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MASTERS OF ARTS PROGRAM IN ENGLISH LANGUAGE TEACHING

A MODULAR IN-SERVICE TEACHER DEVELOPMENT PROGRAM:

A CONTINUOUS MIXED MODEL FOR THE TURKISH AIR FORCE (TurAF) EFL TEACHERS

by

Serkan ÜLGÜ

Submitted to the Institute of Educational Sciences

In partial fulfillment of the requirements for the degree of

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KONU: A MODULAR IN-SERVICE TEACHER DEVELOPMENT PROGRAM: A CONTINUOUS MIXED MODEL FOR THE TURKISH

ONAY: AIR FORCE (TUAF) EFL TEACHERS

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The information and ideas presented here in the present thesis belongs to the researcher and does not necessarily reflect the official opinion of the Turkish Air Force.

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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LIST OF ABBREVIATIONS

CELTA..............................Certificate in Teaching English to Speakers of Other Languages

CIDER .... Center for Instructor Development and Research

Delta....................Diploma in English Language Teaching to Speakers of Other Languages

EFL .... English as a Foreign Language

EIL .... English as International Language

ELF .... English as a Lingua Franca

ELT ....English Language Teaching

ESL ....English as a Second Language

ESOL ....English for Speakers of Other Languages

ICELT .... In-service Certificate in English Language Teaching

IDTLM.......................................International Diploma in Language Teaching Management

INSET ....In-Service Training

L(s).. Learner(s)

PD ....Professional Development

PTLLS.. Preparing to Teach in the Lifelong Learning Sector

S(s) ....Student(s)

TE..Teacher Education

TD ....Teacher Development

TKT...Teaching Knowledge Test

TKT: CLIL..............Teaching Knowledge Test: Content and Language Integrated Learning

TKT: KAL ....Teaching Knowledge Test: Knowledge About Learning

TKT..Practical Teaching Knowledge: Test Practical

TKT: YL ....Teaching Knowledge Test: Young Learners

T(s)..Teacher(s)

TT... Teacher Training

TurAF.. Turkish Air Force

TurAFA..Turkish Air Force Academy

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ÖZET (ÖZ)

Halihazırdaki çalışmada, Türk Hava Kuvvetleri'nde görevli 100'ün üzerindeki İngilizce Öğretmenine özgün bir Hizmet-İçi Eğitim Modeli yoluyla mesleklerinde daha çok yardımcı olabilmek amacıyla yapılmıştır. Araştırmada müteakip hususlara cevap aranmıştır: (1) İngilizce öğretmenlerinin İngilizce öğretim teori ve pratiği açısından ihtiyaçları nelerdir? (2) HvKK bünyesinde görev yapan İngilizce öğretmenleri hizmet içi eğitimi nasıl algılamaktadırlar? (3) Bir mesleki gelişim etkinliği olarak İngilizce öğretmenlerinin hizmet içi eğitimden beklentileri nelerdir? (4) Öğrencilerin İngilizce öğretmenlerinden beklentileri nelerdir? (5) Yöneticilerin İngilizce meslek adına öğretmenlerinden beklentileri nelerdir? (6) Kurumun İngilizce öğretmenlerinden beklentileri nelerdir? Çalışma için veri anket (veri toplama formu), yarı yapılandırılmış mülakatlar, hedef grup mülakatları, evrak incelemesi ve yarı yapılandırılmış gözlem yoluyla toplanmış ve SPSS yoluyla da analiz edilmiştir. Veriler (a) Hava Harp Okulu, Hava Kuvvetleri Astsubay Meslek Yüksek Okulu, Bursa Işıklar Askeri Hava Lisesi ve Hava Lisan Okulu'nda görevli İngilizce öğretmenleri, (b) bu kurumlarda görevli İngilizce Eğitimi yöneticileri, (c) bu kurumlarda öğrenim gören öğrenciler ve (d) kurumun hedeflerini ifade eden evrakların çözümlenmesi yoluyla dört farklı kaynaktan elde edilmiştir. Elde edilen verilere dayanarak Türk Hava Kuvvetlerinde görev yapan İngilizce öğretmenlerine yönelik özgün bir Hizmet-İçi Eğitim modeli önerilmiştir. Bu öneride ayrıca tüm Türk Silahlı Kuvvetlerinde uygulanabilecek İngilizce Öğretmeni Eğitim Biriminin yapısı açısından da önermeler yapılmıştır. Bununla beraber, çalışmada kuruma yeni alınacak İngilizce öğretmenlerinin yetkinlikleri adına önermelerde de bulunulmuştur.

ABSTRACT

The present study tries to investigate the needs, expectations, and desires of the Turkish Air Force (TurAF) EFL teachers in order to better assist them in their profession through a unique model of in-service EFL teacher training (INSET) program specifically designed for the institution where around 100 EFL teachers work. The research is based on investigating the following research questions: (1) What are the practical and theoretical needs of English Language teachers? (2) How do English Language teachers perceive in-service training programs? (3) What are the expectations of English Language teachers of an in-service training program? (4) What are the expectations of the learners from English Language teachers? (5) What are the expectations of ELT Mangers from English Language teachers in terms of professional practice? (6) What are the expectations of the institution from the English Language teachers? The data were collected through questionnaires, semi-structured interviews; focus group interviews, document analysis, and semi-structured observations. The data came from four different sources; (a) EFL teachers in the Institution, (b) ELT managers of four TurAF sub-units, namely TurAFA, TurAF NCO Collage, BIMAHS, and TurAF LS, (c) the learners from each sub-units, and (d) documents stating the aims and objectives of the institution in terms of English language teaching and learning in terms of the overall aim of the institution. The data obtained were analyzed through SPSS software. Based on the findings a unique INSET model has been proposed for TurAF; moreover, there have been references to whole Turkish Armed Forces in terms of the structure of a EFL teacher training unit in the proposal. In the study, there have been recommendations pertaining to the qualifications of the prospective EFL teachers to be recruited as well.

CHAPTER I

INTRODUCTION

Teachers' professional development has been regarded as one of the essential factors directly affecting learning environments and learning outcomes both in Turkey and around the world.

Within this context, it can be claimed that the process of pre-service and in-service training programs are regarded as the vital component of English language teachers' professional development activities and practices. It is hard to answer what the degree of professional development programs' contribution to professional preparation is and offering a tailor made solution fulfilling the needs of all English language teachers teaching at all levels is not reasonable; therefore, the proposed programs are expected to fit primarily the specific needs of the institutions, secondarily individual teachers, thirdly the expectations of learners.

In this study, clarifying the concept of professional development and discussing the various models and practices from the scope of English Language teachers will be the aim for the theoretical part. Moreover, the effects of professional development on teaching and learning of English will also be analyzed thereby. For the practical part however, a comprehensive needs analyses will be conducted through questionnaires and interviews. Based on these, a unique English Language teacher development model for the Turkish Air Force will be prposed for the practical part incorporating a model of professional development for Turkish Air Force (TurAF) English language teachers who work at various divisions of the force comprising Turkish Air Force Academy (TurAFA), Air Force NCO Collage, Air Force Language School (TurAF LS), Bursa Işıklar Military Air High School (BIMAHS), Birlik Yabancı Dil Eğitim Merkezleri (BYDEM) (translated as Base Foreign Language Centers), and Gülhane Military Medical Academy (GMMA).

1.1. The Purpose of the Study

The primary purpose of the present study is to investigate firstly what TurAF EL teachers think and feel about their current teaching practice in order to carry out their

missions more effectively; secondly the study also aims at identifying the expectations of the learners from the English language teachers; thirdly investigating the expectations of the the managers from those teachers; and forthly identifying the expectations of institution from those teachers and ultimately to develop an INSET model accordingly. Finally, the ultimate purpose of the present study is to propose a teacher development model for the Turkish Air Force English language teachers.

Rather than just contributing to the body of knowledge in the world, the present study aims at designing an 'down to earth' model based on the real needs and desires of the field. The results of the present research will hopefully be put into practice aiming at improving the quality of English language education and training through contributing to the FL teachers who can be referred as the most important component of the learning and teaching environment.

In sum, the very purpose of the present study is to put forward a unique and practical English Language teacher development model based on the needs and expectations of the EL teachers, desires and expectations of learners, expectations of the ELT managers of four sub-units where English Language teaching is conducted, and requirements of the institution, i.e. the TurAF.

1.2. Research Questions

The research questions of the present study are as follows:

1. What are the practical and theoretical needs of English Language teachers?

2. How do English Language teachers perceive in-service training (INSET) programs?

3. What are the expectations of English Language teachers of an INSET program?

4. What are the expectations of the learners from English Language teachers?

5. What are the expectations of ELT Mangers from English Language teachers in terms of professional practice?

6. What are the expectations of the institution from the English Language teachers?

1.3. Significance of the Study

Today there a numerous studies on what EL teachers should be doing in terms of INSET around the world and in Turkey (for details, see Chapter II below); however, these studies and ideas are based on the assumption that there is a pre-determined set of teacher qualities that could be transferred to techers. These can ba claimed to be prescriptive whereas the present study aims at proposing a model based on teacher needs and expectations thus being descriptive in nature. Moreover, there are studies inTurkey related to TE, TD, and INSET; however, no study has been focused solely on developing and implementing a unique TD model based primarily on needs and expectations of the teachers. Therefore, the significance of the present study also stems from the fact that this is a TEACHER-CENTERED one. Moreover, besides eliciting data from teachers to reveal their real teaching needs, the study also puts teachers in the center of INSET program. Not only do teachers gwet help from their leaders and peers but they also actively carry out self-evaluation and fulfill INSET process.

Given this, much has been said what English language teachers should do, how they should get prepared, and how they could spend extra hours to teach better (Griffiths, 2012) and the teachers themselves are convinced that they should do more; however, very little has been put forward how the decision makers and the institutions could assist them perform their missions more productively. Therefore, with this study the needs and expectations of the English language teachers will be analyzed and incorporated into the expectation of the learners, the managers, and the institution. Then a unique and practical Teacher Development Model will be proposed in order for them to improve themselves which will have a positive impact on their performance since they will feel that they are being helped then which rarely happens. It is also hoped that especially a unique and practical INSET will be institutionalized for the first time ever through this study as well since it will propose a model based on the real needs and expectations rather than hypothetical ones. The significance of the present study also lies in the fact that such a study is hoped to contribute to a paradigm shift in terms of the perception of EL teacher development of the whole of the Turkish Armed Forces units.

1.4. Basic Assumptions

It is assumed that although the questionnaire was a comprehensive one, the respondents (EL teachers) to the questionnaires were sincere in answering to the questions directed and filling in the forms since the researcher went to three different cities to meet the teachers and tried hard to explain the importance and significance of the study one by one to each participant stating that it would be one of the unique opportunities for English Language teachers to influence their career developments in the institution, i.e. TurAF. The participants were not directed in any way; rather, they were assisted in terms of clarification of unknow sections immediately. Therefore, it is assumed that that increased realibility and validity of the questionnaire implemented. It is also assumed that the proposed model will be implemented and will be extended to other services afterwards as well.

1.5. Organization of the Study

The present thesis is comprised of six chapters:

Chapter I is the introduction providing background information clarifying the purpose and significance of the study along with research questions and basic assumptions. This chapter also explains the terms frequently referred in the study.

Chapter II theorizes the logic of the study and presents the earlier studies, terminology, and perceptions about the English language teachers' professional development including both pre-service and in-service phases. This chapter also presents historical evolvement of Foriegn Language teacher education, INSET practices around the world, FL teacher education and training approaches, teacher training and INSET in Turkey, Current INSET approaches and opportunities, earlier theses, earlier dissertations, teacher education/training/development practices from around the world including Turkey, local and global INSET organizations, and teacher development models. Implications for the present study is also elaborated here in this chapter. The rationale behind the present study is also presented in this chapter.

Chapter III explains the methodology of the study giving detailed information about the pilot study, the setting, the participants, the overall research design, the data collection

procedure, the analysis of the collected data, and an overall summary is presented at the end of the chapter.

Chapter IV discusses the results of the findings specifically relating to each specific research question contextualizing the findings through the uniqueness of the present study. Qualitative analysis is also presented in this chapter.

Chapter V concludes the study along with pedagogical implications, limitations of the study, and further research recommendations which are also assumed to be a base for a PhD study. The concept of needs analysis in the context of identifying teacher needs, perceptions, and preferences is also elaborated in this chapter.

Chapter VI presents the proposed Teacher Training Model for TurAF in detail based on the findings of the study. The proposed model is also discussed in terms of its uniqueness and practicality.

1.6. Overview of Methodology

The present study has been based on four pillars in terms of sources of data and data collection procedure: the English language teachers, the learners, the managers, and expectations and requirements of the institution in the form of rules and regulations.

In order to identify the English Language Teachers' expectations and needs, a questionnaire has been developed and conducted among the target teachers based on the ideas of EL teachers obtained through an open-ended teacher ideas sheet which was developed in order to identify the ideas of teachers and develop the first draft accordingly. For the form, see Appendix A. Then the first draft of theacher questionnaire was developed. For the first draft of the teacher questionnaire, which was piloted and modified according to the findings, see Appendix B. Based on the resutls and feedback derived from the piloting study, the final version of the teacher questionnaire was developed and implemented. For the final draft of the questionnaire, see Appendix C. The first draft was in Turkish; however, teachers stated that they preferred to do it in English since some terms caused inconvenience when translated into Turkish. Bearing the fact that the participants (in teacher part of the study) were all EL teachers conducting the questionnaire in English did not lead to misunderstanding; rather, it was better understood then according to the participants' qualitative comments.

For the learner aspect, data was collected through semi-structured teacher journals and semi-structured interviews in the form of individual and focus groups.

As for the expectations of English Language Teaching (ELT) managers, semi-structured individual interviews have been conducted with all the four managers of aforementioned divisions of TurAF, namely TurAFA, Air NCO Collage, AFLS, and BIMAHS. For GMMA, the ELT manager interview has not been conducted since it has a joint structure having English Language teachers from all the three services, i.e. Turkish Army, Turkish Navy, and Turkish Air Force; therefore, it was exempted from this procedure. Another reason is that the chair of the department of ELT is from other service than TurAF. However, there are three or four English Language teachers from TurAF and they also responded to the questionnaires and the recommendations will cover them as well since they will be reassigned to TurAF units and some of the TurAF English Language teachers can be assigned to GMMA. For the semi-structured interview questions, see Appendix G.

For the expectations of the institution, document analysis has been conducted as part of social research. Documents have been reviewed in order to investigate what the goals and objectives of the TurAF in general and TurAF divisions (Turkish Air Force Academy (TurAFA), Air NCO Collage, Air Force Language School (AFLS), Bursa Işıklar Air High School (BIMAHS), 16 Birlik Yabancı Dil Eğitim Merkezi (BYDEM), and Gülhane Military Medical Academy (GMMA)) in specific are.

The present study (especially the teacher needs analysis process part) is a survey study which benefits from hybrid method in terms of research design, that is both qualitative and quantitative data collection tools were utilized and subjects were not assigned to specific groups as control and experiment groups in terms of the purpose of the research (Sarantakos, 2005).

The researcher embodies the principle that combining qualitative and quantitative tools complement each other and is of great importance in terms of the social research which aims mainly at exploring the less easily observable, activities of the human being.

After data collection, the findings have been analyzed and the results are presented in Chapter IV. The details of the methodology are presented in Chapter III below.

1.7. Defining the Terms

The frequently referred terms within the scope of teacher education and training in general and English language teacher education and training in specific will briefly be explained in this part of the study.

Pre-Service and In-Service Training Programs

English language teachers' training/education can be divided into two: pre-service and in-service. Broadly speaking, training/education before the actual practice of teaching like undergraduate level courses or certificate or diploma programs preparing candidates aiming at becoming EFL/ESL teachers can be referred as pre-service while what is done after commencing the practical teaching career can be referred as in-service, clear from the name: in the service or while serving. These activities may include MA, certificate programs, diploma programs, some other teaching qualifications, seminars, webinars, so on and so forth. Whatever is done in order to develop you as a teacher can be counted here within the scope of in-service both intrinsic and extrinsic.

Teacher Training and Teacher Development

When we consider the historical development of the issue, second/foreign language teacher education was primarily perceived as formal part of the ESOL/EFL teachers' education when the concept was coined at the beginning (Allwright, 1988; Hubbard et al., 1983; McArthur, 1983). Later on, the term 'teacher education' has turned out to be used to refer to what English language teachers do next in their careers as part of their in-service education and training (Harmer, 2007a; 2007b; Nunan, 1999; Ur, 1991). After that, the term has gained variations to refer to different domains and concepts like 'teacher education, teacher development, teacher training, and professional development' (Arikan, 2006; Epstein, 2001; Head and Taylor, 1997; Johnson, 2009; Richards, 1998; Richards and Nunan, 1990).

When we look at the related literature, the scholars put a distinction between teacher education and teacher training: the former is referred to be related to theoretical issues whereas the latter deals with the practical ones. Teacher development; however, is

concerned with the learning and teaching atmosphere in the broader sense (Head and Taylor, 1997, p. 9). Professional development and teacher development are sometimes used interchangeably (Thornbory, 2006, pp. 224-225) to refer to the same concept. However different they may seem in theory, they are also claimed to complement each other in terms of fulfilling the needs of the teachers (Bailey, 2006). In order to see the differences between the two, Head and Taylor (1997, p. 9) give a table showing the differences between teacher training and teacher development. According to Head and Taylor (1997), it is clear that the motivation for the TT activities is extrinsic whereas the motivation for TD activities is intrinsic. This is somehow to say that teachers are educated and trained by the others but they develop themselves. It can also be asserted based on this categorization that English language teachers are more opt to embark on TD activities more voluntarily and that TD activities can be conducted at the time of service in the form of in-service training since TT is required for candidates in order to be a teacher and later on they can develop themselves.

Similarly, Freeman provides a continuum to clarify the difference between training and development supporting what has been put forth above (1990, p. 115) as follows:

Table 1

Training/Development: A Model for Educating Teachers

	Training ------------------------------------ → *Development Continuum*		
	Directive option	**Alternatives option**	**Nondirective option**
Central Issue	"What do I teach?"	"How do I teach?"	"Why do I teach what I teach?" "Why do I teach as I do?"
Stance: observer-teacher relationship	Observer is the authority; teacher is implementer	Observer is foil, "devil's advocate"; teacher is chooser of alternatives	Observer is "understander," outside perspective, "seed planter"; teacher is chooser, implementer, authority
Contents of observer's response	Discrete points that can reach mastery through specific courses of action	Possible alternatives illustrating a choice; variety of mastery possible	Open-ended discussion, based on a "questing"/"understanding" relationship

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Techniques	Brief statements with a 15-second limit "Standing" responses	Alternative possible solutions	Open-ended questioning, "questing," "understanding," "seed planting"

In this continuum, Freeman (1990) avoids putting a clear distinction between TT and TD unlike Head and Taylor (1997). She rather puts the two concepts on a continuum thinking that it may be difficult to categorize some activities; therefore, a continuum would be an agile solution in order to state the point of view. Nevertheless, the relation between TT activities and TD activities has a similar ground in terms of the source of the drive to engage in the process on the part of the teachers: TT activities are extrinsically grounded whereas TD activities are intrinsically grounded. Freeman's point of view (1990, 2001) in terms of the TT and TD continuum is also reflected in her later model as can be seen in the table above. There is an "in common" section between TT and TD columns referring that some teacher education and training activities cannot be categorized into one of the two directly therefore there are comes and goes between the two.

Apart from the TT and TD, there is a broader concept in the literature called Professional Development (PD). When we consider the society in a broader sense in terms of teachers' context, teacher life stories, professional development, teacher beliefs and knowledge, and teacher identity are four key factors grounding the theoretical framework of teacher professional development according to Johnston, Pawan and Mahan-Taylor (2005, pp. 54-56). The implication of their framework also implies that teacher education and teacher training is part of a society in which political and cultural assets should also be considered while planning TT and TD activities.

Effective Teacher

In spite of inconclusive discussions and ideas on what an effective teacher really means (Arikan, 2010; Bailey, 2006, pp. 213-222), for ESOL/EFL (English as a Second Language/English as a Foreign Language) context, an effective teacher can broadly be interpreted as the one who directs the clients towards the objectives, in other words s/he produces a group of high-achiever learners (Arikan, Taşer and Süzer; 2008).

Williams and Burden (1997, p. 47) provide nine key factors from Rosenshine and Furst contributing to effective teaching in their book titled "Psychology for Language Teachers: A Social Constructivist Approach". According to them, effective teachers have various features. This very list also indicates teachers are expected more and more effort in order to be referred as effective teachers. The aforementioned list of effective teachers is from around the world, i.e. these features are global expectations from teachers of various disciplines. However, for the Turkish EFL context, Arikan, Taşer, and Saraç-Süzer (2008) identified that Turkish students find the following qualities as indicators of being an effective teacher in their research conducted in Turkey. These features, indicated by the Turkish learners of English as a Foreign Language, include:

- having personal strategies to teach,
- maintaining positive teacher-student interaction,
- creating a positive classroom atmosphere,
- being a model,
- being knowledgeable on target cultures,
- possessing positive personal characteristics such as being friendly to students,
- having correct pronunciation of the English sounds,
- teaching with effective classroom materials and by using technology,
- giving positive reinforcement (p. 43).

This local study also reveals that learners expect more from their teachers so as to refer them as effective. All the three lists jointly affirm the claim that learners, managers, and families expect a lot from the teachers.

Although there are a number of definitions of what makes an effective teacher, in this study, basically the term will be referred as the teacher who keeps the target audience on the track in accordance with contextual and global aims.

Spratt (1994) provides a lot of practical ideas in order to contribute to the TD activities in her book titled "English for the Teacher"; similarly, Thornbury and Watkins (2007a; 2007b) have really practical ideas on improving awareness of teachers in their CELTA books which contribute to the concept of what makes an effective teacher.

Needs Analyses of FL Teachers

"Need is the state of having to have something that you do not have, esp. something that you must have so that you can have a satisfactory life." is the definition of the word 'need' in the Cambridge International Dictionary of English (1995, p. 949). Although there are a number of definitions in the literature of what it is (Kaufman, 1998; Richards and Schmidt, 1985, pp. 353-354; Smith, 1998; Thornbury, 2006, p. 142), the concept of 'need' basically refers to the difference between the present and targeted situation in most cases. Therefore, defining the needs of the learners of any educational and training programs have been the among the first in the list of what-to-do for curriculum developers. The term 'needs analysis' has been the common one among others for the curriculum developers or program implementers. However, 'situation analysis' and 'context analysis' are the terms coined later in time in the field to refer to the fact that analysis of the learners or the receivers only may not suffice so analyzing the whole context or the situation could reveal much more comprehensive results.

When we look at the definitions and explanations above, we can conclude that NA somehow means collecting information within a specific situation. In order for an effective training program, an NA is necessity to gather data about the context or the situation which includes all the components of a TD program including the regulations, managers, decision makers, learners, and the teachers who will be educated or trained. It can be stated here that conducting a comprehensive NA is of great importance and will help a TD program to be more efficient than that of the prescribed one.

For a TD program, it is of great importance that the information be collected with an NA which clarifies the needs, expectations, and requirements of the institutions, learners, managers, and the teachers themselves so that the program can be tailored to individual trainee teachers thus making the program descriptive, meaningful, and fruitful for them. A TD program should definitely be based on the situation analysis due to a number of reasons. Firstly, by analyzing the instructional needs of teachers is the core of INSET programs and this helps the program to be designed with relevant objectives thus increasing the 'client' satisfaction (Miller and Osinski, 2000; Koç, 1992; Evans, 1988). That is also a way of insuring the implementation of the INSET program, that is, if the trainee teachers believe in the program that is only when they utilize it. Otherwise, failure

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of the INSET program is inevitable due to the fact that prescribed solutions of this sense are not long-lasting and efficient (Daloğlu, 2004).

Consequently, considering all these, we can put forth that identifying primarily prospective and current teachers' needs and expectations combined with the expectations of the learners, managers, and the institution is the only way to guarantee an efficient INSET program design.

Teacher development model

A model proposed in order to cater for the aims of the teacher education and training of a particular institution.

Hybrid experimental design

There are basically two kinds of social research in terms of approach and tools used. The first one is quantitative research and the second one is qualitative research. The former includes numerical tools like questionnaires and surveys thus the results of such a research are numerically stated and then interpreted; however, the latter is more like a depicting a point of time. In the latter type, the more details the researcher gives the better the situation can be interpreted. Observation, interview, and quoting are some of the basic tools used in this type of research. Comin to hybrid experimental design, it is in between the two. The researcher has the idea that both types complement each other rather than compete; therefore, in order to compansate for the weak points of qualitative tools, quantitative tools have been used in this thesis; similarly, in order to compansate for the weak points of numerical analysis, qualitative measures have been used like comments on the questionnaires and interviews.

CHAPTER II

REVIEW OF LITERATURE

The present literature review discusses the theoretical background of Foreign Language Teacher Education and Training along with samples from around the world. Then, various approaches to th issue are identified. After giving a comprehensive frame of the issue from the world, the issue is discussed within the context of Turkey historically. Also, contemporary views on the very issue are reviewed. Following this, the rationale behind the present study is presented. Also in this section, some of the terms referred in the present study are explained along with crossectional references among the different sections of the paper and there are references to pre-service and in-service language teacher education and training programs and effects of professional development on teaching and learning outcomes of English language teaching programs and institutions. Additionally, the terms effective teacher, teacher education, teacher training, teacher development, and teacher education models clarified above will also be referred frequently in this section. This will also help better understand the concepts discussed and ideas put forward since there are varying ideas and perceptions of the same notions, terms, and concepts among the scholars of the school. The rationale behind the proposed unique model is explained at the end of this chapter.

2.1. Introduction

The roots of teacher education and training can be traced back to ancient times when the need to transfer information from one place to another arose among communities of people. Similarly, the history of FL teacher education and training is not that new. Thompson (1979, pp. 360-366), for example, wrote an article on TD titled "Keeping up to Date as an ESL Teacher" for the stanby book of *Teaching English as a Second or Foreign Language* edited by Celce-Murica and McIntosh (1979). She puts forward ideas, activities, and practical tips for ESL teachers for PD even in 1970s. A brief history of teacher education and training in general and a brief history of FL teacher education and training will be presented here in this sub-section.

Historical Evolvement of Teacher Training/Education and INSET

It is possible to argue the fact that the practice of teacher training has started since the appearance of information transfer. This is to say that in order for the message to be conveyed, teachers, in the form of mavens or gossipers, were required when training them in informal manner was the issue which could be dated back to early times of human being starting with Adam and Eve. It is also possible to assert that the idea of helping the teachers or 'message conveyers' carry out their 'mission' has given rise to non-structured teacher training practices as well. Early scholars trained their predecessors and disciples so that they instruct others; similarly, prophets trained their companions so that they spread their message to the other people around. Moreover these days, managers somehow train their helpers so that the helpers conduct the aims and objectives of the company to the junior workers in a variety of fileds.

In the ancient times, religious figures like priests and prophets were considered pioneers of teacher training as were the case for many other disciplines of life. They trained people in order to convey their message, the trianed teachers later became teacher trainers and they also trained junior techers to forward the message, so on and so forth. Since we have a limited record of what was happenning then we can elaborate upon the findings of history and epics. Teacher training was like a craft's model in the form of training the novice teacher trying to teach him how to do the work mostly by modeling and showing then. In support of this claim, Axelrod (1973), for example, put forward two kinds of teaching as 'didactic employed by teacher-craftsmen and evocative employed by teacher-artists' (p. 5). The former refers to the traditional knowledge transition from one generation to the other mostly verbally whereas the latter refers to creative and imaginative assets as well. Woodring (1975) argued that 'the oldest form of teacher education is the observation and emulation of a master. For instance, Plato learned to teach by sitting at the feet of Socrates; similarly, Aristotles, in turn, learned from Plato' (p. 1).

In ancient Greece, most education was private during the 5th and 4th BC. During the Early Middle Ages, religious buildings of the Roman Catholic Church were the centers of education and teacher education as well. These institutions later gave rise to modern universities like Cambridge. Similarly, in Islamic world madrasahs served for the same purposes during the 6th and 7th centuries. Then in order for teachers or scholars to work in

these institutions, the criteria wwere to be well-informed about field of expertise and to be respected in the society.

Teacher education and training can be claimed to be in consistent with the perception of education of its time. In the prehistory when people did not use writing (as far as we know today) education was in the form of verbal information transfer. Then experience and demonstration were two known techniques also used in both formal education and thus teacher education of various disciplines including foreign language teachers (if any). As far as the discipline of history reveals, people started using writing systems around 3500 BC. It can be argued that what people wrote were more stable compared to memory from that time on; therefore, records from that time on are more reliable.

Education and teacher education were unique in different areas of the world including America, Australia, New Zealand, Aisa, Africa and Europe before communication and relations were not this complicated and sophisticated. The more people communicated across the world the more similiar everything has become including perceptions of education and lifestyle.

According to The Columbia Electronic Encyclopedia, Specific teacher training originated in France in 1685 by St. John Baptist de la Salle in the modern sense. Later on, this training spread in Europe in a clinical supervision model in which a senior or experienced teacher supervises the less experienced. This reached the US in 1800s when majority of teachers were male as well. Beginning from that time on, teacher education has turned out to be a discipline in the universities and other certifying institutions. By the beginning of the 20th century, there was a need to make teacher education a mroe disciplined profession with certain standards and qualifications in the world. Since foreign language teacher education and training can be divided into two as pre-service and in-service, the above mentioned historical overview comprises both. It is not clear weather INSET persisted or not all along the history of teacher education; however, the idea of developing teacher can be stated to prevail all along history of education regardless of its manner principled or unprincipled.

It is hard to seperate foreign language teacher education and training from other teacher education and training disciplines. However, it can be claimed that the principled

approaches to foreign language teacher education and training can be traced back to opening of Berlitz School in Providence, Rhode Island, the USA where they aimed at developing a principled approach to language teaching in 1878 (Brown, 2000; 2007; Stern, 1983). A principled approach to language treaching entails principled approach to teacher education and training as well. Starting from that time on, universities around the world offered BA degrees in foreign language teaching for the pre-service level. Beginning from 1960s, a disciplined in-service foreign language teaching approaches have been brought about especially with the emergance of English as the lingua franca.Universities and institutions have started to offer INSET programs for FL teachers with the arising need to keep teachers up to date due to the vast amount of information to be processed and supplied by the teacher to the learners. It did not suffice to receive pre-service education and training for FL teachers to keep up to date; rather, they have had to do something while in the service as well like MA and certification programs. The content has varied in accordance with the perception and understanding of the period; however, INSET programs have always remained.

Perception of language teacher education's focal point was what FL teachers needed to know and how FL teachers could be trained rather than what they already knew and how they knew what they knew. The natural process of professional development was also out of focus. What should be instructed to teachers is determined by researchers rather than the teachers themselves for most of the time. The researchers generalize the conclusions in en effort to increase scientific respectability of their studies (Freeman and Johnson, 1998).

Before 1970s, the teaching profession was viewed as a process based on research and research findings. When they were provided to the teachers they were thought to be improving. Learning to teach was viewed as learning about teaching in one context (the teacher education program), observing and practicing teaching in another (the practicum), and, eventually, developing effective teaching behaviors in yet a third context (usually in the first year of teaching) (ibid, 1998, p. 399). According to Freeman and Johnson (1998), what directed teacher education were tradition and opinion rather than theory and research findings until 1990s (p. 398). The issue of the lack of theoretical frameworks to cater for teacher education programs appeared to be popular at the beginning of 1990s (Freeman, 1989; Richards, 1987; Richards and Nunan, 1990).

In the United States of America there was a term coined in 1970s as "Competency-Based TESL Teacher Education" which was one of the mostly discussed issues at the time after World War II (Madsen, 1975). According to this model,

> "CBTE is based on analyses of the competencies and skills required for effective teaching. These competencies are set down prior to instruction and are stated in concrete, behavioral terms. Typically, instructional modules are provided for each competency; and evaluation is criterion referenced—based solely on the type and degree of competence required. Programmed or individualized instruction is typical. The time factor is minimized; the CBTE program is completed when one masters the required competencies" (ibid, p. 354).

While describing the current state of language teacher education in 1980s, Freeman (1989) labels it as 'fragmented and unfocused' implying that teacher education lacks coherence at the time. In 1970s, the focus of the research was on describing what teachers' thoughts, judgments, and decisions shaping their behaviors as teachers were. However, during this period, the teachers themselves were undermined in terms of individual perspectives and professional life stories (Freeman, 1996). In 1980s, the issue of teacher cognition came into fore proposing the idea that teaching cannot be shaped simply by behaviors. The movement sought to identify the mental processes teachers were engaged in through their experiences. In 1990s, the beliefs, ideas, values, and personal experiences of teachers which shape the identity of teachers became opaque. The experience of teachers while they were learners and in the early years of teaching profession has been confessed to be the central in shaping the identity and understanding of teachers (Freeman and Johnson, 1998).

When a teacher or someone who speaks the language gets in a classroom in order to teach language, s/he starts 'a process of learning to teach' which can formally be called as 'teacher education'. Learning to teach is an a priori process with which teacher education must also articulate (Freeman and Johnson, 1998, p. 402). Therefore principled INSET is inevitable for FL teachers for more efficient teaching in the classroom.

Professional development activities for the teachers can broadly be devided into two categories: Pre-service and In-service, the former being before the teachers actually start teaching and the former being after they start teaching actively in the classroom. Due to the fact that the scope of the present study is INSET of English Language teachers rather

than Pre-Service English language teacher training and/or development; therefore, the focus will be on INSET practices from here onwards.

Teacher Education and Teacher Training in Turkey

During the Ottoman Empire, from which the new Republic has its roots, the basic reason for foreign language learning was mainly related to religion. For especially the last period of the Empire, it became inevitable to catch up with the developments in terms of military, economics, and politics thus making it a necessity to study western foreign languages (Demirel, 2003; Işık, 2008). Primarily, foreign language education was incorporated into the secondary level after '*Tanzimat Fermanı*' which is said to have had a great impact on development of foreign language education development in the Empire. '*Galatasaray Sultanisi*' was the first school to offer foreign language (French) within its curriculum in 1868. The first private Turkish school '*Darüşşafaka*' was opened in 1873 and started teaching French as well (Demircan, 1988). After the Republic, TED College incorporated foreign language education within its curriculum. For higher education, some universities used English as the medium of instruction like Middle East Technical University (1956), Boğaziçi University (1957), and Cerrahpaşa etc. Since the scope of the present study is foreign language education and development, these paradigmatic shifts need to be taken into consideration. Moreover, although the specific scope of the study is English language teachers professional development, in the early times of the Republic and in the time of the Ottoman Empire the notion of 'foreign language' thus 'foreign language teacher education and development' had more than English extending from Arabic, Persian, and Urdu to Latin and French languages (Yazıcı, 2006).

Coming to the issue of teacher education and training, some historians date teacher training practices back to the reign of Mehmed the Conqueror, namely Fatih Sultan Mehmed in an institutionalized structure. Much later on (after 1450s) in 1848, March 16, during the 'Tanzimat' period, school of teacher training called "*Darülmuallimin-i Rüşdi*" (the house of the scholars) was founded as part of the renovation activities to save the Ottoman Empire. This institution primarily trained male teachers, then it turned out to be a primary level teacher education school ("*Darülmuallimin-i Sıbyan*" the house of scholars

aiming at teaching the young learners), and finally "*Darülmuallimat*" was founded in 1870 in order to educate female teachers (Yazıcı, 2006).

When we come to the new republic, the first years were really tough in terms of education and training as well as other assets. During the first years of the new republic, i.e. 1920s, teachers were educated and trained through short courses due to the instant need. 'Gazi Eğitim Enstitüsü' (1926) served the same purpose in Konya. However, teacher education and training was intuitionalized with the foundation of schools called 'Köy Enstitüsü.' These schools were unique and below the high school level in terms of duration and time. Later on, in 1975, teacher training high schools were founded. In 1982, teacher education and training became part of the universities and served under the faculty of education. As of 1989, teacher education and training faculties have served as four-year faculties with tiny little changes and innovations. The sound shift within this scope were made between 1994 and 1998 under the auspices of World Bank and in cooperation with the Council of Higher Education, namely YÖK (Altın, 2009; Karahan, 2008; Yazıcı, 2006).

