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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN INVESTIGATION OF PERCEIVED PROFESSIONAL NEEDS OF TURKISH ENGLISH LANGUAGE TEACHERS

MASTER'S THESIS

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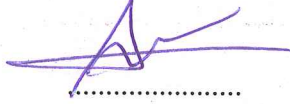
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TABLE OF CONTENT

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This thesis entitled "*An Investigation of Perceived Professional Needs of Turkish English Language Teachers*" submitted by *Ayşe Nur KILINÇ* was examined and accepted by the Thesis Board by majority as a MA thesis.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

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FOREWORD

I would like to thank to my supervisor Assoc. Prof. Dr. Özkan KIRMIZI for all his help, support, tolerance, guidance, and valuable advice in this demanding and challenging process.

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ABSTRACT

Throughout the last two decades, in-service teacher professional development and the term of 'continuing professional development (CPD)' gain importance with shifts in several fields such as technology, science, education. Therefore, teachers are expected to improve their professional competence and skills and personal skills in order to meet learners' needs and expectations. The professional development process is carried out by both teachers in an informal way such as sharing experience with colleagues, reading about personal professional development and the Ministry of National Education in a formal way such as conference, seminars. The needs of in-service teachers are important to enhance training or development programs for teachers.

This study aims to investigate the professional needs of in-service English language teachers. The study was conducted with 163 in-service EFL teachers from different parts of Turkey. Approximately half of participants have between 1 and 6 years of experience. The data was collected through the instrument 'Questionnaire of the In-service English Language Teachers' Needs'. The data was analyzed with IBM SPSS Statistics 22. The results were discussed in regard to the questions what professional area EFL teachers have a need and whether there are any significant differences about professional needs in terms of demographic information or not. According to results, the first three of the most highly rated professional needs area are respectively 'counselling and special education knowledge', 'English language teaching knowledge', and 'professional teaching knowledge'.

Keywords; teacher professional development, teacher competence, English language teacher effectiveness, professional needs of English language teachers

ÖZ

Son 20 yıl boyunca, Milli Eğitim bünyesinde çalışan öğretmenlerin mesleki gelişimleri ve sürekli mesleki gelişim terimi teknoloji, bilim, eğitim gibi alanlardaki değişimlerle birlikte önem kazanmıştır. Bu nedenle öğretmenlerin öğrencilerin beklentilerini ve ihtiyaçlarını karşılayabilmeleri için mesleki yeterliliklerini ve becerilerini aynı zamanda kişisel becerilerini geliştirmeleri beklenilmektedir. Mesleki gelişim süreci, meslektaşlarıyla görüş alışverişi, mesleki alanlarıyla alakalı kişisel okumaları gibi öğretmenlerinin bizzat kendileri yürütebileceği gibi resmi takvimle belirlenmiş seminer ve konferanslar yoluyla Milli Eğitim Bakanlığı da yürütebilmektedir. Hizmet içi eğitimlerin hazırlanmasında ve sürekli mesleki gelişim sağlanabilmesi için MEB'in bünyesinde çalışan öğretmenlerin mesleki ihtiyaçlarının belirlenmesi gerekmektedir.

Bu çalışmada MEB bünyesindeki İngilizce öğretmenlerinin mesleki ihtiyaçları belirlenmeye çalışılmıştır. Bu çalışma Türkiye'nin farklı şehirlerinde görev yapan İngilizce öğretmenleriyle gerçekleştirilmiştir. Çalışmaya katılan öğretmenlerin yaklaşık yarısı 1 ve 6 yıl arsında tecrübeye sahiplerdir. Veriler 'İngilizce Öğretmenleri İhtiyaç Anketi' kullanılarak toplanmıştı ve IBM SPSS Statistics 22 veri analiz programı kullanılarak analiz edilmiştir. Analiz sonuçları İngilizce öğretmenlerinin hangi mesleki alanlarda ihtiyaçlarının olduğu ve mesleki ihtiyaçlarında demografik bilgiler açısından anlamlı bir farklılık olup olmadığı incelenmiştir. Sonuçlara göre en fazla ihtiyaç duyulan ilk üç mesleki ihtiyaç alanları sırasıyla 'rehberlik ve özel eğitim bilgisi', 'İngilizce öğretimi alan bilgisi', ve 'öğretmenlik meslek bilgisi'dir.

Anahtar Kelimeler; öğretmen mesleki gelişimi, öğretmen yeterliliği, İngilizce öğretmeni etkililiği, İngilizce öğretmenlerinin mesleki ihtiyaçları

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ABBREVIATIONS

CPD; Continuous Professional Development

EFL: English as a Foreign Language

ELT: English Language Teaching

INSET: In-service training

MA: Master of Art

MoNE: The Ministry of National Education
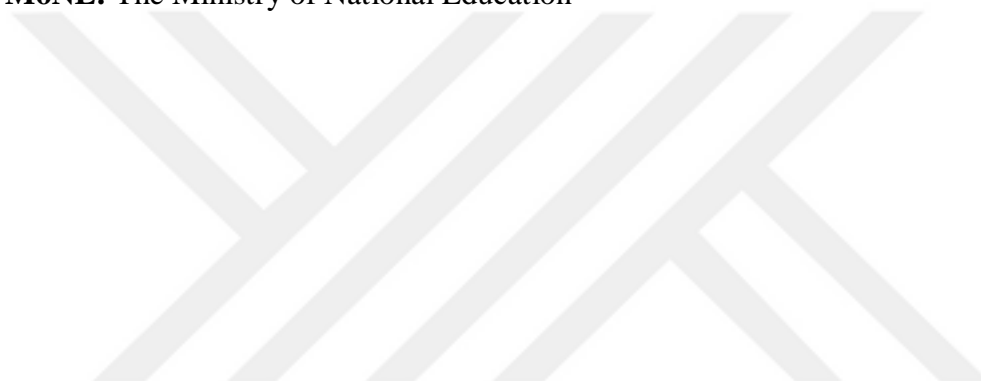
SUBJECT OF THE RESEARCH

Education is important for society to develop and to continue its existence in future. The improvement of technology, globalization of community, and economy cause reforms about the field of education to improve standards, and high qualities of the life of the future. Therefore, education forms the world of the future. As a Chinese adage says, "when planning for a year, plant corn; when planning for a year, plant trees; when planning for a life, train and educate people", by giving a qualified education to people they become more skilled to meet rapid changes in the world; therefore, the fate of the community is changed in a positive way. According to one of the theories of Dewey (1930) about the education, "education is neither a process of unfolding from within nor is it a training of faculties resident in mind itself; it is rather the formation of mind by setting up certain associations or connections of content by means of a subject matter presented from without" (p. 81). In other words, education is received not only in formal institutions but also without. Education can be carried out without the building of school or without books and the curriculum. The main aim of education is to provide the skills for individuals in order to survive in the developing society and the challenging nonstable world by making them lifelong learners and giving a discipline of learning to them. Education is a kind of tool to shape the soul and the mind of people. The users of the tool are teachers -one of the most important components of education- so, without teachers, it cannot be mentioned the education. Education is a process (Ertürk, 1972), and the teacher is the executive of the process.

It is all true that "different occupations require different degrees of knowledge and skills" (Winch, 2004, p.182). In spite of the discussions on whether teaching is a profession or not (Etzoni,1969; Tezcan, 1996, Hacıoglu, 1997; Carr, 2000; Winch, 2004; Erden, 2007), it is a profession including multiple scopes, or theoretical knowledge contrary to other professions such as the law, the medicine, the engineering (Ozturk, 2008). Being a teacher, who is the most important asset in learning society, is a complicated profession, because it involves creating an environment with a low affective filter for learners, encouraging them to learn something and making them lifelong

learners. The main role of teachers is to help learners grow and improve to their best potentials, at which teachers cannot ignore the influences outside the classroom that are shaping learner's lives (Grinberg, 2000).

Day (1999) describes "good teachers who are knowledgeable about learners and learning, who themselves are committed to learning, and who can provide the right frameworks for learning by knowing what questions to ask will always be needed, whether learning takes place inside or outside a school building"(p.200). Furthermore, 15 characteristics of effective teachers, which The American Association of School Administrators (AASA) declared, are being good managers, using systematic instruction techniques, having high expectations of students and themselves, believing in their own efficacy, changing teaching strategies, handling discipline through prevention, being caring, being task oriented, being comfortable interacting with others, having a strong capacity of subject matter, spending time with students outside of class, tailoring teaching to student needs, being flexible and imaginative (Demmon-Berger,1986). According to the National Commission on Education in England (1993), an idea of the teacher in twenty-first century is as follows:

> In our vision, a teacher in the 21st century will be an authority and enthusiast in the knowledge, ideas, skills, understanding and values to be presented to pupils. The teacher will be an expert on effective learning, with knowledge of a range of classroom methods that can be intelligently applied and an understanding of appropriate organizational and management styles, conditions, and resources. The teacher will have the capacity to think deeply about educational aims and values, and thereby critically about educational programmes. The teacher will be willing to motivate and encourage each and every pupil, assessing progress and learning needs in their widest sense, even when this involves them in areas outside formal education. The teacher will in the first instance be an educator, not only of the 'subject' being taught but also aiming to extend the intellectual, imaginative, inquiring and critical powers of his or her pupils, and to encourage them to question their wider personal and social values. (p. 197)

Many researchers concur with the issue of the qualities of an effective teacher (Brosh, 1996; Witcher, 2001; Minor, 2002; Schaeffer, Epting, Zinn, & Buskist, 2003; Arıkan, Taşer, & Saraç-Süzer, 2008; Elizabeth et. al., 2008; Shishavan & Sadeghi, 2009, Rotgans & Schmidt, 2011; Ben-Peterz, 2011; Baytur & Razı, 2015; Külekçi, 2018). According to the qualities mentioned in the studies, an effective teacher should be creative, student-centered, friendly rather than authoritative, care and encourage the learners, provide a friendly and creative classroom climate, have strong interpersonal skills, be willing to

teach and have knowledge of subject matters, be patient, responsible, enthusiastic, respectful, fair and humorous to the others. Being a teacher is beyond a profession about teaching something; therefore, a teacher should be a person who has a humanistic point of view in the life and who dedicates his/her life to mankind.

