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**A CASE STUDY OF THE PROFESSIONAL
DEVELOPMENT NEEDS OF THE ENGLISH FOR
SPECIFIC PURPOSES INSTRUCTORS**

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**A CASE STUDY OF THE PROFESSIONAL DEVELOPMENT NEEDS OF
THE ENGLISH FOR SPECIFIC PURPOSES INSTRUCTORS**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

A CASE STUDY OF THE PROFESSIONAL DEVELOPMENT NEEDS OF THE ENGLISH FOR SPECIFIC PURPOSES INSTRUCTORS

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The aim of this case study was to explore the professional development needs of English for Specific Purposes (ESP) instructors teaching military English at a state university in Türkiye. The study investigated the professional support systems that were available to the ESP instructors in their workplace as well as the challenges they had while teaching ESP. Participants of the study were 29 instructors offering ESP courses to undergraduate students. Data came from a 30-item questionnaire and semi-structured interviews. Descriptive statistics were calculated using SPSS and thematic analysis was done to analyze the interview data. Findings from the questionnaire revealed ESP instructors thought they were professionally competent in terms of academic practice, ESP students, ESP curriculum development, program implementation, and assessment. However, analysis of interviews suggested they faced substantial challenges in performing their duties as ESP instructors, in terms of preparing for lessons, adding to the knowledge of ESP students, and developing ESP materials. Lastly, in addition to the ESP students and their colleagues with whom they were collaborating, their own efforts were ESP instructors' primary professional support resource.

Keywords: Teaching English as a foreign language, English for specific purposes, professional development, English instructors, case study

ÖZET

ÖZEL AMAÇLI İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİM İHTİYAÇLARINA İLİŞKİN BİR DURUM ÇALIŞMASI

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Bu durum çalışmasının amacı, Türkiye'de bir devlet üniversitesinde askeri İngilizce derslerini veren Özel Amaçlı İngilizce (ÖAI) öğretmenlerinin mesleki gelişim ihtiyaçlarını ortaya çıkarmaktır. Çalışma, ÖAI öğretmenlerine kurumları tarafından sağlanan profesyonel destek sistemlerini ve öğretmenlerin ÖAI öğretiminde karşılaştıkları zorlukları da araştırmaktadır. Çalışmanın katılımcıları, lisans öğrencilerine ÖAI eğitimi veren 29 öğretim elemanıdır. Veriler, 30 maddelik anket ve yarı yapılandırılmış bireysel görüşmeler yoluyla toplanmıştır. Betimsel istatistikler SPSS programı kullanılarak hesaplanmış, görüşmelerin analizi için tematik analiz yapılmıştır. Anketten elde edilen bulgular, ÖAI öğretmenlerinin akademik uygulama, ÖAI öğrencileri, ÖAI programı geliştirme, programın uygulanması ve değerlendirme konusunda kendilerini profesyonel olarak yeterli bulduklarını ortaya çıkarmıştır. Ancak nitel veri analizi, ÖAI öğretmenlerinin derslere hazırlanma, ÖAI öğrencilerinin bilgilerini artırma, ve ÖAI materyalleri geliştirme açısından önemli zorluklarla karşılaştıklarını göstermiştir. Son olarak, ESP öğrencileri ve meslektaşlarına ek olarak, öğretmenlerin bireysel çabalarının birincil mesleki destek sistemleri olduğu ortaya çıkmıştır.

Anahtar Kelimeler: İngilizcenin yabancı dil olarak öğretimi, özel amaçlı İngilizce, mesleki gelişim, İngilizce öğretmenleri, durum çalışması

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LIST OF ABBREVIATIONS

ESP English for Specific Purposes

GE General English

PD Professional Development



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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Learning a new language opens a world of possibilities, provides different viewpoints, and broadens our views. The most widely used languages in the world, including Mandarin Chinese, Hindi, and Spanish are all surpassed by the English language, which is recognized as an "international language" (Jenkins, 2000; Modiano, 1999; Rao, 2019), and a worldwide "Lingua Franca" (Jenkins, 2007; Seidlhofer, 2001). One of the essential abilities for connecting with the rest of the world today is the ability to speak the language of education, science, technology, communication, and trade. Therefore, learning English has become more than just a requirement for those who want to acquire a good education, find work or be promoted, access information, and connect with others. As a result, there is a growing need for the young generation to acquire English in order to foster social and economic mobility as well as personal and professional growth (Ferguson, 2007; Pavlenko & Norton, 2007; Yano, 2009).

In addition to the significance of learning general English, specialized English courses are also needed today to meet learners' unique needs and demands of their fields of study. After World War II, English became the language of business and technology, giving rise to a new generation of language learners (Hutchinson & Waters, 1987). Bilingual and multilingual communications have grown in significance due to the scientific and technological advancements. Boundaries have become hazier and communities have become more linked, which over time has led to the emergence of new communication contexts, cultural models, and linguistic variants. All these developments led to an increasing need for new foreign language programs with innovative teaching and learning strategies. In this respect, English for Specific Purposes (ESP) has distinguished itself due to the growing need for qualified professionals in the twenty-first century (Kırkgöz, 2019).

ESP can be defined as an “approach to language teaching in which all the decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19). ESP has gained significant interest for academic, professional, and occupational purposes (Hijuelos-Cruz et al., 2020) and has grown in popularity over the past several decades, and is currently seen to be at its peak. The primary objective of ESP is to provide learners with the required English language skills and prepare them for their future professions concerning communication obstacles (Islam, 2014). In courses designed for professionals in the engineering, tourism, healthcare, aviation, informatics, and business domains, ESP is a regular occurrence. It is used in general and technical education as well, particularly in schools for commerce, services, and vocational education (Hijuelos-Cruz et al., 2020). ESP courses have also become crucial within higher education institutions (Hoa & Mai, 2016).

Goals and needs of learners are at the core of the ESP teaching. “What distinguishes ESP from General English is an awareness of the need’ (p.53), according to Hutchinson and Waters (1987). For the purpose of preparing students for future employment in accordance with their needs, ESP is regarded as an objective-oriented learning method. Since ESP is considered the specific edition of General English (Potocar, 2002) and the distinction between them was drawn (Dudley-Evans & St John, 1998; Widdowson, 1983), the roles of ESP teachers are different from the roles of General English teachers as well as the content and implementations of ESP courses are not similar to General English courses.

ESP teachers are principally language teachers who major in Teaching English as a Foreign Language (TEFL) rather than experts in the specific subject area. By using the word "practitioner" rather than a "teacher," Dudley-Evans and St. John (1998) emphasizes that ESP is more demanding than general English and goes beyond merely instruction. Since ESP is based on teaching of a specific field and profession, there are some differences between the professional qualifications of ESP teachers and the teachers of General English (Widiatmoko & Winardi, 2018). ESP teachers are required to have comprehensive subject matter besides the necessary skills to teach a language (Hutchinson & Waters, 1987).

In an ESP context, a teacher may not be the only one who possesses the subject knowledge in a specific field; students may know more than the teacher. ESP teachers are supposed to show an interest in the specific discipline and get well-prepared to address the questions and needs of students. Accordingly, Dudley-Evans and St. John (1998) identified five roles of ESP teachers; teacher, course designer and material provider, collaborator, researcher, and evaluator (p.13). Furthermore, adaptability and a willingness to take risks are among the essential traits demanded of ESP practitioners (Bojović, 2006).

Although ESP classes can be more demanding and challenging than General English courses (Dudley-Evans & St. John, 1998; Iswati, L. & Triastuti, 2021), English language teachers in many parts of the world are not provided with the knowledge and skills required for teaching ESP (Kırkgöz, 2019). Since ESP teachers have a lot on their plates, they should be conscious of their professional needs and keep themselves up to date professionally in a variety of ways, such as attending seminars and training programs that focus on ESP teaching or exchanging experiences and knowledge with one another (Ghafournia & Sabet, 2014). Therefore, needs-specific professional development is essential to developing ESP teachers' knowledge, skills and practices.

The importance of professional development in education has grown across different disciplines recently. Researchers from the field of English Language Teaching (ELT) are now paying close attention to the professional development of teachers, and professional development of ESP teachers in particular. Increasing teacher competences in ESP education is essential since there are various expectations placed on ESP teachers in terms of generating materials for specific disciplines, assessing ESP courses and students, and acquiring and disseminating topic knowledge in English (Baştürkmen, 2017). More information and experience on the teaching of ESP has to be shared in order to meet the growing demand for teachers who teach ESP courses. Since more and more professionals are required to teach ESP courses, identifying ESP teachers' professional development needs and meeting them has become a major issue.

1.2. Statement of the Problem

ESP courses are offered at the tertiary level for a variety of reasons. In light of the importance of ESP courses for students, it would appear that ESP practitioners have been entrusted with a crucial task: meeting the needs and demands of ESP students while preparing them for their future professional contexts. However, teacher education programs do not provide pre-service English language teachers with courses where they may learn more about how to teach ESP courses. In this regard, Kırkgöz (2019) states that teacher education programs in many nations, including Turkey, do not adequately provide pre-service teachers with the information and skills they need to instruct students who have special needs and objectives. Educational institutions either choose to assign English teachers as ESP teachers or require them to do so. Due to their lack of expertise and subject knowledge, however, they have to face several obstacles and challenges in addition to other problems like creating materials and assessing the effectiveness of the curriculum and students.

In this respect, professional development plays an essential role in the professional growth of ESP teachers as well as cope with the problems they already face in teaching ESP. In order to continue along the path of professional growth, ESP instructors must first be aware of their own professional needs and those of their students. Self-awareness is the only way teachers may continually promote professional development, increase their professional knowledge, and improve their professional skills (Kong & Kong, 2019). Therefore, it is crucial to research ESP teachers' professional needs in order to assist them discover their own professional development needs. However, there is a dearth of research in the literature that examines ESP teachers' opinions, experiences, and needs for professional development (Basturkmen, 2022). The current study might shed light on the professional development needs of ESP teachers and provide some insights into the perceptions of a case of ESP instructors who teach military English at the tertiary level.

1.3. Purpose of the Study

The aim of the current study is to explore the professional development needs of ESP instructors who teach in the Department of Foreign Languages of a state university located in Ankara, Türkiye where Military English courses are offered to undergraduate students. This case study sought to investigate what professional support systems ESP instructors believe they have and what kinds of difficulties they encounter when teaching ESP. Data were gathered using both quantitative and qualitative tools. The study aims to address the following research questions:

1. What are the perceived professional development (PD) needs of ESP instructors within the context of the study?
2. What support systems are the ESP instructors provided with for their professional development?
3. What challenges do the ESP instructors perceive to have for their professional development?

1.4. Significance of the Study

The professional development needs of ESP teachers require a deeper investigation as it is complex and difficult to reveal the needs and perceptions of participants. In contrast to teaching general English, teaching ESP requires more effort and demands more skills. Every teacher in charge of ESP encounters some challenges since they have to focus on the specific needs of learners, language in context, and the requirements of their students regarding their professions (Fălăuş, 2017). These challenges can range from a lack of familiarity with the specialized vocabulary they are supposed to teach to difficulty in addressing the specific needs of ESP students (Medrea & Rus, 2012). Therefore, ESP teaching necessitates extra training due to its complex and demanding nature (Gündüz, 2016).

ESP courses are carried out intensively at the educational institution where this study takes place, therefore, the results of this research can contribute to a better understanding of the experiences and perceptions of ESP teachers regarding their professional development needs. Adopting a case study design to reveal the

professional development needs of ESP instructors, this study has aimed to make a contribution to the area of English language education through a thorough examination of the case under investigation. The findings, therefore, could add to the body of existing knowledge because there hasn't been much research on the CPD needs of ESP teachers and it might encourage further studies to be implemented with ESP teachers and students.

1.5. Limitations of the Study

Despite the fact that limitations are part of any research work and have a direct influence on the findings of any study, the researcher hopes that this study will shed some light on the PD needs of ESP practitioners in a particular context. Two main limitations apply to the current study. First, since the study was conducted in a unique setting with a small sample size, it would be wrong to generalize the results to other contexts where ESP classes are provided. Second, gathering information about ESP programs from ESP students and faculty members would be helpful. Further research that combines the perspectives of other stakeholders would be beneficial in order to obtain a complete picture of the PD needs of ESP instructors.

1.6. Definition of the Terms

English for specific purposes (ESP): ESP is a subset of English as a second or foreign language. It is an approach to language teaching where the selection of content and methodology depends on the learners' purpose for learning the language (Hutchinson & Waters, 1987). It refers to teaching English to learners in a way that is tailored to their individual needs, which are influenced by their field of study and future profession or occupation, such as Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, etc.

English for Specific Purposes Instructors: ESP instructors are language teachers who specialize in Teaching English as a Foreign Language (TEFL) rather than subject matter specialists, and who conduct ESP courses in higher education settings.

Professional development (PD): Professional development or continuing professional development (CPD) is all formal or individual activities and constant learning processes through which teachers find an opportunity to update and reconstruct their professional identity and knowledge with the intention of contributing to the students' learning. It is defined by Darling-Hammond et al. (2017) as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.” In this thesis, CPD and PD will be used interchangeably.



CHAPTER 2

LITERATURE REVIEW

This section is composed of two themed parts. The first part is mainly concerned with English for Specific Purposes (ESP) and deals with the theoretical dimensions and background of ESP, the ESP learner, the ESP teacher, and the challenges related to ESP teaching.

The second part provides an overview of what professional development is, its importance for ESP instructors, the different types of PD activities for ESP instructors, and pertinent research that has been done both globally and in the Turkish context with regard to the needs of ESP instructors for professional development. Throughout this thesis, the abbreviation PD will be used to refer to professional development and ESP for English for Specific Purposes.

2.1. Theoretical Background of ESP

Due to the need for a language that allows for international contact, the importance of English has been acknowledged on a global scale. (Johns & Dudley-Evans, 1991). Science, technology, and business have undergone fast advancements and significant changes over the past century, which have led to an increase in the demand for learning English, which is regarded as an international language, particularly for jobs and occupations. (Rahman, 2015). As a result of the demands of particular occupations and the need for specialization in language learning, recent changes in the world have increased the need for learning English. It was, however, acknowledged that general English classes were falling short of learners' and companies' expectations (Bracaj, 2014).

ESP first emerged in the literature in the 1960s as a result of advancements in a variety of disciplines, which led to its emergence as a distinct subfield of teaching English as a second or foreign language (Ramirez, 2015). According to Hutchinson & Waters (1987), there are three main reasons for the development of ESP, which are the demands of the world's profound changes, the remarkable advances in linguistics, and

the widespread acceptance of the learner-centered approach. Therefore, it can be said that ESP has been a subject of research due to the increasing demand after the 1960s.

According to Jordan (1997), there are two major types of teaching English based on the purposes: a) English for General purposes, b) English for Specific Purposes as shown in Figure 1.