2.2. Teacher Education/Training Approaches

When we look at the Teacher Education (TE) approaches historically from the very beginning when teaching in the form of spreading ideas was practiced in the time of early scholars and prophets onwards, Wallace (1991) puts forward three models (pp. 6-17), the last of which was updated by him later on, indicating the paradigm shift in terms of perception of TE in the course of time. The below explained models of Wallace (1991) have implications for TE, TD, or PD planning in that the models indicate the direction of the paradigm clarifying the components and complementing one another successively. The first model is "the Craft Model" implying that teachers were educated in the form of master and disciple relation as can be seen in the figure below:
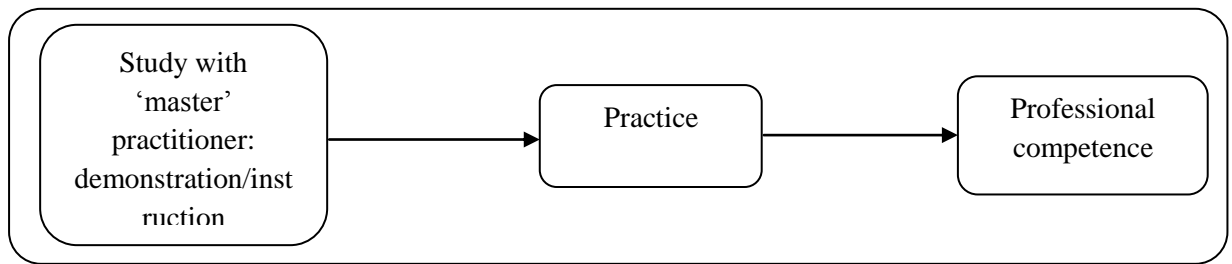
Figure 1. The Craft Model of Professional Education

This model shows how teacher education was practiced until the WW II. The teacher educators or trainers instructed the trainee teachers and showed them what to do as a teacher including both FL teachers and other teachers.

Another model is the applied science model as can be seen below. The core of this model is the scientific knowledge. Compared to the Craft Model, this model highly advocates the use of the scientific knowledge and after the experimentation of the scientific knowledge in order to verify the information the results are turned out to be the practice in terms of professional competence. The other model proposed by Wallace (1991) is the reflective model as can be seen below. According to this model, there are two sources of knowledge, one received knowledge, two experiential knowledge. The former being the learnt and the latter being gained through experience. The teaching practices are reflected through the teacher herself/himself or through the peers. Then the 'tried' practices turn out to be part of professional competence. In the revised reflective model shown below incorporates the conceptual schemata or mental constructs of trainee's.
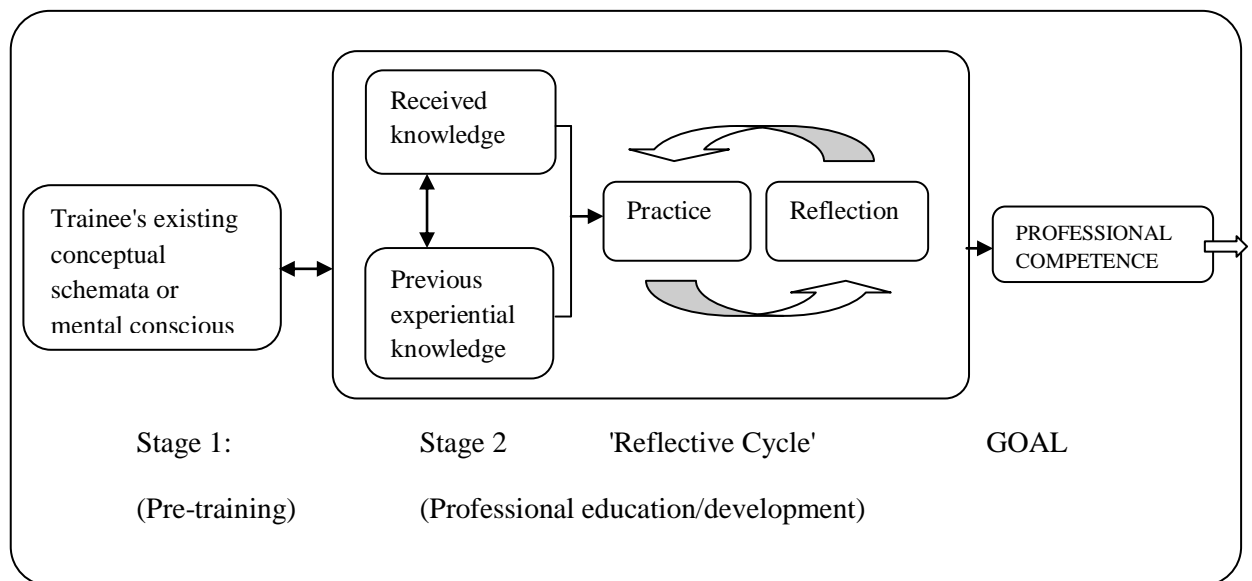
Figure 2. Reflective Model (Revised)

All the three models can be stated to be put forward historically developmental. That is, the models explain how teacher education has been viewed since the beginning of teacher education practices.

Apart from the Wallace's three models (1991), there are other models referred in the literature. The first of them is titled as '*the participant-centered approach*' which puts the trained teachers in the center of the training process prioritizing the needs and expectations of them based on the assumption that teachers are more aware of their own experiences, strengths and weaknesses. Therefore incorporating their ideas into the training program is of great importance for a more productive process (Wolter, 2000). Developed upon the training input style in an in-service training program, another set of models are put forth by Palmer (1993) namely '*the transmission approach, problem-solving approach, and exploratory approach.*' The transmission approach puts the trainer in the center of the program assuming that the trainer will do much of the program undermining the expectations of the trained. The problem-solving approach employs the idea of including the ideas and expectations of the trained as well. Teacher training program is designed based on the cooperation of trainers and the trained. The exploratory approach views the teacher training program as an investigation and exploration process for both the trainer and the trained. Ur (1996) also proposes a model similar to Palmer's last approach (1993). According to Ur's model, teacher trainer functions as the facilitator helping and guiding the trained aiming at showing how to reach the required information. Among various classifications in the literature, Mısırlı (2008) gathers the following models in his MA thesis: '*action-research model: community of practice, school-based design: development in school, reflective model: training on a reflective basis, pyramid figure: bottom-up design, peer coaching model: personal relativity, collaborative model: the intersection of common goals, mentoring: transmission of knowledge, the orientation model.*' Action research model is a process-based model aiming at improving a certain situation or solving a problem. This process helps teachers to develop themselves in terms of professional competencies (Colburn, 2003; Kuzu, 2009; Tallerico, 2005). School-based model is a learner-based one also employed by the Ministry Education in Turkey in 2007. In this model, teacher INSET is employed directly for the benefit of learners. Teachers work within the local context aiming at addressing learner needs. Although it may be time intensive, this model can be claimed to be advantageous in that it focuses on local context

which is more concrete and observable comparatively (Gaible and Burns, 2005). According to the reflective model, the trainee teachers observe their peers and sometimes their own performances through video recording and reflect on their own performances by observing how the other teachers do their profession. In this model much of the responsibility in on the part of the trained (O'Sullivan, 2002 cited in Calderhead, 1988; Schlessman, 1997). In the pyramid model, teacher INSET is designed based on the steps envisioned through a pyramid. Setting the date is the bottom while evaluation is at the peak of the pyramid (Wood, 1991). In the peer coaching model, teacher INSET is based on two teachers observing each other in a structured way (Sandholtz, 2002). Coming to the collaborative model, more than two teachers up to ten gather and 'collaborate' with the aim of developing themselves in terms of teaching profession in this model. They brainstorm, define their needs, and design an action plan altogether to implement the plan in order to share their experiences thus in order to develop themselves (Tallerico, 2005). As for mentoring model, it is a model in which a 'mentor' is assigned to a novice teacher in order to guide her/him in the profession of teaching through transmitting the experiences from the more experienced teacher to the novice (Allen, 1978; Ganser, 1996). Similar to mentoring model, orientation model aims at especially helping the novice teacher at the first weeks of her/his teaching career. However, it also aims at helping the new coming teachers become acquainted with the new school culture and understandings which are really vital for the teachers for a fresh start (Lampert, 1985 also cited in Feiman-Menser, 1990). All in all, various models have various advantages and disadvantages; therefore, the ideal for both individuals and institutions is either to optimize them or to design their own unique context specific flexible PD models. Additionally, there is an approach called "*the clinical approach*" to teacher education and training (Caillier and Riordan, 2009; Gatlin, 2009; Lasyey II, Siedentop, and Yinger 2006; McIntosh, 1971; Report released in 2010; Wallace, 1991). This approach is discussed within the scope of not only EL teachers but also all branches of teacher education especially in the preservice and early years of experience. As can be derived from the name of the approach, it views the teacher education as an internship or as a prospective teacher being observed and given feedback by the supervisor or the supervisors. Within his scope, it would not be wrong to propose that Wallaces's (1991) 'Craft's Model' is very similar to this 'clinical approach' and 'action-research approach' to teacher education. Main distinction being preservice-focused for the

latter and in-service focused for the former indeed. Another model was proposed by Kirpatrick (cited in Wong and Wong, 2003) is 'Evaluation Model'. As the name suggests the model emphasizes the notion of evaluation which can be stated as another form of reflection though. The terms evaluation refers to the evaluation of TD Model this time. The model has basically four steps: reactions, learning, transfer, and results in a pyramid format. For the first step, reactions, the model entails measuring the expectations of the trainee teacher in the program trying to investigate weather the participants found the program beneficial or not. Then for the second step, learning, the model entails monitoring and evaluating the trainees in terms of teacher learning in the classroom through a pre-test and post-test. For the transfer step, the change in the trainee teachers' behaviour due to the program is investigated. At the forth and last level, namely results, overall success of any INSET program is evaluated in terms of teacher attitude change and behavior shift etc.

In the literature, there are three frequently cited approaches as a set as well: *action research approach, reflective approach,* and *exploratory approach* to teacher development.

The first one, action research approach, theorizes that both action and research go hand in hand in terms of classroom practice for the trachers compensating the discrepancy between the teacher and the researhcer. A teacher, for example, plans an activity and at the same time conducts a research on it in order to observe the results of this specific action s/he takes in the local context. By this way s/he observes and reflects upon her/his performance pertaining to that action (Burns, 2009).

The second approach, the reflective approach to teacher education, refers to the reconsideration of what is done by the teacher and what the context is like around the teaching and learing context. There are basically three questions underpinning the reflection approach *What do I do? How do I do? What does this mean for me and for those I work with and for?* In the context of teacher development, this approach proposes that teachers are trained and educated based on the idea of making them reflect on their practice and the teaching context with details around them (Burton, 2009).

The last approach, explaratory approach, was proposed in the context of conducting effective English language instruction by Allwright (2003) also as a form of collaborative

teacher development. As the name suggests, teachers are equipped with necessary qualifications in order to empower teachers so that they reach disciplined decision making level according to this approach.

Pulling it Together
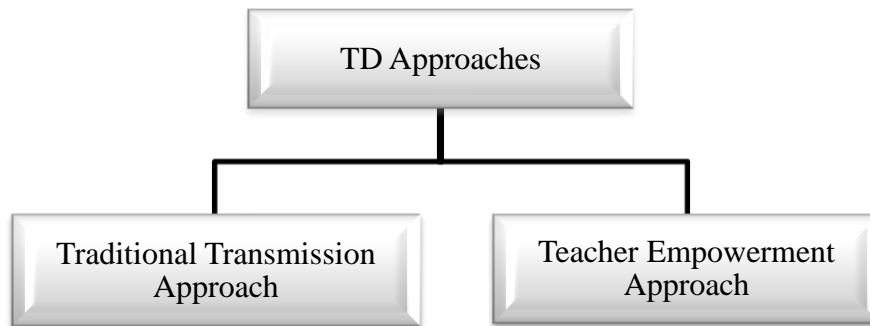
Figure 3. TD Approaches

In general, TT/TD approaches can be grouped into two broad categories: the first one being 'traditional transmission approach' which views trainee teachers as passive recepients based on the idea that there are pre-determined teaching qualities that can be transferred to other teachers; the second one being 'teacher empowering approach' which views teachers as the active participants of any PD activity and aims at equipping the teacher with necessary skills in order for him/her to be ready to react to learner needs and teaching context. We can also place Wallace's (1990) model in between as well since it includes scientific knowledge and reflecive practice.
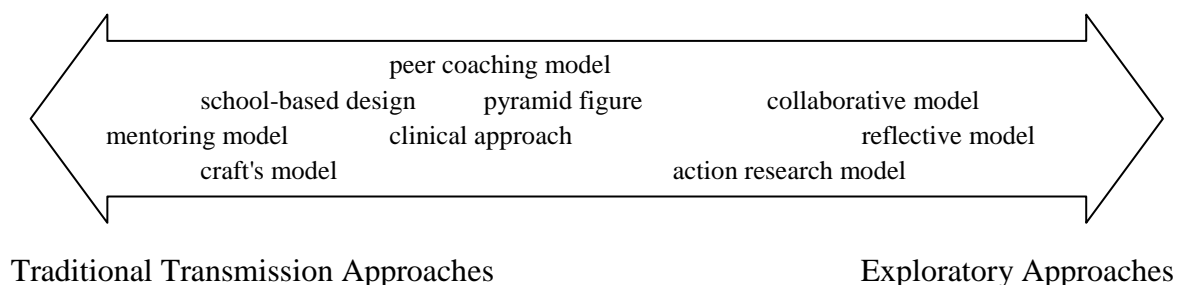
Figure 4. Continuum of TD Approaches

The whole story of approaches and models can be summarized in the above continuum: some of the approaches and models are more traditional transmission oriented

whereas some of them are exploratory oriented as was discussed in the earlier sections of the present paper.

2.3. INSET in the World

Contemporary INSET practices vary in the world from country to country. A review of INSET programs of the USA, Sri Lanka, Spain, Hungary, Denmark, Scandinavia, and European Union coutries will be mentioned hereby making this section significant in that it provides samples from different parts of the world: from the continent of America, Europe, and Asia.

Firstly, a number of different INSET programs were applied in the USA. A reflective model of INSET program offering trainee teachers creating new perspectives in order to learn new developments and what is there for the language teachers in a very similar manner of Wallace's (1991) reflective and craft's model. Another study was conducted with 199 teachers which indicated that teachers were willing to take part in INSET programs. The other study was conducted in another country, Hungary, in the summer season when the teachers are not teaching. It was a short-term one but proved to be efficient afterwards (Schön, 1987; Dubin and Wong, 1990; Darling and Hammond, 1995; Sandholtz, 2001). For an overall evaluation, INSET programs focus on more theory than practice in the USA according to Collinson and Ono (2001).

Sri Lanka had a comprehensive project entitled PELP (Primary English Language Project) in order to enhance the qualifications of EL teacher of the country. The aim of the project was to increase the qualifications of local primary EL teachers. They extended the number of centers to 30 regional support centers with 120 personnel. The result of the program indicated that the teachers trained within this program performed better than the others who did not have such a training (Şentuna, 2011).

When we look at Spain, we see that a project was implemented there in 1986 and 1987 entitled Encuento Project aiming at improving EL teachers' competencies in the time of service since they concluded that the teachers were not qualified enough. The result of the project indicated that teachers should have worked more collaboratively; therefore, a

number of activities were organized in order to increase the opportunities to share teachers' experiences and ideas (Cerezal and Jimenez, 1990 also cited in Gültekin, 2002).

As for Hungary, we can state that there was an INSET program during the years 1994 and 1995 in two phases: in the first phase the foundation was arranged and the second phase was held in summer when the teachers were less busy and this phase focused more on practice. At the same time there was coordination with British Council. The significance and success of this INSET program laid in the needs analysis phase according to the results as well (Gooch, 2002, also cited in Gültekin, 2002).

For Denmark, we see that there was an INSET program for EL teachers between 1978 and 1985. The significance of this program stemmed from the fact that the learners as well as teachers were within the TD program then. Another reason was that the program was based on the teachers' stated needs as was in the previous example, Hungary. According to the results of the program, it can also be stated that the success of the INSET program was largely thanks to the successful NA process (Breen et al, 1989, also cited in Gültekin, 2002). This implies us the importance of incorporating learner ideas and expectations into the NA and model design process for our case.

Coming to the Scandinavian sample, a three-year in-service program run in the form of two-week courses for ELT teachers. This program was managed by the Norwegian Study Centre at the University of York. This program was composed of three interwoven assets: transmission, problem-solving, and exploratory approaches (Palmer, 1993, pp. 168-171). The first year of training was designed in order to provide the trainees with general aspects of language teaching like approaches and the process of creating (authentic) materials. The second year was basically designed in order to give opportunity to share their experiences and new ideas through awareness-raising and problem-solving activities. The third year of the program was designed in order to observe the application of the gained knowledge and experience within the program.

As for the European Countries (Germany, Belgium, France, Holland, the UK, Spain, Poland, and Greece), basically INSET is obligatory with varying content and format (Şahin, 2006). Pre-service and in-service professional development processes are similar in those countries for EL teachers.

2.4. INSET in Turkey

Training teachers in general and English Language teachers in specific has been one of the important issues both in the world and in Turkey as well especially when English has turned out to be Lingua Franca (ELF) (Işık, 2008). This is to say that English has gone beyond its boundaries and has been the language of the world (English as an International Language - EIL); therefore, it means that native teachers has not sufficed in terms of the demand to learn English around the world giving rise to the need of non-native English language teachers thus has made it inevitable to educate and train them. In order to understand the attitudes towards foreign language planning in Turkey which has to do with teacher education and training also, it is of great importance to be familiar with the history of the issue. It can broadly be stated that with the westernization movements the rate of schooling has increased and with the increase in schooling, foreign language teaching has become an indispensable part of Turkish educational system beginning from pre-republic years (Işık, 2008; Yazıcı, 2006).

In Turkey, INSET programs have been conducted by the Ministry of National Education, local schools and universities, and other organizations like Cambridge ESOL representatives, British Council, and various teacher training centers. The effectiveness of those programs was discussed by many scholars (for example Akalın, 1990; Alan, 2003; Gökmenoğlu, 2012; Karaca, 1999; Kervancıoğlu, 2001; Korukçu, 1996; Özen, 1997; Sabuncuoğlu, 2006; Şallı-Çopur, 2008; Şentuna, 2002; Tevs, 1996; Uçar-Düzan, 2006; Ümit-Öztekin, 1997; Ünal, D., 2010; Ünal, E., 2010) earlier; therefore, not much will be elaborated here except for stating the fact that INSET programs are more efficient than nothing in general; however, one may be more effective than the other.

For EL teachers, INSET in Turkey is mainly conducted by the Turkish Ministry of National Education for state schools of primary, secondary, and high school grades but not for the non-state and tertiary levels. INSET for the private and tertiary level institutions are provided by the local authorities. Pre-service ELT education is provided by Universities through Departments of English Language Teaching of Education Faculties including top universities like Boğaziçi University, Middle East Technical University, Hacettepe University, Eskişehir Anadolu University, İzmir Dokuz Eylül University, Çanakkale Onsekiz Mart University, Marmara University, Gazi University and more. However, it is

also the case in Turkey that non-ELT graduates complete an ELT qualification course like CELTA or Delta as a practice of pre-service ELT education and training and they become EL teachers although these qualifications are refereed basically as part of in-service EL teacher training.

The Ministry of National Education revealed the goals of in-service training programs with the title of "In-Service Training Regulation" in the Official Journal (namely *Resmi Gazete*) dated April 8th, 1995 (No: 22252). The listed goals were as follows:

- to orientate the new (novice) teachers in the institution,

- to help the personnel grasp the aims and principles of Turkish National education,

- to compensate for the drawbacks of pre-service training with respect to professional competency,

- to improve the professional perceptions and competencies of the teachers,

- to assign eager and skillful personnel (teachers) to higher ranks,

- to provide necessary skills and knowledge for those coming from out of the profession,

- to provide integrity in the interpretation of Turkish National Education policy,

- to integrate the applications of basic principles and techniques,

- to help improve the educational system by training in-the-service teachers.

These are the general aims of the ministry and are for the EL teachers as well. Therefore, the ministry has organized a number of INSET programs mainly in the format of short courses conducted in the summer break due to the practical reason that there is no actual teaching then since the students are not in the school. The programs have been designed in order to appeal to the above mentioned goals for years. The content of the programs can be briefly summarized as skill formation, methodology, professional knowledge, cultural and social development, legal responsibilities, legal rights pedagogic formation, teaching principles and techniques, research methods and techniques, program development, Atatürk's principles and reforms, educational administration, computer knowledge and foreign language learning (Ala, 2010). The method of delivery for most of the time is an experienced teacher or teacher trainer instructing and sharing her/his experience with the audience. As can be easily concluded, INSET programs appeal to general teachers rather than EL teachers. Therefore, a number of studies have been

conducted in terms of the effectiveness of those INSET programs for both EL teachers and other teachers as well (Altan, 1992; Doğuelli, 1992; Kasapoğlu, 2002; Kocaman, 1992; Özdemir, 2009; Şentuna, 2002; Ward, 1992; Yalın, 2001). The general problems of INSET programs provided by the ministry put forth by those studies can be summarized as poor planning and organization, more focus on the rehearsal of theoretical knowledge rather than the practicum, poor methods of delivery, unclear course objectives, lack of modeling, non-purposeful selection of trainers, and prescriptive attitude of course content.

To put things together, teachers are not satisfied with INSET programs due to various reasons according to the aforementioned studies (Altan, 1992; Doğuelli, 1992; Kasapoğlu, 2002; Kocaman, 1992; Özdemir, 2009; Şentuna, 2002; Ward, 1992; Yalın, 2001) and therefore it can be asserted that there is not a systematic INSET program with long lasting aims for EL teachers of state schools.

Coming to the INSET programs of private schools and tertiary level institutions, they are more competency-based, better-organized, conducted by professional teacher trainers, and ample in terms of content focusing specifically the needs and expectations of EL teachers. We can conclude these from the fact that the stated schools and institutions grant priority to those teachers with CELTA or Delta compared to state schools. In order to be a teacher in a state school, the sole pre-requisite is to be a graduate of ELT program or to be a graduate of a foreign language department with pedagogical formation. In contrast, a candidate with a CELTA or especially Delta is preferred regardless of her/his background related to BA education these days. These institutions also offer these qualifications to their teachers as part of their INSET program for EL teachers.

2.5. Current INSET Practices

As part of INSET practices, there are teachers' associations and organizations around the world providing the following probable opportunities for EL teachers: paper presentation, workshops, conferences, and seminars (Harmer, 2007a). Some of the associations and organizations are international whereas some of them are local. For instance, British Council, Cambridge ESOL, IATEFL, TESOL are international whereas, INGED, JALT, FAAPI, ELICOS, ATECR, APIGA, CELTA, more national agencies in

Europe under the auspices of EU funding are national and local (for a comprehensive list of teachers associations, see Appendix J).

British Council (BC) is based in the UK and was founded in 1930s and has served in Turkey since 1940s. With local centers in more than 100 countries, BC provides TT courses and organizes workshops, conferences, and seminars as a means of TD activity.

Cambridge ESOL stands for Cambridge Univdersity English for Speakers of Other Languages and is based in the UK. It is originally known for its comprehensively taken EFL/ESL exam types like IELTS, KET, and PET; however, it has also been offering INSET training programs for all levels of English Language teachers from non-ELT graduates to very experienced teachers as well. The qualifications given by Cambridge ESOL are recognized all over the world.

IATEFL stands for International Association of English as Foreign Language and based in the UK. It was founded in 1967. It has members from more than 100 countries as well. It provides opportunities for EL teachers as a means of TD activity through international conventions, publications, special interest groups (SIGs), and local teacher training organizations.

TESOL stands for Teachers of English to Speakers of Other Languages and based in the USA. It was founded is 1963 and has reached members of more than 100 countries. It is one of the leading EL teacher associations in the field. It also organizes TT courses and organizes workshops, conferences, and seminars as a means of TD activity around the world.

Of the various organizations, JALT stands for The Japan Association for Language Teaching based in Japan; FAAPI stands for Federación Argentina de Asociaciones de Profesorado de Inglés based in Argentina; ELICOS is based in Australia; ATECR is based in Czech Republic; APIGA is based in Galicia, Spain; CELTA is based in Cambridge, the UK.

Apart from those mentioned above, there are associations and organizations in Europe acting under the funding of EU within the scope of Life-Long Learning Program

(LLP) through such programs as Comenius, Erasmus, Leonardo, Grundvig which can be utilized as a form of INSET for EL teachers (for more information, see www.eu.com).

Of the local associations and organizations, *INGED* (ELEA) stands for *İngilizce Eğitim Derneği* (translates as English Language Education Association) based in Turkey. It was founded in 1995 in order to cater for the needs and expectations of EL teachers in terms of PD activities in Turkey.

International Language Teacher Training Institutions

Language teacher education and training can broadly be divided into two categories in terms of time: pre-service and in-service. The former being before the actual teaching practice and the latter being after the initiation of teaching and during the teaching career including the early years and even later years as well. The aim for the latter varies. For instance, the aim for in-service training for the early years of teaching experience can be the need to be well-qualified by being informed about the effective teaching practice while the aim can be to be informed about the latest changes and practices about teaching.

There are numerous institutions around the world today offering pre-service and in-service ELT education and training courses. The most common and internationally recognized ones will be explained here in order to exploit the experienced practices in terms of the scope of the present study from the world. After that, local teacher training schemes and models will be explained briefly with the same objective as well. The term 'local' refers to the appeal of the scheme: if it aims at appealing to the world it is referred as the international but if it is referring to its own context it is referred as local.

Cambridge ESOL is one of the globally accepted teacher training institutions based in the UK under the auspices of University of Cambridge. It has offered certificates and diplomas for both prospective teachers and active teachers (Also see the website at www.teachers.cambridgeesol.org/ts/teachingqualifications). Of the qualifications available, some relevant ones are as follows CELTA (Certificate in Teaching English to Speakers of Other Languages), CELTYL (Certificate in English Language Teaching to Young Learners/CELTA Young Learners Extension), ICELT (In-service Certificate in English Language Teaching), Delta (Diploma in English Language Teaching to Speakers of Other

Languages), and IDLTM (International Diploma in Language Teaching Management). There are tests for teachers administered by Cambridge ESOL as well as follows: TKT 1-3 (Teaching Knowledge Test), TKT: KAL (TKT: Knowledge about Language), TKT: CLIL (TKT: Content and Language Integrated Learning), TKT: YL (Teaching Knowledge Test: Young Learners), and TKT: Practical (Teaching Knowledge Test: Practical). Of the teacher qualifications and tests TKT, CELTA, ICELT, and Delta are the most frequent ones in Turkey. There are local teacher training centers offereing those qualifications on behalf of Cambridge ESOL with certain regulations. For the details of the qualifications, see the website at www.cambridgeenglish.com/teachersupport.

Trinity Collage London is another globally recognized English Language teacher training institutions based in the UK. It offers certificatres and diplomas for prospective and actively teaching FL teachers. The qualifications offered are as follows: CertTESOL (Certificate in TESOL), DipTESOL (Diploma in TESOL), Fellowship Diploma in TESOL Education Studies, Joint Cert TESOL (Joint Certificate in TESOL), CertICT (Certificate in Teaching Languages with Technology), and CertIBET (Certificate in International Business English training). For further information, see the website at www.trinitycollege.co.uk.

Pilgrims is another institution offering globally recognized English Language teacher training institutions based in the UK again. The institution offers short teacher training courses with an option of staying there in the UK with a host family as well. The qualifications offered include Creative Methodology for the Classroom; Methodology and Language for Primary Teachers; Methodology and Language for Secondary Teachers; English for Teachers; NLP for Teachers; Practitioner Course in Developing Business English Training Skills (CLTL); Teaching Advanced Students; British Life, Language, and Culture; How to Motivate your Students; ICT - Using Technology in Classroom; Drama Techniques for Creative Teaching; CLIL: Content and Methodology for Secondary Teachers; Teaching English through Multiple Intelligence; Teachers as Leaders; Teaching with Minimum Resources; Making Thinking Visible; Special Needs and Inclusive Learning; Dealing with Difficult Learners; Using Interactive Whiteboard; and Using Mobile Technology. For more details see the website at www.pilgrims.co.uk.

Oxford Teachers Academy also has teacher training programs specifying on various aspects of ELT from expertise on teaching reading to creative teaching. Althoug it offers qualifications globally, it does not aim to appeal to greter numbers. Rather, it short-lists teachers to be trained. For more information see website at www.oxfordteacher.co.uk.

Pearson Education Limited has been offering teacher training programs since 2010s online specializing on various aspects of language teaching through distance teaching facilities all over the world. For more information see website at www.perasonlongman.com.

Unique Teacher Training Models

Coming to the local TT Models, British Council frames the phases of the TD practices which can also be used by similar institutions just like CEFR being the frame for language teaching and testing practices for Europe and the world as well. İhsan Doğramacı Bilkent University CIDER has been founded for the ELT instructors of the school of English aiming at helping the EL teachers. An hypothetical TD Model has been proposed by Er and Ülgü (2012) for TurAFA which has also been discussed below.

British Council is one of the well known English Language teaching organizations having a global network. Teacher training is one of the interest areas of this organization as well. For more information about activities pertaining teacher development and training, videos, and pdf files see the website at www.teachingenglish.org.uk/teacher-development. British Council sets levels of teacher professionalism in order to orginize education and training accordingly. The stages defined by British Council are as follows:

Stage*	Description
Starting	You are a trainee teacher of English taking initial training or you are not qualified as an English teacher but working as one.
Newly Qualified	You are a qualified teacher of English in your first two years of practice, who is putting initial training into practice.
Developing	You are a practising qualified teacher of English with more than two years of experience, and still want to consolidate your essential skills.
Proficient	You are an experienced qualified teacher of English with strong all-round knowledge and competence as a teacher.

Advanced	You are a highly experienced qualified teacher, who comfortably takes on leading roles, such as mentoring, and may be planning to develop more specialist skills.
Specialist	You are a practising specialist, such as a teacher trainer, materials writer, syllabus & curriculum developer, head of department/manager, testing expert, adviser on ELT issues (primary, secondary, vocational etc.), researcher.

* retreived from www.teachingenglish.org.uk/teacher-development as of January 12, 2013 13:31

Similarly; within a context of novice vs. expert teachers, a general frame for teacher development in the service, which can be utilized in designing the career development stages of FL teachers' professional development, is presented by Andrews (2007) as follows:

Table 2

Berliner's Five-Stage Model of Teacher Development (based on Berliner, 1994) (p. 120)

Stage 1: Novice Level **(all student teachers and 1st year teachers)**	* needs context-free rules/procedures about teaching
	* operates rationally, but fairly inflexibly, in following such rules/procedures
	* starts to learn the objective facts and features of situations and to gain experience
Stage 2: Advanced Beginning Level **(many 2nd year and 3rd year teachers)**	* experience begins to be melded with the verbal knowledge acquired in Stage 1
	* starts to acquire episodic and case knowledge, and to recognize similarities across contexts
	* still unsure of self and of what to do when experience/case knowledge is lacking
	* may still have little sense of what is important in a specific situation
Stage 3: Competent Level **(many 3rd year and 4th year teachers + more experienced teachers)**	* personally in control of events going on around him/her
	* makes conscious choices about what to do
	* has rational goals and is able to set priorities, decide on goals and choose sensible means for achieving these goals
	* when teaching, is able to determine what is or not important
	* still not very fast, fluid or flexible in behavior
Stage 4: Proficient Level **(a modest number of teachers, from around 5th year of teaching onwards)**	* intuition and know-how become prominent
	* is able to view situations and holistically and to recognize similarities between events
	* can therefore predict events more precisely
	* is able to bring case knowledge to bear on a problem
	* still analytic and deliberative in deciding what to do

Stage 5: Expert Level	* has an intuitive grasp of situation
(a small number of teachers, after at least 5 years)	* seems to sense in non-analytic and non-deliberative ways how to respond appropriately in classroom situations
	* with routine, repetitive tasks, acts fluidly, effortlessly and without consciously choosing what to do or to attend to
	* when a problem arises, and with non-routine tasks, is able to bring deliberate, analytic process to bear
	* is willing to and able to reflect on and learn from experience

İhsan Doğramacı Bilkent University CIDER (Center for Instructor Development and Research) was founded in 2009 due to the staff interest and involvement in research had increased in the school. Earlier than that, BUSEL (Bilkent University School of English Lnaguage) had been involved in teacher training courses like CELTA, ICELT, and DELTA since 1990 plus MA degree of Management in Education since 2003. It aimed at establishing itself as a center of excellence in terms of teacher education and development. According to the statement of philosophy of CIDER, it "aims to foster community-based, inquiry-led, individual and institutional learning to enhance knowledge in the profession and teaching excellence, in line with BUSEL's mission, by actively supporting and providing opportunities for teacher development, teacher education and research." İhsan Doğramacı Bilkent CIDER has its own teacher development model for the teachers as shown below (www.bilkent.edu.tr/~buselcider/):
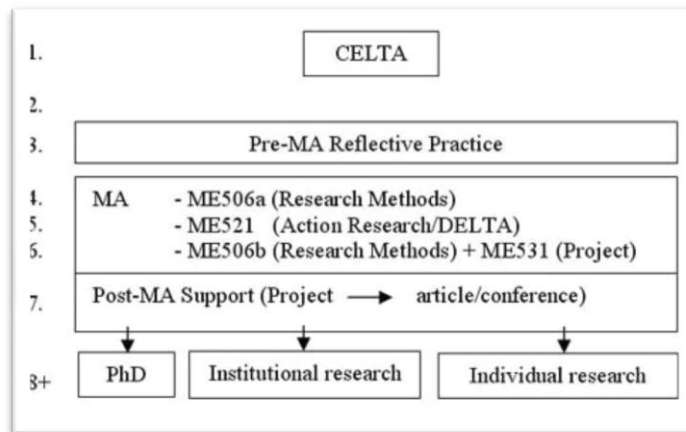
Figure 5. Career Path for New Teachers in BUSEL (numbers refer to years of experience)

This model is a unique one combining tailor-made teacher training courses and local philosophy of the institution. For further information about İhsan Doğramacı Bilkent CIDER, see the website at www.bilkent.edu.tr/~buselcider/.

An hypothetical TD Model has been proposed by Er and Ülgü (2012) for Turkish Air Force Academy (TurAFA). In this hypothetical model, the structure of the Turkish Air Force (TurAF) being a unique organization conducting ongoing educational activities that provide the Air Force to become a learning organization, as well as educating and training self-learning officers who bear critical thinking skills as well as the necessary general knowledge, military customs, and vocational knowledge. Er and Ülgü (2012) emphasize the fact that TurAFA does not educate teachers before the actual service; therefore, it is inevitable that the model focused on in-service training. The proposed model for TurAFA EL teachers is a continuing education designed in accordance with the needs of both the individual teachers and institution. The model is a constructivist one requiring collaboration with the FL teachers and subject-matter experts. In TurAFA continuing teacher development model, the underlying assumption is that the experience does not guarantee expertise; therefore, there are various activities for each specified level. This model was a hypothetical without needs analysis and even prescriptive; therefore, the present study is a complementing one for this proposed model as well. This proposed model also provides important references for the present study since the proposal came from the chair of the department and the researcher of the present thesis.

Research-Based TD Models

There are a lot of TD models in the world proposed by the researchers. For instance, Osuji (2009) provides a framework of lifelong teacher education model of Nigeria which can serve as a sample. Similarly, Newman, Samimy, and Romstedt (2010) identify key points of developing a training program for secondary teachers of English language in Ohio: prioritizing content and ESL teacher collaboration and conducting needs assessment. Also for further models see Chapter II Section 2.3 above.

Also in Turkey, Akar (1983) suggested a curriculum for English Language Teacher training program with a priority on methodology a couple of decades ago; similarly, Akalın (1990) worked on the design of a four-year English Language teacher training curriculum for FLE Departments of Faculties of Turkey in Turkey. Ergüdenler (1995) also proposed another model of INSET for Eastern Meditarranean University English Preparatory School, Northern Cyprus based on the NA process conducted. Another model was

proposed by Ümit Öztekin (1997) for the state secondary school teachers. An INSET model was proposed by also Ateş (2000) for Preparatory School of Gazi University. An alternative model of INSET was proposed by Arıkan (2002) in the form of teacher study groups (TSG) which proved to be effective according to the results of the study. In the same year, Kasapoğlu (2002) also suggested a peer observation model as a means of PD based on the process of needs analysis of perceptions of teachers on the concept of peer observation. Ünal (2010) put forth a model of INSET at Afyon Kocatepe Uniersity based on needs analysis and she also tried to identify the effectiveness of the model afterwards. She found out that the needs of novice and experienced teachers differ and the program was welcome by the trainees in general. One year later, Another model was proposed by Mısırlı (2011) for primary teachers based on the results of the needs analysis process in Adapazarı and Sakarya, two cities in Turkey.

