study takes into account reflections of 20 primary and 18 secondary school teachers about their past INSET training courses. Majority of the participants were found to believe that INSET courses lack effectiveness. The irrelevancy and lack of quality of course content, attendance to courses and time limitation, direct instruction by lecturers without any involvement of teachers, lack of lecturer expertise, lack of any evaluation tool for the courses and need for further

post-course support are commonly cited issues for the ineffectiveness of INSET courses. The researchers call for need assessment, working closely with universities and effective content delivery in the future courses.

Considering the perceived constraints on INSETs, the participants in this studyreflected on a number of suggestions. The research findings explicate that the INSET programs should take into consideration the following:

- These trainings should be developed with teacher input in order to address teachers' immediate and actual needs;
- Teacher trainers should be experts in the field rather than other teachers working at public schools;
- The content in these programs should not be delivered in the form of lectures, but through tasks and processes that enable teachers to engage in higher order thinking and reflective skills;
- The intended learning objectives of these trainings should be demonstrated through hands-on activities, simulations or real-life examples;
- Rather than one-shot INSET programs, school-based professional development should be facilitated to support on-going teacher development; and
- Follow-up support should be provided in order to facilitate the transfer of new knowledge into the teaching practices.

These afore-mentioned suggestions summarized participants' reflections on how high-quality professional development trainings can be framed and designed as far as the content, context and processes involved are considered. In this regard, these suggestions were congruent with the characteristics of INSET programs mentioned in the review study of Lauer, et. al (2014). Reviewing 23 studies which described effective short-term professional development trainings, Lauer et. al (2014) identified their design features, and concluded that

> Design features associated with positive impacts of short-term PD include topic complexity, the use of learning objectives, alignment with participants' training needs, demonstrations of desired behaviors, opportunities for participant practice, group discussions, pre-work and

homework, active learning tasks that require cognitive processing, a participant-centered setting and follow-up supportto promote transfer of learning (p. 207).

Although the features identified are parallel with those indicated in this current study, EFL teachers in this study added one more feature to this list with regard to the qualifications of the teacher trainers. It was found that these in-service training programs were generally delivered by other EFL teachers working at public schools. The results of the study point to the need of having qualified teacher trainers who are experts in the field. This finding is supported by Bayrakçı (2010). He finds out that due to the lack of professional personnel to carry out in-service training activities for teachers in national and local offices in Turkey, the professional development needs of teachers cannot be identified by a research study and cannot be met. Thus, both of these studies suggest employing professional trainers in training departments on local and national levels as far as the public schools in Turkish context are considered.

5.4. Challenges to Professional Development Revisited

Although the EFL teachers in this study indicated high levels of PD needs in various areas which were discussed in the previous section, their involvement in PD activities were found to be less than adequate. In this regard, this current study investigated the challenges and problems that the participants considered as hindrance to their growth as professional EFL teachers. It was found out that these perceived challenges can be grouped under five main categories. These were: teacher-related problems; student-related difficulties; contextual factors; challenges related to the educational system; and the social status of the teaching profession. It should be noted that this categorization is not meant to imply that the challenges teachers experiencing are independent from each other. On the contrary, they are interrelated and overlapping. In this regard, such a classification might illustrate the complexity of the challenges that confront EFL teachers while growing professionally in their profession. Since EFL teachers' PD needs and practices were discussed with specific reference to the challenges mentioned

above, the rest of this section will discuss perceived challenges related to the educational system which merit further consideration.

It has been discussed that Turkey has a centralized educational system (Aksit, 2007; Öztürk, 2011, 2012; Uygun, 2008; Yıldırım, 2003). The results of this current study revealed that this highly centralized educational system constitutes challenges to teachers' growth. It was found out that teachers in this study suffered to a great extent from the lack of control and freedom over their teaching practices, especially their role in pedagogical decision-making processes were concerned. There is ample evidence in the interviews that EFL teachers felt uncomfortable with the top-down processes which determine almost everything with regard to teaching and learning at public schools. They did not have the autonomy to make decisions about instructional delivery such as pacing and materials due to the highly centralized curriculum and testing system. Furthermore, EFL teachers working in rural areas – especially those in Southeastern Turkey –highlighted the fact that the social, political, cultural and economic conditions vary widely over the country, and imposing the same coursebooks, materials and teaching approaches all over the country might not work. They believed that using their context-specific knowledge and experiences, they can have more responsibility to differentiate their teaching in order to better meet their students' needs.

The emerging body of research on the reflective teaching (Schön, 1983; Zeichner & Liston, 1996), teacher cognition (Borg, 2003; Freeman, 2002) and action research (Wallace, 1998) highlighted the role of teachers in making informed and logical decisions, and then taking responsibility of those decisions which may lead to a change in behavior (Taggart & Wilson, 2005). The postmethod pedagogy proposed by Kumaravadivelu (1994) also attaches importance to teacher autonomy. The pedagogy suggests three parameters - that is, the Parameters of *Particularity*, *Practicality* and *Possibility* (Kumaravadivelu, 2006) which guide teachers to discover, learn and change their classroom practices using their context-sensitive knowledge.

One may well assert that policymakers have increased the demands on teachers in the recent past years, and centralization in education might provide some benefits as far as the issues of standards and credibility are concerned. However, the study results revealed that highly centralized system might lead to the lack of teacher autonomy, and teachers might perceive themselves as passive recipients. It is noteworthy that EFL teachers in this study were found to be inclined to seeking external solutions to almost every issue they described as problematic in their teaching. This might be evident in their attitudes towards the course books they used in classrooms. The results of this study revealed that EFL teachers excessively depend on the textbooks in their teaching practices. Considering the pressure on implementation of the heavy curriculum, teachers were able to exert very little autonomy over the content of their teaching practices. When these course books were inadequate to meet the needs and interests of their students, these teachers were more likely to have problems in planning and implementing their teaching. As a solution to the lack of effective materials and lack of knowledge in ELT methods and approaches, some teachers suggested that since the books were distributed by the MoNE at the beginning of the school year, they should also be provided with teacher books illustrating the activity types and materials for every unit of their teaching content.

Similar results have been noted by Yıldırım (2003). Having explored primary school-level teachers' practices and attitudes towards instructional planning in Turkey, he pointed out that these teachers planned and executed their teaching mostly based on the content of the textbooks. They had little autonomy and control over choosing the materials they used. He goes on to suggest that

> The Turkish educational system is centralized with respect to a wide range of matters including policy decisions, curriculum, approval of textbooks and other instructional materials, governance and inspection of schools, appointment and in-service training of teachers (Yıldırım, 2003, p. 528).

Khezerlou (2013) investigated perceptions of Iranian and Turkish EFL teachers with regard to teacher autonomy, and found out that both for Iranian and Turkish

teachers, the main factor to increase perceived sense of autonomy was teachers' involvement in decision-making processes.

Considering the results of this current study, it is possible to state that the challenges and problems they mentioned need to be understood both as an awareness with regard to their teaching practices and as a desire to contribute as a teacher to the decision-making in pedagogical processes. In this regard, they expressed a strong emphasis on the importance of teacher input. They believed that teachers' feedback would be invaluable since they were the ones who would know best about what their learners should know and be able to do, and what went well or wrong in the classroom. Thus, they highlighted the fact that their voices needed to be heard and valued, and their needs need to be considered. In other words, they need to know that they matter. This calls for a bottom-up approach rather than a top-down one in pedagogical decision-making processes including teachers' professional development practices as well.

Another perceived challenge with regard to the educational system that the results of this study underscored was about the frequent and changes made in the English language teaching curriculum in recent years. Among these changes participants drew attention to in this regard were: *lowering the age of starting learning English first to 4th grade in 1997, then to 2nd grade with the new 4+4+4 in 2012, canceling preparatory English classes, decreasing credits of English language teaching in the curriculum, changes in the curriculum delivery in terms of language teaching methodologies* and *frequently changed coursebooks*. Considering these changes, the study results indicated that almost all the teachers in the study feel that reforms were taking place so quickly that they did not have sufficient knowledge, skills or resources to cope with these changes effectively. Similar results have been noted in the research studies which focused on the curriculum reforms and renovations in EFL contexts. (Choi & Andon, 2014; Mackenzie, 2003; Orafi & Borg, 2009; Zhang & Liu, 2014).

The MoNE instituted educational reform policies in order to reach more communicative-oriented outcomes (Kırkgöz, 2005). To this end, national curricula

and national exams were established, and coursebooks and other language teaching and learning materials were designed accordingly, with an underlying focus on improving students' overall English language communicative proficiency. In this regard, the results of this present study revealed some perceived contradictions and inner conflicts within the revised English language teaching curriculum. First of all, it was found that for EFL teachers in this study, discrete-point approach to testing with a focus on grammar accuracy in national exams established a contradiction with the renewed curriculum which favored communicative language approaches in teaching. Since student success is determined through student test scores, the *washback effect of high-stakes testing* was considered to prevent these teachers from using language teaching methodologies in accordance with the English language curriculum, and tailor their practices to *teach for the tests*. Investigating the secondary school-level EFL teachers' perceptions with regard to the use of Communicative Language Teaching in language teaching, Özşevik (2010) also identified grammar-based testing of student achievement as an obstacle to its effective implementation.

Another contradiction raised by the participants was between the decreasing credits of English language teaching and the growing emphasis in the curriculum on advancing students' oral proficiency and communicative competence. Teachers believed that in order to develop learners' oral proficiency, they need to have more exposure to the target language. On the contrary, the participants highlighted the fact that the hours of English language teaching per week has been gradually diminished in recent years. Furthermore, other factors such as the heavy curriculum, crowded classrooms, inefficient coursebooks and materials were found to reinforce teachers' overreliance on more traditional grammar-based teaching methodologies.

This current research study revealed another contradiction within the system in terms of the norms of schooling and school culture. Drawing attention to the significance of school culture in implementation of any innovation, Johnson (2009) argues that

> The norms of schooling, sometimes referred to as *the hidden curriculum* [Denscombe, 1982], represent the sociocultural norms and values emphasized by schools that dictate what teachers and students accept as usual or normal in classrooms and schools (p. 79).

In this regard, it was found that teachers' prior beliefs about language learning and teaching might constitute contradictions with the revised curriculum goals and objectives. Teachers in this study reported that they used traditional teacher-centered approaches in their teaching. In fact, considering the contextual and pedagogical factors mentioned so far, they did not believe that student-centered instruction would work in their school culture. When their beliefs were coupled with a lack of confidence in their own oral language proficiency, it is possible to suggest that they had difficulties in implementing what is intended in the curriculum.

Similar results have been reported in the literature on English language teaching, often with regard to the introduction of communicative curricula. In China, Zhang and Liu (2014), for example, drew attention to the fact that although Chinese EFL teachers were found to be supportive of the constructivist curriculum innovation, they maintain their traditional beliefs in their practices of grammar teaching, drill and practice, rote memorization, and teacher authority. In Taiwan, Wang (2002) drew attention to the tension between new ELT coursebooks with communicative activities and grammar translation teaching practices. In Libya, Orafi and Borg (2009) examined three EFL teachers' classroom practices after the new communicative English language curriculum was implemented. The study revealed considerable mismatches between the intentions of the curriculum and teachers' instructional practices. Orafi and Borg (2003) argued that "the uptake of an educational innovation can be limited when it is not congruent with and does not take into consideration the cognitive and contextual realities of teachers' work" (p. 243).

In Japan, having investigated the influences on teachers' adoption of communicative activities, Gorsuch (2000) points out that "Japanese teachers' current orientation toward foreign language learning seems to be that strong teacher

control is desirable and that students need to memorize, use written mode, and be very accurate" (p. 137). Thus, as Breen et al. (2001) clearly asserts, "any innovation in classroom practice from the adoption of a new technique or textbook to the implementation of a new curriculum has to be accommodated within the teacher's own framework of teaching principles" (p.137).

Johnson (2009) argues that identifying such contradictions is important since such an inquiry "can reveal the status quo of the activity system, the first step to toward resolving any contradiction that it may be facing" (p. 82). Once such contradictions are identified, teachers might be provided with mediational PD means that can provide sustained guidance and support (Johnson, 2009), as they are struggling to keep up with the renovations in their practices. With all this in mind, it is possible to argue that the mismatches between the intentions of the curricular innovation and teachers' beliefs with regard to its implementation that this current study revealed, are significant in that such an inquiry might inform future pre- and in-service teacher education programs in Turkey.

5.5. Concluding Remarks

This phenomenological research study explored the professional development practices of EFL teachers working in public schools in Turkey. As part of this qualitative inquiry, the perceptions of EFL teachers on teacher professionalism were investigated as well. The participants in this study believe that professionalism is executed in many different ways and comprises both attitudes and behaviors. More importantly, teachers in this study attached much more significance to the personal traits and values more than any other components of professionalism.

When it comes to their perceptions on professional development, findings revealed a discrepancy between their conceptualizations of what is real and what is ideal. Out of 41, only 4 teachers regarded professional development as a required trait for this profession. However, when they were depicting the characteristics of a professional EFL teacher, 28 teachers reflected that such a teacher is involved in continuing professional development. This discrepancy might suggest that

professional development is not seen as an essential trait in their day-to-day teaching practices. Furthermore, it should be noted that there was almost no reference to *beyond the classroom*. In other words, teachers in this study did not mention any kind of collaboration or cooperation with the faculty, staff, administration, parents or wider community members.

As for the developmental needs, the study findings indicated that EFL teachers felt the need for professional development for almost all aspects of teaching and learning process. Their *teaching needs* refer to the several aspects of developing professional knowledge and skills that they might use in their daily practices such as planning their teaching activities to better meet the diverse needs of students, developing effective materials, evaluating student learning, improving their knowledge and skills in teaching methodology, or integrating technology into their lessons. *Teacher needs*, on the other hand, are evident in their needs on developing English language proficiency, professional development practices that they might use for self-growth and enhancing their communication skills both with the students and their families.

Besides all, teachers' professional development need in developing their English language proficiency merits some further investigation. There appears to be a relationship between their proficiency level and their willing to participate in professional development activities. It seems that teachers with a higher level of perceived oral proficiency tended to have less of a need for professional development than teachers with lower levels of perceived oral proficiency. On the other hand, this perceived lack of English language proficiency might reinforce teachers' negative self-efficacy beliefs, which according to some researchers are detrimental to ongoing teacher professional development (Guskey, 1988; Kubanyiova, 2006; Van Eekelen et al., 2006). By providing these teachers with systematic support and guidance for professional development, this lack of perceived confidence might be utilized to enhance their motivation to engage more in professional development activities.

Although they expressed high levels of professional development needs in various domains of teaching, it is noteworthy that almost all of the participants were not willing to attend INSET programs offered by the MoNE. This contradictory result might be explained with relation to the obstacles and problems that they identified about their past INSET experiences. In general, these trainings were found to be insufficient, impractical, unrealistic and totally ineffective. The top-down structure of these INSET programs which reflected one-size-fits-all approaches to development was criticized by the participants. The data analysis, in this regard, provides some suggestions with regard to the context, content and delivery modes in such trainings. What lies at the essence of these suggestions is the participants' emphasis on the importance of incorporating teacher involvement in the process from the design to the implementation including the follow-up support at their schools. They highlighted the fact that their voices need to be heard and valued, and their needs should be considered. In other words, they need to know that they matter. It seems that any program which aims to contribute to ongoing professional development of teachers is to be based on the immediate needs of teachers, and designed and directed with teachers' input.

The results of this current study revealed that this highly centralized educational system did constitute challenges to teachers' growth. It was found out that teachers in this study suffered to a great extent from the lack of control and freedom over their teaching practices, especially their role in pedagogical decision-making processes were concerned. There is ample evidence in the interviews that EFL teachers felt uncomfortable with the top-down processes which determine almost everything with regard to teaching and learning at public schools.

Teachers are the "policy makers in practice" (Kırkgöz, 2009, p. 679), and effective foreign language education is depended on the training of teachers. Therefore, "without a strong contingent of professionally competent and well-trained teachers, there will always be a gap between policy rhetoric and classroom reality" (Kırkgöz, 2009, p. 679). Thus, there is a reciprocal relationship between teachers' professional development and educational reforms. In order to better address the actual needs of teachers, context-specific knowledge needs to be incorporated into

the decision-making processes. This entails a change in the language teacher development policy which paves the way for the collaboration and cooperation with all the stakeholders including the local authorities, universities, schools and of course the teachers themselves. In this regard, this current study reveals significant implications and suggestions for further research that are discussed in the following sections.

5.6. Limitations of the Study

This phenomenological study aimed to provide Heideggerrian hermeneutical analysis of the EFL teachers' experiences in order to explore the essence, structure and personal meanings with regard to their professional development. The limitations to the study are identified as follows:

- Although in-depth interviewing is considered to be the main data collection method in phenomenological studies (Creswell, 2007; Patton, 2002), there are some limitations in this sense. The study examined the participants' perceptions to reach the essence of their experiences. However, it should be noted that they cannot tell exactly what they do not know. Therefore, the participants' professional development needs, practices and challenges that the study revealed should be interpreted as their perceived reality. In other words, these results might reflect their personal meanings with regard to their professional development practices.

- Besides, as noted earlier in this chapter, this study made no attempt to look at actual classroom practice. As a phenomenological research study, the focus of inquiry was on the participants' perceptions. Therefore, it should be noted that the professional development needs identified in the study were 'perceived' needs. An investigation into the actual classroom practice might yield insights into the 'observed' needs, which might differ from the 'perceived' ones.

- Although in Heideggerian hermeneutical phenomenology, "the researcher is an active participant in the interpretive process rather than a passive recipient of knowledge" (Draucker, 1999, p. 361), the researcher's personal views, biases, background, and the way she interacted with the participants might have affected the direction and the results of this current study. The researcher tried to minimize this effect by applying the suggested techniques and strategies in the literature to ensure the trustworthiness of the study mentioned in the methodology chapter.

5.7. Implications for Practice

Considering the results of this current study and the relevant literature on teacher professional development, the following implications were drawn for the development of teacher professional practices in teaching:

- It is essential to clarifying the standards for language teacher professionalism. Establishing standards might provide guidelines both for teachers and policymakers since they indicate the behaviors and characteristics that can be promoted among teachers. Furthermore, these standards might be utilized to inform teacher evaluation structures.

- Identifying the needs of teachers is significant since PD programs and activities which are organized and planned without teacher input are unlikely to succeed. Therefore, such programs need to be school-embedded and address teachers' immediate and actual needs. In this regard, policymakers need to first identify teachers' needs, beliefs and characteristics so that they can design and offer professional development activities that would best appeal to the teachers.

- As the relevant literature suggests, there are plenty of ways for EFL teachers to sustain their continuous professional development in teaching. Development needs of teachers vary just as the modes of professional development do. Therefore, there is no best professional development model that would meet all the needs and address perfectly for the teachers'

individual preferences. No matter what professional development activities they prefer to engage in, it is of great significance to encourage these teachers to keep themselves updated and involved in sustained professional development. In this regard, teachers should be provided with more structured and systematic support mechanisms for their professional development.

- Instead of one-shot, 'one-size-fits-all' approaches to development, professional development models which comprise multiple forms of support, both formal and informal, need to be provided in order to meet diverse needs of teachers.

- Teacher autonomy needs to be increased since autonomous teachers are more likely to make better decisions to tailor their teaching in order to meet the changing needs of their students. It is noteworthy that the degree of autonomy perceived by teachers might well affect their attitudes towards their profession. Top-down decision making might run the risk of transforming teachers into passive recipients. Utmost care and attention need to be given to empower teachers to become more responsible for and reflective on their teaching.

- Policymakers need to benefit from teacher input on various components of the educational system including curriculum, pedagogy, assessment, professional development, and classroom practices since centralized decision-making is unlikely to succeed when it lacks the support of those who are the responsible for its implementation. Furthermore, when teachers feel that their voices be heard, their views valued, this might increase the sense of ownership and self-confidence for their future professional development activities.

- Based on data-driven research, policymakers need to establish long-term strategic professional development planning in which one-shot short INSETs might be incorporated with other school-embedded professional

development programs to generate long-term impact. Teachers need to be encouraged to participate in these professional development programs which entail knowledge and skill development, reflection, and collaboration. In this regard, different models of professional development might be utilized. For example, professional learning communities or teacher study groups might be formed with teachers working in the same districts. The important issue to consider is that these communities might function well as long as the teachers in these groups feel that their work matters. In other words, policymakers should encourage and utilize the implications that might be derived out of these reflective processes. If teachers are allowed to work collaboratively on specific problems, and if they realize that their efforts might result in some kind of a change in the practices, then the motivation to participate in professional development might be enhanced and sustained.

- INSETs should be well-organized and structured in terms of the content, context and processes in course delivery. These trainings should be based on teachers' actual needs. Teachers' involvement in such training will be increased if they believe that it will enhance their knowledge and skills, and improve their effectiveness with students. In addition to the content, the processes involved in course delivery should be carefully planned and implemented since teachers are also prone to being quite pragmatic. They would like to attend INSETs which provide them with specific, concrete and practical ideas that they can use in their daily teaching practices. Instead of theoretical presentation of the content through lecturing, the intended learning objectives of these trainings need to be delivered through demonstrations which illustrate how to implement what is taught in their day-to-day teaching practices. Furthermore, follow-up support should be provided in order to facilitate the transfer of new knowledge into the teaching practices. INSETs that fail to address these needs are unlikely to succeed.

- INSETs should also be designed differently for teachers working at primary, secondary and tertiary-level schools. As for the evaluation of the INSETs, teacher input should be taken into consideration. Teachers should be given an opportunity to evaluate and reflect on the trainings that they have attended.

- It is of great significance that INSETs are delivered by the experts in the field. In this regard, the MoNE might form a unit which will be in charge of the long-term strategic planning and execution of EFL teachers' professional development. Thus, this unit might help to train and employ qualified teacher trainers who will work on local and national levels. In doing so, the channels of communication and collaboration with several parties including the policymakers, the private professional development institutions, the universities and EFL teachers might be established.

- Collaboration with universities in the development and delivery of INSETs might provide mutual benefits. While teachers might benefit from expert knowledge, academicians will be informed about the actual practices at schools. Thus, it might help bridging the gap between theory and practice connecting the courses with field experiences.

- Practicum courses in the initial teacher education programs need to be restructured so that mentor teachers might enhance their own professional development through mentoring. Such a collaboration might provide these teachers with opportunities to learn from self-reflection, from the pre-service teachers, from supervisors, and of course from the very nature of this collaborative relationship.

- The number and type of INSETs need to be increased, and distributed in local levels all over the country. However, considering the huge numbers of teachers working at public schools, it seems not feasible to invite all the EFL teachers to the in-service training on regular basis. In this regard, it is possible to benefit from today's technology and create virtual collaborative

communities of practice. Time is not an issue in such online platforms since the interaction might be asynchronous. Teachers can log on at times they wish and become involved in the discussions. Such online facilities might be structured carefully with collaborative and individual reflective tasks in order to fully benefit from online training. This might serve additional benefits for teachers working in rural areas and at small schools to communicate and collaborate with their colleagues.

- Considering current educational policies emphasizing oral communication instruction in ELT, it appears to be of vital significance to improve EFL teachers' language proficiencies particularly in productive domains. In this regard, teachers might be supported in various ways, including in-service training, university courses, summer workshops, and study abroad programs. It is important that these programs need to be evaluated systematically to confirm that they are meeting these teachers' specific needs. Another implication of low levels of English language proficiency is that the MoNE and policy makers might establish systematic assessment mechanisms - including proficiency exams with speaking component - to certify teachers' proficiency levels. In this regard, such instruments which assess oral proficiency levels might be incorporated into the teacher recruitment process and admission criteria as well.

- The inspection of teachers needs to be well structured. MoNE should demand excellence on the part of the teachers and define criteria to recognize teacher excellence. However, such an approach to teacher supervision is more likely to succeed if teacher development is supported by an advisory system which includes developmental observations and feedback that aim to enhance teacher quality rather than grade their teaching. In this regard, some kind of reward mechanism and incentives might be established to encourage teacher involvement in sustained professional development.

- It is noteworthy that teachers' beliefs about language teaching have mostly been shaped by their prior experiences as learners, especially in their teaching education programs. The possible mismatches between teachers' understandings and the intentions of the curriculum reforms might suggest that once these beliefs are established, it will be very hard to make a change in teachers' way of thinking. Therefore, initial teacher education programs need to pay more attention to enhance conceptual thinking in pre-service teachers by encouraging them to reflect on and critique their pre-establish views of language learning and teaching, and begin to think in new scientific concepts about aspects of their teaching which are relevant to their day-to-day teaching practices. It is noteworthy that professional development is not an event, but a life-long process. Furthermore, a specific course which inform pre-service teachers about the professional development approaches might be incorporated into the initial teacher education programs in Turkey. It is of great significance for pre-service teacher education to move from a training perspective to a professional development perspective and substantiate this change with new practices that address pre-service teachers' long-term needs as teachers.

- It is important to raise the awareness of the public and wider educational and social context regarding the values and practices of teaching profession. Among the various factors which affect the status of this profession, particular importance needs to be attached to improving teachers' low income. If social and economic measures are taken to restore popularity to teaching, then more and more qualified students might prefer to become teachers. Besides, teachers might be more motivated to grow professionally while they are mindful of maintain a healthy work-life balance in their daily lives.

5.8. Suggestions for Further Research

- This phenomenological study employed in-depth semi-structured interviews to explore the essence and meaning of the EFL teachers'

experiences with regard to professional development. In this respect, the results of the study might contribute to improvements in planning of professional development activities in the future. However, there needs to be more in-depth qualitative and longitudinal studies with EFL teachers which explore their teaching and development practices. In this way, the challenges as well as the contributors to their professional development might better be understood.

- This phenomenological research study revealed that EFL teachers discussed personal traits and values more than any other components of teacher professionalism. The emphasis on the traits and values raises an important question for further investigation: Can these features and virtues be taught, or is it something that individuals bring with them to the teaching profession? In this regard, future research might dwell on the following research questions:

    i.   What aspects of professionalism do teachers view as most important and why?

    ii. In what ways teaching at public or private schools impact teacher professionalism?, and

    iii. How can we utilize the understanding of what it means a teacher to enhance professionalism of teachers (considering the initial & in-service teacher training)?

- The results of this present study indicated that there was almost no reference to *beyond the classroom*, which is conceptualized as an important component in Sockett's (1993) typology of teacher professionalism. Teachers in this study did not mention any kind of collaboration or cooperation with the faculty, staff, administration, parents or wider community members. Again, this merits further investigation. The educational circles might explore new ways to enhance collaboration and cooperation among these parties. Further research might also focus on investigating the effects of collaborative professional development

activities on teacher learning and teaching practices, and explore to what extent the zone of proximal development created in such approaches lead to more productive instructional practices.

- While it is important to examine teachers' perceptions with regard to their professional development needs, the results of this study suggest that they cannot tell exactly what they do not know. Therefore, especially when their needs in language proficiency and implementation of teaching are considered, more research studies – both quantitative with objective needs-assessment procedures, and qualitative with more in-depth examinations – need to be conducted as well.

- As noted earlier in this chapter, this study made no attempt to examine actual classroom practice. As a phenomenological research study, teachers' perceptions with regard to their professional development needs, practices and problems were investigated. However, it should be noted that this study identified 'perceived' needs. An investigation into the actual classroom practice might yield insights into the 'observed' needs, and the observed needs might differ from the 'perceived' ones. In the same vein, such an inquiry might provide more information about the challenges identified in this current study.

- Further studies might be carried out to explore the perceptions and expectations of the stakeholders with regard teacher professionalism. It might be beneficial to investigate what the administrators and policymakers think their teacher need for their professional development. Such an inquiry might help to identify the possible discrepancies between the conceptualizations of teachers and administrators, and suggest implications with regard to what steps need to be taken to enhance teacher quality.

- As it was noted earlier in this study, there has been limited research in the area of EFL teachers' professional development in Turkey, and great

majority of these studies were conducted to explore professional development practices of the instructors at university-level. Therefore, more research should be carried out to explore professional identities of EFL teachers working at public schools in Turkey, and investigate their professional development practices. This need in the field calls for a renewed focus on empirical research and a more symbiotic relationship between research investigating the processes and outcomes of EFL teachers' formal and informal professional development practices.

- More research studies need to be conducted to explore INSET programs and investigate their effectiveness on teacher professional development. Further research might dwell on exploring how to enhance the long-term effects of short INSETs on teaching practices by incorporating the perspectives of several parties involved in the process such as policymakers, administrators, school principals, teacher educators, academicians and teacher participants.