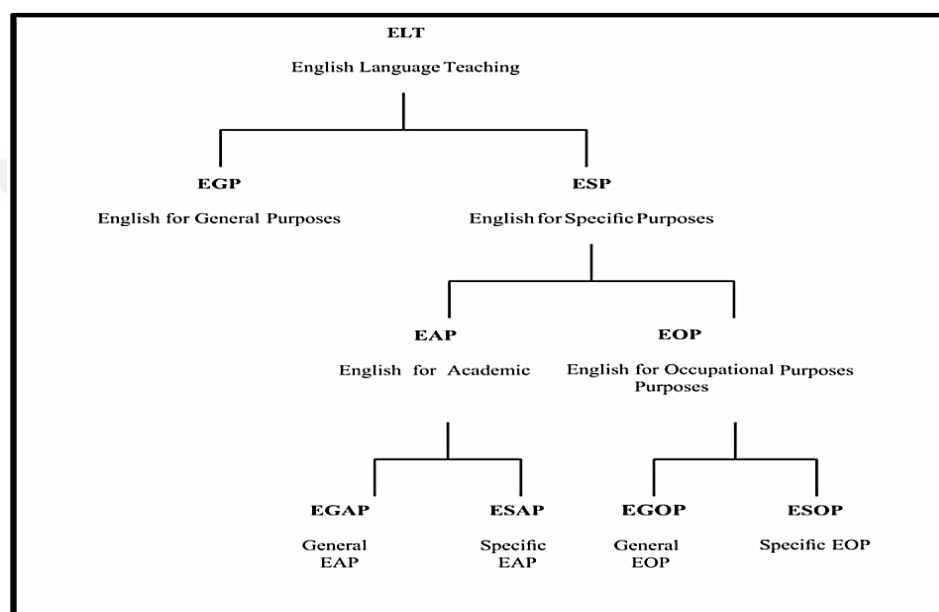


Figure 1. Categories of English language teaching (Jordan, 1997, p.3)

The phrase "English for General Purposes" describes studying English for no particular need or purpose. Similarly, Abbott (1981) refers to English for General Purposes (EGP) as "the Teaching of English for No Obvious Reason" (TENOR). He holds the opinion that the majority of English learners are schoolchildren who, due to their young ages, are unable to determine their needs and purposes for learning (Jordan, 1997).

English for Specific Academic Purposes (ESAP) and English for General Academic Purposes are the two main sub-groups of English for Academic Purposes (EAP), according to Jordan (1997). English for Occupational/ Vocational/ Professional Purposes (EOP/EVP/EPP) and English for Academic Purposes (EAP) also have two

main sub-groups each. (EGAP). As can be seen below, similar categorization is suggested by Dudley-Evans (1998, p. 6).

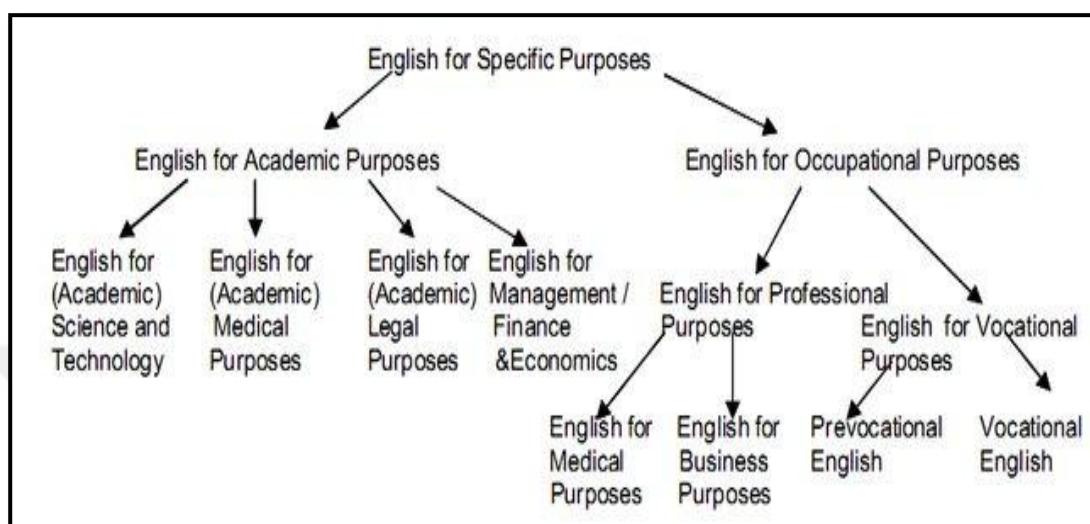


Figure 2. Categories of English language teaching (Dudley-Evans, 1998, p. 6)

Various definitions of ESP can be found in the related literature. ESP has three absolute or essential characteristics according to a description by Dudley-Evans (1998), ESP:

1. is designed to meet the requirements of the learners,
2. makes use of underlying methodology and activities of the discipline it serves,
3. is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (p. 4).

Further, Dudley-Evans provides “variable” characteristics of ESP:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems.

Arguments about what is and is not ESP may be settled quite well by dividing ESP into absolute and changeable features. According to the definition, ESP is not necessarily related to a particular field, and it needs not to be targeted at a particular age or aptitude range. ESP should be viewed simply as an approach to teaching, or what Dudley-Evans refers to as an "attitude of mind." (Anthony, 1997). This definition is comparable to one given by Hutchinson and Waters (1987), who state that ESP is an approach that is based on the needs of the target learners. ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Ramirez (2015) takes a similar stance and claims that ESP is founded on a learner-centered strategy that seeks to address each learner's unique needs in relation to the demands of their profession or occupation. Islam (2014) defines ESP as the teaching of English to learners who are learning the target language for a particular job or academic reason.

In this thesis, the word ESP refers to teaching English to learners in a way that is tailored to their individual needs, which are influenced by their field of study and future profession or occupation.

2.1.1. The ESP Learner

Arnó-Macià et al (2020) states that in a progressively internationalized world, there is an increasing need for graduates who have the ability to communicate proficiently in English not only in academic but also in professional domains. Therefore, ESP courses, which aim to address the needs of learners to be proficient both in academic skills and content-specific language and equip learners with necessary skills for their future academic and professional settings (Chang, 2009; Tsao, 2011), have gained importance since the early 1960s and are extensively offered. ESP teaching is grounded in the specific needs of learners; thus, it can be said that it is a learner-oriented approach. This view is supported by Mahammadjonovna et al. (2021) who write that comparatively to teaching English for General Purposes, which

includes learning the target language broadly, ESP instruction is focused on learners' needs and purposes, making it a learner-centered approach.

The needs of ESP students constitute a significant part of ESP courses which necessitates the needs analysis (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Offord-Gray & Aldred, 1998). In the same vein, it has also been noted that the perceptions and beliefs of ESP students play a pivotal role in ESP courses and program evaluation (Kazar & Mede, 2015; Lu, 2018; Trinder, 2013; Wang, 2017).

Despite the necessity of ESP courses for the employment and academic studies of learners, they can bring about some difficulties. That is to say; although ESP courses are widely taught around the world in order to fulfill the needs, goals, and demands of learners because of the requirements of their future fields, these courses are extremely challenging not only for students but also for teachers. Bracaj (2014) reports that ESP learners need to have an adequate level of proficiency in the English language in order to achieve a satisfactory level in their specialized subject fields.

Additionally, since ESP teachers provide learners with professional or subject matter knowledge instead of teaching grammar, ESP students encounter different variations of English that are dissimilar to the English they were exposed to in school, at home, or online (Hyland, 2022). There will always be new iterations of ESP because there are so many distinct learners with unique requirements and areas of study, according to Belcher (2009). Therefore, when developing and customizing each ESP course, consideration should be given to the specific language skills, subject-matter knowledge, and communication strategies that are relevant to the field of learners. Hutchinson and Waters (1987) make a similar point when they stress the importance of adopting a "learner-centered approach," in which decisions about the teaching materials and strategies are primarily based on the students' goals for learning English.

The view that ESP has a positive impact on both learners and teachers is supported by Bracaj (2014) who relies on the work of Hutchinson and Waters (1987) based on their concept that ESP learners are conscious of the reasons behind their language learning. In other words, ESP students who share a shared goal are more apt to work together on projects related to their course of study. Therefore, ESP instructors'

efforts to meet the requirements and demands of their pupils are facilitated by the common drive of ESP learners toward their particular objective of learning English.

Another important aspect of learners for ESP courses is that they can be very good at the subject knowledge even though their language competence is low, or the opposite situation may be possible in some circumstances where the learners are proficient in English but are not knowledgeable in the content knowledge (Saliu, 2013). Therefore, some ESP students who have a strong command of the subject matter can contribute enormously to the ESP courses which makes them on equal status with ESP teachers (Luo & Garner, 2017).

Taken together, these studies support the notion that ESP students are significant stakeholders in the ESP field. Para (2015) sees ESP students as another provider of knowledge due to their expertise in the subject matter. Therefore, ESP teachers and students are suggested to work in collaboratively to provide mutual benefits.

2.1.2. The ESP Teacher

Early in the 1960s, as ESP began to take off as a means of addressing the demands of globalization and the growth of English, language instructors began to teach the specialized technical languages that were required to meet the demand for knowledge in particular disciplines. This led to the creation of ESP, and as a result, there has been a great deal of interest in instructional approaches and research studies (Hyland, 2022). There is a consensus among academics that expectations from ESP teachers go beyond just teaching (Ahmed, 2014). Islam (2014) holds the view that ESP teachers are generally obliged to adopt a range of roles such as material developer, course designer, collaborator, and researcher as well as other roles a teacher is supposed to perform.

The word "ESP practitioner" was suggested by Dudley-Evans and John (1998) because they emphasized that it is much more thorough and exact than ESP "teachers" due to the difficulty of ESP teaching and being beyond just teaching. Adopting a similar position, they identified the main roles of ESP practitioners: teacher, course

designer and materials provider, collaborator, researcher, and evaluator. Likewise, according to Ghafournia and Sabet (2014), ESP instructors must simultaneously carry out their responsibilities as teachers, course designers, collaborators, scholars, and assessors. Furthermore, they contend that in order to support language learners' academic competence, ESP instructors must give them the linguistic and strategic skills they require. In keeping with this, Ghafournia and Sabet (2014) go on to say that ESP teachers play a crucial part in a goal-oriented approach. To put it simply, ESP teachers are supposed to take a purpose-driven approach to teaching which centers around the needs and goals of students for their future careers in particular contexts.

2.1.3. The Challenges in Teaching ESP

Due to the ever-changing patterns of learners' requirements, ESP instructors have to shoulder various unanticipated duties and responsibilities such as developing goals and objectives, creating learning resources, and planning, designing, and evaluating the improvement of their students. Coordinating and working with subject specialists in order to create and deliver materials is among the roles of ESP teachers besides acting as action researchers and theorists in order to address the sudden, continuing, and possible needs of learners. In her seminal article, Basturkmen (2017) stresses the role performed by ESP teachers who must develop and create their own course materials due to the lack of appropriate readymade material or published course books for their context. She also maintains that ESP teachers frequently need to work independently on course and materials development due to the lack of published course books. Overall, compared to teaching general English, ESP teaching presents some challenges because of the aforementioned additional roles and responsibilities of ESP teachers (Fălăuș, 2017). English language teachers are not offered ESP-related courses at the undergraduate level in many countries including Türkiye; therefore, these new roles assigned to them which they are not familiar with may put them in a difficult situation. When English language teachers are appointed as ESP teachers following their graduation, most of the time they are unprepared and unqualified to teach ESP courses.

In addition to extra duties and responsibilities demanded by ESP teaching, as argued by Iswati and Triastuti (2021), the lack of specialized knowledge related to the field they are teaching, a lack of needs analysis, a lack of teacher training opportunities, a lack of suitable published materials can be some other reasons for encountering difficulties. In agreement with this perspective, in a comprehensive study of the investigation of the difficulties, challenges, and requirements of ESP teaching, Mebitil (2011) found a lack of collaboration and cooperation between ESP teachers and subject specialists, insufficient time allocated to ESP courses, and the absence of curriculum are the main difficulties ESP teachers encounter.

According to Luo and Garner (2017), in comparison with general English classes, the teacher in ESP classes is no longer in the position of sole authority on the subject knowledge. This situation may give rise to some problems. For instance, students may hesitate the expertise of their teacher or teachers may feel like losing control of both language and content which lead them to question, ‘Where is the English?’ (Barron, 2003, P 189).

When considered collectively, it should be noted that a support system for ESP teachers is crucial due to the various demands made on them to encourage their efficacy and flexibility in teaching (Tejedor et al., 2021) In conclusion, these studies show that teachers have to deal with many problems and difficulties besides the various responsibilities they have to fulfill; therefore, they are required to continue their professional development in order to cope with these challenges and enhance the quality of ESP teaching. A broadly similar point has also recently been made by Luo and Garner (2017), who suggest that ESP teachers should be trained to overcome the challenges they experience. Likewise, Cenaj (2015) holds the view that ESP teachers need to be provided with special pre-service or in-service trainings since he found that lack of prior training on ESP is the underlying reason for the difficulties faced by teachers.

2.2. Professional Development of ESP Instructors

The needs of ESP instructors in terms of their professional development (PD) or continuing professional development (CPD) have up until now received far too little

consideration. Only recently have studies specifically addressed the significance of these instructors' professional development. Islam (2014) emphasizes the significance of ESP teachers' PD because they are required to carry out many more duties and tasks than EFL teachers. Since teaching ESP is a very demanding job, in contrast to teaching general English, ESP instructors should be well-trained in professional skills.

Although ESP is one of the essential components of teaching English, it was ignored by academicians and researchers for a long time (Basturkmen, 2019). According to Basturkmen (2021), the existing literature on ESP only focuses on the linguistic description, ESP materials, ESP students, and ESL/EFL teachers rather than ESP teachers and ESP teaching. The chances for PD for ESP practitioners are very scarce, and research in the field of ESP teacher education has received little focus (Constantinou & Papadima-Sophocleous, 2021). Additionally, there is a relatively small body of literature that is concerned with the PD of ESP teachers.

The term 'professional development' (PD) embodies a multitude of concepts such as *lifelong learning* (Collin et al. 2012; Gonçalves, 2009), *ongoing learning process* (Diaz-Maggioli, 2003), *continued improvement* (Darling-Hammond et al., 2017; Easton, 2008), *change* (French, 1997; Borg, 2018), *a long-term process* (Villegas-Reimers, 2003). A widely accepted definition of professional development is suggested by Day (1997):

...all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers ... acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice. (p. 4).

Avalos (2011) states that professional development means mastering the skills to learn and acquiring the ability to make a connection between knowledge and implementation to promote student achievement. PD is defined by Collin et al., (2012, p.156) as '*lifelong learning*' based on the profession which can be accomplished by several models either designated or of own accord in order to renew and refresh the

current professional competency. Borg (2018) defines professional development as practices that bring about a pleasant change in one's performance. He also adds that there is a wide array of professional development activities ranging from authorized to unofficial attempts as is the case with attending compulsory professional development sessions arranged by the administration or learning by reading from different publications voluntarily. Mlambo et al. (2021) use the term 'professional development' to refer to actions that are performed in several different styles that emerge from both internal and external factors.