2.6. Earlier Studies on Teacher Development

Teacher Development activities have been on the scene for a long period of time. Scholars have been discussing the notion of "learner-centeredness" for a considerable amount of time; however, teachers have always been the core element for teaching-learning practices. Therefore, it would not be wrong to assert that teachers have somehow been undermined for a long time beyond those discussions. Given this, academicians have started to talk about the teachers especially since 1980s. In this section of the study, earlier studies in the field both from Turkey and abroad will briefly be explained thematically in order to explore what the studies have focused on thus far.

Concept Development

As part of TD, LF teachers' process of concept development was studied by the researchers related. Dunn (2011) stated in his research of FL teacher identity that student teachers bring their backgrounds into the new experience. He tried to investigate the process of introduction of new concepts into teacher training program aiming teachers who would work in multi-cultural classes. The research was composed of a workshop at the end of which participants were asked to submit their written resposes including twelve student teachers. He concludes that workshops are a form of professional development activity

through which new concepts could be incorporated into student teachers' repertoire and that concept development is a challanging one since it is really hard to change settled teacher identity over time (ibid, p. 63). Childs (2011) also reaches similar results in her comprehensive study of concept development in L2 teacher education. Similarly, Allen (2011) found out in her longitudional case studies that concept development took considerable amount of time in FL teacher practices as well. Nauman (2011) also identified supporting results in her case study of a Chinese teacher. She found out supporting results that creating links with various concepts will take time (ibid, 117).

It was also studied by researchers in Turkey as well. In his study, Arikan (2004) interviewed nine English Language Instructors in Turkey revealing how they perceive institutional and individual professional development through narratives. He identified that realizing primarily your present condition is the first step in order for the further perspectives of TD like TESOL or ITEFL. He also sheds light on the importance of teacher voice in the agenda to create better TD programs.

When we look at the studies in the world and in Turkey, we can come up with a comclusion that investigating concept development entails longitudional studies and in Turkey there is room for research in this area.

Attitudes and Perceptions of EL Teachers towards INSET

Many researchers studied attitudes and perceptions of EL teachers towards INSET in the world. Within this scope, Lowe (2012) studied teacher perceptions of their initial traditional or alternative teacher training program and found out that current teachers as well as future teachers needed adequate training in identified areas in order to provide effective differentiated instruction for their students and meet all student needs. Similarly, Lin (2012) conducted a study in order to explore English Language teachers' attitudes, beliefs, and professional knowledge about teaching EFL in a preschool context in China. He used quantitative and qualitative tools in the study. The study revealed that teachers showed tendency to rely more on form-focused instruction which turned out to be a desire teachers wanted to be included in a teacher training program. The study also proposed some recommendations for a training model. The study revelaed that teachers' beliefs and attitudes influenced their practicum and preferences for INSET content as well.

It can be concluded from the studies pertaining to the attitudes and perceptions of EL teachers towards INSET that teachers have the tendency to prefer traditional practices like form-focused instruction although current approaches react to the notion. Underlying reasons for this should be clarified as well.

The issue has gained a lot of atention in Trukey among researhcers; therefore, Sağlam (1995), for example, tried to identify the role of principal in terms of PD of a teacher and came up with the conclusion that the results change depending on the context. Altınkamış-Türkay (2000) focused on the expectations of teachers from an INSET and concluded in general that teacher trainees expect INSET to provide them new methods and trends in ELT, practical teaching skills, theoretical information in ELT, activities that increase their language proficiency, to motivate them for further academic education, and to encourage them to follow their professional development outside the INSET later on. They also sought the support from the administration. Coşkuner (2001) also studied Turkish Provincial State University Teachers' Perceptions of English Language Teaching as a Career and concluded in general that teachers perceive ELT as career to which age, gender, and experience did not relate but the attitudes of institution did. Alan (2003) tried to explore the novice teachers' perceptions of an INSET at a state university and concluded in general that the novice teachers' perception of INSET to which they attended was positive. Participants considered the workshops on classroom management, testing speaking, and teaching and testing grammar as the most valuable for their practical teaching activities. They regarded the workshops on teaching reading and vocabulary and materials development as the least valuable. Participants reported that the areas they reflected the knowledge they gained from the workshops were classroom management, teaching grammar, and testing speaking. The INSET program should be continued after all. In the same year, Karaaslan (2003) focused on teachers' perceptions of self-initiated professional development of English Language teachers at Başkent University and concluded that teachers in the research agreed with most of the ideas reflecting the importance of PD. Erginler (2006) tried to identify perceptions and improvement of reflection in pre-service teacher education. He found out that reflective practices improved teachers' self-awareness and contributed to them in their career. Gültekin (2007) also studied the Perceptions of English Language Instructors at TOBB University of Economics and Technology Regarding INSET Content and concluded in general that the instructors

taking part in the research believe INSET is crucial for their professional development and they would like to keep on track with new developments in the field of ELT through participating in seminars and conferences as part of their INSET programs. İyidoğan (2011) studied personal factors affecting experienced English teachers' decision whether or not to engage in professional development activities and concluded that the experienced English teachers' participation in PD is negatively affected by the effect of frequent changes in the educational system, the teaching environment and the lack of feeling of well-being. However, in spite of these negative factors, some teachers are willing to take part in PD activities because of being intrinsically motivated and committed to their profession. The same year another research was conducted by Önkol (2011) in order to identify the perceptions of professional development at Bilkent University Faculty Academic English Program and came up with two basic conclusions: the first one is that participants see professional development as a means of individual development, as a means of institutional development and as a source of developing community and environment; and the second one is that the instructors preferred informal modes of professional development activities to formal ones. Participants of the study however overall indicated their agreement on the positive contribution of course design on their professional development, autonomy and self-growth as well.

Based on the studies in Turkey, it can be concluded that it has been a hot issue in the country to identify the perceptions and attitudes of teachers towards INSET. Teachers view TD as a menas of individual development and individual responsibility. However, other factors do contribute to the issue as well.

Language Teacher Supervision and Observation

Language teacher supervision and observation was also studied a lot by the researchers in the world. The terms supervision refers to teachers being monitored by a senior or more experienced teacher before or during the service in a couple of forms. Studies about language teacher supervision started to come into fore after 1980s. There a number of sub-topics under language teacher supervision. For instance, Bailey (2006) lists 'awareness and attitude, autonomy and athority, data collection procedures, post-observation phase, supervising preservice language teachers, supervising teaching

assistants, supervising in-service language teachers, and supervising native and non-native language teachers' pertaining to the issue. Of the numerous language supervision studies, for example, Abbott and Carter (1985) conducted a study and investigated how the supervised foreign language teachers felt and how they developed. They interviewed teachers after a supervision phase and they found out that teachers had varying ideas. The supervised teachers found some parts of the supervision beneficial like constructive feedback sessions but they also criticised some phases like structured observation (ibid, p. 27). Bailey (2006) puts forward the importance of supervising for in-service language teachers (pp. 267-292) and for non-native-speaking teachers (pp. 293-313). She also proposes that 'mentoring is an approach to teacher development that removes evaluative supervision from the teacher-mentor relationship' (p. 335). Therefore supervision can be referred as part of teacher development from the perspective of in-service period of teaching practice covering native and non-native teachers of language.

It has also been a hot issue in Turkey as well. Kasapoğlu (2002), for instance, conducted a study on peer observation and supervision as a means of professional development. Peer observation is a type of classroom observation in which one teacher observes another for mutual or self-benefit. The aim is to help teachers learn about their own teaching as well as other teachers' styles and techniques, understand features of student behavior and classroom dynamics, and increase overall professional development, which leads them towards becoming better teachers. The aim of the study was to discover the perceptions of the participants on a proposed model for peer observation. As a part of the teacher development program, a process of peer observation is currently being considered for implementation at Anadolu University, School of Foreign Languages (AU-SFL). Before such a process is implemented, a model for the process needs to be developed. In this study, a pilot peer observation process was conducted with an adapted version of the clinical supervision model, in which the role of the supervisor was filled by a peer. Two experienced and two novice teachers who work in AU-SFL participated in this case study on a voluntary basis. To collect the data for the study, teachers were asked to answer a pre-observation questionnaire before the peer observation process began, keep reflective journals throughout the process, and answer semi-structured interview questions after the process ended. Participants' responses to the pre-observation questionnaire were recorded and entered into a series of tables. Transcriptions of the interviews were read and

every response related to the research questions was highlighted. The responses from each participant were then paraphrased in a series of tables, one table for each research question. The reflective journals were read, and then comments related to the research questions were underlined and put into the tables together with the interview responses. The results show that all of the four participants felt the peer observation process contributed to their professional development in varying degrees. They emphasized the contributions of the process to their teaching skills as the major benefit of the observations. All participants stated that the peer observation process encouraged collaboration among colleagues. Although their perceptions about peer observation had varied before the observation process began, the responses of all of the four participants to peer observation after taking part in this study were positive, showing definite change. Another study was conducted by Paker (1996). He tried to identify the effects of clinical supervision as a means of teacher development and learner achievement at the tertiary level. He used qualitative research tools like observations and longitudional observations plus achievements tests the learners took in the meantime. He came up with the conclusion that clinical supervision is really effective for teacher development in making trainee teachers more analtical in teir profession, in providing opportunity for them to reflect upon their practice along with a senior teacher, and in developing confidence of them in classroom practice. Also he found out that this development had positive reflections on the part of the learner achievement as well.

Based on the studies on language teacher supervision it, although teachers find it irritating to have an observer in the classroom, supervision still occupies a space in the area. When supplied with constructive feedback, they prove to develop in the area as well.

Teacher Cognition

Teacher cognition was one of the issues studied by the researhcers is the world. Language teacher cognition means what teachers think about their practices, know about their profession, and believe in what they do. For the last couple of decades, ther have been a growing interest in the study of this field (Borg, 2006). There are a lot of studies on perceptions of language teachers. For example, Borg (ibid.) collected 180 researches related to language teacher cognition from various countries in his book. These studies can

be categorized under three broad domains: pre-service teachers, in-service teachers, and other specific area domains like grammar and reading. Of the pre-service phase studies, Johnson (1994) and Numrich (1996) studied how prior knowwledge and perception of language and teaching influence the classroom practice. Johnson (1996) identified that pre-service language teachers' instructional practices were very much influenced by their own experience. Similarly, Numrich (1996) also found out that earlier experience is really effective in the pre-service practicum. Of the in-service studies, Farrell (2003) conducted a study on learning to teach in the first year with one novice EFL teacher in Singapore in a case study format. He focused on the change in the teacher after the teacher's first year relating to a nuber of factors like reality, school, and cooperation with colleagues. Farrell (2003) observed a change in teacher as follws: early idealism, reality shock, reflection, adjusting to the school environment, focus on the learner. In the study, the struggle and self-development of a teacher in the first year was explained. The study also revealed ideas how the environment of teaching can shape a novice teaher's first year experience. Of other specific area domain, Chia (2003) conducted a study on beliefs about grammar teaching with 96 primary teachers in Singapore. She used a shor questionnaire limiting the scope of the paper though. She found out that teachers preferred formal instruction of grammar based on explilicit and deductive teaching. This shows that perceptions and teacher cognition influence the language teaching practice a lot.

The issue was also studied in Turkey as well. Kurtoğle-Eken (2000) tried to **e**xplore the concept of "jizz" in effective English Language teaching at Bilkent University School of English Language and its implications for Teacher Training and Development. The findings obtained reveal that jizz was related to the personal qualities of the teacher, the teacher's communication skills and interaction with the students, and to the teacher's use of what the researcher has called affective-level techniques. Together, these qualities and skills helped create an effective classroom climate where there was a good rapport between the teacher and the students and a positive classroom atmosphere. Based on the findings, the researcher designed a framework for teacher training and development with a series of developmental procedures and activities recommended for implementation in BUSEL.

It can be asserted that the issue did not attract attention much in Turkey although it was studied in the world more. The concept is a less easily definable and observable; therefore, the researchers in Turkey did not pay much attention; however, the teaching

stuff is highly in consistent with those less easily observable so there is a shortage of study in this area.

Needs Analyses for an INSET Program

Analyzing the needs for an INSET program was also an issue for the researchers. Yutdhana (2004) conducted a study in order to identify the needs of EL teachers using internet applications in their classroom practice in Thailand at high school level. She found out that most teachers made use of the Internet for various reasons in their lessons. Those teachers had positive opiniuns about sing it in the classroom to teach English. They cliamed that they had used it for a couple of reasons. Another finding of the study was that the teachers felt a need a training course on how to use the Internet in teaching English. He made references to the content of this training course clarified by the study as well. Kusumoto (2004) conducted another study in Japan in order to identify the needs of elementary school EL teachers. He made references to te context of teaching English in Japan stating that the ageat which teaching English lowered which gave rise to teacher training courses accordingly. He conducted a questionnaire survey research in order to do that with 256 teachers from 31 various public elementary schools. At the end of the study, he put forward valuable ideas for teacher training programs in Japan. In Finland a study was conducted in order to identify the needs of teachers in 2001 for a multi-grade practicing (Chydenius Institute, 2003). Twelve teachers and 70 learners were interviewed from eight different schools in the countryside. The researchers identified weak and strong points and they developed a teacher trining module accordingly. Similar ideas on needs analysis of 'clients' (teachers under education in this case) was proposed by Epstein years ago as well (2001). A similar study in order to identify the needs and expectations of EL teachers was conducted by Busch (2010). She also emphasizes the importance of teacher beliefs and restructuring them for the better TD programs.

Researchers also studied the issue in Turkey. Özen (1997) tried to identify the needs of teachers for an INSET program at freshmen unit of Bilkent University and found out that the teacher were eager to take part in such a process in order to improve themselves. Two years later, Karaca (1999) conducted a needs analysis to organize INSET for English Language teachers at high school level on three elements: learner, materials,

and language teaching methods and techniques. Similarly, Kervancıoğlu (2001) tried to identify the needs of the Instructors of English at the Department of Foreign Languages of Gaziantep University and concluded that a great majority of the teachers participating in the study indicated signs of eagerness to take part in an INSET program with varying differences of INSET perceptions and perceived needs though. Ekşi (2010) also tried to identify the PD needs of EL teachers at a state university and found out various needs ranging from teaching writing to theories in ELT. Şentuna (2002) also investigated the interests of EFL instructors in Turkey regarding inset content and found out that the instructors were at least fairly interested in attending INSET courses on all the items asked in the questionnaire. They were found to be most interested in having further training on ways of motivating students and raising students' language awareness. The instructors also expressed interest in INSET courses on the implementation of new teaching methods, using new materials, raising their students' awareness of their goals and objectives, teaching vocabulary, teaching speaking, teaching reading, promoting interaction, ways of determining students' needs, and ways of evaluating the effectiveness of teaching. The results also indicated that the novice teachers are more interested than the experienced teachers in most of the topic areas related to INSET content. Gaganuş (2012) tried to identify the expectations of trainee teachers in terms of trainers and concluded in general that trainers' communication and pedagogical skills rather than academic degrees are important for the surveyed grouped. Işıl-Mengü (2005) studied the expectations of trainee teachers on the part of the trainer. Findings of the study indicated that teachers with little or no teaching experience believed that in effective training sessions there should be more practical ideas than theory. They also showed more interest in the personal qualities of teacher trainers more than their academic qualifications. On the other hand, the more experienced group of teachers gave more importance to practical ideas that were grounded in solid theory. As for the qualities of effective trainers, they had the opinion of the importance of academic qualifications of the teacher trainers and their knowledge of linguistics. Therefore, it could be said that they were more interested in the professional qualities of the teacher trainers. The teacher trainers, on the other hand, had the opinion that in determining the success of training sessions, careful needs analysis and effective use of time were important. As for the qualities of effective trainers, they had the opinion of importance of both personal and professional qualities. Gökmenoğlu (2012) studied the

trainee teachers' reports of their own INSET needs through a comprehensive needs analysis process. Teachers reported an occasional need for Guidance and Special Education, Preparation for Inter/national Exams, Self-development, Professional Teaching Knowledge, and Technology Use, and reported medium satisfaction with previous programs. They also reported their preferences for in-service training program format. All these results were discussed together, and combined as design elements of training programs. Determining what teachers need and prefer and how they learn best made it possible to provide suggestions for Turkish teacher training policy to maximize the match between teacher needs and the content and process by which those needs are met. Dogancay-Aktuna (2005) mentions the importance of incorporating learner preference into the teacher training courses making an analogy that teachers like the language learners come to the classroom with certain methods and techniques in their mind. She argues that those expectations should at least be sensitively handled if not met. Inozu (2011) also points out the importance of beliefs of student teachers and working teachers in shaping the practical issues of the field and therefore suggesting developmental changes within TD programs on the part of teacher before and during the service in the Turkish context.

NA has always been popular in the field; however, analyzing the needs of teachers for a TD program is relatively newer. It can be asserted that the issue has gained a lot of attention among scholars. Context-specific NA activities are pretty fruitful for the local contexts according to the studies explained above.

Language Teacher Education Assessment

Language teacher education assessment has also been an issue among the researchers in the world. Golombek (2011) studied dynamic assessment in learner teacher context in which he recorded the microteaching of a trainee teacher and at times they studied on it. He concluded that this process contributed to the trainee teacher provided her with new ways of thinking in her field of expertise. Yoshida (2011) conducted a study in Japan. She tried to identify the effects of moodle-based e-portfolios in forming new concepts in trainee teachers. She concluded that moodle is not enough; however, it facilitates a lot. In their study Johnson and Arshavskaya (2011) studied hoe microteaching can be utilized a a tool for teacher development. They found out that extended-team

teaching project provided trainee techers with opprtunities when they can merge theory with practice.

The issue was studied by the researhcers in Turkey as well. Sabuncuoğlu (2006) conducted a study on the effects of models of Teacher Education and Professional Development on practicing and prospective teachers of English in ELT at Universities and came up with suggestions like constructive teacher education model should be adopted and widely applied in pre-service education of student teachers at universities and on the part of serving teachers, enquiry–based teacher development models like reflective learning or inquiry learning as well as life-long learning should be supported for professional development. Şallı-Çopur (2008) studied teacher effectiveness in initial years of service and found out some strong and weak points in the program therefore she proposed some suggestions in order to improve the program. Koçoğlu (2006) investigated the role of portfolio in EFL student teachers' professional development. The results, overall, indicated that the process of preparing a portfolio provided a useful approach to enhancing professional development, with a few negative comments regarding the time, positive comments regarding the support and collaboration from the peers, its contribution to their professional development in terms of reflective thinking and self-confidence. In addition to that, preparing electronic portfolios by using different technological applications also enhanced professional development of student teachers in terms of facilitating technological competence and increasing attitudes positively toward computer use in education.

Evaluation of Effectiveness of INSET Programs

Another hot issue has been evluation of effectiveness of INSET programs in the world. Hardman and Dachi (2012) recently prepared a report evaluating a school-based INSET pilot programme for Tanzanian primary EL teachers. Within the scope of Teacher Development and Management Strategy comprising the years 2008-2013, an INSET pilot programme was implemented in three main areas: Mathematics, English, and Pedagogy in Tanzania in 2011. The INSET programme hosted 2.052 teachers from 141 schools accross 7 districts. The pilot progrmme was evaluated in order to identify the weak and strong points as well as its outcomes. In the evaluation, both qualitative and quantitative tools

were used like interviews, observations, and questionnaires. All aspects of the programme were aimed to be evaluated from the delivery to support mechanisms. In the study control and experiment groups were also included; therefore, it was an authentic experimental design. Coming to the findings of the study, teachers having INSET proved to perform significantly better in terms of lesson development, provid,ng feedback, and classroom management. Teachers having the INSET programme also proved to have a more learner-centered approach. Moreover, a majority of teachers (88%) stated they were motivated in teaching whereas only 12% stated that they were not motivated at all. In sum, the study provided a comprehensive analysis of the pilot programme with a lot of scientific and statistical measures. Overall, teachers having the INSET programme proved to be more efficient and more motivated compared to the control group who did not take the INSET progrmme.

Another comprehensive report evaluating INSET entitled "Evaluating the Impact of Continuing Professional Development (CPD)" was released by Goodall et. al. (2005) of the University of Warwick. This was the project of two years scrutinizing the efectiveness of continious professional development in the UK. In the study, both qualitative and quantitative tools like questionnaire, interviews, and longitutional observations. 223 CPD leaders, 416 teachers, and 65 providers participated in the study and evaluated the CPD impact and evaluation. In the study, it was found that survey data indicated that evaluated component was participant satisfaction with 35% and money with 51% respectively; moreover, pupil attitudes were evaluated by 24%. However, the impact of INSET was evaluated by 100%. The study revealed findings pertaining to the evaluation of CPDs at schools across the country. In another study conducted in the USA, Shah (2009) tried to identify the post impact of INSET programmes for teachers held in 2005. She put forward that teachers attended short-time INSET programmes; however, afterward effects of these are generally undermined and unobserved (ibid., p. 25). Both qualitative and quantitative tools were used in the study. The researhcer concluded that teachers should have commitment to lifelong learning in order to internalize the positive effects of INSET programmes.

It has also been a hot issue in Turkey. For intance, Birer-Işık (2000) studied the effectiveness of present INSET programs and at the end of her study she proposed a model as well. Oruç (2000) also studied effects of a reflective teacher training program on

teachers' perception of classroom environment and on their attitudes toward teaching profession. Similarly, Ortaçtepe (2006) tried to investigate the relationship between teacher efficacy and professional development within the scope of an INSET program and came up with a conclusion that the teachers not only improved their practice of CLT but also became more efficacious. In the same year, Hatip (2006) specifically focused on the effectiveness of peer observation among teachers in terms of TD and concluded that peer observation was beneficial for all four participants and Uçar-Düzan (2006) tried to evaluate the effectiveness of an INSET program for newly hired instructors in the school of Foreign Languages at Middle East Technical University. The results of the study revealed that the trainees especially need to improve their practical teaching skills which are immediately necessary in the new setting. Their degree of satisfaction was also found to be high. The results about the experienced teachers showed that they did not feel the need to enroll in an in-service training program. The findings about the teacher trainers revealed that they are generally happy with the program although they listed some suggestions for improvement. Kirazlar (2007) also investigated PD of Primary School English Language Teachers in terms of the effects of keeping diaries on teacher reflection and attitudes towards teaching and concluded that teachers participating the study were of the opinion of traditional reflection methods such as exams, lesson notes, and daily lesson plans and keeping diaries proved to be effective in terms of increasing the self-reflection of EL teachers. The same year, Özçallı (2007) on the other hand focused on the possible effects of an INSET program in terms of EFL teachers' PD on teacher efficacy and reflective thinking with an overall conclusion claiming that INSET programs had positive effect on teacher efficacy. Ala (2010) studied the current state of INSET in a public school from the perspective of teachers and administration and came up with newer issues to be discussed and concluded in general that there are serious problems pertaining teachers' and administrators' approaches toward in-service training, trainers, time, place, prior analysis of needs and trainings on technology of teachers. In the same year, Balcıoğlu (2010) also studied the effectiveness of INSET programs in public and private universities; similarly, the same year Ünal (2010) also tried to evaluate an INSET program in Adana, a city in Turkey. Recently, Şahin (2012) conducted a study on an INSET program trying to investigate the impact of a staff development program designed through a certain model and found out that they are correlated.

Based on the studies explained above, it can also be put forth that evaluation of any program is inevitable for a more productive improvement; therefore, researchers have always had interest in the issue both in the world and in Turkey. The studies provided the INSET and TE programs with invaluable feedback and the program suppliers had the opportunity to reflect upon their current practices.

Miscellaneous

There are more issues studied in the world and in Turkey related to TD. In her research Smolcic (2011) observed a trainee teacher called Nora in a teacher training program in the USA. Nora could speak Spanish since she was the doughter of a Mexican-American. In this case, Nora tried to keep her Spanish identity while she took part in a TESL program. Nora had mentor teachers of diverse cultures like Ecuador as well. The researcher observed her during a preperation program through a number of tools like semi-structured interviews and journals. Smolcic concludes that Nora gained a new identity in the process of reflective teacher training experience (ibid, p. 29). It can be asserted here that teacher training programs can result in shifts in developing new identity at times. Reis (2011) tried to shed light on the issue of native vs. non-native English language teacher issue through a comprehensive study in the scope of teacher identity. He tried to explore how being native or non-native influences instructional pracctices. His was a case study as well. He observed a PhD student in Applied Linguistics fron Russia called Karina using a number of tools like asynchronous online disscussion board and journal. The researcher set up two professional development opportunities: a dialogic journal between her and the researcher and an online discussion forum. In the process Karina started to think about her own practices s non-native EFL teacher. Reis (ibid, p. 48) comes with a conclusion that non-native teachers of English, who constitute a vast majority of the whole, should be provided with an opportunity to explore and place their identities.

In Turkey, Ortaköylü (2004) conducted a qualitative research in order to compare professional qualities of two groups of prospective EL teachers and found out some deficiencies in terms of content and number of methodology courses and suggested some recommendations to make up for these. Kır (2011) studied language teacher education and training within the context of Common European Framework for Reference (CEFR) and

put forth the idea that a CEFR-compatible teacher training model should be proposed. Yeşilbursa (2008) conducted a study on reflective Foreign Language Teacher Development. The findings of the action research process in general showed that each participant achieved change mostly at the level of awareness, although one participant noticeably changed on the whole. Tevs (1996) surveyed 26 university English Preparatory Schools in Turkey in terms of pre-service and in-service teacher training programs and reached the conclusion that the more experienced teachers became, the less they attended teacher training programs. Yazıcı (2006) conducted a study on teacher training in the Ottoman period explaining the details of the practice of teacher training at the time basing his ideas on historical documents. Karahan (2008) also tried to explain the teacher training system in Turkey dating teacher training activities back to the year 1848. Uygun, Ergen and Öztürk (2011) carried out a study and put forward the similarities and differences among three countries Turkey, Germany, and France in terms of TD programs (of the state institutions especially). They concluded that education system plays a critical role in shaping the TD programs. It was also observed that practical part is important in TD programs of the three countries. It is also worth mentioning here in terms of the scope of this paper that, distance teacher training programs are also under scrutiny recently (Kecik, 2011). Some companies are already running distance teacher development programs even on-line in order to cater for their teachers' professional development needs.

Of the numerous studies, based on the ones discussed above, the following deductions can be reached:

1. Teacher Development studies have been under scrutiny especially after 1980s both in Turkey and abroad.

2. Needs analysis and expectations of prospective trainee teachers are quite important components of Teacher Development studies.

3. Teacher Development studies differ according to a couple of factors like age, experience, and context of teaching.

4. Teacher Development studies have focused on various aspects including professional development practices, the impact of collaborative teaching among teachers on the effectiveness on learning and teaching English.

5. Teacher Development studies have been studied both in Turkey and around the world.

6. Teacher Development studies have covered both pre-service and in-service phases of English Language teacher preparation and development.

7. Teachers are also important component of the teaching learning process which should be facilitated by the decision makers and managers.

Based on these premises, the proposed model in the present study will definitely benefit from the INSET practices around the world and current INSET approaches in order to provide opportunities for the EL teachers in the TurAF for contributing to the development of the most important component of an educational institution, the teacher. However, the model will be a unique and practical one based on the needs and expectations identified. It can be stated hereafter that the model to be prposed will be reflective, modular, and dynamic.

CHAPTER III

METHODOLOGY

In this chapter, the pilot study conducted in advance of the final one, the context of the research, the participants, research design, data collection procedures, data analysis, and an overall summary of the research will be presented.

3.1. Setting

The scope of the present study is English Language teachers in the Turkish Armed Forces in general and English Language teachers in the TurAF in specific. The profile of the FL teachers in the TurAF is similar to the rest, that is sampling from the TurAF FL teachers serves for the generalizability purposes in terms of the needs, perceptions, and expectations of teachers. As for the profile of the teachers, there are more male FL teachers than female ones in the institution. In terms of experience, there are teachers with more than 25 years of experience and there are also newly beginner teachers as well. The source of the teachers vary in trerms of major of graduation from the undergraduate level: ELT, American Language and Culture, British Language and Culture, and Translation and Interpretation. Teachers can be assigned to directly language teaching institutions like TurAFA, BIMAHS, TurAF NCO College, TurAF LS, BYDEMs, and GMMA. But they can also be assigned to administrative positions when they do not actively teach but coordinate and plan activities they are required to. It is frequent that teachers are assigned to each institution periodically so a teacher will be teacing in a variety of divisions.

Each division of the TurAF has its unique context. TurAFA is a four-year military academy where the learners are educated both academically on five major engineering and administrative departments, i.e. aerospace, electronics, industrial, computer, and administrative sciences and are trained to be fighter pilots for the Turkish Air Force primarily. The medium of instruction is not English in the academy; however, English language instruction is given special attention and quite an important amount of time in the program is allotted to English classes in the curriculum.

At TurAFA, English is taught at five levels, namely, beginner, pre-intermediate, intermediate, advanced, and super, due to heterogeneity in the proficiency levels of the students at the time of the acceptance to the school. Students are placed into th sections according to their proficiency level which vary from beginner to advanced.

There is a new ELT program which has been in use since the beginning of the academic year 2007 and aims to offer an opportunity for the students to learn and/or practice English while increasing their content awareness in the subject matters which is considered to constitute important parts of their career. The students of TurAFA have pre-arranged career patterns with clear-cut definitions following graduation. This helped the the syllabus designers while deciding on the content and layout of the new system. All of the students need to learn and/or improve the language of English in four skills and they are getting educated and trained for almost the same career areas in which they will have to use English. The newly adopted program is based on CBI principles which view the target language largely as the vehicle through which subject matter content is learned rather than the ultimate aim. Therefore, the compatibility of the main principle of CBI encouraged the designers in their effort to both form their own syllabus and produce their own materials within this English language environment of TurAFA. The implication of this can be stated as follows: INSET program should cater for this unique need as well.

The syllabus consists of three stages in core. Firstly, General English (GE) course books, which include five different books starting from an introductory level and ending with an advanced level and contain thematically-based, four-skill-integrated units with critical thinking skills, are used. Secondly, after completing the determined book of GE, all the students begin studying the authentic books prepared by the Foreign Languages Department of TurAFA according to the principles of CBI. However, only the advanced and 'super' (referring to the upper advanced) section students have the opportunity to study the whole six books as the beginner and intermediate level students spend more time in the program improving their proficiency to reach the prerequisite advanced level necessary for these books.

The students in the program are assessed in terms of four-skill achievement tests. In addition, all the students are to keep a course portfolio including their assignments and worksheets. This portfolio is also officially taken into consideration during the assessment process of the students.

When we think of INSET for EL teachers, there is only an orientation week and a year of internship.

BIMAHS is a high school-level military institution which adopts principles of high schools indicated by the Ministry of National Education. English Language Teaching program is based on GE appealing to four skills in the school. Also in this school, English is of great importance and a considerable amount of time is alloted to English Language teaching classes. Teachers are expected to do extra-curricular activities like going to the cinema and eating with the learners in the school. The graduates of this school either directly attend TurAFA or attend other universities upon certain conditions. Their carrer is not as cristal clear as the graduates of TurAFA.

When we think of INSET for EL teachers in BIMAHS, there is only an orientation week and a year of internship.

TurAF NCO College is a two-year pre-licence level military college which also aims at teaching GE with a consideable amount of time alloted to English language teaching courses. The graduates of this institution will be assigned as NCOs and their career patters are pre-arranged; therefore, more to the point language teaching objectives can be employed there.

When we think of INSET for EL teachers in TurAF NCO College, there is only an orientation week and a year of internship.

TurAF LS is an institution where the actively working personnel whose proficiency level is below par demands are trained in terms of English. It is a unique instituion where there is only English language instruction with varying time periods from six months to nine months. American Language Course Series, a series of ELT system known as the audiolingual or military method, constitutes the main body of the progam. They also aim at task-based ESP courses like terminology for NATO etc.

When we think of INSET for EL teachers in TurAF LS, there is only an orientation week and a year of internship.

BYDEMs serve as the branch of TurAF LS; however, NCO and civillan EL teachers work there. Especially NCO teachers are required to attned instructor courses in DLI ECL in the USA. But INSET is still up to thier own responsibility.

GMMA is similar to TurAFA; but, the time alloted to English language classes is very limited like two hours per week for the first three years of their six-year education and training.

When we think of INSET for EL teachers in TurAF, we can say that there is not an actual INSET program for EL teachers. There is an orientation and induction; however, it is not standardized and it is not satisfactory in terms of content (also stated by the participants in Chapter IV Section 2 Part II Items 5 through 9 below). Therefore, the above context analysis brings about that professional development including INSET is up to the teachers initiative and capability.

3.2. Participants

Table 3

TurAF EL Teachers (as of 2013)

Institution	Officer EL Teachers	NCO EL Teachers	Civillian EL Teachers	Total
TurAFA	17	-	-	*17*
BIMAHS	28	-	-	*28*
TurAF NCO Collage	23	-	-	*23*
TurAF LS	12	-	8	*20*
BYDEMs	-	19	2	*21*
Total	*80*	*19*	*10*	***109***

Target population is (109) English Language teachers in the Turkish Armed Forces and accessible population is 63 English Language teachers in the TurAF serving in 2012-2013 academic year. Ideas of three learners from each language education delivering institutions (TurAFA, BIMAHS, TurAF NCO College, TurAF LS, BAYDEMs, and GMMA) were collected; ideas from (four) ELT managers of TurAFA, BIMAHS, TurAF NCO College, TurAF LS were also idetified; and ideas and expectations of 63 EL teachers

from TurAFA, BIMHS, TurAF NCO College, TurAF LS, BAYDEMS, and GMMA were obtained and identified.

The above table shows the number of the employed EL teachers across TurAF as of 2013. There are also other teachers of various experience levels at administrative posts of TurAF as well. However, the conclusions and generalizations will include them as well in that they will probably be assigned to one of educational institutions sooner or later in their career in TurAF. GMMA is included within this scope as well. Below is presented the profile of participants to the research in terms of the institutions they work.

Table 4

Participants from the Institutions

Institution	Officer EL Teachers	NCO EL Teachers	Civillian EL Teachers	Total
TurAFA	17	-	-	*17*
BIMAHS	15	-	-	*15*
TurAF NCO Collage	13	-	-	*13*
TurAF LS	13	-	3	*16*
BYDEMs	-	2	-	*2*
Total	*58*	*2*	*3*	*63*

3.3. Research Design

The main aim of the present study is to propose an INSET model based on primarily the needs and expectations of FL teachers in TurAF; secondarily, based on the expectations of the learners from their EL teachers; thirdly, based on the expectations of ELT managers from EL teachers; and forthly, based on the requirements and expectations of the institution from EL teachers.

For the first aspect mentioned above, data were basically collected through questionnaires. The questionnaire was originally developed based on the literature review and expert ideas. In order to support the quantitative aspect of the research, qualitative

measures were also used. Semi-structured interviews and observations were among them. Therefore this is a survey study and a hybrid method combining quantitative and qualitative measures was used. The researcher bore the idea that the two measures complement each other since the scope of the research is much different than materials and physical experiments; rather, it is the human being in question. Therefore, the more various tools used the more comprehensive and accurate the findings would be. For the second aspect, five learners from each institution were imervieved individually and in the form of focus groups. For the third aspect, semi-structured individual interviews were conducted. For the interview questions, see Appendix F. For the forth aspect, document analysis techniques as part of the social research was utilized. The requirements and expectations of TurAF were identified from the documents clarifying the aims and objectives of English language teaching and learning for the institution and personnel.

3.4. Data Collection

Data were collected through questionnaires, semi-structured interviews, and document analysis. The researcher himself went to the cities İstanbul, Ankara, Bursa, and İzmir where the five institutions are located in order to collect data and in order to increase the validity and reliability of the data collected by explaining the logic behind the study to the participants since especially the questionnaire was a comprhensive one composed of sub-sections. The researcher was there to clarify any ambiguous point to the questionnaire takers only.

Pilot Study

Piloting is of great importance for especially newly developed questionnaires in the social research. This procedure does not only increase the reliability and validity but it also increases the practicality of it; furthermore, piloting provides constructive feedback for the reasearcher about the questionnaire itself in terms of layout and even wording thus decreasing the misconceptions on the part of the questionnaire taker (Sarantakos, 2005).

Of the overall research design, data collection procedure is of great importance for the present study in that the TD model proposal will be put forward accordingly; therefore, the more reliable and valid the data are the more convenient model will be proposed.

The data for the present study came from four sources: from the learners of English at varying levels and age groups through semi-structured interviews; from the documents of the institution stating the aims and objectives of the institution through document analysis; from the ELT managers of four English Language education supplying institutions through semi-structured interviews; and from the teachers through questionnaires.