Every teaching and learning situation is a specific context and, disciplines differ, some teaching behaviors and attitudes are considered more relevant in one discipline than in another (Murray & Renaud, 1995, cited in Bell, 2005). For example, anyone who has the knowledge about math, history or literature can teach or transfer to others his knowledge in any way, such as lecturing; however, anyone who knows and speaks a foreign language cannot teach or transfer language knowledge or skills somehow because, foreign language teaching (FLT) requires special and different teaching techniques, methods and approaches, and to know and to specialize multiple areas. For example, drama and dramatization is one of the most important methods in language teaching (Allen, 1979; McRae, 1985; Stewig and Buege, 1994; Mattevi, 2005), but it is not adequate by itself, so many other methods such as critical thinking might be integrated with it. Furthermore, language learning addresses multiple language skills, which makes learner more stressful, so while language teachers are enabling learners to expertize all of the skills, they can make learners affective filter lower by using some techniques such as scaffolding. All in all, language teaching is one of the most special areas in education.

The foreign language teaching profession has also some criteria for effectiveness like the other branches of teaching. However, the criteria of the effective language teacher have been changing with the trends of the language teaching from the earlier of the 20th century to the 21st century. Throughout the last half century, new changes in the ways foreign language teaching have caused a shift in FLT from traditional grammar-based approaches to more communicative and interactive approaches. The trends in FLT that reflect these changes include; communicative language teaching (Lee & VanPatten, 2003), computer-assisted language learning (Bush & Terry, 1997), teaching culture (Kramsch, 1993), content-based instruction (Genessee, 1998; Leaver & Stryker, 1989), languages for specific purposes (Douglas, 1999), computer-assisted language learning (Bush & Terry, 1997; Lafford & Lafford, 1997). During these shifts, the roles of the

language teachers also have changed from the authority in the classroom to a facilitator and a counsellor in the classroom.

Learning foreign language is more stressful and challenging process for learners. For that reason, an effective language teacher needs to know the difficulties learners face, and be aware of the diversity of their level, cultural and learning background, and learning styles, and provides them a safe atmosphere to use the language, and uses several multiple formative testing and evaluating techniques to assess their learning (Harper & Jong, 2009; Faltis et. al., 2010; Korkmaz & Yavuz, 2011).

Technology is an important component in language teaching in contemporary world. Technology supplies unlimited opportunities for using language and authentic materials for language learners and teachers. An effective language teacher integrates the technology into language education by designing materials.

Arıkan, Taşer and Saraç-Süzer (2008) studied with foreign language learners about who an effective language teacher is. In the study, it was stated that the teacher is friendly, young, enthusiastic, creative and humorous person whose gender is not important, and is a native speaker of Turkish but fluent in English, and likes educational games, and teaches grammar effectively by integrating into real life situations to explain language items, and has correct pronunciation, and shouldn't depend on the lesson plan or curriculum completely, and is as creative as possible.

In the study of Korkmaz & Yavuz (2011), student English teachers are asked what the characteristics of the effective English teachers are. According to the student English teachers answers - which are respectively the most given answers - an effective English teacher is aware of different assessment techniques, and knows what to evaluate and how to give feedback to students, and is aware of the background knowledge of the students to adjust his/her teaching way, and has empathy skills to understand the students in several angles, and knows curriculum and content regarding linguistic competence and language use, and gives importance to personal development which makes him/ her gain self-confident, and understand to the others, and find solution for his/ her weakness.

The characteristics of the effective English language teacher from the perspectives of the prospective teachers were studied by Arıkan (2010) and Külekçi (2018). The studies demonstrated that an effective English language teacher has the competency about the subject matter, and is prepared for the lesson before class, and clarifying the goals of each lesson, and links the learning content to real life situations, and uses appropriate pedagogical tools for teaching, and makes adaptations according to the learners level by using teaching strategies, and is open-minded, creative, respectful and can establish good rapport with the learners, and develops himself/ herself continually. Moreover, Al-Seghayer (2017) states as follows:

> Successful ESL/EFL teachers (a) display explicit awareness of the cognitive knowledge dimension of language teaching; (b) develop profound knowledge of related content, that is, disciplinary knowledge, pedagogical knowledge, and technological pedagogical knowledge; (c) attain a high level of English language proficiency; (d) possess certain unique personality traits; and (f) possess other related key variables (p. 881).

The roles identified with teachers and the qualities of the effective teachers can evolve or modify in time under the influence of all social, political, geographical, technological, cultural and educational changes in the world. Teacher effectiveness is related to their desire for personal and professional development. Owing to the complexity of teaching, personal and professional development is indispensable for the teachers.

By virtue of the change in the teaching methods and teachers roles, there appears an increasing demand for teachers who are in a continuous process of the professional development (Avalos, 2011). Therefore, a strong pressure on educational institutes and teachers arises to become more competency-based due to better meet the changing demands of the labor market (Baartman et. al., 2007). In other words, teacher education or preparation, and training programs become crucial to gain particular contemporary specifications for future teachers. Gorski (2009) indicates most of the courses in teacher education programs aim at preparing teachers who have pragmatic skills and personal awareness rather than those who are equipped with key principles of multicultural education such as critical consciousness and a commitment to educational equity.

In 21st century, the world is rapidly changing in various way and the communities try to keep up with the shifts over the world. According to "National Strategy Workshop for

Teachers" (MoNE, 2017), it is aimed to make the teachers highly qualified, well-educated and professionals, and to ensure continuous professional and personal development, and to enhance positive perception about teaching profession, and to strengthen the status of the profession (Kahraman Özkurt, 2019). Moreover, in 2018 the government of Turkey announced a series of goals to achieve until 2023. According to the education vision goals, teachers are in a continuous professional development, and have multiple perspectives of the teaching and education, and refuse the stereotypes, and follow humanist approaches, and provide the learners several opportunities to have good learning experiences (Turkey's Education Vision 2023). All in all, teacher education, training, and professional development become crucial.

PURPOSE AND IMPORTANCE OF THE RESEARCH

Several researches (Luneta, 2012; Blazer, 2005; Day, 1999) agree that in order to develop an efficient professional development program for teachers, a need-analysis must be used to obtain diagnostic data and be defined current educational needs, priorities and goals. This current study aims to examine and reveal the professional needs of in-service English language (EFL) teachers, and their needs and preferences of personal professional development, and requests about professional life and professional efficiency and to research the factors that have significant influences on the perceived needs of the in-service EFL teachers in order to make contribution to the process of developing an INSET or CPD program.

The following research questions guide the present study;

1. What are the perceived professional needs of in-service EFL teachers in terms of
    i. professional teaching knowledge
    ii. English language teaching (ELT) knowledge
    iii. technology and computer knowledge
    iv. national and international exams knowledge
    v. counselling and special education knowledge
    vi. communication and social skills knowledge

vii. personal development

2. What are 'in-service EFL teachers' preferences of personal professional development' and 'their requests about work/professional life and professional efficiency'?

3. What do perceived professional needs of EFL teachers differ in terms of demographic information (gender, age, years of experience, faculty graduated, education degree, employment type, school level, classroom size, school location)?

METHOD OF THE RESEARCH

In this study, survey research design was employed. Survey research method is one of the most preferred and used method to reach large groups of people to get the opinions about their needs (Gökmenoğlu, 2012). In professional development studies, the opinions of researchers and teachers are collected (Guskey, 2003). Moreover, Frankel at all (2011) states that the characteristics of a population is described with survey research. This current study presents EFL teachers' professional needs and perceptions. For that reason, '*Questionnaire of the In-service English Language Teachers' Needs*' (see Appendix B) was used as data collection instrument to get the data from the participants. IBM SPSS Statistics 22 was used to analyze the data in terms of the research questions.

RESEARCH PROBLEM

The term of CPD has become more popular recently, because of rapid changes in the world. Hence, the educational authorities attempt to enhance more effective professional development programs for teacher. Teachers' content knowledge and the knowledge and skills necessary to provide effective instruction and assess learners' process are expanded and sharpened with an effective professional development (Luneta, 2011).

In order to enhance professional development programs, building empirical evidence base linking different forms of professional development is a necessary

component (Fishman et. al., 2003). A need-analysis is an important factor to build this empirical evidence base. The most crucial major elements of a professional development program are teachers' needs and experiences, and considering their views, negotiating the content with teachers, and increasing collaboration and interaction among teachers and making them reflective teachers (Hayes, 2000; Sandholtz, 2002; Kahraman Özkurt, 2019).

POPULATION AND SAMPLE

The target universe of the study was all in-service English language teachers from the all parts of Turkey in the last quarter of 2018 and the first quarter of 2019. The study was conducted with 163 EFL teachers by employing the simple random sampling method. Out of 163 in-service English teachers, 134 were female (82.2%), and 29 were male (17.8%). The age range of the participants changed the ages from 22 to 51 and above. The experience year of the participants shifted between less than one year and more than 22 years. Approximately half of participants had between 1 and 6 years of experience.

SCOPE AND LIMITATIONS

The study was conducted with 163 EFL teachers whose departments differed. The study is limited to the EFL teachers' professional needs, preferences of personal professional development, and requests about professional life and professional efficiency, and the relationships between them and demographic information (gender, age, years of experience, faculty graduated, education degree, employment type, school level, classroom size, school location).

In the present study, only the EFL teachers' current professional needs were dealt with, however why these needs were preferred were ignored.

The other limitation is unequal number of male and female participants, and that unequal distribution of the participants in terms of experience of year.

1   CHAPTER ONE: Literature Review

The chapter is about the researches in the literature. To understand the needs of the in-service EFL teacher, respectively, teacher competence, continuous professional development (CPD), language teacher development and teacher development in Turkey in terms of 2023 vision goals were discussed, and the related researches were mentioned at the end of the chapter.

1.1   Teacher Competence

In teacher education, "performance-based" or "competence-based" model has been applied since the middle of the 20th century. Concrete, certain and observable criteria for teaching profession lie behind the main idea of the model (Bilican, 2016). Various requirements of the learners and learning and teaching situation are determinants for these criteria.