- As it is discussed earlier in this chapter, this current study revealed some perceived contradictions and inner conflicts between the teachers' classroom practices and the intentions of the recently revised ELT curriculum. On the one hand is the growing emphasis of the curriculum on advancing students' communicative competence in English, on the other hand are the perceived challenges such as the washback effect of national examinations, teachers' overreliance on grammar-based ELT instruction, the decreasing credits of ELT, inefficient coursebooks and materials, the lack of guidance, support and supervision which are all coupled with teachers' low levels of English language proficiency. Thus, it is possible to assert that there is a huge potential for further in-depth research which examines the inner conflicts within the educational system and provides teachers with mediational professional development means that can ensure sustained guidance and support. Such an inquiry might also yield

invaluable insights into the successful implementations of educational reforms and renovations.

- Another area of investigation might be concentrated on norms of schooling and school culture. In this respect, sociocultural norms and values emphasized by schools might be explored by qualitative and quantitative research studies in order to better understand what teachers, students and school administrators believe and accept as usual or normal in classrooms and schools, and how such conceptualizations affect teaching and learning processes including teacher professional development.

- As it is noted earlier in this chapter, EFL teachers all over the world are facing similar problems with regard to professional development. It would be interesting to look at this phenomenon from a broader perspective to explore whether the EFL teachers at public schools in other countries are facing similar problems with regard to professional development. To what extent do their needs differ from each other? What commonalities or differences exist with regard to their perceived professional development needs, practices and problems? Is it possible to create parameters of behavior or standards that would inform the future INSETs in EFL contexts? Dwelling on such questions, future studies might contribute to our understanding of EFL teacher professionalism.

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APPENDIX A - THE SUBJECT MATTER COMPETENCIES FOR TEACHERS OF ENGLISH (MoNE, 2008)

THE COMPETENCY DOMAIN

1) **Planning and designing the process of teaching and learning**

The Scope: This domain involves planning teaching and learning process, designing appropriate environments, preparing materials and utilising resources.

1. To be able to make plan appropriate to the teaching English

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he plans the learning and teaching process in align with the curriculum.	a.S/he plans the teaching process considering generally the students' language proficiencies, learning styles, needs and interests.	a. S/he plans the teaching process flexibly in accordance with all of the students' language proficiency levels and language learning styles.
b. S/he takes the students' language proficiencies into consideration while planning the learning and teaching process.		

2. To be able to design learning environments appropriate to the teaching English

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he makes physical arrangements appropriate to the teaching strategies in learning environment.	a. S/he organises friendly and positive environments to ensure students' participation and enhance their achievement.	a. Considering all the students' interests and needs in organising learning environments, s/he creates environments aimed at ensuring

		participation and enhance their success.
		b. S/he organises intramural and extramural multiple learning environments that develop all of the students' interactions aiming at learning with the teacher and each other.
		c.S/he organises various social activities that students are interested in which will ensure their participation.

3. To be able to use materials and resources appropriate to the teaching English

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he knows the importance of utilising the various materials and resources in teaching process.	a. S/he uses materials that are relevant to the students' daily lives.	a.S/he enriches materials that s/he uses evaluating their effectiveness, practicality, up-to-datedness or prepares original materials.
b. S/he knows the materials should be suitable for the content, students' language development and proficiency levels.	b. S/he uses written, visual and auditory materials selectively that are appropriate to the learners' age, language development levels and learning styles.	b.S/he shares knowledge and experiences about developing materials and resources that are appropriate to the content, students' levels and conditions of the environment with their colleagues.
c. S/he utilises existing materials that are appropriate to the class's level in teaching process.		

4. To be able to use methods and techniques that are appropriate to the teaching English

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he utilises methods and techniques that are suggested in existing resources aiming at maintaining students' language developments.	a. S/he diversifies methods and techniques that are appropriate to students' language developments in align with the their interests and needs.	a.S/he guides his/her colleagues in utilising different methods and techniques intended to develop students' language abilities.
b. S/he includes activities that develop the language use in daily life.	b. S/he organises activities, tasks, assignments aiming to develop the language use in daily life in a way to support each other.	b. Collaborating with the teachers in same discipline and other disciplines, S/he designs original activities that develop the use of English in daily lives.

5. To be able to use technological resources

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he utilises technological resources to maintain more effective learning.	a. S/he follows software and Internet resources that are used in language teaching.	a.S/he enables students to evaluate the technological resources they need in learning English critically and use effectively.
b. S/he motivates students to reach technological resources	b. In accordance with the existing resources, to enable students utilise technological resources, s/he enables equal access to resources by designing appropriate environments.	

THE COMPETENCY DOMAIN
2) Developing Language Skills
The Scope: This domain involves the designing activities intended to develop language skills using English language teachers' language learning and teaching theories, approaches and techniques, using English accurately and effectively and considering students' needs.

1. To be able to help students to develop effective language learning strategies

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he informs students about different language learning strategies.	a. S/he directs students to learn by using language learning strategies appropriate for themselves.	a. S/he cooperates with their colleagues about students' language learning by using different language learning strategies suitable to students' own learning styles.

2. To be able to enable students use English accurately and intelligibly

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is a model for their students for using English fluently and accurately.	a.S/he uses activities that support students' fluent and accurate use of English for different aims and situations.	a.Cooperating with their colleagues, s/he organises intramural and extramural activities intended to enable students use English accurately and effectively.
b. S/he creates opportunities to enable students use English fluently and accurately.	b.S/he makes students practice to use English accurately and fluently considering their interests and levels.	
c. S/he presents some examples in which English is used fluently and accurately.		

3. To be able to develop students' listening/watching skills

Performance Indicators	

A1 Basic	A2 Medium	A3 Advanced
a. S/he enables students to grasp the importance of effective listening and watching.	a.S/he organises various activities and environments that enable effective listening/watching on the basis of students' interests and needs.	a. Enabling students to evaluate their own listening skills, s/he helps them to develop different listening strategies.
b. S/he uses different listening and watching methods and techniques appropriate to the students' development levels.	b.S/he enables students to use different listening, type, method and learning strategies .	b.S/he cooperates with their colleagues to develop different listening materials.
c. S/he uses different texts genres such as songs, dialogs and tales in listening activities.	c.S/he develops listening materials related to students world knowledge, social and daily lives with the students.	c.S/he creates activities that develop all the students' listening skills and guides their colleagues.
d. S/he makes students study intended to meaning, stress and intonation.	d.S/he diversifies the listening goals, methods and techniques considering students' interest and needs.	

4. To be able to develop students' speaking skills

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he gives opportunities to students express themselves orally.	a. S/he uses different methods and techniques that are appropriate to language proficiency levels and support them to express themselves.	a. S/he guides their colleagues about application of the methods and techniques that are diversified by himself/herself to develop students' speaking skills.
b. S/he identifies students' areas of interest to motivate them to speak English	b. S/he provides students with opportunities to express themselves by using different types of expression	b. S/he cooperates with their colleagues to develop activities that enable students to establish oral communication in different situations that

		may encounter in their daily lives.
c.	She organises activities for students to communicate orally in their daily lives.	c. S/he diversifies activities that enables students to communicate orally in different situations that they may encounter in their daily lives.	
d.	S/he guides students to use their body language in their oral communication.	d. S/he includes activities that enable students to use their body language in speaking activities.	
e.	S/he enables students to pay attention to pronunciation, stress and intonation in their speaking.		
f.	In pronunciation activities, s/he is a model for their students.		

5. To be able to develop students' reading skills

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a.	S/he utilises existing materials and resources.	a. S/he utilises various resources and materials considering students interests and needs while organising reading activities.	a.S/he utilises various resources and materials considering students interests and needs while organising reading activities.
b.	S/he reads considering the pronunciation, stress, intonation and punctuation marks	b. S/he organises activities intended to develop students' comprehension, interpretation and evaluation skills.	b. S/he organises activities intended to develop students' comprehension, interpretation and evaluation skills.
c.	S/he enables students to pay attention to pronunciation, stress, intonation and	c. S/enables students to use different reading methods and strategies.	c. S/enables students to use different reading methods and strategies.

	punctuation marks in their oral readings.		
d.	S/he develops students' reading skills using activities such as book and story reading, singing songs, alphabet toys and word games.		
e.	S/he informs students about different reading type, method and strategies.		
f.	S/he uses different examples from different text genres.		

6. To be able to develop writing skills

Performance Indicators			
A1 Basic		A2 Medium	A3 Advanced
a.	S/he enables students to express themselves by writing	a. S/he diversifies the activities intended to enable students express themselves by writing considering individual differences.	a. S/he cooperates with their colleagues intended to develop students' writing skills.
b.	S/he organises activities intended to use vocabulary knowledge, phonology, grammar and spelling accurately	b. S/he provides opportunities for students to correctly use the knowledge of vocabulary, phonology, grammar and spelling in writing practices.	b. S/he guides students to present and publish their products that are written in different writing genres intramural and/or extramural environments.
c.	S/he uses visual and auditory materials that motivate students to write.	c. S/he selects and uses visual and auditory materials that motivate students considering students' interests and needs	
d.	S/he presents examples to introduce different writing genres.	d. By encouraging students to express themselves, S/he enables students practice different writing genres.	

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7. To be able to make practice considering students with special needs and students who need special education in teaching English

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is aware of the sociological, physiological and psychological reasons of the difficulty in comprehending and expression	a. S/he adapts the activities in English language teaching and teaching methods and techniques considering the students with special needs and students who need special education.	a. S/he shares their knowledge and experiences about adaptation of teaching aids, methods and techniques, activities and learning environments in English language teaching according to students with special needs and students who need special education with their colleagues
b. S/he makes plan intended to enable language developments of the students with special needs and students who need special education.	b. S/he cooperates with parents, special education teacher and/or specialists in order to determine the level, speed, and type of special learning of the students with special needs and students who need special education in English language teaching.	b. Collaborating continuously with parents, special education teacher and/or specialists about developments of the students with special needs and students who need special education, s/he sets new learning goals.
	c. Monitoring the language and communication skills of the students with special needs and students who need special education s/he keeps the records of them.	c. S/he continuously collaborates with counsellor, parents specialist and special education institutions in order to determine the students' difficulties in comprehending and expressing and monitoring their developments during the education process.
	d. S/he systematically uses the methods such as	

observation and meeting in order to determine the students' difficulty in comprehending and expressing.	

THE COMPETENCY DOMAIN
3) **Monitoring and Assessing the Language Development**
The Scope: This domain involves the practices of identifying, monitoring and assessing development of students in English language teaching process.

1. To be able to identify the goals of the assessment and evaluation practices in English language teaching

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he knows the importance of the connecting assessment and evaluation practices with the English language teaching curriculum.	a. S/he organises the assessment and evaluation practices considering the English language teaching curriculum and individual differences.	a.S/he aims at making assessment and evaluation in order to identify each and every student's levels during the process and at the end of the process and to take precautions accordingly in English language teaching.
		b.S/he identifies systematic evaluation strategies to continuously enable and evaluate students' language development.

2. To be able to use tools and techniques in the assessment and evaluation in English language teaching.

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he knows the preparation and administration process of different assessment and evaluation tools and techniques in the English language teaching.	a.S/he prepares different assessment and evaluation tools and techniques appropriately to the process of preparing and administering in English language teaching.	a. S/he uses the tools and methods of assessment and evaluation in the education process by evaluating them in terms of practicality, validity and reliability.

b.	S/he is aware of the fact that s/he should use assessment and evaluation tools and techniques aimed at four language skills in English language teaching.	b. S/he prepares assessment and evaluation tools with the methods that will assess four language skills.	b. Sharing their knowledge and experience about the possible assessment and evaluation tools that can be used in English language teaching with their colleagues, they design new assessment and evaluation tools together.
c.	S/he uses assessment and evaluation tools which are existing or s/he prepares without ensuring reliability and validity in identifying language development of the students.	c. S/he prepares the tools and methods to monitor and evaluate the language development of students paying attention to their techniques.	

3. To be able to interpret the results of the assessments that intended to identify students' language developments and to be able to provide feedback.

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he reports the results of the assessments related to students' language development as grades or points.	a. S/he interprets and reports which language level a student is in, what s/he can do and how s/he can succeed in a detailed way.	a. S/he utilises statistical methods in order to evaluate the language development of the students in various aspects extensively.
b. S/he shares points and grades that indicate students' language skills with the students and parents.	b. S/he shares interpretations that s/he obtains from the results of the evaluation with the relevant people in an appropriate manner.	b. In the light of the results of the monitoring and evaluation of students' language abilities, s/he evaluates English language curriculum, learning environment, measurement tools, teaching strategies and productivity.

4. To be able to reflect the results of the assessment and evaluation intended to identify students' language developments to teaching practices

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he is aware of the fact that the results obtained from the assessment and evaluation are important for the future practices.	a. S/he redesigns teaching strategies, learning environment, measurement methods and techniques in the light of the results of evaluation.	a. S/he reflects the results obtained from the assessment and evaluation to teaching methods and techniques.
	b. S/he does improvement works to overcome deficiencies in students' language skills considering the results of the evaluation.	b. S/he guides parents and students to set new learning objectives for themselves according to the results of the evaluation.

THE COMPETENCY DOMAIN
4) To collaborate with the school, parents and society
The Scope: This domain involves collaboration with parents to support the process of English language learning, being leader of society, making school centres of culture and learning, ceremonies and organisations held in the school.

1. To be able to collaborate with parents about development of students' language skills.

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. S/he informs parents about their role and importance of development of students' language abilities.	a. S/he collaborates with parents about the monitoring language development of the students.	a. S/he organises extramural activities such as singing songs, reading poems, role-plays with students and shares them with parents.

2. To be able to collaborate with relevant institutions, organisations and people to make students grasp the importance of using foreign language

| Performance Indicators | | |
A1 Basic	A2 Medium	A3 Advanced
a. By emphasising the importance of using	a. S/he organises activities intended to	a. S/he enables to create environment by

foreign language, s/he directs students to do research.	enable students use foreign language by using various materials.	collaborating parents, organisations, institutions and people in immediate and distant environment to enable students use foreign language.

3. To be able to make students aware of the importance of the national festivals and ceremonies and enable their active participation

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. Evoking significance and importance of the national festivals and ceremonies among the students, s/he motivates them to participate in them.	a. S/he assigns students duties and tasks considering their interests and abilities in the ceremonies.	a. Collaborating with other schools, s/he enables students' active participation in national festivals and ceremonies.

4. To be able to make organisation and management of the national festivals and ceremonies

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he carries out duties in ceremony organisations in the direction of ceremony regulations.	a. S/he provides students with guidance while they are preparing for the national festival and ceremonies.	a. S/he carries out organisations of the national festivals and ceremonies collaborating with other schools.
	a. S/he collaborates with all the teachers in the national festivals and ceremonies.	

5. To be able to collaborate with the society in order to render school a culture and learning centre

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is aware of their and school's responsibility to render the school a	a. S/he collaborates with an organisation or institution in an	a. S/he collaborates with the organisations or institutions in immediate

		immediate surroundings in order to render school a culture and learning centre, establish reading culture and to increase the communication between the school and society.	or/ and at distance to render the school culture and learning centre
b.	S/he identifies institutions and organisations, non-governmental organisations which can be collaborated with in order to render school a culture and learning centre and informs students about these institutions and organisations.		b. S/he prepares environments that support the learning societies which students, parents and teachers participate in.

6. To be able to be society leader		
Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he gives importance to the economic, social and educational needs of the environment school is in	a. S/he creates solutions with the society to fulfil economic, social and educational needs of the environment school is in	a. S/he develops national and international projects with society to fulfil economic, social and educational needs of the environment school is in
b. S/he creates opportunities to express economic, social and educational needs of the environment school is in.	b. Collaborating with the people/organisations and institutions in immediate surroundings to fulfil economic, social and educational needs of the environment school is in s/he organises activities.	b. S/he shares the activities intended to fulfil economic, social and educational needs of the environment school is in with people in different networks.
c. S/he identifies the needs of the school environment such as economical, social and educational	c. S/he motivated to fulfil the needs of the society such as economical, social and educational.	

THE COMPETENCY DOMAIN
5) To be enable his/her professional development in English Language Teaching
The Scope: This domain involves the practices of the teacher in terms of professional development to support the process of English language teaching

1. To be able to determine professional competencies

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he makes self-evaluation to determine his/her professional competencies.	a. S/he makes objective self-evaluation based on competencies of teaching profession.	a. S/he uses various methods to follow the effects of the practices on students and colleagues.
b. S/he keeps record of the practices intended to determine his/her professional competencies	b. S/he uses various methods to follow the effects of the practices such as classroom management, preparing materials, collaboration with parents, assessment and evaluation on students in the education process.	b. S/he benefits from the opinions of parents', student, colleagues and administration while determining his/her professional competencies.
	c. S/he determines his/her professional needs in the direction of colleagues criticisms and suggestions.	

2. To be able to enable his/her personal and professional development in English language teaching

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is motivated to follow various publications about the language, literature and practices of teaching process to support the English language teaching.	a. S/he utilises technology in the process of research, planning and evaluation	a. S/he participates in conferences, panels, scientific meetings and seminars to present papers, posters or as speaker in order to share good examples in their practices

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b. S/he makes individual professional development plan.	b. S/he participates in the conferences, panels, scientific meetings and seminars about English language teaching as listener	b. S/he studies in their field in academic level .

3. To be able to utilise scientific research methods and techniques in professional development practices

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he is aware of the necessity of scientific research methods and techniques in the practices of English language teaching.	a. S/he pays attention to scientific research methods and techniques in their research about professional development.	a. S/he creates some products such as article, project that are about English language teaching prepared in accordance with the scientific research methods and techniques

4. To be able to reflect their research intended to enable professional development on their practices

Performance Indicators		
A1 Basic	A2 Medium	A3 Advanced
a. S/he believes in the necessity of reflection of research intended to enable professional development on classroom.	a. S/he reflects their research intended to enable professional development on the teaching practices.	a. S/he collaborates with their colleagues to reflect research on professional development on the practices of teaching.

APPENDIX B – THE DISTRIBUTION OF THE CITIES BASED ON THE
THREE REGIONS OF SERVICE
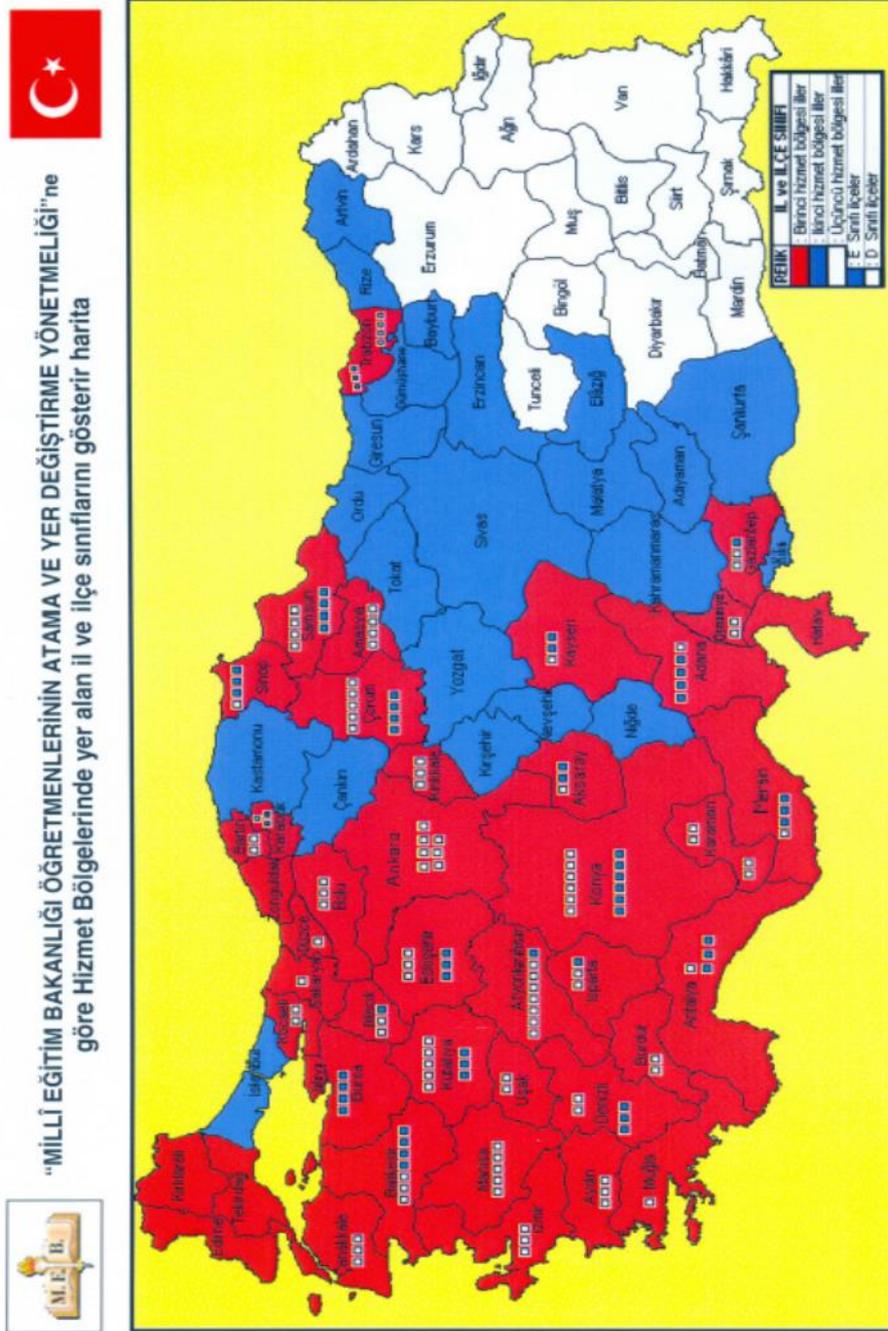
APPENDIX C – INFORMATION ABOUT THE PARTICIPANTS

ID	Gender	City	School Type	Experience	Graduation	Past Experience (City/School Type)
P1	F	Istanbul	Secondary	20 years	ELT – 19 Mayıs University	Bursa (Primary School), Erzurum, Bodrum, Ankara, İstanbul (Anatolian High School)
P2	F	Istanbul	Secondary	9 years	ELT – Marmara University	Gezbe (Super High School) Istanbul (High School)
P3	F	Istanbul	Secondary	13 years	ELT - Istanbul University	Hatay – Primary School İstanbul (High School)
P4	F	Istanbul	Secondary	28 years	ELT – Marmara University	Malatya (primary school) Istanbul (secondary school)
P5	F	Istanbul	Secondary	13 years	ELT – Middle East Technical University	Kırklareli (Super High School) Istanbul (primary school)
P6	F	Konya	Primary	12 years	ELT – Selçuk University	Konya (both primary and secondary schools)
P7	F	Konya	Primary	14 years	English Language and Literature – Selçuk University	Konya (both primary and secondary schools)
P8	F	Konya	Primary	15 years	English Language and Literature –	Konya (both primary and secondary schools)

					Selçuk University	
P9	F	Konya	Primary	6 years	ELT – Selçuk University	Konya (primary school)
P10	F	Konya	Primary	21 years	ELT – Selçuk University	Van (secondary schools) Konya (primary school)
P11	F	Ankara	Secondary	19 years	Sociology – Middle East Technical University	Ankara – (primary school)
P12	F	Ankara	Primary	19 years	ELT– Gazi University	Ankara (primary)
P13	M	Ankara	Primary	10 years	ELT– Gazi Üniversitesi	Ankara (primary)
P14	F	Ankara	Secondary	16 years	Chemistry Education - Middle East Technical University	Ankara (primary and secondary schools)
P15	F	Ankara	Secondary	14 years	ELT – Uludağ University	Malatya (Anatolian High School) Ankara (secondary school)
P16	F	Ankara	Secondary	13 years	History - Middle East Technical University	Kastamonu (primary school) Ankara – (Anatolian High School) Ankara – (secondary school)
P17	F	Ankara	Primary	13 years	ELT – Selçuk University	Ankara – (primary school)
P18	M	Bolu	Secondary	27 years	ELT – Selçuk University	Erzurum (primary school) Bolu (Anatolian high school)
P19	F	Bolu	Secondary	19 years	ELT – Selçuk University	Zonguldak - (Super High School)
P20	F	Bolu	Secondary	13 years	Biology - Marmara University	Bolu (primary school)

P21	F	Ankara	Primary	27 years	ELT – Selçuk University	Ankara (secondary school)
P22	F	Ankara	Primary	25 years	ELT – Çukurova University	Adana (primary and high schools)
P23	F	Ankara	Primary	13 years	History - Middle East Technical University	Sivas – (Anatolian High School/ Anatolian Teacher School) (Ankara Anatolian High School/primary school)
P24	M	Eskişehir	Secondary	12 years	English Language and Literature – Selçuk University	Kütahya (primary school) Niğde (secondary school)
P25	F	Eskişehir	Primary	6 years	ELT – Anadolu Universitesi	Yozgat Eskişehir
P26	F	İzmir	Primary	14 years	ELT – Middle East Technical University	Konya (High School)
P27	F	İzmir	Primary	18 years	ELT– 9 Eylül University	Abroad Africa (in an English school) – 10 years Istanbul (high school)
P28	F	İzmir	Primary	18 years	ELT - Atatürk University	Kahramanmaraş (secondary school)
P29	F	Sivas	Primary	9 years	ELT – Uludağ University	Sivas (high school and primary school)
P30	F	Sivas	Primary	6 years	ELT – Selçuk University	Kayseri (primary school)
P31	F	Sivas	Secondary	15 years	English Language	Sivas (primary school)

					and Literature – Cumhuriyet University	
P32	F	Sivas	Secondary	5 years	English Language and Literature – Cumhuriyet University	NONE
P33	F	Sivas	Secondary	12 years	English Language and Literature – Cumhuriyet University	Sivas (secondary school)
P34	F	Sivas	Secondary	6 years	ELT – Ataturk University	Sivas (primary school)
P35	F	Malatya	Primary	1 year	English Language and Literature – Karadeniz Technical University	NONE
P36	M	Adıyaman	Secondary	6 years	English Language and Literature – International Cyprus University	NONE
P37	F	Şırnak	Primary	3 years	ELT – Anadolu University	NONE
P38	F	Diyarbakır	Primary	9 years	ELT – Dicle University	Diyarbakır (secondary school)
P39	M	Hakkari	Primary	2 years	ELT – Anadolu University	6 years in private primary schools
P40	M	Gaziantep	Secondary	3 years	English Language and	NONE

				Literature – Cumhuriyet University	
P41	M Hatay	Secondary	16 years	English Language and Literature – 9 Eylül University	Malatya (primary school)

APPENDIX D – THE INTERVIEW GUIDE (IN TURKISH)

A. Genel Sorular (Demografik Bilgiler)

- Hangi üniversiteden kaç yılında mezun oldunuz?
- Kaç yıldır İngilizce öğretiyorsunuz?
- Hangi okullarda görev yaptınız?
- Kaç yıldır bu okulda çalışıyorsunuz?
- Hangi seviye gruplarına haftada kaç saat İngilizce dersi veriyorsunuz?
- İngilizce sınıfında kaç öğrenciniz var?
- Lisansüstü eğitiminiz var mı?

B. Öğretmenlik ve Mesleki Gelişim

- Öğretmenliği nasıl tanımlarsınız? Bir meslek midir, yoksa iş mi?
- Sizce öğretmenliği bir meslek haline getiren asgari koşullar nelerdir?
- *Mesleğinde profesyoneldir* dediğimiz bir öğretmen sizce hangi özelliklere sahiptir?
- İngilizce öğretmenlerinin mesleki gelişimi ile İngilizce dil yeterlik seviyeleri arasında bir ilişki var mıdır? *Varsa, nasıl bir ilişki söz konusudur?*

C. Mesleki Gelişim İhtiyaçları

- İngilizce öğretmeni olarak mesleki gelişim ihtiyaçlarınız nelerdir? *İngilizce öğretimi planlama, uygulama ve değerlendirme süreçlerini düşündüğünüzde hangi alanlarda mesleki gelişim ihtiyacınız olduğunu düşünüyorsunuz?*
- Çalıştığınız okul, seviye grubu, ve içinde bulunduğunuz sosyo-ekonomik koşullar farklı mesleki gelişim ihtiyaçları yaratıyor mu? Neden?
- Size göre İngilizce öğretmenlerinin mesleki gelişimi ile diğer branş öğretmenlerinin mesleki gelişimleri arasında nasıl bir fark vardır? Lütfen açıklayınız.