For the teacher NA process, first and foremost, relevant literature and existing questionnaires (for example Arikan, 2002; Ekşi, 2010; Gültekin, 2007; Karaaslan, 2003) were reviewed in order to design a questionnaire appealing to the scope of the present study. And preliminary ideas of the teachers were collectedt hrough an open-ended idea collection form (For the open-ended teacher idea collection form, see Appendix A). Then informal interviews, the content being INSET, were conducted with field experts, scholars, academicians, teacher trainers, students, managers, and teachers themselves. Then accordingly a draft techer questionnaire for teachers was developed (for the first draft of the questionnaire, see Appendix B). After that, the first draft of the teacher questionnaire was piloted with 12 FL instructors from the TurAFA and the TurAF NCO Collage. The feedback from the teachers was obtained in terms of wording, layout, and even content. Also relevant parts of the questionnaire were statistically evaluated in terms of reliability coefficient. For the statistical results, see Appendix B. With also feedback from the thesis advisor, the final questionnaire was developed with chnages in terms of wording, layout, and content accordingly. Some of the unclear or ambiguous instructions were reworded, the final version of teahcer questionnaire was in English since the participants in the pilot study indicated thet they had difficulty understanding terms and concepts when they were translated and they stated that they would prefer to take the questionnaire in English. Since they were all EL teachers, conducting the questionnaire in English increased the validity and reliability of it due to the fact that the terms referred were originally English. For the final version of the questionnaire, see Appendix C.

For the ideas of the learners, data was collected through semi-structured teacher journals and semi-structured interviews in the form of individual and focus groups.

As for the expectations of ELT manaders from the EL teachers, semi-structured individual interviews have been conducted with all the four managers of aforementioned divisions of TurAF, namely TurAFA, Air NCO Collage, AFLS, and BIMAHS. For GMMA, the ELT manager interview has not been conducted since it has a joint structure having English Language teachers from all the three services, i.e. Turkish Army, Turkish Navy, and Turkish Air Force; therefore, it was exempted from this procedure. Another reason is that the chair of the department of ELT is from other service than TurAF. However, there are three or four English Language teachers from TurAF and they also responded to the questionnaires and the recommendations will cover them as well since they will be reassigned to TurAF units and some of the TurAF English Language teachers can be assigned to GMMA. For the semi-structured interview questions, see Appendix F.

For the expectations of the institution, document analysis has been conducted as part of social research. Documents have been reviewed in order to investigate what the goals and objectives of the TurAF in general and TurAF divisions (Turkish Air Force Academy (TurAFA), Air NCO Collage, Air Force Language School (AFLS), Bursa Işıklar Air High School (BIMAHS), 16 Birlik Yabancı Dil Eğitim Merkezi (BYDEM), and Gülhane Military Medical Academy (GMMA)) in specific are.

3.5. Data Analysis

Primarily, data derived from the questionnaires were analyzed by SPSS and interpreted. Second, related documents were analyzed by the researcher. Third, semi-structured interviews, conducted with ELT managers and learners, were transcribed and analyzed by the researcher. For the statistical outputs of the analyses, see Appendix I.

3.6. Summary

In general, the present study aimed at identifiying professional needs of FL teachers in the TurAF through actual needs analysis. The needs of the teachers were identified through data from the teachers themselves, their managers, their learners, and the scripted

documents stating the English Language aims of the institution. Answers to the below research questions were identified in the study:

1. What are the practical and theoretical needs of English Language teachers?

2. How do English Language teachers perceive in-service training (INSET) programs?

3. What are the expectations of English Language teachers of an INSET program?

4. What are the expectations of the learners from English Language teachers?

5. What are the expectations of ELT Mangers from English Language teachers in terms of professional practice?

6. What are the expectations of the institution from the English Language teachers?

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter of the thesis, the findings of the research will be discussed in accordance with the research questions stated above. Moreover, there will be a discussion section evaluating the overall results of the findings.

4.1. The Uniqueness of the Context of the Present Study

The very uniqueness of the proposed model stems from the fact that it has NOT been proposed depending on the hypothetical considerations created on the desks rather it has been proposed depending on the real assets coming from four intersecting sources: the institution, the managers, the learners, and the teachers themselves. Another aspect of the present study result from the fact that there has not been such an investigation as to how the institution can support English Language teachers for them to better perform their missions at such a comprehensive level. Rather, there have been many proposals, ideas, and recommendations as to why they cannot teach better. It is also the other aspect which the researcher finds important from the scope of English Language teacher development that this study will influence the whole Turkish Armed Forces in terms of the perception of teacher education and training, especially for English Language teachers.

It is also woth mentioning here that there is not a standard INSET program in the TurAF. There is an orientation and induction phase for the fresh beginners; however, it is only at the very begining of the teachers' career and it is weak in terms of content (for the ideas of teachers pertaining to the INSET programs offered in TurAF, see Chapter IV Section 2 Part II Items 5 through 9 below). Therefore, proposing a Teacher Development model is of great importance for the institution. The very study aims at fulfilling this vacancy as well.

4.2. Results and Item Analyses

In this section, descriptive results and item analyses of the survey research findings will be presented part by part. Also, document analysis and qualitative findings of the

study will be presented respectively. Within this scope, the target population of the research is (civillian and military 109) EL teachers working for the TurAF and accessible population is 64 EL teachers and ELT managers. The teachers work at various sub-institutions in TurAF like TurAFA, BIMHS, TurAF NCO Collage, TurAF LS, GMMA, BAYDEMs, and various administrative tasks. There are samples from all the sub-institutions mentioned. It is important to note here that one participant was excluded from the research analysis since s/he took the questionnaire but kindly explained that s/he could not go on with other sections due to the fact that s/he was 'far away from the field.' Therefore, the analyses will be based on responses of the remaining 63 participants.

Primarily, correlation analysis was conducted and it was realized that there are significant correlations among the variables as can be seen below. It indicated that there are correlations between source and being aware of the concepts related to ELT, between being aware of TD programs and level of education, between being aware of concepts related to ELT and level of education, between PD activities and level of education of the participants. As for the experience variable, it can be concluded that the experienced teachers either rehearsed themselves or the newly recruited teachers give more priority to PD activities.

Correlations among Variables*

Table 5

Correlations among Variables

Items	Experience	Source	Level of Education
Part_I_11 *(TD Programs)*	×	×	√
Part_I_13 *(Concepts Related to ELT)*	×	√	√
Part_II_3 *(Areas in ELT)*	×	×	×
Part_III *(Perceptions about INSET Programs)*	×	×	×
Part_IVA *(PD Activities)*	×	×	√
Part_V_3 *(Perceived Needs of EL Teachers)*	×	×	×

* Spearman's Correlation (correlation is significant at the 0,01 or 0,05 level)

Table 6

Correlation Statistics*

Items		Experience	Source	Level of Education
Spearman's rho *(TD Programs) Correlation Coefficient*		.062	.002	.004*
Sig. (2-tailed)		.653	.978	.359
N		63	63	63
(Concepts Related to ELT) Correlation Coefficient		.034	-.034**	.034**
Sig. (2-tailed)		.983	.000	.000
N		63	63	63
(Areas in ELT) Correlation Coefficient		.210	.081	.891
Sig. (2-tailed)		.783	.693	.873
N		63	63	63
(Perceptions about INSET Programs) Correlation Coefficient		.087	.768	.028
Sig. (2-tailed)		.647	.747	.605
N		63	63	63
(PD Activities) Correlation Coefficient		.060	.137	.064**
Sig. (2-tailed)		.873	.573	.001
N		63	63	63
(Perceived Needs of EL Teachers) Correlation Coefficient		.507	.301	.654
Sig. (2-tailed)		.753	.643	.954
N		63	63	63

* Spearman's Correlation (correlation is significant at the 0,01 or 0,05 level)

As can be seen in the tables above, there is no correlation between experience and stated parts of the survey. As for the source, there is only significant correlation between the source and being informed about concepts in ELT like corpus linguistics, lifelong learning, and learner autonomy. This is to say that those coming from ELT departments at BA level are more informed about them campared to those coming from the other departments. When we look at the correlation between level of education and other parts, there are significant correlation between level of education (BA, MA, and PhD) and Part_I_11 (being informed about teacher development programs), Part_I_13 (being

informed about concepts related to ELT), and Part_IVA (frequency of professional development activities). This is to say that the more the level of education of the participants increase the more they are informed about teacher development programs, the more they are more informed about concepts related to ELT, and the more frequently they follow professional development activities.

Comparisan Tables

Source of the participants vs. being informed about concepts related to ELT
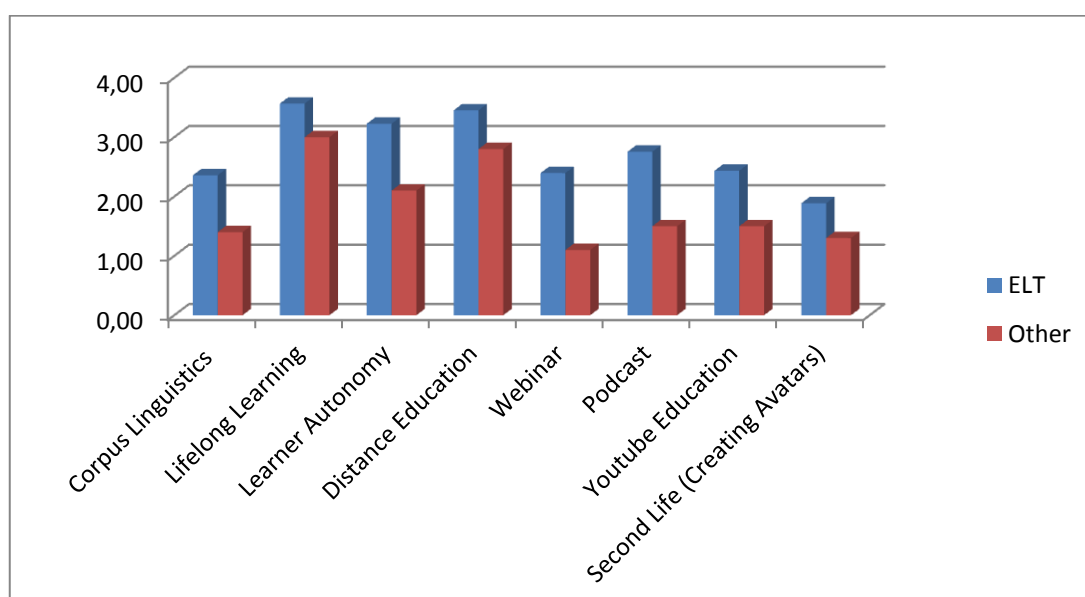
Figure 6. Source of the participants vs. being informed about concepts related to ELT

As can be seen in the figure above, there is negative correlation between the source of participants and being informed about concepts related to ELT. This is to say that graduates of ELT departments at BA level from the universities are more informed about the concepts than those who are graduates of other departments like American Language and Literature and Linguistics.

Level of education of the prticipants vs. being informed about teacher development programs

When we look at the correlation between level of education and being informed about teacehr development programs, there is significant correlation. The more the level of the participants increase the more informed they become as can be seen in the figure below. However, for the last three items, MA holders are more informed than BA and PhD level. In general, Cambridge ESOL teacher development programs are more popular than the others among the participants according to the results of the questionaire. Similarly, participants did not list any other additional teacher development program in the spaces provided as well.
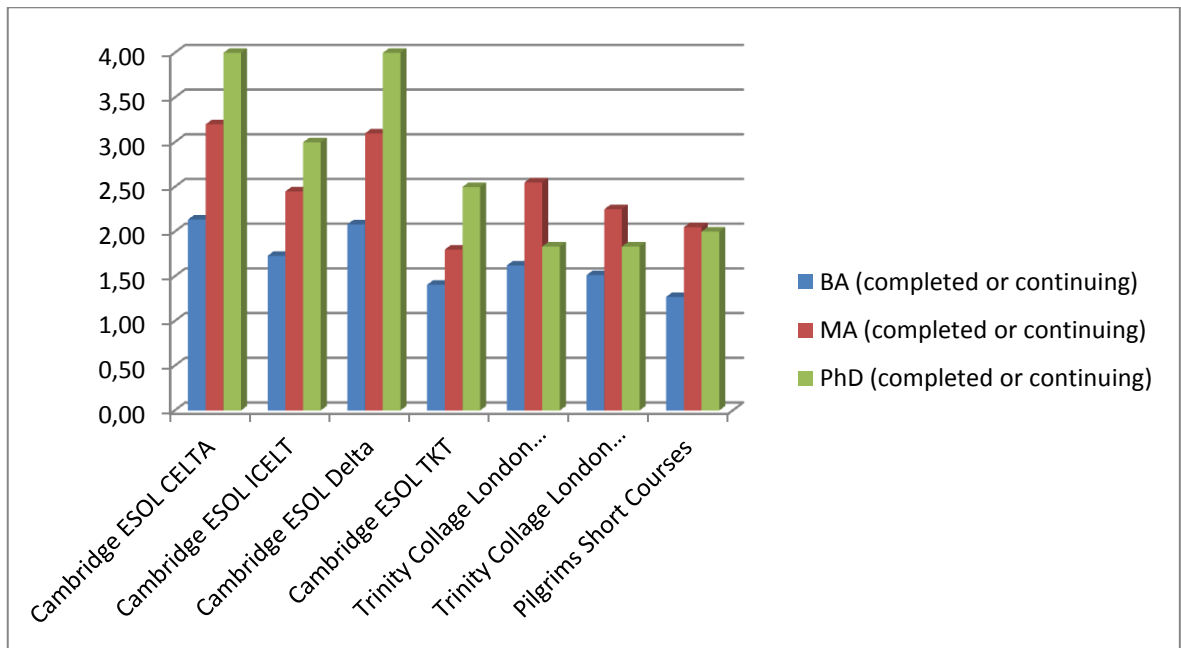
Figure 7. Level of education of the prticipants vs. being informed about teacher development programs

Level of education of the prticipants vs. being informed about concepts in ELT

As can be seen in the figure below, the more the level of education increases the more informed the participants about concepts in ELT are.
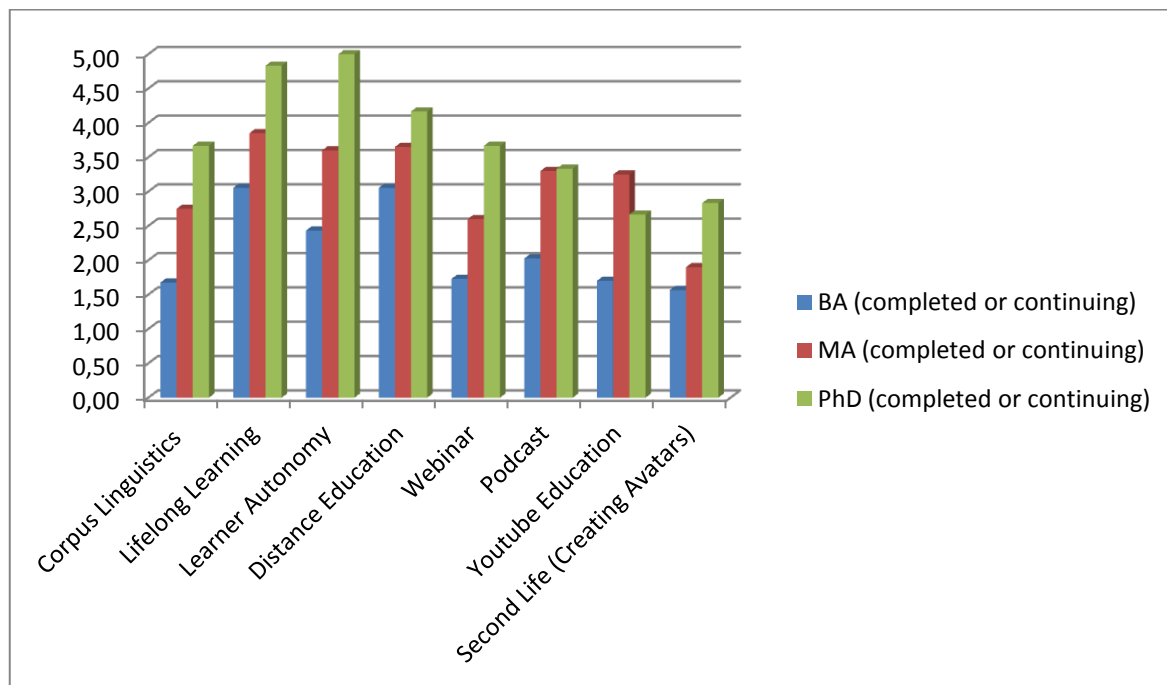
Figure 8. Level of education of the prticipants vs. being informed about concepts in ELT

Level of education of the prticipants vs. frequency of professional development activities
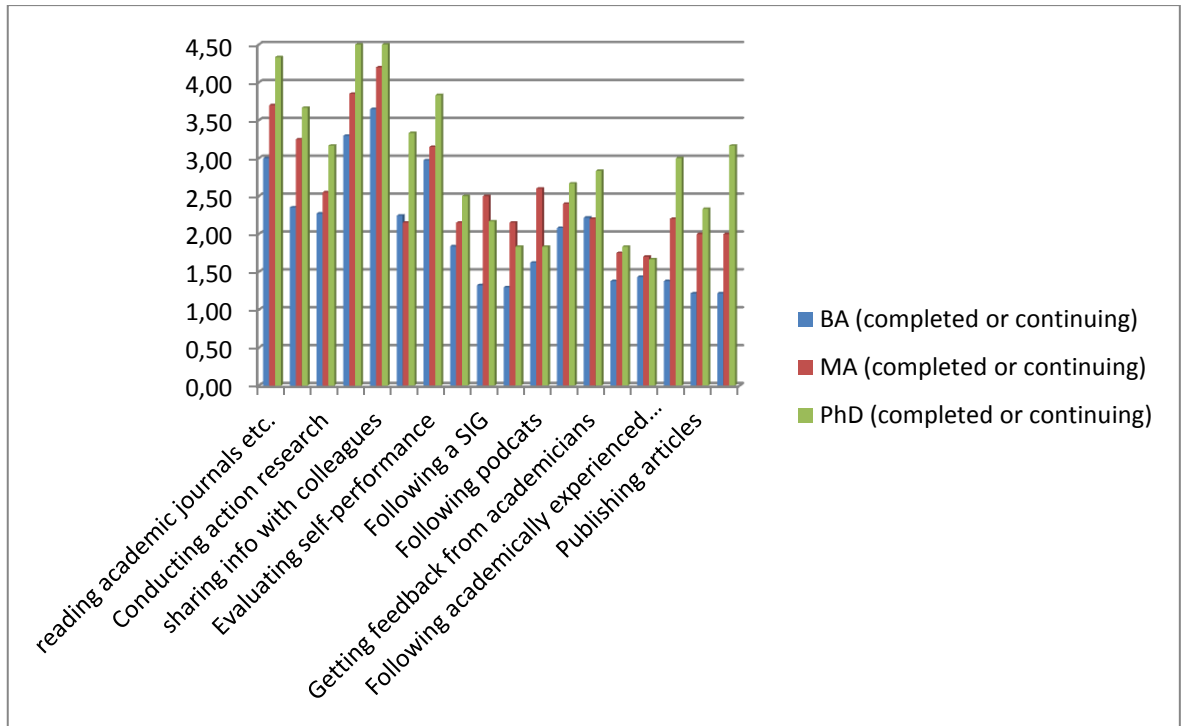
Figure 9. Level of education of the prticipants vs. frequency of professional development activities

As the figure above shows, the more the level of education of the participants increase the more frequently they attend professional development activities.

Apart from those analysis among correlated variables, the core of the analysis below is based on descriptives appealing to all the participants.

Part I *(Demographic Information)*

The first part of the questionnaire included demographic information in order to investigate the present profile of the participants.

Demographic Information

Table 7

Variables of the Participants

	AGE			GENDER			Out of Coutry Experience	
Age	**f**	**%**	**Gender**	**f**	**%**	**OCE**	**f**	**%**
24-35	40	63.5	***Male***	48	76.2	***Yes***	52	82.5
36-45	18	28.5	***Female***	15	23.8	***No***	11	17.5
46-53	5	8						

Of the 63 participants, the youngest teacher is at the age of 24 whereas the oldest teacher is 53. The mean of the participants' age is 33.9. The mod is 28 and 29 with a percent of 11.1 for each. When we think of the overall age prfile, we can divide the age groups into three: age groups between 24-35, between 36-45, and between 46-53.

As can be seen in the table above, majority of the FL teachers can be asserted as dynamic with a percentage of 63. Of the 63 participants representing the target population, only five are above the age of 46 which also verifies dynamism and potential of the teachers.

As can be seen in the table above, of the 63 participants, 48 is male whereas 15 is female. This is to say that 76.2 percent of the participants are male whereas 23.8 percent are female.

When we consider the out of Turkey experience of the EL teachers, 52 of them have this whereas 11 of them do not. The percentages are 82.5 to 17.5 as can be seen in the

table above. Of the participants who have been abroad, 95% have been to English speaking countries like the USA or the UK for training purposes ranging from six weeks to nine months in total. The language of communication was English for all of them.

As for the graduation year, we can combine the graduation year and the year when the participants started teaching English since majority of them started one year after graduation. Therefore item four, which shows the year the participants started teaching English, will be analyzed here in. The earliest date of graduation and career start dates back to 1985 whereas the latest one is 2012 which is quite fresh in terms of experience. The issue of experience will be discussed below in detail.

Table 8

ELT Experience

ELT Experience	1-6 Years	7-12 Years	13-18 Years	19-24 Years	25+ Years
f	19	20	16	6	2
%	30.2	31.7	25.4	9.5	3.2

As for the experience of the EL teahcer who paricipated in the research, the numbers and percentages can be seen in the table above. Based on the findings, it can be stated that there is a pyramid like profile of the teachers in the TurAF. There are fewer teachers with more than 20 years experience whereas there are more theachers with less experience respectively.

When we look at the experiences per level, the means of lower level that the FL teachers worked with is the highest with a means of 5.9 years whereas the means of higher levels is 3.6 which shows that tachers work with lower levels most.

When we consider the BA level sources of the participants, we see that the majority of them are graduates of ELT departments of universities. 84.1% of the participants graduated from ELT departments whereas 14.9% graduated from non-ELT departments.

As for the level of education of the participants, 37 (58.7%) of them have MA, 20 (31.7%) of them have MA, and 6 (9.6) of them have PhD in various areas from ELT to Educational Sciences. The percentages are also shown on table below.

Awareness of Teacher Training Programs

As for the issue of awareness of the teacher training programs, the participants give ample evidance of their level of awareness of popular INSET programs. I general, the paticipants stated that their awareness level of popular INSET programs is below 2.60 on average. In terms of experience, awareness of teacher development progrms depending on experience does not vary much. In terms of statistical analysis of the data, there is no significant coorelation between experience and awareness of popular INSET programs. In addition to that, no other qualification was mentioned here on the questionnaires.

Certificates and Diplomas

Majority of the teachers have not taken any INSET programs (69.9%). On the contrary, only few took (30.1%): one Celta, one Delta, and four other qualifications plus pedagogical formation and in-house INSET program.

Table 9

Awareness of Teacher Training Programs

Experience	f	%	Cambridge ESOL CELTA	Cambridge ESOL ICELT	Cambridge ESOL Delta	Cambridge ESOL TKT	Trinity Collage London CertTEFL/TESOL	Trinity Collage London DipTEFL/TESOL	Pilgrims Short Courses
1-3 Years	*10*	*15.9*	2.40	1.80	2.30	1.40	1.80	1.80	1.40
4-6 Years	*9*	*14.3*	2.11	2.00	1.78	1.78	1.56	1.56	1.11
7-9 Years	*6*	*9.5*	1.83	1.50	1.67	1.33	1.33	1.33	1.17
10-12 Years	*14*	*22.2*	3.00	1.71	3.14	1.50	1.93	1.50	1.43
13-15 Years	*8*	*12.7*	3.13	2.88	3.13	2.13	2.88	2.63	2.50
16-18 Years	*8*	*12.7*	2.50	1.88	2.50	1.13	2.00	1.88	1.75
19-21 Years	*2*	*3.2*	3.50	3.00	3.00	3.00	1.50	1.50	2.50
22-24 Years	*4*	*6.3*	3.50	3.50	3.50	2.50	2.50	2.50	2.00
25+ Years	*2*	*3.2*	2.50	2.00	2.50	1.00	1.50	1.00	1.00
Total	*63*	*100*	**2.65**	**2.08**	**2.59**	**1.63**	**1.94**	**1.78**	**1.59**

Awareness of Various Concepts Related to ELT

When we look at the various concepts related to ELT, we see that except for three concepts (lifelong learning, learner autonomy, and distance education), general awareness of the concepts asked is below 2.56 as can be seen in the table below. Statistically, there is not coorelation between experience and awareness of those concepts participants.

In sum, this demographic information will be significant in the analysis of the data in accordance with the research questions below. Apart from this, the above analyzed data give us the idea of who we are aiming at for the proposal of our Teacher Development Model for the present study.

Table 10

Awareness of ELT Concepts

Experience	f	%	Corpus Linguistics	Lifelong Learning	Learner Autonomy	Distance Education	Webinar	Podcast	YouTube Education	Second Life (Creating Avatars)
1-3 Years	*10*	*15.9*	2.20	3.30	3.20	2.80	2.00	2.50	2.60	2.10
4-6 Years	*9*	*14.3*	2.22	3.22	3.33	3.22	2.33	2.44	1.89	1.78
7-9 Years	*6*	*9.5*	1.67	3.67	2.83	3.67	2.17	3.17	2.50	2.00
10-12 Years	*14*	*22.2*	2.29	3.64	3.36	3.36	2.07	2.50	2.00	1.50
13-15 Years	*8*	*12.7*	2.63	3.88	3.13	3.63	2.63	3.38	2.88	2.00
16-18 Years	*8*	*12.7*	2.25	2.88	2.25	3.00	1.63	2.38	2.00	1.38
19-21 Years	*2*	*3.2*	2.00	3.00	3.00	4.00	3.00	2.00	2.50	3.00
22-24 Years	*4*	*6.3*	2.50	4.50	3.50	4.50	3.00	2.00	3.00	2.00
25+ Years	*2*	*3.2*	1.00	3.00	1.50	3.00	1.50	1.00	1.00	1.00
Total	*63*	*100*	**2.21**	**3.48**	**3.05**	**3.35**	**2.19**	**2.56**	**2.29**	**1.79**

Part II (*Self-Perception of Profession*)

Part II of the questionnaire aimed at identifying the self-perception of profession of the participants.

For the **first** item, of the 63 participants 56 agreed that INSET is necessary for FL teachers whereas 7 of them disagreed as can be seen below.

Item (Part_II_1)*	Agree		Disagree	
	f	%	f	%
I think INSET is necessary for EL teachers.	56	88.8	7	11.2

* N=63

As for the **second** item, of the 63 participants 58 agreed that s/he feels competent in the profession whereas only 5 disagreed on this as can be seen below.

Item (Part_II_2)*	Agree		Disagree	
	f	%	f	%
I feel competent enough in terms of my profession.	58	92.0	5	8.0

* N=63

As for the **third** item series, there are various opnions about the most appropriate technique/method/approach as can be seen below. However, task-based, eclectic, and communicative language teaching are the top three items as the most appropriate one according to the participants.

Part_II_4	technique/approach/method	f
a	Grammar-Translation	10
b	**Communicative Language Teaching**	**35**
c	Audio-Lingual Method	13
d	Suggestopedia	7

e	Direct Method	5
f	Natural Approach	19
g	Whole Brain Learning	8
h	CBI/CLIL/ESP	14
I	**Task-Based**	**24**
j	The Silent Way	4
k	NLP	6
l	Community Language Learning	5
m	**Eclectic Method**	**31**
n	Other	6

As for the **forth** series of items, the participants stated the following areas as they need to improve themselves through a Likert scale survey (agree-disagree continuum);

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	Theoretical Information about Linguistics and Language Learning	63	1	5	2.77	1.50
2	Language Learning Methods	63	1	5	3.08	1.61
3	Lesson (Instruction) Planning	63	1	5	2.87	1.52
4	Course Material Evaluation/Adaptation	63	1	5	3.22	1.53
5	Course Material Development	63	1	5	3.47	1.44
6	Lesson Activity Development/Design	63	1	5	3.40	1.54
7	Syllabus Design	63	1	5	2.80	1.47

8	Testing in ELT	63	1	5	3.20	1.56
9	Classroom Management	63	1	5	2.77	1.53
10	Self-Exploration	63	1	5	3.30	1.57
11	Teacher Training/Coaching	63	1	5	3.53	1.51
12	ESP/CBI	63	1	5	2.67	1.54
13	ELT Management	63	1	5	3.20	1.61
14	Research Methods in ELT	63	1	5	3.08	1.49
15	Corpus Linguistics	63	1	5	2.65	1.54
16	Lifelong Learning	63	1	5	3.15	1.49
17	Learner Autonomy	63	1	5	3.17	1.45
18	Distance Education	63	1	5	2.88	1.43
19	Webinar	63	1	5	3.10	1.50
20	Podcast	63	1	5	3.23	1.36
21	YouTube Education	63	1	5	3.38	1.37
22	Second Life (Creating Avatars)	63	1	5	3.53	1.42

As for the **fifth** item, of the 63 participants 31 stated that the institution had an INSET program whereas 32 stated it did not have as can be seen below.

Item (Part_II_5)*	Yes		No	
	f	%	f	%
Does the institution you are currently working at have an INSET program?	31	49.2	32	50.8

* N=63

As for the **sixth** item, of the 63 participants 11 stated that the institution offered INSET program for their profession whereas 52 stated it did not offer any.

Item (Part_II_6)*	Yes		No	
	f	%	f	%
Do you think the institution you are currently working at offers sufficient INSET program for your profession?	11	17.4	52	82.6

* N=63

As for the **seventh** item, there were 11 participants stating that the institution offered INSET program. Of those, only 1 stated that the program met their needs whereas the other 10 stated that the program did not meet their professional needs as can be seen below.

Item (Part_II_7)*	Yes		No	
	f	%	f	%
If your answer is YES for Item 6 above, does the INSET offered by the institution you are currently working at meet your needs?	1	9.1	10	90.9

* N=11

As for the **eighth** item, of the 11 participants stating that the institution offered INSET programs 2 stated that the program had been designed in accordance with the needs and scientific convention whereas 9 stated it had not been so.

Item (Part_II_8)*	Yes		No	
	f	%	f	%
If your answers for Items 5 and 6 are YES, do you think INSET program has been designed in accordance with your needs and scientific convention?	2	18.2	9	81.8

* N=11

As for the **ninth** item, of the 63 participants 18 stated that the institution they are currently working at employed qualified personnel capable of offering an INSET program for EL teachers whereas 45 stated the institution did not have such capable personnel as to offer INSET program as can be seen below.

Item (Part_II_9)*	Yes		No	
	f	%	f	%
Do you think the institution you are currently working at employs qualified personnel capable of offering an INSET program for EL teachers?	18	28.6	45	71.4

* N=63

Part III (*Perceptions about INSET Programs*)

Part III of the questionnaire aimed at identifying the perceptions of the participants about INSET programs. The results on a Likert scale survey (1-Disagree/5-Agree) are shown on the table below. It can be stated that participants highly agree the fact that INSET programs contribute to the profession of foreign language teaching.

I think ... (agree-disagree continuum)

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	...participating in the INSET programs will increase my confidence in the classroom.	63	1	5	4.12	0.98
2	... INSET programs will increase my theoretical knowledge in FL teaching.	63	1	5	3.39	0.95
3	... INSET programs will increase my practical skills in FL teaching.	63	1	5	4.00	1.03
4	... INSET programs will make me rethink about foreign language teaching performance.	63	1	5	4.10	0.97
5	... INSET programs will provide me with practical techniques ready to use in the EFL classroom.	63	1	5	4.10	0.90
6	... INSET programs will contribute to me in terms of theoretical frame for language learning and linguistics.	63	1	5	3.82	1.00
7	... INSET programs will contribute to me in terms of foreign language teaching methodology.	63	1	5	3.82	1.03
8	... INSET programs will contribute to me in terms of planning the lesson stages.	63	1	5	3.92	0.96
9	... INSET programs will contribute to me in terms of language teaching materials evaluation and adaptation.	63	1	5	4.05	0.91

10	... INSET programs will contribute to me in terms of language teaching materials development.	63	1	5	4.02	0.89
11	... INSET programs will contribute to me in terms of activity design for foreign language teaching classes.	63	1	5	4.05	0.87
12	... INSET programs will contribute to me in terms of curriculum development in foreign language teaching.	63	1	5	3.88	0.98
13	... INSET programs will contribute to me in terms of testing in foreign language teaching.	63	1	5	3.88	0.98
14	... INSET programs will contribute to me in terms of classroom management in foreign language teaching.	63	1	5	3.88	1.04
15	... INSET programs will contribute to me in terms of self –exploration in foreign language teaching.	63	1	5	3.90	1.04
16	... INSET programs will contribute to me in terms of teacher training/coaching in foreign language teaching.	63	1	5	4.15	0.90
17	... INSET programs will contribute to me in terms of ESP (English for Specific Purposes)/CBI (Content-Based Instruction) in foreign language teaching.	63	1	5	3.92	1.03
18	... INSET programs will contribute to me in terms of management in foreign language teaching.	63	1	5	3.97	0.94
19	... INSET programs will contribute to me in terms of research methods in foreign language teaching.	63	1	5	3.83	0.96
20	... INSET programs will contribute to teachers in terms of employing the most suitable foreign language teaching approaches.	63	1	5	3.95	0.96

Part IV (*Professional Development Activities*)

Part IV of the questionnaire aimed at identifying professional development activities of the participants. Identifying the reasons for not being able to attend PD activities was aimed here in this part of the questionnaire. The results on a Likert scale survey (1-Never/5-Always) are shown on the table below.

How often do you do the following activities as a means of Professional development?

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	Reading academic articles. journals, and books related to ELT.	63	1	5	3.40	1.04
2	Attending workshops, seminars, and courses related to ELT.	63	1	5	2.73	1.07
3	Conducting action research.	63	1	5	2.45	1.62
4	Cooperating with colleagues.	63	1	5	3.58	1.15
5	Sharing information with colleagues.	63	1	5	3.93	0.90
6	Peer observation (while they are lecturing).	63	1	5	2.30	1.28
7	Evaluating self performance.	63	1	5	3.15	1.35
8	Joining a teacher training association.	63	1	5	2.02	1.27
9	Following Special Interest Group (SIG).	63	1	5	1.78	1.56
10	Following webinars related to ELT.	63	1	5	1.62	0.99
11	Following podcasts related to ELT.	63	1	5	1.97	1.23
12	Following the academically experienced English Language teachers' lectures.	63	1	5	2.28	1.24
13	Getting feedback from the academically experienced English Language teachers.	63	1	5	2.33	1.17

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
14	Following the English Language teachers' (with CELTA or/and Delta) lectures.	63	1	5	1.57	1.09
15	Following the academically experienced English Language teachers' (with CELTA and/or Delta) lectures.	63	1	5	1.57	1.13
16	Conducting graduate studies.	63	1	5	1.80	1.22
17	Publishing articles in academic journals related to ELT.	63	1	5	1.58	1.08
18	Presenting academic papers related to ELT.	63	1	5	1.68	1.14

For the following section of Part IV, the results on a Likert scale survey (1-Not Effective/5-Very Effective) are shown on the table below.

Which of the following prevents you from participating professional development activities? Please indicate the degree of importance as well.

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	The workload.	63	1	5	4.00	1.24
2	Lack of motivation.	63	1	5	2.70	1.45
3	Shortage of institutional support.	63	1	5	4.12	1.83
4	Interventions of other tasks (tasks not related to ELT).	63	1	5	3.60	1.42
5	Non-suitable timetable (of working hours).	63	1	5	3.72	1.30
6	Non-suitable environment.	63	1	5	3.08	1.37
7	High cost.	63	1	5	2.70	1.41
8	Insufficient training activities.	63	1	5	2.60	1.53
9	Non-realistic training content of teacher training programs.	63	1	5	2.70	1.33
10	Being unaware of those teacher training programs.	63	1	5	2.38	1.58

Part V (*Perceived Needs of Englsh Language Teachers*)

Part V of the questionnaire aimed at identifying the perceived needs of the participants in terms of ELT.

For the **first** item, which aimed at investigating the needs of participants in terms of classroom instruction, of this part, the participanrts responded as the following table shows:

In terms of instruction of which of the following do you need to improve yourself?

Part_V_1	Areas	f
a	reading	15
b	writing	**28**
c	listening	26
d	speaking	**33**
e	grammar	8
f	vocabulary	21
g	pronunciation	**33**

As can be seen in the table above, participants stated in order that they need to improve themselves in terms of instruction of pronunciation (33), speaking (33), writing (28), listening (26), vocabulary (21), reading (15), and grammar (8).

For the **second** item, which aimed at investigating the needs of participants in terms of testing, of this part, the participanrts responded as the following table shows:

In terms of testing of which of the following do you need to improve yourself?