As can be seen above, there are different definitions of PD provided by academics; however, there are some common features, which are essential for effective learning and development such as: being content-focused, active learning, collaboration, using models of effective practice, providing coaching and expert support, offering feedback and reflection, and sustained duration (Darling-Hammond et al., 2017). In broad terms, PD can be defined as any conscious attempt or effort that is performed persistently and voluntarily with the intention of promoting professional skills.

In this thesis, the term professional development is used interchangeably with continuing professional development of teachers to refer to all formal or individual activities and constant learning processes through which teachers find an opportunity to update and reconstruct their professional identity and knowledge with the intention of contributing to student learning.

2.2.1. Importance of PD for ESP Instructors

Teachers are thought to be the most important learning facilitators, so advancing their careers should be given top precedence (Allison, 2014). To meet the demands of the challenges in the area of English language education, PD has been recognized as a significant component in the improvement of teachers. As a result of students' quick advancement in learning compared to the past, one of the essential 21st-century skills that a teacher should hold is the ability to keep learning in order to benefit the students (Marcelo, 2009). Students must be highly knowledgeable and skilled in order to meet the demands of the 21st century. (Darling-Hammond et al., 2017).

Up to now, a number of studies have highlighted factors that are associated with students' success (OCDE, 2005; Shaha et al., 2015; Wallace, 2009; Yoon et al., 2007). There is a large number of published studies (Darling-Hammond, 2000; DeMonte, 2013; Shaha & Ellsworth, 2013) that identified the link between the professional qualifications of teachers and the achievements of learners.

Another aspect worth mentioning is the significance of PD for ESP teachers. Up to now, a number of studies have identified the various roles of ESP teachers and it has been reported that it is more complex and demanding than teaching General English. Since ESP teachers need to be well-specialized in order to cater to the needs of learners, the training of teachers carries tremendous importance (Bracaj, 2014). In Swales's study (1985), it has been argued that the absence of specialized teacher training is an obstacle to the progress of ESP teaching.

This perspective is reinforced by Mebitil (2011) in his writing, where he asserts that many researchers who investigate the assessment of the progress of ESP teaching associate the failure of ESP courses with the lack of training. Taking a similar stance, Valdes (1986) contends that teacher training involves fundamental aspects of methodology, classroom observation, and creating materials even though teachers possess high proficiency in the target language which is not sufficient to address the requirements of ESP.

This position also finds backing in the writings of Sukying et al (2023), who suggest that ESP teachers are in need of extensive PD training which includes especially language and content instruction. Echoing this sentiment, Bouguebs (2018) proposes that ESP teachers need to improve their professional capabilities through specialized PD training in how to teach ESP of various academic disciplines in order to cope with the feeling of unfamiliarity with ESP teaching.

Despite these findings about the role of professional development in student success and the quality of ESP courses, continuing professional development of ESP instructors does not get the attention it deserves and is always neglected by not only teachers who are supposed to contribute to their professional qualifications but also the institutions which are expected to facilitate the professional growth of their staffs.

The following part moves on to describe in greater detail some suggested PD practices for ESP instructors.

2.2.2. Types of PD Activities for ESP Instructors

Professional development activities vary by the demands and needs of teachers since there are a plethora of strategies to implement for professional growth. A brief overview of common professional development activities which can be helpful for ESP teachers will be provided on the following pages. Richards and Farrell (2005, p.34) draw a distinction between collaborative and self-directed learning. Although teaching is an individual activity, teachers can learn from one another and work collaboratively to promote student achievement and find solutions to the common problems of teachers. Collaboration among the teachers results in success in the school since individuals can create a learning community where they can promote their peers' professional development as well as their own professional growth.

The ultimate aim of the collaborative professional development model is to provide the teachers with an opportunity to engage in group activities that create fruitful interaction among the employees and brings about a mutual advantage for each participant who takes part in collegial activities. Additionally, teachers can develop new identities such as critical friends, team leaders, trainers, etc. thanks to cooperation and collaboration as a part of peer learning. Collaborative development activities especially play a crucial role in the PD of ESP teachers. ESP teachers need opportunities where they can share their experiences and knowledge with their colleagues, but unfortunately, most of the time ESP teachers work alone (Basturkmen, 2017). In this vein, it is assumed that collaboration and cooperation with other language teachers, subject specialists, and learners contribute to the best practices of ESP teaching (Mebitil, 2011).

On the other hand, self-directed learning has taken to the stage in recent years (Allison, 2014; Richards & Farrell, 20045) so there is an alteration in professional development activities (Canaran & Mirici, 2020) from compulsory and authorized to self-initiated professional learning according to Richards and Farrell (2005, p.35). While collaborative learning revolves around learning from an expert from whom

teachers receive guidance and knowledge, teachers are supposed to be in charge of their own professional development journey and direct their own route in this new model which is called different names such as self-initiated PD (MacPhail et al, 2019) or self-directed learning (Richard & Farrell, 2005), teacher-led CPD (Allison, 2014).

In a mixed-method study which set out to determine the individual-initiated professional development of ESP lecturers in improving their professional teaching practices at the higher education level, Diana (2022) found that ESP teachers possess a positive attitude towards individual-initiated professional development activities for their professional teaching practices and there is a consensus among the participants that individual-initiated professional development promotes their teaching practices.

In case of the lack of collaborative practices or in case ESP teachers do not receive sufficient support from their colleagues or administration for their PD needs, they can manage and direct their own professional growth with some activities such as conducting action research, developing personal learning projects, attending conferences, webinars, workshops related to ESP teaching and so on. However, according to Khakhai & Taylor (2022), the absence of collaborative practices weakens the opportunity for ‘vicarious experience and verbal persuasion so that ESP teachers are obliged to rely merely on their knowledge and experience for their improvement.

In the next section, several professional development activities which can enhance collaboration and cooperation will be suggested for ESP teachers based on the literature provided above. Researchers attempted to evaluate the impact of some professional development activities such as peer observation, team teaching, and action research on the professional growth of ESP teachers. Data from several studies suggest that these activities assist ESP teachers during their professional development process.

2.2.2.1. Peer Observation/ Peer Coaching

Thorn et al (2007) was apparently the first to use the term peer coaching; however, Thorn and Marshall Goldsmith developed this model and created the Goldsmith coaching model which is based on a two-way coaching process. After

receiving training, a pair of teachers observe one another's classes, and constructive feedback concerning imperfections in their performance is both given and obtained to be improved. Before the observation, the problem is diagnosed as the focus, and the coachee is supposed to work on it throughout the lesson. The focus and the instrument of the observation are determined beforehand as a part of the planning phase (Diaz-Maggioli, 2003).

In peer coaching, teachers engage in professional dialogue which creates a condition where teachers support and promote each other (Hismanoglu, 2010). The roles of coach and coachee are adopted interchangeably by the pairs; therefore, it provides the performers in peer coaching an opportunity to gain a different point of view and new identities which diminishes isolation among coach and coaches and enable relationships to flourish. We may not behave objectively towards our strengths or weaknesses concerning professional qualifications; however, peer coaching which is founded on confidential relations offers friendly criticism, unbiased support, and facilitation (Thorn et al, 2007, p. 5). Peer coaching is founded on the assumption that teachers nurture one another at the highest level due to the fact that it involves teacher-to-teacher interaction (Loucks-Horsley et al., 1987)

In the case of ESP context, peer observation or peer coaching can be carried out in order to promote collaboration among colleagues. Khodtseva (2013) emphasizes the importance of peer observation for ESP teachers as it fosters awareness, reflection, and a questioning approach. She maintains that teachers can also be exposed to some exciting techniques which they do not implement in their classes due to observing their colleagues.

In a study conducted by Velikaya (2016), the perceptions of teachers towards the needs of teacher development in the ESP/EAP context were investigated. It was shown that all respondents supported the view that peer observation and peer coaching are fundamental for their professional development. On the other hand, some participants stated that they carry more significance, especially for beginner teachers and newcomers. Overall, these studies highlight the positive impact of peer observation on the professional development of ESP teachers.

2.2.2.2. Team Teaching

In the case of team teaching, a couple of teachers set a target for a class jointly, and plan the teaching process including developing a syllabus, preparing their lesson plans, teaching, and evaluating the whole event and outcome collaboratively (Buckley, 1999, p.4). Canaran and Mirici (2020) propose that there are five stages of team teaching which are considered a type of cooperative CPD practice: preparation, research, planning and implementation, evaluation, and dissemination. The teachers in action promote student learning by sharing their knowledge, inspiring one another, and improving their skills together. Cooperation with others facilitates the teaching process as well as diminishes the worries of the teachers due to the support they provide each other since observation offers a different point of view and experience that contributes to their knowledge and skills consequently (Buckley, 1999; Canaran & Mirici, 2020).

According to Buckley (1999), at the core of team teaching, team members learn from one another due to their mutual concerns. Team teaching not only enriches the teaching skills of teachers due to the interaction among team members and adoption of different roles either as a teacher or observer but also promotes student learning thanks to the opportunity which allows learning from both teachers concurrently (Yücedağ & Sevik, 2021). Additionally, team teaching takes place in EFL classrooms more where native and non-native teachers are supposed to teach together (Canaran & Mirici, 2020; Tsai, 2007). Therefore, team teaching supplies a fruitful environment where students can improve their English levels and non-native teachers are provided with an opportunity to observe a native speaker teacher and boost their cross-cultural awareness and communication skills (Tsai, 2007).

With respect to the place of team teaching in the ESP context, it has been reported that collaboration between the two teachers is acknowledged as valuable in ESP teaching (Lee, 2000; Tajino and Tajino, 2000). Supporting this view, Maletina et al (2015) writes that ESP team teaching is regarded as an advantageous experience for all members of the team who took part in the process. Similarly, Mebitil (2011) points out that team teaching may serve as a significant assistance to ESP teachers who may

lack the subject knowledge in the field they are assigned to teach. On the question of the implementation of team teaching in the ESP context, Mebitil (2011) states that team teaching can be carried out in different forms such as through collaborating with subject specialists, or other ESP teachers, or with cooperation with learners.

Likewise, Jordan (1997) holds the view that team teaching which fosters the collaboration between English instructors and subject specialists has contributed to ESP/EAP teaching by introducing a new dimension since the late 1970s. Echoing this sentiment, Shi (2018) suggests that team teaching is an essential approach that promotes interdisciplinary cooperation among ESP practitioners by providing an opportunity where English teachers and subject specialists can exchange ideas for the ESP teaching process. Overall, there seems to be some evidence to indicate that team teaching can be considered an integral part of the professional development of ESP teachers.

2.2.2.3. Action Research

With regard to action research, Cochran-Smith and Lytle (1993, p. 23) define it as a systematized and planned investigation conducted by teachers concerning their classroom practice or school. Therefore, they assert that action research is based on collecting information to put down on paper which serves an important purpose for the teacher by reflecting on their educational experiences and practices. In the same vein, McNiff (1995) describes action research as an investigation grounded in self-reflection since the practitioner carries out research on their educational practices rather than other people as is the case with empirical research. For Dikilitas (2000), teacher research is an investigation where the teacher diagnoses a problem and searches for a solution continually due to the never-ending nature of the problems which occur in the classroom. Four main steps each of which includes substages are provided in his work as a recommended guideline for teacher- research (p.53).

Kemmis and Wilkinson (1998, p.21) hold the view that action research is composed of four main steps based on a spiraling process of self-reflective cycles: the plan of the change, action, and observation of the process and outcome of the change, reflection on the outcome and process and last but not least replanning. On the other

hand, West (2011) provides Glanz's (1998) model which possesses six phases (selecting a focus, collection of data, interpretation, and analyses of data, acting, reflection on action, and continuing or changing action) in his work (p. 90).

However, these steps may not necessarily be followed in a regular turn depending on the context where it is conducted. As long as the practitioners justify their work and obtain illuminating insight into their educational practice, the process of action research is subject to change (Kemmis & Wilkinson, 1998; West, 2011). Likewise, McNiff (1995) emphasizes that there is not a single right way of conducting action research, which is why different models of action research are available. Even though the practitioners hold different viewpoints regarding action research, what matters is that the teacher knows what s/he is doing and why s/he is doing it.

In terms of the place of action research in the ESP context, Gao and Guan (2016) view action research as an appropriate PD activity for ESP teachers. According to Qi (2012), action research can assist ESP teachers to overcome the obstacles to their professional development. In a study investigating the role of action research in ESP teachers' professional identity development, Meihami and Werbińska (2022) reported that action research plays a pivotal role in the professional identity development of ESP practitioners and improves their professional identities which also contributes to their professional development. In another study conducted in the ESP context by İlter and Yeşilyurt (2021), it was shown that carrying out action research strengthened the rapport between the teacher-researcher and the learner and promoted their professional identities as ESP practitioners. In view of all that has been mentioned so far, one may suppose that action research has a significant impact on the professional development of ESP teachers.

2.3. Research Related to the PD Needs of ESP Instructors outside Türkiye

There is not much existing research available on showing ESP instructors' perceptions of their perceived PD needs, and a lack of research on ESP teachers (Basturkmen, 2019). However, findings from previous studies have consistently demonstrated the necessity and significance of PD programs for ESP teachers. A comparable argument has been made by Chostelidou et al. (2009) in their investigation

of the training needs of ESP teachers. In his study, the 76 participants were chosen from a Greek educational establishment, and they completed a questionnaire and participated in semi-structured interviews. The study's respondents expressed dissatisfaction and deficiency with their pre-service planning in the field of teaching ESP, and they stressed the need for an in-service training strategy to address the problems they encountered in ESP teaching.

In a recent article, Bocanegra-Valle and Basturkmen (2019) devoted some attention to teacher education needs of experienced ESP teachers in the Spanish context. They conducted a mixed-method study with 19 participants and identified five main groups of requirements which offer guidelines for future actions in the local setting. These include specialized training and qualifications in the area of ESP, improved disciplinary and pedagogical knowledge, initiatives for collaborative work among peers at various levels, and the availability of continuing professional development opportunities.

In line with previous research, Kong and Kong (2019) carried out interviews with ESP teachers in order to investigate the PD of ESP teachers at a university in China. As noted by Kong and Kong (2019), the quality of teaching relies heavily on teachers; therefore, their training determines the success or failure of education.

In a study conducted by Mebitil in 2011 in Algeria, a mixed-method approach was employed using classroom observation, interview, and a structured interview as research instruments, and 33 teachers were involved in this study. It was found that there are three main types of difficulties including the ones related to learners, teachers themselves, and administration. These difficulties are the consequences of a lack of student motivation, heterogeneous classes, negative attitude of students towards the English language and teacher, lack of respect, the absence of prior training on ESP, the lack of collaboration among ESP teachers and subject specialists, the lack of content knowledge, the limited time allocated to English course, the absence of syllabus and programs on ESP courses. As a result, teacher training including pre-service, and in-service was found to be a solution in the long term to overcome the challenges faced by teachers. On the other hand, collaboration with subject specialists and learners was reported as the solution in the short term.