D. Mesleki Gelişim Faaliyetleri

- İngilizce öğretmeni olarak mesleğinizde kendinizi geliştirmek amacıyla hâlihazırda ne tür faaliyetlerde bulunuyorsunuz? *(seminer/konferanslara*

katılma, literatür takip etme, online forum/grup üyeliği, mesleki örgütlere üye olma, eylem araştırması, yansıtıcı düşünme)

- Son 5 yıl içerisinde ne tür hizmetiçi faaliyetlere katıldınız?
  Bu faaliyetlere katılım gönüllülük esasına mı dayalıydı? Size hangi açılardan faydası oldu? Bu eğitim faaliyetlerini ne derece sınıf uygulamalarına yansıtabildiniz? Bu eğitimlerle ilgili değişmesini istediğiniz her hangi bir şey var mı? Daha etkili olmaları için önerileriniz var mı? Okul yönetimi bu faaliyetlere katılmanız konusunda size ne derece destek oluyor?
- Kurumunuz tarafından mesleki gelişiminiz için size sağlanan ancak sizin yararlanmadığınız / kullanmadığınız olanaklar var mı?
- Birlikte çalıştığınız İngilizce zümresi öğretmenlerinin ve diğer branş öğretmenlerinin mesleki gelişiminize katkısı oluyor mu? *Nasıl?*
- Kullandığınız yöntemlere ek olarak başka ne tür mesleki gelişim faaliyetlerinde bulunmak isterdiniz?
- Kurumunuzun size sağlanmasını istediğiniz başka mesleki gelişim olanakları var mı? Lütfen açıklayınız?
- Hayalinizdeki gibi bir hizmet-içi eğitim düzenlemenizi sağlayacak yetkiniz ve kaynaklarınız olduğunu farzedelim. Bu eğitimin içeriği ve yaklaşımı nasıl olurdu? Kimler tarafından nerde nasıl gerçekleştirilirdi?

E. Mesleki Gelişim Konusunda Yaşanılan Sorunlar

- Mesleki gelişim ihtiyaçlarınızın karşılandığınız düşünüyor musunuz?
- Mesleki olarak gelişmenize engel olan ne tür sorunlar yaşamaktasınız?
  Bu sorunlar sizce daha çok kişisel mi? Yoksa daha çok sizin dışınızdaki faktörlerden mi kaynaklanmakta? (çalıştığınız kurum, eğitim politikası, çalışma koşulları, iş arkadaşları, müfredat vs.)
- Çalışma hayatınızda neler değişirse, ne gibi olanaklar sağlanırsa kendinizi mesleki anlamda daha çok geliştirebileceğinizi düşünüyorsunuz?
- Sizi mesleki anlamda geliştirecek ideal ortam nasıl bir ortamdır?

APPENDIX E – THE INTERVIEW GUIDE (IN ENGLISH)

A. General Questions (Demographic information)

- Which university did you graduate from and when?
- How long have you been teaching English?
- Which schools did you work at?
- How long have you been working at this school?
- Which levels of English and how many hours a week do you teach?
- How many students do you have in your English classes?
- Do you have a graduate degree?

B. Beliefs on Professionalism and Professional Development

- How do you define *teaching*? Is it a profession or an occupation?
- In your opinion what are the minimum requirements to consider teaching as a profession?
- Which qualities do you think a *professional teacher* has?
- Is there a relationship between professional development and level of English language proficiency? If any, can you explain this relationship?

C. Professional Development Needs

- What are your professional development needs as an English language teacher?
  In which areas do you think you need professional development considering the planning, implementing and evaluating processes of English language teaching?
- Do you think your school, student level and the socio-economic factors in your environment create different professional development needs? Why?
- In your opinion what is the difference between professional development practices of English language teachers and teachers of other branches? Please explain.

D. Professional Development Activities

- What types of activities are you currently engaged in to develop yourself professionally as an English language teacher? *(attending seminars/*

conferences, following the literature, membership in online forums/groups, membership in vocational organizations, action-research, self-reflection)

- What kind of in-service training programs have you attended in the last 5 years? *Was the participation in these activities on a volunteer basis? In which aspects did you benefit from these activities? To what extent were you able to apply these activities in your classroom teaching practices? Are there any changes you would request related to these trainings? Do you have any recommendations to make them more effective? How supportive is your school administration on your participation in these activities?*
- Are there any opportunities that were provided for you by your institution but you could not attend/ benefit from?
- Do your colleagues in your English language division or other branch teachers contribute to your professional development? *If any, how?*
- In addition to the practices you employ, what other kinds of professional development activities would you like to be involved in?
- Are there any other professional development opportunities you would like to be provided by your institution? Please explain.
- Let's assume that you have the authority and sources to develop the in-service training you have dreamt of. What would be the content and the approaches of this training? Where and by whom would it be delivered?

E. Perceived Challenges to Professional Development

- Do you think your professional development needs are met?
- What kind of challenges that hinder your professional development do you experience? *Do you think these problems are mainly intrinsic? or Do they mainly stem from extrinsic factors (your institution, educational policies, working conditions, colleagues, curriculum, etc.)?*
- What kind of changes in your work life or new opportunities, do you think, would allow you to develop yourself more professionally?
- What is the ideal environment that will develop you professionally?

(1)	Bence yaşam biçimidir. Öğretmenlik ders bittikten sonra biten bir iş değildir her zaman ve her yerde öğretmensiniz. (P39)
(2)	Sanattır. Yani bunu ben ilk senelerde ben de pek anlayamadım; ama bu meslekte gerçekten ilerledikçe ve gözlemledikçe bu işi yaptığınız zaman bu işin aslında tamamen bir sanat olduğunu görüyorsunuz. Yani öğretmek çok farklı bir şey. Siz çok şey biliyor olabilirsiniz. Hem insan yetiştirme sanatı hem de insanları tanıma. (P14)
(3)	Bence öğretmenlik bir sanattır. Öğretmenlik, bazı özel yetenek ve yaratıcılık gerektirdiği için bir sanattır. Öğretmen, etkili sınıf yönetim becerilerine sahip bir orkestra şefidir aynı zamanda. Görevimiz de sahip olduğumuz yetenekler doğrultusunda öğrenciye rehberlik etmektir. (P40)
(4)	Vallaha öğretmenlik bence hani bir anne gibi aslında. Hani gidip de paranızı almak için yapılan bir meslek değil. Tamamen kişiliğinizle oynadığınız bir oyun diyorum, ben. Hani gelip kendin çocuğunuzla nasıl ilgileniyorsanız o şekilde. Hani bir job olarak görmüyorum hiçbir zaman, görmüyorum. Onu yaptığınız zaman da gitmiyor. (P31)
(5)	Bu iş çocukları pikniğe götürmeyi, onlara ilaçlarını içirtmeyi, ailelerine gitmeyi yada onlarla sürekli iletişim halinde olmayı gerektiriyor. Yani hayatın içindeki herşey işinizin bir parçası haline geliyor (P7)
(6)	Ben bana öğretmen denmesindense eğitimci denmesini isterim (P8)
(7)	Bu iş sevgi işi. Sevgi ve saygı işi, yani tamamen sevgi ve saygıya dayanıyor (P23).
(8)	Çocukları çok sevmeniz gerekiyor, hani sabır gerektiriyor. Gerçekten bildiğiniz bir şeyi birisine aktarmak çok güzel. Hani onlara bilgi aşılıyorsunuz. Diğer mesleklerde sevmek, müşteriyi sevmek gerekmiyor herhalde. Avukat demiyordur herhalde değil mi suçluyu sevmem gerek diye. Mesela bir doktor bir hastayı sevemez. (P25)

(9)	Özveri kesinlikle. Yani en büyük şeyi özveri gerektirmesi. Yani özverili olmazsanız kesinlikle öğrenciye hiçbir şey veremezsiniz. Onları her şeyiyle tanımanız lazım. Çünkü sizi tanımayan, bilmeyen öğrenci kesinlikle sizinle iletişime girmez, sizi de sevmez ve sizi sevmeyen öğrenci sizin öğrenciniz değildir. Mutlaka sevmesi gerekiyor. Çünkü o iletişimi kurabilmek için mutlaka sevmesi gerekiyor. Sevdiği zaman sizinle iletişime geçiyor ve dolayısıyla öğretmeni daha çok dinliyor. Yani normal günlük hayatımızda da öyledir değil mi günlük hayatımızda. İnsanla uğraşmak. Hani biz kimi dinler, bizi sevenler dinler. Biz de kimi dinleriz, sevdiğimizi, sevdiklerimizi dinleriz değil mi hocam? Yani gerçekten o çok önemli. O da özveriyle oluyor. Onları her şeyiyle tanımak, işte onlarla ilgili işte daha doğrusu aile hayatına kadar, ev hayatına kadar, dışarıdaki sosyal hayatına kadar, ekonomik hayatına kadar, her şeyini tanırsanız çocuğun ve ona daha da yakın davranırsanız, çocuk bunu zaten görüyor bir şekilde öğrenci, daha sana farklı oluyor yaklaşımı. (P24)
(10)	Yani sevgi bir kere olması lazım. Sabır muhakkak olması lazım. Seviyesine inebilmeniz lazım. Bunlar çok önemli. Çünkü başka türlü yapılmaz. Zor çünkü. (P12)
(11)	Öğretmenin kesinlikle sabırlı olması gerekiyor. Çocuğun kapasitesini görebilmesi gerekiyor. Eğilimlerini görebilmesi gerekiyor. Her çocuğun "başarı" diye nitelendireceğimiz şeyi çok farklı bir kere. Şimdi eğer öğrenciye yaklaşımınızı farklılaştırdığınız an en önemlisi onlar değer görmek istiyor. İnsan olarak kabul edilmek, bir birey olarak kabul edilmek istiyor. Böyle yaklaşırsak çocuğun başarısı da çok fazla artıyor. Bu anlamda meslek diyorum. Anlatıp anlatıp gidersin falan değil, eğer çocuktan daha başarı daha onda olumlu davranışlara bir dönüşüme yol açmak istiyorsan en azından model olmak, onu yapmak istiyosan, çocukla iletişim kuramıyorsan çocuk asla gelmiyor sana. Öyle farklı bir ilişki kurmuyor seninle (P11).
(12)	ruh hallerini bilmek, ilgi alanlarını bilmek, dersi ona göre anlatmak çok önemli. Öğrencilere ulaşamıyorsanız, bilginizin hiç bir anlamı kalmaz (P38)
(13)	seviye grubundaki farklılıklar çok önemli. Çünkü A öğrencisinin zaten çok iyi bildiği ancak B öğrencisinin bilmediği bir dilbilgisi yapısını sınıfta anlatma ve onunla ilgili alıştırmalar yapmak dersin seyrini olumsuz etkileyebiliyor (P41).

(14)	Ama burada sınıflarda mesela kaynaştırma eğitimi adı altında ondan haberiniz vardır herhalde böyle öğrenebilir düzeyde öğrenciler sınıfın içerisine konuluyor ama bu öğrenciler için ayrı bir şey düzenlenmesi gerekiyor. Her sınıfta böyle bir iki tane çok sorunlu öğrenci oluyor. Böyle kinestetik eğitimler gerekiyor (P15).
(15)	Yoğun bir müfredat var bence üniteler çok fazla 4-5 sınıflarda 14 tane ünitemiz var. Her hafta bir konu, o konular içerisinde bir sürü kelime var. O kelimeleri öğretmek için çabalıyorsunuz elinizde bir müfredat var. Çocuklar mesela TUDEM in sınavlarına girdiği zaman bir şeyler becersin istiyorsunuz, onlardan geri kalmasın diye biraz müfredata yüklenmek zorunda kalıyorsunuz. Bu sefer de sınıfta düzeni bozan ya da kaynaştırma eğitimi alan öğrenciler arada kaynıyor, onlara çok fazla bir ilgi gösteremiyorsunuz maalesef (P26).
(16)	her neslin farklı zevkleri, sevmedikleri şeyleri özellikleri var. Eskiden biz 10-15 yılda bir yeni bir nesil ile karşılaşırdık. Ama şimdi neredeyse her yıl yeni gelenler sanki farklı bir nesilden geliyor. Ee tabi bu çocuklara farklı yöntemlerde kullanmak gerekiyor (P28)
(17)	Mesleki gelişim ihtiyacım olarak şeyi çok isterim mesela, bir konuyu farklı bir şekilde nasıl verebilirim, aktarabilirim? İlave olarak neler ekleyebilirim, çocuğun sıkılmaması için neler yapabilirim. (P16)
(18)	Yani bizim bir kere ihtiyaçlarımızı karşılayacak bir hizmet içi eğitim yok. Yani en başta dedim ya bizim kendimizi yenileyebilmemiz adına, farklı farklı yöntemler öğrenmemiz gerekiyor (P28)
(19)	Daha değişik şekilde farklı aktiviteler kullanarak nasıl anlatabilirim, bu konuda ihtiyacım var. Mesela biz şuanda İngilizce kursuna gidiyoruz, kurs diyeyim artık. İşte Anadolu Üniversitesinden bir öğretmen arkadaşımızın verdiği bir kurs. İşte reading nasıl öğretilir, speaking nasıl öğretilir gibi. Milli Eğitimin; ama gönüllü olanlar katıldık. Mesela orada çok farklı aktiviteler görüyorum. Diyorum şu yarışma çok güzelmiş. Hani çocuklara bunları nasıl adapte edebiliriz, konuları nasıl anlatabiliriz? Orada hem uygulamalı olarak hem kendimiz oynuyoruz hem öğreniyoruz. Mesela onları not alıyorum ben, işte gelince nasıl yapabilirim. Böyle çok farklı, güzel aktiviteler öğreniyorum ve bu yönde yani kendimi geliştirmek isterdim ben etkinlik gelişiminde materyal gelişiminde (P25).
(20)	En iyi okuma-anlama etkinliği, konuşma etkinliği ve yazı yazma ve yazdırma etkinliği nasıl olmalı? Bu etkinlikleri dikkate alarak ders

tasarlamadaki sorunlarımız. Materyal eksikliği ve yabancı yayınevlerinde basılmış olsa da ders kitaplarının tekdüzeliği ve sıkıcılığı. Ancak her bir yetiyi, konuşma, yazma, okuma, dinleme, kelime ve dilbilgisi, ayrı ayrı düşünmek, o yetiyi dikkate alarak dersin planlamasını yapmak gerekiyor galiba. Bu da çok ama çok zaman demek. Yardıma ihtiyacımız var (P41).

(21)	Sizi bir şekilde toplantıya almaları, bir şekilde metotlarınızı, neler yapıyorsunuz ya da size sık sık ders verecek birilerinin getirilmesi gerekiyor ki olgunlaşmanız gerek (P31).
(22)	Bazen rutin ders yapmak zorunda kalıyoruz test yapmak zorunda kalıyoruz vs. araya ufak bir ice-breaker koysak dersin maydanozları eksik, öyle diyeyim. Öyle bir sorun var. Giriş çıkışta da tuzu olmuyor mecburen. Biz 10-15 tane bildiğimiz şey vardır 4 ten alıp 8 e kadar çocuğu getirince çocuklar da biliyor artık ne yapacağımızı yani en basiti çuf çuf yapacağız diyorlar, araya bir şey koyuyor çok klasik bilinen şeyler var. Bunlar çeşitlendirilebilir, bu biraz öğretmenin üretkenliğiyle alakalı ama o kadar üretken olamıyoruz biraz da telaşlar giriyor, başka şeyler giriyor. Bildiklerimiz sınırlı oluyor (P29)
(23)	İngilizce öğretmenliği aslında toplum tarafından işte dördüncü sınıftan beri biz İngilizce öğreniyoruz hani konuşamıyoruz falan gibi söylemler olduğu için bazı insanlara göre [İngilizce öğretmenleri] en çok geliştirilmesi gereken bir grup gibi düşünülüyor aslında (P32).
(24)	keşke böyle işte listening ile ilgili speaking ile ilgili gerçekçi uygulanabilir yöntemlerin olduğu seminerler olsa, bunlarla ilgili bilgi paylaşımında bulunsak. Çünkü şu anda onu öne çıkartıyorlar. Hep işte çocuklara gramer öğretmeyin, listening öğretin, speaking öğretin, konuşabilsinler. Bi de yöntemini gösterseler bize. Yapın; ama nasıl? Nasıl olduğunu gösterseler keşke. Nasıl yapılacağını gösterseler (P5)
(25)	İşimize yarayacak düzeyde aktiviteler göstermeliler bizim öğrenci seviyemize uygun, onları konuşturabilecek…kullanın deyip geçmemeliler. Nasıl kullanacağımızı da hani aktivitelerle değil mi göstermeleri lazım örneklerle (P33).
(26)	Bu sistemle nasıl yeni kelime öğrenecek ki? Benden mi öğrenecek? (P11)
(27)	Şimdi biz de aslında hani bizim için de iyi olur İngilizce anlatmak dersi. Hani sonuçta İngilizce anlattığımız zaman biz de kendi şeyimizi yenilemiş oluyoruz. Diğer tüm konuşmayınca konuşmayı bile

unutuyor insan. Öyle olmuyor mu yani? Ama hani bunu yapın deyip geçmemeliler seminerlerde. Konuşun deniliyor da bu seviye grubuyla bunu nasıl yapacağız. Gerçekten sınıfta bunun nasıl yapılabileceğini göstermeleri lazım bize (P34).

(28)	Derste de sınıfta da şey oluyor, İngilizce anlatıyorum dersi yani her zaman anlatmıyorum. İngilizce anlatıyorum, bayağı böyle gidiyoruz gidiyoruz bir kısmı anlıyor, yani 40 kişi sınıf 10 kişi anlıyor. 10 kişi anlamaya çalışıyor. Öbür 20'si yüzüme bakıyor. Yani boş boş bakıyorlar. Sonuçta bizim işimizi kimse yani müdür gelip sen bu konuyu niye böyle anlatıyorsun demez ki. Benim kendi vicdanımla alakalı bir şey. Ondan sonra hadi onlar da anlasın diye Türkçeye dönüyorum. Bu sefer böyle kopuyor. Yani çocuklar zaten konuşmuyorlar. Bazen speaking yaptırayım diyorum. İşte onlar da konuşmuyorlar ve yes, okey, no bu kadar. Cümle kurmaya çalışıyorlar kuramıyorlar (P17).
(29)	Ben kendimi düşününce, şunu diyorum. Bana da önce ne yapmam gerektiğini öğretecek. Hakikaten ben kendimi hevesli varsayıyorum. Ama kendimi çaresiz ne yapacağımı bilmez hissediyorum. Anlatabiliyor muyum? Onu gelip burada uygulamaya çalıştığımda yürümüyor burada. Öğrenci geliyor hocam bu böyle olmasın. İlk isyan eden karşıda ki çocuk oluyor. Hocam biz böyle yapamıyoruz gramere dönelim. Belki ben iyi beceremedim bilmiyorum… Yani şey [öğrenci] ne istediğini bilmiyor ve bende bir inisiyatif koyamıyorum. Gerçekten ben buna tamam bir yığın tense öğretmeyim de bana verdiğin bir yığın müfredat var. 9. Sınıfta passive, if clause' lar var. Reported speech'e kadar bile geliyor 1. Sınıfın müfredatında. Ya sen kardeşim şu tense'lerin her birini öğretmeyeyim. İyi de ben ne kadar ne öğreteyim. Bunları öğrenemeyeceği belli, çoğu gramer açısından ezberleyebilir belki. Gramer açısından. Ben ne öğreteceğim? Şimdi bunları benden istiyorsun. Hayır, olmaz. Bu bunların hepsini öğrenemez, o zaman bırak gramerle tepesine binelim, gramer eskisi gibi gitsin. Öyle değilse ben burada ne öğretmeliyim? (P11)
(30)	Ben şunu merak ediyorum öğretmek değil de, bize geliyorlar müfettişler soruyorlar niye bu çocuklar İngilizce konuşamıyor, niye yani. Aslında toplasan yani şimdi kırk kişilik sınıfta tabi 5-6 kişinin konuşabilmesi başarısızlık değil, ben başarı olarak görüyorum yani kırk kişilik sınıfta, aslında on kişi olması gerekiyor yabancı dil için en fazla 15. Bir de haftada 2-3 saat ile kimi konuşturabilirsin ki? Kullanım alanı çok az. Ama bunu anlamıyor Milli Eğitim diyor ki bu

hedeflere bu müfredatla ulaşacaksın. Bu şartlarda olmaz yani. Sınavlar da var başımızda. Biz test tarzı grammar ağırlıklı dil öğretiyoruz, konuşma merkezli değil. Konuşmayı nasıl öğreteceğiz? (P23)

(31)	O bize kurs da öğretmeye çalıştıkları ile hazırlanmış bir kitap [vardı]. Bende onu çocuklara aldırttım. Onu okutuyorduk bıraktık yarıda kitabı. Benim hoşuma gidiyordu hatta grameri de fazla değildi. En fazla şey de bitiyordu zaten, simple past ta bitiyordu. Perfect bile yoktu. Yürümedi. Ve çok da güzeldi o kitap. Kitabın üzerinde alıştırmalarda çalışıyor, deftere ihtiyaç yok bilmem ne yok. İletişimsel onları uygulamaya çalışıyorsun. Belki ben iyi beceremedim bilmiyorum. Ben başka görsel şeyler kullanamadım. Artı sınıfların kalabalıklığı, ders saatinin yetersizliği de var. Yoklama alırsınız, şu bu bir bakıyorsunuz ders bitiyor yani. Bunları bilecek adam lazım işte (P11).
(32)	Şöyle bir şey var kitaplar iletişimsel ancak oradaki kelimeleri çocuk bilmiyor. Oturup onları çalışması lazım. Biz versek bile ezberlemiyor… Ondan sonra öğretmen olarak şöyle bir paniğe kapılıyor insan. Şimdi o vermiş, bir diyalog veriyor bilmem ne, sen o diyaloga baktığında bilmem kaç tane tense görüyorsun o diyalogun içinde. O tense'leri verme çabası içine giriyorsun. Öğretmedik daha metinde var onun telaşına giriyorsun. Şimdi biz o zamanı vermiyoruz çocuklara, Vermiyoruz, kalıplar vermiyoruz, metnin bütünü içerisinde onu kullanabilmeyi vs. Mesela oyun şekliyle vs. lise öğrencisini o şekilde sınıfta tutabilmek, ondan sonra, onun yapmasını beklemek, ben onu denedim ve büyük bir hüsran yaşadım. … Ama hiç yok, kökeni yok. Yok, çocuk bir şey söylemek istese bile dilsiz. Kelime yok, Ama öğretmenlerde sabırsız, eski sisteme alışmışlar. Uygun söyleyecek, bilmem ne söyleyecek. O yüzden bir sıkıntı yaratıyor. Çocukların birde isteksizliğini düşün. Ben nasıl değerlendireceğim kaygısı birde tüm bu şekilde verdiğin zaman sanki toplamında çok az bir şey vermiş gibi hissediyor öğretmen. Bir şey öğretmedik ya ne öğrettik gibi falan oluyor. Öyle sıkıntılar, birde çocukları bıraktığın an bir şey yapmıyorlar. Mesela orada hep grup çalışmaları 3'lü 2'li 4'lü vs. onlar da lagada lugada Evet, kalmıyor, birkaç ilgili çocuk onunla uğraşıyorsa bile oda bir iki tane oluyor. O da çok yıpratıyor bu sefer sınıf düzenini koruyamaz oluyorsun (P32)
(33)	İlk kez 13 yılda bir hizmet içi eğitime çağrıldım. Orada bir gördüm, çok da traditional kaldığımı fark ettim aslında. Hani koşullar gereği de hani hep tahta başı gramer veren gramer anlatan bu buradan gelir,

buradan gideri anlatan bir öğretmen modeli olduğumu gördüm. Çok farklı yöntemleri keşfettim, fark ettim. Hani bunlar önemli. Neden? Şöyle bir eksik var bende. Bir kere zaten hani İngilizce öğretmenliği mezunu olmadığım için İngilizceyi biliyorum ama nasıl öğretileceği konusunda ben kendim kör topal, kendi yöntemlerimi geliştirerek geldim buralara. Formasyon aldım, ama hani metodoloji yok bende. Formasyonda tarih mezunu olduğum için tarih üzerine aldım sonra eğitim psikolojisi onlar genel ve tarih anlattım stajımda ve tarih öğretmeni olarak yaptım. Hani ben hep bunu gelen müfettişlere de söylüyorum. Hani en büyük eksikliği kendimde böyle hissediyorum. Bilmiyorum. Hani metodları yöntemleri görmedim, öğrenmedim. Yani çünkü yoldan geçeni bir dönem İngilizce öğretmeni olarak aldılar. Hani benim eksikliğim bu. Bunu da kendim bir şekilde halletmeye çalışıyorum. Ha şöyle de bir şey söyleyebilirim. İngilizce öğretmenliğinden mezun olan birçok arkadaşımdan da iyi öğretiyor ve iyi biliyor olabilirim. Onunla alakası yok; ama bunu zaman zaman hissetmişimdir çocuğa aktarırken neler yapılmalı, ne yapmalıyım diye. Yine aynı şey geliyor. Aslında yine aynı noktaya geliyoruz. Eğitim, Türkiye'deki eğitim sistemindeki eksiklerden en büyük eksiklerden biri. Öğretmen yetiştirme. Birincisi öğretmeni hizmet içi eğitime tabi tutup güncelleme, diri tutma (P16).