Part_V_2	Areas	f
a	reading	17
b	writing	**24**

c	listening	**21**
d	speaking	**40**
e	grammar	12
f	vocabulary	16
g	pronunciation	**21**

As can be seen in the table above, participants stated in order that they need to improve themselves in terms of testing of speaking (40), writing (24), pronunciation (21), listening (21), vocabulary (16), reading (17), and grammar (12).

As for the **third** item series, the results on a Likert scale survey (1-the least/5-the most) are shown on the table below.

In terms of which of the following do you need to improve yourself? To what extent?

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	Lesson planning in foreign language teaching.	63	1	5	2.10	1.23
2	Classroom management in foreign language teaching.	63	1	5	2.30	1.36
3	Defining learner variables in foreign language teaching.	63	1	5	2.58	1.31
4	Curriculum/Syllabus design in foreign language teaching.	63	1	5	2.72	1.25
5	Increasing learner motivation in foreign language teaching.	63	1	5	2.95	1.55
6	Developing assessment tools in foreign language teaching.	63	1	5	3.02	1.37
7	Providing constructive feed-back in foreign language teaching.	63	1	5	3.07	1.26

8	Using technology in foreign language teaching.	63	1	5	3.30	1.58
9	Using games in foreign language teaching.	63	1	5	3.42	1.36
10	Storytelling in foreign language teaching.	63	1	5	3.20	1.30
11	Drama in foreign language teaching.	63	1	5	3.18	1.35
12	Recent developments in foreign language teaching.	63	1	5	3.47	1.48
13	English for Specific Purposes (ESP) training.	63	1	5	3.35	1.49
14	English for Academic Purposes (EAP) training.	63	1	5	3.37	1.40
15	Content-based Instruction (CBI) training.	63	1	5	2.97	1.31
16	Teaching integrated skills.	63	1	5	3.37	1.45
17	Action research in foreign language teaching.	63	1	5	2.82	1.36
18	Preparing supplementary materials in foreign language teaching.	63	1	5	3.07	1.47
19	Teaching for exams (KPDS, Toefl, and IELTS, etc.).	63	1	5	3.00	1.51
20	Common European Framework of Reference for Languages: Learning, teaching, Assessment (CEFR)	63	1	5	2.95	1.41
21	In-call time management in foreign language teaching.	63	1	5	2.75	1.34
22	Teacher training/Coaching in foreign language teaching.	63	1	5	3.17	1.50
23	Peer Observation.	63	1	5	2.95	1.28
24	Practical teaching techniques.	63	1	5	3.33	1.34
25	Matreials evaluation and adaptation in foreign language teaching.	63	1	5	2.95	1.50
26	Theoretical knowledge of foreign language teaching.	63	1	5	2.40	1.18
27	Methods of foreign language teaching.	63	1	5	2.58	1.32

28	Developing course materials.	63	1	5	2.13	1.43
29	Designing activities for foreign language classroom.	63	1	5	3.33	1.42
30	Self-Exploration.	63	1	5	3.32	1.17
31	Management in foreign language teaching.	63	1	5	3.15	1.35
32	Research methods in foreign language teaching.	63	1	5	2.78	1.32
33	Task-based teaching/learning.	63	1	5	3.03	1.25

Part VI (*Preferences about Professional INSET Programs*)

Part VI of the questionnaire aimed at identifying the preferences about professional INSET programs of the participants. These data are expected to cater for the format of a prospective INSET program to be proposed in this study.

For the **first** item of this section, 79.4% of the participants stated that an INSET program should be voluntary whereas 20.6% stated it should be mandatory as can be senn in the table below.

How should an INSET program be?

Part_VI_1	Item*	f	%
A	voluntary	50	79.4
B	mandatory	16	20.6

* N=63

For the **second** item, participants preferred an INSET program to be in the format of workshop with a frequency of 43 and a percentage of 68.25 whereas the least preferred one was seminar with a frequency of 22 and a percentage of 34.92 as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

How should an INSET program be?

In the format of ...

Part_VI_2	Item	F	%
a	seminar	22	34.92
b	workshop	43	**68.25**
c	brain-storming (in the format of group of people)	35	55.55
d	extended training sessions	26	41.26
e	other	1	1.58

For the **third** item, participants preferred an INSET program to be in the target country with a percentage of 73.01 whereas the least preferred place for an INSET was another city with a percentage of 17.46 as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

Where should an INSET program be organized at?

At/in ...

Part_VI_3	Item	F	%
a	my workplace	23	56.50
b	a different center from my workplace	32	50.79
c	another city	11	17.46
d	the target language country (the UK, the USA, Australia)	46	**73.01**
e	on-line	11	17.46
f	other	1	1.58

For the **forth** item, the oarticipants preferred an INSET program to be held at a flexible schedule with a percentage of 66.66 and in the weekdays when there are no classes with a percentage of 61.90 whereas weekends in the morning was the keast preferred one as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

When should an INSET program be organized?

In/on/at ...

Part_VI_4	Item	f	%
A	weekends in the morning	4	6.34
B	the weekdays after work	6	9.52
C	the weekends	6	9.52

D	weekdays when there are no classes	39	**61.90**
e	a flexible schedule opt to change in accordance with varying needs	42	**66.66**
f	other	0	0

For the **fifth** item, the participants preferred an INSET program to be once a semester with a percentage of 30.15 and once year with a percentage of 28.57 whereas twice a week was the least preferred option as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

How frequent should an INSET program be organized?

Part_VI_5	Item	f	%
a	once a week	10	15.87
b	twice a week	6	9.52
c	once a month	9	14.28
d	twice a month	10	15.87
e	once a semester	19	**30.15**
f	once a year	18	28.57
g	other	5	7.93

For the **sixth** item, the participants preferred an INSET to be flexible with a percentage of 38.09 and 45 minutes long per session with a percentage of 36.50 whereas the least preferred one was 90 minutes long with a percentage of 4.76 as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

How long should each session of an INSET program be?

Part_VI_6	Item	f	%
a	30 minutes	8	12.69

b	45 minutes	23	36.50
c	60 minutes	6	9.52
d	90 minutes	3	4.76
e	flexible	24	**38.09**
f	in accordance with training objectives	14	22.22
g	other	0	0

For the **seventh** item, the participants preferred an INSET program to be delivered by a native speaker teacher trainer with a percentage of 66.66 whereas the least preferred delivery source was an expert or a group of experts from their institution with a percentage of 11.11 as can be seen in the table below. (The option 'other' was disregarded here but included in 'the qualitative comments' section.)

Who should conduct INSET programs?

Part_VI_7	Item	f	%
a	an expert or a group of experts from my institution	7	11.11
b	an expert or a group of experts from another institution	24	38.09
c	experts from both my institution and another institution	26	41.26
d	a native speaker teacher trainer	42	**66.66**
e	other	3	4.76

Part VII (*Teacher Trainers*)

In terms of TD, teacher educators or teacher trainers (for example Ellis, 1997; 2010) are also of great importance for an INSET program; however, it will not be elaborated much herein in terms of the scope of this paper. In order to investigate the ideas of the participants, TurAF FL teachers and ELT managers, about the features of teacher trainer Part VII of the questionnaire included six items aimed at identifying qualifications of teacher trainer for an INSET program. The seventh item is an open-ended one and included qualitative comments of the participants. In the first part of this section, quantitative results while in the second part will focus on the comments of the participants.

Quantitative Results

In the quantitative part of the Part VII: Teacher Trainer, the desired features teacher trainers were aimed. The first six items included five options. The participants were required to rank the options in order in terms of importance in their opinions in a scale of 1 through 5, 1 being the least important factor while 5 being the most important one. 13 participants (20,6 %) of 63 did not respond to this section of the questionnaire either because they did not want to or because they di not know how to respond.

When we look at the **first** item; the participants responded as follows:

How should the teacher trainer be selected? According to ...

Options	5		1	
	f	%	f	%
academic success	5	7.9	14	22.2
communication skills	10	15.9	3	4.8
experience in teacher training	**18**	**28.6**	3	4.8
experience in foreign language teaching	12	19.0	10	15.9
ability to use technology in foreign language teaching	8	12.7	**20**	**31.7**

It is clear in the table that, participants are of the opinion that teacher trainers should be selected according to their *'experience'* with a sum of 18 votes of 5 and with a percentage of 28.6. However, participants are of the opinion that *'ability to use technology in foreign language teaching'* is the least important factor when selecting teacher trainers for an INSET program (with a sum of 20 votes of 1 and with a percentage of 31.7).

As for the **second** item, the participants responded as follows:

What should the task of the teacher trainer be? To …

Options	5		1	
	f	%	F	%
inform the trainee teachers about the practices in foreign language teaching classroom	7	11.1	7	11.1
provide information about the recent developments in foreign language teaching	5	7.9	7	11.1
guide the trainee teachers in terms of reaching information in foreign language teaching	11	17.5	7	11.1
evaluate trainee teachers' teaching performance	10	15.9	**20**	**31.7**
be counselor for trainee teachers in terms of professional development and career in foreign language teaching	**21**	**33.3**	8	12.7

It is clear in the table that, participants are of the opinion that a teacher trainer's task should be *'to be counselor for trainee teachers in terms of professional development and career in foreign language teaching'* with a sum of 21 votes of 5 and with a percentage of 33.3. It can also be stated that participants are of the opinion that a teacher trainer's taks should not be *'to evaluate trainee teachers' teaching performance'* with a sum of 20 votes of 1 and with a percentage of 31.7 for an INSET program.

As for the **third** item, the participants responded as follows:

What should the competencies of the teacher trainer be in terms of teacher training practice? Related to ...

Options	5		1	
	f	%	f	%
provoking motivation towards the teacher training lessons	12	19.0	7	11.1
knowledge of techniques to be used in the teacher training lesson	10	15.9	11	17.5
providing constructive feedback to the trainee teachers	8	12.7	10	15.9
expressing herself/himself clearly in oral and written form	8	12.7	**17**	**27.0**
creating positive atmosphere among the trainee teachers	**15**	**23.8**	4	6.3

It is clear in the table that, participants are of the opinion that the competencies of a teacher trainer should be related to *'creating positive atmosphere among the trainee teachers'* with a sum of 15 votes of 5 and with a percentage of 23.8. The option 'provoking motivation towards the teacher training lessons' can also be counted here as effective since this option got 12 votes of 5. They are also of the opinion that a teacher trainer's competencies should not be related to *'expressing herself/himself clearly in oral and written form'* with a sum of votes of 17 and with a percentage of 27.0.

As for the **forth** item, the participants responded as follows:

What should the teacher trainer have in terms of communication skills?

Options	5		1	
	f	%	f	%
effective body language skills	2	3.2	**15**	**23.8**
sensitivity to the trainee teachers' needs	**19**	**30.2**	4	6.3
presenting topics in a funny way	7	11.1	11	17.5

being flexible in terms of assignments	7	11.1	9	14.3
creating synergy among the trainee teachers	**18**	**28.6**	10	15.9

It is also clear in the table that, participants are of the opinion that in terms of communication skills a teacher trainer should have *'sensitivity to the trainee teachers' needs'* with a sum of 19 votes of 5 and with a percentage of 30.2 and *'creating synergy among the trainee teachers'* with a sum of 18 votes of 5 and with a percentage of 28.6. Participants can be stated that they are of the opinion that a techer trainer does not necessarily need to use *'effective body language skills'* (with a sum of 15 votes of 1 and with a percentage of 23.8).

As for the **fifth** item, the participants responded as follows:

In what areas should the teacher trainer be competent?

Options	5		1	
	f	%	f	%
expertise in her/his field	**23**	**36.5**	8	12.7
applying what s/he is lecturing	11	17.5	3	4.8
experience in teacher training	6	9.5	3	4.8
theoretical knowledge in teacher training	2	3.2	2	3.2
being able to speak more than one language	11	17.5	**33**	**52.4**

It is clear in the table that, participants are of the opinion that teacher trainers should be competent in terms of *'expertise in her/his field'* with a sum of 23 votes of 5 and with a percentage of 36.5. They are also of the opinion that a teacher trainer should not necessarily need to be competent in terms of *'being able to speak more than one language'* with a sum of 33 votes and with a percentage of 52.4.

As for the **sixth** item,

What should the teacher trainer do in the course of training? S/he should be able to ...

Options	5		1	
	f	%	f	%
use audiovisual aids effectively	3	4.8	10	15.9
group the trainee teachers efficiently	8	12.7	8	12.7
create warm atmosphere among the trainee teachers	14	22.2	8	12.7
respond to the trainee teachers' needs	**21**	**33.3**	5	7.9
provide information about the use of the Internet in foreign language teaching	7	11.1	**17**	**27.0**

It is clear in the table that, participants are of the opinion that a teacher trainer should *'respond to the trainee teachers' needs'* in the course of training with a sum of 21 votes of 5 and with a percentage of 33.3. They are also of the opinioun that teacher trainers do not necessarily need to *'provide information about the use of the Internet in foreign language teaching'* with a sum of 17 votes of 1 and with a percentage of 27.0.

In order to cross-check the results another method was used here. The sums of each item were calculated using Microsoft Excel 2010 version. The results were found consistent as shown below (the numbers at the beginning of each option shows the frequency):

TEACHER TRAINER

> *List the items in order in terms of importance in your opinion.*
>
> *For example, 1: the least important; 5: the most important*

1. How should the teacher trainer be selected?

according to ...

<u>*Counts*</u>

180____c. experience in teacher training

174____d. experience in foreign language teaching

159____b. communication skills

132____a. academic success

120____e. ability to use technology in foreign language teaching

2. What should the task of the teacher trainer be?

to ...

184____e. be counselor for trainee teachers in terms of professional development and career in foreign language teaching

156____c. guide the trainee teachers in terms of reaching information in foreign language teaching

146____a. inform the trainee teachers about the practices in foreign language teaching classroom

144____b. provide information about the recent developments in foreign language teaching

126____d. evaluate trainee teachers' teaching performance

3. What should the competencies of the teacher trainer be in terms of teacher training practice?

related to ...

181____e. creating positive atmosphere among the trainee teachers

160____a. provoking motivation towards the teacher training lessons

149____c. providing constructive feedback to the trainee teachers

143____b. knowledge of techniques to be used in the teacher training lesson

122____d. expressing herself/himself clearly in oral and written form

4. What should the teacher trainer have in terms of communication skills?

185____b. sensitivity to the trainee teachers' needs

168____e. creating synergy among the trainee teachers

145____d. being flexible in terms of assignments

130____c. presenting topics in a funny way

127____a. effective body language skills

5. In what areas should the teacher trainer be competent?

182____a. expertise in her/his field

180____b. applying what s/he is lecturing

159____c. experience in teacher training

133____d. theoretical knowledge in teacher training

101____e. being able to speak more than one language

6. What should the teacher trainer do in the course of training?

s/he should be able to ...

183____d. respond to the trainee teachers' needs

182____c. create warm atmosphere among the trainee teachers

150____b. group the trainee teachers efficiently

125____a. use audiovisual aids effectively

117____e. provide information about the use of the Internet in foreign language teaching

Qualitative Comments of the Participants Pertaining to Teacher Trainer Qualifications

For the seventh item, the participants were required to briefly explain the features other than those specified by the former six items of a teacher trainer who will conduct an INSET program in the institution. Of the 63 participants, 23 responded to this item. The responses are grouped into sub-categories and analyzed below.

In terms of *native vs. non-native,* Teacher 1 commented *"... maybe native or non-native ..."*; Teacher 23 commented *"... must be a native speaker ..."* It can be seen in the

analysis of this sub-category that participants did not mention this issue much; therefore, this is not the issue for the respondents at all. It can be derived from the qualitative comments that teacher trainer can be either native or non-native. There are other criteria pertaining to the qualification of teacher trainers.

In terms of *experience*, Teacher 1 commented "... *experience is important* ..."; Teacher 3 commented "... *should have experience* ..."; Teacher 5 commented "... *should have experience of at least 15 years* ..."; Teacher 6 commented "... *should be knowledgable in ELT... experience of teaching* ..."; Teacher 12 commented "... *should be experienced* ..."; Teacher 14 commented "... *should have substential recent and varied ELT experience* ..."; Teacher 18 commented "*a well-read and experieced teacher.*"; Teacher 23 commented "...*must have experience in her field ... must be well-informed about the theoretical knowledge in teacher training* ..."; Teacher 31 commented "... *extensive experience and knowledge...*"; Teacher 40 commented "... *competent in his field ... much experienced* ..."; Teacher 41 commented "*knowledgeble and self-confident*"; Teacher 44 commented "...*should have experience* ..."; Teacher 45 commented "... *experience in teacher training..., experience in language teaching*"; Teacher 47 commented "*must be expertise in her/his field*"; Teacher 56 commented "... *expert in the field, having sufficient experience and theoretical and practical knowledge* ..."; Teacher 62 commented "... *knowing techniques of teacher training.*" It can be derived from the 17 responses that participants are really conserned about the experience of the teacher trainers on the part of active teaching and teacher training compared to the other sub-categories.

In terms of *multilinguality* of the teacher trainers, only one teacher responded as follows (Teacher 1 commented) "... *more than one language other than native language...*" Respondents are not concerned about this at all.

In terms of *academic career*, Teacher 6 commented "... *may have academic career in ELT...*"; Teacher 41 commented "*practicioner*"; Teacher 48 commented "... *should be teaching at one of respected universities in Turkey and he/she should have PhD degree in his/her field.*"

In terms of *communication*, Teacher 3 commented "... *should have ability of good communication, positive personality* ..."; Teacher 5 commented "... *should not be boring ... should not be smug ... should be sociable and friendly* ..."; Teacher 7 commented "...*should*

be capable of expressing terms effectively ..."; Teacher 8 commented "*... should be positive...*"; Teacher 12 commented "*... should be kind towards trainee teachers ...*"; Teacher 15 commented "*... should be creative ...*"; Teacher 23 commented "*... effective communication skills, sensitivity teachers' needs, providing constructive feedback and guiding the teachers are preferable...*"; Teacher 31 commented "*... good communication skills ...*"; Teacher 40 commented "*... should be able to form a relaxed atmosphere ...*"; Teacher 40 commented "*an excellent reader*"; Teacher 41 commented "*extravert and emphatic, teach friendly*"; Teacher 44 commented "*... should have communication skills ... should know how to interact with the audience ... shuld use body language effectively ...*"; Teacher 45 commented "*... being flexible ... respond to the trsinee teachers' needs ...*"; Teacher 47 commented "*must create a warm atmosphere*"; Teacher 47 commented "*must be effective body language skills*"; Teacher 50 commented "*... must be able to respond to the trainee teacher's needs*"; Teacher 56 commented "*... hving a positive attitude ... being able to distinguish what trainers need and what they don't ...*"; Teacher 62 commented "*communication skills, creating warm atmosphere, being flexible.*" It can be derived from those qualitative comments that respondents are really concerned about communication skills of the teacher trainer.

Other qualifications and comments are as follows: Teacher 7 commented "*... highly motivated ...*"; Teacher 8 commented "*... should be applying what he/she provides to the trainees ...*"; Teacher 12 commented "*... she should suggest practical classroom activities, assessment techniques, and give constructive feedback ...*"; Teacher 14 commneted "*...should be familiar with types of classes and mateirals trainee teachers will use ...*"; Teacher 15 commented "*... should show the way of using theory in class ... should provoke motivation ...*"; Teacher 31 commented "*... good cultural background, enthusiasm to teach...*"; Teacher 49 commented "*being energetic, realistic, hardworking, honest*"; Teacher 56 commented "*... providing tips, encouraging creativity and questioning, being objective.*" Therefore, there are also various qualifications expected from the teacher trainers according to the respondents.

Based on both quantitative and qualitative data results, the most frequently expected features of a teacher trainer in an INSET program according to the participants are as follows;

1. A teacher trainer should be selected according to experience in teacher training rather than ability to use technology in foreign language teaching.

2. A teacher trainer's task should be counselling for trainee teachers in terms of professional development and career in foreign language teaching rahter than evaluating trainee teachers' teaching performance.

3. In terms of techer training practice, a teacher trainer should create positive atmosphere among the trainee teachers and provoke motivation towards the teacher training lessons rather than express herself/himself clearly in oral and written form for an INSET program.

4. In terms of communication skills, a teacher trainer should have sensitivity to the trainee teachers' needs rather than effective body language skills.

5. A teacher trainer should be competent in terms of expertise in her/his field rahter than being able to speak more than one language according to the participants of the present study.

6. During training sessions, a teacher trainer should respond to the trainee teachers' needs rather than provide information about the use of the Internet in foreign language teaching according to the participants of the present study.

7. A teracher trainer can both be native or non-native.

8. A teacher trainer should also have academic career to some extent.

9. A teacher trainer should also be motivated and energetic in terms of teacher training.

10. A teacher trainer should provide constructive feedback as well.

11. A teacher trainer should provide tips for in-class practice.

The Name and the Structure of TurAF INSET Unit

In order to identify the ideas of EL teachers and managers about the name of TurAF INSET Unit and the structure of this unit an adjacent questionnaire was given to the participants. The questionnaire was composed of two main parts: Part One was basically a poll about the name of the TurAF INSET Unit; Part Two was an open-ended question seeking to identify the participants' ideas about the structure of the unit. 54 Participants responded to the questionnaire.

For the first part, there were seven options coined by the researcher on what the name could be. The eighth and the last option was for the participant to propose another name s/he thought. The names coined by the researcher were as follows: *Developing Teachers, TurAF PDC (Turkish Air Force Professional Development Center), TurAF TDC (Turkish Air Force Teacher Development Center), TurAF LLC (Turkish Air Force Lifelong Learning Center), TurAF CIDER (Turkish Air Force Center for Instructor Development), TurAF Nuclear Unit for Teachers,* and *TurAF CSC (Turkish Air Force Caring and Sharing Center).* The result of the poll can be seen on the figure below:
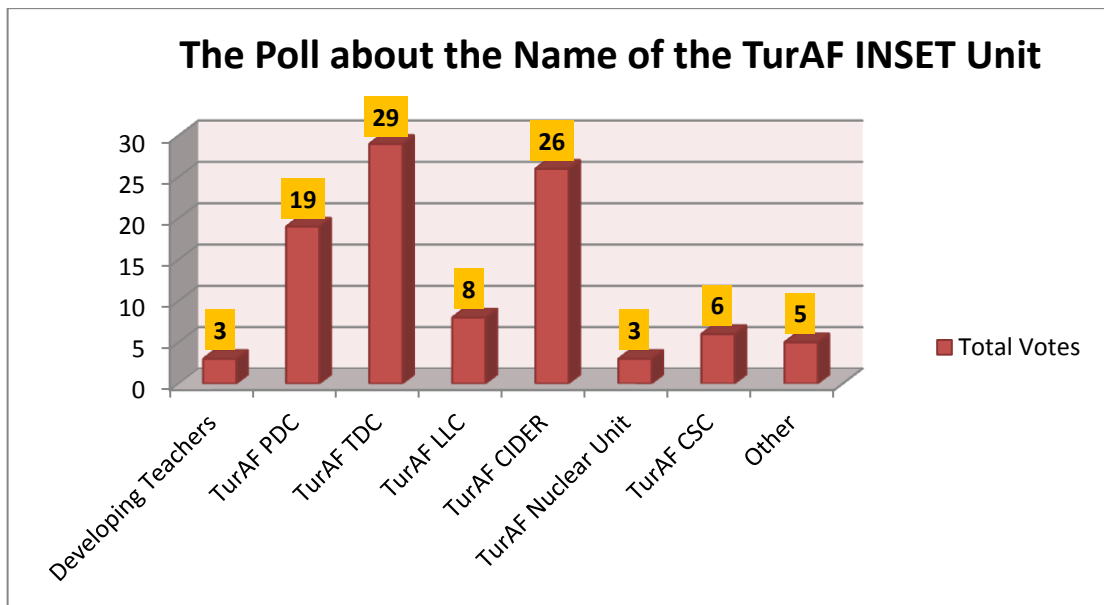
Figure 10. Name of TurAF INSET Unit

Of the participants, only five proposed another name for the unit. Respectively, of the names proposed **TurAF TDC** *(Turkish Air Force Teacher Development Center)* got 29 votes, **TurAF CIDER** *(Turkish Air Force Center for Instructor Development)* got 26 votes,

and **TurAF PDC** *(Turkish Air Force Professional Development Center)* got 19 votes. This data can be referred to in the future if the need to establish an INSET Unit in the TurAF.

As for the second part of the questionnaire, 24 participants stated their ideas on the questiopnnaire. Some of them only commented on the function and features of personnel of the unit whereas only a few commented on the structure.

Teacher 13 proposed that "*This unit should totally be civillian and trainers should be professional...*"; Teacher 23 proposed similar ideas *"... must be selected from other institutions than TurAF ... and must be native speakers...*"; Teacher 31 commented that "*Should be combination of civillian and military academic personnel...*"; Teacher 41 proposed a model composed of a few officers and NCOs in order to maintain coordination; Teacher 47 commented *"... it should compete with other academic counterparts ...*"; Teacher 48 also commented *"... should have a civillian academist as a manager ...*"; Teacher 50 similarly commented "*They should be civillian ... competent in their fields. Patronizing military teachers ... won't create an atmosphere of sharing ...*"; Teacher 58 stated in terms of the function of the unit "*The heads of the unit should be just organizers...*"; Teacher 59 emphasized the importance of commitment stating *"... known to be fully committed to teaching/learning ... if noone will listen to the unit, no need to bother!*"; Teacher 1 commented that "*can be personnel-based, not necessarily office-wise*"; Teacher 2 emphasized the importance of voluntariness commenting *"... a general coordinator and an assistant ... should be chosen on voluntary base...*"; Teacher 4 drew a scheme putting the General Staff in the center and other three services around it; Teacher 5 commented *"... no one should be superior to the other since s/he is the coordinator...*" emphasizing the importance of fairness rather than commenting on the structure on the whole; Teacher 6 also drew a scheme and centering Air Training Command as the coordinating unit under which he proposed a TurAF Foreign Language Instructor Development Center to which Turkish Air Force Academy (TurAFA), Air Force NCO Collage, Air Force Language School (TurAF LS), and Bursa Işıklar Air High School (BIMAHS) are directly affiliated; Teacher 9 directs the TurAF headquarters as the coordination center; Teacher 44 stated that *"... carried out be a unit at Air Force Headquarters... Air Force Language School should be Teacher Development Center for Air Force Language teachers.*"

It can be concluded from the qualitative comments of the teachers and managers that rather than the structure itself the profile of the personnel should be the issue. The personnel should have positive attitude towards the other colleagues and should have experience in teacher development activities and the personnel to be assigned there should be voluntering to serve in such a unit. In terms of structure, it can be affiliated to the TurAF Headquarters or TurAF Training Command according to the respondents.

4.3. Expectations of the Learners

Another component of the context analysis is the learners to whom target EL teachers will be delivering their massages. The learners' ideas, desires, expectations, and needs are important for an INSET model in that FL teachers are there for them. In other words, the ultimate aim of the institutions, teachers, and other components of education are there for the end product: the learner. For the present study these expectations of the learners from four various institutions, TurAFA, BIMAHS, TurAF NCO Collage, and TurAF LS, were collected through interviews and qualitative comments. BYDEMs were excluded here since TurAF LS would provide enough representative samples.

Five learners from each institution were interviewed and their comments were taken down. Their comments pertaining to the FL teacher qualifications were analyzed. As was mentioned above, the uniquness of TurAF LS stemmed from the fact that the learners were actively serving for the serices whereas the learners of the other three institutions were cadets, military students. Learners from the TurAF LS agree on the idea that FL teachers "*should serve as a guide as wll as delivering the lectures. According to the learners of this school, FL teachers should be knowledgable in the area and should have native-like pronunciation. S/he also should teach the kearners for the exams like YDS, and ECL.*" The other three schools' learners agree on the features of a FL teacher that s/he should be "*knowledgable, interesting in presenting the lessons, should incorporate fun into the lesson, should be non-boring, creative, and sociable.*" Especially the learners from TurAFA and BIMAHS state that "*FL teachers should join all kinds of activities with us, the learners. They also join military activities like we do...*" These are brief but non-academic expectations of the learners interviewed. More academically, the needs and ideas of the learners at TurAFA were studied by Pehlivan (2003).

4.4. Expectations of the ELT Managers

One of the important components of the context analysis is the expectations of the ELT managers from their teachers. ELT managers are basically experienced teachers who worked in a couple of the institutions of TurAF. Therefore, they are somehow familiar with the contexts of various institutions. The expectations of the ELT managers are obtained through semi-structured interviews as well as the questionnaire. Correlation analysis of the questionnaire results are discussed above; therefore, here in this section, qualitative findings of the interviews will be explained.

The researhcer visited each institution and interviewed the ELT managers one by one. Qualitative comments of the ELT managers were taken down and will be analyzed hereafter. The names of the ELT managers, whose profile will be explained below, are psedonyms.

The questions directed to the ELT managers were as follows:

1. Can you give brief information about your academic and professional background?

2. How do you define 'professional development (PD)' for English teachers?

3. Are there any PD activities in the department?

4. Do you feel a need to set up a 'teacher training unit' in the department/Turkish Air Force? Why?

5. Should the teachers receive training? Why/Why not?

6. What should the content of the teacher training program/s include? (Techniques, theories, methods and new trends, testing, materials development, classroom management etc…)

7. Should all the teachers be included in the training programs (novice and experienced)? Why?

8. What should be the drive for teachers to join PD activities: inner or outer motivation?

9. What are the unique characteristics of the institution in terms of teaching English and TD?

The responses of the managers will be elaborated question by question below:

As for the first question "Can you give brief information about your academic and professional background?", ELT Managers of TurAF ELT departments have varying academic backgrounds as can be seen on the table below.

Table 11

Academic Profiles of the ELT Managers of TurAF ELT Departments

ELT Manager	BA	BA Dept.	MA	MA Dept.	PhD	PhD Dept.	Experience
ALPHA	√	ELT	√	ELT	√	ELT	23 Years
BETA	√	ELT	×	×	×	×	27 Years
CHARLIE	√	ELT	√	Education	×	×	20 Years
DELTA	√	ELT	√	ELT	√	Education	21 Years

They all have their BA degrees from civillian universities (İzmir 9 Eylül University and Boğaziçi University) and ELT departments. ELT Manager ALPHA, ELT Manager CHARLIE, and ELT Manager DELTA hold MA degrees from ELT, Educational Sciences, and ELT respectively. ELT Manager ALPHA and ELT Manager DELTA hold PhD degrees, the former in the field of ELT and the latter in the field of educational sciences. When we look at the experience of the managers, they vary from 20 years to 23 years which can be counted as considerably important in terms of the scope of the present study in that they have worked in various divisions of TurAF; therefore, their repertoire is rich in terms of the expectations and real-life applications of foreign language usage. Their ideas and opinions about the requirements of a FL teacher are comprehensive. For istance ELT Manager ALPHA worked at three different military institutions, similarly ELT Manager BETA worked at two different military institutions, ELT Manager CHARLIE worked at only two military and three civillian institutions, ELT Manager DELTA worked at two different military institutions as well.

For the second question "How do you define 'professional development (PD)' for English teachers?", ELT Manager ALPHA viewed PD as part of academic studies and in-

service activities and commented "*academic studies like MA and PhD plus seminars and conferences including micro-teaching at the beginning of the term...*"; ELT Manager BETA viewed PD as in-service activities and commented "*...level group meetings, supervision teams, micro-teaching ...*"; ELT Manager CHARLIE viewed PD a necessity and commented "*...I think it is a must...*"; similarly, ELT Manager DELTA found PD indispensible and commented "*...it is a must... a challange... don't give up... olways one step ahead... academics is important... a way of employing philosophy of teaching...*" In sum, although ELT managers did not try to define what PD is, they viewed it important and a must for the FL teachers in the form of academic studies and some in-service activities.

For the third question "Are there any PD activities in the department?", ELT Manager ALPHA commented "*...definitely yes...*"; similarly, ELT Manager BETA commented "*Yes... micro-teaching, peer learning, pre-academic year seminars...*"; ELT Manager CHARLIE mentioned the difficulty of joining PD activities in their context and commented "*... we have limited time... and book introduction, experience exchange...*"; ELT Manager DELTA stated that they have PD activities and commented "*Yes. Pre-academic year in-house seminar... MA support... in-term activities...*" He also added that he supports post-graduate activities of the EL teachers in the department under his supervision as well. Based on these comments, it can be concluded that all four departments have various INSET activities either well-structured or not.

For the forth question "Do you feel a need to set up a 'teacher training unit' in the department/Turkish Air Force? Why?", ELT Manager ALPHA proposed that "*...it my not be appropriate to set up such a unit...*"; similarly ELT Manager BETA also commented that there is already a unit coordinating this by saying "*...there is a unit in TurAF for this...*"; however, ELT Manager CHARLIE commented on the need of such a unit and stated "*... I think we need it... had better have one...*"; ELT Manager DELTA stated that "*there is such a unit already ...not explicit but implicit...*" So, ELT managers have varying ideas on the issue of setting up a teacher training unit. However, the unit does not guide EL teachers in terms of career development although it keeps the records of professional development activities of FL teachers.

For the fifth question "Should the teachers receive training? Why/Why not?", ELT Manager ALPHA commented "*Yes in brief.*"; ELT Manager BETA commented "*Definitely yes.*"; ELT Manager CHARLIE commented "*Yes.*"; ELT Manager DELTA commented "*Of ocurse, yes.*" All the ELT managers agree on the importance of INSET and have the idea that teachers should receive tarining. Then comes the question of WHAT.

For the sixth question "What should the content of the teacher training program/s include? (Techniques, theories, methods and new trends, testing, materials development, classroom management etc…)",

ELT Manager ALPHA commented "*...teachers should be sent abroad for various purposes at least once in five years... the content may vary...*"; ELT Manager BETA commented "*...can be a variety of modules of materials development, methods, testing...*"; ELT Manager CHARLIE commented "*...should vary according to source and needs... should be based on preferences of FL teachers as well...*"; ELT Manager DELTA commented "*...the content should vary depending on the aims and objectives...*" As a researhcer, I expected this part to be larger; however, this part remained surprisingly short. Although I tried hard to dig into detail of what the managers think of INSET content, they revealed the aforementioned statements. It can be inferred from the comments of the ELT managers that although they agree on the need of INSET, they do not have clear-cut ideas and opinions about what the content of the INSET program should be. They roughly put forth the idea the need to identify the needs and the context in which any INSET program design will be implemented.

For the seventh question which is "Should all the teachers be included in the training programs (novice and experienced)? Why?", all ELT managers (ELT Manager ALPHA, ELT Manager BETA, ELT Manager CHARLIE, and ELT Manager DELTA) stated the idea to implement training in the service regardless of the experience of FL teachers. ELT Manager DELTA specifically stated that "*...the content may vary thgough...*"

For the eighth question "What should be the drive for teachers to join PD activities: inner or outer motivation?", ELT Manager ALPHA commented "*... the important thing is motivation... rather than the criteria of being voluntary or not. There should be criteria or requirement for the EL teachers depending on the level...*"; ELT Manager BETA commented "*...mandatory... they may not volunteer at all... so should be mandatory...*";

ELT Manager CHARLIE commented "...*should be mandatory... lack of devotion may be observed... should be mandatory-voluntary in a way...*"; ELT Manager DELTA commented "...*motivation should be intrinsic...*" In sum, two managers proposed the opinion that the drive should stem from intrinsic motivation whereas two others put forth the idea that it should stem from extrinsic motivation, that it mandatory.

For the ninth question "What are the unique characteristics of the institution in terms of teaching English and TD?", ELT Manager ALPHA commented "...*our unique characteristics is that we are high school... also our learners read 7.000-8.000 pages on average...*"; ELT Manager BETA commented "...*we train professional personnel not cadets, that is military students...*"; ELT Manager CHARLIE commented "...*our learners will need professional English... they will need to read technical orders related to their profession... they will not need productive skills professionawise...*"; ELT Manager DELTA commented "...*here is really dynamic... one of the cadets here will definitely be Chief of Air Force...*" Therefore, each institution has its own unique characteristics which will have references to the INSET model to be proposed at the end of this study.

In sum, these expectations of the ELT managers from the EL teachers will have implications for the INSET model to be proposed at the end of the present study.

4.5. Expectations of the Institution

In identifying the expectations of the institutions, the primary resource is the offical document with the call number HKY 164-10 (B) - Hava Kuvvetleri Yabancı Dil Eğitim Yönergesi, translated TurAF Fereign Language Education Regulation along with aims and objectives of the sub-divisions of TurAF, namely Turkish Air Force Academy (TurAFA), Air Force NCO Collage, Air Force Language School (TurAF LS), Bursa Işıklar Air High School (BIMAHS), Birlik Yabancı Dil Eğitim Merkezi (BYDEM). In general, HKY 164-10 (B) expects the TurAF personnel to have primarily English language proficiency in terms of all four skills (reading, writing, listening, and speaking) in order to carry out their missions overseas, in joint headquarters like NATO and UN as well as following recent developments in their respective fields of expertise.