Similarly, the study by Cenaj (2015) offers valuable insights into the understanding of past and present pedagogical challenges that ESP teachers face in the Albanian context. A 15-item questionnaire was utilized to obtain data from 18 teachers who teach ESP in different higher education institutions. The respondents of this study identified some problems such as the difficulty in material development, employing methodology, dealing with student motivation and feedback, lack of facilities, lack of deep understanding of the subject matter, and lack of training. The findings from this investigation support the notion that special training which is either pre-service or in-service is essential for ESP teachers and this PD training will facilitate ESP teaching as well as assist them to cope with problems they face.

Szymańska-Tworek and Makowska-Songin (2019) conducted a comprehensive study on this subject in the Polish tertiary education context. A questionnaire that provides qualitative and quantitative data was utilized since it involved both open and closed questions. 82 ESP teachers were asked about their needs and expectations towards PD. The results demonstrated that the respondents are interested in professional development; however, they are not satisfied with the availability, quality, and relevance of in-service training which is based on ESP instruction. The evidence pointed to the conclusion that the needs and expectations of ESP teachers revolve around formal PD assistance with regard to their everyday teaching practice.

Taken together, these studies support the notion that ESP instructors should be provided with necessary professional development opportunities in order to overcome challenges for their professional growth.

2.4. Research Related to the PD Needs of ESP Instructors in Türkiye

Very little study has been done on ESP, and even less on the professional development needs of ESP teachers in the Turkish setting. Although there hasn't been much research on ESP teachers' PD needs in Türkiye up to this point, there has been more attention paid to ESP instructors in recent years in the ESP literature. The results of studies carried out in the Turkish context show a resemblance to the studies which were performed in other contexts outside Türkiye.

In an investigation into the needs and expectations of teachers and students regarding their ESP program, a course process evaluation checklist and a survey were utilized to obtain data from 15 ESP teachers and 30 ESP students from different grades at a university in Ankara. Altımişdört (2017) found that ESP teachers need comprehensive training which covers all the procedures of the curriculum including developing materials, teaching methods, and class schedules, activities to be used in the classroom, learners, assessment, and evaluation. She also draws a distinction between teaching ESP and General English and highlights the need for ongoing collaboration with the experts in the field due to the necessity of a strong understanding of the subject matter for ESP teachers.

Similarly, in a mixed-method study where 12 ESP teachers took part as respondents, Bayram and Canaran (2020) found that ESP instructors need support in order to diversify their teaching methods and receive both pre-service and in-service training on ESP in order to improve their teaching in ESP. The respondents to the study assert that a required or elective course at the undergraduate level would give them an edge in how to teach ESP classes. Bayram and Canaran (2020) came to the conclusion that ongoing professional development (CPD) is crucial for ESP practitioners in order to advance their teaching abilities. As a result, teachers should have access to more ESP-related materials, seminars, and events.

Another investigation into instructional challenges of ESP Aviation English (AE) teachers was conducted as an exploratory case study. The research sample is composed of 5 English instructors who teach ESP at the aviation academy in Türkiye. In his case study on ESP Aviation English, Demirdöken (2021) pinpointed insufficient self-efficacy and low contextual knowledge as the main challenges encountered by ESP practitioners. He concluded that the lack of opportunities for PD and the lack of experience in teaching ESP posed the aforementioned challenges. In light of the findings, it was suggested that PD programs would have some benefits on the sense of capability and effectiveness of instructional methods of ESP practitioners since they provide them with a goal-oriented ESP teaching setting.

With regard to the professional needs of future ESP teachers, Kırkgöz (2019) conducted research by developing an innovative ESP teacher education course in a

teacher education program at the undergraduate level at a university in Türkiye. This investigation utilized qualitative data gathered from pre-and post-test, open-ended questionnaires, student journals, and ESP projects. The research sample is composed of 60 pre-service teacher candidates who enrolled in the ESP course offered as a part of this study. It has been noted that pre-service training for ESP teaching provides beneficial impacts on prospective teachers. Moreover, ESP-related undergraduate courses are considered significant to prepare pre-service teachers for the ESP teaching profession.

Overall, these studies highlight the need for in-service and pre-service training for the professional development of ESP teachers. The next chapter describes the procedures and methods used in this investigation.

CHAPTER 3

METHODOLOGY

3.1. Research Design

This research falls under the category of a descriptive case study because the questions and research objectives were addressed through an in-depth analysis of the data provided by various sources of information within the case. According to Yin (2003), descriptive case studies provide a contextualized and detailed description of the phenomenon under investigation. This study was based on sequential exploratory mixed methods approach in nature since it consisted of three phases: collecting and analyzing quantitative data, obtaining and analyzing qualitative data, and interpretation of these two data. Through the gathering of both quantitative and qualitative data, this study aimed to describe the professional development needs of ESP instructors working in a higher education context.

The rationale for combining both types of data within a single study stem from the fact that neither quantitative nor qualitative methods are sufficient to capture the trends and details of a situation on their own. When used together, quantitative and qualitative methods complement each other and allow for a more robust analysis by leveraging each other's strengths (Creswell et al., 2003; Fraenkel et al., 2012). A quantitative method was used as the initial step, and a qualitative method was used to supplement and improve the quantitative results. Separate analyses were performed on the two different sets of data, and the researcher used the findings of the qualitative analysis to supplement those of the quantitative study (Fraenkel et al., 2012).

For the quantitative part of the study, a 30-item questionnaire was administered to 29 instructors of English who were teaching ESP at a state university in Ankara, Türkiye. After analyzing the quantitative data, the researcher needed more qualitative data to elucidate the findings. Qualitative data were collected from 10 instructors through semi-structured interviews. The two types of data were analyzed independently, and the researcher used the findings of the qualitative analysis to

supplement those of the quantitative analysis and described them after a thorough analysis of both data sources.

3.2. Setting and Participants

The study was conducted at a state university in the capital city of Türkiye in the 2022-2023 academic year. The significance and originality of this study lie in its investigation of the professional development needs of ESP instructors in the specific context where ESP courses serve as the focal point of foreign language instruction. The university expects its graduates to have a strong command of the English language for their professional roles in the future. The ESP programs mentioned in this study are based on the teaching of Military English.

The ESP courses at the institution are offered to all junior and senior-level students. To graduate from the university, students must complete two terms of two-hour ESP courses during their junior and senior years. English language instructors are expected to teach ESP courses regardless of their majors or years of teaching experience. Despite the importance of ESP teaching, the university never investigated the professional development needs of instructors.

The participants of the study are 29 instructors of English who teach Military English to undergraduate students at a state university in Ankara, Türkiye. A purposive sampling was used for the selection of the participants. Individuals with special qualifications or who are deemed representative of the context are used in purposeful sampling (Fraenkel et al., 2012). In this study, the participants were chosen based on their ESP teaching experience, and they must either be currently teaching ESP or have previously taught ESP courses at the university. All participants took part in the study voluntarily.

Table 1. Participant Profile

Characteristics	n	%
Gender	29	100
Female	23	79.30
Male	6	20.70
Major	29	100
American Culture and Literature	5	17.20
English Language Teaching	21	72.40
English Language and Literature	1	3.40
Linguistics	1	3.40
Translation and Interpretation	1	3.40
Degree	29	100
Bachelor's	14	48.30
Master's	13	44.80
PhD	2	6.90
Teaching experience	29	100
1-3 years	1	3.40
4-7 years	21	72.40
8-10 years	2	6.90
11+ years	5	17.20
ESP teaching experience	29	100
1-2 years	12	41.40
3-4 years	12	41.40
5-7 years	3	10.30
8+ years	2	6.90
Previous training on ESP	29	100

Yes	4	13.60
No	25	86.10
Cooperation with faculty members	29	100
Yes	12	41.40
No	17	58.60

As shown in Table 1, there were 23 females (79.30%) and 6 males (20.70%) among the participants. In terms of major, 21 participants (72.40%) graduated from the English Language Teaching department, while 5 graduated from American Culture and Literature (17.20%), 1 from English Language and Literature (3.40%), 1 from Translation and Interpretation (3.40%), and 1 from Linguistics (3.40%). 14 teachers had a bachelor's degree (48.30%), 13 participants had a master's degree (44.80%), and two participants earned their Ph.D. (6.90%).

In terms of teaching experience, 21 participants (72.40%) had been teaching for 4-7 years. 5 participants (17.20%) had more than 11 years of teaching experience. Two participants (6.90%) had 8-10 years of teaching experience, whereas just one instructor (3.40%) had taught English for 1-3 years. In terms of the participants' ESP teaching experience, 12 instructors (41.40%) had taught ESP courses for 1-2 years, and 12 instructors (41.40%) had 3 - 4 years of ESP teaching experience. There were 3 instructors (10.30%) with 5-7 years of experience teaching ESP and 2 instructors (6.90%) with more than 8 years of experience teaching ESP. According to the findings, 4 participants (13.60%) had previously attended an ESP course or training, while 25 (86.10%) had no ESP-specific training. Finally, 12 participants (41.40%) believed they were cooperating with faculty members, while 17 participants (58.60%) said they were not cooperating with faculty.

3.3. Data Collection Instruments

Before data was collected, ethical approval was obtained from both TED University Human Research Ethics Committee and the state university where the study took place. When inviting the participants, the purpose of the research was clearly

explained through an invitation e-mail. Data for the study was collected using quantitative and qualitative methods as shown in Figure 3. Data came from two main sources: a 30-item questionnaire on a five-point Likert type scale and semi-structured interviews.

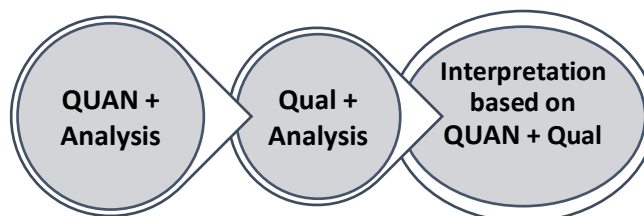


Figure 3. Data collection process

3.3.1. Questionnaire

For the design of the instrument, we drew from a questionnaire that has been previously validated by experts (Bayram & Canaran, 2020). The questionnaire (see Appendix A) was used to describe the perceived professional development needs of ESP instructors. Bayram and Canaran (2020) developed the questionnaire based on the *Competency Framework for Teachers of English for Academic Purposes* (BALEAP, 2008). The questionnaire was divided into two sections: I. Demographic Information and II. ESP Competencies.

Part I of the questionnaire, Demographic Information, included 7 questions about the participants' personal and educational backgrounds (See Appendix A). The instructors were asked about their gender, major, degree, year of English teaching experience, and year of ESP teaching experience in Part I. There were two yes/no questions that elicited information on whether the participants received any training regarding ESP and whether they cooperated with subject specialists or faculty members to design an ESP syllabus.

The second part of the questionnaire consisted of 30 statements about the competencies of ESP instructors. The statements asked participants to decide how strongly they agreed with each statement with a range of options on a 5-point Likert scale from “Strongly Disagree” to “Strongly Agree”. The statements were related to

the competencies of an ESP teacher; items 1-11 were on “Academic Practice”, items 12-16 were on “ESP Students”, 17-22 involved items on “Curriculum Development” and items 23-30 had statements about “Program Implementation and Assessment”. The questionnaire was distributed to participants online via Google forms and took about 20 minutes to complete.

3.3.2. Semi-structured Interviews

Qualitative data was required to probe deeper into the information collected from the questionnaire. One-to-one semi-structured interviews were used to collect qualitative data. The interview questions were developed by the researcher with the guidance of the advisor to ensure that they were relevant to the research questions. The participants were contacted by email for an invitation to the interview. The interviews were conducted with 10 ESP instructors who agreed to participate.

During the interviews, the instructors were asked a range of questions about their responsibilities, procedures for creating curriculum and teaching materials, support systems, challenges, and the ways they cope with difficulties in teaching ESP (See Appendix B for interview questions). Certain probing questions were posed during the interviews for in-depth exploration. The interview of each participant lasted approximately 25 minutes. The voices of the participants were recorded with their consent in order to speed up transcription. When asked in which language they preferred to conduct the interview, the participants all indicated that they preferred Turkish, citing the fact that they could express themselves more clearly in their mother tongue. Figure 4 below shows the data collection instruments that were employed to address each research question of the study.

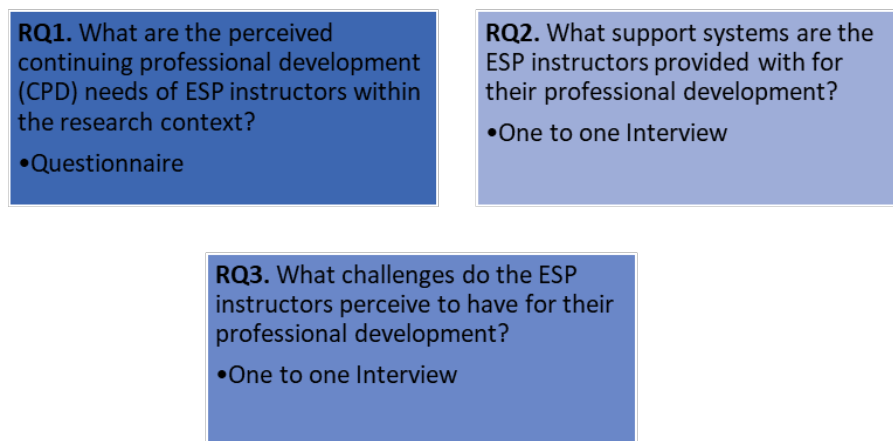


Figure 4. Data collection instruments

3.4. Data Analysis

SPSS software was used to analyze quantitative data in order to calculate mean scores and standard deviations of the items. Next, the process of gathering qualitative data started. Qualitative data analysis was done using Microsoft Word. Thematic analysis was used to analyze the interview data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). The six phases of thematic analysis suggested by Braun & Clarke (2006) were followed during the process.