(34)	Örneğin geçen metodolojinin eksik olduğunu düşünüyordum; ama bakanlık bize bir haftalık bir eğitim verdi. O çok hoşuma gitti ve genelde de ben örneğin şeyi bu sene çok kullandım orada edindiğim şeyleri. Çünkü ben Kimya eğitimi mezunuyum, İngilizce öğretiyorum. Benim çok çok dışımda bir şey. Yani bi noktadan sonra çok da şey istemiyorsunuz biliyor musunuz? Sadece bir rehber istiyorsunuz (P14).
(35)	Zaten listening konusunda çok eksik var yani İngilizce adına bence. Genel olarak yani ilköğretim, ortaokul, lise hepsinde, yani ilköğretimden alınsa bile bu listening derslerine önem verilse çocuk buraya geldiği zaman bir şey dinlediği zaman böyle afallayarak bakmaz en azından. Kulak dolgunluğu olur, konuşabilir, konuşanı anlayabilir. Bu, bizde bile olan bir eksiklik yani. Bizde mesela üniversitede okuduğumuz zaman, ben hatırlıyorum üniversitede hiç bize listening dersleri yapmıyorlardı. Ama aslında biz öğretmen olacağız bize listening derslerini ağırlıklı vermeleri gerekiyordu. Ama bize gereksiz şeyler veriyorlar bence üniversitede. Yani şuanda öğretmenlikte hiç kullanamadığımız şeyler. Kullanmıyoruz yani öğretmenlikte onları; ama asıl işimize yaracak olan şeyleri üniversite

ortamında vermiyorlar. Ta orda başlıyor yani eksiklik. Asıl orada başlıyor eksiklik. İşte listening/ speaking eğitimi üzerine düşmüyorlar. Bence Türkiye'nin genelinde olan bir sorun bu. Biz niye bu çocuklar konuşamıyor diyoruz; ama biz konuşma eğitimi vermiyoruz zaten. Gramer eğitimiyle okuma eğitimi veriyoruz. Çünkü bize de vermiyorlar ki, bize de vermediler o eğitimi (P34)

(36)	Stajyer öğrenciler geliyor, materyal hazırlama dersleri var. Bizim öyle bir dersimiz yoktu. Biz materyal hazırlamıyorduk, bizim öyle bir eğitimimiz olmadı lisansta. 4. Sınıflara mesela İngilizce eğitimi başlayınca nasıl öğreteceğimiz konusunda bilgisizdik (P22).
(37)	Ben kendi adıma söylüyorum çok yetersiz yetiştik. Çocuklara dil öğretimi konusunda hiçbir bilgimiz yok. (P21)
(38)	Yeni sistemde İngilizce İlkokul 2. Sınıfa indi. Çocuklar daha da erken okula başlayacaklarına göre bu çocuklar 6-7 yaşlarında olacaklar. Bu çocuklara dil eğitimi nasıl verilecek? Young learners'lara eğitimle ilgili seminerler olabilir bence. Buna gerçekten buna gerçekten buna gerçekten çok ihtiyacımız var (P26)
(39)	Doğru yapılan bir değerlendirmenin doğru planlamaya ve bu planlamanın da doğru bir uygulamaya ulaştıracağını düşündüğüm için değerlendirme alanında kendimi geliştirmek isterim. Dil öğretim sürecinin seviye belirlemeyle başlaması gerektiğini düşünüyorum (P36)
(40)	Planlama ve uygulamada pek sıkıntı yaşamıyorum ancak değerlendirme süreci konusunda kendimi biraz daha geliştirmek istiyorum özellikle farklı seviye gruplarındaki öğrenciler için (P38)
(41)	Planlama, uygulama ve değerlendirme süreçleri anlamında olabilir ihtiyacım var diyebilirim. Çünkü burada şey, öğrenci çok kozmopolit bizde. Yani her ne kadar sınavla gelseler de çok düşük bir puanla geldikleri için yani mesela bir Anadolu Teknik, iki Anadolu Teknik sınıfı arasında çok fark olabiliyor. Yani kültürel açıdan da, dil öğretme açısından da farklılıklar fazla olabiliyor. Bunun için de o sınıfa farklı plan, farklı uygulama, farklı değerlendirme gerekiyor. Mesela aynı yazılıyı iki sınıfa yapıyorsunuz; ama çok farklı sonuçlar alınabiliyor (P15)
(42)	hani yeni sistemi bilmiyor, Öğretmenin kendisi alışık değil bu sisteme. Yani hani gramer vermeyince öğretmenlerin çoğu bir şey öğretememiş gibi hissediyor. Değişim çok yavaş olacak burada belli yani olacak

ama çok yavaş olacak, ama eski öğretmenlerin çoğu bunu yapamıyor ya da ben nasıl sınav yapacağım bunu, ya da ne yapacağım, diye düşünüyor. Ve artık böyle mesleki yozlaşma olmuş deformasyon olmuş. Ondan sonra aman ya öff falan gramer kitabını veriyor, tahtaya yazdırıyor (P11)

(43)	Ben nasıl değerlendireceğim kaygısı birde tüm bu şekilde verdiğin zaman sanki toplamında çok az bir şey vermiş gibi hissediyor öğretmen. Bir şey öğretmedik ya ne öğrettik gibi falan oluyor (P11).
(44)	Çocukların yaptıkları proje, performans ödevleri çok sınırlı ve güzel değil yani böyle yaratıcı şeyler yok. Biraz çocukların hani geliştirilmesi gerekiyor. Hani biz ben özellikle bu seminere katılıyorum ki kendimi bir geliştireyim, çocuklara dönem başında göstereyim işte bakın proje böyle olur, performans böyle olur. Ondan sonra çocuklardan da farklı aktiviteler gelsin (P25).
(45)	Ben özel okullarda sürekli seminer ve eğitimlere katılan bir öğretmendim ve bunu da milli eğitimde devam ettirmek istiyorum bence planlama ve uygulama alanlarında daha fazla calışmalara ihtıyacımız oldugunu dusnuyorum. Kaldı ki bizler rubrik değerlendirmelere ve proje öncesi cocuklara nerden ne alacaklarına dair planlari vermeye özen gösteren adil öğretmenler olmaktan yana biraz eksiğiz. bu konuya biraz daha fazla özen göstermeliyiz (P35).
(46)	Özellikle ölçme-değerlendirme konusu. Hala öğrencilerimden performans ödevi olarak toplamakta olduğum hikâye hitapları özetlerini ve onlardan yazmalarını istediğim değişik yazın türlerini hangi kriterlere göre puanlamam gerektiği konusunda kararsızlık yaşıyorum. Yazıda geçen dilbilgisi yapıların çeşitliliği, kullanılan farklı kelime sayısı, yazının dilbilgisel olarak doğruluğu, anlatımın akıcılığı gibi kriterleri düşünmemiz gerekiyor mu? Evetse bu çok zaman alıcı bir süreç olmayacak mı? Sınıftaki diğer öğrencilerin de yazılarını dikkate alarak en etkili değerlendirme yöntemi ne olmalı? (P41).
(47)	Öğrenciler bu sistemden hiç hoşlanmadı. Şey telaşına düştüler, nasıl çalışacağım? Ne yapacağım? Şiddetle baskı uygulamaya çalıştılar. Eski sistem gramer ve not almak. Ezberleyip not alabiliyor. Bunda ilk sınavda şey telaşına düştüler 'nasıl soracaksın' , 'ne soracaksın'. Çünkü her şey bir de nota endeksli, yani çok iyi tecrübe etmişsindir. It doesn't work (P11)

(48)	su an çocuklar site kuruyorlar proje ödevi olarak..Yani bir 15 20 yıl önce ben öğrenciyken 20 yıl önce bir turist görürsem İngilizce konuşabilirdim. Simdi internetten "faceden birine mesaj atabilirim yabancı birine yurtdışından (P26).
(49)	çocukların en büyük ihtiyacı konuşma. Konuşacakları yer yok çocukların. Bu ortamı oluşturabilmek lazım. O da teknolojik biraz, yani teknolojik imkanlarla alakalı. İşte bazı projeler var, gidiyoruz arada seminerlere. İşte yurt dışındaki öğrencilerle ortak çalışma yapılabiliyor. İşte onlarla görüşebiliyor öğrenciler. Yani seminerleri alıyoruz ve böyle çok güzel projeler var. Yani sadece bir online üyelikle yani fazla bir dokümanla falan da uğraşmadan yapabiliyorsunuz bunları rahatlıkla. Yani çok fazla bir prosedürü yok. Böyle ortamları kullanmayı değerlendirmeyi öğrenmeliyiz (P13).
(50)	Yani şimdi teknolojiyi sınıflarda kullandırtacaklar, tablet bilgisayarları yapıyorlar, akıllı tahta kullanımı yapıyorlar. İlk önce öğretmenleri tablet bilgisayar kullanımında ve akıllı tahta kullanımında mutlaka zorunlu hizmet içi eğitime almalılar. Ve tam anlamıyla hem tableti hem akıllı tahtayı kullanmayı öğretmene öğretecekler, uygulamalı öğretecekler. Ondan sonra önümüzdeki yıl başlayacak mesela bu tablet. İlk önce öğretmenlere; ama gerçekten iyi anlamda öğretmenleri mesleğinde çok ileriki yıllarda olan öğretmenlerde gelişim anlamında desteklenmelidir (P4).
(51)	yeni sistemde verilen seminerlerde ya da online projelerde mesela bilgisayara falan hakim olman gerekiyor. Bilgisayarı fişe takıyorum çalışmıyor, ben o zaman iptal oluyorum. Beceremiyorum. Bizim teknoloji özrümüz var (P21).
(52)	Bunlar bilgisayar çağı çocukları. İşte bu kullanımı olumluya kanalize etmemiz gerekiyor. Sorun burada. Bunu yapamıyoruz. Bu teknolojiyi bu imkânları olumlu bir şekilde kullanabilmemiz gerekiyor. Bence bu konuda bir eksikliğimiz var. Yani bu noktada bir yönerge gelebilir öğretmene, şunları yapın denebilir (P29).
(53)	Tablet dağıtılacak deniyor ama bize hiçbir eğitim verilmedi henüz, bunu derste nasıl kullanacağız. Neler yapabiliriz tabletle? Tabiî ki bunlar önümüze birden gelecek ve de hiçbir eğitim almadık. Bilmiyoruz (P26).

(54)	Aslında verilebilir böyle şeyler değil mi yeni çıkan hani bu akıllı tahtayla ne bileyim neler yapılabilir çocuklara öğretilirken değil mi farklı teknikler. Bunlarla ilgili olabilir bence (P33).
(55)	Akıllı tahta kullanıldığı zaman çok etkili oluyor ve çocukların çok hoşuna gidiyor. Ama yani her konuyu yapamıyorsun. Hazırlayamıyorsun. Çok zaman alıyor, uygun materyalleri bulmak zor. Bunu MEB hazırlayıp bize gönderebilir, yani. Bence çok gerekli bir şey zaten bu, akıllı tahtalar geldiğine göre (P34).
(56)	Mesela bu akıllı tahta da çok güzel bir uygulama. Tabi mesela şeylerde sunum hazırladığımız zaman belli bir konu seçmiştik. Orada bir dosya hazırladık mesela. Onu ben sınıflarda kullandım, okuma etkinliğinde ve çocukların çok hoşuna gitti. Hani mesela directionsdı benim konum. Animasyon var, video var, çocuk konuşmaları dinliyor, aktiviteler var görerek uygulayarak yapıyor falan. Çok hoşlarına gitti. Mesela böyle bir hazırlık bütün konularda yapabilsek keşke. Ama işte çok fazla zaman alıyor bu. İşte yapılmış gelse hazır doküman şeklinde gelse. Mesela konular belli olsa, flaşta olsa. Çünkü birebir internette aramak değil mi? Onları dosya haline getirmek çok fazla zaman harcayan bir konu" (P33).
(57)	Ben şöyle düşünüyorum. Şimdi İngilizce internet ve bilgisayarda çok fazla kaynağa ulaşılabilecek bir branş. Bunun o bazı İngilizce öğretmenleri aşırı derecede abartıp, sınıfları aşırı teknolojik sınıflar haline getirip, işte kes kopyala yapıştır gibi gir slaytlarla tamamen teknolojiye ders yaptırıyorlar. Ben, bunu çok zararlı buluyorum. Yani bu iş teknoloji donanımıyla alakalı değil. Benim şöyle bir tezim var. İngilizce her bir öğretmene endeksli bir ders. Yani bu mesela matematik herkes öğretir, tarihi herkes üç aşağı beş yukarı öğretir; ama İngilizceyi adam gibi veren, İngilizce öğretmeninden alır bu dersi. Asıl öğretmen merkezli. Beni teknolojik şeyler hiç ilgilendirmiyor. İşte donanımlar, sınıfın donanımlı olması, internetin sık kullanılması. Çünkü çocuk hani görüntü, zaten çok fazla bilgisayar ve televizyon ortamına maruz kaldıkları için işte dakikada 2000 resim geçiyor gözlerinin önünde, bilgisayar ve televizyondan. Yani çocuklar görselliği o kadar rutin hale getirmişler ki bunun sınıfta abartılmasını çok tehlikeli buluyorum. Hayır, materyal öğretmendir. Öğretmendir temel olan İngilizcede. Ben öğretmen diyorum. Veren öğretmen gerisi teferruattır diyorum ben. Öyle diyorum. Bu nedenle de mesleki gelişim ihtiyaçları düşünülürken asıl düşünülmesi gereken öğretmenin öğretme becerilerinin geliştirilmesi olduğunu düşünüyorum (P19).

(58)	Materyallere ihtiyacımız var. Sınıfta mesela İngilizceyle ilgili hiçbir şey yok. Biz ne yaparsak o. Biz ne yaparsak o. Bir şeyler, görsel bir şeylere ihtiyacımız var gerçekten. Tamam, elimizden geldiğince bilgisayar kullanıyoruz, projeksiyon kullanıyoruz, ama eksiklerimiz var. Materyal geliştirmeye, kitaplara ihtiyacımız var (P9)
(59)	Materyal gelişimi bende en önemli ihtiyaç alanı. Çünkü çocuklar çok özel zekalara sahip. Hani tek bir tip anlatamıyorsun. Hepsine farklı farklı değinmek gerekiyor. O yüzden materyal gelişimi çok önemli diye düşünüyorum. Daha değişik şekilde farklı aktiviteler kullanarak nasıl anlatabilirim, bu konuda çok ihtiyacım var. Yani bu yönde kendimi geliştirmek isterdim materyal gelişiminde (P25).
(60)	Kitap mesela listening'e, speaking'e ağırlıklık verin deniyor. Kitap ona göre hazırlanmış. Ama elinizde ne teacher's book var ne CD var. O listening tamamen bir muamma sizin için. Ne olduğunu bilmiyorsunuz. Nasıl yapacaksınız? (P5)
(61)	Gerçekten kitaplarımız sıkıcı. Kitaplardaki üniteler zaten fazla. Yetişmekte zorlanıyoruz, bir de diğer ünitelerde, diyelim ki 7'lerde geçmiş zaman, 6 ya da 7 tane ünitede geçiyor. Çok sıkıcı oluyor o zaman. Böyle daha eğlenceli, öğrencileri motive edecek materyallere ihtiyacımız var (P9).
(62)	Şuanda mesela konuşmaya yeterince yer veremiyoruz. Üniteler çok fazla. Hem üniteler çok fazla ve öğretmenin takviye etmesi gereken şeyler çok fazla, konuşma sınırlı kalıyor. Hâlbuki bizim her zaman konuşmaya dört dersimizden bir tanesini verebilmemiz lazım. Ama biz parça parça vermek zorunda kalıyoruz. İşte bu tür uygulamada çıkan zorluklarımız var (P10).
(63)	Ben ders kitabı konusunda çok sıkıntı çektiğimizi düşünüyorum. Gönderilen kitaplar da gerçeğe uymuyor. Çocuğun seviyesi, atıyorum lise ikinci sınıf kitabı present perfect continous'tan başlıyor. Ama çocuk oraya gelememiş. Çocuğa simple present tense'i anlatamamışsınız, nasıl present perfect continous'u anlatacaksınız. Çok basit kelimeleri bilmezken çok daha üst düzeyde kelimeler geliyor (P5)
(64)	Ben hiçbir zaman bize yeterli bir kitap hazırlandığını düşünmüyorum. Daha önceden hep gramer ağırlıklıydı. Konuşma, ders kitabı olarak, konuşma ve okuma parçaları yoktu, yazma çalışmaları çok sınırlıydı. Biz bu Spot-on'a kadar hep bu konularda kaynak sağlama

çabasındaydık. Yeni kitaplarda da okuma ve konuşma parçaları çok fazla; ama gramer yok ve yine öğretmen bu sefer bu konuyu çocuklara nasıl pekiştirebilirim alıştırmalarla, nasıl bu çocuklara yazmayı öğretebilirim derdine düştü. Yani hiçbir zaman ikisinin bir arada olduğu bir kitap olmadı. Bu anlamda ihtiyacımız hiçbir zaman giderilmedi. Çünkü çocukların ihtiyacı olabilecek çalışmalar göz ardı edildi. Mutlaka öğretmen takviye etmek zorunda kalıyor. Kitaplar çok yoğun olduğu için, içinden ya seçecek bazı çalışmaları, o zaman pekiştirme olmuyor. Pekiştirmeye yönelik hiçbir çalışma yok kitaplarda. Yani çocuk bu cümleyi nasıl yapar, neye dikkat etmelidir, neyi gözetmelidir? Onların hepsini öğretmen verecek. Bu da öyle hafife alınır bir çalışma değil. Yani İngilizce kitaplarında çalışmalar yarım. Ya gramer veriliyor geri kalan tümü boş veriliyor (P10).

(65)	Ben kendi adıma söylüyorum çok yetersiz yetiştik lisans eğitiminde. Hiç materyal eğitimi almadık. 4. Sınıflara mesela İngilizce eğitimi başlayınca nasıl öğreteceğimiz konusunda bilgisizdik. Milli eğitim kanalı ile olmuyor kendi çabalarımızla yapıyoruz. Ben bunca yıldır evet birkaç sefer yöntem ve teknikler seminerleri açıldı, onlara gittik ama ihtiyacıma yönelik değildi. Ben mesela British Council'in Teaching English to Young Learners kurslarına gittim dediğiniz gibi eksiği gördüğüm için gittim. 4'lere girdikten sonra bir baktım nasıl adapte olacak diye. Türkiye de öğretmen bir şeyler öğreniyorsa ya da öğrenme ihtiyacı hissediyorsa bireysel oluyor bu (P21).
(66)	mesela ODTÜ den stajyer öğrenciler geliyor, materyal hazırlama dersleri var. Bizim öyle bir dersimiz yoktu. Biz materyal hazırlamıyorduk. İnanın o öğrencilerin hazırladığı materyallerden biz bir şeyler öğreniyoruz. Özellikle bu stajer öğrencilerin danışmanlarının feedback session'ına katıldık. Ve orda öğrencilerin çalışmalarını değerlendirirken hocaları, ben yeni şeyler öğrendim. Bak bunlara dikkat etmeliyim diye (P22)
(67)	Benim çok basit bir çözümüm var aslında. Çok basit bir çözümü var bu işin. Authentic bir kitabı alırsın dünyada bu alanda yapılmış, Türkiye'ye göre uyarlarsın. Çünkü çok sorun yaşıyoruz burda yazılan materyallerle. Kitap sorununu çöz önce, bunu uyarla, uygula. Arkasından bu işi bilen birileriyle öğretmenleri ortak çalıştırıp o konuda sıfatlar mı var, sıfatlar nasıl öğretilirin uygulamali olarak aktiviteleri materyalleri geliştir gönder öğretmenlere. Her sıfatta ya da kelime bilgisinde, bir tane oyun bile olsa bu, nasıl uygulayacağını

	öğretmen bilse harika olur. ne yapacağım ben demese. Çünkü bunu her öğretmen yaratamaz. (P27).
(68)	seviye grubundaki farklılıklar çok önemli. Çünkü A öğrencisinin zaten çok iyi bildiği ancak B öğrencisinin bilmediği bir dilbilgisi yapısını sınıfta anlatma ve onunla ilgili alıştırmalar yapmak dersin seyrini olumsuz etkileyebiliyor (P41).
(69)	Ama burada sınıflarda mesela kaynaştırma eğitimi adı altında ondan haberiniz vardır herhalde böyle öğrenebilir düzeyde öğrenciler sınıfın içerisine konuluyor ama bu öğrenciler için ayrı bir şey düzenlenmesi gerekiyor. Her sınıfta böyle bir iki tane çok sorunlu öğrenci oluyor. Böyle kinestetik eğitimler gerekiyor (P15).
(70)	Yoğun bir müfredat var bence üniteler çok fazla 4-5 sınıflarda 14 tane ünitemiz var. Her hafta bir konu, o konular içerisinde bir sürü kelime var. O kelimeleri öğretmek için çabalıyorsunuz elinizde bir müfredat var. Çocuklar mesela TUDEM in sınavlarına girdiği zaman bir şeyler becersin istiyorsunuz, onlardan geri kalmasın diye biraz müfredata yüklenmek zorunda kalıyorsunuz. Bu sefer de sınıfta düzeni bozan ya da kaynaştırma eğitimi alan öğrenciler arada kaynıyor, onlara çok fazla bir ilgi gösteremiyorsunuz maalesef (P26).
(71)	Yani İngilizce nankör bir dil. Yani kendini geliştirmek lazım. Çok çabuk unutulan bir dil. Yani gün geçtikte yani daha ben yeni olmama rağmen bizim, benim bile unuttuğum bir şeyler oluyor mutlaka. Kendini geliştirmek lazım (P9).
(72)	Kendimizi geliştirmemiz açısından İngilizce diline hâkimiyet çok önemli ve şart ama yine de biz çok köreliyoruz biz ilköğretimde. Çoğu zaman biz ayy neydi onun İngilizcesi, Türkçesi neydi diye birbirimize sorduğumuz oluyor. Ara sıra yabancı filmleri seyrederken neydi bu, neydi bu, neydi bu oluyorsun (28).
(73)	İngilizce'yi unutmamak için film falan izliyoruz ama (deyip gülüyor) Kullanılmaya kullanılmaya maalesef İngilizcemiz köreliyor (P32).
(74)	Hep aynı şeylerin üzerinde dönüp dolaşıp, onları öğretiyorsunuz. Bazen bir şey sorduklarında çocuklara bakıyorum, ya buna bakmam lazım, hatırlamıyorum diyorum. Sürekli onlarla konuştuğunuz için. Onların anlayacakları kelimeler kullanıyorsunuz (P5)
(75)	kesinlikle şey yapma imkanınız yok. Practise yapma imkânınız yok. Yani ben kimseyle konuşamıyorum İngilizce. Yani "this is a book, it

is a pencil, sit down, stand up, how are you" o kadar. Gerçekten hiçbir şekilde kendimi geliştirme imkânım yok. Hiç kimseyle konuşamıyorum (P17).

(76)	İngilizce köreliyor tamamen İngilizcemiz. Mesela matematik öğretmenleri sürekli kullanıyorlar o bilgileri. Bizim mesela kullandığımız belli başlı bilgiler var. Ama onların dışındaki bilgilerin hepsi unutuluyor. O yüzden aslında İngilizce öğretmenlerinden çok fazla fedakârlık bekleniyor. Yani sürekli tekrar etmemiz gerekiyor. Kelimeleri unutuyoruz mesela. Biz mesela normal bir üniversitede lise seviyesinde anlattığımız kelimeleri biliyorsun. İşte KPDS, ÜDS o bölümdeki kelimeler hani daha farklı kelimeler oluyor. Hiç karşılaşmıyoruz burda. Karşılaşmayınca, kullanmayınca doğal olarak unutuyoruz o kelimeleri. Yani o yüzden sürekli boş zamanlarda çok çalışma gerektiriyor, çalışmayınca da unutuyorsun (P34).
(77)	Ben ilköğretim okulları, ortaokulda kısa süreli çalıştım; ama kim hangi işi yapıyorsa bunu bankacı olarak da düşünebilirsin, doktorun branşlaşmışı olarak da düşünebilirsin. Hangi alanda yoğunlaşıyorsan, bir sonraki, bir başka biraz daha geniş bir dairede çalışma vaktin olmuyor, kendi işine odaklandığın için. Dolayısıyla o her zaman kullanamadığın; ama bilmen gereken şeylerden uzaklaşıyorsun diye düşünüyorum ben. Mesela ilköğretimdeki matematik öğretmenlerini düşünelim. Sen üniversite seviyesini sor bakayım, ben buradakileri kast ediyorum çözerlerse ben buradayım. Ama bu kınama anlamında değil, işin o, branşın o mecbursun branşınla yoğunlaşmaya. Mesela ben eminim 10 yıl önce çok daha iyi bir İngilizceye sahiptim, deli gibi kullanıyordum günlük yaşamımda; ama şimdi mecburum bugün bakkala gittiğimde Turkçe eve geldiğimde her şey Türkçe, Türkçe. Her gün bir Amerikalıyı bulup da konuşma imkânım yok ve sen farkında olmadan köreliyorsun. Yani bizim mesleki bir dejenerasyon var. Keşke bize bilgimizi tazeleyeceğimiz ortamlar sağlansa (P27).
(78)	Öğretmenin İngilizce konuşabilmesini ilerletmesi gerekiyor. Bakın gramerimiz çok iyi. Yazmada da bir sorunumuz yoktur, yazarız. Essay falan da istesek çok güzel yazarız ama konuşma sorunu yaşıyoruz (P22)
(79)	ben biliyorum ki Türkiye'deki İngilizce öğretmenlerinin çoğu İngilizce konuşamıyorlar. Karşıdakini anlayamıyorlar. Hani gerçekten İngilizce gak diyemeyen İngilizce öğretmeni var yani. (P2)

(80)	Mesela ben eminim 10 yıl önce çok daha iyi bir İngilizceye sahiptim, deli gibi kullanıyordum günlük yaşamımda; ama şimdi mecburum bugün bakkala gittiğimde Turkce eve geldiğimde her şey Türkçe, Türkçe. Her gün bir Amerikalıyı bulup da konuşma imkânım yok ve sen farkında olmadan köreliyorsun (P27)
(81)	Yani KPDS'den çok iyi yüksek bir not alıp, yine de İngilizce konuşamayanlar var, bence İngilizce konuşma daha doğrusu benim birinci şeyim. Çünkü gramer illa öğretirsiniz, kendiniz de öğretmenlik sırasında da öğrenebilirsiniz, çocuklara öğretebilirsiniz ama dediğim gibi yani İngilizce farklı skiller var. Yani hani çocuğa gramer öğretiyor; ama ben çok biliyorum yani, çok çok şahit oluyoruz yani çocuğa hiçbir şey söyleyemiyor İngilizce. Kesinlikle konuşmasını bir öğretmenin geliştirmesi lazım (P17)
(82)	Açıköğretim İngilizce öğretmenliği mezunuyum. Bölümü bitirmek daha zor oldu. Bir de ben şuanda mesela şu konuda sıkıntı yaşıyorum. Speaking konusu, hani açık öğretim okuduğumuz için fazla speaking'e fazla önem verilmedi. Sadece kitapları okuduk, sınavları geçtik; ama mesela normal öğretimleri okuyanlarda ben o farkı görüyorum. Hani özgüvenleri daha yüksek, speaking'leri daha iyi, daha iyi konuşabiliyorlar (P25).
(83)	Ben yani dürüst olayım..Yani hani mesela böyle yabancıların olduğu bir ortama hasbelkader girdiğimizde böyle bakıyorum. Herkesin yüzüne bakıp gülümsüyorum ama hani konuşmaya cesaret edemiyorum. Hiç valla öyle kalıyorum orda konuşamıyorum. Biz İstanbul'dayken vapurda bir tane adam vardı, fotoğrafınızı çekeyim dedi arkadaşım vardı yanımda. Neyse, işte fotoğrafı çekti, sonra konuşmaya başladık. Adam bana mesleğimi soruyor ben geçiştiriyorum tabi. Ondan sonra o da İngiltere'den gelmiş, bir tane elektronik firmasında çalışıyormuş. Geçiştiriyorum ben habire. Ama işte ben söyleyemedim yani İngilizce öğretmeniyim diye utandım yani. Arkadaşım söyledi. Yani şey yeterli olamadığım için söyleyemedim. İşte onun için de imkân, ortam olması lazım ya da konuşmak zorunda bırakılmak lazım aslında Sibel Hanım (P17).
(84)	Ben mezun olduktan sonra Hollanda'ya eş durumundan gittim, 3 ay İngilizce öğretmeni olduğumu sakladım. Niye sakladım? Konuşmuyorum. Adamlar bana ne diyecekler? Yani ülkem adına utandığım için, yoksa kendi adıma bile değil. Bunların İngilizce

öğretmenleri İngilizce konuşamıyor, bunların ülkesi nasıl bir ülke demesinler diye. Üç ay sadece dinledim (P22).