The TurAF checks the level of proficiency through a number of tests and exams like YDS (Yabancı Dil Sınavı-Foreign Language Exam) formerly known as KPDS (Kamu

Personeli Dil Sınavı-Public EmployeeLanguage Proficiency Exam), Genel Dil Sınavı-General Language Exam, ECL/ALCPT-English Comprehension Level-American Language Course Placement Test, Stanag 6001 Exams, and TOEFL for further education purposes. It is inevitable that tests have knock-on effect which is to say that exams regulate understanding and perceptions of education in time. Respectively, YDS (Yabancı Dil Sınavı-Foreign Language Exam) formerly known as KPDS (Kamu Personeli Dil Sınavı-Public EmployeeLanguage Proficiency Exam) is the exam administered by the official boards aiming at testing reading comprehension and structure of the testees. Genel Dil Sınavı-General Language Exam is the exam administered by the Turkish Armed Forces General Staff for the military personnel only. The personnel is assigned to the overseas missions through the combination of YDS and Genel dil Sınavı in terms of proficiency in English apart from other qualifications. ECL/ALCPT-English Comprehension Level-American Language Course Placement Test is an exam administered by the USA officials and military personnel is required to take this exam when they are planned to be assigned for training purposes. For the details of the exam, see Appendix G. Stanag 6001 Exams are the ones required by the NATO. For the details of the proficiency requirements, see Appendix H. TOEFL is an axam admministered by ETS based in the USA aiming at four skills. TurAF personnel are required to take this exam if they want to go on their further education in the USA.

Apart from the general aims of TurAF identified in the ofiicial document mentioned above, the sub-divisions also have their own aims and objectives Turkish Air Force Academy (TurAFA) is one of the two main sources of officers for TurAF and the learners come from two sources: one from BIMAHS and the other from civillian high schools. General aim of TurAFA is to increase the proficiency levels of the cadets in terms of four skills. Starting from 2007, a content-based English Language Instruction prgoram is implemented in the school. Therefore, these are some of the unque chareacteristics of it. Similarly, Air Force NCO Collage recetnly has had the aim to increase the proficiency of the cadets in terms of four skills. Bursa Işıklar Air High School (BIMAHS) has the similar aim. Air Force Language School (TurAF LS) basically follows ALC books and aims at ECL in general; however, there are four skills aim as well. Birlik Yabancı Dil Eğitim Merkezi (BYDEM) almost has the identical profile as TurAF LS. The unique

charecteristics of the two institutions is that the learners are actively working personnel whereas the learners of the other three institutions are cadets, i.e. military students.

All the aforementioned features of the institution has references to INSET program design to be proposed as a result of this study.

In sum, these expectations of the learners from the EL teachers will have implications for the INSET model to be proposed at the end of the present study.

4.6. Results Related to the Research Questions

In this section, the results and findings will be discussed in relation to research questioxns for a more systematic and to the point explanations.

4.6.1. Results Related to the Research Question 1 and 2

The first research question is "What are the theoretical and practical needs of English Language teachers?" and the second is "How do English Language teachers perceive INSET programs?" The answer for this question comes from Part II and Part III of the questionnaire. 88.8% of the participants agree that INSET is a necessity for EL teachers although 92.0% of them feel themselves competent in the profession. Around half of the participants (50.8%) stated that their institution did not have an INSET program. 82.6% of the participants stated that their institution did not offer sufficient INSET programs for their profession. Those stating that their institution offered INSET programs 90.9% stated that it did not meet their professional needs and 81.8% stated that the program(s) was/were not designed in accordance with scientific convention. 71.4% of the participants think that the institution they were currently working for did not employ qualified pğersonnel capable of offering and INSET program for EL teachers. The participants stated various areas that they think tey need to improve as follows:

Serial	Items	N	Minimum	Maximum	Mean	Standard Dev.
1	Theoretical Information about Linguistics and Language Learning	63	1	5	2.77	1.50
2	**Language Learning Methods**	63	1	5	**3.08**	1.61
3	Lesson (Instruction) Planning	63	1	5	2.87	1.52
4	**Course Material Evaluation/Adaptation**	63	1	5	**3.22**	1.53
5	**Course Material Development**	63	1	5	**3.47**	1.44
6	**Lesson Activity Development/Design**	63	1	5	**3.40**	1.54
7	Syllabus Design	63	1	5	2.80	1.47
8	**Testing in ELT**	63	1	5	**3.20**	1.56
9	Classroom Management	63	1	5	2.77	1.53
10	**Self-Exploration**	63	1	5	**3.30**	1.57
11	**Teacher Training/Coaching**	63	1	5	**3.53**	1.51
12	ESP/CBI	63	1	5	2.67	1.54
13	**ELT Management**	63	1	5	**3.20**	1.61
14	**Research Methods in ELT**	63	1	5	**3.08**	1.49
15	Corpus Linguistics	63	1	5	2.65	1.54
16	**Lifelong Learning**	63	1	5	**3.15**	1.49
17	**Learner Autonomy**	63	1	5	**3.17**	1.45
18	Distance Education	63	1	5	2.88	1.43
19	**Webinar**	63	1	5	**3.10**	1.50
20	**Podcast**	63	1	5	**3.23**	1.36

21	**YouTube Education**	63	1	5	**3.38**	1.37
22	**Second Life (Creating Avatars)**	63	1	5	**3.53**	1.42

The participants have positive attitude toward INSET programs in that they agree that INSET programs will contribute to their professional development a lot. The mean scores of Likert-scale item series is between 3.83 and 4.12 (of 5) which also shows the general idea of the participants statistically in terms of perception of INSET programs. For more details of item analysis, see Chapter IV Part II and Part III above.

4.6.2. Results Related to the Research Question 3

The third research question is "What are the expectations of English Language teachers of an in-service training program?" The answer for this question basically comes from Part V and Part VI of the questionnaire. The participants stated the need to improve themselves in terms of teaching pronunciation, speaking, and writing; similarly, they stated the need to improve themselves in terms of testing speaking, writing, pronunciation, and listening respectively. The participants expect to improve themselves in terms of developing assessment tools in foreign language teaching, providing constructive feed-back in foreign language teaching, developing assessment tools in foreign language teaching, providing constructive feed-back in foreign language teaching, using technology in foreign language teaching, using games in foreign language teaching, storytelling in foreign language teaching, drama in foreign language teaching, recent developments in foreign language teaching, English for Specific Purposes (ESP) training, English for Academic Purposes (EAP) training, teaching integrated skills, preparing supplementary materials in foreign language teaching, teaching for exams (KPDS, Toefl, and IELTS, etc.), teacher training/coaching in foreign language teaching, practical teaching techniques, designing activities for foreign language classroom, self-exploration, management in foreign language teaching, and task-based teaching/learning.

As for the preferences of the participants about an INSET program, 79.4% of the participants stated that it should be on a voluntary base. 68.25% of the participants preferred that it should be in the format of workshops. 73.01% of them preferred INSET

program to be in the target language country like the UK, the USA, and Australia. 61.90% of the participants preferred INSET program to be in weekdays when there are no classes and 66.66% of them preferred it to have a flexible schedule opt to change in accordance with varying needs. 30.15% of them preferred INSET program to be orginized once a semester. 38.09% of them preferred the duration of an INSET session to be flexible. 66.66% of them preferred a native speaker teacher trainer. For more detailed preferences about teacher trainer, see Chapter III Part VII above.

4.6.3. Results Related to the Research Question 4

The forth research question is "What are the expectations of the learners from English Language teachers?" The answer for this question basically comes from Chapter III Section 4.5 titled 'expectations of the learners.'

4.6.4. Results Related to the Research Question 5

The fifth research question is "What are the needs of English Language teachers (if any) for an in-service training program according to ELT managers?" The answer for this question comes from qualitative comments explained in Chapter III Section 4.4 titled 'expectations of the ELT managers.'

4.6.5. Results Related to the Research Question 6

The sixth research question is "What are the expectations of the institution from the English Language teachers?" The answer for this question basically comes from Chapter III Section 4.3 titled 'expectations of the institution.'

4.7. Discussion

Based on the results and findings explained above, it can be proposed that teachers currently working in the TurAF view TD necessary and implementing an INSET program for EL teachers as a means of PD will be effective.

When we look at the correlations between the variables, there is not correlation between experience and any part of the questionnaire. There is negative correlation between source and being informed about basic concepts of ELT. This is to say that those teachers who graduated from ELT departments are more aware of thase concepts than ahose who graduated from other departments. The results indicate correlation between level of education of the participants and TD programs, being informed about basic concepts of ELT, and following PD activities. This result was not expected by the researhcer; therefore, a reliability test was administered and the results indicated that internal consistency of the items were quite high (see Appendix I).

As was mentioned above, there are four main sources of criteria supplier for an INSET program for the present study: the institution, the ELT managers, the learners, and the EL teachers. Respectively, expectations of the institution from the EL teachers were analyzed through document analysis, Expectations of the ELT managers from EL teachers were obtained through semi-structured interviews, expectations of the learners from their EL teachers were identified through semi-structured interviews, and expectations and perceptions of EL teachers pertaining to an INSET program were identified through a comprehensive questionnaire. Pertaining to INSET program for EL teachers, the identified results and findings in Chapter IV Section 4.2, Section 4.3, Section 4.4, and Section 4.5, revealed some jointly agreed dimensions from which all the four sources of data are devrived as was revealed in the analysis; therefore, an overlapping map would be practical in order to put forth what those areas were. Overlapping expectations were as follows as can be seen in the table below.

The responses here came from the aforementioned tools and methods of data collection the firs one being a comprehensive questionnaire and the others being semi-structured interviews and observation.

The first dimension identified is INSET on the whole. The present study investigated the necessity of INSET for EL teachers in this respect. Teachers themselves find it necessary to study at an INSET program durinng the service; similarly, institutional goals and ELT managers encourage EL Ts to study in the service as well. However, learner ideas were not collected in terms of necessity of INSET programs for EL teachers since they are not in a position to comment on this the researcher believed.

Table 12

Expectation Overlap Table

S/N	DIMENSION	Ts	Ls	MAN	INS
1	INSET	√	NA	√	√
2	PD	√	√	√	√
3	Testing	√	√	√	√
4	Materials Development	√	NA	√	√
5	Classroom Management	√	√	√	√
6	Methodology in ELT	√	√	√	√
7	Academic Studies	√	√	√	√
8	Extra Curricular Activities	√	√	√	×
9	Effecive Presentation Skills	√	√	√	×
10	Teacher Development Unit in TurAF	√	×	√	×
11	Out of Country Experience	√	√	√	√
12	Supervision	√	×	√	√
13	Native vs. Non-native	×	√	×	×
14	Experience	√	√	√	√
15	Multilinguality	√	√	√	×
16	Effecive Communication Skills	√	√	√	×
17	Enthusiasm to Teach	√	√	√	√

The second dimension identified is PD. Ts themselves, the institutional goals, all the ELT managers interviewed, and find professional development activities important and positive in terms of developing effective teaching skills and remaining up-date.

The third dimension identified is testing. Teachers find it important to incorporate testing module in a prospective INSET program as stated above. Institutional goals also direct the Ts to focus on testing as well in that there are a number of tests that the Ls will have to take. All the ELT Managers also find it important for the EL teachers to be well-informed about tests and testing in general due to various resons such as the neet to prepare tests. Therefore, incorporating testing module into the INSET program is important for the ELT Managers. Similarly, learners of all the sub-units somehow find it important to be informed about tests in English since they are aware of the fact that this is the way they will bw assigned to overseas posts.

The forth dimension identified is materials development. Teachers themselves want to either develop materials themselves or they want to be informed about MD processes. Although institutional goals do not directly require Ts to be engaged in such processes, they imply that Ts be engaged in the processes. For instance, the documents encourage authenticity which entails developing your own materials of instruction. ELT Managers are also of the idea that the Ts should somehow be aware of MD processes since the Ts will be selecting and using instructional materials in their classrooms. They are of the idea that MD module should be incorporated in an INSET program ever. Although learners were not asked anything about this dimension, they stated that they were more motivated when they used materials developed by their Ts.

The fifth dimension identified is classroom management. Ts, institutional goals, ELT Managers, and Ls find classroom management skills important for effective teaching and learning environment for EL teachers.

The sixth dimension identified is methodology in ELT. Ts, institutional goals, ELT Managers, and Ls find theoretical knowledge important for EL teachers. Teachers themselves, institutional goals, ELT Mangers, and even EL teachers expect their Ts to be knowledgeable.

The seventh dimension identified is academic studies. As was mentioned above, Ts, institutional goals, ELT Managers, and Ls find theoretical knowledge important for EL teachers. Teachers, institutional goals, ELT Mangers, and even EL teachers expect their Ts to be knowledgeable.

The eighth dimension identified is extra curricular activities. Extra-curricular activities refer to activities engaged out of academics and lessons like playing football and eating out with Ls. Ts, ELT Managers, and Ls find it necessary for EL teachers to engaged in these activities; however, institutional goals do not directly state this since the documents and regulations identify more general aims.

The ninth dimension identified is effective presentation skills. Except for the institutional goals, all the others find it important to have effective presentation skills on the part of EL teachers.

The tenth dimension identified is TD Unit in TurAF. EL Ts and ELT Managers in general find it important to have a TD Unit in TurAF whereas institutional goals do not directly refer to this. Learners were exempted from this dimension as well.

The eleventh dimension identified is out of country experience. Ts, institutional goals, ELT Managers, and Ls view it something positive to have out of country experience on the part of the EL teacher. It influences affective domain in terms of learning creating respect on the part of Ts when they have this experience.

The twelveth dimension identified is supervision. The term supervision refers to teachers being observed and guided by a senior instructor. Ts, institutional goals, and ELT Managers find it beneficial for the EL teachers. Ls were excempted from this dimension as well.

The thirteenth dimension identified is native vs. non-native issues. Ts, institutional goals, and ELT Managers do not view native EL teachers more effective than non-natvive EL teachers. Training and education in ELT is more important for them. However, Ls prefer native teachers whatsoever.

The forteenth dimension identified is experience. Ts, institutional goals, ELT Managers, and learners find experience important for EL teachers. However, Ts, ELT Managers, and Ls prefer not "too much" experienced teachers in their classrooms since they think too much experience would limit fun, creativity, and dynamics in the classrrom atmosphere.

The fifteenth dimension identified is multilinguality. Although institutional goals do not refer to this, EL teachers themselves, ELT Managers, and learners view Ts with

more than one language more interesting and more engaging. They state it adds to the EL teachers. Ts and ELT Managers also think that being multilingual is also important in that EL teachers should always have "the beginner's mind" in order to empathize with Ls.

The sixteenth dimension identified is effective communication skills. Institusional goals do not directly refer to this dimension. For Ts, ELT Managers, and Ls, EL teachers should have effecive communication skills apart from being knowledgeable in their respective areas.

The seventeenth dimension identified is enthusiasm to teach. Teachers should never lose thier enthusiasm to teach according to Ts, institutional goals, ELT Managers, and Ls.

CHAPTER V

CONCLUSION

In this chapter, firstly, overall conclusion of the study will be presented; secondly, pedagogical implications of the research will be elaborated; thirdly, limitations of the study will be explained; finally, there will be recommendations for further research.

A comprehensive report was conducted with 'top' 20 educational institutions around the world by McKinsey and in November 2010. According to this report, the most influential factor affecting those educational institutions' 'success' is the TEACHER (Mourshed, Chijioke, and Barber, 2010). Therefore, as brought out by this comprehensive report, it is of vital importance to 'invest' in teachers who are the interface between the aims and goals of a program and the end users or the clients, that is the learners. Similarly, Casteel and Ballantyne (2010, p. 5) consider teachers' 'professional development' as one of the three key elements in their report affecting learner and institution outcomes. The other two are teacher evaluation and school improvement. Moreover, there is a great difference between the traditional teacher and the one who is always trying to improve herself/himself (Aebersold and Field, 1997; Waters and Vilches, 2012) also indicated by the research (Akbari and Tajik, 2009). On the same spot, Turhan and Arikan (2009) found out in their study that both novice and experienced teachers found INSET (in-service training) and TD important for their actual and future teaching practices although they benefit differently. In this paper, only English Language teachers will be studied since it would entail thousands of pages to explain all of the teachers in other areas.

5.1. Overall Conclusion of the Study

Through a comprehensive questionnaire and data collection procedures, the needs and expectations of the institution, the managers, the learners, and the teachers themselves have been collected and analyzed. There are also recommendations for INSET trainer, preferences about delivery of the prospective INSET program, name of PD Unit for TurAF as well. The below table shows the joint expectations which will be referred in the model proposed.

Table 13

Expectation Overlap Table for the Model

S/N	DIMENSION	Ts	Ls	MAN	INS
1	Testing	√	√	√	√
2	Materials Development	√	NA	√	√
3	Classroom Management	√	√	√	√
4	Methodology in ELT	√	√	√	√
5	Academic Studies	√	√	√	√
6	Extra Curricular Activities	√	√	√	×
7	Effeive Presentation Skills	√	√	√	×
8	Out of Country Experience	√	√	√	√
9	Supervision	√	×	√	√
10	Effeive Communication Skills	√	√	√	×

In general, the institution expects the personnel to reach a level of proficiency in English that they can carry out English-requiring tasks especially those of NATO posts overseas. This level is checked through a number of exams like YDS, Genel Dil Sınavı, and ECL which were clarified in Chapter III above. The learners expects their EL teachers to be well-informed about their profession and they also expect their teachers to have higher level of proficiency in English as well. Specifically learners at BIMHS, TurAFA, and TurAF NCO Collage expect their teachers to socialize with them through 'halı saha maçı' (playing soccer indoors) or picnics etc. whereas learners from TurAF LS expect their teachers to guide them and teach how to learn and teach for the exams. Coming to ELT managers of the four institutions, they all agree on the need for INSET for the teachers basically along with varying expectations on the part of teaching style as was discussed in Chapter III above. As for the teachers, whose profile was identified in Chapter III Section

1 above, majority (88.8%) of the participants agreed that INSET is necessary for EL teacehrs. They thought that 'eclectic method' is the most suitable one. They state that they feel the need to improve themselves in terms of Language Learning Methods, Course Material Evaluation/Adaptation, Course Material Development, Lesson Activity Development/Design, Testing in ELT, Self-Exploration, Teacher Training/Coaching, ELT Management, Research Methods in ELT, Lifelong Learning, Learner Autonomy, Webinar, Podcast, YouTube Education, Second Life (Creating Avatars). This shows that the teachers feel the need to improve themselves in terms of technology in ELT as well. They also have the idea that the institution does not have sufficient INSET for EL teachers. They have the opinion that INSET programs are beneficial in terms of their career. There is a positive correlation between the level of education and PD activities. When it comes to the question of the reason of not participating PD activities, they state the reasons of the workload, shortage of institutional support, non-profession-related tasks, unsuitable working hours, and unsuitable environment. They also need to improve themselves in terms of teaching pronunciation, speaking, and writing; similarly, they need to improve themselves in terms of testing speaking, pronunciation, and listening respectivevly. They also stated their need in terms of practical classroom techniques as well. When we look at the INSET preferences, 79,4% of the participants stated that INSET should be voluntary in a manner of flexible schedule. A native speaker teacher trainer was also preferred. There are more preferences about teacher trainers as well.

In terms of the name of TurAF INSET Unit, **TurAF TDC** *(Turkish Air Force Teacher Development Center)* with 29 votes, **TurAF CIDER** *(Turkish Air Force Center for Instructor Development)* with 26 votes, and **TurAF PDC** *(Turkish Air Force Professional Development Center)* with 19 votes were the most popular ones.

In sum, it can be asserted based on the data obtained that the institution has not had a TT/TD programme except for sending EL teachers to the USA for short courses and language practice; therefore, there is a need for continious professional development policies and practices for the institution for EL teachers.

5.2. Pedagogical Implications of the Study

The findings of the study will be considered when proposing a professional development model for TurAF since these are the needs and expectations of the context within which teachers serve their purpose that is simply 'teaching English.' The below proposed model has been developed accordingly so to say.

5.3. Limitations of the Study

The expectations of the learners have been identified through personal experience, qualitative comments, individual interviews, and focus group interviews; similarly, the expectations of ELT managers have been obtained through interviews as well. Therefore, a well-structured questionnaire could have been developed for quantitative evaluation in order to identify the expectations of the learners and ELT managers from the English Language teachers.

5.4. Recommendations for Further Research

The proposed model can be implemented and the results of the effects of the proposed model in terms of its effects on teacher self-perception in the profession before and after, on learner achievement before and after or with or without, its effects on motivation od enthusiasm on learners, teachers, and managers can be identified through a well-designed social research with a number of tools and measures.

CHAPTER VI

TEACHER DEVELOPMENT MODEL for TurAF EL TEACHERS

In this chapter, a model will be proposed based on the aforementioned results of the study considering theoretical discussions and research findings about INSET. The model; however, will be based on both expert ideas and resarch findings. The model will be a frame in general and will benefit from expert ideas more whereas the content of the modules will basically benefit from the reseach findings more. In terms of the general frame of the proposed model, rather than quantitative results of teacher questionnaire, qualitative ideas of the teachers, the learners, the ELT managers, and the documents explaining the rules and regulations pertaining to EL education and training were made use of as was discussed in Chapter IV (for the details, see overlap table on page 114). To reword, the below proposed model answers to the question of *HOW* rather than *WHAT* in terms of INSET for TurAF. The content of modules will be determined according to the teacher questionnaire as a further part of the present study.

The details of the model are explained in the following sections.

6.1. Introduction

The present paper puts the TEACHER in the center since the researcher has the sole idea that it is the teachers who are the most important stakeholders of any educational institution and even the society. To reword, this study is a teacher-centered one. Within this scope, what teachers do in and out the teaching environments are influenced by a number of variables as can be seen in the figure below:

Figure 11. Teacher-Centered Approach

As can be seen in the figure, if the teachers are in the center of all in terms of education and training, it means that they are influenced by decision makers, policy makers, ELT Managers, learners, regulations of the institution, and the society in many aspects in which they live. These variables affect them in many ways from salary to motivation, from suitable working environment to achievable aims and objectives.

6.2. General Features of the Model

The TurAF Teacher Development Model mainly has two aims in nature: the first one aims at contributing to professional development of the teachers; the second one aims at contributing to language proficiency and the social aspect of target language development of the teachers who are the role models for the learners at all times.

6.3. General Frame of the Model
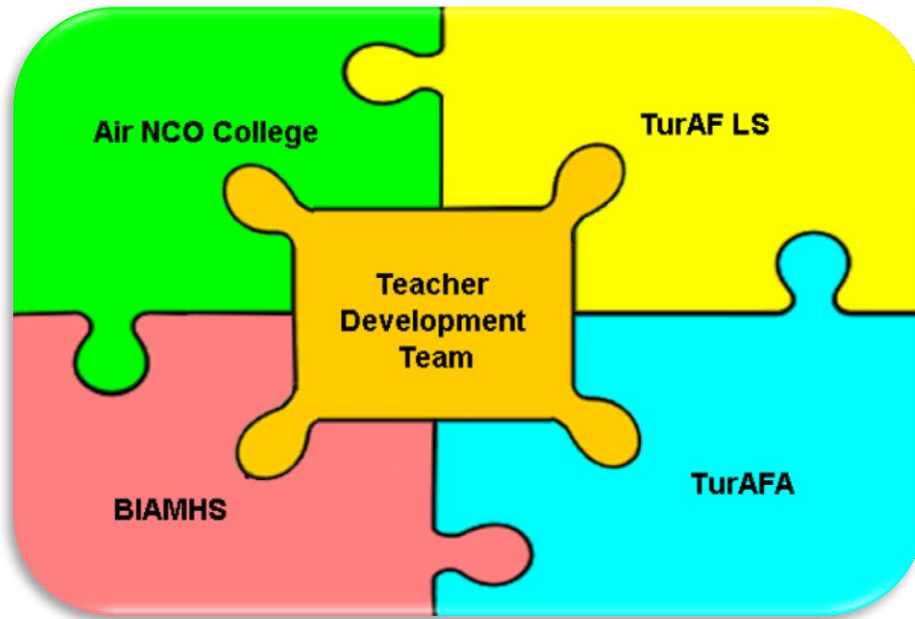
Figure 12. General Frame of TurAF TD Model

As the above frame indicates, there is a central body and there are local branches that continously interact with each other. As the figure shows above, each component of the model complements each other, i.e., one is not an alternative of the other. TurAF TD model is composed of a Teacher Development Team (TDT) based in the headquarters of the Turkish Air Force Air Training Command. Each school has a representative directly reporting to the TDT. The TDT is a mobile one, which is to say that there is not necessarily an office for the team in the headquarters. There are only members from various institutions both civillian and military based on their competencies explained below.

Teacher Development Team (TDT)

The TDT is not a structurally office-based one; rather, it is a mobile one and composed of five (civillian and/or military) academician members who:

- first and foremost have to complete TurAF TD modules 1 through 5 explained below,

- have to have PhD in ELT,

- have had language teaching experience,

- have studied TT theoretically,

- have had teacher development experience (as a trainee teacher),

- serve as a mobile TD expert,

- coach the school TD representatives,

- train EL teachers.

In other words, they will be in close touch with the school TD representatives and other teachers in all the schools and will always keep their fingers on the pulse in terms of teaching and learning context as well.

TDT Branch Leaders

There is a school representative in each school with certain qualifications. The TDT Branch Leader:

- serves as the point of contact for the school,

- will be responsible for orginising TD activities in the school.

In order to become a school representative, a teacher:

- has to complete the TurAF TD modules 1 through 5 explained below.

Features of Teacher Trainers According to the NA Process of the Present Study

According to the NA prcess of the present study, Part VII of the comprehensive questionnaire was related to the preferences of the participants about teacher trainer(s). The participants were requested to rank five options of six items aiming at identifying the features of TTs and the most desired and the least desired features were analyzed. According to that analysis,

1. The most desired features of TTs are as follow:

a. The teacher trainer should be selected *according to ...* **experience in teacher training.**

b. The task of the teacher trainer should be *to ...* **be counselor for trainee teachers in terms of professional development and career in foreign language teaching.**

c. The competencies of the teacher trainer should be in terms of teacher training practice *related to ...* **creating positive atmosphere among the trainee teachers.**

d. The teacher trainer should have **sensitivity to the trainee teachers' needs** in terms of communication skills?

e. The teacher trainer should be competent *in terms of* **expertise in her/his field.**

f. The teacher trainer *should be able to ...* **respond to the trainee teachers' needs** in the course of training.

2. whereas the least desired features of TTs are as follow:

a. The teacher trainer should be selected *according to ...* **ability to use technology in foreign language teaching.**

b. The task of the teacher trainer should be *to ...* **evaluate trainee teachers' teaching performance.**

c. The competencies of the teacher trainer should be in terms of teacher training practice *related to ...* **expressing herself/himself clearly in oral and written form.**

d. The teacher trainer should have **effective body language skills** in terms of communication skills?

e. The teacher trainer should be competent *in terms of* **being able to speak more than one language.**

f. The teacher trainer *should be able to ...* **provide information about the use of the Internet in foreign language teaching** in the course of training.

Consequently, when recruiting or training TTs, these features should definitely be included in the training syllabi or the list of criteria

6.4. School-Based Part of the Model
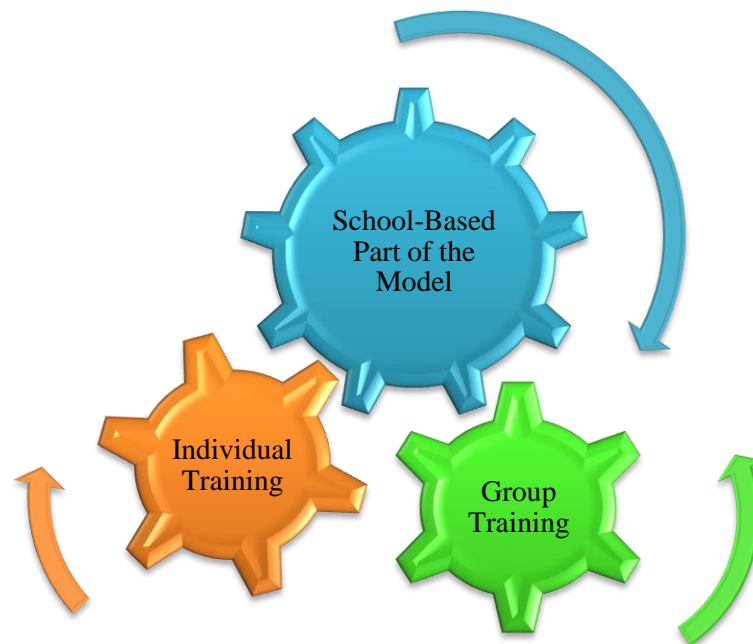
Figure 13. School-Based Part of the Model

The school-based division of the model is a continous one divided into two, Group Training and Individual Training and has two aims. The former is composed of Team Member(s), School Representative(s), and peer(s). This division also aims at familiarizing the teachers with the recent theoretical discussions and research findings in the area thus suggesting a collaborative learning approach as well. The latter serves as a complementizer of the former in that it will serve a room to put the newly learnt-theories and research findings into practice in accordance with individual teacher variables. Both divisions are continuous and go hand in hand complementing each other, i.e., one is NOT an alternative to the other.

6.5. The Modular System
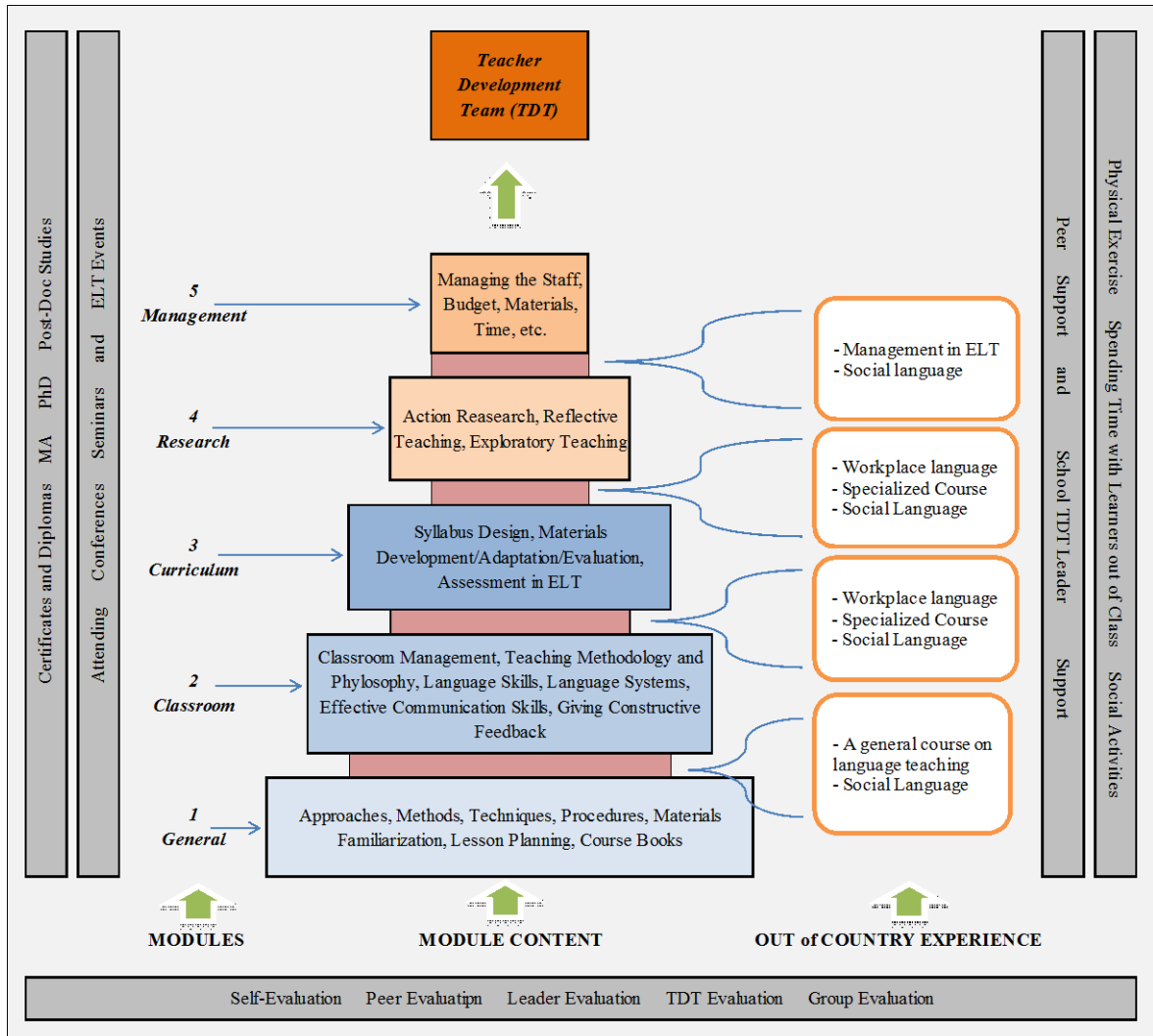
Figure 14. The TurAF TD Model Modular System

The content of the model is derived from the NA process of the present study different from the current models which are transmission-based pre-determining the teacher competencies. The features of the modules are as follows:

1. Novice teachers start with a module determined by the collaborative evaluation and through years, they are encouraged to go Module 1 through Module 5.

2. From which module teacher starts her/his INSET is determined by their previous educational and professional background and experience. The sequence of the modules may change depending upon the background of the candidate.

3. Modules are competency-based not structure-based. (Even less-experienced teachers or teachers with junior rank can pass couple of modules as well.)

4. There is a theoretical and practical evaluation at the end of each module. The evaluation team is composed of a TDT member, School Representative, peers, and the teacher herself/himself.

5. Transition between the modules is possible upon collaborative assessment, an evaluation appropriate to the nature of modular structure of the model.

6. There is an out-of-country experience after the completion of each module as a motivation. These outexperiences include teacher training courses, on-the-job training activities, NATO meetings, joint operations, military atache visits, awareness raising training in terms of various accents, and NATO posts. For the first out-of-country experience, teachers go to countries where English is L2 like the USA, the UK, Australia, and New Zealand for compelling comprehensible and rich input; however, the other experiences could be in countries where English is used as the medium of communication among various countries like NATO and UN headquarters. In these experiences, accent training of the teachers is of great importance since the NA process revealed that deciphering Australian, British, American, and World English (English as a Lingua Franca) accents is a requirement for the personnel deployed.

7. If a teacher cannot complete a module s/he cannot attend out of country experience.

8. Certificates and Diplomas like CELTA and Delta, MA, Phd, Post-Doc, and activities like attneding conferences, writing articles etc. go hand in hand at the same time with practice on the voluntary-base. That is, if the teachers carry out these activities, they add on to their qualification which later on will contribute to their position in the model.

9. Each teacher is accompanied by at least one peer and a leader.

10. A teacher who has completed Module 5 can become a school representative.

11. In order to become a member of the TDT, the candidate has to complete the TurAF Modular System Module 1 through 5.

12. Other than TDT member and school representative, ELT manager of each school has to complete Modules 1 through 5. Therefore, the model also proposes an in-feeding approach to manager training for the institutions.

13. Unique to TurAF, (especially military) teachers are also expected to keep their body in shape since they are the role models for the cadets and the learners stated this as was explained in the NA section above all through their carees.

14. Teachers are expected to participate in extra-curricular activities like picnics, barbecue parties, eating çiğ köfte (a traditional Turkish food), playing games and doing sports with the learners all through their career as was revealed by NA process above.

To wrap up, the proposed model is still a draft INSET model. It needs to be put into practice and needs to be improved based on the data gathered out of outcomes of the implementation of the model. In other words, the model should be piloted. The model is a reflective and dynamic one in itself; therefore, getting feedback and renewing itself continously is an indispensable feature of it so to speak.

When we reconsider the general features of the model, the following make the model unique among the others proposed in the world and in Turkey.

1. The model is a combination of traditional and current approaches to TD in that it embodies features from both: there is an idea that some qualifications can be transmitted from good practitioners to other teachers; however, the model also incorporates an exploratory approach by emphasizing the individual variable of the teachers as well.

2. The model brings together hierarchical, horizontal, and individual aspects of TD.

3. The model is based on the analysis of the specific context.

4. The model infeeds itself in that both TDT members and ELT managers of the schools undergo the process the model puts forward.