Dictionary meaning of the word of 'competence' is that "an important skill that is needed to do a job" (Cambridge, 2008). Moreover, many researchers define 'competence or competency' (Jessup, 1991; White, 1998; Brown, 2000; Korthagen, 2004; Bailey, 2006; Karacaoğlu, 2008; Bilican, 2016). Richard and Rodgers (2001) define competence as a summary of descriptions the fundamental skills, knowledge and behaviors for successful realization of a real life task or activity. Moreover, Boahin and Hofman (2014) identify that 'competency' means the ability to perform roles and responsibilities in a profession at the required standards.

A teacher performance is evaluated by professional competencies based on achievement of the expectations of learners, employers and quality assurance agencies (Bilican, 2016). Katz and Snow (2009) identify competencies as standards which develop clear expectations for all stakeholders in education. In other words, competencies and

expectations are not thought separately. The standards settled by the expectations determine how to be a teaching and what is taught. Day (1999) states as follows;

In good teaching, the application of wisdom, insight, experience, content knowledge, and pedagogical and organizational strategies varies according to the context of the problem. Because of this, it is impossible to provide universal authentic definitions of effective teaching beyond baseline generalities. This is the problem in attempting to use the same competences as a means of assessment for everyone. The application of particular kinds of competence reveals the expectations that 'employers' have of 'employees' at different levels and in relation to different roles and tasks…. Because teaching is so context dependent, there are problems generalizing both scope and quality without taking into account factors such as class behavior, composition and size, which affect performance. (p. 55)

The competencies of teachers are determined by the authorities of the education in the country. For that reason, MoNE updated and determined the general competencies of teaching professions (see Table 1) and field specific competencies for teachers from the different branches in 2017 (see Appendix A). During the process of the developing the competencies, Basic Law 1739 of National Education in which it is emphasized that teacher education is a 'profession by expertise', and many researches and articles are used as base. Moreover, these competencies have an important part in MoNE Strategic Plan and the current policies of the Ministry.

In Table 1, three main domains including 11 competencies which all teachers are expected to have are identified, and each competence has their own indicators. These competences are used as the basis in the process of teacher education, training and development, and evaluation and self-evaluation. The competences enable teachers to use for not only career development and rewarding process but also personal and professional development of teachers (Kahraman Özkurt, 2019).

Table 1

General Competencies for Teaching Profession		
A. Professional Knowledge	**B. Professional Skills**	**C. Attitudes and Values**
A1. Content Knowledge S/he has an advanced and critical perspective on theoretical, methodological and factual knowledge in his/her subject field.	**B1. Planning of Education and Teaching** S/he plans education and teaching processes effectively.	**C1. National, Moral and Universal Values** S/he observes national, moral and universal values.
A2. Pedagogical Content Knowledge S/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area.	**B2. Creating Learning Environments** S/he prepares appropriate teaching materials and builds a healthy and safe learning environment, where effective learning can be achieved for all students.	**C2. Approach to Students** S/he has an attitude that supports the development of students.
A3. Knowledge on Legislation As an individual and teacher, s/he conducts her/himself according to the legislation related to her/his duties, rights and responsibilities.	**B3. Managing the Teaching and Learning Process** S/he manages the teaching and learning process effectively.	**C3. Communication and Cooperation** S/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders.
	B4. Assessment and Evaluation S/he uses the methods, techniques and tools of assessment and evaluation that fit for purpose.	**C4. Personal and Professional Development** By carrying out self-appraisal s/he participates in personal and professional development activities.

To be component in their own specific fields, teachers need to be aware of the qualities and the competencies of the profession, and be in a continuous professional development according to these competencies. For that reason, field specific competencies are important as well as general competencies for teaching profession.

For English language teaching, TESOL (2008, p. 1) signifies eight standards for ESL/EFL teachers which are "planning, instructing, assessing, identity and context, language proficiency, learning, content, commitment and professionalism". Some standards are related to teaching process and context, whereas some others are about the teachers and their quality. Moreover, MoNE (2017) identifies the field specific competencies for English language teachers (see Appendix A). Five main domains which include 22 competences are determined and each competence has three performance indicators which are specified as A1, A2, and A3. The level of the performance indicators, A1, A2, and A3, are gradually moving the level of awareness on practices, curriculum, and main domains of ELT (A1), and the level of gaining authentic experience about the curriculum and ELT (A2), and the level of varying the experience gained in A2 level (A3). The main domains of the field specific competencies are (i) planning and organizing of English language teaching process, (ii) developing students language skills, (iii) following and evaluating language development, (iv) cooperating with school, families and the society, and (v) continuing professional development (see Appendix A).

In both general and field specific competencies for EFL teachers, professional development is emphasized. Therefore, CPD is an important component for being a teacher.

1.2 Continuous Professional Development

In 21st century, professional development is an obligation for all professions, because practitioners are expected to keep themselves up-to-date about the improvements and the developments of all fields in the society such as science, technology, education, finance, economy, and to follow rapid changes in the world. Teachers are one of the main

groups of the professions because they are those who must never give up learning new things and developing themselves in their life. Therefore, to improve the effectiveness of the education, teachers must try to make themselves a professional or an effective one. According to Guskey (2002), "high-quality professional development is a central component in nearly every modern proposal for improving education" (p.381). Many researchers accept positive effects of CPD into the success of the learners (Putnam & Borko, 2012; Wermke, 2011; Desimone, 2009; Inozu et. al., 2007; Spolsky, 2004; Garet, Porter, Desimone, Birman & Yoon, 2001; King & Newmann, 2000).

Teachers may have some difficulties adapting to and keeping themselves upgrading about the educational reforms only with the knowledge and skills acquired in the pre-service teacher education, and they may have regional or local problems in terms of schools, school material, social and physical environment of school or students. Therefore, professional development aims not only to improve the effectiveness of teaching and teachers but also to renew their knowledge, skills and attitudes of teachers in order to educate the learners more effectively (Blazer 2005; Luneta, 2006). The reason of the need of the professional development is the gap between theoretical knowledge came from pre-service education and the practice in school settings. Teachers are in a need of renewing and improving their teaching skills and visions to better meet the need and the expectations of students through professional development. For that reason, the milestone of teacher professionalism, effectiveness and quality is professional development (Golding & Gray, 2006). Therefore, a professional teacher has proficiency in the subject s/he teaches, and has a pleasure to develop and to improve his/her intellectual disciplines, and analyzes the needs of learners, and feels himself/herself responsible for learners to meet their needs, and is aware of the standards and the main components of the profession (Wise, 1989). Moreover, five dimensions of teacher professionalism are specified in Sockett's (1993) book 'The Moral Base for Teacher Professionalism'. These dimensions are 'character', 'commitment to change and continuous development', 'subject knowledge', 'pedagogical knowledge' and 'working relationships and obligations beyond the classroom'. In other words, the dimensions are about the qualities of becoming an

effective teacher which are identified in several studies (Harper & Jong, 2009; Faltis et. al., 2010; Korkmaz & Yavuz, 2011; Külekçi, 2018).

Professional development in education is a process, program or strategy planned for teachers to improve their teaching skills and strategies. While training is generally carried out in the forms of in-service training (INSET) programs, development is about the long-term teacher growth (Freeman, 1989). Moreover, training is activities which focus on the short-term goals such as giving the information about recent teaching approach and methods, and about new concepts and terms in teaching, whereas development is about long-term goals and provides the teacher with understanding about their professional growth.

Professional development includes teacher learning, and learning how to teach and how to learn and how to transform their knowledge into practice for the benefits of their learners' growth during their career (Avalos, 2011). According to Day (1999), professional development is defined as follows:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their lives (p. 4).

Teachers must be involved in continuous professional development (CPD) process to avoid burn-out, and to prevent their professional life from becoming repetitive and monotonous, and to update and improve their teaching skills, and to better meet the expectations and the needs of the learners and the societies during the career. Those who are teachers must never give up learning new things to perform teaching profession duty (Kahraman Özkurt, 2019). Moreover, indoctrinating learners in lifelong learning, and being a good model for learners by showing teachers own dependence towards enthusiasm for lifelong learning are one of the main duties of teachers (Angrist & Lavy, 2001; Ceana, 2011). The aim of professional development is to improve the quality of learning by enhancing the quality of teaching by way of perpetual review and evaluation of teachers' instructional approaches, upgrading and specifying the effective teaching approaches and

utilizing them for the benefits of the learners (Arends & Phurutse, 2009; Bantwini, 2009; Rosemary & Feldman 2009; Luneta, 2012). Moreover, Eraut (1996) mentions "the purpose of CPD is to maintain and advance teachers' professional knowledge, defined as 'the knowledge possessed by professionals which allows them to deal with professional tasks, roles and duties with quality" (p. 1, cited in Day, 1999 p.53)

CPD is precious to teachers since pre-service teacher education cannot include all of the propositional knowledge and procedural 'how to' knowledge growing in practice (Knight, 2002), and rapid changes of society and education cause pre-service training to have an inadequate basis for long term professional competence (Luneta, 2012). Propositional or theoretical knowledge is obtained from the educational institutes whereas procedural or practical knowledge is about learning to do. Teachers are expected to integrate their propositional knowledge into procedural knowledge during their career. Moreover, CPD provides the professionals with skills and new aspect to embody and apply theoretical knowledge into practice.

CPD is not only a formal process such as in-service training program (INSET), seminar, conference, workshops, conference but also informal process such as sharing experiences with colleagues, independent readings and researches, discussions among colleagues (Canözü Özbek, 2014).

1.3   Language Teacher Professional Development

The speed of worldwide changes in education require teachers to be knowledgeable about the political status of English language, and the new methodology in teaching and learning as well as language competence (Burns & Richards, 2009). During the last half century, with the changing trends of language teaching methodology, the roles of language teachers have shifted from transmitters of knowledge to facilitators, counsellors, coaches, guides and creators of the convenient learning environment; in addition, the roles of learners have changed from passive receivers of knowledge to active participants and co-constructors of learning (Yılmaz, 2017). For that reason, professional

development is essential for foreign or second language teachers in order to create proper learning environment with low affective filter, and help their students develop proficiency in foreign or second language, and keep up current changes in the roles of teachers and learners. Burns and Richards (2009) mentions that EFL/ESL teachers belong to a worldwide community of professionals. Moreover, Murray (2010) states that CPD of language teachers is accepted to be essential, especially in today's world of rapidly changing technology.