(85)	Yani biliyorsunuz, duymuşsunuzdur hani bu İngilizce öğretmenlerine yönelik bir seminer yapıldı, yurt dışından adamlar geldi. Rehbere, tercümana ihtiyaç duyuldu. Tercümana ihtiyaç duyuldu. Yok yok, konuşamadılar yani. Anlaşamadılar karşılıklı. (P2)
(86)	bir İngilizce öğretmenin özellikleri bir kere yurt dışına gidip kendini geliştirmesi lazım..bir yurt dışına gidip, yani bir ay filan hani böyle sponsor olup, ne bileyim ya bir şekilde bir şey yapılması ya da ne bileyim ya speaking kursuna gönderilsin falan. Hani… Bir şey yapılsın yani. Hani bu dil öğretmenlerine bunun yapılması lazım diye düşünüyorum. Yoksa dediğim gibi yani adam Erzurumlu, maddi durumu da kötü, hayatında bir kere bile İngiliz görmemiş. Görmemiş yani onun da suçu yok aslında yani. Kendi kendini tabi ki yine geliştirebilir; ama işte böyle, yani maalesef durum vahim. Vallaha öğrenciler bunu sevmiyorlar da (P2).
(87)	İşte yani bunu (yurtdışı kursunu) genele yaymak için süre uzun değil de iki hafta, üç haftalık şeyler olabilir, orada üniversitelerle anlaşılıp. Çünkü kendilerini yenilemeleri için insanların da bir değişikliğe ihtiyacı var hani orada araştırıp, öğrenmeliler. Yerinde öğrenmeliler bence, dil öyle bir olay. Yerinde gideceksin, inceleyeceksin (P5)
(88)	Çocuklar soruyorlar. Özellikle iyi yerlerde çalıştığınızda işte hocam yurt dışına gittiniz mi diyorlar, hayır gitmedim diyorum. Böyle bir tuhaf bakıyorlar. Sanki İngilizce öğretmeni yurt dışında yaşamalı gitmeli. Hani keşke atıyorum 5 yılda bir öğretmenlerin böyle iki haftalık bi kursa gitme şansı olsa. Çünkü aynı hazırlıkta olduğu gibi Türkiye'de Türk öğretmenlerle veya Türkçenin de içinde olduğu yapılan kursların, seminerlerin faydalı olmayacağına inanıyorum. Böyle bir ortamda olsa mutlaka daha iyi olur (P5)
(89)	En çok istediğim şeylerden biri bu yurt dışı tecrübesi, Amerika'da New York ve Londra'da kolej; ama şey olarak hani konuk öğretmen olabilir, stajyer öğretmen olabilir, hani orada bir tecrübe kazanmak adına bunu yapacağız demişti ve çok mutlu olmuştum duyunca. En büyük eksikliğimiz bu, yurt dışı tecrübesi (P16).
(90)	Bütün İngilizce öğretmenlerine yurtdışı imkânı tanınmalı bence (P34).
(91)	Keşke yurtdışı imkânı olsa bizim için. Çok faydalı olur (P33)

(92)	Comenius Projesi gibi hibe projelerini artırmaları lazım. Projenin kabul edilmesi çok kolay olmuyor. Yani böyle artık farklı, orijinal şeyler kabul ediliyor. Projeleri geliştirmeyle ilgili hizmet-içi eğitimler verilebilir. Yararlı olur bizim için (P7).
(93)	Projelerle bir sure uğraştık, AB projeleriyle bir sure uğraştık ama tam cevap alıyoruz, sonra bir noktada kopuyor. Türkiye'ye yurt dışının bakış açısı çok farklı. Giden okullar var böyle çok uğrasan. Milli Eğitim içinde de AB projeleriyle ilgilenen bir birim olduğunu da biliyorum. Var ama biz beceremedik, yapamadık çok fazla. Bir yıl ben biraz ilgilendim. Gelen maillere cevap verdik, okulda bir grup kurduk AB projeleriyle ilgilenen, ama bir kişinin üstüne kalıyor. Çok fazla diğer arkadaşlar da dil bilmediği için bütün maillere ben cevap vermek zorunda kaldım. O sırada İngilizce öğretmeni sayımız ikiydi. Diğer arkadaşımız da sanırım doğum iznindeydi. Olmadı yani, bir turlu uğraşamadık, olmadı. Mesleki gelişim açısından o olabilir kesinlikle, yurt dışına gitmek (P30)
(94)	Keşke her yaz bize böyle güzel, bilgilerimizi tazeleyebileceğimiz ortamlar yaratılsa, eğitimler versilse İngilizce öğretmenlerine. O zaman insan iki ayını bile ayırır yani seve seve (P28).
(95)	Ama şunu her öğretmen yapar mı? Oturup da işte bir dinlemeye ya da konuşmada kendi kendini geliştirecek metotlar, uygulamalar yapabilir mi? Yapar mı? Zannetmiyorum. Çok seçenek var teknolojinin de sunduğu, ama hani siz kendi kendinizi geliştirin dediğinizde kaç kişi bunu yapabilir? Ya da dışarıdan size bir mecburiyeti olması gerek ki insan kendini geliştirsin. Şimdi benim çoğu arkadaşım var ki ne gerek var ilkokulda çalışıyorum ben, ilerletmeme ne gerek var ki diyor. Doğru söylüyor. Kimi zaman past tense'den başka bir şey öğretmiyor ki zaten. Sistemin tamamen değişmesi lazım. Başıboş bu sistem. Diyorum ya özel okulda olduğunuz için gelişmeye gerek duyuyorsunuz. Milli Eğitim de bu yok, bu yok. Ama her zaman deniliyor ya öğretilmiyor çocuklara İngilizce. Eee Ne anlamı var o kadar öğretmenin olmasının o zaman. Öğretmen de unutuyor. Yani öğretmeni siz eğitmezseniz, yönlendirmezseniz zaten çok zor (P31).
(96)	İngilizce anlatıyorum dersi, ama yani her zaman anlatmıyorum. İngilizce anlatıyorum, bayağı böyle gidiyoruz gidiyoruz bir kısmı anlıyor, yani 40 kişi sınıf 10 kişi anlıyor. 10 kişi anlamaya çalışıyor. Öbür 20'si yüzüme bakıyor. Yani boş boş bakıyorlar. Sonuçta bizim işimizi kimse yani müdür gelip sen bu konuyu niye böyle anlatıyorsun demez ki. Benim kendi vicdanımla alakalı bir şey. Ondan sonra hadi

onlar da anlasın diye Türkçeye dönüyorum. Bu sefer böyle kopuyor. Yani çocuklar zaten konuşmuyorlar. Bazen speaking yaptırayım diyorum. İşte onlar da konuşmuyorlar ve yes, okey, no bu kadar. Cümle kurmaya çalışıyorlar kuramıyorlar, olmuyor. Ben de dersi Türkçe anlatınca daha rahat hissediyorum (P17).

(97)	Şimdi biz de aslında hani bizim için de iyi olur İngilizce anlatmak dersi. Hani sonuçta İngilizce anlattığımız zaman biz de kendi şeyimizi yenilemiş oluyoruz. Diğer tüm konuşmayınca konuşmayı bile unutuyor insan. Öyle olmuyor mu yani? Ama hani bunu yapın deyip geçmemeliler seminerlerde. Konuşun deniliyor da bu seviye grubuyla bunu nasıl yapacağız. Gerçekten sınıfta bunun nasıl yapılabileceğini göstermeleri lazım bize (P34).
(98)	Bir de dediğim gibi yeni çıkan şeyleri takip etmede, bu bir kitap olabilir, bir test kaynağı olabilir veya internette görsel bir şey olabilir, sadece İngilizce öğretmenlerine dair veya çocukların ilgilenebileceği bunları takip etmede biraz daha hani kulaktan dolma rehberlikle gidiyoruz tabi. Bir de branşdaşlarımıza soruyoruz. Onlar bir şey duyarsa, görürse getiriyorlar, söylüyorlar. Bu konuda biraz işte sıkıntılarımız var (P6).
(99)	Tamamen kendi başımızayız, yanlızız. Denetimsiz herşey. Ve değer de verilmiyor. Bir her şeyi kendimiz yapıyoruz. Yani materyali de kendimiz hazırlıyoruz, onu kendimiz yapıyoruz, bunu da kendimiz yapıyoruz. Üstelik tüm bunları nasıl geliştiririz, nerden yardım alabiliriz bilmeden (P17).
(100)	Yani ben iletişim alanında ben iletişim alanında olmasını isterdim yani. Vücut dili kullanma, beden dili kullanma, görsel şeyler. Göz teması, tabi ki mimikler, her şey yani. Ses tonu. Davranış, karşıdakine davranışı, tarzı, üslüp tarzın tavırları çok önemli yani. Bunu uygulamak çok önemli bence yani (P24)
(101)	Ben öncelikle hizmet içi eğitim verecek kişinin öğrenciyi, çevreyi, buranın her şeyini tanıyıp, ondan sonra benim bu öğrenciye nasıl dokunabileceğime dair bana eğitim vermesini isterim. Bunun dışında psikolojinin de yoğun bir şekilde ağır olmasını isterim ki o çocuğu ben etkileyebileyim, konuşmamla etkileyeyim, branşımla etkileyeyim, sevdireyim ona kendimi, dersimi. Bunu istiyorum (P7).
(102)	Şimdi rehberlik sınıf öğretmenliğiniz varsa öğrenciyle birebir konuşursunuz. Bu derslerin ne olduğu önemli değil. Öğrencinin

sorunlarını tartışıyorsunuz. Fakat veli dönüt veya veliyle ortaklaşa bir şey yapmazsanız öğrenciye bir etkiniz olmuyor. Bu İngilizce dersi olsun, hangi ders olursa olsun hiçbir şey fark etmiyor (P12).

(103)	"Torunlarına bakan aileler, boşanmış aileler böyle hep sorunlu aile çok burda. Her sınıfta 3-5 tane boşanmış aile çocuğu var. Sonra maddi durumları da çok iyi değil. Çocuk zaten kendi içinde evde sorun var, buraya da yansıtıyor mecburen. Bazısı şiddet olarak yansıtıyor, bazısı bilmem ne yani var, sorunlar var. Bazı veliler öğrenciyle az ilgilendiği için öğretmeniyle çok sorun yaşıyor (P9).
(104)	veliler o kadar kaprisli ki birazcık sinirleniyorsunuz mesela sınıfta kızmaya kalkıyorsunuz kızamazsın, bağıramazsın. Hep böyle tepkilerle karşılaşıyoruz. Sınıfta mesela 30 tane öğrenci var sınıfı susturup derse başlamak ve aynı zamanda bir şeyler öğretmek istiyorsunuz. O yüzden mesela disiplini sağlamak adına susturmak durumunda kalıyorsunuz. Hani bunları yaşamak insanı hakikaten biraz soğutuyor üzüyor. Velilerin esiri olmuş gibiyiz yani. O zaman kendini güvende hissedemiyorsun (P26).
(105)	Çalıştığım okul ve bulunduğu çevre koşulları farklı gelişim ihtiyaçları yaratıyor. Sosyo-ekonomik olarak fazla imkanlara sahip olmadığımız bir bölge okulunda görev yapmamız bizi bizleri farklı gelişim alanlarına yöneltiyor. Öğrencilerimizin dil seviyesi de düşük olduğundan ekstra çabalar harcayarak onları belli bir seviyeye getirme çabası içindeyiz. Bu konuda yaratıcı drama teknikleri alanında gelişim ihtiyacı hissettim ve bu alanda kurslara katıldım. Ayrıca aile ziyaretleri yapmak zorunda kaldığımdan etkili ve güzel konuşma alanında da bir gelişim ihtiyacı içinde oldum. Çünkü eğitimde aileyle iletişim ve ikna becerisi son derece önemli bir kavramdır (P40).
(106)	Çocuklara yabancı dil öğretimi üzerine pek çok seminere katıldım. Kolejde çalıştığım dönemde neredeyse tamamını sınıf uygulamalarıma yansıtabildim. Ancak şu an maalesef pek yansıtamıyorum.(Sosyo-ekonomik koşullar sebebiyle.) Bu tarz faaliyetlerin yaygınlaştırılması gerektiğini düşünüyorum. Bu yaygınlaştırma hem sıklık anlamında hem de gerçekleştirilen il/ilçe anlamında olmalı. Bizim gibi şartlarda olan öğretmenlere de internet aracılığıyla ulaşılabilir (P38).
(107)	Maalesef ki hayır diyorum bulunduğum çevre ve koşullar evden okula, okuldan eve döngüsü üzerine. Bölge olarak kaynaklara çok uzak

konumdayız. Tecrübeli öğretmenlerle tanışma imkanımız yok denecek kadar az en tecrübelimiz en fazla üç yıllık öğretmen oluyor (P39).

(108)	Bu konuda bir yetki ve yeterince de kaynak sahibi olsaydım, öğretmen-öğrenci-veli etkileşiminin ön planda olduğu bir eğitim yaklaşımı düzenlerdim. Çünkü en büyük problemimiz öğretmen-öğrenci-veli üçgenindeki ilişkilerinin zayıflığıdır bence. Bu konuda uzmanlardan yardım alırdım ve bunu gerçekleştirmek için çaba harcardım (40).
(109)	Eğitimin aile, öğretmen ve öğrenci aşamasında aile faktörü özel okullara kıyasla yok denecek kadar az. Ailelerin çoğu problemli aileler, çocuklar öğrenmenin tekrar boyutunu evde gerçekleştiremiyor ve ev işleriyle uğraşmak zorunda kalıyor. Ve maalesef eğitim ikinci plana atılıyor, ben yapılacak SBS sınavından sonra çalışmalarım azalınca veli ziyaretleri yapıp aileleri bilgilendirmeyi düşünüyorum. Bu konuda kendimi daha çok geliştirmek isterdim (P35).
(110)	Güneydoğu da çalışan bir öğretmen olarak dil öğretimi konusunda çok sıkıntı çekiyorum (Ben de Güneydoğulu olmama rağmen). Öğrencilerin çoğu İngilizceye ön yargılı, zaten Türkçe öğrenmek konusunda zorlanan bu öğrenci grubuna İngilizce, ikinci yabancı dil gibi geliyor ve çoğu bu dili de öğrenmeyi zoraki bir etkinlik olarak görüyor. Bu durumda bu bölgedeki dil öğretmenleri olarak mesleki gelişim ihtiyacı dâhilinde Kürtçe ve Türkçe ye ileri düzeyde hâkim olabilsek aslında buradaki dil öğretim seviyesinin batıdaki dil öğretim seviyesine yaklaştırılabileceğine inanıyorum (P36).
(111)	Ben yani dürüst olayım. Mesela böyle yabancıların olduğu bir ortama hasbelkader girdiğimizde böyle bakıyorum. Herkesin yüzüne bakıp gülümsüyorum ama hani konuşmaya cesaret edemiyorum. Hiç valla öyle kalıyorum orda konuşamıyorum. Biz İstanbul'dayken vapurda bir tane adam vardı, fotoğrafınızı çekeyim dedi arkadaşım vardı yanımda. Neyse, işte fotoğrafı çekti, sonra konuşmaya başladık. Adam bana mesleğimi soruyor ben geçiştiriyorum tabi. İşte ben söyleyemedim yani İngilizce öğretmeniyim diye utandım yani. Arkadaşım söyledi. Yani şey yeterli olamadığım için söyleyemedim. (P17).
(112)	Ben mezun olduktan sonra Hollanda'ya eş durumundan gittim, 3 ay İngilizce öğretmeni olduğumu sakladım. Niye sakladım? Konuşamıyorum. Adamlar bana ne diyecekler? Yani ülkem adına utandığım için, yoksa kendi adıma bile değil. Bunların İngilizce

öğretmenleri İngilizce konuşamıyor, bunların ülkesi nasıl bir ülke demesinler diye. Üç ay sadece dinledim (P22).

(113)	Bizde mesela üniversitede okuduğumuz zaman, ben hatırlıyorum üniversitede hiç bize listening dersleri yapmıyorlardı. Ama aslında biz öğretmen olacağız bize listening derslerini ağırlıklı vermeleri gerekiyordu. Ama bize gereksiz şeyler veriyorlar bence üniversitede. Yani şuanda öğretmenlikte hiç kullanamadığımız şeyler. Kullanmıyoruz yani öğretmenlikte onları; ama asıl işimize yaracak olan şeyleri üniversite ortamında vermiyorlar. Ta orda başlıyor yani eksiklik. Asıl orada başlıyor eksiklik. İşte listening/ speaking eğitimi üzerine düşmüyorlar. Bence Türkiye'nin genelinde olan bir sorun bu. Biz niye bu çocuklar konuşamıyor diyoruz; ama biz konuşma eğitimi vermiyoruz zaten. Gramer eğitimiyle okuma eğitimi veriyoruz. Çünkü bize de vermiyorlar ki, bize de vermediler o eğitimi (P34).
(114)	Öğretmen olarak şöyle bir paniğe kapılıyor insan. Şimdi o vermiş, bir diyalog veriyor bilmem ne, sen o diyaloga baktığında bilmem kaç tane tense görüyorsun o diyalogun içinde. O tense'leri verme çabası içine giriyorsun. Öğretmedik daha metinde var onun telaşına giriyorsun. Şimdi biz o zamanı vermiyoruz çocuklara, Vermiyoruz, kalıplar vermiyoruz, metnin bütünü içerisinde onu kullanabilmeyi vs. mesela ben onu denedim ve büyük bir hüsran yaşadım. Yok, çocuk bir şey söylemek istese bile dilsiz. Kelime yok, Ama öğretmenlerde sabırsız, eski sisteme alışmışlar. O yüzden bir sıkıntı yaratıyor. Ben nasıl değerlendireceğim kaygısı birde tüm bu şekilde verdiğin zaman sanki toplamında çok az bir şey vermiş gibi hissediyor öğretmen. Bir şey öğretmedik ya ne öğrettik gibi falan oluyor (P32)
(115)	Derste de sınıfta da şey oluyor, İngilizce anlatıyorum dersi yani her zaman anlatmıyorum. İngilizce anlatıyorum, bayağı böyle gidiyoruz gidiyoruz bir kısmı anlıyor, yani 40 kişi sınıf 10 kişi anlıyor. 10 kişi anlamaya çalışıyor. Öbür 20'si yüzüme bakıyor. Yani boş boş bakıyorlar. Sonuçta bizim işimizi kimse yani müdür gelip sen bu konuyu niye böyle anlatıyorsun demez ki. Benim kendi vicdanımla alakalı bir şey. Ondan sonra hadi onlar da anlasın diye Türkçeye dönüyorum. Bu sefer böyle kopuyor. Yani çocuklar zaten konuşmuyorlar. Bazen speaking yaptırayım diyorum. İşte onlar da konuşmuyorlar ve yes, okey, no bu kadar. Cümle kurmaya çalışıyorlar kuramıyorlar (P17).
(116)	farklı bir şekilde anlatmak zorundasınız, göstermek zorundasınız ve ben Türkçeyle karşılaştırmalı anlatılması gerektiğini de çok

	düşünüyorum. Çünkü çocuğun bunu kafasında bir yere oturtması lazım. Havada kaldığı zaman anlamıyor ne olduğunu. Bir şeye tutunması, somut olarak bildiği bir şeylere tutunması lazım hani (P5).
(117)	İngilizce Türkçe konuşarak öğretilmez. Tamam, güzel. Hadi haftada 4 saat İngilizceyi de Türkçe konuşmadan öğretsinler göreyim. Uzaktan konuşmak kolay. Asla kabul etmiyorum ben. Yanlış yapıyorsunuz diye konuşulmasını. 4 saatte ne kadar exposure olur? Olmuyor (P8).
(118)	Ama ben kendimi düşününce, şunu diyorum. Bana da önce ne yapmam gerektiğini öğretecek. Hakikaten ben kendimi hevesli varsayıyorum. Ama kendimi çaresiz ne yapacağımı bilmez hissediyorum. Anlatabiliyor muyum?" (P11)
(119)	Bir de dediğim gibi yeni çıkan şeyleri takip etmede, bu bir kitap olabilir, bir test kaynağı olabilir veya internette görsel bir şey olabilir, sadece İngilizce öğretmenlerine dair veya çocukların ilgilenebileceği bunları takip etmede biraz daha hani kulaktan dolma rehberlikle gidiyoruz tabi. Bir de branşdaşlarımıza soruyoruz. Onlar bir şey duyarsa, görürse getiriyorlar, söylüyorlar. Bu konuda biraz işte sıkıntılarımız var. Neler yapabiliriz bu anlamda bilmiyoruz (P6).
(120)	Mesleki gelişimimi engelleyen sorunlardan bazıları kişisel, yani Bazı şeyler tamamen kendim araştırmadığım için. Haberim yok pek çok şeyden, yani bu benden kaynaklı bir sorun. Bazı sorunlar bu. Bazı sorunlar da benim dışımda sistemden kaynaklanıyor. Tabi yani bana Bakanlıktan bir yazı gelebilir, İngilizce öğretmenlerine şu seminerde şöyle şöyle bir şey var, takip edebilirsiniz diye. Tamamen kendi başımızayız, yalnızız. Her şeyi kendimiz yapıyoruz. Yani materyali de kendimiz hazırlıyoruz, onu kendimiz yapıyoruz, bunu da kendimiz yapıyoruz. Üstelik tüm bunları nasıl geliştiririz, nerden yardım alabiliriz bilmeden (P17).
(121)	Ama şunu her öğretmen yapar mı? Oturup da işte bir dinlemeye ya da konuşmada kendi kendini geliştirecek metotlar, uygulamalar yapabilir mi? Yapar mı? Zannetmiyorum. Çok seçenek var teknolojinin de sunduğu, ama hani siz kendi kendinizi geliştirin dediğinizde kaç kişi bunu yapabilir? Ya da dışarıdan size bir mecburiyeti olması gerek ki insan kendini geliştirsin. Şimdi benim çoğu arkadaşım var ki ne gerek var ilkokulda çalışıyorum ben, ilerletmeme ne gerek var ki diyor. Doğru söylüyor. Kimi zaman past tense'den başka bir şey öğretmiyor ki zaten. Sistemin tamamen değişmesi lazım. Başıboş bu sistem. Diyorum ya özel okulda olduğunuz için gelişmeye gerek

duyuyorsunuz. Milli Eğitim de bu yok, bu yok. Ama her zaman deniliyor ya öğretilmiyor çocuklara İngilizce. Eee Ne anlamı var o kadar öğretmenin olmasının o zaman. Öğretmen de unutuyor. Yani öğretmeni siz eğitmezseniz, yönlendirmezseniz zaten çok zor (P31).

(122)	İlk atandığımda mesela köye gittim, köye atanmıştım ve o zaman daha heveslıydım, daha heyecanlıydım; ama o heyecan daha sonra söndü tabi. O heyecanın sönmemesini isterdim. Yani ilk başladığımda mesela dörtlere gireceğim diye oyunlar sürekli oyun oynatıyorduk. Böyle daha da şey oluyordu. Artık hiçbir şey eskisi gibi değil. Zamanla her şey anlamsız geliyor, tükendiğinizi hissediyorsunuz. Yani ne yaparsam elim boş çıkıyor (P9).
(123)	Başlarda böyle değildim, inan çok heveslıydım. Ama diğer öğretmenleri gördükçe, böyle denetimsiz bir sistemde. İnan bana öğretmenlik yaptıkça zaman içinde büyük bir hayal kırıklığı yaşadım. Beni alıkoyan bu sistem. Bunu yapan bu sistem. Yani sistemi o kadar kösteleyici o kadar köreltici ki zamanla sen de vazgeçiyorsun herşeyden. Gelişemiyorsun (P11)
(124)	Bir öğretmeni motive edecek sistemler bulmalıyız. Öğretmenlerin mesleki olarak tüketmiş yani yıllar içinde tüketmiştir sürekli başarılı olamadığını görüyor (P16)
(125)	Bu çalışma koşulları azminizi ve çalışma isteğinizi azaltıyor. Yıpranmışlık var (P17).
(126)	Birde her şeyi sizden beklenmesi, bu ortamda mucizeler yaratın istiyorlar yani. Sürekli başarısızlık hissi yaratıyor bu bende. Köreliyorsunuz işte içiniz kararıyor, gerçekten iç kararıcısını hissediyorum böyle dışarıdan bakılınca böyle ay ne güzel merkez okul İzmir'in öyle Balçova işte eski okul ama öyle mesleki tatmin hakikaten hissetmiyorsunuz. O zaman gelişmenin de önünde de böyle bir şey var. İnsanın gelişmesi için biraz çaba sarf etmesi lazım. O çaba da şevke de kalmıyor yani. İhtiyaç var ama şevk falan da yok yani çalışırken zamanla köreliyorsunuz da. Bu çok doğru yani (P26).
(127)	30 saat derse girdiğimi hatırlıyorum; ama şimdi artık 16-17 saat ders bile fazla geliyor (P28).
(128)	Hakkari /Yüksekova nasıl bir yer olduğunu anlatmam saatler sürer kısaca Türkçe, onlara göre, yabancı dil zaten. İngilizce ise tamamen gereksiz olan bir dil, ve Türk öğretmen deyince, nerden geldiğin önemli değil, farklı gözle bakılan birisin. Siyasetin çocuklar

üzerindeki etkisi su götürmez bir gerçektir. Bazen derslerimde Türkçe açıklamalarım yetersiz kalıyor. Örneğin kitaplardaki kelimelerin Türkçe karşılıklarını açıklamak, feribot = gemi gibi Türkçe de ne anlama geldiğini bilmediği şeyler öğretmek gerçekten zor ve zaman alıcı. Seviyenin düşük olması, seni daha basit yollar bulmaya zorluyor ki bu mesleki gelişim için hem iyi hem kötü olabilir. Takip etmen gereken müfredat var ve içindekiler senin sınıfına tamamen yabancı. Bulunduğum çevre ve koşullar evden okula, okuldan eve döngüsü üzerine. Bölge olarak kaynaklara çok uzak konumdayız. Aldığımız lisans eğitimi de bizi bu sorunlarla baş etmek konusunda yeterince hazırlamadı. Tecrübeli öğretmenlerle tanışma imkânımız da yok denecek kadar az, en tecrübelimiz en fazla üç yıllık öğretmen oluyor (P39)

| (129) | Burada hani öğretmene saygı yok. Yani ne yaparsam elim boş çıkıyor. Çünkü karşılığını alamıyorsun. İşte gidiyoruz, araştırıyoruz internetten sorular buluyoruz, şöyle yapalım, sınıfta çözelim diyorsun. Motivasyon yok öğrencide. Sen heyecanlı bir şekilde yapalım diyorsun, onlara faydası olsun diye yapıyorsun; ama onlardan karşılık gelmeyince insanın canı sıkılıyor, hiçbir şey olmuyor. Niye öğreniyoruz biz bunu? Biz niye İngilizce öğreniyoruz? Öyle soruları var. Tamamen onlara bağlıyız biz. Onlara bağlı. Patron onlar yani (P9) |

| (130) | SBS'de İngilizce'nin yeri de önemli. Şimdi öğrencilere sorduğunuz zaman ne olacak diye öğrenci şöyle diyor. Onun puanı az diyor. Ben diğer derslerden daha çok puan alacağım diyor. Boşuna niye çalışayım ki İngilizce'ye diyor (P12). |

| (131) | bizim öğrenciyi hazır bulunuşumuz çok eksik geliyor. Bir de İngilizce dili çok çabuk unutulduğu için bir sene boyunca burada veriyorsunuz; ama yazın o çocuk geldiğinde yine unutup geliyor, tekrar etmeyince. Yani sanki böyle bir kısır döngü gibi böyle bir başa dönüyormuşuz, başa dönüyormuşuz gibi oluyor. Öyle yapıyoruz (P14) |

| (132) | Bir sıkıntı da ne oldu biliyor musun? Öğrenciler bu sistemden hiç hoşlanmadı. Şey telaşına düştüler, nasıl çalışacağım? Ne yapacağım? Şiddetle baskı uygulamaya çalıştılar. Eski sistem gramer ve not almak. Ezberleyip not alabiliyor. Bunda ilk sınavda şey telaşına düştüler 'nasıl soracaksın', 'ne soracaksın' Çünkü her şey bir de nota endeksli, yani çok iyi tecrübe etmişsindir. It doesn't work (P11) |

| (133) | Öğrenci profili de değişti artık bunca yıl içeresin de yoğunlaşamayan odaklaşamayan sürekli farklı şeyler isteyen hız isteyen çocuklar var. |

Evet, çok değişti. Her sınıfta böyle bir iki tane çok sorunlu öğrenci oluyor. Böyle kinestetik eğitimler gerekiyor. Öğrenci profili gerçekten değişti çok fazla umursamıyorlar sadece not peşindeler öğreneyim değil de (P26).

(134)	gün geçtikçe de öğrenci ile öğretmen arasında ki mesafe de çok açılıyor… hani eskiden daha çok anlam verebiliyorduk öğrencinin davranışlarına. Belki anlamlarımız daha yakındı, ama şimdiki öğrencileri anlamakta çok güçlük çekiyorum çünkü onların evrenlerini de çok iyi bilmiyorum (P11).
(135)	Bu bina neden önemli bir de biliyor musun? Binanın insanlara şekil veren bir yanı var. İdeolojik olarak hani sınıfların oluşumundan tut işleyişine kadar. Hatta geçenlerde bir yerde okumuştum. 19. Yüzyılda yapılan binalarda 20. Yüzyılda yetişen öğretmenlerle 21. Yüzyılda ki öğrencileri yetiştiriyoruz. Sadece bir yüzyıl değil çağsal olarak atlayan bir şey var. Bizde afallamış durumdayız yani. Anlam dünyalarımız farklı (P11).
(136)	Biz İngilizce eğitim veriyorsunuz, hiçbir sınıf, hiçbir sınıf İngilizce eğitime müsait değil. Yani 30 kişilik sınıfı bir U şeklinde sınıf yaptığınızı düşünün yani sınıf birbirine girer yani. Hiçbir şansınız yok (P15)
(137)	Çocuklarla birebir iletişim kurabilmemiz için sınıf mevcudunun azaltılması lazım (P9).
(138)	mevcudun 40 olduğu bir ortamda İngilizce yani ne kadar iyi öğretilebilir ki? 40 kişilik sınıf yani ben hangi biriyle ilgileneyim? Yani ödev kontrolü bile yapamıyorum. Diğer mesleklerin pek çoğunda insanlarla birebir ilgileniyorsunuz. Yani bir bankacı mesela ya da doktor şu an 5 dakika sizinle ilgileniyorum, sonra Fatma Hanıma dönüyorum. Ama burda işte 40 kişiyi aynı anda gözlüyorsunuz. Benim öğleden sonraki iki dersimle sabahki iki dersim aynı verimlilikte geçmiyor. Yani yine yapmam gerekeni yapıyorum. Ama aynı performans, aynı enerji öğleden sonra olmuyor (P17).
(139)	bilgisayar, internet, projeksiyon, kapsamlı sözlük, posterler, cd çalar, İngilizce hikaye kitaplarının kullanımı dil öğretimini zenginleştirir. Bunlar olsa çok daha etkili bir öğrenme-öğretme ortamı olur (P38).
(140)	her şeyi kendimiz yapıyoruz. Materyali kendimiz yapıyoruz, ondan sonra, dersin planlanması, yürütülmesi değerlendirilmesinde tamamen

kendi başımıza sorumluyuz. Tamamen kendi başımızayız, yalnızız. Denetimsiz her şey. Ve değer de verilmiyor (P17).