5. The model is a reflective one in that it renews itself continuously based on the data and feedback gathered in time.

6. The model is a dynamic and porous one in that teachers can move backward and forward skipping some modules based on their profile and frequency of TD activities s/he attends.

7. In this model, a teacher is never alone. There is a collaborative relation between the school TD representative and peers. With the help of these, the teacher can update

herself/himself all the time. On the other hand, there is room for individual self-exploration catering for the individual variables of teachers as well.

8. The model is a continuous one in nature in that activities are planned continously. Even if a teacher completes all the 5 modules, there is still room to do more in the field. To clarify this, in order to be a school TD representative, the representative teacher (trainer) should be improving herself/himself mostly by keeping herself/himself update in order to serve at that position.

9. According to the model, each activity carried out by teachers has a value for them.

10. Each activity participated by the teachers determines the position of teachers in the modular system.

11. Teachers are encouraged to take part in the activities which will contribute to their theoretical and practical knowledge according to the model.

12. Teachers become more than technicians or consumers in time; rather, they are producer of thier own materials. They become knowledgeable in terms of materials development, syllabus design, and developing tests and testing itself.

13. According to the model, teachers become a qualified lesson planner, active participant, and classroom managers along with numerous varibles of clasroom atmosphere.

14. The model bears the idle idea that teachers should be equipped with enough research skills to define the problem, to collect data, and to interpret data in order to make informed decisions about their classroom applications and syllabi.

15. At the macro level, teachers are to make macro-decisions about the overall goal of the program, teacher induction and recruitment, teacher development, and assessment plan.

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APPENDICES

Appendix A

Teacher Open ENded Form In-service Teacher Training Model for TurAFA

Teacher Open ENded Form In-service Teacher Training Model for TurAFA

Bir İngilizce Öğretmeni olarak mesleğinize yönelik olan "hizmet içi eğitim" ile ilgili ne düşünüyorsunuz.

Yapacağınız değerlendirmeler İngilizce Eğitim Sistemindeki eksikleri gidermede ve sistemin güçlü yanlarını ortaya çıkarmada yol gösterici olacaktır. Değerlendirmelerinizi "hizmet içi eğitimin tanımı, hizmet içi eğitim modelleri, ulusal/uluslararası öğretmen geliştirme programları" alt başlıkları halinde yapabilirsiniz. Kimlik bilgilerinizi yazmak zorunda değilsiniz.

<div align="right">Hava Öğretmen Üsteğmen Serkan ÜLGÜ</div>

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Appendix B

Piloting Study

Mesleki Gelişim Algısını Ölçmeye Yönelik Veri Toplama Formu

Değerli meslektaşlarım,

Bu çalışmanın çıkış noktası şu düşüncedir: öğretmenlerden birçok rol/görev beklenmektedir; ancak, öğretmenlerin asıl işlerini yapabilmeleri için rahatlatıcı adımlar çok da atılmamaktadır. İşte tam da bu amaca yönelik olmak üzere bir çalışma yapılacak olup bu anlamda aşağıdaki bilgilere ihtiyaç duyulmaktadır.

Elde edilen veriler ışığında, Hava Kuvvetleri Komutanlığının geleceği açısından kritik önemi haiz yabancı dil eğitiminin önemli bir parçası olan "öğretmen gelişimi/kişisel gelişim/mesleki gelişim" anlamında bir önerme yapılacaktır. Yapılacak önermenin masa-başı çalışmalarından ziyade alan incelemesi ve ihtiyaç çözümlemesi odaklı olmasının hayati olduğunu değerlendiriyoruz. Bu anlamda içtenlikle vereceğiniz yanıtlar bize yol gösterici olacaktır.

Aşağıdaki bilgiler sadece bilimsel çalışma maksadıyla kullanılacak olup bu bilgiler hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır.

Yapacağınız katkılardan dolayı şimdiden teşekkür ederiz.

Hava Öğretmen Üsteğmen Serkan ÜLGÜ

PART I. DEMOGRAFİK BİLGİLER

1. Yaşınız: _____

2. Cinsiyetiniz: Erkek / Bayan

3. Üniversiteden Mezuniyet Yılınız (Lisans): _____

4. İngilizce Öğretmenliği mesleğine başlama yılınız: _____

5. Yurt Dışında bulundunuz mu?: EVET/HAYIR

6. Beşinci maddeye EVET yanıtı verdi iseniz;

    a. Ülke:_____   c. Amaç: _____

    b. Süre: _____   d. Kullanılan Dil: _____

7. Kaç yıldır İngilizce Öğretmenliği yapıyorsunuz?

a. 1-3   b. 4-6   c. 7-9   d. 10-12   e. 13-15   f. 16-18   g. 19-21   h. 22-24
i. 25+

8. Hangi seviyede ne kadar süre öğretmenlik yaptınız?

a. Başlangıç (A1-A2): _____(yıl)

b. Orta (B1-B2): _____(yıl)

c. İleri (C1-C2): _____(yıl)

9. Hangi bölümden (lisans) mezun oldunuz?

a. İngilizce Öğretmenliği   d. Mütercim Tercümanlık

b. İngiliz Dili ve Edebiyatı   e. Diğer (belirtiniz): _____

c. Amerikan Dili ve Edebiyatı

10. Öğrenim durumunuz nedir? (Ders/tez aşamasında iseniz, belirtiniz.)

a. Lisans

b. Yüksek Lisans (Alanınız:_____)

c. Doktora (Alanınız:_____)

11. Aşağıdaki mesleki gelişim programları ile ilgili ne kadar bilgi sahibisiniz?

S/N	Programlar	Hiç	Az	Orta	Çok	Oldukça Çok
1	(Cambridge ESOL) CELTA	1	2	3	4	5
2	(Cambridge ESOL) ICELT	1	2	3	4	5
3	(Cambridge ESOL) DELTA	1	2	3	4	5
4	(Cambridge ESOL) TKT	1	2	3	4	5
5	(Trinity Collage London) CertTEFL/TESOL	1	2	3	4	5
6	(Trinity Collage London) DipTEFL/TESOL	1	2	3	4	5
7	(Pilgrims) Short Courses	1	2	3	4	5
8	Diğer (belirtiniz): _____	1	2	3	4	5
9	Diğer (belirtiniz): _____	1	2	3	4	5
10	Diğer (belirtiniz): _____	1	2	3	4	5

12. Aşağıdaki belgelerden aldınız mı? (Halen eğitim sürecinde iseniz, belirtiniz.)

a. CELTA (Yıl: _____)

b. ICELT (Yıl: _____)

c. DELTA (Yıl: _____)

d. CertTEFL/TESOL (Yıl: _____)

e. DipTEFL/TESOL (Yıl: _____)

f. Pedagojik Formasyon (Yıl: _____)

g. Kurum tarafından düzenlenen herhangi bir program (açıklayınız): _____

h. Diğer (Belirtiniz_____)(Yıl: _____)

PART II. MESLEKİ ÖZ-ALGI BİLGİLERİ

1. Mesleki anlamda kendimi yeterli hissediyorum:

Katılmıyorum   1 2 3 4 5 6 7   Katılıyorum

2. Kendimi aşağıdaki alanlarda geliştirme ihtiyacı hissediyorum:

a. İngilizce Öğretmenliği Bilgisi	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
b. Sınıf Yönetimi	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
c. Ölçme-Değerlendirme	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
d. Malzeme Geliştirme	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
e. Eğitim Yöneticiliği	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
f. Ders Planlama	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
g. Müfredat Geliştirme	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum
h. Öğretmen Eğiticiliği/Koçluk	Katılmıyorum	1 2 3 4 5 6 7	Katılıyorum

3. Hizmet içi eğitimin gerekli olduğunu düşünüyorum:

Katılmıyorum   1 2 3 4 5 6 7   Katılıyorum

4. En uygun öğretim tekniğin/yönteminin/yaklaşımın _____ olduğunu düşünüyorum. (Birden fazla işaretleyebilirsiniz.)

a. Grammar-Translation   f. CBI/CLIL

b. Communicative   g. Task-based

c. Audio-Lingual   h. The Silent Way

d. Eclectic   ı. Diğer (açıklayınız): _____

e. Suggestopedia

5. Çalıştığınız kurumun bir hizmet içi eğitim planı var mı? EVET/HAYIR

6. Çalıştığınız kurumun gerekli hizmet içi eğitimi sağladığını düşünüyor musunuz? EVET/HAYIR

7. Altıncı maddeye "EVET" cevabı verdiyseniz, kurumunuzca verilen hizmet içi eğitim ihtiyacınızı karşılıyor mu? EVET/HAYIR

8. Beş veya altıncı maddeye "EVET" cevabı verdiyseniz, hizmet içi eğitimin gereksinim analizi yapılarak bilimsel esaslara göre yapıldığını düşünüyor musunuz? EVET/HAYIR

9. Çalıştığınız kurumda hizmet içi eğitim verecek alan bilgisine ve tecrübeye sahip personel bulunduğunu düşünüyor musunuz? EVET/HAYIR

PART III. MESLEKİ GELİŞİM PROGRAMLARINA YÖNELİK ALGILAR

Aşağıdaki ifadelerden size en uygun olanını seçiniz.

S/N	Maddeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	Mesleki gelişim programlarına katılmanın sınıf içi öğretim faaliyetlerinde özgüvenimi arttıracağını düşünüyorum.	1	2	3	4	5
2	Mesleki gelişim programlarının öğretme yeteneğimi arttıracağını düşünüyorum.	1	2	3	4	5
3	Mesleki gelişim programlarının öğretme becerilerimi arttırmaya yardımcı olacağını düşünüyorum.	1	2	3	4	5
4	Mesleki gelişim programlarının performansımı yeniden değerlendirmemi sağlayacağını düşünüyorum.	1	2	3	4	5
5	Mesleki gelişim programlarının sınıf içinde kullanabileceğim pratik bilgiler sağlayacağını düşünüyorum.	1	2	3	4	5

PART IV. MESLEKİ GELİŞİM FAALİYETLERİ

Mesleki gelişiminiz için aşağıdaki faaliyetleri hangi sıklıkla yaparsınız?

S/N	Madde	Hiç	Nadiren	Bazen	Sık Sık	Daima
1	Alanla ilgili makale, dergi ve kitap okuma.	1	2	3	4	5
2	Alanla ilgili çalıştay, seminer ve kurslara katılma.	1	2	3	4	5
3	Kendi başına sınıf içi araştırma (action research) yapma.	1	2	3	4	5
4	Meslektaşlardan yardım alma.	1	2	3	4	5
5	Meslektaşlarla bilgi paylaşma.	1	2	3	4	5
6	Meslektaşları (ders anlatırken) gözleme.	1	2	3	4	5
7	Kendi performansını değerlendirme.	1	2	3	4	5
8	Alanla ilgili bir kuruluşa katılma.	1	2	3	4	5
9	Alanla ilgili özel ilgi gruplarını (Special Interest Group - SIG) takip etme.	1	2	3	4	5
10	Alanla ilgili internet üzerinden fikir alış verişi yapma.	1	2	3	4	5

Aşağıda sıralanmış olan mesleki gelişim faaliyetlerine katılmanızı engelleyen sebepleri önemine göre belirtiniz.

S/N	Madde	Çok da Etkili Değil	Az Etkili	Etkili	Oldukça Etkili	Çok Etkili
1	Yoğun çalışma temposu/İş yükü.	1	2	3	4	5
2	Motivasyon eksikliği.	1	2	3	4	5
3	Kurumsal desteğin yetersiz olması.	1	2	3	4	5
4	Yoğun bölünmeler.	1	2	3	4	5
5	Çalışma takviminin uygun olmayışı.	1	2	3	4	5
6	Mekanın elverişsizliği.	1	2	3	4	5
7	Yüksek maliyet.	1	2	3	4	5
8	Yetersiz eğitmenler.	1	2	3	4	5
9	Eğitimlerin gerçek dışı içeriği.	1	2	3	4	5
10	Haberdar olmayışım.	1	2	3	4	5

PART V. İHTİYAÇLAR

1. En çok aşağıdaki alanların hangisinin öğretiminde kendinizi geliştirme ihtiyacı hissediyorsunuz?

a. okuma   e. dilbilgisi

b. yazma   f. kelime bilgisi

c. dinleme   g. telaffuz

d. konuşma

2. En çok aşağıdaki alanların hangisinin ölçme-değerlendirmesinde kendinizi geliştirme ihtiyacı hissediyorsunuz?

a. okuma

b. yazma

c. dinleme

d. konuşma

e. dilbilgisi

f. kelime bilgisi

g. telaffuz

3. Aşağıdaki alanlarda ne kadar kendinizi geliştirme ihtiyacı duyuyorsunuz?

S/N	Maddeler	Hiç	Az	Orta	Biraz	Çok
1	Ders planlama.	1	2	3	4	5
2	Sınıf yönetimi.	1	2	3	4	5
3	Öğrenci farklılıklarını tanıma.	1	2	3	4	5
4	İzlence (dönemlik müfredat) geliştirme.	1	2	3	4	5
5	Öğrenci motivasyonunu arttırma.	1	2	3	4	5
6	Ölçme aracı geliştirme.	1	2	3	4	5
7	Yapıcı geri besleme (feedback) verme.	1	2	3	4	5
8	İngilizce öğretiminde teknolojinin kullanımı.	1	2	3	4	5
9	İngilizce öğretiminde oyunların kullanımı.	1	2	3	4	5
10	Hikaye/Masal anlatma.	1	2	3	4	5
11	İngilizce öğretiminde drama kullanımı.	1	2	3	4	5
12	İngilizce öğretiminde yeni gelişmeler.	1	2	3	4	5
13	Özel amaçlı İngilizce eğitimi (ESP).	1	2	3	4	5
14	Akademik amaçlı İngilizce eğitimi (EAP).	1	2	3	4	5
15	İçerik odaklı İngilizce eğitimi (CBI).	1	2	3	4	5
16	Dört becerinin entegre bir biçimde öğretilmesi.	1	2	3	4	5
17	Kendi başına sınıf içi araştırma (action research) yapma.	1	2	3	4	5
18	Ekstra ders malzemesi hazırlama.	1	2	3	4	5
19	Sınavlar (KPDS, Toefl, IELTS, vb.).	1	2	3	4	5
20	Avrupa Dil Portfolyosu (CEFR)	1	2	3	4	5
21	Sınıf içi zaman yönetimi.	1	2	3	4	5
22	Öğretmen eğiticiliği/Koçluk.	1	2	3	4	5
23	Meslektaş gözlemciliği (Peer Observation).	1	2	3	4	5

24	Çeşitli öğretim teknikleri.	1	2	3	4	5
25	Ders kitabı değerlendirme.	1	2	3	4	5

PART VI. KİŞİSEL GELİŞİM PROGRAMLARI İLE İLGİLİ TERCİHLER

1. Mesleki gelişim programının hangi yapıda olmasını tercih edersiniz?

a. isteğe bağlı

b. zorunlu

2. Mesleki gelişim programının hangi formatta olmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. seminer

b. çalıştay

c. grup olarak fikir alış verişi yapma (beyin fırtınası)

d. daha uzun süreli ve zamana yayılmış eğitimler

e. diğer (lütfen açıklayınız): _____

3. Mesleki gelişim programının nerede olmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. çalıştığım yerde

b. İstanbul'da başka bir yerde

c. başka bir şehirde

d. hedef dilin konuşulduğu ülkede (İngiltere, ABD, Avustralya)

e. internet üzerinden

f. diğer (lütfen açıklayınız): _____

4. Mesleki gelişim programının ne zaman olmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. hafta içi gündüz

b. hafta içi mesaiden sonra

c. hafta sonu

d. mesai içinde ders olmadığı zaman diliminde

e. duruma göre uyarlanabilecek esnek bir yapıda

f. diğer (lütfen açıklayınız): _____

5. Mesleki gelişim programının hangi sıklıkta olmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. haftada bir

b. iki haftada bir

c. ayda bir

d. iki ayda bir

e. dönemde bir

f. yılda bir

g. diğer (lütfen açıklayınız): _____

6. Mesleki gelişim programının her bir oturumunun hangi uzunlukta olmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. 30 dakika

b. 45 dakika

c. 60 dakika

d. 90 dakika

e. duruma göre esneyebilen bir yapıda

f. ders hedeflerine göre belirlenen bir yapıda

g. diğer (lütfen açıklayınız): _____

7. Mesleki gelişim programının kim tarafından yapılmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

a. kendi kurumumdan bir alan uzmanı veya bir grup

b. kurum dışından bir alan uzmanı veya bir grup

c. kendi kurumumdan bir alan uzmanı ve başka kurumdan bir alan uzmanı

d. hedef dili ana dili olan bir alan uzmanı

e. diğer (lütfen belirtiniz): _____

8. Mesleki gelişim programının hangi dilde (İngilizce/Türkçe/Hem İngilizce Hem Türkçe) yapılmasını tercih edersiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

_____
_____
____

PART VII. Eğitici

Aşağıdaki verilen seçenekleri önem sırasına koyunuz. Örneğin, 1: En Az Öneme Sahip; 5: En Çok Öneme Sahip

1. Mesleki gelişim programında yer alacak öğretmen eğiticisi aşağıdakilerden hangi özelliğe göre seçilmelidir?

____a. akademik derecesine göre

____b. (eğitim vereceği öğretmenlerle) iletişim becerisine göre

____c. öğretmen eğiticiliği konusundaki çalışmalarına göre

____d. öğretmenlik mesleğindeki tecrübesine göre

____e. eğitimde teknolojiyi kullanabilmesine göre

2. Mesleki gelişim programında yer alacak öğretmen eğiticisinin görevi aşağıdakilerden hangisi olmalıdır?

____a. sınıf içi ders anlatımında kullanılabilecek uygulamalar hakkında bilgi vermek.

____b. alanla ilgili güncel gelişmelerle ilgili daha çok teorik bilgi sağlamak.

____c. alanla ilgili bilgiye ulaşmanın yolunu gösteren bir rehber olmak.

____d. öğretmenlikle ilgili zayıf ve güçlü yönleri ortaya koyarak değerlendirmeler yapmak.

____e. mesleki gelişim ve kariyer adımları ile ilgili danışmanlık yapmak.

3. Mesleki gelişim programında yer alacak öğretmen eğiticisinin 'öğretmen eğitimi' alanı ile ilgili yeterlilikleri aşağıdakilerden hangileri ile ilgili olmalıdır?

____a. işleyeceği konu ile ilgili merak uyandırabilmesi ile.

____b. işleyeceği konu ile ilgili farklı anlatım teknikleri bilmesi ile.

____c. eğitilenlere yapıcı geri besleme (feedback) verebilmesi ile.

____d. bildiklerini net bir şekilde sözlü ve yazılı olarak aktarabilmesi ile.

____e. eğitilenler arasında olumlu bir paylaşım ortamı oluşturabilmesi ile.

4. Mesleki gelişim programında yer alacak öğretmen eğiticisi iletişim becerileri açısından aşağıdakilerden hangi özellikleri sahip olmalıdır?

____a. beden dilini etkin kullanabilme.

____b. eğitilenlerin ihtiyaçlarına duyarlılık gösterebilme.

____c. konu anlatımına neşe ve eğlence de katabilme.

____d. tamamlanması gereken görevler açısından esnek bir yapıda olma.

____e. sınıf içinde eğitilenler arasında sinerji oluşturabilme.

5. Mesleki gelişim programında yer alacak öğretmen eğiticisi aşağıdakilerden hangi alanlarda yeterli olmalıdır?

____a. kendi alanında uzmanlık konusunda.

____b. anlatacaklarını öncelikle kendi uyguluyor olma konusunda.

____c. öğretmen eğitimi alanında deneyim sahibi olma konusunda.

____d. öğretmen eğitimi alanında teorik bilgiye sahip olma konusunda.

____e. birden fazla dil konuşabiliyor olma konusunda.

6. Mesleki gelişim programında yer alacak öğretmen eğiticisi eğitim sırasında aşağıdakilerden hangisini yapmalıdır?

____a. görsel-işitsel eğitim yardımcılarını etkin bir biçimde kullanma.

____b. eğitim sırasında eğitilenleri etkin bir biçimde gruplama.

____c. eğitilenler arasında olumlu bir paylaşım ortamı sağlama.

____d. öncelikli olarak eğitilenlerin ihtiyaçlarına cevap verme.

____e. internetin dil öğretiminde etkin kullanılması ile ilgili bilgi verme.

7. Mesleki gelişim programın yapacak olan öğretmen eğiticisinde görmek istediğiniz ilave özellikleri kısaca belirtiniz.

_____
_____
_____
_____
_____

Statistical Analysis of Pilot Study (of First Draft of Teacher Questionnaire)

Case Processing Summary

		N	%
Cases	Valid	12	100,0
	Excluded(a)	0	,0
	Total	12	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,850	5

Item Statistics

	Mean	Std. Deviation	N
item1	4,3333	,88763	12
item2	4,4167	,99620	12
item3	4,6667	,49237	12
item4	4,6667	,49237	12
item5	4,6667	,49237	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	18,4167	4,083	,828	,772
item2	18,3333	3,697	,823	,787
item3	18,0833	5,538	,889	,788
item4	18,0833	5,538	,889	,788
item5	18,0833	7,174	,161	,912

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22,7500	7,841	2,80016	5

KEY*

Serial	Chronbach's Alpha	Internal Consistency
1	$\alpha \geq 0.9$	Excellent
2	$0.8 \leq \alpha < 0.9$	Good
3	$0.7 \leq \alpha < 0.8$	Acceptable
4	$0.6 \leq \alpha < 0.7$	Questionable
5	$0.5 \leq \alpha < 0.6$	Poor
6	$\alpha < 0.5$	Unacceptable

* Sarantakos (2005)

Appendix C

INSET Questionnaire

INSET Questionnaire

Dear Colleagues,

The present study has its roots from the very idea that teachers are expected to carry out a lot of roles and tasks; however, they are rarely supported in order to complete what they are required to. Therefore, in accordance with this idea the following data is needed.

With the data collected, a teacher development model which is of critical importance in terms of the future of the Turkish Air Force, will be put proposed. That the proposal should be based on the field studies rather than the assumptions is the basis of the present study. For this reason, your sincere answers are of great importance and will be guiding us.

The data collected will be only used for scientific purposes only and will not be shared by third parties.

Thank you in advance!

First Lieutenant Serkan ÜLGÜ, TurAF

PART I: *DEMOGRAPHIC INFORMATION*

1. Age: _____

2. Gender: Male / Female

3. Graduation Year from the University: _____

4. When did you start teaching English (indicate year only)?: _____

5. Have you ever been abroad?: YES/NO

6. If your answer is YES for item 5;

    a. Country:_____   c. Aim: _____

    b. Duration: _____   d. Language Used: _____

7. How long have you been teaching English?

a. 1-3 b. 4-6   c. 7-9   d. 10-12 e. 13-15 f. 16-18 g. 19-21 h. 22-24 i. 25+

8. How long have you taught the following level learners/learner groups?

a. Beginner (A1-A2): _____(year/s)

b. Intermediate (B1-B2): _____(year/s)

c. Upper (C1-C2): _____(year/s)

9. Which department did you graduate from (BA level)?

a. ELT

b. English Language and Culture

c. American Language and Culture

d. Translation and Interpretation

e. Other (indicate): _____

10. What is the level of your education? (Please indicate if you are writing thesis or dissertation)

a. BA

b. MA (Area:_____)

c. PhD (Area:_____)

11. To what extent are you informed about the following teacher development programs?

Serial	Programs	None	A Little	Average	More	Quite a Lot
1	(Cambridge ESOL) CELTA	1	2	3	4	5
2	(Cambridge ESOL) ICELT	1	2	3	4	5
3	(Cambridge ESOL) DELTA	1	2	3	4	5
4	(Cambridge ESOL) TKT	1	2	3	4	5
5	(Trinity Collage London) CertTEFL/TESOL	1	2	3	4	5
6	(Trinity Collage London) DipTEFL/TESOL	1	2	3	4	5
7	(Pilgrims) Short Courses	1	2	3	4	5
8	Other (indicate): _____	1	2	3	4	5
9	Other (indicate): _____	1	2	3	4	5
10	Other (indicate): _____	1	2	3	4	5

12. Have you got any of the following certificates and diplomas? (Indicate if you are stil in the process.)

a. CELTA (Year: _____)

b. ICELT (Year: _____)

c. DELTA (Year: _____)

d. CertTEFL/TESOL (Year: _____)

e. DipTEFL/TESOL (Year: _____)

f. Pedagogical Formation (Year: _____)

g. A program supplied by your institution (indicate): _____

h. Other (Indicate_____)(Year: _____)

13. To what extent are you informed about the following concepts?

Serial	Programs	None	A Little	Average	More	Quite a Lot
1	Corpus Linguistics	1	2	3	4	5
2	Lifelong Learning	1	2	3	4	5
3	Learner Autonomy	1	2	3	4	5
4	Distance Education	1	2	3	4	5
5	Webinar	1	2	3	4	5
6	Podcast	1	2	3	4	5
7	YouTube Education	1	2	3	4	5
8	Second Life (Creating Avatars)	1	2	3	4	5

PART II: *SELF-PERCEPTION of PROFESSION*

1. I think INSET is necessary for EL teachers. (Choose one of the two options below):

Agree/Disagree

2. I feel competent enough in terms of my profession (choose one of the two options below):

Agree/Disagree

3. I feel the need to improve myself in the following areas:

Serial	Items	Totally Disagree	Disagree	Undecided	Agree	Totally Agree
1	Theoretical Information about Linguistics and Language Learning	1	2	3	4	5
2	Language Learning Methods	1	2	3	4	5
3	Lesson (Instruction) Planning	1	2	3	4	5
4	Course Material Evaluation/Adaptation	1	2	3	4	5
5	Course Material Development	1	2	3	4	5
6	Lesson Activity Development/Design	1	2	3	4	5
7	Syllabus Design	1	2	3	4	5
8	Testing in ELT	1	2	3	4	5
9	Classroom Management	1	2	3	4	5
10	Self-Exploration	1	2	3	4	5
11	Teacher Training/Coaching	1	2	3	4	5
12	ESP/CBI	1	2	3	4	5
13	ELT Management	1	2	3	4	5
14	Research Methods in ELT	1	2	3	4	5
15	Corpus Linguistics	1	2	3	4	5
16	Lifelong Learning	1	2	3	4	5

17	Learner Autonomy	1	2	3	4	5
18	Distance Education	1	2	3	4	5
19	Webinar	1	2	3	4	5
20	Podcast	1	2	3	4	5
21	YouTube Education	1	2	3	4	5
22	Second Life (Creating Avatars)	1	2	3	4	5

4. I think the most appropriate technique/method/approach is _____.
(You can choose more than one option.)

a. Grammar-Translation

h. CBI/CLIL/ESP

b. Communicative Language Teaching

i. Task-Based

c. Audio-Lingual Method

j. The Silent Way

d. Suggestopedia

k. NLP

e. Direct Method

l. Community Language Learning

f. Natural Approach

m. Eclectic Method

g. Whole Brain Learning

n. Other (explain): _____

5. Does the institution you are currently working at have an INSET program?

YES/NO

6. Do you think the institution you are currently working at offers sufficient INSET program for your profession?

YES/NO

7. If your answer is YES for Item 6 above, does the INSET offered by the institution you are currently working at meet your needs?

YES/NO

8. If your answers for Items 5 and 6 are YES, do you think INSET program has been designed in accordance with your needs and scientific convention?

YES/NO

9. Do you think the institution you are currently working at employs qualified personnel capable of offering an INSET program for EL teachers?

YES/NO

PART III: *PERCEPTIONS about INSET PROGRAMS*

Choose the most suitable statements for you.

I think ...

Serial	Items	Totally Disagree	Disagree	Undecided	Agree	Totally Agree
1	...participating in the INSET programs will increase my confidence in the classroom.	1	2	3	4	5
2	... INSET programs will increase my theoretical knowledge in FL teaching.	1	2	3	4	5
3	... INSET programs will increase my practical skills in FL teaching.	1	2	3	4	5
4	... INSET programs will make me rethink about foreign language teaching performance.	1	2	3	4	5
5	... INSET programs will provide me with practical techniques ready to use in the EFL classroom.	1	2	3	4	5
6	... INSET programs will contribute to me in terms of theoretical frame for language learning and linguistics.	1	2	3	4	5
7	... INSET programs will contribute to me in terms of foreign language teaching methodology.	1	2	3	4	5
8	... INSET programs will contribute to me in terms of planning the lesson stages.	1	2	3	4	5
9	... INSET programs will contribute to me in terms of language teaching materials evaluation and adaptation.	1	2	3	4	5
10	... INSET programs will contribute to me in terms of language teaching materials development.	1	2	3	4	5
11	... INSET programs will contribute to me in terms of activity design for foreign language teaching classes.	1	2	3	4	5
12	... INSET programs will contribute to me in terms of curriculum development in foreign language teaching.	1	2	3	4	5
13	... INSET programs will contribute to me in terms of testing in foreign language teaching.	1	2	3	4	5

14	... INSET programs will contribute to me in terms of classroom management in foreign language teaching.	1	2	3	4	5
15	... INSET programs will contribute to me in terms of self -exploration in foreign language teaching.	1	2	3	4	5
16	... INSET programs will contribute to me in terms of teacher training/coaching in foreign language teaching.	1	2	3	4	5
17	... INSET programs will contribute to me in terms of ESP (English for Specific Purposes)/CBI (Content-Based Instruction) in foreign language teaching.	1	2	3	4	5
18	... INSET programs will contribute to me in terms of management in foreign language teaching.	1	2	3	4	5
19	... INSET programs will contribute to me in terms of research methods in foreign language teaching.	1	2	3	4	5
20	... INSET programs will contribute to teachers in terms of employing the most suitable foreign language teaching approaches.	1	2	3	4	5

PART IV: *PROFESSIONAL DEVELOPMENT ACTIVITIES*

How often do you do the following activities as a means of Professional development?

Serial	Items	Never	Occasionally	Sometimes	Frequently	Always
1	Reading academic articles, journals, and books related to ELT.	1	2	3	4	5
2	Attending workshops, seminars, and courses related to ELT.	1	2	3	4	5
3	Conducting action research.	1	2	3	4	5
4	Cooperating with colleagues.	1	2	3	4	5
5	Sharing information with colleagues.	1	2	3	4	5
6	Peer observation (while they are lecturing).	1	2	3	4	5
7	Evaluating self performance.	1	2	3	4	5
8	Joining a teacher training association.	1	2	3	4	5
9	Following Special Interest Group (SIG).	1	2	3	4	5
10	Following webinars related to ELT.	1	2	3	4	5
11	Following podcasts related to ELT.	1	2	3	4	5
12	Following the academically experienced English Language teachers' lectures.	1	2	3	4	5
13	Getting feedback from the academically experienced English Language teachers.	1	2	3	4	5
14	Following the English Language teachers' (with CELTA or/and Delta) lectures.	1	2	3	4	5
15	Following the academically experienced English Language teachers' (with CELTA and/or Delta) lectures.	1	2	3	4	5
16	Conducting graduate studies.	1	2	3	4	5
17	Publishing articles in academic journals related to ELT.	1	2	3	4	5
18	Presenting academic papers related to ELT.	1	2	3	4	5

Which of the following prevents you from participating professional development activities? Please indicate the degree of importance as well.

Serial	Items	Not Effective At All	Less Effective	Effective	More Effective	Very Effective
1	The workload.	1	2	3	4	5
2	Lack of motivation.	1	2	3	4	5
3	Shortage of institutional support.	1	2	3	4	5
4	Interventions of other tasks (tasks not related to ELT).	1	2	3	4	5
5	Non-suitable timetable (of working hours).	1	2	3	4	5
6	Non-suitable environment.	1	2	3	4	5
7	High cost.	1	2	3	4	5
8	Insufficient training activities.	1	2	3	4	5
9	Non-realistic training content of teacher training programs.	1	2	3	4	5
10	Being unaware of those teacher training programs.	1	2	3	4	5

PART V: *PERCEIVED NEEDS of ENGLISH LANGUAGE TEACHERS*

1. In terms of instruction of which of the following do you need to improve yourself? (You can choose more than one options.)

a. reading   e. grammar

b. writing   f. vocabulary

c. listening   g. pronunciation

d. speaking

2. In terms of testing of which of the following do you need to improve yourself? (You can choose more than one options.)

a. reading   e. grammar

b. writing   f. vocabulary

c. listening   g. pronunciation

d. speaking

3. In terms of which of the following do you need to improve yourself? To what extent?

Serial	Items	The Least	Less	Average	More	The Most
1	Lesson planning in foreign language teaching.	1	2	3	4	5
2	Classroom management in foreign language teaching.	1	2	3	4	5
3	Defining learner variables in foreign language teaching.	1	2	3	4	5
4	Curriculum/Syllabus design in foreign language teaching.	1	2	3	4	5
5	Increasing learner motivation in foreign language teaching.	1	2	3	4	5
6	Developing assessment tools in foreign language teaching.	1	2	3	4	5
7	Providing constructive feed-back in foreign language teaching.	1	2	3	4	5
8	Using technology in foreign language teaching.	1	2	3	4	5
9	Using games in foreign language teaching.	1	2	3	4	5
10	Storytelling in foreign language teaching.	1	2	3	4	5
11	Drama in foreign language teaching.	1	2	3	4	5
12	Recent developments in foreign language teaching.	1	2	3	4	5
13	English for Specific Purposes (ESP) training.	1	2	3	4	5
14	English for Academic Purposes (EAP) training.	1	2	3	4	5
15	Content-based Instruction (CBI) training.	1	2	3	4	5
16	Teaching integrated skills.	1	2	3	4	5
17	Action research in foreign language teaching.	1	2	3	4	5
18	Preparing supplementary materials in foreign language teaching.	1	2	3	4	5
19	Teaching for exams (KPDS, Toefl, and IELTS, etc.).	1	2	3	4	5
20	Common European Framework of Reference for Languages: Learning, teaching, Assessment (CEFR)	1	2	3	4	5

21	In-call time management in foreign language teaching.	1	2	3	4	5
22	Teacher training/Coaching in foreign language teaching.	1	2	3	4	5
23	Peer Observation.	1	2	3	4	5
24	Practical teaching techniques.	1	2	3	4	5
25	Matreials evaluation and adaptation in foreign language teaching.	1	2	3	4	5
26	Theoretical knowledge of foreign language teaching.	1	2	3	4	5
27	Methods of foreign language teaching.	1	2	3	4	5
28	Developing course materials.	1	2	3	4	5
29	Designing activities for foreign language classroom.	1	2	3	4	5
30	Self-Exploration.	1	2	3	4	5
31	Management in foreign language teaching.	1	2	3	4	5
32	Research methods in foreign language teaching.	1	2	3	4	5
33	Task-based teaching/learning.	1	2	3	4	5

PART VI: *PREFERENCES about PROFESSIONAL INSET PROGRAMS*

1. How should an INSET program be?

a. voluntary

b. mandatory

2. How should an INSET program be? (You can choose more than one option.)

in the format of ...

a. seminar

b. workshop

c. brain-storming (in the format of group of people)

d. extended training sessions

e. other (please specify): _____

3. Where should an INSET program be organized at? (You can choose more than one option.)

at/in ...

a. my workplace

b. a different center from my workplace

c. another city

d. the target language country (the UK, the USA, Australia)

e. on-line

f. other (please specify): _____

4. When should an INSET program be organized? (You can choose more than one option.)

in/on/at ...

a. weekends in the morning

b. the weekdays after work

c. the weekends

d. weekdays when there are no classes

e. a flexible Schedule opt to change in accordance with varying needs

f. other (please specify): _____

5. How frequent should an INSET program be organized? (You can choose more than one option.)

a. once a week

b. twice a week

c. once a month

d. twice a month

e. once a semester

f. once a year

g. other (please specify): _____

6. How long should each session of an INSET program be?

a. 30 minutes

b. 45 minutes

c. 60 minutes

d. 90 minutes

e. flexible

f. in accordance with training objectives

g. other (please specify): _____

7. Who should conduct INSET programs? (You can choose more than one option.)

a. an expert or a group of experts from my institution

b. an expert or a group of experts from another institution

c. experts from both my institution and another institution

d. a native speaker teacher trainer

e. other (please specify): _____

PART VII: *TEACHER TRAINER*

List the items in order in terms of importance in your opinion.

For example, 1: the least important; 5: the most important

1. How should the teacher trainer be selected?

according to ...

_____a. academic success

_____b. communication skills

_____c. experience in teacher training

_____d. experience in foreign language teaching

_____e. ability to use technology in foreign language teaching

2. What should the task of the teacher trainer be?

to ...