A gap appears between the real conditions which novice teachers are faced with in language classrooms and the academic course content in language teacher preparation programs, and that gap cannot be bridged by new teachers (Tarone & Allwright, 2005). According to Grossman et al. (2009), there is a separation between theory and practice in language teacher education programs, and that disconnection places the focus of learning to teach on conceptual support of teaching in response to the concrete practices novice teachers may need to carry out when they begin teaching, and practice is not at the core of the curriculum. Moreover, Farrell (2015) states that teachers are not equipped enough to respond to the challenges of teaching in a real classroom.

The aims of language teacher development are recognizing the course of second or foreign language development and the changes in the teachers' roles in accordance with the learners' and decision making types taking place in the classroom as well as re-evaluating language teaching theories, and realizing various teaching styles and determining the perceptions of the learners about the activities which they are carried out the classroom (Richards & Farrell, 2005). Moreover, Richards and Farrell (2005) identify the aims of the English language teacher development as follows;

- Understanding the process of the second language development
- Understanding the changes of the teacher roles according to the types of learners
- Understanding different types of decision occurring during the lesson
- Reviewing teachers' methods and principles of language teaching
- Improving an understanding for different types of teaching practices
- Determining learners' conceptions of classroom activities. (p. 5)

Mann (2005) suggests seven qualities about how to be a language teacher development. According to him, language teacher development is (i) a bottom-up process, and (ii) values teachers' opinion about needs, and (iii) puts emphasis on instutions' support and recognition, and is (iv) a continuining process of growth, and (v) is a process of articulating an inner world of conscious choices made in response to the outer world of teaching context, and is (vi) a broader concept than professional development including personal, moral and value dimensions, and (vii) can be encouraged and integrated in both training and education programs (p 105).

1.4   Teacher Development in Turkey in Education Vision of 2023

In recent years, in-service teacher training and continuous development have been vital and significant issue for Turkey, since teacher development has become a major worldwide agenda because of developments in science, economy, technology and society, and changing the order of the word and realities. The countries and the societies can adopt themselves to the changes and the developments in the world by help of education. For that reason, teacher education and development have vital importance in that adaptation process, because the teacher is the core element in education.

In today's world, only those who use higher order thinking skills and who are creative, open-minded and component in their duty or profession can survive. For that reason, teachers who shape the future world need to learn not only to provide challenging learning environment and how to teach in complex and analytical skills but also teaching methods supporting higher order thinking skills and performance in order to make mankind capable keeping up with rapid changes in the world (Kwakman, 2003; Darling-Hammond, 2009).

In order to bring up 'science-loved and ethical individuals who take an interest in culture and are willing to use present and future skills for well-being humanity' (MoNE, 2018), the Ministry of National Education in Turkey announced a strategy paper for teachers 2017-2023 and an education vision paper of 2023. In 'National Workshop for

Teachers' organized by MoNE in 2017, the strategies of teacher training and development is revealed. In the strategy paper, from pre-service teacher training to CPD there are several training, development and rewarding issues for teaching profession and teachers. As it is mentioned previous chapter, the purpose of strategy paper is to make teachers highly qualified, well-educated and professionals, and to encourage and provide opportunities to develop themselves in professional aspects.

In 2023 Vision of Education, the approach of MoNE is human-centered, teacher based and flexible, and universal in its concepts and local in practice, and skill-oriented and mind-set focused, sustainable and accountable. For that reason, teachers are put into the center of the education system as the most important component for education and raising the future generation. In addition, it is emphasized that "all education system rise on the shoulders of teachers and that no education system can overshadow the qualities of that nation's teachers" (MoNE, 2018). Therefore, teacher development becomes the most curial issue in order to make education highly quality. In the 2023 Vision of Education, teachers are expected to solve the problems arising from the curriculum, the system and discrepancies among state schools with only a curriculum framework and a good professional and competence development.

100-day Action Plan introduced in August 2018 is about the actions about the presidency, the ministries, institutions and organizations. MoNE declares 14 actions for 100-day Action Plan. 4th, 5th and 6th are about teaching and teacher development and training. These are (4) launching studies to strengthen teacher's professional competence and qualifications, and (5) transformation into a professional education and management system, and (6) transition to a teaching model that will enable our students to use the foreign language actively.

1.5   Related Studies

In Turkey, there are several studies about the needs of teachers which is important for developing process of INSET and CPD program.

Camuzcu & Duruhan (2011) determined teachers' in-service training needs about the process of teaching and learning by employing survey research model. The participants of the study were 102 teachers at state and private primary schools in the city center of Gaziantep in 2009-2010 academic year. The data was collected with the questionnaire about in-service needs evaluations which was enhanced by the researchers. According to the results, primary school teachers mostly needed in-service training about the process of teaching and learning. Moreover, there was a significant difference in terms of experience year, specified field, and type of school. Teachers who were graduated from the faculty of science and literature had highly needed the in-service training.

Gökmenoğlu (2012) conducted a survey study in order to determine the kinds and qualities of in-service training that teachers needed. The data was collected from 1730 teachers with a data collection instrument which was developed by her. According to the results, teachers reported the needs about guidance and special education, and preparation for inter/national exams, and self-development, and professional teaching knowledge, and technology use.

Korkmazgil (2015) carried out a phenomenological research study in order to explore English language teachers' professional development needs, practices and challenges which they experienced in their professional growth. Semi-structured interviews were used for collecting data from 41 EFL teachers at public schools in 14 different cities in Turkey. It was found that EFL teachers had highly needs regarding developing English language proficiency and speaking skills, and improving knowledge and skills in ELT methodology, and incorporating technology into language teaching, and materials development and adaptation. Moreover, teachers with low levels of perceived English language proficiency had more of a need in professional development than those with a higher level of perceived language proficiency in the study.

Işık (2015) focused on the needs of K1-4 EFL teachers in relation to the design of an in-service teacher training program. A triangulated approach including questionnaire, semi-structured interviews and teacher diaries were carried out with 60 EFL teachers as the sample. According to the results, the participants had in a high need in terms of adaptation of teaching methods, and emphasis on language skills, and utilization on

language skills, and classroom environment, and instructional practices, except material development. A significant difference was found between the needs of K1 teachers and K2, K3 and K4 teachers regarding the aspect of utilization of technology.

Yılmaz (2017) conducted a qualitative descriptive study in order to explore the professional development perceptions of EFL teachers. Data was collected with an open-ended questionnaire and semi-structured interviews from 36 EFL teachers at primary, secondary and tertiary levels in 17 cities in Turkey. It was reported that EFL teachers had a great many need areas which were respectively speaking skills and pronunciation, and implementing methods and techniques, and increasing students' motivation and readiness, and integration of technology into the classroom, and developing cultural awareness, and increasing students' speaking skills, and classroom management skills, and assessment and testing skills, and developing appropriate materials, and following current trends and keeping up-to-date, and teaching writing skills, and planning, and developing research skills.

Kahraman Özkurt (2019) investigated 'how the EFL teachers evaluate the INSETs provided by MoNE' and 'what they expect from these trainings' and 'their need to be satisfied through these trainings' with quantitative research techniques. Three questionnaires which were 'the English Language Teachers' Evaluations of In-Service Trainings questionnaire' and 'In-Service Training Preferences of In-Service Trainings questionnaire' and 'In-Service Training Needs of English Language Teachers questionnaire'. According to results of 'In-Service Training Needs of English Language Teachers questionnaire', teachers stated that they had highly needs in terms of language proficiency, teaching methods, and institutional issues. Moreover, there was a significant difference in language proficiency in favor of the teachers working in East Anatolia region and those having 1-5 year(s) of experience when compared to those working in the Aegean and Mediterranean region, and in favor of the lower secondary school teachers. In institutional needs, a significant difference was found in favor of the teachers who were not graduates of ELT programs and those working in lower secondary schools.

2 CHAPTER TWO: Method

This chapter focuses on the methods of the study; therefore, it includes the overall design of the study, participants, data collection instrument, pilot study, data collection and data analysis process.

2.1 Overall Design of the Study

The main purpose of the study was to investigate the needs of the in-service English language teachers in different parts of Turkey, and to research the factors that have significant influences on the perceived needs of the in-service English language teachers. Survey research design was employed in the study. Fraenkel at all (2011) states that survey research is used for describing the characteristics of a population. Survey research design is appropriate to collect the opinions of a large group about a topic (Fraenkel & Wallen, 2005).

The process of the study was started by determining the problem of the research. Respectively, the literature about the subject of the research was reviewed, and the data collection instrument, *'Questionnaire of the In-service English Language Teacher Needs' (*see Appendix B), was developed to get the data about the needs of the in-service English language teachers, and the sample of the study was determined from the target universe of the study. Next, the determining process, the pilot study was carried out with a group of representative sample of the participants. After piloting and revising the questionnaire, the data collection process was started. Finally the data was analysis with the analyzing techniques and tools.

2.2 Participants

The target universe of the study was all in-service English language teachers from the all parts of Turkey in the last quarter of 2018 and the first quarter of 2019. In each year, approximately 3.000 English language teachers are assigned by MoNE in different parts of Turkey. Considering the size of the population which is more than 10 thousands of in-service English language teachers, it was difficult to reach all the population, so the sample was determined with the researchers. During sample determining procedure, to assure the criteria of the equality and the independent chance for the sample, the simple random sampling methods was conducted by considering the resources of the researcher such as financial, transportation, time, etc. The in-service English language teachers in the sample were reached electronically.

Table 2 presents the demographic information about the participants. 163 in-service English teachers, who were from the different provinces of the Turkey, participated in the study. Out of 163 in-service English teachers, 82.2% were female (n=134), and 17.8% were male (n=29). The age range of the participants changes the ages from 22 to 51 and above. 26-30 age group was the mode with the highest frequency of 52 (31.9%). 19.6% of the participants were in age group of between 22 and 25. Approximately 48.4% were 31 age and above.