(141)	11 yıl pedagojik formasyonum olmadan çalıştım. 11 yıl sonra akıllarına geldi senin var mı formasyonun diye sordular. 'yok' dedim. Neden 11 yıl sonra sordular hiçbir fikrim yok. Onca yıl formasyon eğitimi olmadan çalıştım, kimse umursamadı. Zaten ben yok demesem yine fark etmeyeceklerdi (P11)
(142)	niye İngilizce sınıfında gürültü çıkıyor diye müdür kızıyor. Dalga mı geçiyorsunuz diyor. Sınıfta hoplatıyor, zıplatıyor oyun oynattırıyorsun falan yok yani aynen geliyor başına (P13).
(143)	Öncelikle vasıfsız yöneticiler değiştirilmeli. En başta ilgili ve bilgili, tecrübeli bir okul yönetimi, öğretmeni tehdit ederek değil teşvik ederek oluşturulan bir eğitim ortamı olmalı. Öğretmen performanslarının öğrenciler tarafından değerlendirileceği bir sistem üzerinde çalışıldığını duymuştum, bunu gerekli görmekle beraber öğretmenlerin de yöneticileri değerlendirmesi gerektiğini ve dönütlerin gerçekten ciddiye alınmasını isterdim. Öğretmene biraz özerklik sağlayan bir yapı da gerekli, birçok yerde maddi ve bürokratik engeller olmakta. Bu eksiklerin giderildiği bir yerde nerede ve hangi öğretmen olursa olsun mesleki gelişim açısından kendi yeterliliğini hissedecektir (P37)
(144)	Eğer bir dersin en önemli materyali ders kitabıysa ya öğretmen özgür bırakılmalı ve kendine uygun materyali kullanmalı. Ama bizim materyalimizi seçme özgürlüğümüz yok. Eğer ona bir materyal dayatıyorsanız bize, illa bunu kullanacaksınız diyorsanız o zaman, o ihtiyacı karşılayan bir materyal gönderin bize (P5).
(145)	sistem mücadeleci, hırslı, istekli öğretmeni engelliyor. Neden engelliyor? Çünkü ortak sınav yapılıyor. Kendi başına karar alıp uygulayamadıkça mecbur kalıyorsun sisteme göre davranmaya (P11).
(146)	Hakkari /Yüksekova nasıl bir yer olduğunu anlatmam saatler sürer kısaca Türkçe, onlara göre, yabancı dil zaten. İngilizce ise tamamen gereksiz olan bir dil, ve Türk öğretmen deyince, nerden geldiğin önemli değil, farklı gözle bakılan birisin. Siyasetin çocuklar üzerindeki etkisi su götürmez bir gerçektir. Bazen derslerimde Türkçe açıklamalarım yetersiz kalıyor. Örneğin kitaplardaki kelimelerin Türkçe karşılıklarını açıklamak, feribot = gemi gibi Türkçe de ne anlama geldiğini bilmediği şeyleri öğretmek gerçekten zor ve zaman

alıcı. Seviyenin düşük olması, seni daha basit yollar bulmaya zorluyor ki bu mesleki gelişim için hem iyi hem kötü olabilir. Takip etmen gereken müfredat var ve içindekiler senin sınıfına tamamen yabancı. Bu konularda özellikle öğretmenlere inisiyatif tanınmalı, ve bölgesel farklılıklar dikkate alınmalı eğitim planlanırken ve uygulanırken (P39)

(147)	Benim için bir numaralı sorun prosedür. Aşırı belge, aşırı raporlar, aşırı imzalar. Yani bunlar bence mutlaka azaltılmalı. Beni çok soğutuyor, soğutuyor beni. Evet. Ben öğretmenliği seviyordum; ama bu prosedürlerden dolayı soğuttuğu çok zaman oldu. İşte bu herkesin elini kolunu bağlayan şeylerden bu durum (P24).
(148)	Öğretmenler desteklenmeli ve alınan kararlar topluca uygulanmalı. Öğretmenlerin eğitim ve öğretimle ilgili fikirleri alınmalı ve bunlar göz önünde bulundurularak kararlar alınmalı (P37).
(149)	Ve öğretmenlerin biraz ciddiye almaları lazım. Yani hiçbir konuda görüşleri alınmıyor, hani bu iyi mi şu iyi mi diye. Senin ihtiyacın ne, getirdiğin ne, biraz düşünülmeden yapılıyor (P25).
(150)	Mesela şu şeylere baksalar gene yeter. Hani zümrelerde biz işte Milli Eğitime öneriler, müdüre öneriler, okul müdürüne önerilerde bulunuyoruz ya, onlara baksalar. Bir sürü öneri yazıyoruz. Acaba okunuyor mu onlar? Okunuyor olsaydı şuna kadar zaten değişirdi zaten. O orada kalıyor, yazıda kalıyor. Biz mesela şimdi artık nasıl olsa okunmuyor deyip hani bazen yazmıyoruz bile artık. Kurum çok büyük, hantal bir yapı. 600 bin öğretmen. Ama bölünmüş yani parçalara bölünmüş, her birim kendi işini düzgün yapabilir, birbiriyle iletişim içinde uyum içinde çalışabilirler (P23).
(151)	Diyelim ki paylaştık sorunlarımızı, hep birlikte toplandık, konuştuk, bazı önerilerimiz oldu, eee peki sonra? Hadi şuralara yazalım dedik. Yazdık, sonra? O yazdığım noktadaki adam beni dikkate alacak mı, buna çözüm bulacak mı? Ben buna inanmıyorum. Yani başvurduğumuzda bile onları dikkate alıp dinleyecek, bizim önerilerimiz doğrultusunda diyelim ki kitapları hazırlayacak yetkin insanların olduğuna, ciddiye alacak insanların olduğuna inanmıyorum. Yoksa sizin her dediğinize açığım ben (P27).
(152)	Bak şimdi 4+4+4 var okulumuzdan olduk. Ortada kaldık. Ne yapacağımız belli değil. (4+4+4'den bahsediyor). Yani herkes bir şey söylüyor da bilmiyoruz artık (P23).

(153)	(4+4+4'ü anlatırken) Ama şimdi yani üç sene sonra kademeli sistem şekline geçirecekler. Dün dedi arkadaşlar işte zümrede ikinci ve üçüncü sınıflara da İngilizce dersi getirilecekmiş. Her gün yeni bir açıklama yapılıyor. Eylül'de mi söyleyecekler ikinci sınıfta İngilizce dersi olacağını. Gel, bu sınıfa ders ver diye. Herhalde öyle olacak artık. Bunun şeyi yok, planlaması yok, materyali yok. Yani hani bunlar hiçbir şey düşünülmemiş, hani herkes farklı bir açıkla yapıyor, herkes farklı bir şey söylüyor. Ben memurlar netten bakıyorum, hem de arkadaşlar dediler ikinci ve üçüncü sınıflara İngilizce varmış. Bulamadım ben öyle bir şey. Ne yapacağımı bilmiyorum iki ay sonra okul açıldığında (P25).
(154)	biz öğretmen olarak bir yaptırımımız yok, çığlığımızı kimse duymaz yani. Bir gecede işte şapkadan tavşan çıkarır gibi kararlar alınıyor, siz de uyguluyorsunuz yani. Sadece üzülüyoruz yani çok üzülüyorum (P18)
(155)	Sınavlar çok büyük bir sorun. Biz test tarzı grammar ağırlıklı dil öğretiyoruz, konuşmaya zaman ayıramıyoruz (P20)
(156)	gramer anlatmayınca öğretmenlerin çoğu bir şey öğretememiş gibi hissediyor. Ben nasıl sınav yapacağım kaygısı da var tabi. Ayrıca ortak sınavları da düşünmek zorunda kalıyorsunuz (P3)
(157)	toplasan yani şimdi kırk kişilik sınıfta tabi 5-6 kişinin konuşabilmesi başarısızlık değil, ben başarı olarak görüyorum yani kırk kişilik sınıfta, aslında on kişi olması gerekiyor yabancı dil için en fazla 15. Bir de haftada 2-3 saat ile kimi konuşturabilirsin ki? Kullanım alanı çok az. Ama bunu anlamıyor Milli Eğitim diyor ki bu hedeflere bu müfredatla ulaşacaksın. Bu şartlarda olmaz yani. Sınavlar da var başımızda. Biz test tarzı grammar ağırlıklı dil öğretiyoruz, konuşma merkezli değil. Konuşmayı nasıl öğreteceğiz? (P23)
(158)	Artı sınıfların kalabalıklığı, ders saatinin yetersizliği de var. Yoklama alırsınız, şu bu bir bakıyorsunuz ders bitiyor yani. Bunları bilecek adam lazım işte (P11).
(159)	İngilizce Türkçe konuşarak öğretilmez. Tamam, güzel. Hadi haftada 4 saat İngilizceyi de Türkçe konuşmadan öğretsinler göreyim. Uzaktan konuşmak kolay. Asla kabul etmiyorum ben. Yanlış yapıyorsunuz diye konuşulmasını. 4 saatte ne kadar exposure olur? Olmuyor (P8).
(160)	bize verilen o seminerler genellikle ilköğretim seviyesindeki seminerlerdi. Yani bir lise öğrencisine uyarlayamazsınız. Yani mesela

oradaki formatörler bize anlatırlarken alkışlar filan işte yani bazen işte şarkı söyletirler ya da başka bir şey uygulatırlar bize ama bunu bir lise talebesine derste yaptığınız zaman ilgilerini çekmez, komik gelir ve bir daha dinlemeyebilirler. Daha basit gelebilirsiniz yani onların gözlerinde. Aslında ilköğretim ve ortaöğretim diye ayrılmalı bu kurslar hizmetiçi eğitimde (P24).

(161)	Ben bunca yıldır evet birkaç sefer yöntem ve teknikler seminerleri açıldı, onlara gittik ama ihtiyacıma yönelik değildi hiçbiri (P22).
(162)	Formatör öğretmenler yeterli olursa sorun olmaz; ama formatör olarak sınıflara giren ve formatör dedikleri öğretmenler yeterli değiller. Mesleğini ve branşını gerçekten çok iyi bilen, çok iyi olan insanlar yapmalı bu eğitimleri (P4)
(163)	Hizmet içi eğitim verecek kişinin bölgeyi bilmesini isterim, bu çevreyi bilmesini isterim, dilini bilmesini, öğrenciyi bilmesini, maddi durumları bilmesini, ailesinin eğitim düzeyini bilmesini isterim. ondan sonra benim bu öğrenciye nasıl dokunabileceğime dair bana eğitim vermesini isterim (P7)
(164)	İki gün, üç gün olmamalı. Biraz daha uzun olmalı. İlk iki gün sadece mesleki anlamda teorik bilgiler verilmeli. Ondan sonraki günlerde de birebir sınıf içi uygulamaları yapılarak bu iş yapılmalı. Yani sunum yaparak olmamalı (P4).
(165)	Herkesin öğretmen olduğu… İşinin sorumluluğunu bildiği bir ortamda tüm işte aktiviteleri anlatıyorsunuz, bitiyor. Herkesi okula getirmek kolay değil; ama hani ders materyali artık lecturing'den o da değişmeli. Power point sunumu yapılıyor. İki konuşuluyor, öğretmen zaten dinlemiyor. Mesela video çekimi yapılabilir pilot okullarda, gerçekçi kayıtlar ama, ama hani oradaki sorunlar nasıl aşılmış, onların üzerinde tartışmalar yapılabilir, bakın işte böyle kalabalık bir sınıfta şunu yapmaya çalıştık; ama olmadı ya da hani videosu ya da filmi de izletilebilir, tartışılabilir böylece gerçek sınıf ortamını bakarak gerçek sorunlara (P5).
(166)	Geriye dönük yani Dönütler alınmalı. Öğretmenler mutlaka geriye dönük dönütler almalı ve sınıf içi uygulamalarının nasıl gittiğini ve neler olduğuna bakılmalı. Denetim de yok, ilerleme de yok. Bu, sistemde sürekli olmalı. Yani yoksa bunlar çok etkili olmuyor. Sıkılıp, insanlar bitsin diye dönenleri görüyorum ben açıkçası (P4).

(167)	Benim sınıfıma gelmeleri lazım. Benim sınıfımla ilgili bana önerilerde bulunmaları lazım, benim sınıfımı görmeleri, öğrencimi görmeleri lazım. Yani belki sınıfımın rengi kötü, sıralarımın üzeri kötü, oturma düzenim kötü. Yani tabi ki de ben bunları öğrenmek isterim. Hizmet içi eğitimin küçük gruplar halinde verilmesini istiyorum. Örneğin, masada böyle bir masa etrafında çayımızı içerken bence paylaşım bu daha da güzel olur. Kocaman sınıflara toplanıp da mikrofonla bu çok şey, resmi oluyor zaten (P7).
(168)	İnsanların motivasyonu maalesef gittikçe azalıyor, azaltılıyor da. Hani ben stajyerlere baktığımda veya öğrencilere baktığımda öğretmen olmayı isteyen çok az öğrenci görüyorum. Bu maalesef üzücü tabi. Çünkü hani artık maddi olarak da hani tatmin etmiyor ve nedense şirketler, işte şirketlerde çalışmak, çok meşakkatli olmasına rağmen birçok öğrenciye cazip geliyor. Yani öğretmenliğin bir angarya olduğunu, çok da saygı duyulmadığını düşünüyorlar; haksız da değiller. Yani bunu biraz canlandırmak lazım. Hani eskiden öğretmenlerimize ailelerimiz çok saygı duyarlardı. herkes işte öğretmen olmak isterdi. Şimdi öyle değil maalesef. Bunun belki de düzeltilmesi ve öğretmenlik mesleğinin kutsallığından falan bahsetmek lazım. Keşke bunlar düzelse. Keşke Avrupa standartlarını hem maddi hem de manevi yakalayabilsek (P1).

APPENDIX G – THE CONSENT FORM [GÖNÜLLÜ KATILIM FORMU]

Bu çalışma ODTÜ Yabancı Diller Eğitimi Bölümü öğretim üyelerinden Prof. Dr. Gölge Seferoğlu yürütücülüğünde ve araştırma görevlisi Sibel Korkmazgil tarafından yürütülen bir tez çalışmasıdır. Çalışmanın amacı, Türkiye Cumhuriyeti Milli Eğitim Bakanlığı ilk ve ortaöğretim kurumlarında çalışan İngilizce öğretmenlerinin mesleki gelişim yöntemlerini, ihtiyaçlarını, sorunlarını, ve görüşlerini incelemektir.

Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Çalışma boyunca, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Vermiş olduğunuz bilgiler sadece araştırmacılar tarafından değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakmakta serbestsiniz. Böyle bir durumda çalışmayı gerçekleştiren kişiye çalışmayı tamamlayamayacağınızı söylemeniz yeterli olacaktır. Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Yabancı Diller Eğitimi Bölümü araştırma görevlisi Sibel Korkmazgil (Tel: +903122103667; E-posta: sibelk@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza

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APPENDIX H – TURKISH SUMMARY

GİRİŞ

Toplumların ve ekonominin küreselleşmesi, teknolojik gelişmeler ve aynı zamanda artan sosyal hareketlilik, eğitim alanında standartların yükselmesi ve kalitenin geliştirilmesi adına giderek artan bir baskı yaratmaktadır. Yarının dünyası bugün sınıflarımızda şekillenmektedir ve dünyada yaşanan böylesi hızlı değişimler öğrencilerin, geleceğin artan taleplerini karşılayabilmelerini sağlayacak farklı ve karmaşık becerilerle donatılmasını gerektirmektedir. Böylesi zorluklarla karşılaşan öğretme eylemi, giderek daha da karmaşık ve çetin bir hal almaya başlamıştır. Bu bağlamda, öğretmenlerin "daha önce hiç olmadığı kadar, mesleki gelişim ile becerilerini geliştirme ve güncelleştirme ihtiyacı vardır" (Craft, 2000, s. 6).

Okul ile ilgili etkenler arasında öğretmenlerin bilgisi ve yaptıklarının, öğrenci başarısı üzerinde en önemli etkenlerden olduğunu gösteren çalışmaların sayısı giderek artmaktadır (Cohen ve Hill, 1997; Darling-Hammond ve Skyes, 1999; Fullan, Hill ve Crevola, 2006). Öğretmenlerin mesleki eğitiminin ve öğreniminin, öğrenci öğrenim kazanımlarının geliştirilmesinde ve eğitimin etkinliğinin sağlanmasında çok önemli olarak görülmesi nedeniyle (Cumming, 2011; Tomlinson, 2004), öğrencilerin artan beklentilerini daha iyi karşılayabilmek adına öğretmenlerin sürekli mesleki gelişim içinde olmaları gerekmektedir.

İngilizce öğretiminde yaşanan değişim ve gelişim düşünüldüğünde, İngilizce öğretmenleri için mesleki gelişim ihtiyacı daha da belirgin bir hal almaktadır. Günümüzde siyasi, kültürel ve ekonomik ilişkilerde en çok tercih edilen dilin İngilizce olması nedeniyle, kurumların değişen öğrenci ihtiyaçlarını, dil sınavları ve müfredatlarda ortaya çıkan yenilikleri karşılayabilmeleri gerekmektedir. Ayrıca, eğitimde yaşanan paradigma değişimleri ve yeni akımlar öğretmenlerin nasıl öğrendiklerine dair kabul gören anlayışı oldukça değiştirmiştir. Bu nedenle, bu değişim ikliminin öğretmen gelişimine dair etkileri olduğunu ileri sürmek

kaçınılmazdır. İngilizce öğretmenlerinin bu değişimlere ayak uydurmaları için bilgi ve becerilerini geliştirmelerini sağlayacak sürekli ve etkin mesleki gelişim fırsatlarına ihtiyaçları vardır (Richards ve Farrell, 2005).

Genel anlamda, öğretmenlik mesleğinde mesleki gelişim, öğrenci başarısını artırmak amacıyla öğretmenlerin inanç ve uygulamalarında değişim yaratmak amacıyla planlanmış her tür aktivite, yöntem ya da program olarak tanımlanabilir (Guskey, 2002). Ancak, öğretmen eğitimi literatürüne bakıldığında iki temel amaç göze çarpmaktadır; *eğitim* [training] ve *gelişim* [development]. Eğitim genellikle hizmet-içi eğitim faaliyetleri şeklinde yürütülürken, gelişim uzun-vadeli öğretmen gelişimine odaklanmaktadır (Freeman, 1989). Richards ve Farrell (2005)'ın belirttiği üzere, gelişim daha uzun-vadeli bir amaca hizmet ederek öğretmenlerin hem öğretime hem de öğretmen olarak kendilerine dair anlayışlarının gelişimine olanak sağlamayı amaçlar. Sürekli mesleki gelişim görüşü ise hem kısa hem de uzun süreli amaçları içermektedir.

Öğretmen gelişimine yönelik geleneksel yöntem ve uygulamalar, öğretmenlere yeni fikirler, bilgiler ve uygulamaya yönelik önerilerin verildiği, yukardan-aşağıya bir bilgi paylaşımını temel alan, çoğunlukla kısa süreli seminer ya da çalıştay şeklinde düzenlenen hizmet-içi eğitim programları olarak gerçekleşmektedir. Böylesi geleneksel eğitimlerin altında, öğretmenlerin onlara verilen bilgiyi edinip, sınıflarına döner dönmez uygulayabilecekleri varsayımı yatmaktadır. Ancak, böylesi bir kerelik hizmet-içi eğitimlere yönelik giderek artan bir memnuniyetsizlik söz konusudur. Geleneksel yöntemler çoğunlukla kurs-temelli, bilgi aktarımına dayalı, dışardan tanımlanarak biçimlenmiş, öğretmenlerde var olan bir eksik ya da kusuru gidermeye yönlenmiş ve kısa-süreli planlanmış olmakla eleştirilmektedir (Borg, 2015; Choi ve Andon, 2014; Darling-Hammond, 1998; Feiman-Nemser, 2001; Guskey, 1999; Ingvarson, 1998; Kubanyiova, 2012; Lieberman ve Wilkins, 2006; Little, 1993, 1999; Mujis et al. 2014; Villegas-Reimers, 2003). Ingvarson (1998) bu geleneksel yaklaşımların gerekli olmasına ragmen artık yeterli olmadığını savunmaktadır. Benzer bir şekilde, Villegas-Reimers (2003, p. 67) da bir profesyonel olarak değişen öğretmen görüşüne ve onların mesleki hazırlıklarının kendi gelişimlerinden sorumlu oldukları ve aktif bir

şekilde katıldıkları yaşam-boyu öğrenme sürecini içerdiği düşüncesine dikkat çekerek, öğretmen eğitimi kavramının ister hizmet-öncesi isterse hizmet-içi olsun artık uygun olmadığını ileri sürmektedir. O eğitim odasındaki öğretmenler, kendi öğreniminin sorumluluğunu almaktansa, onlara dışardan verilen bilginin gün-be-gün yaşadıkları kendi öğretim deneyimlerinden daha önemli olduğunu düşünebilirler ve mesleki gelişime yönelik böylesi bir algı onları "bilgi-tüketicisi" (Borg, 2015, s. 5) tavrına sürüklerken, onların bu eğitimlere dair olası katkılarını da sınırlandırabilir. Geleneksel eğitimlere dair başka bir eleştiri de öğretmenlerin inançları, tutum ve uygulamalarında istenilen değişiklikleri yaratmada ve uzun-süreli olumlu etki oluşturmaktaki başarısızlıklarıdır (Choi ve Andon, 2014; Kubanyiova, 2012).

Mesleki gelişim üzerine araştırmaları inceleyen Guskey (1999) öğretmen gelişimini destekleyen mesleki gelişim uygulamaların belli başlı temel özelliklerini tanımlamıştır. Bu özellikler incelendiğinde görülmektedir ki, "okul idarecileri, öğretmenler ve öğrenci topluluklarındaki farklılıklar mesleki gelişimin etkiliğine katkıda bulunacak özellikleri fazlasıyla etkilemektedir" (Guskey, 2003, s. 47). Mesleki gelişim programlarının etkisinin artırılması için, bu tür uygulamalar öğretmenlerin çalıştıkları ortamlardaki ihtiyaçlarını karşılayacak şekilde planlanmalı, uygulanmalı ve değerlendirilmelidir (Guskey, 2002).

Başka araştırmacılar da olumlu sonuçlar yaratmak için mesleki gelişim uygulamalarının takip etmesi gereken bir takım ilkeleri ve ana hatları ileri sürmüşlerdir (Corcoran, 1995; Fullan, 2005; Hawley ve Valli, 1999). Fullan (2005), örneğin, öğretmen gelişimine yönelik programlar planlanırken, ilgili paydaşların rollerinin ve kurumsal kültürün dikkate alınması gerektiğini düşünmektedir. Hem kurumsal kültürün hem de yerel ve bölgesel birimlerin öğretmen eğitiminde önemli bir role sahip olduğunu savunmaktadır.

Öğretmen mesleki gelişimi üzerine olan literatür incelendiğinde görülmektedir ki bazı mesleki gelişim yaklaşım özellikleri, öğretmen gelişimine olumlu katkı sağlama konusunda daha fazla potansiyele sahip olarak görülmektedir. Vurgulanan özellikler arasında öğrenci öğrenimi ve başarısına odaklanma; öğretmenlerin farklı

ihtiyaçlarına ve öğrenme yollarına uygunluk; öğretim ortamına ait faktörlere ilişki kurulması; işbirliği ve iletişimi geliştirecek yöntemlerin kullanımı ve eğitimsel değişim süreçleri ve paydaşların ve bölgesel birimlerin beklentileri gibi daha geniş bağlamların rolünün dikkate alınması sayılabilir. Öğretmenlere yönelik etkili mesleki gelişim uygulamalarını planlamada başarıyı garanti edecek üzerinde anlaşılmış evrensel olarak kabul edilmiş herhangi bir çerçevenin, model ya da aktivitenin olmadığı belirtilmelidir çünkü "herhangi bir modelin uygunluğu uygulama amacı, içeriği ve bağlamına dayanarak farklılık gösterir" (Guskey, 1999, s. 29).

Öğretmen profesyonelliği üzerine giderek artan bir literatür olmasına rağmen, son yıllardaki çalışmalar öğretmenlerin mesleki gelişimleri konusunda daha fazla çalışmaya ve incelemeye ihtiyaç duyulduğunu göstermektedir. Bu ihtiyaç özellikle yabancı dil İngilizce öğretmenlerin mesleki gelişimi alanında daha da belirgindir. İçlerinde Türkiye'nin de olduğu pek çok ülkede İngiliz dili öğretimine yönelik artan talepler ve donanımlı, iyi yetişmiş, uzman İngilizce öğretmenlerine duyulan ihtiyaç İngilizce öğretmenlerin gelişiminin önemini ön plana çıkarmaktadır.

Milli Eğitim Bakanlığı (MEB) tarafından yayınlanan istatistiklere göre (MEB, 2014), 2013-2014 eğitim-öğretim yılında örgün eğitim okullarında 14.950.897 öğrenci ve 829.077 öğretmen mevcuttur. Bu bağlamda, İngiliz dili, ilk, orta ve lise seviyesindeki devlet okullarında zorunlu yabancı dil olarak verilmektedir. Bu okullarda İngiliz dili eğitimi verilen öğrenci sayısı düşünüldüğünde, her yıl kayda değer sayıda yeni İngilizce öğretmeni sisteme dahil olmaktadır. Örneğin, 2015 yılında 3964 İngilizce öğretmeninin Türkiye'deki devlet okullarında çalışmak üzere atanması yapılmıştır (MEB, 2015). Devlet okullarında çalışan İngilizce öğretmen sayısının her geçen yıl arttığı da düşünüldüğünde, bu öğretmenler için öğretmen yetiştirme programlarından emekli oluncaya kadar tutarlı ve sistem-çapında destek programlarının geliştirmesi büyük önem arz etmektedir.

Kısmen Avrupa Birliği normları doğrultusunda İngiliz dili eğitiminde süregelen uyum ve standartlaştırma çalışmalarına bağlı olarak (Kırkgöz, 2009), kısmen de öğrencilerin İngilizce dil yeterlik seviyelerine karşı giderek artan

memnuniyetsizlik sebebiyle, İngiliz dili eğitim ve öğretiminin tüm öğretim kademelerinde kalitesini geliştirmek amacıyla dil öğretimindeki son gelişmelerin ışığında Türkiye son yıllarda eğitim reformları gerçekleştirmiştir. Son değişikliklerle, yabancı dil öğrenmeye başlama yaşı ilkokul 2. Sınıfa indirilmiştir. Ayrıca, yenilenen İngilizce müfredatı yapısalcı ve iletişimsel dil öğretim yaklaşımlarını öne çıkarmıştır. Böylesi köklü değişimlerin kısa süre içinde ülke çapında uygulanması İngilizce öğretmenlerinin mesleki gelişimine yönelik ciddi sorunları da beraberinde getirmiştir.