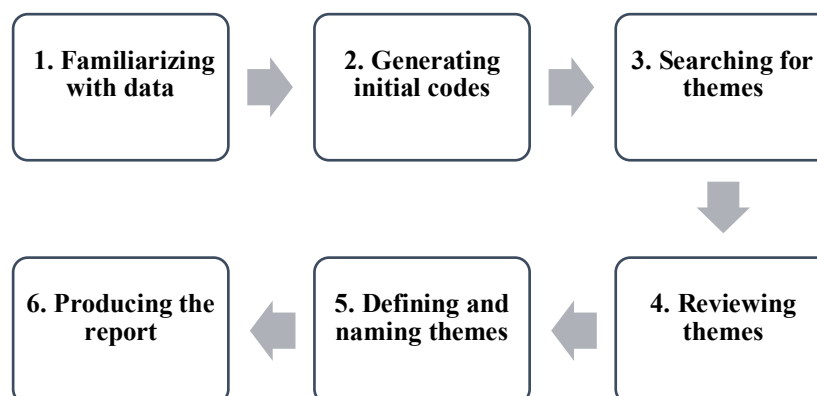


Figure 5. Phases of Thematic Analysis (Braun & Clarke, 2006)

The first step in qualitative data analysis was transcription of the data, followed by reading and rereading of the data while creating initial codes. The researcher collected data pertinent to each code and coded interesting data characteristics across the entire data set. She organized the codes into potential themes in the third phase and gathered all the information related to each potential theme. Next, the thesis advisor was asked to review the codes to ensure trustworthiness. They independently examined how well the themes were related to the coded-extracts and the entire data set. Further, a thematic representation of the analysis was developed. The fifth phase involved naming and defining themes. The themes were developed, and names were generated for each theme. Finally, the report was written. Examples of vivid and compelling extracts were chosen, and an academic report of the analysis was produced.

3.5. Validity and Reliability

In terms of the quantitative component of the study, the researcher used the questionnaire developed by Bayram and Canaran (2020) with their permission and made no adjustments to the instrument. Because the questionnaire has already been verified, the researcher did not collect any evidence of reliability or validity for the current investigation. Regarding the qualitative data, the interviews were conducted in Turkish at the request of the participants. Thus, the initial validation approach was member checking, for which the researcher e-mailed the translated interview extracts to the instructors online and requested them to check the language and make modifications as needed. Furthermore, negative case analysis was employed to ensure a realistic depiction of the qualitative data by providing negative evidence in addition to positive data (Patton, 2002). Third, consideration was given to intercoder agreement, which entailed the use of more than one coder. The researcher initially coded the data, and then she spoke with her advisor to double-check the codes and themes. Once the coders reached an agreement, the final categories were created. Finally, the researcher presented the findings by triangulating the quantitative and qualitative data. The researcher acted as a total observer throughout the study, simply listening, observing, asking questions, and taking notes without interfering with the natural flow of the study.

3.6. Ethical Considerations

The research was approved by the TED University Human Research Ethics Committee (29.07.2022/18638/06.01) and the National Defense University (11.10.2022/E-54589112-604.02-1684412). The participants voluntarily participated in the study. Before administering the questionnaire and conducting the interview, the participants signed a consent form (See Appendix C) agreeing to take part in it, answer the questionnaire, be interviewed, and have their interviews recorded on audio. The participants were informed about the confidentiality of their responses and that all documents and recordings would be stored on a computer with a password in a locked office. Participants were also informed that the recordings would be given pseudonyms and kept on the researcher's password-protected computer.

CHAPTER 4

RESULTS

4.1. Perceived Professional Development (PD) Needs of ESP Instructors

The first research question of the study aimed to reveal the instructors' opinions regarding their professional development needs in ESP teaching. Data was collected via a questionnaire of a 5-point Likert Type scale (from “Strongly disagree” to “Strongly agree”), and which had four sections: (i) *academic practice*, (ii) *ESP students*, (iii) *curriculum development* and (iv) *program implementation and assessment*. The quantitative data findings about the instructors' perceptions of the academic practice are shown in Table 2 below.

The results demonstrated that the highest mean score on academic practice was Item 1, “*I can work with materials and tasks from different subject areas and engage with the ideas they present*”. (M=4.34, SD=0.67). The majority of the instructors agreed that they could handle materials and assignments from many disciplines in ESP teaching and connect with the concepts they offered. The second highest mean score (M=4.24, SD= 0.63) was found in Item 4, “*I can raise students’ awareness of discourse features of texts in their disciplines*”. In other words, most of the instructors reported feeling confident about raising students' knowledge of the discourse qualities of texts related to ESP. Additionally, the mean score of Item 2 “*I can help students find their way into the writing and speaking practices of their disciplines*”, was found high (M=4.14, SD=0.83), showing that the instructors are confident enough to assist their students in finding their way into their ESP writing and speaking practices.

Data analysis also suggested that the instructors agreed on Item 6, “*I can train students to investigate the practices of their disciplines*”, and Item 9, “*I can provide analytical feedback, across the range of features of systemic language knowledge, which promotes accuracy in students’ spoken and written outputs.*” (M= 3.97, SD=0.90; SD=0.62). Findings showed a good degree of agreement among the instructors with Item 10, “*I can take appropriate decisions to teach ESP based on my own knowledge and understanding*” (M=3.93, SD=0.79), meaning that the instructors thought they could

to take pertinent decisions to teach ESP based on their expertise and understanding. The mean score for Item 3, “*I can work with subject specialists and take account of their different perspectives with regard to knowledge communication*” and Item 11, “*I can engage with academic research and literature to inform own practice and communicate these ideas to colleagues*” was $M=3.90$, indicating that the instructors feel competent to collaborate with subject matter experts and take into account their diverse perspectives, as well as connect with academic research and literature to promote their own practice and communicate their learning to their colleagues.

A relatively lower mean score ($M=3.79$, $SD=0.77$) was found for Item 7, “*I can read and make sense of systemic language (technical vocabulary, grammar, syntax, discourse features) in texts without being a subject specialist.*” This shows that instructors almost agreed they could comprehend the systemic language in texts with technical vocabulary, grammar, syntax, and discourse features. On the other hand, the mean scores for the Item 5 related to ‘*guiding students to investigate the genres and expert practitioners of their specific discourse communities*’ ($M=3.76$, $SD=0.95$) and Item 8, ‘*applying theories of text and discourse analysis to course organization, materials selection and development, and assessment*’ ($M=3.72$, $SD=0.84$) were comparatively lower than the mean scores of other items as demonstrated in Table 2. This implies that the ESP instructors within the context of the study may require expert assistance with these issues.

Table 2. Findings related to academic practice

Item	<i>M</i>	<i>SD</i>
1. I can work with materials and tasks from different subject areas and engage with the ideas they present.	4.34	0.67
2. I can help students find their way into the writing and speaking practices of their disciplines.	4.14	0.83
3. I can work with subject specialists and take account of their different perspectives with regard to knowledge communication.	3.90	0.90
4. I can raise students’ awareness of discourse features of texts in their disciplines.	4.24	0.63
5. I can guide students to investigate the genres and expert practitioners of their specific discourse communities.	3.76	0.95

6. I can train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence).	3.97	0.90
7. I can read and make sense of systemic language (technical vocabulary, grammar, syntax, discourse features) in texts without being a subject specialist.	3.79	0.77
8. I can apply theories of text and discourse analysis to course organization, materials selection and development, and assessment.	3.72	0.84
9. I can provide analytical feedback, across the range of features of systemic language knowledge, which promotes accuracy in students' spoken and written outputs.	3.97	0.62
10. I can take appropriate decisions to teach ESP based on my own knowledge and understanding.	3.93	0.79
11. I can engage with academic research and literature to inform own practice and communicate these ideas to colleagues.	3.90	0.90

Table 3 shows the mean scores and standard deviation of the instructors' perceptions of their needs regarding the ESP students. As displayed in Table 3, data analysis did not indicate a mean score above 4.10, which means there weren't any items the instructors strongly agreed with about the ESP students. The highest means score was calculated for Item 12, *"I can show the use of a range of teaching methods and teacher roles in response to different types of learner needs."* showing the instructors agreed to benefit from a variety of teaching styles and roles in order to meet the needs of ESP students.

The majority of respondents felt almost qualified to create opportunities and prompts that enhance learners' critical thinking skills through learning activities, as indicated by the mean score ($M=3.97$, $SD=0.68$) for Item 13, *"I can provide opportunities and stimulus for critical thinking in sequences of learning activities related to giving opportunities and stimulation for critical thinking"*.

Based on the responses about student autonomy and self-evaluation of the ESP students, Item 16 indicated that the instructors nearly agreed to foster student autonomy by having one-on-one tutorials in addition to group activities ($M= 3.83$, $SD=0.88$) and Item 14 showed that they believed they could demonstrate how students

analyze their own learning objectives, resources, activities, and assessments for their value as a resource for further study to some extent (M=3.76, S=0.89).

Item 15, regarding how ESP instructors viewed their ability to arrange the sequence of learning activities from guided to autonomous, received the lowest mean score in this category. (M=3.72, SD=0.70).

Table 3. Findings related to ESP students

Item	<i>M</i>	<i>SD</i>
12. I can show the use of a range of teaching methods and teacher roles in response to different types of learner needs.	4.10	0.67
13. I can provide opportunities and stimulus for critical thinking in sequences of learning activities.	3.97	0.68
14. I can show how students review and evaluate their own learning aims/materials/ activities/ assessment in terms of usefulness for future study.	3.76	0.91
15. I can stage the sequence of learning activities from guided to facilitated to autonomous.	3.72	0.70
16. I can foster student autonomy through group activities as well as one-to-one tutorials.	3.83	0.88

The mean scores and standards for the items related to curriculum development are shown in Table 4. Item 18 of the questionnaire, which asks the participants to indicate how confident they are in '*integrating course objectives, language, and skills, content, and evaluation*', received the highest mean score curriculum development category (M=4.31, SD=0.60). The data analysis also revealed that the instructors agreed they were capable of "*choosing, adapting or creating materials from appropriate sources and developing appropriate tasks*" for Item 19 (M=4.21, SD=0.77). The results also showed that Item 22 had a mean score slightly above 4.00 (M=4.03, SD=0.82), indicating that the instructors believed they could "*use a text-based approach for teaching writing and speaking skills.*" The results of Item 21 showed that the instructors thought they could "*organize and scaffold the teaching of reading and listening skills for academic purposes*" (M=4.00, SD=0.84).

Item 17 and Item 20, which both had mean scores of 3.86 under the category of curriculum development, may indicate that respondents agreed to some extent about

their ability to determine the aims and objectives of an ESP syllabus to close the gap between students' competence and the demands of academic study.

Table 4. Findings related to curriculum development

Item	<i>M</i>	<i>SD</i>
17. I can identify aims and objectives of an ESP syllabus to address the gap between students' competence and what they need for academic study.	3.86	0.95
18. I can integrate course objectives, language and skills, content and assessment.	4.31	0.60
19. I can select, adapt or create materials from appropriate sources and develop appropriate tasks.	4.21	0.77
20. I can incorporate explicit analysis of spoken and written texts into sequences of teaching and learning activities.	3.86	0.91
21. I can stage and scaffold the teaching of reading and listening for study purposes.	4.00	0.84
22. I can use a text-based approach for teaching writing and speaking skills.	4.03	0.82

Findings in regard to program implementation are displayed in Table 5. The mean scores for each item pertaining to the implementation of the program and assessment was found to range from 4.45 to 3.86. The data analysis demonstrated that respondents agreed with nearly all of the items because there is just one statement with a mean score below 4.00. The instructors strongly agreed that they were competent in providing suitable feedback on oral and written student performance ($M=4.45$, $SD=0.57$), reflecting upon and responding to observation or student feedback on teaching ($M=4.41$, $SD=0.62$), incorporating teaching academic study skills and academic language within lessons ($M=4.38$, $SD=0.77$), utilizing assessment outcomes to guide teaching and learning ($M=4.34$, $SD=0.61$), designing and delivering a program which aligns with the syllabus ($M=4.31$, $SD=0.76$), developing or adapting materials and clarifying the reasoning behind these ($M=4.28$, $SD=0.70$), combining course objectives, language and skills content with assessment ($M=4.24$, $SD=0.68$).

The item with the lowest mean score was Item 28, with a mean score of 3.86, indicating the instructors almost agreed to possess the skills to choose suitable methods of assessment and create or evaluate assessment instruments for language and ESP teaching skills.

Table 5. Findings related to program implementation and assessment

Item	M	SD
23. I can plan and deliver a program of lessons based on a syllabus.	4.31	0.76
24. I can adapt or create materials and explain the rationale behind these.	4.28	0.70
25. I can integrate teaching of academic language and academic study skills in lessons.	4.38	0.77
26. I can reflect on and respond to observation or student feedback on teaching.	4.41	0.62
27. I can integrate course objectives, language and skills content with assessment.	4.24	0.68
28. I can select appropriate modes of assessment and design or evaluate assessment tools for language and skills for ESP.	3.86	0.74
29. I can give appropriate feedback on oral and written student performance.	4.45	0.57
30. I can use assessment outcomes to inform teaching and learning.	4.34	0.61

Overall, the average scores across all categories provide a hint as to the degree of agreement among respondents about the items. The mean scores for each questionnaire item were found to be greater than $M=3.72$ and above the moderate threshold. The main finding of the quantitative data is that the instructors believed they were mostly capable of meeting the demands of teaching ESP, including academic practice, ESP students, curriculum development, and program implementation and assessment. The next sections will show the qualitative data findings in respect to instructors' perceived support systems and problems in ESP instruction.

4.2. Perceived Support Systems the ESP Instructors are Provided with for Their Professional Development

The qualitative data analysis revealed three themes relating to the support systems the instructors thought they had for their professional development, as illustrated in Figure 6; *self-support*, *student support*, and *collegial support*.

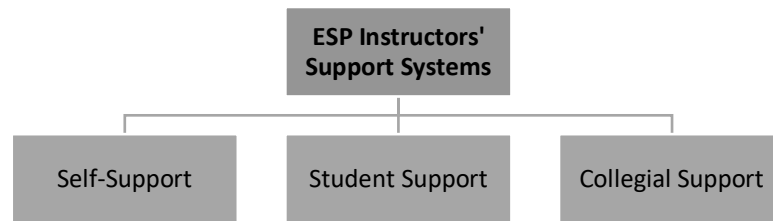


Figure 6. Emergent themes regarding ESP instructors’ support systems for their professional development

4.2.1. Self-Support

Qualitative data analysis showed that the instructors’ own efforts and self-support were their key sources of assistance when it came to teaching ESP and professional development. One participant stated that she felt more confident in responding to the questions from students thanks to her personal effort for professional development, including the ESP training she received and the sources she has studied in her master’s classes. She said:

“With my own personal effort, I believe I have progressed, especially with the ESP training I took over the last year and the materials I have studied for my master's degree. This has helped me respond to the student's questions with more confidence.” (I8)

Instructor 6 made a comment about her own efforts to improve her professional skills in order to address her weaknesses in ESP teaching. She said, *“I spend hours surfing the internet and looking at old books in an effort to repair my own torn one.”* Another participant, who reported to make up for her lack of ESP-related knowledge with her own initiative, repeated this.