The majority (34.4%, n=56) of the participants had 4-6 year of experience. Novice teachers' range was %23.3 (n=38). The other half of the participants' years of experience were 10-12 years (12.3%, n=20), 7-9 year (8.6%, n= 14), 13-15 year (8%, n=13), 16-18 year (8%, n=13), 19 and more years (5.5%, n= 9).

In excess of the half (69.9%, n=114) of the participants were graduated from ELT departments. 37 participants (22.7%) were those graduated from English Language and Literature department. The rest were American Culture and Literature (3.1%, n=5), Translation and Interpretation (1.8%, n=3), and the other departments which were except departments about English (2.5%, n=4). The large majority (88.3%, n=144) of the in

service English teachers had bachelor's degree. Approximately 11.6% were those having postgraduate degree (n=19).

Almost all (95.1%, n=155) participants were appointed as English teachers in state schools. Their employments were tenured (83.4%, n=136) and contracted (11.7%, n=19) teachers. The ratio of the participants teaching in secondary school and the ratio of the participants teaching in high school had the same percentage (%41.7, n=68). The rest were in primary schools (11.7%, n=19), pre-schools (0.6%, n=1), others (instructor in university) (4.3%, n=7). For the classroom size, it is found that 50.9% (n=83) of the participants were teaching in classroom for 26 and more students while 19.6% (n=32) were teaching in the classroom for 16-22 students. The rest were 17.8% (n=29) 22-25 students, 11.1% (n=19) 15 and less students. 39.9% of the schools of the participants (n=65) were in towns. The schools in the city center with under 1 million populations were 52 (31.9%) while those in the city center with over 1 million populations were 34 (20.9%). The rest were in villages (6.1%, n= 10), and other areas (1.2%, n=2). (see Table 2)

Table 2

Background Information of the Participant In-service English Language Teachers

Demographic Information		*F*	%
Gender	Female	134	82.2
	Male	29	17.8
Age	22-25	32	19.6
	26-30	52	31.9
	31-35	44	27.0
	36-40	23	14.1
	+41	12	7.3
Years of Experience	Less than 1 year	10	6.1
	1 year	5	3.1
	2-3 year	23	14.1
	4-6 year	56	34.4
	7-9 year	14	8.6

Table 2 (continued)

	10-12 year	20	12.3
	13-15 year	13	8.0
	16-18 year	13	8.0
	19-21 year	3	1.8
	+22 year	6	3.7
Departments	ELT	114	69.9
	English Language and Literature	37	22.7
	American Culture and Literature	5	3.1
	Translation &Interpretation	3	1.8
	Others	4	2.5
Education Degree	Bachelor's Degree	144	88.3
	Master Degree	17	10.4
	PhD. Degree	2	1.2
Employment Type	Tenured	136	83.4
	Contracted	19	11.7
	Paid	8	4.9
School Level	Pre-school	1	.6
	Primary School	19	11.7
	Secondary School	68	41.7
	High School *(Science H.S. (F=11, 6.7%))* *(Anatolian H.S. (F=30, 18.4%))* *(Vocational H.S. (F=19, 11.7%))* *(Religious Vocational H.S. (F=8, 4.9%))*	68	41.7
	Others	7	4.3
Classroom Size	Less than 10 students	5	3.1
	10-15 students	14	8.6
	16-20 students	32	19.6
	21-25 students	29	17.8
	26-30 students	39	23.9
	+31 students	44	27.0
School Location	City center with over 1 million population	34	20.9
	City center with under 1 million population	52	31.9
	Town	65	39.9
	Village	10	6.1

Table 2 (continued)

	Other	2	1.2

<div align="right">*N=163*</div>

2.3   Data Collection Instrument

The data collection instrument '*Questionnaire of the In-service English Language Teachers' Needs'* adapted by the researcher from the study of Gökmenoğlu (2012) was used for collecting the data (see Appendix B). The instrument comprises 4 main sections which are respectively demographic information, the needs of in-service English language teachers, personal professional development, and work life & professional efficiency. In the first section, demographic information, included the questions about gender, age, experience year, faculty graduated, education degree, employment type, school level, classroom size, and school location. A Likert scale was used for the section of the needs of in-service English language teachers and the section of the personal professional development. In the section of the needs of in-service English language teachers, a 4-point-scale which included 'no need', 'rare need', 'regular need' and 'strong need' was used for determining the needs about the professional area. The section consisted of 7 parts involving 51 questions about professional teaching knowledge, English language teaching knowledge, technology and computer knowledge, national and international exams knowledge, counselling and special education knowledge, communication and social skills, personal development. In the section of the personal professional development, a 5-point-scale which included 'never', 'one or more times in a year', 'one or more times in a month', 'one or more times in a week', and 'always' was used for determining the frequency of the activity about the personal professional development. The section about work life and professional efficiency comprised multiple-answer multiple choice questions. In the section, there were two questions about work life and professional efficiency, and several answers about the questions, and one or more answers could be chosen for each questions. The process of adaptation of the data collection instrument was presented below.

First of all, relevant studies about the needs of the in-service English language teachers and other related literature resources were reviewed to clarify the main components of the questionnaire. Daily speeches and the interviews with the English language teachers and general and field specified competencies were carried out to determine the main items of the questionnaire. Next, the items were categorized by considering the main headings. The main sections of the questionnaire were shaped; demographic information, the needs of in-service English language teachers, personal professional development, and work life & professional efficiency. After adapting the instrument, to ensure the face and content validity, several experts examined the questionnaire whether the participants understood for each items in questionnaire was requested while they were filling out it (Karagöz, 2017; Ary, Jacobs, Sorensen, Razavieh, 2010). Therefore, the limitations about the expressions of the items and the misunderstandings about the items were determined and corrected.

2.4 Pilot Study & Reliability

The pilot study of the questionnaire is important to find out the mistakes about expressions of the items and the limitations of the study in terms of validity and reliability before administered the questionnaire with the actual sample in the universe (Karagöz, 2017). After getting the opinions of the experts on the validity of the questionnaire, the participants were selected randomly in English language teachers with varied experience years from different cities of Turkey to conduct the questionnaire for the pilot study, since the result of the instrument could represent the universe of the survey. The administration for the pilot study was carried out electronically. The participants filled out the questionnaire in 'Google Forms', so the results were simultaneously collected in the researcher's Gmail account and the analysis of the results took a week. After the pilot work, the last revision and final draft was formed. Next, the reliability analysis of the instrument was carried out with 'IBM SPSS Statistics 22'. Table 3 presented Cronbach Alpha values of the sections of the questionnaire.

Table 3

Cronbach Alpha Values of the Sections of the Questionnaire

Category	Cronbach Alpha Values
The Needs of In-Service English Language Teachers	.96
Professional Teaching Knowledge	.90
English Language Teaching Knowledge	.82
Technology & Computer Knowledge	.93
National & International Exams Knowledge	.83
Counselling & Special Education Knowledge	.76
Communication & Social Skills	.94
Personal Development	.88
Personal Professional Development	.83

2.5 Data Collection

The data collection procedure was carried out in the first quarter of 2019. The administration of the collection of the data was conducted electronically. The written form of the questionnaire was prepared in 'Google Forms' and distributed to the participants electronically. The participant filled out the questionnaire approximately in 10 mins. The overall results of the questionnaire were simultaneously presented in the researcher's Gmail account.

2.6 Data Analysis

In the survey, the frequency of the needs of the in-service English teachers and the factors affecting their preferences was investigated; therefore, 'the endogenous (dependent) variable was the needs of in-service English language teachers, and 'the exogenous (independent) variable was elements of the demographic information, which

were gender, age, the year of experience, faculty graduated, education degree, employment type, school level, classroom size, and school location.

Since the data collection was conducted electronically and the system of 'Google Forms' didn't allow to skip over giving answer for the items of the questionnaire, the first step of the data analysis process, the step of checking for missing values and incorrect data entry, was not carried out. Next the descriptive statistics of the data was employed by using IBM SPSS Statistics 22 to answer the first research question. The results of the descriptive analysis were presented in the tables including mean, frequency, percentage, and standard deviations. Moreover, in the inferential statistics of the data, while One-way ANOVA analysis was employed for more than two variables, t-test analysis was used for two variables. Homogeneity of the variances was determined with Levene's test. Therefore, to identify the mean differences of the groups Post Hoc Test of Tukey HSD, and Tamhane's T2 were employed regarding the equality of the variances. The results of tests were summarized in the tables including significant, 'SS', 'df', 'MS', and 'F' values.

3   CHAPTER THREE: Results

This chapter focuses on the results of the analysis of the findings obtained through *Questionnaire of the In-service English Language Teacher Needs*. The results are presented under following headings; descriptive results of the study, and relations of the demographic information with the in-service EFL teacher professional needs. Tables are demonstrated in each relevant heading.

3.1   Descriptive Results of Study

In this section, the professional needs of the in-service English language teachers were investigated under two of the main research questions, "*What are the perceived professional needs of in-service EFL teachers in terms of professional teaching knowledge, and English language teaching knowledge, and technology and computer knowledge, and national and international exams knowledge, and counselling and special education knowledge, and communication and social skills, and personal development?*", and *"What are in-service EFL teachers' preferences of personal professional development, and their requests about work/professional life and professional efficiency?".* The main concerns of needs of in-service English language teachers are examined in generally in terms of frequencies, percentages, means and standard deviations of the sub-categories and the main categories under these main headings the needs of in-service English language teachers, the personal professional developments and description of the multiple answer multiple choice responses.

3.1.1   Results Regarding the Needs of the In-service English Teachers

The question of what are the perceived needs of the in-service teachers is answered and analyzed. The range of the scale (which was 3) was divided by the number of the

scale points (which was 4), and the result (0.75) was used to identify the size of each unit of a transformed scale. Hence, the 4-point scale was interpreted so that a response (mean) of 1.00-1.75 indicates 'no need', 1.76-2.51 indicates 'rare need', 2.52- 3.27 indicates 'regular need' and 3.28-4.00 indicates 'strong need'.