İngilizce öğretmenlerini yenilenen müfredatın amaç ve hedefleri konusunda ve yapısalcı ve iletişimsel dil öğretme yaklaşım ve yöntemleri hakkında bilgilendirmek ve onlara özellikle küçük yaştaki öğrencilere İngilizce öğretmek doğrultusunda gereken bilgi ve becerileri kazandırmak amacıyla, MEB bir seri hizmet-içi eğitim programı düzenlemiştir (Kırkgöz, 2008; Mirici, 2006). Ancak, tüm bu çabalara rağmen, son yıllarda yapılan bazı araştırmalar pek çok öğretmenin hala geleneksel kurala-dayalı dil öğretim yöntemleri kullandıkları gerçeğine işaret etmektedir ki bu durum yapılan hizmet-içi eğitimlerin etkinliğinin sorgulanmasına neden olmaktadır (Gürsoy, Korkmaz ve Damar, 2013; Kırkgöz, 2008, 2009; Özşevik, 2010). Bununla birlikte, literatürde yer alan çalışmalar hizmet-içi eğitimlerin planlaması, uygulaması ve etkisine yönelik çeşitli sorun ve eleştiriyi de göz önüne sermektedir. Bunlar arasında İngilizce öğretmenlerine yönelik çok az sayıda kursun düzenlenmesi, bu eğitimlerin dışardan-kaynaklı yukardan-aşağı planlanması, kurs içeriğinin ders-tipi sunumu, öğretmenlerin faal olarak katılımına çok az ya da hiç yer vermemesi, eğiticilerin uzman olmayışları ve yönlendirme ve tamamlayıcı desteğin eksikliği sayılabilir (Bayrakçı, 2010; Çimer, Çakır & Çimer, 2010; Kırkgöz, 2008; Küçüksüleymanoğlu, 2006; Özer, 2004; Uysal, 2012). Bu çalışmalar, yapılan hizmet-içi eğitimlerin içeriğinin öğretmenler tarafından değil de yöneticiler ya da eğiticiler tarafından belirlendiği gerçeğini vurgulamaktadır. Etkili mesleki gelişim programları geliştirmek için ilk adım İngilizce öğretmenlerinin gelişim ihtiyaçlarını belirlemek amacıyla ihtiyaç analizi yapılmasıdır. Bu bağlamda, devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişim ihtiyaçlarını ve uygulamalarını inceleyen daha fazla araştırmaya

ihtiyaç vardır. Yukarıda bahsi geçen çalışmalarda vurgulanan başka bir bulgu da tüm paydaşların mesleki gelişim faaliyetlerinin planlanması ve uygulanmasında dahil edilmesinin önemidir.

Literatürdeki çalışmaların bulguları göstermektedir ki MEB tarafından İngilizce öğretmenleri için düzenlenen hizmet-içi eğitimlerin çoğu öğretmenleri bilgi tüketicisi olarak gören anlayışın izlerini taşımaktadır. Ancak, sürekli mesleki gelişimine yönelik en son görüş, öğretmenleri eğitim alanındaki değişimlere ayak uydurmaya çalışan bireylerden ziyade daha çok kendi gelişiminden sorumlu olan, bilgiyi üreten ve karar alma mekanizmalarında faal olarak yer alan kişiler olarak görmektedir (Borg, 2015). Bu nedenle de İngilizce öğretimi alanında, özellikle de devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişimini incelemeyi amaçlayan kapsamlı araştırmalara ihtiyaç duyulmaktadır.

Çalışmanın Amacı

Bu çalışma Heidegger'in görüngüsel yaklaşımını (fenomenoloji yöntemini) kullanarak devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişimlerine yönelik algılarını kapsamlı bir şekilde incelemeyi amaçlamaktadır.

Araştırma Soruları

Bu niteliksel çalışmaya aşağıdaki araştırma soruları yön vermiştir:

1. İngilizce öğretmenleri profesyonel bir İngilizce öğretmenini nasıl tanımlamaktadırlar?
2. İngilizce öğretmenlerinin mesleki gelişim ihtiyaçları nelerdir?
3. İngilizce öğretmenleri hâlihazırda ne tür mesleki gelişim aktivitelerinde bulunmaktadırlar?
4. İngilizce öğretmenleri mesleki gelişimlerine yönelik ne tür zorluklar yaşamaktadırlar?

Çalışmanın Alana Sağladığı Katkı

Öğretmenlerin mesleki gelişimi üzerine olan literatürde, öğretmenlerden ziyade başka kişiler tarafından tasarlanan ve öğretmenlerin gerçek ihtiyaçlarını dikkate almadan gerçekleştirilen tek-seferlik mesleki gelişim aktivitelerinin öğretmen gelişimi açısından uzun-soluklu değişimleri sağlamada genellikle başarısız olduğu bildirilmiştir. Diğer taraftan, yüksek kaliteli mesleki gelişim uygulamaları öğretmen ve öğrencilerin ihtiyaçlarına hitap ederek, öğretmenleri içerik ve süreç açısından karar alma mekanizmalarına daha fazla dahil etmektedir. Bu nedenle, öğretmenlerin mesleki gelişimine katkıda bulunmayı amaçlayan her türlü aktivitenin öğretmenlerin hâlihazırdaki ihtiyaçlarını temel alması gerektiği ve öğretmenlerin katılımı ile tasarlanıp gerçekleştirilmesi gerektiği görüşü sıklıkla dile getirilmektedir. Bu bağlamda, bu çalışma, Türkiye'deki devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişim uygulamalarını, gelişim ihtiyaçlarını ve öğretmen olarak gelişimlerine zorluk çıkardığını düşündükleri faktörleri açığa çıkarmak ve açıklamak amacını taşıyan önemli bir girişim olarak telakki edilebilir.

Genel olarak mesleki gelişim üzerine daha geniş bir literatür mevcut olmasına rağmen, Türkiye'deki İngilizce öğretmenlerinin mesleki gelişimine odaklanan araştırmalar daha kısıtlıdır (Hoş ve Topal, 2013). Özellikle, devlet okullarındaki İngilizce öğretmenlerinin mesleki gelişimini inceleyen araştırma çalışmaları çok sınırlıdır; araştırmacının bilgisi dahilinde, bu alanda bugüne kadar hiçbir görüngüsel (fenomenolojik) niteliksel çalışma yapılmamıştır. Bu nedenle de, Türkiye'deki devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişimine odaklanan böylesi niteliksel bir incelemenin literatüre önemli katkılarda bulunacağı düşünülmektedir.

İlgili literatüre ilişkin diğer bir konu da Türkiye bağlamında yapılan çalışmaların çoğunun niceliksel araştırma yöntemlerini benimseyerek yapılmış olmasıdır ki bu durum bazı sınırlamalar teşkil etmektedir (Hoş ve Topal, 2013) çünkü bu tür çalışmalar katılımcıların görüşleri, inanç ve tutumlarına yönelik daha derin anlayışları sağlayamamaktadırlar (Johnson ve Christensen, 2014). Creswell'in

(2007) ileri sürdüğü üzere, niteliksel araştırma yönteminin incelenen olguya yönelik daha bütüncül bir anlayışı ortaya koyması daha olasıdır çünkü bu araştırma geleneği, katılımcıların deneyimlerini ve bu deneyimlere yükledikleri kişisel anlamlarını yine onların bakış açılarından inceleme fırsatı vermektedir. Literatürdeki bu boşluğa karşılık gelecek şekilde, bu niteliksel çalışma İngilizce öğretmenlerinin mesleki gelişimiyle ilgili deneyimlerini Heidegger'in görüngüsel yaklaşımını kullanarak analiz etmeye çalışmaktadır.

Katılımcıların gelişimsel ihtiyaçlarına ek olarak, bu çalışma onların mesleki gelişim faaliyetlerine de odaklanmaktadır. Literatürdeki çalışmaların çoğu İngilizce öğretmenlerine sunulan hizmet-içi eğitim programlarının değerlendirilmesiyle ilgilenmiştir. Ancak sürekli mesleki gelişim üzerine olan son görüşler öğretmen gelişiminin devamlı, hayat-boyu ve çoğu zaman da özerk olduğunu ileri sürmektedir. Bu nedenle, Türkiye'de 14 farklı şehirde 41 öğretmenin algısını araştırmayı amaçlayan bu niteliksel çalışma konuya daha geniş bir açıdan yaklaşabilir ve politika yapıcılara, diğer paydaşlarla birlikte öğretmenlerin kendilerine de önemli sonuçlar ve çıkarımlarda bulunabilir.

Bu çalışmanın bir diğer katkısı da öğretmenlerin bakış açısından mesleki gelişim uygulamalarını araştırarak makro seviyede planlanan eğitim reformlarının mikro seviyede öğretmenlerin günlük eğitim faaliyetlerinde nasıl gerçekleştirildiğine dair önemli tespitlerde bulunmasıdır. Gerçekte, öğretmenlerin mesleki gelişimi ile eğitim reformları arasında karşılıklı bir ilişki mevcuttur çünkü "öğretmenleri ve onların mesleki gelişimini içermeyen eğitim reformları başarılı olamamaktadır. Bir politika ve yapı reformlarıyla bütünleşmemiş mesleki gelişim girişimleri de başarılı olamazlar" (Villegas-Reimers, 2003, s. 7). Eğitim reformlarının amaçlarını gerçekleştirmek için kendilerini güncellemek ve mesleki gelişimde bulunmaları gerektiğinden öğretmenler *değişimin öznesidir*. Sınıflarda bu reformları gerçekleştirecek ana oyuncular oldukları için de öğretmenler aynı zamanda *değişimin nesnesidir*. Bu bağlamda, öğretmenlerin mesleki gelişimi son yıllarda önemli ilgi uyandıran araştırma alanı olarak karşımıza çıkmaktadır. Son yıllarda Türkiye'de İngiliz dili öğretimi müfredatında radikal eğitim reformları ve politika değişiklikleri yaşanmıştır (Kırkgöz, 2009). Öğretmenlerin mesleki gelişimi ile

eğitim reformları arasındaki karşılıklı ilişkinin önemi dikkate alındığında, İngilizce öğretmenlerinin mesleki gelişimi üzerine yapılan bu görüngüsel inceleme, hem gelecekte etkili mesleki gelişim faaliyetlerinin tasarlanması ve uygulanmasına, hem de öğretmenlerin sınıf içi eğitim faaliyetlerinde eğitim reformlarının başarılı bir şekilde gerçekleştirilmesine katkıda bulunabilir.

YÖNTEM

Türkiye'de devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişimlerine yönelik algılarını kapsamlı bir şekilde incelemeyi amaçlayan bu çalışmada araştırma yöntemi olarak görüngüsel yaklaşım (fenomenoloji) benimsenmiştir. İnsanlar bir olguyu farklı biçimlerde deneyimlendirirler ve bu deneyimlere farklı anlamlar yüklerler. Bir nitel araştırma yöntemi olan görüngüsel yaklaşım bu kişisel anlamları ayrıntılı bir biçimde ele almayı amaçlayan bir araştırma yöntemidir. (Patton, 2002). Görüngüsel yaklaşımı diğer nitel araştırma yöntemlerinden ayıran başlıca özellik de sadece bu yaklaşımın deneyimin özü, yapısı ve anlamını incelemek için özelikle tasarlanmış olmasıdır (Creswell, 2007; Moustakas, 1994; Starks ve Trinidad, 2007). Ayrıca, bu araştırma geleneği araştırmacılara, sadece kuramsal bir çerçeve sağlamanın ötesinde incelenen olguyu bu olguyu yaşayanların bakış açısından incelemeyi de mümkün kılan bir yöntem sunmaktadır (Giorgi, 1985; Moustakas, 1994; van Manen, 1990).

Görüngüsel yaklaşım felsefi bir akım olarak Alman filozof Edmund H. Husserl'in (1859-1938) çalışmalarıyla başlamış ve daha sonra Martin Heidegger (1889-1976) ve takipçileri tarafından geliştirilmiştir. Bu iki ekol arasındaki temel fark araştırmacının çalışma içerisindeki rolü üzerindeki görüşlerde kendini göstermektedir. Husserl'in yaklaşımı araştırmacının incelediği olguya karşı tamamen değer-yargısız bir biçimde yaklaşıp kendini soyutlaması gerektiğini savunurken, Heidegger'in görüngüsel yaklaşımı araştırmacının incelediği olgudan ve çalışmadan kendini tamamen soyutlayamayacağını ileri sürerek yorumlamaya izin verir ve insanların deneyimlerini açıklayıp yorumlamaya çalışırken araştırmacının edilgen değil aksine yorum sürecine aktif olarak katıldığını savunur. Bu bilimsel araştırmanın amacı ve içeriği düşünüldüğünde, Heidegger'in

görüngüsel yaklaşımı başlıca yöntem olarak ele alınmıştır. Çalışmanın veri toplama aracı olarak da yarı yapılandırılmış görüşme tekniği kullanılmıştır.

Katılımcılar

Araştırmaya 14 farklı şehirden devlet okullarında çalışan 41 İngilizce öğretmeni katılmıştır. Çalışmanın örnekleminde yer alan katılımcılar seçilirken maksimum varyasyon ve uygun örnekleme yöntemleri kullanılmıştır. Örneklemde yer alan şehirleri seçerken MEB tarafından belirlenen hizmet bölgeleri esas alınmıştır. Tanımlanan 3 hizmet bölgesindeki şehir sayısı oranında veri toplanacak şehir sayısı tayin edilmiştir. Her bir hizmet bölgesinde bulunan şehirlerden de zaman, ulaşılabilirlik ve maddi konular göz önünde bulundurularak uygun örnekleme yöntemi ile şehirler belirlenmiştir. Belirlenen şehirlerden okullar seçilerek veri toplamak için gerekli izinler alınmıştır. Bu okullarda görev alan İngilizce öğretmenlerinden gönüllü olanları çalışmaya katılmıştır. Tablo 1.'de şehirlere göre katılımcı sayısı bilgisi verilmektedir.

Tablo 1. Şehirlere göre katılımcı sayısı dağılımı

Şehir	Katılımcı Sayısı	Şehir	Katılımcı Sayısı	Şehir	Katılımcı Sayısı
Ankara	10	Gaziantep	1	Konya	5
Adıyaman	1	Hakkari	1	Sivas	6
Bolu	3	Hatay	1	Malatya	1
Diyarbakır	1	İstanbul	5	Şırnak	1
Eskişehir	2	İzmir	3		

Toplam Şehir Sayısı: 14 *Toplam Katılımcı Sayısı: 41*

Yeni 4+4+4 eğitim sistemi 2012-2013 eğitim öğretim yılında başlamıştır ve bu değişim ile birlikte her biri 4 yıl süren ilk, orta ve lise seviyesi eğitimine geçilmiştir. Bu sistemik değişim öncesi, okullar iki gruba ayrılmaktaydı – ilköğretim ve ortaöğretim. Veri toplama süreci 2012 yılında yeni sisteme geçilmeden önce tamamlandığı için, bu çalışmaya katılan katılımcılar çalıştıkları okul türüne göre

iki gruba ayrılmaktadırlar. 41 katılımcıdan, 21'i ilköğretimde çalışırken 20 öğretmen ortaöğretim okullarında çalışmaktadır.

Veri Toplama Aracı

Veri toplama aracı oluşturulurken öğretmen profesyonelliği ve mesleki gelişimi üzerine olan literatür incelenmiş ve çalışmanın araştırma soruları ışığında görüşmede incelenecek alanlar tespit edilmiştir. Bu doğrultuda hazırlanan yarı yapılandırılmış görüşme soruları iki aşamada pilot analizine tabi tutulmuştur. İlk olarak hazırlanan sorular dört uzman tarafından araştırma soruları esas alınarak incelenmiştir. Onlardan gelen geri bildirimler ile gerekli değişiklikler yapıldıktan sonra ikinci aşamada Ankara'da devlet okullarında çalışan dört İngilizce öğretmeni ile sesli düşünme tekniği (think-aloud) kullanılarak veri toplama aracının pilot analizi yapılmıştır. Son halini alan veri toplama aracı beş bölümden oluşmaktadır. Bölüm A'da katılımcıların eğitim geçmişi, öğretmenlik tecrübesi ve çalıştıkları okul ve kademe gibi konularda bilgi edinmeyi amaçlayan sorular yer almaktadır. Bölüm B'de öğretmenlerin öğretmenlik mesleği üzerine inançlarını araştıran sorular mevcuttur. Bölüm C'deki sorular onların mesleki gelişim ihtiyaçlarını araştırmaya yöneliktir. Bölüm D'de katılımcıların kendilerini hâlihazırda nasıl geliştirdiklerini anlamaya yönelik sorular yer almaktadır. Son olarak, Bölüm E'de mesleki gelişimleri önünde engel teşkil eden yaşadıkları zorlukları incelemeyi amaçlayan sorular vardır.

Çalışmaya katılan 41 İngilizce öğretmeni ile yarı yapılandırılmış yüz yüze görüşme tekniği kullanılarak veri toplanmıştır. 41 katılımcıdan, 29'u ile birebir görüşme, 12 katılımcıyla da 5 farklı oturumda gerçekleşen grup görüşmesi gerçekleştirilmiştir. Birebir görüşmelerin süresi 30 ile 45 dakika arasında, grup görüşmeler ise 55 ile 75 dakika arasında değişmektedir. Tüm görüşmeler teybe kaydedilmiş ve kayıtlar birebir çözümlenerek sistematik nitel analiz yöntemi ile analiz edilmiştir.

Veri Analizi

Araştırma kapsamında elde edilen veriler Yorumlayıcı Görüngüsel Analiz (Interpretative Phenomenological Analysis) yöntemi ile analiz edilmiştir. Bu analiz

yöntemi pek çok tekrarlayan aşamanın olduğu döngüsel bir süreci içermektedir. İlk aşamada, çözümlenmiş tüm veriler bir bütün olarak tekrar tekrar okunmuş ve tekrar edilen konular saptanmıştır. Daha sonraki aşamalarda ise açık kodlama suretiyle verilerde tekrar eden temalar kodlanmıştır. Birbirini kapsadığı düşünülen kodlar birleştirilip genel kategoriler elde edilmiştir. Kodlama sırasında bazen tek bir cümle bir kod ile kodlanabildiği gibi bazen de katılımcının sorulan soruya verdiği yanıta bir kod verilmiştir. Araştırma bulgularının güvenirliğini artırmak amacıyla, elde edilen tüm verilerin kodlama işlemi araştırmacıya ek olarak, alanda doktora derecesi bulunan başka bir uzman tarafından da yapılmıştır. Çalışmada kullanılan kodlar tartışmalar sonucunda uzlaşı sağlanarak ortak karar ile saptanmıştır.

BULGULAR

Bu görüngüsel araştırma Türkiye'deki devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişim algılarını incelemiştir. Bu niteliksel çalışmanın ilk araştırma sorusu, İngilizce öğretmenlerinin öğretmen profesyonelliği ve profesyonel bir İngilizce öğretmeninin sahip olması gereken özelliklere dair inançlarını anlamayı amaçlamaktadır. Veri analizi göstermiştir ki bu çalışmaya katılan öğretmenlerin hepsi öğretmenliği para kazanılmak için yapılan bir iş olarak değil de bir meslek olarak görmektedir. Ancak, bu mesleğin doğasına ilişkin farklı algıları olduğu ortaya çıkmıştır. Katılımcıların bazıları (*f*: 16) her günkü öğretim faaliyetlerinin öğretmenliği farklı özellikleri olan bir meslek haline getirdiğine inanmaktadır. Gerçekte, bu özellikler onların öğretmenliği bir meslekten çok, daha ziyade *bir yaşam şekli*, *hayatın ta kendisi*, *bir sanat*, *sevgi ve saygı işi* ve *bir tür annelik* olarak tarif etmelerine neden olmuştur.

Katılımcılara göre profesyonellik pek çok farklı şekilde sergilenmektedir ve hem davranışları hem de tavırları içermektedir. Veri analizi göstermektedir ki öğretmenlerin bu konudaki görüşleri öğretmen profesyonelliğini gösteren dört kategori altında toplanabilir. Bunlar: (i) *Kişisel Özellikler ve Meziyetler*, (ii) *Alan Bilgisi*, (iii) *Pedagojik Bilgi* ve (iv) *Mesleki Gelişim*. Öğretmenliği meslek haline getiren asgari koşullar konusunda, katılımcılar bir öğretmenin sahip olması gereken kişisel özelliklerin önemi konusunda fikir birliği içerisinde oldular. Bu

çalışmaya katılan öğretmenler sevgi, saygı ve özveri gibi kişisel meziyetlerin profesyonelliğe katkısı konusunda hemfikir bir hal sergilediler. Nerdeyse tüm katılımcılar onlara öğretmenliği meslek haline getiren nedir sorusuna ilk olarak kişisel özellikler ve meziyetlerden bahsederek cevap verdiler. Çalışma sonucunda ortaya çıkan meziyet ve özelliklere dair uzun liste katılımcıların kişisel özelliklere ve meziyetlere profesyonelliğin diğer bileşenlerinden daha fazla önem atfettiklerini göstermektedir. Alan bilgisini profesyonelliğin bir bileşeni olarak kabul etmekle birlikte, katılımcılar öğretmenlerin öğreteceği konuya hakim olmasının yanında nasıl öğreteceğini de bilmesi gerektiğini belirtmişlerdir. Açıkçası, veri analizi göstermiştir ki katılımcı öğretmenler pedagojik bilgiyi alan bilgisinden daha fazla vurgulamışlardır.

Öğretmenlerin mesleki gelişim üzerine algıları incelendiğinde, bulgular onlardaki gerçekte yaşanan ile ideal olan algılar arasında bir farklılık ortaya çıkarmıştır. 41 öğretmenden sadece 4'ü, mesleki gelişimi bu mesleği icra etmek için gerekli bir şart olarak düşünmüştür. Ancak öğretmenlere ideal bir İngilizce öğretmeninin sahip olması gereken özellikler sorulduğunda, 28 öğretmen böylesi bir öğretmenin sürekli mesleki gelişimde bulunması gerektiğini anlatmıştır. Bu farklılık mesleki gelişimin onların günlük eğitim öğretim faaliyetlerinde mesleki gelişimin elzem bir özellik olarak görülmediği algısına işaret edebilir. Ayrıca belirtilmelidir ki verilerde sınıf-dışına hiçbir referansa rastlanmamıştır. Başka bir deyişle, bu çalışmaya katılan öğretmenlerin hiç biri meslektaşları, okul yönetimi, veliler ya da diğer toplum üyeleri ile oluşturulabilecek herhangi bir işbirliğinden bahsetmemiştir.

Gelişimsel ihtiyaçlar açısından, İngilizce öğretmenleri neredeyse tüm yönlerinden eğitim öğretim süreci için mesleki gelişim ihtiyacı içinde olduklarını belirtmişlerdir. Verilerin analizi sonucunda çıkan ihtiyaçlar iki genel kategori altında toplanmıştır; *öğretim ihtiyaçları* ve *öğretmen ihtiyaçları*. *Öğretim ihtiyaçları* sınıf içi uygulamalarında kullanabilecekleri mesleki bilgi ve becerilerini geliştirmeye yönelik çeşitli alanlara karşılık gelmektedir ve bu kategori altında 6 alt kategori tanımlanmıştır. Bunlar, öğrencilerin farklı ihtiyaçlarını karşılayacak şekilde öğretimi planlama, öğretim yöntem ve tekniklerinde kendilerini geliştirerek

öğretimi uygulama, öğrenci başarısını değerlendirme, teknolojinin dil öğretiminde kullanılması, etkili materyal geliştirme ve sınıf yönetimi kategorileridir. Diğer taraftan *öğretmen ihtiyaçları* ise İngilizce dil yeterlik düzeyini geliştirme, kişisel gelişim için kullanabilecekleri mesleki gelişim uygulamaları hakkında bilgi sahibi olma ve hem öğrencilerle hem de velilerle iletişim becerilerini geliştirme ihtiyaçlarında kendini göstermektedir. Tüm bu bahsi geçen alanlar ihtiyaç alanları olarak saptanmasına rağmen, en fazla ihtiyaç olarak bahsedilen alanlar İngilizce dil yeterlik seviyesi ve konuşma becerisini geliştirme, İngiliz dili öğretimi yöntem bilgisini ve becerisini kazanma, teknolojinin dil eğitiminde kullanılması ve etkili materyal gelişimi olarak tespit edilmiştir.

Katılımcılar dil öğretiminde son akımları ve yöntemleri takip etme konusunda ihtiyaçları olduğunu belirtmiştir. Sorulara verdikleri yorumlardan anlaşılmıştır ki öğretim uygulamaları genellikle önceden bildikleriyle sınırlı kalmaktadır. Özellikle en çok ifade edilen ihtiyaç alanı konuşma ve dinleme becerilerinin öğretimine ilişkin olmuştur (*f*: 22). Örnek vermek gerekirse, Katılımcı-5 çalışmadaki pek çok katılımcı gibi konuşma eğitimini nasıl vereceklerini bilmediklerini ve bu konuda hizmet-içi eğitime ve yönlendirilmeye ihtiyaçları olduğunu açıkça belirtmiştir:

> Keşke böyle işte listening ile ilgili speaking ile ilgili gerçekçi uygulanabilir yöntemlerin olduğu seminerler olsa, bunlarla ilgili bilgi paylaşımında bulunsak. Çünkü şu anda onu öne çıkartıyorlar. Hep işte çocuklara gramer öğretmeyin, listening öğretin, speaking öğretin, konuşabilsinler. Bi de yöntemini gösterseler bize. Yapın; ama nasıl? Nasıl olduğunu gösterseler keşke. Nasıl yapılacağını gösterseler (Katılımcı 5).

Konuşma becerilerinin öğretimindeki bilgi ve güven eksikliğinin izleri, İngiliz dili öğretiminde dil bilgisi-temelli yaklaşımın aşırı kullanımında ve sınıf içinde ana dilin (Türkçe) fazlasıyla tercih edilmesinde görülmektedir. Geleneksel olduğunu bilmelerine rağmen, katılımcılar dil bilgisine dayalı kural-temelli dil öğretimini daha etkili bulmaktadırlar çünkü anlaşıldığı üzere bu yöntem en iyi bildikleri yöntemdir. Yapıcı ve iletişimsel olan yeni yaklaşımlara göre dil öğretimi konusunda bilgi eksikliği olduğu görülmektedir. Ayrıca, öğretmenler bu yaklaşımlara karşı temkinli ve mesafeli bir tutum sergilemektedirler. Katılımcı-

11'in de belirttiği gibi, yeni eğitim programlarında önerilen yöntemler ile öğretmenlerin dil öğretim görüşleri arasında farklılıklar olduğu açıktır:

> Ben kendimi düşününce, şunu diyorum. Bana da önce ne yapmam gerektiğini öğretecek. Hakikaten ben kendimi hevesli varsayıyorum. Ama kendimi çaresiz ne yapacağımı bilmez hissediyorum. Anlatabiliyor muyum? Onu gelip burada uygulamaya çalıştığımda yürümüyor burada. Öğrenci geliyor hocam bu böyle olmasın. İlk isyan eden karşıda ki çocuk oluyor. Hocam biz böyle yapamıyoruz gramere dönelim. Belki ben iyi beceremedim bilmiyorum… Yani şey [öğrenci] ne istediğini bilmiyor ve bende bir inisiyatif koyamıyorum. Gerçekten ben buna tamam bir yığın tense öğretmeyim de bana verdiğin bir yığın müfredat var. 9. Sınıfta passive, if clause' lar var. Reported speech'e kadar bile geliyor 1. Sınıfın müfredatında. Ya sen kardeşim şu tense'lerin her birini öğretmeyeyim. İyi de ben ne kadar ne öğreteyim. Bunları öğrenemeyeceği belli, çoğu gramer açısından ezberleyebilir belki. Gramer açısından. Ben ne öğreteceğim? Şimdi bunları benden istiyorsun. Hayır, olmaz. Bu bunların hepsini öğrenemez, o zaman bırak gramerle tepesine binelim, gramer eskisi gibi gitsin. Öyle değilse ben burada ne öğretmeliyim? (Katılımcı11)

41 katılımcının 21'i ilköğretim okullarında çalışmakta olup küçük yaştaki öğrencilere İngiliz dili eğitimi vermektedir. Bu öğretmenlerin hiç biri sistem değişikliğinden önce hiç o yaş grubuna İngilizce öğretmemiş, kendi dil öğrenim geçmişlerine bakıldığında da küçük yaşta İngilizce öğrenme deneyimini yaşamamışlardır. Ayrıca, küçük yaştaki öğrencilerle çalışmaya başladıklarından beri bu bağlamda hiçbir hizmet-içi eğitime tabi tutulmamışlardır. Bu nedenle, küçük yaştaki öğrencilere İngiliz dili öğretimi konusu katılımcıların mesleki gelişim ihtiyacı içerisinde oldukları bir alan olarak tespit edilmiştir.