“I make a personal effort to make up for lack of knowledge in military English, particularly by going online, checking various databases or websites, military sources, papers, or files produced by military agencies.” (I7)

Another interviewee also mentioned the idea of personal effort and commented on their responsibilities throughout the ESP teaching process. He said; *“We produce*

our own military English textbooks. Finding the resources, locating the reading texts, selecting the target words, and selecting the target videos are all totally our responsibility.” (I3)

4.2.2. Student Support

The instructors generally shared the opinion that ESP students were important stakeholders who could assist them in ESP teaching and learning. They gained much from student's knowledge since, in some situations, their academic pursuits have made them more knowledgeable than the instructors. As a result, some participants emphasized the value of student assistance, particularly during ESP lessons. Instructor 1 reported:

“Since we are trying to teach technical terms like pieces of tanks, guns, combat terminology, etc., the majority of us probably do not know these terms. But so far throughout the classes, our students have been quite helpful to us.” (I1)

Some instructors voiced their concern about their lack of subject knowledge, and the importance of student support in the classes was similarly underlined to overcome this difficulty. I2 said:

“Most of the time, students support me. My knowledge about the course is limited and mechanical. Therefore, at the beginning of the semester, I took an approach such as “I teach English. You know military information. We will conduct this course together.” (I2)

When questioned about the support systems, I4 stated that students' contributions to the classes were vital because of their background in the subject matter; as a result, she viewed teaching ESP as a collaborative learning experience because of the assistance she received from the students. I4 expressed; *“Teaching with students is how I learn. Lessons in ESP go beyond simple student learning. We ourselves learn about the content both before and during the lesson to teach well. During the lessons, students assist us a lot with their military background”.* (I4)

4.2.3. Collegial Support

In response to a question on support systems, all of the participants said that they collaborated with one another and learnt from one another by exchanging information and experiences related to their professional growth, and ESP teaching. I2 said, *“Before the class when there is something we do not understand, we have a discussion with my colleagues. Asking one another helps us learn.”*

When discussing this problem, one instructor said she relied much on her colleagues who had more experience teaching ESP to provide clarification on the subject matter:

“We're not better than each other in military English. However, some acquire expertise as they enroll in more ESP classes. When we are confused about a subject, we inquire as to how it was previously taught or how a word was translated by them.” (I3)

Commenting on the support systems, I4 said she valued her colleagues as the main source of professional support. The comment below illustrates the importance of collegial support for ESP instructors. She explained her views as, *“When it comes to professional support, I would rank my colleagues at the top of this list. Because we frequently discuss with them what we can do that week and how to develop a better lesson.* This view was echoed by another instructor who welcomed the assistance she received from her colleagues.

“We have peers who are involved in this field. They are very helpful. Throughout the assessment phase, we prepare our materials and examinations together by assisting one another and our colleagues, disclosing what they have prepared, and bringing them together at work.” (I7)

4.3. Perceived Challenges the ESP Instructors Have in Relation to Their Professional Development

Data analysis revealed eight themes regarding the perceived PD challenges experienced by the ESP instructors in the context of the study. Figure 7 below indicates the emergent themes from data analysis:

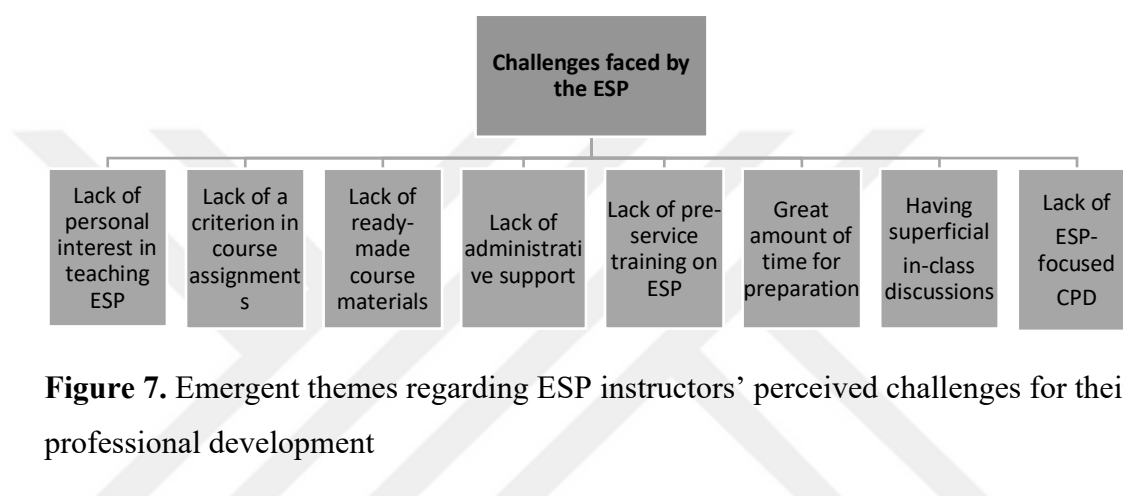


Figure 7. Emergent themes regarding ESP instructors’ perceived challenges for their professional development

4.3.1. Lack of personal interest in teaching ESP

A recurring element in the interviews was the belief among the interviewees that their professional development was hampered by their lack of personal interest in teaching ESP. I5 said; *“For me, ESP is a pretty unique field. Not specifically in my area of interest. After I began instructing this course, I gained knowledge about this topic.”* Similarly, I6 expressed the same concern stating:

“I have no interest in some of the ESP themes. Frankly, talking about the parts of tanks and rifles is not a subject that attracts me much. A general English instructor can cover a wide range of topics in his lectures. ESP instructors, however, only cover that topic.”

4.3.2. Lack of a criterion in course assignments

Data analysis revealed there were no criteria for choosing the instructors who would teach ESP at the university. Older and more seasoned staff members often took the lead in ESP teaching, according to an instructor in charge of administration. She said: *“We arrange courses according to the instructors’ backgrounds and experiences. Next, we consider their age. We believe they have greater experience because of their age.”* (I1)

The majority of participants indicated that there were no special selection criteria for teaching ESP in their institution, the comment by I3, *“I could be required to offer ESP courses even though I don't want to”* might serve as proof. This was confirmed by another instructor who said, *“Obviously, there isn't a set of standards for this. In other words, if you teach at this university, you qualify to teach ESP. In the absence of such, no selection criteria are used.”* (I2).

Additionally, I7 reported that ESP courses were assigned to the instructors without considering their interests and qualifications in ESP teaching by saying; *“The instructors are chosen and given ESP courses by the school's management, regardless of their qualifications or personal interests.”*

4.3.3. Lack of ready-made course materials

The lack of ready-made materials for ESP classes has drawn criticism, which poses a difficulty for the instructors. One interviewee, for instance, stated:

“Since we teach military English, the available resources that we can use are very limited. About five or six years ago, we were using existing books in the department, but those books were mostly grammar-based, so we stopped using them.” (I1)

The statement that follows demonstrates the challenges ESP instructors have when it comes to finding and preparing ESP materials. As expressed by I10; *“Finding resources was my major problem. Actually, the problem was a lack of a specified textbook. Even if I find material on the internet, for example a reading text about the*

military, I have trouble adapting it.” Similarly, commenting on the challenges arising from the lack of appropriate materials besides adapting the existing materials, I8 said:

“Those who create the instructional materials are put in a challenging position since it is quite difficult to find resources. ESP is a subject that only a small percentage of instructors are competent or specialists in. We must continually verify the accuracy of what we teach or will teach since ESP is a very specialized topic at our university. Because of this, we must always keep our materials current.”

4.3.4. Lack of administrative support

Another issue that was brought up was the administration's insufficient support for instructors' professional growth. Regarding a lack of administrative support I7 said; *“Unfortunately, the administration offers us no assistance. They only offer instructions and specify what must be completed and ready on a given day.” (I7)*

Some interviewees reported that the root cause for the challenges concerning their professional development was insufficient support from the administration as evidenced by the following comment by I9:

“I don't believe the administration supports us adequately. There is always something lacking, for instance, a resource exists but no ESP teacher is available to use it, or there is not sufficient resource to be used in the classroom. Coordination is always an issue.”

One of the interviewees expressed a desire for administrative support for her professional development as follows:

“Although we attend a military institution, the administration is unable to support our demands for professional growth. They say, “You keep working, and we'll give you the support you need.” This essential assistance is rarely given. Since I always feel like I'm spinning in a machine like a hamster, I eventually start to feel lightheaded. If the required assistance is given to me, I can even write the textbook by myself.” (I6)

4.3.5. Lack of pre-service training on ESP

The lack of pre-service training in teaching ESP was another challenge that many respondents commented on. The next sentence serves as an illustration of this idea.

“I don't use the same resources or create the same kind of questions as the instructor who teaches general English. I need to change the reading that I found on the internet. While doing this, I'm not sure if I adhere to the ESP guidelines or if there are ESP-specific tactics while I'm writing the stuff. At certain instances, I feel challenged because I didn't receive any instruction on this in the undergraduate course.” (I6)

A similar opinion was voiced by Instructor 7. The statement that follows highlights how ESP instructors felt the lack of courses for teaching ESP at the undergraduate level and attempted to fill the void on their own for their professional development:

“My lack of ESP training at university has been my toughest hurdle thus far as an ESP teacher. It doesn't matter if it's military or medical English. I have to entirely develop my knowledge and experience of ESP on my own, through our own efforts.” (I7)

4.3.6. Great amount of time for preparation

Concerns regarding the amount of time required to prepare to teach ESP courses were expressed by some interviewees. I4 said, *“It is only my responsibility to work on improving myself. Before every class, I spend a lot of time studying vocabulary. I'm making an effort to be able to answer any potential questions that students could ask.”*

The following sentence illustrates how ESP instructors' responsibilities differed from those of general English instructors and how this forced them to spend extra time with their students. This was expressed by I8: *“ESP instructors actually have more responsibilities than general English teachers at a university. We take care*

of everything, including developing the curriculum, the assessment and evaluation methods, and the materials.”

Similarly, I7 reported on this issue as follows; *“Due to the fact that ESP subjects are significantly more unique and distinct, compared to general English instructors, we spend more time for planning and preparation since we are unfamiliar with the topics.”* Instructor 10 agreed with the issue by saying; *“A thorough preparation is required before going to the class. I have to study a lot to learn about the subject I'll be teaching. If not, I might not be very knowledgeable and might not be able to respond to students' questions.”*

4.3.7. Having superficial in-class discussions

Some participants voiced their concerns about the class discussions, which they felt were superficial or lacking in depth. The comment that follows is an example of how difficult it is for ESP teachers to have in-depth conversations about the military English with their students during classes;

“I can't add much extra to the comments made by the students. For example, I'm asking, the importance of intelligence. Students tell something, and they go deep. I don't have much to say to them. I can't comment on it, I can't open the discussion.” (I3)

Another instructor who felt inadequate because she couldn't engage in in-depth discussion about the subject in class or connect it to her own experiences, made a similar statement.

“For instance, if the topic is "holiday," in general English courses, we may offer instances from real life, and relate it to our personal experiences. But in my ESP classes, I'm unable to accomplish it. My knowledge about the topic is restricted. I don't feel like I can bring anything new to the themes since I can't connect them to myself. I sometimes feel as though I am unable to contribute something else from myself.” (I5)

I7 reported that she feels unqualified when engaging in conversations in class as can be seen in the comment below. She stated; *“Concepts that I had never heard or known in my life come up when our students ask questions in class. I feel unqualified when I can’t make further contributions to their questions.”*

4.3.8. Lack of ESP-focused CPD

Some interviewees reported the absence of ESP-focused CPD was one of the reasons behind the challenges they experienced in the workplace. Instructor 2 commented on this saying; *“Every summer, trainers from a few publishing companies visit the school and provide some seminars, however, the visiting trainer doesn't offer any instruction in ESP or discuss military English. We thus attend the conference for nothing”*. This view was also voiced by I7 who said; *“The absence of ESP training at the institution is the thing I find to be the most difficult. Just the textbooks are supplied to us before the classes, and we are expected to prepare on our own.”*

Another interviewee addressed the lack of sufficient in-service training for the teaching of ESP, which creates certain obstacles for their professional development: *“I can’t say professional development activities have helped in terms of ESP much. We lack basic knowledge of ESP, teaching military English, and assessing it. ESP-focused professional development studies should absolutely be enhanced.” (I8)*

Findings from quantitative and qualitative data analysis have offered significant insights into the PD needs of ESP instructors within the research context. The findings show that the participants felt more at ease while responding to the questionnaire's questions. The primary conclusion drawn from the quantitative data is that the instructors felt they could mostly handle the demands of teaching ESP, including academic practice, ESP students, curriculum development, program implementation, and assessment. Yet, during the interviews, most of the participants admitted to feeling unqualified in several ESP-related areas. As a result, it's important to discuss the discrepancy between the quantitative data gathered from the questionnaire and the qualitative data received from the interviews.

CHAPTER 5

DISCUSSION

The purpose of this qualitative case study was to explore the perceived professional development (PD) needs of English for specific purposes (ESP) instructors who are assigned to teach military English at a state university located in the capital city of Türkiye. The further aim of the study was to identify the support systems the instructors perceived to have for their PD and the challenges they have to face while teaching ESP. The study attempted to address the following questions:

1. What are the perceived professional development (PD) needs of ESP instructors within the context of the study?
2. What support systems are the ESP instructors provided with for their professional development?
3. What challenges do the ESP instructors perceive to have for their professional development?

5.1. Discussion of the ESP Instructors' Perceived Professional Development Needs

The results of the study are somewhat unexpected when the findings from the quantitative and qualitative data sources were compared. In contrast to the questionnaire, which indicated ESP instructors perceived themselves as professionally competent individuals related to academic practice, ESP students, ESP curriculum development, and program implementation and assessment, the interviews suggested they struggled much with their roles in academic practice, contributing to ESP students' knowledge, curriculum development, and program implementation. This disparity could be attributed to the nature of the data collection tools. Because of the chance for clarification, the rapport between the interviewee and researcher, as well as the ability for follow-up questions and replies, interviews have the potential to yield more extensive and insightful information than questionnaires, which participants may choose to disregard.

Quantitative findings indicated that the majority of ESP instructors in the study's context agreed that they were capable of carrying out academic tasks related to ESP; qualitative findings, however, revealed that they were assigned various responsibilities, including textbook writing, materials development, and exam preparation on military English, which became too challenging because they had no personal interest in teaching ESP and the institution didn't have a CPD program focused on ESP. This finding is consistent with the previous research (Ahmed, 2014; Cenaj, 2015; Fălăuș, 2017; Hoa & Mai, 2016) which similarly highlighted a great number of challenges ESP instructors have to face. In order to overcome such difficulties, ESP instructors required professional support, although they reported having little or none. Much of the time their main professional support resource was found to be their own efforts in addition to ESP students and their colleagues with whom they were working in collaboration.

According to the questionnaire results, ESP instructors felt confident working with materials and tasks from various academic disciplines, but one issue that emerged from the interview was that they perceived their subject knowledge as lacking; as a result, they found it difficult to engage in the ESP materials related to military English. Difficulties ESP teachers experience due to a lack of subject knowledge was confirmed in the studies by Cenaj (2015) and Chostelidou et al (2009). In a related context, Master (2005) also argues that the lack of content knowledge of teachers can pose a challenge.

A further need expressed by ESP teachers is some guidance on material development. ESP instructors expressed the difficulties they experienced in finding appropriate sources to develop ESP teaching materials and adapting them according to the needs of their specific context. This finding suggests that ESP teachers should be helped to fill any gaps in their subject knowledge and materials development and that some regularly scheduled CPD programs that are suited to their unique needs should be made available. This was also suggested by Marjanovikj-Apostolovski (2019).