The content of the needs of the in-service English teacher including professional teaching knowledge, English language teaching knowledge, technology and computer knowledge, national and international exams knowledge, counselling and special education knowledge, communication and social skills, personal development are showed in terms of mean and standard deviations. (see Table 4)

Table 4

The Needs of the In-service English Teachers (N=163)		
Headings	**M**	**SD**
Professional Teaching Knowledge	2.63	.57
English Language Teaching Knowledge	2.64	.74
Technology & Computer Knowledge	2.00	.77
National & International Exams Knowledge	2.61	.81
Counselling & Special Education Knowledge	2.83	.76
Communication & Social Skills	2.42	.72
Personal Development	2.20	.62

According to the result in Table 4, it was reported that the most highly rated sub-category need was counselling and special education knowledge for which the rating of need was 'regular'. The other sub-categories with 'regular need' were English language teaching knowledge, professional teaching knowledge, and national and international exams knowledge. The categories including communication and social skills, personal development, and technology and computer knowledge had the rating 'rare need'.

The sub-headings of the needs of in-service English teacher were analyzed in more detail separately, in terms of frequency, percentage, mean, and standard deviation.

3.1.1.1 Professional Teaching Knowledge

In the professional teaching knowledge, the sub-category of the needs of in-service English teachers, there were 12 items. Participants reported that the most highly rated three items which participants had regular needs about were 'changing paradigm and educational system' (F=132, P=80.9%, M=2.92, SD= 68), 'new approaches in education' (F= 127, P=78%, M=2.88, SD=.72), and 'current teaching methods and principles' (F=117, P=71.8%, M=2.78, SD=.79). In addition, participants regularly were in need of 'laws and regulations about teaching professions' (F=106, P=65%, M=2.78, SD=.91), and 'current psychology of learning and development' (F=96, P=58.9%, M=2.61, SD=.84), and 'preparing formal document, paper and correspondence' (F=90, P=45.2%, M=2.59, SD=.92), and 'current assessment and evaluation techniques' (F=99, P=60.8%, M=2.55, SD=.84), and 'planning a social activity' (F=91, P=55.8%, M=2.55, SD=.83), and 'effective classroom management strategies' (F=85, P=52.2%, M=2.52, SD=.84). (see Table 5)

Table 5

The Needs in Professional Teaching Knowledge (N=163)				
Items	F	P (%)	M	SD
New approaches in education	127	78	2.88	.72
Current teaching methods and principles	117	71.8	2.78	.79
Instructional planning	60	36.8	2.23	.84
Effective classroom management strategies	85	52.2	2.52	.84
Current assessment and evaluation techniques	99	60.8	2.55	.84
Changing paradigms and educational systems	132	80.9	2.92	.68
Current Psychology of learning and development	96	58.9	2.61	.84
Ethics in teaching profession	42	25.8	2.08	.84
Laws and regulations about teaching profession	106	65	2.78	.91
Planning a social activity	91	55.8	2.55	.83
Guidance for prospective teachers	84	51.6	2.44	.95
Preparing formal document, paper, and correspondence	90	45.2	2.59	.92

3.1.1.2 English Language Teaching Knowledge

In the English language teaching knowledge, the sub-category of the needs of in-service English teachers, there were 9 items. Almost all items of the sub-category were reported as regular need for the participants of the study. The most highly rated three items about regular need were 'developing English learning and teaching material/activity' (F=98, P=60.1%, M=2.83, SD= 2.15), and 'new approaches in English language teaching' (F=110, P= 67.5%, M=2.74, SD=.79), and 'curriculum changes/reforms' (F=113, P=69.4%, M=2.73, SD=.79). The rest items about regular need were respectively 'assessment and evaluation to 4 skills' (F=98, P=60.1%, M=2.66, SD=.84), and 'helping students to develop positive attitudes towards English language' (F=97, P=59.5, M=2.63, SD=.83),and 'examining/ selecting English teaching sources and tools' (F=95, P=58.3%, M=2.61, SD=.85), and 'usage of English learning materials' (F=86, P=52.8%, M= 2.57, SD=.84), and 'relating English to daily life' (F=84, P=51.5%, M=2.53, SD=.86). However, only for the item of 'adapting teacher language to students' and learning outcomes', participants felt themselves qualified. Table 6 summarizes the results.

Table 6

Needs in English Language Teaching Knowledge (N=163)				
Items	**F**	**P(%)**	**M**	**SD**
New approaches in English language teaching	110	67.5	2.74	.79
Relating English to daily life	84	51.5	2.53	.86
Examining/ selecting English teaching sources and tools	95	58.3	2.61	.85
Developing English learning & teaching material/activity	98	60.1	2.83	2.15
Usage of English learning materials	86	52.8	2.57	.84
Curriculum changes/reforms	113	69.4	2.73	.79
Helping students to develop positive attitudes towards English	97	59.5	2.63	.83
Adapting teacher language to student's and learning outcomes	73	44.8	2.48	.83
Assessment and evaluation to 4 skills	98	60.1	2.66	.84

3.1.1.3 Technology and Computer Knowledge

In the technology and computer knowledge, the sub-category of the needs of in-service English teachers, there were 9 items. Participants felt themselves qualified all the items of the sub-category, so they rated the items as 'rare need'. (see Table 7)

Table 7

Needs in Technology and Computer Knowledge (N=163)				
Items	**F**	**P (%)**	**M**	**SD**
Basic computer skills	36	22.1	1.80	.94
MS Office programs usage (Word, Excel, Power Point, etc)	47	28.8	1.93	1.00
Internet usage (search, download, etc)	21	12.9	1.61	.83
Preparing effective English teaching material with the help of Internet	55	33.8	2.09	.96
Preparing effective English teaching material with MS Office software	69	42.3	2.17	.99
Preparing effective English teaching material with Flash and similar software	61	43.6	2.24	1.01
Projector usage	48	29.5	1.96	.95
Smart board usage	35	21.5	1.85	.86
Using DYNED and similar applications in language teaching	64	39.2	2.20	.98

3.1.1.4 National and International Exams Knowledge

In national and international exams knowledge, the sub-category of the needs of in-service English teachers, there were 3 items. It was reported that participants were regularly in need of two items, which were knowledge about 'international exams such as ELTiS®, SSAT, TOEFL' (F=111, P=68.1%, M=2.73, SD=.93), and 'new university/high school entrance exams' (F=100, P=61.4%, M=2.62, SD=.96). (see Table 8)

Table 8

Needs in National and International Exams Knowledge (N=163)				
Items	**F**	**P(%)**	**M**	**SD**
Calculating success point in secondary education	83	50.9	2.48	.93
Knowledge about new university/ high school entrance exams	100	61.4	2.62	.96

Table 8 (continued)

Knowledge about international exams such as ELTiS®, SSAT, TOEFL	111	68,1	2.73	.93

3.1.1.5 Counselling and Special Education Knowledge

In counselling and special education knowledge, the sub-category of the needs of in-service English teachers, there were 6 items. 'Counselling and special education' was the most highly rated sub-category with regular need. Therefore, all items were reported as regular need for the participants of the study. The most highly rated three items were 'education of gifted students' (F=124, P=76.1%, M=2.97, SD=.80), and 'dealing with students of behavior disorder' (F=122, P=74.8%, M=2.95, SD=.87), and 'education of students with learning disabilities' (F=115, P=70.6%, M=2.84, SD=.87). The rest items about regular need were respectively 'education of students who need psychological help' (F=112, P=68.7%, M=2.76, SD=.91), and 'individual differences in education' (F=97, P=59.5%, M=2.68, SD=.87), and 'educational coaching' (F=98, P=60.1%, M=2.56, SD=.95). (see Table 9)

Table 9

Needs in Counselling and Special Education Knowledge (N=163)				
Items	**F**	**P(%)**	**M**	**SD**
Educational coaching	98	60.1	2.56	.95
Education of students who need psychological help	112	68,7	2.76	.91
Education of students with learning disabilities	115	70.6	2.84	.87
Individual differences in education	97	59.5	2.68	.87
Education of gifted students	124	76.1	2.97	.80
Dealing with students of behavior disorder	122	74.8	2.95	.87

3.1.1.6 Communication and Social Skills

In communication and social skills, the sub-category of the needs of in-service English teachers, there were 5 items. Language is one of the most important main components of the communication. Therefore, the participants who were language teacher

were specialized in communication and social skills in their education before being a teacher. For that reason, the items under that sub-heading were reported that almost all of them were rated as 'rare need'. (see Table 10)

Table 10

Needs in Communication and Social Skills (N=163)				
Items	**F**	**P(%)**	**M**	**SD**
Adapting to school procedures	31	19	1.86	.82
Communication with colleagues	26	16	1.73	.81
Communication with parents	35	21.5	1.90	.86
Communication with students	41	25.1	1.96	.87
Adapting to new workplace	37	22.7	1.88	.84

3.1.1.7 Personal Development

In personal development, the sub-category of the needs of in-service English teachers, there were 7 items. It was reported that participants were regularly in need of 'health and first aid knowledge' (F=115, P=70.6%, M=2.80, SD=.92), and 'project planning and management' (F=101, P=62.0%, M=2.64, SD=.94), and 'NLP and effective communication techniques' (F=90, P=55.2%, M=2.60, SD=.91). Table 11 summarizes the results.