_____a. inform the trainee teachers about the practices in foreign language teaching classroom

_____b. provide information about the recent developments in foreign language teaching

_____c. guide the trainee teachers in terms of reaching information in foreign language teaching

_____d. evaluate trainee teachers' teaching performance

_____e. be counselor for trainee teachers in terms of professional development and career in foreign language teaching

3. What should the competencies of the teacher trainer be in terms of teacher training practice?

related to ...

_____a. provoking motivation towards the teacher training lessons

_____b. knowledge of techniques to be used in the teacher training lesson

_____c. providing constructive feedback to the trainee teachers

_____d. expressing herself/himself clearly in oral and written form

_____e. creating positive atmosphere among the trainee teachers

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4. What should the teacher trainer have in terms of communication skills?

____a. effective body language skills

____b. sensitivity to the trainee teachers' needs

____c. presenting topics in a funny way

____d. being flexible in terms of assignments

____e. Creating synergy among the trainee teachers

5. In what areas should the teacher trainer be competent?

____a. expertise in her/his field

____b. applying what s/he is lecturing

____c. experience in teacher training

____d. theoretical knowledge in teacher training

____e. being able to speak more than one language

6. What should the teacher trainer do in the course of training?

s/he should be able to ...

____a. use audiovisual aids effectively

____b. group the trainee teachers efficiently

____c. create warm atmosphere among the trainee teachers

____d. respond to the trainee teachers' needs

____e. Provide information about the use of the Internet in foreign language teaching

7. Briefly explain the features of a teacher trainer who will conduct at the INSET program in your institution.

_____

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Appendix D

The Poll about the TurAF INSET Unit

The Poll about the TurAF INSET Unit

Dear Colleague,

Part 1: What should the name of the Teacher Development Unit of TurAF be if they decide to set up one in the future? Please check three of the names that you think is the most suitable below. You can suggest a new one at the end.

Part 2: What should the structure of such a unit be in terms of personnel and administration? Briefly explain your ideas, please.

Thank you in advance.

First Lieutenant Serkan ÜLGÜ, TurAF

Part 1:

_____ Developing Teachers

_____ TurAF PDC (Turkish Air Force Professional Development Center)

_____ TurAF TDC (Turkish Air Force Teacher Development Center)

_____ TuerAF LLC (Lifelong Learning Center)

_____ TurAF CIDER (Center for Instructor Development)

_____ TurAF Nuclear Unit for Teachers

_____ TurAF CSC (Caring and Sharing Center)

Your Suggestion (if any): _____

Part 2:

_____

_____

_____

_____

_____

_____

Appendix E

SPSS Reliability Statistics

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	63	100,0
	Excluded^a	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,929	,930	7

Item Statistics

	Mean	Std. Deviation	N
Part_I_11a	2,65	1,358	63
Part_I_11b	2,08	1,299	63
Part_I_11c	2,59	1,466	63
Part_I_11d	1,63	1,082	63
Part_I_11e	1,94	1,216	63
Part_I_11f	1,78	1,114	63
Part_I_11g	1,59	1,116	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14,25	53,031	7,282	7

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	63	100,0
Cases	Excluded[a]	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,903	,904	8

Item Statistics

	Mean	Std. Deviation	N
Part_I_13a	2,21	1,346	63
Part_I_13b	3,48	1,203	63
Part_I_13c	3,05	1,373	63
Part_I_13d	3,35	1,124	63
Part_I_13e	2,19	1,330	63
Part_I_13f	2,56	1,412	63
Part_I_13g	2,29	1,300	63
Part_I_13h	1,79	1,152	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20,90	62,894	7,931	8

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	62	98,4
Cases	Excluded[a]	1	1,6
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,947	,946	22

Item Statistics

	Mean	Std. Deviation	N
Part_II_3a	2,76	1,490	62
Part_II_3b	3,08	1,592	62
Part_II_3c	2,85	1,491	62
Part_II_3d	3,21	1,516	62
Part_II_3e	3,45	1,434	62
Part_II_3f	3,37	1,528	62
Part_II_3g	2,77	1,431	62
Part_II_3h	3,21	1,559	62
Part_II_3i	2,74	1,546	62
Part_II_3j	3,27	1,570	62
Part_II_3k	3,50	1,512	62
Part_II_3l	2,68	1,523	62
Part_II_3m	3,27	1,601	62
Part_II_3n	3,08	1,485	62
Part_II_3o	2,71	1,551	62
Part_II_3p	3,18	1,499	62
Part_II_3q	3,15	1,424	62
Part_II_3r	2,85	1,389	62
Part_II_3s	3,03	1,471	62
Part_II_3t	3,18	1,337	62
Part_II_3u	3,32	1,352	62
Part_II_3v	3,53	1,423	62

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
68,21	506,693	22,510	22

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	63	100,0
	Excluded[a]	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,974	,974	20

Item Statistics

	Mean	Std. Deviation	N
Part_III_1	4,10	,995	63
Part_III_2	3,90	,962	63
Part_III_3	4,02	1,008	63
Part_III_4	4,10	,962	63
Part_III_5	4,08	,885	63
Part_III_6	3,79	1,003	63
Part_III_7	3,81	1,045	63
Part_III_8	3,89	,969	63
Part_III_9	4,03	,933	63
Part_III_10	4,00	,916	63
Part_III_11	4,03	,897	63
Part_III_12	3,89	,952	63
Part_III_13	3,90	,962	63
Part_III_14	3,90	1,027	63
Part_III_15	3,90	1,027	63
Part_III_16	4,16	,884	63
Part_III_17	3,94	1,014	63
Part_III_18	3,98	,924	63
Part_III_19	3,86	,948	63
Part_III_20	3,95	,958	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
79,24	248,410	15,761	20

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	63	100,0
	Excluded[a]	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,900	,907	18

Item Statistics

	Mean	Std. Deviation	N
Part_IV_A1	3,35	1,065	63
Part_IV_A2	2,76	1,073	63
Part_IV_A3	2,44	1,594	63
Part_IV_A4	3,59	1,131	63
Part_IV_A5	3,90	,911	63
Part_IV_A6	2,32	1,268	63
Part_IV_A7	3,11	1,357	63
Part_IV_A8	2,00	1,244	63
Part_IV_A9	1,78	1,539	63
Part_IV_A10	1,62	,974	63
Part_IV_A11	1,95	1,211	63
Part_IV_A12	2,24	1,228	63
Part_IV_A13	2,27	1,181	63
Part_IV_A14	1,54	1,075	63
Part_IV_A15	1,54	1,105	63
Part_IV_A16	1,79	1,207	63
Part_IV_A17	1,57	1,058	63
Part_IV_A18	1,65	1,124	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41,43	171,797	13,107	18

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	63	100,0
Cases	Excluded[a]	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,501	,651	10

Item Statistics

	Mean	Std. Deviation	N
Part_IV_B1	4,05	1,224	63
Part_IV_B2	2,78	1,464	63
Part_IV_B3	4,11	6,665	63
Part_IV_B4	3,62	1,385	63
Part_IV_B5	3,73	1,273	63
Part_IV_B6	3,10	1,353	63
Part_IV_B7	2,70	1,399	63
Part_IV_B8	2,65	1,515	63
Part_IV_B9	2,71	1,313	63
Part_IV_B10	2,41	1,583	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31,86	112,737	10,618	10

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	63	100,0
Cases	Excluded[a]	0	,0
	Total	63	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,964	,964	33

Item Statistics

	Mean	Std. Deviation	N
Part_V_1	2,19	1,281	63
Part_V_2	2,32	1,354	63
Part_V_3	2,67	1,332	63
Part_V_4	2,76	1,241	63
Part_V_5	2,97	1,555	63
Part_V_6	3,05	1,349	63
Part_V_7	3,06	1,243	63
Part_V_8	3,29	1,549	63
Part_V_9	3,38	1,349	63

Part_V_10	3,17	1,289	63
Part_V_11	3,17	1,326	63
Part_V_12	3,48	1,469	63
Part_V_13	3,38	1,497	63
Part_V_14	3,40	1,409	63
Part_V_15	3,00	1,320	63
Part_V_16	3,41	1,433	63
Part_V_17	2,84	1,347	63
Part_V_18	3,11	1,460	63
Part_V_19	2,97	1,534	63
Part_V_20	2,95	1,408	63
Part_V_21	2,76	1,353	63
Part_V_22	3,22	1,486	63
Part_V_23	2,98	1,264	63
Part_V_24	3,32	1,342	63
Part_V_25	3,00	1,481	63
Part_V_26	2,44	1,175	63
Part_V_27	2,60	1,326	63
Part_V_28	3,14	1,424	63
Part_V_29	3,38	1,408	63
Part_V_30	3,35	1,152	63
Part_V_31	3,21	1,346	63
Part_V_32	2,83	1,302	63
Part_V_33	3,06	1,256	63

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
99,87	953,500	30,879	33

Appendix F

Öğrencilere Yönelik Veri Toplama Formu (Learner Ideas Sheet)

Öğrencilere Yönelik Veri Toplama Formu (Learner Ideas Sheet)

İdealinizdeki "İngilizce Öğretmeni" ile ilgili duygu ve düşüncelerinizi yazınız.

Yapacağınız değerlendirmeler İngilizce Eğitim Sistemindeki eksikleri gidermede ve sistemin güçlü yanlarını ortaya çıkarmada yol gösterici olacaktır. Değerlendirmelerinizi "bir İngilizce Öğretmeninin sahip olması gereken özellikler, sizi etkileyen yönleri, öğrencilere yaklaşımı, ders dışı faaliyetlere katılımı, kendini geliştirmesi, lisansüstü çalışmaları" şeklinde alt başlıklar halinde yapabilirsiniz. Kimlik bilgilerinizi yazmak zorunda değilsiniz.

Hava Öğretmen Üsteğmen Serkan ÜLGÜ

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Appendix G

Semi-Structured Interview Questions for ELT Managers

Semi-Structured Interview Questions for ELT Managers

1. Can you give brief information about your academic and professional background?

2. How do you define 'professional development (PD)' for English teachers?

3. Are there any PD activities in the department?

4. Do you feel a need to set up a 'teacher training unit' in the department/Turkish Air Force? Why?

5. Should the teachers receive training? Why/Why not?

6. What should the content of the teacher training program/s include? (techniques, theories, methods and new trends, testing, materials development, classroom management etc…)

7. Should all the teachers be included in the training programs (novice and experienced)? Why?

8. What should be the drive for teachers to join PD activities: inner or outer motivation?

9. What are the unique characteristics of the institution in terms of teaching English and TD?

Appendix H

ENGLISH COMPREHENSION LEVEL TEST (ECL)

ENGLISH COMPREHENSION LEVEL TEST (ECL)

A. GENERAL TEST INFORMATION

1. Authors

The United States Ministry of Defense Language Institute English Language Center (DLI ELC) Testing and Measurement Branch Staff.

2. Publisher

Only The United States Ministry of Defense Language Institute English Language Center (DLI ELC) Testing and Measurement Branch Printing Office publishes the test.

3. Address of the Publisher

DLIELC, 2230 Andrews Ave, Lackland AFB, TX 78236, (210) 671-3540 (DSN-473); http://www.dlielc.edu/Testing/Index.html

B. DESCRIPTION OF THE INSTRUMENT

1. Purpose of the Test

The purpose of the test is to assess proficiency in English in two receptive skills of the language: listening and reading; however, it is sometimes used as a placement test which is then entitled as the ALCPT standing for American Language Course Placement Test. But, the content and the format of the two tests are the same.

2. Specific Features of the Test

The ECL is a standardized test aiming at assessing proficiency level of two receptive skills in English. It does not test productive skills: writing and speaking. Listening part of the test is administered first followed by the reading part. There are 100 test items for both in total, and usually 60 of them are for listening and 40 of them are for reading. The two tests are administered at the same time without any break in between. The test takes approximately 60 minutes. Test takers take the test(s) individually in a booth; however, there may be around 40 booths in a test center. Only designated US Government representatives who have an official requirement to obtain the tests can administer the test. They are usually US Military or State Department personnel, or US citizens who are associated with them. It's

valid for 105 days. The explanation of the official website about this is as follows: "If a person takes the test and achieves his/her required score, but then stops studying English, his/her language ability may deteriorate over time." There is no age and grade level for this test to be taken.

There is now the CAT ECL which stands for Computer Adaptive English Comprehension Level Test. They claim that when the CAT ECL was validated at DLIELC, the correlation with the paper-and-pencil ECL was .93.

C. TEST METHOD

The ECL test is the primary instrument used for measuring the English language reading and listening proficiency of international participants in certain US-sponsored exercises. The ECL may also be used as a criterion in the recruitment of US military personnel who are not native speakers of English, or in the determination of their eligibility for commissioning, attending specific courses or holding certain jobs.

The ECL is also used for US military personnel who are non-native speakers of English, as a prerequisite qualification for entry into the military services. This testing is generally conducted by Military Entrance Processing Stations (MEPS).

In addition to testing done at the DLIELC, the ECL is also administered in approximately 120 overseas sites, and over 100 sites in the U.S. At off-campus sites, the ECL is administered in one of two versions: paper/pencil or online computer-delivered. These tests consist of 100 multiple-choice items, take about 75 minutes to administer, and are scored on a scale of 0 to 100.

Since June 1999, a computer-adaptive (CAT) version of the ECL has been in use only at the resident DLI campus, in Texas, the USA. The CAT ECL is essentially an individualized test, reducing the average test time to about 17 minutes. Like the other versions, CAT ECL scores are reported on a scale of 0 to 100. And because no two students get exactly the same test, the CAT ECL has the added advantage of practically eliminating the issue of test compromise.

The overall ECL testing program is controlled by DLI ELC. The ECL may be obtained from and administered only by authorized ECL Test Control Officers employed by the US Government.

D. JUSTIFICATION

The test developers claim that it assesses proficiency in Listening and Reading in English and that the test items have been standardized through multiple pilot administrations which have been explained in numbers but not shared by the public. However, what we observe is that the test assesses listening proficiency in recognition level and reading proficiency in structure and word cognition level. (See Appendix A for test item samples)

It can also be said that the ECL test is a reliable one since you can get similar scores when administered at different times to different groups. However, since it only aims at assessing listening and reading, the validity of the test is problematic in terms of overall proficiency covers writing and speaking as well. The test can also be said to be practical, that is, it is really easy to administer it: a headphone and a booth will suffice.

E. CONCLUSION

All in all, when we think about the reliability, validity, and practicality aspects of the test (as was discussed above), we can say that this test can be best used as a placement test rather than proficiency and in a very limited context often to cater for as an achievement since the content of the test requires familiarity with the register rather than the language itself. We know from our own experience that this test is fully an achievement one as a reflection of audio-lingual method (or the army method); moreover, it falls short to diagnose the linguistic needs of test takers which gives rise to raising question marks in terms of its function as a placement test. There is a set of 34 books specifically prepared for this test or test takers can only perform well if they study those books entitles The New ALC (The New American Language Course).

Sample Test Items

Part I Listening

Listening Part is composed of three sections: 1. Questions, 2. Short Dialogues, 3. Long Dialogues

PART 1
LISTENING
Directions for questions 1-25. You will hear questions on the test tape. Select the one correct answer a, b, c, or d and mark your answer sheet. DO NOT WRITE ON THE TEST BOOKLET.

1. a. jack
   b. steering wheel
   c. brakes
   d. clutch

2. a. Jack's
   b. Mary
   c. My car
   d. She found it.

3. a. solution
   b. information
   c. problem
   d. money

4. a. in the bank
   b. in front of it
   c. next to the bank
   d. behind the bank

5. a. fried potatoes
   b. French bread
   c. a hamburger
   d. fried chicken

6. a. next to me
   b. far from me
   c. second seat after me
   d. on the floor

7. a. He changed it.
   b. He took his unit somewhere.
   c. He united it.
   d. He took control of it.

8. a. He never plays an instrument.
   b. He sings songs loudly.
   c. He never washes his feet.
   d. He is a messy person.

9. a. We saw some pictures.
   b. We never read before class.
   c. a notice
   d. A picture which was hung on the wall.

10. a. Because they canceled it.
    b. Because they liked the rain.
    c. Because the weather was rainy.
    d. Because rain wasn't enough.

11. a. The man is buying a movie ticket.
    b. The man is at the post office.
    c. The man wants to have a holiday.
    d. The man is talking to his boss.

12. a. at 12:00 noon
    b. at 12:30 p.m.
    c. at 1:30 p.m.
    d. at 12:30 a.m.

13. a. The car is really fast.
    b. They painted the car red.
    c. They can't afford to buy it.
    d. The car is on sale.

14. a. He went to the barber to have a haircut.
    b. Before the haircut, he went to the commissary.
    c. To buy some vegetables.
    d. Mr. Smith didn't visit the post office.

15. a. immediately
    b. some money
    c. a taxi
    d. a hat

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Directions for questions 26-50. You will hear statements on the test tape. Select the one correct answer a, b, c, or d and mark your answer sheet.

26. a. I quarreled with some people.
    b. I hit it with my arm.
    c. The main gate wasn't open before I got there.
    d. I talked to two people.

27. a. It was windy and cold.
    b. Someone threw a stone at the window.
    c. The stone hit and broke .he window.
    d. I was driving the car when the window break.

28. a. The coat is very old.
    b. You can exchange it with a sweater.
    c. You can go get it on Friday.
    d. Dry-cleaner's is not open on Friday.

29. a. It's about to arrive.
    b. It'll leave in a few minutes.
    c. The bus is about to turn right.
    d. The driver is sleepy and he can have an accident.

Directions for questions 51-60. You will now hear dialogs on the test tape. Select the one correct answer a, b, c, or d and mark your answer sheet.

51. a. Because she drank something very cold.
    b. Because she stayed outside in cold weather.
    c. Because the sun made her sick.
    d. Because of the food.

52. a. wonderful.
    b. not good.
    c. delicious.
    d. very much.

53. a. The T-shirt is not a good deal.
    b. The T-shirt is not the right size.
    c. The man will definitely buy it.
    d. The man will probably afford to buy it.

54. a. The dentist is busy right now.
    b. He must make an appointment.
    c. He must see the dentist in a few days.
    d. He should see the dentist immediately.

55. a. saws.
    b. knives
    c. razors
    d. axes

56. a. a carpenter
    b. a chopper
    c. a baker
    d. a plumber

57. a. She needs to earn more money.
    b. She needs to lose weight.
    c. She needs to hire a cleaning lady.
    d. She needs to buy necessary clothes.

58. a. The man should sit and rest.
    b. The man feels tired all the time.
    c. The man should sleep early.
    d. The man should try to get up early.

59. a. They want to go the mall.
    b. They need a good hairdresser.
    c. They want to go shopping.
    d. They need some cash.

60. a. She should salute the civilians.
    b. She should salute officers.
    c. She doesn't have to salute the NCO.s.
    d. She can salute everyone.

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Part II Reading

Reading Part is composed of one section.

Directions for questions 61-160. Choose the one correct answer a, b, c, or d and mark your answer sheet. DO NOT WRITE ON THE TEST BOOKLET.

61. The rooms _____ once a day.
   a. are cleaning
   b. clean
   c. are being cleaning
   d. are cleaned

62. If she had avoided the accident, She

   _____
   a. wouldn't have broken her leg
   b. could have hit the other car
   c. would have been very well now
   d. might have had a steering wheel

63. The weather was too cold for me

   _____
   a. swim
   b. swimming
   c. to swim
   d. being swimming

64. I _____ go to the dance last
   night. I missed it
   a. am supposed to
   b. wasn't
   c. might not
   d. wasn't able to

65. I am still hungry. I think I'd have

   _____
   a. a lot more chickens
   b. some more chicken
   c. any more chicken
   d. a little chickens more

66. I like our classroom even though -

   _____
   a. it is small and cold sometimes
   b. our teacher is terrific
   c. classes are always interesting
   d. we are in autumn

67. Look at your hands. One is your
   right hand, _____ is your left
   hand.
   a. other
   b. another
   c. the other
   d. others

68. A : Did you _____ your
       composition?
   B : Not yet. Maybe tomorrow.
   a. hand out
   b. hand in
   c. keep away
   d. hang on

69. Will you please _____ ?
   a. buy me a drink
   b. buy a drink to me
   c. buy a drink me
   d. buy for me a drink

70. John made the story _____.
   He didn't tell the truth.
   a. off
   b. down
   c. out
   d. up

71. I can't help _____ why Larry
   did such a foolish job.
   a. wondering
   b. to wonder
   c. wonder
   d. wondered

72. The doctor made the patient

   _____ in bed.
   a. to lie
   b. to sleep
   c. stay
   d. stood

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Appendix I

STANAG 6001 (Edition 4) LANGUAGE PROFICIENCY LEVELS

STANAG 6001 (Edition 4) LANGUAGE PROFICIENCY LEVELS*

Level	LISTENING COMPREHENSION	SPEAKING
0	No practical proficiency	No practical proficiency
1	**(Survival)** Vocabulary: Adequate for routine courtesy and minimum practical needs related to travelling, obtaining food and lodging, giving simple directions, asking for assistance.	
	Listening comprehension: Adequate for very simple short sentences in face-to-face situations. May require much repetition and a slow rate of speech. Fails in situations where there is noise or other interference.	Grammar and pronunciation: Errors are frequent and may often cause misunderstanding. Fluency: Adequate for memorized courtesy expressions and common utterances. Otherwise lacking.
2	**(Functional)** Vocabulary: Adequate for simple social and routine job needs as giving instructions and discussing projects within very familiar subject-matter fields. Word-meanings often unknown, but quickly learned.	
	Listening comprehension: Dependable in face-to-face communication within well-known subject-matter fields and in common social contexts. Sometimes requires rewording or slowing of conversational speed. Incomplete in the presence of noise or other interference. Seldom adequate to follow a conversation between two native speakers.	Grammar and pronunciation: Meaning is accurately expressed in simple sentences. Circumlocution often needed to avoid complex grammar. Foreign-sounding pronunciation very noticeable but usually does not interfere with intelligibility. Fluency: Often impaired by hesitation and groping for words.

Retreived from http://www.natobilc.org/stanag/index-eng.asp as of January 21, 2013 12:22.

Level	LISTENING COMPREHENSION	SPEAKING

3 (Professional)

Vocabulary: Adequate for all practical and social conversations and for professional discussions in a known field.

Listening comprehension: Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.	Grammar and pronunciation: Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognizably foreign but never interferes with intelligibility. Fluency: Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.

4 (Expert)

Vocabulary: Broad, precise, and appropriate to the subject and the occasion. Listening

comprehension: Adequate for all educated standard speech in any situation. Undisturbed by noise or interference in moderate amount. May occasionally have difficulty with colloquial or regional dialect variations.	Grammar and pronunciation: Errors seldom occur, and do not interfere with accurate expression of meaning. Non-native speaker pronunciation does not interfere with intelligibility.

Fluency: Similar to native fluency in known subject fields. Easy for a native speaker to listen to.

NOTE: This level reflects extensive experience using the language in an environment where it is the primary means of communication.

5 (Highly-articulate native)

In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.

Level	READING COMPREHENSION	WRITING
0	No practical proficiency	No practical proficiency
1	**(Survival)** Adequate for street signs, public directions, names on buildings, and elementary lesson material. In languages written by alphabet or syllabify, adequate to spell out unknown words and approximate their pronunciation in order to ask a native speaker the meaning.	Has sufficient control of the writing systems to meet limited practical needs. Can produce all symbols in an alphabetic or syllabic writing system. Can write numbers and dates, his own name and nationality, addresses, etc. Otherwise ability to write is limited to simple lists of common items or a few short sentences. Spelling may be erratic.
2	**(Functional)** Adequate for intermediate lesson material and simple colloquial texts such as children's books. Requires extensive use of dictionary to read short news items. Written material seldom fully understood without translation.	Can draft routine social correspondence and meet limited professional needs. Is familiar with the mechanics of the writing system, except in character systems where ability is limited to a small stock of high-frequency items. Makes frequent errors in spelling, style and writing conventions. Able to write simple notes and draft routine social and limited office messages. Material normally requires editing by a more highly proficient writer.
3	**(Professional)** Adequate for standard text materials and most technical material in a known professional field; with moderate use of dictionary, adequate for most news items about social, political, economic, and military matters. Information is obtained from written material without translation.	Can draft official correspondence and reports in a special field. Control of structure, spelling, and vocabulary is adequate to convey his message accurately, but style may be quite foreign. All formal writing needs to be edited by an educated native.

Level	READING COMPREHENSION	WRITING
4 **(Expert)** Adequate to read easily and with minimal use of dictionaries, styles of the language occurring in books, magazines and newspapers written for an audience educated to the level of a high school graduate. Adequate to read technical and abstract material in known professional fields.		Can draft all levels of prose pertinent to professional needs. Control of structure, vocabulary, and spelling is broad and precise; sense of style is nearly native. Errors are rare and do not interfere with understanding. Nevertheless, drafts or official correspondence and documents need to be edited by an educated native.

NOTE: This level reflects extensive experience using the language in an environment where it is the primary means of communication.

5 **(Highly-articulate native)** In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.		

Appendix J

English Language Teacher Associations

English Language Teacher Associations

A. *Local Associations*

S/N	Association	Explanation	Url
1	CATESOL	California Teachers of English to Speakers of other languages	www.catesol.org
2	ELTAS	English Language Teachers' Association Stuttgart	www.eltas.de
3	LATE	London Association for the Teaching of English	www.late.org.uk
4	GRETA	English Teachers Association of Andalusia	www.gretaassociation.org
5	APAC	Associació de Professors i Professores d'Aglès de Catalunya	www.apac.es
6	APINEX	Asociación de Profesores de Inglés de Extremadura	www.apinex.org
7	APEOI	Asociación de Profesores EOI de Andalucía	www.apeoi.eeooii.org/
8	ASPI	Asociación Saltena de Profesores de Inglés	www.aspisalta.8k.com
9	BELNATE	Belarusian National Association of Teachers of English	www.ir.bsu.by
10	ELTAF	English Language Teachers' Association Frankfurt/Rhine-Main-Neckar	www.eltaf.de
11	ELTAU	English Language Teachers´ Association of Ulm/Neu-Ulm	www.eltau.de
12	ELTA-Rhine	English Language Teachers' Association	www.elta-rhine.de
13	Hawaii TESOL	Hawaii Teaching of English as a Second Language	www.hawaiitesol.org/index
14	NATE	National Association for the Teaching of English	www.nate.org.uk
15	VALTEA	Valencian Community Teachers of English Association	www.valtea.org
16	WATESOL	The Washington Area Teachers of English to Speakers of Other Languages	www.watesol.org
17	AELFE	Asociación Europea de Lenguas para Fines Específicos	www.aelfe.org

18	AATE	The Australian Association for the Teaching of English	www.aate.org.au
19	APPI	Asociación Portuguesa de profesores de Inglés	www.appi.pt
20	ARTESOL	Argentina TESOL	www.artesol.8k.com
21	BRAZ-TESOL	Brazil Teachers of English to Speakers of Other Languages	www.braz-tesol.org.br
22	CLESOL	Community Languages and English for Speakers of other Languages	www.clesol.org.nz
23	ELT	English Language Teachers in Japan	www.eltcalender.com/home
24	ELTAI	English Teachers Association of India	www.eltai.org
25	ELTAM	The English Language Teachers' Association of Macedonia	eltam.org.mk
26	ETA-ROC	English Teachers Association of Teachers of the Republic of China	eta.org.tw/eta/
27	FAAPI	Federación Argentina de Asociaciones de Profesorado de Inglés	faapi.com.ar/Formacion
28	FEELTA	The Far Eastern English Language Teachers' Association	dvgu.ru
29	IATEFL-Polonia	International Association of English as Foreign Language	iatefl.org.pl/main
30	IATEFL-Hungary	International Association of English as Foreign Language	iatefl.hu
31	JALT-Japan TESOL	The Japan Association for Language Teaching	jalt.org
32	LVASA	Latvian Association of English Teachers	lvasa.lv
33	MATE	Moroccan Association of Teachers of English	mate.org.ma
34	MEXTESOL	Mexican Association of Teachers of English	mextesol.uvmnet.edu
35	PAEFLTP	Panhellenic Association of EFL Teachers in the Public Sector (Greece)	users.forthnet.gr/ath
36	THAI-TESOL	Thailand Teachers of English to Speakers of Other Languages	thaitesol.org

37	TEA	Sociedad Canaria de Profesorado de Inglés	gobiernodecanarias.org
38	TEA	Teacher of English in Austria	tea-austria.org/start
39	TESOL-ARABIA	Teachers of English to Speakers of Other Languages	tesolarabia.org
40	TESL-Canada	Teachers of English to Speakers of Other Languages	tesl.ca
41	TESOL-France	Teachers of English to Speakers of Other Languages	tesol-france.org
42	TESOL-Greece	Teachers of English to Speakers of Other Languages	tesolgreece.com
43	TESOL-Italy	Teachers of English to Speakers of Other Languages	tesol.it
44	TESOL-Scotland	Teachers of English to Speakers of Other Languages	satefl.org.uk
45	TESOL-Spain	Teachers of English as a Foreign Language	tesol-spain.org
46	TESOL-Ukraine	Teachers of English to Speakers of Other Languages	tesol-ua.org
47	VENTESOL	Teachers of English to Speakers of Other Languages-Venezuela	vntesol.org

B. International Associations

S/N	Association	Description	Url
1	ASIA TEFL	The Asian Association of Teachers of Other Languages	asiatefl.org
2	ARELS	Association of Recognized English Language Services	arels.org.uk
3	EALTA	European Association for Language Testing and Assesment	ealta.eu.org
4	EAQUALS	European Association for Quality Language Services	eaquals.org
5	ESSE	The European Society for the study of English	essenenglish.org
6	FEELTA	Far Eastern English Language Teachers' Association	dvgu.ru
7	IATEFL	International Association of English as Foreign Language	iatefl.org
8	IL	Independant Learning	independantlearning.org
9	MATSDA	The Material Development Association	matsda.org.uk
10	TESOL	Teachers of English to Speakers of Other Languages	tesol.org
11	BC	British Council	britishcouncil.org

http://www.discoverfrance.net/France/Language/DF_lang_assn.shtml

Appendix K

Documents of Permission (the TurAFA, the TurAF ATC, the TurAF)

HAVA KUVVETLERİ KOMUTANLIĞI
HAVA HARP OKULU KOMUTANLIĞI
YEŞİLYURT/İSTANBUL

DEKANLIK : 71905614-3730-5148-13/ Ybc.Dil.Böl.

12 Mart 2013

KONU : Yüksek Lisans Çalışma İzni Hk.

DAĞITIM KISMINA YAZILMIŞTIR

İLGİ : HHO K.lığının 03 Ocak 2013 tarihli, HUTEN: 3730-96-13/Eğt.Öğt.Md.Yrd. sayılı "Lisansüstü Eğitim Öğrenim İzinleri." Konulu yazısı.

1. İlgi ile kendi nam ve hesabına yüksek lisans eğitimi için izin verilen Hv.Öğ.Ütğm.Serkan ÜLGÜ (2007-S-05), Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretmenliği Ana Bilim Dalında eğitime devam etmektedir.

2. Lisan eğitiminde başarının yakalanmasında nitelikli öğretmenin önemli bir rol oynadığı gerçeğinden hareketle, Hava Kuvvetleri Komutanlığı bünyesinde İngilizce öğretmeni olarak görev yapan öğretmenlerin mesleki gelişimlerine esas teşkil edebilecek bir çalışmanın yapılmasına ihtiyaç duyulduğu değerlendirilmiş ve Hava Kuvvetleri Komutanlığı bünyesinde verilen lisan eğitimlerinin etkililiğine katkı sağlamak amacıyla Ütğm.S.ÜLGÜ'nün tez konusu 'İngilizce Öğretmeni Modüler Gelişim Modeli' olarak belirlenmiştir.

3. Çalışma sonucunda öncelikle Hava Kuvvetleri Komutanlığı bünyesindeki eğitim-öğretim kurumlarında görevli İngilizce öğretmenlerinin ihtiyaçları belirlenecek, kurumun ve yöneticilerin beklentileri irdelenerek verilere dayalı bilimsel bir 'öğretmen gelişim modeli' önerilecek olup çalışma sayesinde yeni temin edilecek İngilizce Öğretmenlerinin vasıflarına yönelik de çıkarımlara ulaşılacaktır.

4. Bu kapsamda HHO, IAHL, Hv.Astsb.MYO ve Hava Lisan Okul Komutanlığı'nda görevli İngilizce öğretmenlerine EK-A'da sunulan veri toplama formlarının uygulanması için komutanlık emirlerine ihtiyaç duyulmaktadır.

Arz ederim.

(e-ONAYLI)
Muhittin Fatih SERT
Hava Pilot Tümgeneral
Hava Harp Okulu Komutanı

EKİ :
EK-A (Çalışmada Kullanılacak Veri Toplama Formları.)

DAĞITIM :
Gereği :
Hv.Eğt.K.lığı

HAVA KUVVETLERİ KOMUTANLIĞI
HAVA EĞİTİM KOMUTANLIĞI
GÜZELYALI/İZMİR

HRK.EĞT. : 17336046-3730-5399-13/ Okl.ve Tml.Eğt.Ş.   18 Mart 2013

KONU : Yüksek Lisans Çalışma İzni Hk.

DAĞITIM KISMINA YAZILMIŞTIR

İLGİ : HHO K.lığının 12 Mart 2013 tarihli, DEKANLIK :71905614-3730 -5148- 13/Ybc.Dil.Böl. sayılı ve " Yüksek Lisans Çalışma İzni Hk. " konulu yazısı.

1. Kendi nam ve hesabına yüksek lisans eğitimi için izin verilen Hv.Öğ.Ütğm.Serkan ÜLGÜ (2007-S-05)'nün, Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretmenliği Ana Bilim Dalında ve "İngilizce Öğretmeni Modüler Gelişim Modeli" konusunda tez hazırladığı ilgi ile bildirilmiştir.

2. Bahse konu tez çalışması kapsamında HHO, IAHL, Hv.Astsb.MYO ve Hv.Lis.Okl.K.lığında görevli İngilizce öğretmenlerine, EK-A'da sunulan veri toplama formlarının uygulanması talep edilmektedir.

3. Veri Toplama Formlarının dağıtılarak bahse konu çalışmanın yapılmasına müsaade edilmesi Komutanlık emirlerine maruzdur.

    Arz ederim.

HAVA EĞİTİM KOMUTANI EMRİYLE/NAMINA

                                                (e-ONAYLI)
                                                Aydemir TAŞCI
                                                Hava Pilot Tuğgeneral
                                                Kurmay Başkanı

EKİ   :
EK-A (Çalışmada Kullanılacak Veri Toplama Formları)

DAĞITIM   :
Gereği   :   Bilgi   :
Hv.K.K.lığına   HHO K.lığına

GENELKURMAY BAŞKANLIĞI
HAVA KUVVETLERİ KOMUTANLIĞI
ANKARA

PER.　　:　46008895-1410-48725-13/ Per.Pl.Ynt.D. Brys.Eğt.Ş.　　　05 Nisan 2013
　　　　　　Eğt.Glş.Ks.

KONU　　:　Tez Önerisi
　　　　　　(Hv.Öğ.Ütğm.Serkan ÜLGÜ
　　　　　　(2007-S-05)).

DAĞITIM KISMINA YAZILMIŞTIR

İLGİ : (a) Hv.Eğt.K.lığının 18 Mart 2013 tarihli, HRK.EĞT.:17336046-3730-5399-13/Okl.ve
　　　　　　Tml.Eğt.Ş. sayılı ve "Yüksek Lisans Çalışma İzni Hk" konulu yazısı.

　　　　 (b) HKY 179-1(B) Lisansüstü Eğitim Yönergesi.

1.　Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretmenliği Ana Bilim Dalında
kendi nam ve hesabına yüksek lisans eğitimine devam eden Hv.Öğ.Ütğm. Serkan ÜLGÜ
(2007-S-05) "İngilizce Öğretmeni Modüler Gelişim Modeli" konulu tez çalışmasını yapmak amacıyla
ilgi (a) ile izin isteğinde bulunmuştur.

2.　EK-A'da detayları yer alan ve "Tez Konuları Havuzu"nda bulunmayan tez konusunun ilgi (b)
yönerge kapsamında yapılması ve Tez Konuları Havuzuna dahil edilmesi uygun bulunmuştur.

　　　Arz ederim.

HAVA KUVVETLERİ KOMUTANI EMRİYLE

　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　(e-ONAYLI)
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Aydın GÜNDÜZ
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Hv.SS.Kur.Alb.
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Per.Pl. ve Ynt.D.Bşk.

EKİ　　　　　:
EK-A (Çalışmada Kullanılacak Veri Toplama Formları.)

DAĞITIM　　　　:
Gereği　　　　:　　　　　　　　　　　　Bilgi　　　　:
HHO K.lığı (İvediliğinden)　　　　　　　Hv.Eğt.K.lığı