Although the instructors agreed on the questionnaire that they usually worked with subject specialists and took advantage of their subject knowledge, the majority of those surveyed stated that they couldn't always get in touch with the topic experts, thus

they had to study Military English on their own, usually by doing internet searches. The fact that ESP teachers were not given the opportunity to collaborate with the topic specialists may be one of the reasons why they were unable to consult them when necessary. If they were, they might be able to do so. This was similarly highlighted by Ghafournia and Sabet (2014), who stated that ESP teachers need to actively engage in collaboration with the topic specialists. Thus, it might be advised that ESP teachers be given the chance to collaborate and engage with subject specialists in order to gain from their knowledge of the field. In accordance with Shi's (2018) proposal, a subject-specific learning community or community of practice can be offered in order to foster collaboration between ESP teachers and subject specialists.

Additionally, the ESP instructors agreed with the statements about engaging with academic research and literature; nevertheless, the findings of the qualitative data showed that they lack the time or inclination to do ESP research as part of their professional growth. It is difficult to explain this outcome, although it might be connected to the demands placed on ESP teachers. They might not want to take on a research position, which would be burdensome for ESP teachers on top of the tasks they already have to do. The previous studies (Anthony, 1997; Chang, 2017; Islam, 2014) have also highlighted a significant number of tasks ESP teachers must do. Thus, in order to keep up with the most recent advancements in the discipline and give more effective ESP courses, ESP teachers should be encouraged to engage in the ESP literature and conduct classroom research. Furthermore, as ESP has just recently begun to draw the attention of academics and scholars, they should be encouraged to disseminate their works through CPD programs. In this way, their awareness and practices can be enhanced.

Another finding was that the ESP instructors concurred that they had the capacity to decide how to teach ESP based on their expertise as well as the capacity to guide students as they investigated the practices of their disciplines. Despite this, the interviews showed they felt uneasy and unqualified to decide how to teach ESP. The findings indicated that ESP teachers in the context of the study occasionally felt lacking the skills necessary to instruct students in the subject, thus, they needed assistance with the content knowledge through in-service trainings where the subject

specialist transfers their knowledge and experience in the subject to the instructors. Subject specialist support for ESP teachers was recommended by Mebitil (2011), who expressed that content teachers can provide an invaluable contribution to the advancement of ESP classes.

Qualitative findings about the development of the curriculum showed that the instructors had a hard time understanding the objectives of an ESP syllabus to close the gap between student competency and what they need for academic study. Similar findings in terms of curriculum development can be seen in both the qualitative and quantitative data analysis. It is obvious that ESP instructors want CPD opportunities to improve their ESP teaching skills in terms of curriculum development, materials writing, identifying student needs, using ESP-specific teaching strategies, and assessment and evaluation through ESP-focused conferences, workshops, and PD practices.

5.2. Discussion of the Support Systems Provided to the ESP Instructors

In response to the second research question, it was discovered that ESP instructors relied on three types of support: self-support, student support, and collegial support. Findings indicated that ESP instructors put in a lot of individual effort to manage the demands of teaching ESP, carry out their responsibilities, and accomplish their tasks. The requirement for administrative support was revealed from the findings. Similar to this, the study by Loucks-Horsley (1987) highlighted the significance of administrative support so that ESP instructors don't feel isolated in their work.

This study discovered that doing a master's or Ph.D. helped ESP instructors feel more confident. The results showed that maintaining an academic career can improve their ability to sustain themselves professionally thanks to the academic courses they take and reading materials they consume to advance their knowledge of ESP and their ability to teach it. Since their primary source of support was found in their individual endeavor, self-initiated CPD opportunities can be encouraged by the administration. Similar to this, prior research has shown that teachers' professional development is primarily a continuous process of self-constructive learning that includes the improvement of their knowledge and abilities (Feiman-Nemser, 2001).

According to Mao (2016), teachers' level of professional development is closely related to their individual level of activity.

Due to their topic knowledge, ESP students play a critical role as one of the major stakeholders in supporting ESP teachers in their professional development. Because they are proficient in the terminology of Military English, ESP students can often be reported as more knowledgeable than ESP instructors in the subject area. Accordingly, the results point to the potential benefits of student support for improving the standards of ESP courses. The significance of students for ESP teachers' professional development was suggested by Dudley Evans et al (1998:13) who do not consider the teacher as the sole provider of knowledge. These results also reflect those of Almagro et al (2002) who suggest that students can be regarded as a significant source of information, not only concerning the content but also regarding the matter of learning needs and targets. Thus, to optimize the advantages, it is essential to improve the student-teacher connection and to value feedback from students.

Besides self-support and student support, another source of support for ESP teachers is collegial support. ESP teachers obtain benefits from the experience and expertise of their colleagues who have taught ESP courses for a long time. This is in line with the research by Stankova (2019), who stressed the necessity of close teacher collaboration for ESP teachers' professional development. The results point to the necessity of fostering collaboration and cooperation among ESP teachers so that their immediate needs will be catered to by their colleagues.

5.3. Discussion of the Challenges Experienced by the ESP Instructors

The most obvious finding to emerge from data analysis is that ESP instructors needed to deal with many challenges. In this study, the lack of personal interest in teaching ESP and the lack of criterion in course assignments were found to cause challenges for the professional development of teachers. This finding was also reported by Bayram and Canaran (2020). The results of the study suggest that, if at all possible, random assignments be abandoned in favor of a different approach to how ESP courses are distributed among teachers. ESP courses should be delivered by volunteer teachers, or their preferences should be taken into consideration so that they

can be more enthusiastic about continuing their professional growth when they are interested in the subject. On the basis of the data emanated from the study, ESP teachers tend to be more enthusiastic when they are interested in the subject matter.

Another challenge faced by instructors is the lack of ready-made course materials. Since ESP courses should be tailored according to the needs of students, it is very difficult to find ready-to-use materials for specific contexts. Given this situation, ESP teachers are the ones who prepare the materials for their courses no matter if they possess sufficient competence to develop or adapt ESP materials or not. In addition to that, participants mentioned their struggles in relation to the notable scarcity of resources that they can utilize because of the nature of the subject matter. Apart from that, teachers stated that they face obstacles in finding instructional materials about military English in particular. The findings raise important considerations regarding the support for teachers from the faculty in order to facilitate their work. The findings are similar to the ones suggested by Medrea and Rus (2012) who mentioned the challenges in ESP teaching in terms of material development and offered some recommendations for ESP teachers in order to enhance the quality of resources.

Teachers also voiced their concerns about the lack of administrative support for their professional development. ESP teachers require assistance from the administration; thus, a need for better coordination should be prioritized to facilitate conveying the demands of teachers.

ESP teachers advanced the claim that one of the reasons for their struggle was due to the lack of pre-service training on ESP. Furthermore, ESP instructors felt that pre-service training on how to teach ESP at the undergraduate level was necessary since, in their opinion, doing so would better prepare them for ESP teaching during in-service education. This corroborates the claims put forward by Kırkgöz (2019) who previously suggested that ESP-related courses should be offered as part of teacher education programs in order to prepare prospective teachers for the requirements of the ESP world since a large number of English language teachers are assigned as ESP teachers.

A noteworthy discovery of this study is that ESP teachers had to spend a significant amount of time on preparation and planning for lessons because of their unfamiliarity with the subject matter. This great amount of time can be managed better if ESP teachers are provided with proper guidance and assistance through CPD activities. It becomes apparent that having superficial in-class discussions was another challenge faced by ESP instructors. This seemed to have a negative impact on their professional development due to insufficient familiarity with the subject matter. They complained about their restricted knowledge and their inability of engaging in meaningful in-class discussions during the lessons. They also reported that they face hurdles associated with initiating discussions about a topic and adding additional input to delve into the topic besides the difficulties pertaining to relating the topic to their personal experiences and giving real-life examples. The same was true in the study by Wu and Badger (2009). It is evident that ESP teachers are in need of specialization in the teaching of ESP where they sought to possess in-depth knowledge of the subject matter to contribute to their students' language learning (Rachayon, 2020).

Finally, the ESP instructors subject of this study suggest that the identified and perceived problems they have encountered and still face are mainly because of a lack of ESP-focused CPD. Although some pieces of training were provided for their PD by the faculty, they failed to respond to the specific needs of ESP instructors. Therefore, their needs should be taken into consideration and CPD activities should be tailored according to the necessities and demands of ESP teachers to promote the quality of ESP teaching. As suggested by Misra (2018) and Qiu (2015), in-service training is one of the efficient ways to boost the quality of ESP practitioners; however, these in-service programs should be ESP-specific to serve the purpose exactly.

5.4. Pedagogical Implications

The implications of the study could add to the body of knowledge already known about the perceived professional development needs of ESP instructors, their support networks, and the difficulties they face in ESP teaching. These findings highlighted how crucial it is to take instructors' individual needs into account when creating CPD programs. These results also shed light on the potential advantages of

ESP-focused CPD programs. ESP-centered professional development unit should be created to provide greater benefits for ESP teachers and address the needs of their specific context at educational institutions where ESP courses are offered. Thus, CPD activities can be centered on ESP teaching rather than focusing on general issues.

First of all, assigning ESP courses to English language teachers should be based on their willingness and voluntariness since the subject knowledge can be more challenging for the teacher when s/he is not interested in the subject. The material development process is another difficulty for them due to the absence of ready-made materials and course books for their specific context. Therefore, the faculty should guide them and provide necessary sources and opportunities for them to develop and adopt materials for ESP teaching.

In-service trainings concerning the subject knowledge should also be offered to address the lack of expertise in the subject knowledge. The support provided by the administration should be increased by fostering effective communication and collaborative decision-making, offering feedback mechanisms, and professional growth opportunities since external support is pivotal to facilitating the professional development of teachers (Liu and Huang, 2017). Teacher education faculties should offer undergraduate courses on how to teach ESP in order to prepare prospective teachers for this growing field so that English language teachers will be provided with the necessary qualifications to teach ESP.

Another implication is related to ESP instructors' individual efforts for their professional growth. It is recommended that ESP teachers should prioritize their autonomous self-improvement and rebuild their knowledge structure which can be accomplished by gaining expertise in ESP and enhancing their professional identity as ESP teachers (Li, 2022). According to Master (1997), ESP teachers can promote their professional development through the strategies of 'self-coaching' and 'learning on the fly'. As proposed by Li (2022), reflection and action research are crucial for the self-improvement of teachers; therefore, ESP practitioners are suggested to carry out reflective research concerning the problems they encounter during the ESP teaching process.

Designing teacher-led CPD programs can be mentioned as another implication since the participants express that they contribute to each other and learn from one another to a great extent. Thus, it is suggested that the collaboration among colleagues should be supported by the administration to sustain the ongoing development among the instructors and promote a sense of collegiality through CPD activities. Based on the findings and their needs, it is advised that CPD activities can include peer observation, lesson study, team teaching, reflective thinking activities, collaborative action research, professional learning communities (PLCs), and similar programs where ESP teachers can learn through shared experiences, exchanging knowledge, sharing resources and best practices, discussing the problems and finding solutions collectively.

This study also highlighted the potential benefits of student-led CPD activities since one of the support system ESP teachers have is ESP students. In ESP classes, teachers are not the only ones who provide information. ESP students are one of the crucial stakeholders of ESP classes and their contribution to ESP lessons is invaluable from the standpoint of teachers. Therefore, student-teacher collaboration, collecting regular feedback from students, involving them in the process of curriculum development and materials selection can have a considerable impact on the development of an improved learning environment, not only for teachers but also for students. Furthermore, a student-centered approach to the professional development of teachers can also be adopted through student-initiated CPD activities. When creating the content of their CPD programs, ESP teachers should consider the feedback and reflection of their students because it may provide important insights into the areas in which they need to develop.

5.5. Recommendation for Future Studies

First and foremost, this study was designed as a case study that offers a deeper insight into ESP teachers at a particular state university. Considerably more work can be done in different contexts including other state universities or private universities where ESP courses are offered in order to foster the adoptability of the study. There is still abundant room for further progress in determining the professional development

needs of ESP teachers. To develop a full picture of the challenges faced by ESP teachers, additional studies will also be needed.

It is recommended that further research be undertaken in the following areas: cross-disciplinary collaboration between ESP teachers and subject specialists, teacher training needs in ESP teaching, needs analysis, material development in ESP teaching, assessment and evaluation in ESP teaching, and effective classroom practices in ESP. Further research could also be conducted to determine the effectiveness of ESP-centered CPD activities which are provided to ESP teachers. In addition, more research is required to better understand what strategies ESP teachers implement to cope with the challenges they experience during the ESP courses and how effective these strategies are.

5.6. Conclusion

This study sought to explore the professional development needs of ESP instructors who teach in the Department of Foreign Languages of a state university located in Ankara, Türkiye where Military English courses are offered to undergraduate students. Results have offered significant insights into the PD needs of ESP instructors within the research context. The main finding from the quantitative data showed the ESP instructors thought they could manage the demands of ESP teaching with respect to academic practice, ESP students, curriculum development, program implementation, and assessment. However, qualitative findings showed most participants felt underqualified in a number of ESP-related areas.

The evidence from our study aligns closely with the specific results reported by Chostelidou et al in 2009. According to Er and Kırkgöz (2018), offering career development opportunities is the responsibility of the organization. The findings of this study imply administration should maintain ESP-focused in-service training programs, and teachers should sustain their own CPD through teacher-led practices in order to promote professional development. These could result in improved teamwork and communication for decision-making, implementation, and evaluation in ESP programs. Lastly, teacher education programs should provide undergraduate courses

on how to teach ESP in order to train future educators for this developing field and provide teacher candidates with the qualifications they need to teach ESP.



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APPENDICES

Appendix A

The Questionnaire

A Case Study of the Professional Development Needs of the English for Specific Purposes Instructors

Dear Participant,

The purpose of this questionnaire is to identify your perceived continuing professional development needs and competencies relating to ESP. The questionnaire consists of two parts and 37 questions. In the first part, you will answer seven personal questions. In the second part, you will have 30 statements with a range of options on a 5-point Likert scale from “Strongly Disagree” to “Strongly Agree”. The statements are related to the competencies of an ESP teacher; items 1-11 are on “academic practice”, 12-16 are on “ESP students”, 17-22 involve items on “curriculum development” and 23-30 have items on “program implementation and assessment”.