Table 11

Needs in Personal Development (N=163)				
Items	**F**	**P(%)**	**M**	**SD**
Effective public speaking	55	33.7	2.14	.96
Problem solving techniques	65	39.9	2.33	.94
Speed reading techniques	61	37.4	2.21	.92
Health and first aid knowledge	115	70.6	2.80	.92
Project planning and management	101	62.0	2.64	.94
Stress and anger control	73	44.8	2.37	.96
NLP and effective communication techniques	90	55.2	2.60	.91

3.1.2 Results Regarding Personal Professional Development

The section of 'personal profession development' (M=2.32, SD=.62) is one of the main categories of the questionnaire and the second research question was answered and analyzed in this section and the next. In that sub-heading, the question of what activities the participants do for their personal professional development is answered and analyzed. The range of the scale of the category of 'personal professional development' (which was 4) was divided by the scale (which was 5), and the result (0.80) was determined as the size of each unit of a transformed scale. Therefore, the 4-point scale was read so that a response (mean) of 1.00-1.80 indicates 'never'(1), and 1.81-2.61 indicates 'one or more times in a year'(2), and 2.62-3.42 indicates 'one or more times in a month'(3), and 3.43-4.23 indicates 'one or more times in a week'(4), and 4.24-5.00 indicates 'always'(5). In Table 12, the items of the category of 'personal professional development' were analyzed in detail in terms of percentage, mean and standard deviation.

Table 12

Personal Professional Development (N=163)							
Items	**P (%)**					**M**	**SD**
	(1)	**(2)**	**(3)**	**(4)**	**(5)**		
Examining course books	7.4	25.2	28.2	21.5	17.8	3.17	1.20
Reading a book about professional development	8.6	39.3	35.0	16.0	1.2	2.61	.89
Following/subscribing (an) academic publishing	22.7	39.3	31.9	4.3	1.8	2.23	.91
Attending workshop in universities	36.2	41.7	17.8	4.3	0.0	1.90	.84
Attending in-service training programs	13.2	53.4	23.9	8.0	1.2	2.30	.84
Involved in an EU project	46.0	33.1	13.5	4.9	2.5	1.84	.99
Attending congresses/ conferences/	29.4	47.9	16.0	6.1	.6	2.00	.87

scientific meetings							
Involved in academic projects in cooperation with universities	54.0	30.7	10.4	3.7	1.2	1.67	.89
Following publishing or newspaper or TV programs about English, and language teaching	9.8	38.0	25.8	18.4	8.0	2.76	1.10
Attending workshops organized by school administration	11.7	36.2	27.0	16.0	9.2	2.74	1.14

(1)=never, (2)=one or more times in a year, (3)=one or more times in a month, (4)=one or more times in a week.
(5)=always

In personal professional development, one of the main categories of the questionnaire, there are 10 items. According to the results, the participants read a book about professional development (M=2.61, P=39.3%), and followed or subscribed (an) academic publishing (M=2.23, P=39.3), and attended workshop in universities (M=1.90, P=41.7%), in-service training programs (M=2.30, P=53.4%), congresses or conference or scientific meetings (M=2.00, P=47.9%), and were an EU project (M=1.84, P=33.1%) one or more times in a year, whereas they examined course book (M=3.17, P=28,2%), and followed publishing or newspaper or TV programs about English and language teaching (M=2.74, P=18.4%), and attended workshop organized by school administration (M=2.74, P=16.0%). (see Table 12)

3.1.3   Results Regarding Work Life &Professional Efficiency

The last main category of the questionnaire is multiple option part, which is about work life and professional efficiency. The second research question, *"What are in-service EFL teachers' preferences of personal professional development, and their requests about work/professional life and professional efficiency?",* was answered. In that category, there are 2 questions, and each question has several possible answers, and in each question,

more than one answer can be chosen. Therefore, in that section, the percentages of the frequencies of the possible answers were examined in Table 13 and Table 14.

Table 13

Multiple Option Responses 1	
Questions & Possible Answers	**P (%)**
(*1st Question*) What would you want to change in your work/professional life?	
(P.A.1) school level	2.6
(P.A.2) physical opportunities of school building	8.7
(P.A.3) school type (private school, state school)	2.7
(P.A.4) social relationships in the school (communication between teachers, etc.)	5.1
(P.A.5) school administration	4.1
(P.A.6) the city where school located	3.8
(P.A.7) increasing the salary	8.7
(P.A.8) students' attitudes to and prejudice against English language learning	11.0
(P.A.9) curriculum	8.7
(P.A.10) course books	11.4
(P.A.11) decreasing duration of the lesson. (a lesson is 40mins and break is 10mins)	4.8
(P.A.12) increasing duration of the lesson. (a lesson is 40mins and break is 10mins)	0.6
(P.A.13) decreasing the number of English lesson in a week	0.1
(P.A.14) increasing the number of English lesson in a week	3.3
(P.A.15) increasing the number of the lesson a teacher have in a week	0.8
(P.A.16) decreasing the number of the lesson a teacher have in a week	6.4
(P.A.17) increasing the number of the lesson a teacher have in a day	0.2
(P.A.18) decreasing the number of the lesson a teacher have in a day	7.2
(P.A.19) removing/reducing formal document, paper, and correspondence	9.4
(P.A.20) others	0.4

P.A.=possible answer

N is bigger than sample size (=163)

In Table 13, the possible answers of the first question, "What would you change in your work/professional life?", were examined in terms of frequencies of the percentage. According to the results, the participants reported that the most highly rated the possible answers, wanted to change in the work/professional life, were 'course books' (P=11.4%), and 'students' attitudes to and prejudice against English language learning' (P=11.0%), and 'removing/ reducing formal document, paper and correspondence' (P=9.4%). The rest possible items with above 5.0% were 'physical opportunities of school building' (P=8.7%), and 'increasing the salary' (P=8.7%), and 'curriculum' (P=8.7%), and 'decreasing the number of the lesson a teacher have in a day' (P=7.2%), and 'decreasing the number of the lesson a teacher have in a week' (P=6.4%), and 'social relationships in the school (communication between teachers, etc.)' (P=5.1%). All the results were summarized in Table 13.

Table 14

Multiple Option Responses 2	
Questions & Possible Answers	**P (%)**
(2nd Question) What would the environment you work in include for your professional efficiency?	
(P.A.1) opportunities and training to prepare course material	10.1
(P.A.2) course books for both secondary school and high school, which complete and support each other in terms of curriculum	7.8
(P.A.3) environment in which students can use English actively	10.8
(P.A.4) environment in which teachers keep themselves fresh in terms of content knowledge	10.0
(P.A.5) in-service training programs or education programs for teachers on abroad	9.2
(P.A.6) classrooms with suitable equipment & setting for language teaching	9.7
(P.A.7) classroom with low classroom size	9.7
(P.A.8) activities and practices encouraging students to learn language	9.4

Table 14

(P.A.9) in-service training programs making teachers refresh and motivate at the end of the term	8.6
(P.A.10) in-service training programs prepared by considering social, cultural, economic, and political qualities of the region in which teachers work	7.1
(P.A.11) a democratic, respective and reliable relationship between school administrations and teachers	7.5
(P.A.12) Others	0.1
P.A.=possible answer *N is bigger than sample size (=163)*	

In Table 14, the possible answers of the second question, "What would the environment you work in include for your professional efficiency?", were examined in terms of frequencies of the percentage. According to the result, it was reported that the participants thought their professional efficiency would be improved in the environment 'in which students can use English actively' (P=10.8%), and which includes 'opportunities and training to prepare course material' (P=10.1%), and 'in which teachers keep themselves fresh in terms of content knowledge' (P=10.0%). The rest which the environment include for professional efficiency were classrooms 'with suitable equipment & setting for language teaching' (P=9.7%), and 'with low classroom size' (P=9.7%) and 'activities and practices encouraging students to learn language' (P=9.4%), and 'in-service training programs making teachers refresh and motivate at the end of the term' (P=8.6%), and 'course books for both secondary school and high school, which complete and support each other in terms of curriculum' (P=7.8%), and 'a democratic, respective and reliable relationship between school administrations and teachers' (P=7.5%), and 'in-service training programs making teachers refresh and motivate at the end of the term' (P=7.1%). The results were summarized in Table 14.

3.2 Relations of the Demographic Information & the In-service English Language Teachers' Professional Needs

The professional needs of the in-service English language teachers were investigated in a sub-question under one of the main research question, "*What do perceived professional needs of EFL teachers differ in terms of gender, age, years of experience, faculty graduated, education degree, employment type, school level, classroom size, school location?*". Based on the 3rd research question, the following hypotheses were formulated. The hypotheses are that there is not a significant difference in reported professional needs in terms of age, gender, years of experience, department, education degree, employment type, school level, classroom size, school location, and that there is a significant difference in reported professional needs in terms of age, gender, years of experience, department, education degree, employment type, school level, classroom size, school location. To specify whether any relation between the perceived professional needs and demographic items exists or not (the sub-question ''Are there any significant mean differences in reported professional needs of the in-service EFL teachers in terms of demographic information such as gender, age, years of experience, faculty graduated, education degree, employment type, school level, classroom size, school location?'), One-way ANOVA analysis was employed for more than two variables while t-test was conducted for two variables.

3.2.1 Gender Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the gender of the participants was tested. According to the results which were analyzed with t-test, the hypothesis was confirmed in terms of all the categories of the professional needs; 'professional teaching knowledge' (p=.36, p>0.05), and 'English language teaching knowledge' (p=.84, p>0.05), and 'technology and computer knowledge' (p=.26, p>0.05), and 'national and international exams knowledge' (p=.10, p>0.05), and 'counselling and special education knowledge' (p=.21, p>0.05), and

'communication & social skills' (p=.49, p>0.05), and personal development (p=.70, p>0.05). (see Table 15)

Table 15

Effect of Gender on Professional Needs						
Category	**Gender (N=163)**	**M**	**SD**	**t**	**df**	**p**
Professional teaching knowledge	Female (134)	2.60	.55	.90	16	.36
	Male (29)	2.49	.66		1	
English language teaching knowledge	Female (134)	2.64	.73	.20	16	.84
	Male (29)	2.61	.77		1	
Technology & computer knowledge	Female (134)	2.01	.77	1.11	16	.26
	Male (29)	1.84	.78		1	
National & international exams knowledge	Female (134)	2.66	.79	1.64	16	.10
	Male (29)	2.39	.90		1	
Counselling & special education knowledge	Female (134)	2.79	.74	-	16	.21
	Male (29)	2.95	.84	1.25	1	
Communication & social skills	Female (134)	1.85	.75	-.68	16	.49
	Male (29)	1.95	.75		1	
Personal development	Female (134)	2.45	.71	.37	16	.70
	Male (29)	2.39	.76		1	

p>0.05

3.2.2 Age Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the age of the participants was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of all the categories of the professional needs; 'professional teaching knowledge' (p=.82,

p>0.05), and 'English language teaching knowledge' (p=.16, p>0.05), and 'technology and computer knowledge' (p=.75, p>0.05), and 'national and international exams knowledge' (p=.10, p>0.05), and 'counselling and special education knowledge' (p=.54, p>0.05), and 'communication & social skills' (p=.14, p>0.05), and personal development (p=.23, p>0.05). (see Table 16) In short, there is not any significant difference in reported needs in terms of age of the participants. The results were presented in Table 16