Pedagojik ve yöntem bilgisi eksikliği İngilizce öğretmenliği mezunu olmayan İngilizce öğretmenlerinde daha belirgin olarak saptanmıştır. Herhangi bir formasyon eğitimi olmadan işe alınan bu İngilizce öğretmenleri yıllarca hizmet-içi eğitim almadan çalışmaya devam etmiştir. Bu durum onların mesleğe ve mesleki gelişime olan tutumlarını etkilemiş olabilir. İngilizce öğretmenliği mezunu olan katılımcılar ise İngilizce konuşma ve dinleme becerilerini öğretmede yaşadıkları sıkıntıların çoğunlukla öğrenci olarak dil öğrenirken yaşadıkları eğitim geçmişlerinden ve öğretmen yetiştirme programlarından kaynaklandığını belirttiler. Özellikle lisans eğitiminde yine geleneksel, öğretmen merkezli ve

konuşma ve dinlemeye dayalı olmayan bir eğitimden geçtiklerini vurgulayarak bu eğitimin onları yapısal ve iletişime dayalı İngiliz dili öğretimi konusunda yeterince hazırlamadığı görüşünde birleştiler. Burada ortaya çıkan önemli bir bulgu da ilk, orta ve lise eğitimi ile lisans eğitimi arasında bir geribildirim döngüsü yaşanmasıdır. Öğrencilerin lisans öncesi eğitimde öğrendikleri onların üniversite seviyesindeki eğitimlerini etkileyecekken, üniversite eğitimlerinde öğrenecekleri de bu öğrencilerin ilerinin öğretmenleri olarak yine o okullardaki performanslarını belirleyecektir. Bu çalışmanın bulguları dikkate alındığında, öğrenci olarak geçmiş deneyimleri bu öğretmenlerin daha iletişimsel ve etkileşimli dil öğretim yöntemlerinin uygulamayı denemekten alıkoymuş ve onların en iyi bildiği dil bilgisi temeli dil öğretim yaklaşımına aşırı derecede bağlılıklarıyla sonuçlanmış olabilir. Başka bir deyişle, bu geribildirim döngüsü meslekte gelişmek konusunda yaşadıkları sorunlara katkıda bulunmaktadır.

İngiliz dili yeterlik seviyesi katılımcıların en fazla mesleki gelişim ihtiyacı içerisinde bulundukları alanlardan biri olarak saptanmıştır (*f*: 21). Veri analizi çalışmaya katılan İngilizce öğretmenlerinin İngilizce dil yeterlik algılarının çok düşük olduğunu, özellikle bu kişisel değerlendirmenin konuşma becerilerinde daha düşük seviyelerde seyrettiğini göstermiştir. Açıkçası, katılımcıların pek çoğu İngilizce konuşurken ve kendilerini İngilizce ifade ederken zorluk çektiklerini, akıcı konuşamadıklarını ve Katılımcı-17'nin çarpıcı bir şekilde belirttiği gibi İngilizce konuşmalarını gerektiren ortamlardan özellikle kaçındıklarını ifade etmişlerdir:

> Ben yani dürüst olayım..Yani hani mesela böyle yabancıların olduğu bir ortama hasbelkader girdiğimizde böyle bakıyorum. Herkesin yüzüne bakıp gülümsüyorum ama hani konuşmaya cesaret edemiyorum. Hiç valla öyle kalıyorum orda konuşamıyorum. Biz İstanbul'dayken vapurda bir tane adam vardı, fotoğrafınızı çekeyim dedi arkadaşım vardı yanımda. Neyse, işte fotoğrafı çekti, sonra konuşmaya başladık. Adam bana mesleğimi soruyor ben geçiştiriyorum tabi. Ondan sonra o da İngiltere'den gelmiş, bir tane elektronik firmasında çalışıyormuş. Geçiştiriyorum ben habire. Ama işte ben söyleyemedim yani İngilizce öğretmeniyim diye utandım yani. Yani şey yeterli olamadığım için söyleyemedim. İşte onun için de imkân, ortam olması lazım ya da konuşmak zorunda bırakılmak lazım aslında Sibel Hanım (Katılımcı17).

Bu görüngüsel nitel çalışmanın üçüncü araştırma sorusu İngilizce öğretmenlerinin kendilerini geliştirmek için hâlihazırda yaptıkları uygulamaları anlamayı hedeflemektedir. Verilerin analizi göstermiştir ki çalışmaya katılan öğretmenler ya ilginç ve ders konularıyla ilgili kaynak araştırmak için ya da İngilizce dil yeterliklerini geliştirmek için mesleki gelişim faaliyetlerinde bulunmaktadırlar. Genellikle bu aktiviteler bireysel olmakla birlikte, pek çok alanda mesleki gelişim ihtiyacı içerisinde olduklarını belirtmelerine rağmen, katılımcıların neredeyse tamamı MEB tarafından düzenlenen hizmet-içi eğitimlerine katılmak konusunda isteksiz bulunmuşlardır.

Bu çelişkili sonuç geçmiş hizmet-içi eğitim deneyimleri konusunda belirtmiş oldukları sorunlar ve eleştiriler ile açıklanabilir. Genel olarak, bu eğitimler yetersiz, gerçekçi olmayan, uygulanabilir bilgiler içermeyen ve tamamen etkisiz olarak tanımlanmıştır. Özellikle bu hizmet-içi eğitimlerin yukardan aşağı bir biçimde tasarlanan yapısı katılımcılar tarafından eleştirilmiştir. Bu bağlamda veri analizi bu eğitimlerin içerik, şekil ve veriliş biçimi açısından önerileri ortaya çıkarmaktadır. Bu önerilerin özünde katılımcıların kendilerinin tüm sürece dahil edilme istekleri yatar. Katılımcılara göre bu faaliyetlerin planlanma aşamasından gerçekleştirilme şekline ve sonrasında okul desteği de olmak üzere tüm süreçlerde onların da görüşlerinin alınması gerekmektedir. Özellikle seslerinin duyulup değer verildiğinin görülmesini istemektedirler. Başka bir deyişle, anlaşılmıştır ki, onların mesleki gelişimine katkıda bulunacak her hangi bir aktivite yine onların gerçek ihtiyaçlarına yönelik olmalı, bu ihtiyaçlar gözetilerek planlanmalı ve onların katılımıyla bu eğitimler yürütülmelidir.

Araştırmanın son sorusu ise mesleki gelişim konusunda yaşanılan sorunları incelemeyi hedeflemektedir. Veri analizi sonucu ortaya çıkan sorunlar başlıca beş kategori altında toplanmaktadır. Bu kategoriler şunlardır: *öğretmen ile ilgili sorunlar*; *öğrenci-kaynaklı sorunlar*; *fiziksel etkenler*; *eğitim sisteminden kaynaklanan sorunlar* ve *öğretmenlik mesleğinin toplumdaki yeri*. Bu gruplama öğretmenlerin deneyimledikleri sorunların birbirinden bağımsız olduğu anlamına gelmemektedir. Aksine, bu kategoriler birbirleriyle ilişkili ve çoğu zaman iç içe geçen birbirini etkileyen unsurları içermektedir. Bu bağlamda, böylesi bir

gruplama İngilizce öğretmenlerinin meslekte gelişirken karşılaştıkları sorunların karmaşıklığını gösterebilir.

Bu çalışmanın bulguları oldukça merkeziyetçi olan eğitim sisteminin öğretmenlerin gelişimine zorluk teşkil ettiğine işaret etmektedir. Bu çalışmadaki öğretmenlerin özellikle pedagojik karar alma mekanizmalarındaki rolleri dikkate alındığında kendi öğretim uygulamaları üzerinde büyük ölçüde özgürlük ve kontrol eksikliği sıkıntısı çektikleri bulgusu dikkat çekmektedir. Elde edilen verilerde, devlet okullarında eğitim ve öğretimle ilgili neredeyse her şeyin yukardan-aşağıya merkeziyetçi bir şekilde idare edilip planlanmasının yarattığı memnuniyetsizliği gösteren pek çok örnek mevcuttur. Öğretmenler eğitim reformlarını sınıflarda uygulayan en önemli unsurlardır ve etkili bir yabancı dil eğitimi, öncelikle etkili bir öğretmen eğitimini de gerektirmektedir. Bu nedenle, öğretmenlerin mesleki gelişimi ile eğitim reformları arasında karşılıklı bir ilişki mevcuttur. Öğretmenlerin gerçek ihtiyaçlarına daha iyi yönelebilmek için, onların çalışma ortamlarına dair daha çok bilgi edinmeli ve bu bilgi karar-alma mekanizmalarına dahil edilmelidir. Böylesi bir yaklaşım yabancı dil öğretmen gelişimi politikasında tüm paydaşlarla işbirliğine yol açacak bir değişimi gerektirmektedir. Bu bağlamda, bu çalışmanın önemli önerileri ve çıkarımları bulunmaktadır.

SONUÇ ve ÖNERİLER

Devlet okullarında çalışan İngilizce öğretmenlerinin mesleki gelişim algılarını görüngüsel yaklaşımla anlamayı ve açıklamayı hedefleyen bu nitel çalışma, bulguları ve sonuçları dikkate alındığında eğitim alanındaki tüm paydaşlar için önemli önerilerde bulunmaktadır.

Eğitimin kalitesini artırmak için öncelikte yetkin ve alanında uzman eğitim kadrosuna ihtiyaç vardır. Ancak profesyonelden ya da mesleki gelişimden ne kastedildiğini anlamadan eğitim sisteminin profesyonel öğretmenlere ihtiyacı olduğu söylemek yanıltıcı olacaktır. Bu çalışma İngilizce öğretmenlerinin gözünden profesyonelliğin ne anlama geldiğini araştırmış ve onların görüşlerinin literatürdeki pek çok açıklamaya uygun olduğunu göstermiştir. Bu çalışmaya

katılan öğretmenler tüm öğretmenlerin profesyonelliğin göstergesi olan davranış ve özellikleri taşımadığına inanmaktadırlar. Bir başka deyişle, bu öğretmenlerin hem kendileri için hem de meslektaşları için standartları, idealleri ve beklentileri vardır. Bu nedenle, profesyonel bir yabancı dil öğretmenin sahip olması gereken standartları açıklığa kavuşturmak gereklidir. Standartları oluşturmak hem öğretmenler için hem de politika yapıcılar için yönlendirici ilkeler sağlayacaktır çünkü bu standartlar öğretmenlerde geliştirilmesi istenen tutum, davranış ve özellikler hakkında bilgi verecektir. Ayrıca bu temel ilkeler öğretmen değerlendirme yapıları olarak da kullanılabilir.

Mesleki gelişim faaliyetleri ve programları öğretmenlerin aktif katılımı olmadan başarıya ulaşamayacağından öncelikle öğretmenlerin ihtiyaçlarının tespit edilmesi gerekmektedir. Bu nedenle, böylesi programların okul-temelli ve öğretmenlerin gerçek ve acil ihtiyaçlarına yönelik tasarlanması ve gerçekleştirilmesi büyük önem arz etmektedir. Bu bağlamda, bu hizmet-içi eğitimlerden sorumlu olan yetkililerin öncelikle öğretmenlerin ihtiyaçlarını, görüşlerini ve özelliklerini belirlemeleri gerekir. Böylelikle bu öğretmenlere en çok hitap eden mesleki gelişim uygulamaları hayata geçirilebilir. Unutulmamalıdır ki öğretmenlerin mesleki gelişim ihtiyaçlarının değişiklik göstermesi gibi mesleki gelişim faaliyetleri de değişiklik gösterir. Tüm öğretmenlerin ihtiyaçlarını karşılayacak tek bir gelişim modeli olamaz. Önemli olan, öğretmenleri kendilerini sürekli güncelleyecek ve onları yaşam-boyu gelişim faaliyetlerinde bulunmaya teşvik edecek sistemli ve düzenli gelişim mekanizmalarının tesis edilmesidir. Kısa zamanlı, kurs içerikli hizmet-içi eğitim faaliyetlerinden ziyade onların farklı ihtiyaçlarını karşılayacak hem resmi hem de resmi olmayan çeşitli biçimlerde destek olan gelişim modelleri geliştirilmelidir.

Öğretmenlere daha fazla özerklik tanınmalıdır çünkü özerk öğretmenler öğrencilerin değişen ihtiyaçlarına göre eğitim öğretim faaliyetlerini düzenlemeye yönelik daha iyi kararlar alabilirler. Araştırma sonuçları göstermektedir ki öğretmenlerin özerklik algısı onların mesleklerine karşı olan tavırlarını etkileyebilmektedir. Yukardan-aşağı doğru işleyen karar alma mekanizmaları öğretmenleri edilgen bir yapıya dönüştürme riskini de beraberinde getirmektedir.

Bu nedenle öğretmenleri kendi öğretimlerinden daha da sorumlu profesyoneller olarak güçlendirmek için gereken özen ve dikkat verilmelidir. Politika yapıcıların öğretmenlerin görüş ve bilgisinden eğitim sisteminin pek çok bileşeni için yararlanmaları gerekir çünkü merkeziyetçi karar alma durumu onun uygulamasından sorumlu olanların desteğini almadan büyük bir ihtimalle başarısız olacaktır. Ayrıca, öğretmenler görüşlerinin alındığını ve seslerinin duyulduğunu hissettikleri zaman, bu durum ileriideki mesleki gelişim faaliyetleri için sahipleniş ve güven duygusunun gelişmesine yardımcı olacaktır.

MEB tarafından İngilizce öğretmenleri için önerilen hizmet-içi eğitimlerin içerik, bağlam ve veriliş biçimleri açısından iyi tasarlanması ve yürütülmesi gerekmektedir. Bu eğitimler özellikle öğretmenlerin ihtiyacı olan alanlara yönelik verilmelidir. Eğer öğretmenler bu eğitimlerin öğrenci başarısını artıracak bilgi ve becerileri kazandıracağına inanırlarsa onların bu tür eğitimlere katılımı artacaktır. Özellikle sınıf içi eğitim faaliyetlerinde kullanabilecekleri somut, gerçekçi ve uygulanabilir fikirlerin ve önerilerin verildiği hizmet-içi eğitimlere katılmak istedikleri açıktır. Bu bağlamda, kuramsal ders biçiminden çok, bu eğitimlerde istenilen amaçlar, derslerde kullanabilecekleri örnek olay ve gösterim yöntemleri ile aktarılmalıdır. Ayrıca, eğitim sonrası okul desteğinin sağlanması eğitimlerde edinilen yeni bilgi ve becerilerin sınıf uygulamalarına aktarılmasına yardımcı olacaktır. Tüm bu noktalar göz önüne alındığında, bu tür hizmet-içi eğitimlerin okul türleri ve seviyeleri için ayrı ayrı düzenlenmesi yararlı olacaktır. Hizmet-içi eğitimlerin değerlendirilmesinde de öğretmenlerin görüşlerinden faydalanılabilir. Bu eğitimlerle ilgili bir başka husus da eğitimi veren eğitmenlerin uzmanlık konusudur. Bu eğitimlerin alanında uzman olan eğitmenler tarafından verilmesi büyük önem arz etmektedir. Bu bağlamda, kısa ve uzun süreli mesleki gelişim politikalarını geliştirip yürütülmesinden sorumlu olacak bir birim MEB bünyesinde kurulabilir ve bu birim yerel ve ulusal düzeyde gelişim faaliyetlerinde bulunacak nitelikli öğretmen eğitmenlerinin yetiştirilmesinden ve onların çalışmalarından sorumlu olabilir. Böylelikle, politika yapıcılar, idareciler, özel mesleki gelişim kurumları, üniversiteler ve İngilizce öğretmenleri de olmak üzere pek çok farklı kesim arasında iletişim ve işbirliği kanalları kurulabilir.

Mesleki gelişim faaliyetleri ve programlarının geliştirilmesi ve düzenlenmesinde MEB-üniversite işbirliği karşılıklı yararlar sağlayabilir. Öğretmenler uzman bilgisinden yararlanırken, akademisyenler de okullardaki gerçek uygulamalar hakkında bilgi sahibi olabilirler. Böylece, kursların alan deneyimiyle birleşmesi teori ve pratik arasındaki boşluğun kapanmasına yardımcı olabilir.

Son yıllarda İngiliz dili öğretiminde konuşma becerisi gelişimini öne çıkaran eğitim politikaları düşünüldüğünde, İngilizce öğretmenlerinin yabancı dil yeterlik seviyelerini geliştirmek çok önem kazanmıştır. Bu bağlamda, öğretmenler hizmet-içi eğitim, üniversite kursları, yaz okulları, uzaktan eğitim platformları ve yurtdışı değişim programları dahil olmak üzere farklı şekillerde desteklenebilir. Bu araştırma sonuçları da dikkate alındığında, düşük seviyede belirtilen İngilizce dil yeterliği ve yabancı dil konuşma becerisi konusunda MEB sistematik değerlendirme mekanizmaları tesis edebilir. Bunlara örnek olarak hâlihazırda İngilizce öğretmeni olarak çalışan öğretmenlerden belirli zaman aralıklarında konuşma bileşeni olan yeterlik sınavlarıyla yeterlik düzeylerini belgelendirmeleri istenebilir. Ayrıca, bu tür sözlü yeterlik seviyesini değerlendiren araçlar öğretmen alım ölçütleri arasına da dahil edilebilir.

Unutulmamalıdır ki öğretmenlerin dil öğretimine dair inançları ve görüşleri çoğunlukla öğrenci olarak yaşadıkları önceki deneyimleriyle şekillenmektedir. Bu anlamda, öğretmen yetiştirme programlarının önemi çok büyüktür. Öğretmenlerin anlayışlarıyla ders programlarına yönelik reformların amaçları arasındaki olası farklılıklar göstermektedir ki bir kere bu inançlar oluştuğunda, öğretmenlerin düşünüş şeklinde değişiklik yaratmak çok güç olacaktır. Bu nedenle, üniversitelerde öğretmen yetiştirme programları öğrencileri kendilerinde var olan önceden yerleşmiş olan dil öğrenme ve öğretmeye yönelik görüşleri üzerinde eleştirel düşünmeye ve günlük eğitim faaliyetleriyle uyumlu yeni bilimsel kavramlarla düşünmeye başlamaya cesaretlendirerek, bu öğretmen adaylarında kavramsal düşünmeyi geliştirmek adına daha çok çaba göstermeleri gerekmektedir. Mesleki gelişim katılım gösterilen bir faaliyet değil, aksine yaşam boyu devam eden bir süreçtir. Bu kapsamda, öğretmen yetiştirme programlarına öğretmen adaylarını mesleki gelişim hakkında bilgilendirecek bir ders eklenebilir.

Özellikle öğretmen yetiştirme programlarının eğitim bakış açısından mesleki gelişim bakış açısına yönelmesi önem arz etmektedir ve bu değişimi öğretmen adaylarının öğretmen olarak uzun-vadeli ihtiyaçlarına yönelik yeni uygulamalara yönelerek başlatabilirler.

Çalışma bulguları ve sonuçları düşünüldüğünde ileride yapılacak araştırmalar için aşağıdaki öneriler verilebilir:

- Bu görüngüsel araştırma derinlemesine yarı yapılandırılmış görüşme tekniği ile İngilizce öğretmenlerinin mesleki gelişim deneyimlerinin anlamını ve özünü incelemiştir. Bu bağlamda, bu araştırmanın bulguları ilerideki mesleki gelişim faaliyetlerinin planlanmasına katkıda bulunabilir. Ancak öğretmenlerin öğretim uygulamaları ve gelişimsel faaliyetlerini inceleyen derinlemesine niteliksel ve uzun-soluklu çalışmalara ihtiyaç vardır. Böylece öğretmenlerin mesleki gelişimlerine katkıda bulunan veya onların gelişimlerine engel teşkil eden etkenler daha iyi anlaşılabilir.

- Bu görüngüsel araştırma çalışması İngilizce öğretmenlerinin kişisel özelliklere ve meziyetlere öğretmen profesyonelliğinin diğer bileşenlerine kıyasla daha fazla önem verdiklerini ortaya çıkarmıştır. Özelliklere ve değerlere yapılan bu vurgu gelecekteki çalışmalar için önemli bir soruyu gündeme getirmektedir: Bu değerler ve özellikler öğretilebilir mi, ya da bunlar bireylerin öğretmenlik mesleğine beraberlerinde getirdikleri kişisel meziyetler midir?

- Öğretmenlerin mesleki gelişim ihtiyaçlarına dair algılarını incelemek her ne kadar önemli olsa da, bu araştırmanın bulguları göstermiştir ki öğretmenler bilmediklerini, farkında olmadıklarını söyleyemezler. Bu nedenle, özellikle dil yeterliği ve öğretimi uygulama alanları söz konusu olduğunda, hem niteliksel hem de niceliksel daha fazla çalışmaya ihtiyaç vardır.

- Bu çalışma sınıf uygulamalarına dair herhangi bir gözlemde bulunma girişiminde olmamıştır. Görüngüsel bir araştırma olarak, öğretmenlerin mesleki gelişim ihtiyaçları, uygulamaları ve bu konudaki sorunları üzerine algılarını incelemiştir. Bu nedenle bu çalışma *algılanan* ihtiyaçları belirlemiştir. Sınıf içi gözlemini içeren bir araştırma da *gözlemlenen* ihtiyaçları ortaya çıkarabilir ki, bu gözlemlenen ihtiyaçlar algılanan ihtiyaçlardan farklılık gösterebilir. Aynı şekilde böylesi bir inceleme bu çalışmada ortaya çıkarılan sorunlar konusunda da daha fazla bilgi sağlayabilir.

- İlerideki çalışmalar öğretmenlerin mesleki gelişimi ile ilgili farklı paydaşların algılarını ve beklentilerini araştırmak amacıyla gerçekleştirilebilir. İdarecilerin ve politika yapıcıların öğretmenlerin meslekte gelişmek için nelere ihtiyacı olduğunu düşündüklerini araştırmak bu gruplar arasındaki olası farkların açığa çıkarılması açısından yararlı olabilir. Böylesi bir çalışma öğretmenlerin niteliğini artırmak için atılması gereken adımlar adına önemli önerilerde bulunabilir.

- Bu mevcut çalışma öğretmenlerin sınıf içi uygulamaları ile son yıllarda değiştirilen İngiliz dili öğretim programının amaçları arasında öğretmenlerce algılanan çelişkiler ve farklılıkları ortaya çıkarmıştır. Bir taraftan öğretim programında öğrencilerin İngiliz dilinde iletişimsel becerilerini artırmaya yönelik giderek artan bir vurgu vardır. Diğer taraftan çalışmaya katılan öğretmenlere göre, ulusal düzeyde yapılan dil-bilgisi temelli sınavlar, öğretmenlerin geleneksel öğretim yaklaşımlarına aşırı derecede bağlılıkları, İngilizce öğretiminin eğitim programında giderek azalan ders kredileri, yetersiz ders kitapları ve kaynaklar, destek ve denetimden uzak bir yönetimle birleşen öğretmenlerin düşük seviyede İngilizce dil yeterlikleri bu amaçla çelişkiler oluşturmaktadır. Bu çelişkileri araştırıp öğretmenlere destek olacak mesleki gelişim araçlarını önerecek çalışmalara ihtiyaç vardır. Böylesi çalışmalar eğitim reformları ve

yeniliklerinin başarılı bir şekilde uygulanması adına da önemli katkılar sağlayacaktır.

- Pek çok ülkede günümüzde İngilizce yabancı dil olarak öğretilmektedir. Bu olguya daha geniş açıdan bakarak başka ülkelerdeki yabancı dil İngilizce öğretmenlerinin mesleki gelişim açısından benzer sorunlar yaşayıp yaşamadıklarına bakmak ilginç olabilir. Mesleki gelişim algıları ne derece farklılık göstermektedir? Mesleki gelişim ihtiyaçları, uygulamaları ve sorunları açısından ne tür farklılıklar ya da benzerlikler söz konusudur? Yabancı dil olarak İngilizcenin öğretildiği ortamlarda ileriki hizmet-içi eğitimleri şekillendirecek standartlar ya da davranış ölçütleri geliştirmek mümkün müdür? Bu tür araştırma sorularına yönelen bilimsel incelemeler, yabancı dil İngilizce öğretmenliği profesyonelliğine dair anlayışımıza katkıda bulunabilir.

APPENDIX I – TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒ **X**

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Korkmazgil
Adı : Sibel
Bölümü : İngiliz Dili Eğitimi

TEZİN ADI (İngilizce): AN INVESTIGATION INTO TURKISH ENGLISH LANGUAGE TEACHERS' PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS, PRACTICES AND CHALLENGES

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☒ **X**

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☒ **X**
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

APPENDIX J – CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Korkmazgil, Sibel
Nationality: Turkish (TC)
Date and Place of Birth: 12 September 1977, Sivas
Marital Status: Single
Phone: +90 312 210 3667
Email: sibelkorkmazgil@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
PhD	METU, English Language Teaching	2015
MA	METU, English Language Teaching	2009
BA	Ankara University, English Language and Literature	2001
High School	Selçuk Anatolian High School, Sivas	1995

WORK EXPERIENCE

Year	Place	Enrollment
2005-Present	METU, English Language Teaching	Research Assistant
2013-2014	North Carolina State University, Curriculum, Instruction and Counselor Education	Visiting Scholar
2004-2005	Cumhuriyet University, English Language Teaching	Research Assistant
2001-2004	Turkish Ministry of National Education	English Language Teacher

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

Journal Papers

1. Korkmazgil, S. & Seferoğlu, G. (2013). Exploring Non-native English Language Teachers' Professional Development Practices, *Boğaziçi University Journal of Education 30 (1)*, 77 – 85.

2. Seferoğlu, G, Korkmazgil, S. & Ölçü, Z. (2009). Gaining insights into teachers' ways of thinking via metaphors, *Educational Studies 35(3),* 323 – 335.

Conference Presentations

1. Akcan, S., Aydın, B., Karaman, C., Korkmazgil, S., Özbilgin, A., Seferoğlu, S., & Selvi, A. F. (2015). "Expectations of Stateholders in Higher Education Sector from ELT Job Applicants". Paper presented at the Association for Teacher Education in Europe (ATEE) 40th Annual Conference 2015: Teacher Education through Partnerships and Collaborative Learning Communities, University of Glasgow, Glasgow, UK, August, 2015.

2. Korkmazgil, S. & Seferoğlu, G. (2015). "Teachers' Perceptions on Being a Professional EFL Teacher". Paper presented at the 12th ODTÜ International ELT Convention "Celebrating Diversity", Middle East Technical University, Ankara, Turkey, May, 2015

3. Korkmazgil, S. (2015). "What Makes Language Teacher Professional Development Effective?" Paper presented at the 4th International Conference on Language, Literature, and Culture – B/Orders Unbound: Transgressing the Limit in Arts and Humanities, Suleyman Demirel University, Isparta, Turkey, May, 2015.

4. Korkmazgil, S. (2014). "What supports Teacher Development?" Poster presentation at the 11th Annual TALGS Conference, Western Carolina University, Cullowhee, NC, February, 2014.

5. Korkmazgil, S. (2014). "Language Testing: A Conservative Field in Applied Linguistics?" Poster presentation at the 11th Annual TALGS Conference, Western Carolina University, Cullowhee, NC, February, 2014.

6. Korkmazgil, S. (2014). "Effective strategies for language teacher professional development". Poster presented at the 4th annual Global Engagement Exposition, NC State University, Raleigh: NC, USA, April, 2014.

7. Korkmazgil, S. (2014). "Current Challenges Facing Language Testing in TESOL". Poster presented at the 4th annual Global Engagement Exposition, , NC State University, Raleigh: NC, USA, April, 2014.

8. Korkmazgil, S. (2013). "Teaching Language Communicatively using Literary Texts". Paper presented at "1st International Week on Language Studies" on May 27-31, Karabuk University, Karabük, Turkey.

9. Korkmazgil, S & Seferoğlu, G. (2012). "Exploring Non-Native English Speaking Teachers' Professional Development Practices". Paper presentation at the Fifth International Conference of English as a Lingua Franca, Bogazici University, Istanbul, Turkey, May, 2012

10. Korkmazgil, S (2011). "A Case Study on the Effectiveness of ELT Methodology Component of the METU-FLE Program in Preparing Pre-service Teachers for Practicum". Paper presentation at the European Conference on Educational Research (ECER) Berlin, Germany, September, 2011

11. Korkmazgil, S (2011). "Blogs As a New Pathway for Reflective Practice". Paper presentation at TESOL 45th Annual Convention, New Orleans, Lousiana USA, March, 2011

12. Korkmazgil, S & Ölçü, Z. (2007). "Öğretmen ve Öğretmen Adaylarının Yabancı Dil Sınıflarında Öğretmenin Rolü Üzerine İnançları". Paper presentation at the Congress of Foreign Language Education in Turkey. Gazi University, Ankara, Turkey. November, 2007 (In Turkish)

13. Korkmazgil, S. (2007). "İngilizce Becerilerine İlişkin Bileşenlerin Belirlenmesine Yönelik Bir Araştırma / ODTÜ İngilizce Yeterlik Sınavının (Ocak 2005) Yapı Geçerliği Analizi." Paper presentation at the Congress of Foreign Language Education in Turkey. Gazi University, Ankara, Turkey. November, 2007 (In Turkish).