The survey approximately takes 25-30 minutes to complete. Your participation in this research is entirely voluntary and you may withdraw from the study at any time. Your personal information and responses will only be used for research purposes and will not be shared with anyone under any circumstances. All research data will be stored in a password-protected computer. If you require any further information or if there are any questions, please contact Ayşenur Külünk at

Thank you for your time and participation.
Ayşenur Külünk & Özlem Canaran

PART I. PERSONAL INFORMATION

1. Gender: Female / Male
2. Major:
American Culture and Literature
English Language Teaching
English Language and Literature
Linguistics
Translation and Interpretation
Other
3. Degree:
BA
MA/MS
PhD
4. How long have you been teaching English?
1-3 years
4-7 years
8-10 years
11+
5. How long have you been teaching ESP?
1-2 years
3-4 years
5-7 years
8 +
6. Have you received any pre-service or in-service course or training on ESP?
Yes (Please specify the name/content/ date of the program)
No
7. Do you cooperate with subject specialists or faculty members to design ESP syllabus?
Yes
No

PART II. COMPETENCIES RELATING TO ESP

	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
1. I can work with materials and tasks from different subject areas and engage with the ideas they present.					

2. I can help students find their way into the writing and speaking practices of their disciplines.					
3. I can work with subject specialists and take account of their different perspectives with regard to knowledge communication.					
4. I can raise students' awareness of discourse features of texts in their disciplines.					
5. I can guide students to investigate the genres and expert practitioners of their specific discourse communities.					
6. I can train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence).					
7. I can read and make sense of systemic language (technical vocabulary, grammar, syntax, discourse features) in texts without being a subject specialist.					
8. I can apply theories of text and discourse analysis to course organization, materials selection and development, and assessment.					
9. I can provide analytical feedback, across the range of features of systemic language knowledge, which promotes accuracy in students' spoken and written outputs.					
10. I can take appropriate decisions to teach ESP based on my own knowledge and understanding.					
11. I can engage with academic research and literature to inform own practice and communicate these ideas to colleagues.					
12. I can show the use of a range of teaching methods and teacher roles in response to different types of learner needs					
13. I can provide opportunities and stimulus for critical					

thinking in sequences of learning activities					
14. I can show how students review and evaluate their own learning aims/materials/ activities/ assessment in terms of usefulness for future study					
15. I can stage the sequence of learning activities from guided to facilitated to autonomous					
16. I can foster student autonomy through group activities as well as one-to-one tutorials					
17. I can identify aims and objectives of an EAP syllabus to address the gap between students' competence and what they need for academic study					
18. I can integrate course objectives, language and skills, content and assessment					
19. I can select, adapt or create materials from appropriate sources and develop appropriate tasks					
20. I can incorporate explicit analysis of spoken and written texts into sequences of teaching and learning activities					
21. I can stage and scaffold the teaching of reading and listening for study purposes					
22. I can use a text-based approach for teaching writing and speaking skills					
23. I can plan and deliver a program of lessons based on a syllabus					
24. I can adapt or create materials and explain the rationale behind these					
25. I can integrate teaching of academic language and academic study skills in lessons					
26. I can reflect on and respond to observation or student feedback on teaching					
27. I can integrate course objectives, language and skills content with assessment					

28. I can select appropriate modes of assessment and design or evaluate assessment tools for language and skills for ESP					
29. I can give appropriate feedback on oral and written student performance					
30. I can use assessment outcomes to inform teaching and learning					



Appendix B

One-to-one interview guide

Date and time:

Interviewer:

Interviewee:

Good morning/ afternoon,

We would like to identify your continuing professional development needs in the teaching of English for Specific Purposes within the scope of the study titled “A Case Study of the Professional Development Needs of the English for Specific Purposes Instructors”

During the interview, you will be asked seven questions and the interview will take approximately 30 minutes. In order not to miss any important details, we will have an audio recording. If you wish, you can listen to the recording and delete the points that you do not want to be included. Recordings will be stored in online cloud archive, the password of which is known only to the researchers and will not be shared with third parties in any way. Recordings will be deleted and destroyed at the end of the period.

The stages of the interview or the questions I will ask will not cause personal discomfort. However, if you feel uncomfortable for any reason, you have the right to leave the meeting without giving a reason. In such a case, the information you have provided can only be used with your permission. In the event that a negative situation arises due to individual and/or environmental factors during the interview, the interview will be terminated with your verbal consent. The reasons for the termination of the interview will be written down. In this case, the interview will be postponed to a future date with your consent, or if you do not want to continue the interview even at a later date, then it will be terminated.

Would you like to participate in the interview?

YES/NO

In which language would you like the interview to take place?

TURKISH/ENGLISH

Our interview will begin soon. Do you have a point in mind and/or a question you would like to ask before the interview?

We'll begin with the first question.

INTERVIEW QUESTIONS

1. How are the English instructors assigned to teach ESP in your workplace?
2. What are your roles and responsibilities as an ESP instructor in your workplace?
3. How do you create syllabus and design instructional materials for ESP courses?
4. What support systems are there in the workplace to help you plan, implement and assess ESP courses? (administration, colleagues, CPD, faculty members, students, etc.)
5. What challenges do you face as an ESP instructor?, Why? Please provide details.
6. How do you overcome the challenges? (collegial support, training, etc)
7. Would you like to continue your profession as an ESP instructor? Why or why not?

This is the end of the interview. Thank you very much for your participation.

BİREYSEL GÖRÜŞME FORMU

Tarih ve Saat:
Görüşmeci:
Görüşülen Kişi:

GİRİŞ

Merhaba,

“Özel Amaçlı İngilizce Öğretmenlerinin Mesleki Gelişim İhtiyaçlarına İlişkin Bir Durum Çalışması” başlıklı çalışma kapsamında, Özel Amaçlı İngilizce Öğretimi ile ilgili sürekli mesleki gelişim ihtiyaçlarınızı belirlemek istiyoruz.

Görüşme süresince size Özel amaçlı İngilizce öğretimi ve mesleki gelişim ile ilgili 7 soru yöneltilmesi ve görüşmenin yaklaşık olarak 30 dakika sürmesi planlanmaktadır. Yapacağımız görüşmenin aşamaları veya sorular kişisel rahatsızlık yaratmayacak niteliktedir. Fakat herhangi bir sebepten ötürü rahatsız olursanız, neden belirtmeksizin görüşmeden ayrılma hakkına sahipsiniz. Böyle bir durumda verdiğiniz bilgiler ancak ve ancak sizin izin vermeniz durumunda kullanılabilir.

Görüşmelerinizin detaylarının kaçırılmaması için görüşme süresince ses kaydı alınacaktır. Görüşme kaydını isterseniz dinleyebilir ve yer almasını istemediğiniz noktaları söylebiliriz. Kayıtlar şifresini sadece araştırmacıların bildiği çevrimiçi bulut arşivinde saklanacak olup, hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır. Bu arşivde beş yıl süreyle saklanacak olan çalışma kaydı, süre sonunda silinerek imha edilecektir.

Görüşmenin aşamaları veya soracağım sorular kişisel rahatsızlık yaratmayacak niteliktedir. Ancak herhangi bir nedenle kendinizi rahatsız hissederseniz, görüşmeden neden bildirmeksizin ayrılabilirsiniz. Bu durumda, vermiş olduğunuz bilgiler sadece sizin izniniz ile kullanılabilir. Görüşme sırasında bireysel ve/veya çevresel faktörler nedeniyle olumsuz bir durumun ortaya çıkması durumunda sözlü onayınız ile görüşme sonlandırılacaktır. Görüşmenin sonlandırılma nedeni araştırmacı tarafından yazılı olarak kayıt altına alınacaktır.

Bu durumda görüşme sizin rızanızla ileri bir tarihe ertelenecek veya ileri bir tarihte dahi görüşmeye devam etmek istemiyorsanız sonlandırılacaktır.

Görüşmeye katılmayı istiyor musunuz?

EVET / HAYIR

Görüşmenin hangi dilde gerçekleşmesini istiyorsunuz?

TÜRKÇE / İNGİLİZCE

Birazdan görüşmemiz başlayacak. Görüşmeye başlamadan önce aklınıza takılan bir nokta ve/veya sormak istediğiniz bir soru var mı?

Az önce bildirdiklerimiz ışığında sorulara geçmek istiyor musunuz?

Görüşmemize ilk soruyla başlıyoruz.

GÖRÜŞME SORULARI

1. İş yerinizde ESP derslerini verecek İngilizce öğretmenleri nasıl görevlendirilirler?
2. İş yerinizde ESP öğretmeni olarak görev ve sorumluluklarınız nelerdir?
3. ESP öğretimi için program ve öğretim materyallerini nasıl oluşturuyorsunuz?
4. ESP derslerini planlamanıza, uygulamanıza ve değerlendirmenize yardımcı olacak hangi destek sistemleri var? (yönetim, meslektaşlarınız, mesleki gelişim çalışmaları, öğretim üyeleri, öğrenciler vb.)
5. Bir ESP öğretmeni olarak ne gibi zorluklarla karşılaşıyorsunuz?, Neden bu zorlukları yaşadığınızı düşünüyorsunuz? Lütfen açıklayınız.
6. Bu zorluklarla nasıl başa çıkıyorsunuz? (meslektaş desteği, eğitim vb.)
7. Mesleğinize ESP öğretmeni olarak devam etmek ister misiniz? Lütfen açıklayınız.

Görüşmemiz sona ermiştir. Katılımınız için teşekkür ederiz.

Appendix C

Consent form

Dear ESP teachers,

This research, titled “*A Case Study of the Professional Development Needs of the English for Specific Purposes Instructors*” is conducted by Ayşenur Külünk, a graduate student in the English Language Teaching Department at TED University, and her thesis advisor, Dr. Özlem Canaran.

The participants of the research are English instructors who currently teach English for Specific Purposes at the Turkish Military Academy or those who have taught it previously in the research context. Participation in the research is completely voluntary. If you want to participate in the research, you will be a participant between August 1, 2022 and November 30, 2022, and will agree to participate in the questionnaire application consisting of 37 questions and planned to last approximately 25 minutes and the individual interview of approximately 30 minutes. Individual interviews are planned to be carried out face-to-face or online, depending on your request.

The aim of the interview is to reveal your professional development needs regarding English for Specific Purposes lessons. During the interview, audio recording will be taken in order to avoid missing important details in your answers and no video recording will be taken. The language of the interview can be Turkish or English, depending on your preference. Before starting the interview, you will be asked about your language preference by the researcher. If you feel uncomfortable for any reason while continuing the interview, you have the right to leave the meeting without giving any reason.

Your personal information will be kept confidential and your answers to the questionnaire and interview questions will be stored in the online cloud archive, the password of which is known only by the researchers, and will not be shared with third parties. The data will be kept for five years and will be destroyed at the end of the period.

The practices within the scope of the study are not physically, psychologically or socially harmful. If you are uncomfortable for any reason during the process, you have the right to leave the study without giving a reason. In this case, the contributions you have made until the time you leave can only be used with your consent. Leaving the research will not cause any inconvenience to your professional or educational life.

I participate in this work completely voluntarily and I know that I can leave it at any time. I know that I will take part in questionnaire and interview practices within the scope of the study. I accept the use of the information I have provided

in scientific publications. I know that audio recordings will be taken during the study and audio recordings will never be used outside of scientific articles, academic presentations, and educational settings.

I consent to participate in the study.
No

Yes /

I allow the researchers to audio record the interview.

Yes /No

How would you like the interview to be conducted?
Online

Face to face /

Name surname:.....

Signature:

Date

Thank you for your participation. Please contact the researchers for more information about the study and for your questions to be answered (e-mail:

Ayşenur KÜLÜNK

Özlem CANARAN (Tez Danışmanı)
TED Üniversitesi Eğitim Fakültesi

.....
Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na () telefon numarasından veya treposta adresinden ulaşabilirsiniz.

Appendix D

Permission to Use the Questionnaire (e-mail)



İlknur Bayram

To: Ayşenur Külünk



Wed 4/6/2022 4:38 PM

Ayşenur Hocam Merhaba,

Haber verdiğiniz ve izin isteme nezaketini gösterdiğiniz için teşekkür ederim. Umarım anket çalışmanız açısından faydalı bir kaynak olur.

Tezinizde başarılar ve kolaylıklar dilerim.

Saygılarımla,

İlknur

...

Appendix E

Ethics Committee Approval (TED University)

Evrak Tarih ve Sayısı: 02.08.2022-18632

İnsan Araştırmaları Etik Kurulu
Etik Kurul Kararları

2022/06

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK
KURULU
ETİK KURUL KARARLARI

Toplantı Tarihi 29.07.2022
Toplantı Sayısı 2022/06
Toplantı Yeri Dekanlık Toplantı Odası
Toplantı Saati 10.00
Toplantıya Katılanlar

Raportör Serkan Karaca İAEK Sekreteri

Gündem : Ted Üniverisitesi İnsan Araştırmaları Etik kurulu Toplantıları
COVID-19 salgını nedeni ile online yapılmış olup kararları toplu olarak yazılıp e-imza
ile imzaya açılmıştır.

GÖRÜŞME MADDELERİ

G.01 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi
Anabilim Dalı Öğretim Üyesi D. Özlem Canaran'ın " Özel Amaçlı İngilizce
Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulunda Bir
Durum Çalışması " başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2022-06/01 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi
Anabilim Dalı Öğretim Üyesi D. Özlem Canaran'ın " Özel Amaçlı İngilizce
Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulunda Bir
Durum Çalışması " başlıklı çalışmasına,

ONAY KARARI VERİLDİ.

Appendix F

Ethics Committee Approval (National Defense University)

Sayı : E-54589112-604.02-1684412

EK-1
11 Ekim 2022

MİLLÎ SAVUNMA BAKANLIĞI
MİLLÎ SAVUNMA ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
İNCELEME RAPORU

Tarih	:	05.09.2022
Makale Sahibi	:	Öğr.Gör. Ayşenur KÜLÜNK
Görev Yeri	:	Millî Savunma Üniversitesi Kara Harp Okulu Dekanlığı Yabancı Diller Bölümü
Çalışma Adı	:	"Özel Amaçlı İngilizce Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulu'nda bir Durum Çalışması" başlıklı çalışma uygulanacaktır.
İncelenen Dosya Hakkındaki		
Tespitler	:	"Özel Amaçlı İngilizce Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulu'nda bir Durum Çalışması" adlı çalışmada "Birebir görüşme ve Likert türü anket" kullanılacağı belirtilmiştir. Çalışmaya ait formlar MSÜ Bilimsel Araştırma ve Yayın Etiği Yönergesi kapsamında incelenmiş ve araştırma ve yayın etiğine aykırı herhangi bir husus saptanmamıştır.
Gerekçeler	:	"Özel Amaçlı İngilizce Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulu'nda bir Durum Çalışması" adlı çalışma ile ilgili veri toplama araçlarının uygulanması esnasında ve örnekleimde yer alan çalışanlara, çevreye ve insan sağlığına biyolojik, psikolojik ve sosyolojik zarar verme durumu yoktur.
Sonuç	:	"Özel Amaçlı İngilizce Öğretmenlerinin Sürekli Mesleki Gelişim İhtiyaçlarının İncelenmesi: Kara Harp Okulu'nda bir Durum Çalışması" adlı çalışmada bilimsel araştırma ve yayın etiğine aykırı bir husus bulunmamaktadır.