Table 16

Effect of Age on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	.948	6	.158	.471	.82
	Within Group	52.352	156	.336		
English language teaching knowledge	Between Group	5.018	6	.836	1.545	.16
	Within Group	84.464	156	.541		
Technology & computer knowledge	Between Group	2.072	6	.345	.564	.75
	Within Group	95.474	156	.612		
National & international exams knowledge	Between Group	6.877	6	1.146	1.766	.10
	Within Group	101.253	156	.649		
Counselling & special education knowledge	Between Group	2.935	6	.489	.841	.54
	Within Group	90.796	156	.582		
Communication & social skills	Between Group	5.466	6	.911	1.629	.14
	Within Group	87.229	156	.559		
Personal development	Between Group	4.218	6	.703	1.360	.23
	Within Group	80.655	156	.517		

p>0.05

3.2.3 Years of Experience Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the years of experience of the participants was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost all the categories of the professional needs; 'professional teaching knowledge' (p=.20, p>0.05), and 'English language teaching knowledge' (p=.65, p>0.05), and 'technology and computer knowledge' (p=.31, p>0.05), and 'national and international exams knowledge' (p=.19, p>0.05), and 'counselling and special education knowledge' (p=.07, p>0.05), and 'communication & social skills' (p=.28, p>0.05). (see Table 17) However, the hypothesis was rejected in terms of 'personal development' (p=.01, p<0.05). It was found that there was a statistically significant difference between the percentage of the mean of the participants' personal development needs ($F_{(9-153)}$=2.416, p=0.01, p<0.05). To identify which the groups of the years of experience caused the difference, Tukey HSD, which is one of the Post Hoc Tests, was conducted, because the homogeneity of variance score was significant (p=.139, p>0.05). As a result, the difference came from the participants both with less than 1 year experience (M=3.0286) and with 2-3 year experience (M=2.1677). It was reported that the participants both with less than 1 year experience and with 2-3 year experience were in need of personal development when compared to the others. Moreover, the participants with less than 1 year experience (M=3.0286) had more need of the personal development than those with 2-3 year experience (M=2.1677). (see Table 17)

Table 17

Effect of the Years of Experience on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	3.992	9	.444	1.376	.20
	Within Group	49.307	153	.322		
English language teaching knowledge	Between Group	3.814	9	.424	.757	.65
	Within Group	85.668	153	.560		

Table 17 (continued)

Technology & computer knowledge	Between Group	6.299	9	.700	1.174	.31
	Within Group	91.247	153	.596		
National & international exams knowledge	Between Group	8.197	9	.911	1.395	.19
	Within Group	99.932	153	.653		
Counselling & special education knowledge	Between Group	8.988	9	.999	1.803	.07
	Within Group	84.744	153	.554		
Communication & social skills	Between Group	6.214	9	.690	1.222	.28
	Within Group	86.480	153	.565		
Personal development	Between Group	10.560	9	1.173	2.416	.01*
	Within Group	74.314	153	.486		

=p<0.05

3.2.4 Department Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the department of the participants was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost all the categories of the professional needs; 'professional teaching knowledge' (p=.09, p>0.05), and 'technology and computer knowledge' (p=.50, p>0.05), and 'national and international exams knowledge' (p=.17, p>0.05), and 'counselling and special education knowledge' (p=.47, p>0.05), and 'communication & social skills' (p=.22, p>0.05), and 'personal development' (p=14, p>0.05). (see Table 18) However, the hypothesis was rejected in terms of 'English language teaching knowledge' (p=.04, p<0.05). It was found that there was a statistically significant difference between the percentage of the mean of the participants' departments ($F_{(4-158)}$=2.518, p=0.04, p<0.05). To identify which the groups of the departments caused the difference, Tukey HSD post hoc test was employed, since the homogeneity of variance score was significant (p=.736, p>.05). As a result, it was showed the difference came from the participants both graduating from ELT (M=2.7485) and graduating from English language and literature

(M=2.3303). The participants both graduating from ELT and graduating from English language and literature were in need of English language teaching knowledge when compared to those graduating from other faculties. Among the percentage of the mean both ELT graduate (M=2.7485) and English language and literature graduate (M=2.3303), there was slight difference. (see Table 18)

Table 18

Effect of the Department on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	2.606	4	.651	2.030	.09
	Within Group	50.694	158	.321		
English language teaching knowledge	Between Group	5.362	4	1.340	2.518	.04*
	Within Group	84.120	158	.532		
Technology & computer knowledge	Between Group	2.024	4	.505	.837	.50
	Within Group	95.522	158	.605		
National & international exams knowledge	Between Group	4.277	4	1.069	1.627	.17
	Within Group	103.853	158	.657		
Counselling & special education knowledge	Between Group	2.067	4	.517	.891	.47
	Within Group	91.664	158	.580		
Communication & social skills	Between Group	3.221	4	.805	1.422	.22
	Within Group	89.474	158	.566		
Personal development	Between Group	3.566	4	.892	1.732	.14
	Within Group	81.307	158	.515		

*=p<0.05

3.2.5 Graduation Degree Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the graduation degree of the participants was tested. According to the

results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost all the categories of the professional needs; 'professional teaching knowledge' (p=.06, p>0.05), and 'technology and computer knowledge' (p=.11, p>0.05), and 'national and international exams knowledge' (p=.051, p>0.05), and 'communication & social skills' (p=.11, p>0.05), and 'personal development' (p=16, p>0.05). (see Table 19) Although, the hypothesis was rejected in terms of both 'English language teaching knowledge' (p=.01, p<0.05), and 'counselling and special education knowledge' (p=.02, p<0.05). It was found that there was a statistically significant difference between the percentage of the mean of the participants' graduation degree for the need of English language teaching ($F_{(2-160)}$=4.674, p=0.01, p<0.05), and for the need of counselling and special education (($F_{(2-160)}$=3.988, p=.02, p<0.05). To identify which the groups of the faculty graduated caused the difference, Tukey HSD post hoc test was employed, since the homogeneity of variance scores were significant in 'English language teaching knowledge'(p=.069, p>0.05), and 'counselling and special education'(p=336, p>0.05). According to the results, the groups of the participants both with bachelor's degree and with master degree created the significant differences in the category of both English language teaching and counselling and special education. Those with master degree (M=3.0980) had the highest need of English language teaching knowledge, and those with bachelor's degree (M=2.5988) was the second group having need in English language teaching. Moreover, those with master degree (M=3.2642) and with bachelor's degree (M=2.7512) were in need of counselling and special education when compared with other categories. (see Table 19)

Table 19

Effect of the Graduation Degree on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	1.823	2	.912	2.833	.06
	Within Group	51.477	160	.322		
English language teaching knowledge	Between Group	4.939	2	2.470	4.674	.01*
	Within Group	84.543	160	.528		

Table 19 (continued)

Technology & computer knowledge	Between Group	2.565	2	1.283	2.161	.11
	Within Group	94.981	160	.594		
National & international exams knowledge	Between Group	3.937	2	1.968	3.022	.051
	Within Group	104.193	160	.651		
Counselling & special education knowledge	Between Group	4.450	2	2.2250	3.988	.02*
	Within Group	89.281	160	.558		
Communication & social skills	Between Group	2.458	2	1.229	2.179	.11
	Within Group	90.236	160	.564		
Personal development	Between Group	1.878	2	.939	1.810	.16
	Within Group	82.995	160	.519		

*=p<0.05

3.2.6 Employment Type Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the employment type of the participants was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost all the categories of the professional needs; 'professional teaching knowledge' (p=.57, p>0.05), and 'English language teaching knowledge' (p=.79, p>0.05), and 'technology and computer knowledge' (p=.22, p>0.05), and 'national and international exams knowledge' (p=.43, p>0.05), and 'counselling and special education knowledge' (p=.22, p>0.05), and 'personal development' (p=.71, p>0.05). (see Table 20) Moreover, it was reported that the hypothesis was rejected in terms of the category of communication and social skills (p=.03, p<0.05), and it could be there was a significant difference in between the percentage of the mean of the participants' employment type in communication and social skills ($F_{(2-160)}$=3.563, p=.03, p<0.05), but the result of the test of homogeneity of variances was p=.001 (p<0.05), and it was indicated that the variances were not homogeneous. For that reason, Tamhane's T2 test, which is one of the Post Hoc tests and which is used for nonhomogeneous variances data, was employed. According to

the test results, there was not any significant difference in between the percentage of the mean of the participants' employment type in communication and social skills. (see Table 20)

Table 20

Effect of the Employment Type on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	.364	2	.182	.549	.57
	Within Group	52.936	160	.331		
English language teaching knowledge	Between Group	.252	2	.126	.226	.79
	Within Group	89.230	160	.558		
Technology & computer knowledge	Between Group	1.797	2	.899	1.501	.22
	Within Group	95.749	160	.598		
National & international exams knowledge	Between Group	1.106	2	.553	.826	.43
	Within Group	107.024	160	.669		
Counselling & special education knowledge	Between Group	1.757	2	.879	1.528	.22
	Within Group	91.974	160	.575		
Communication & social skills	Between Group	3.952	2	1.976	3.563	.03*
	Within Group	88.742	160	.555		
Personal development	Between Group	.357	2	.179	.338	.71
	Within Group	84.516	160	.528		

=p<0.05

3.2.7 School Type Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of school type which the participants worked in was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost all the categories of the professional needs; 'professional

teaching knowledge' (p=.12, p>0.05), and 'technology and computer knowledge' (p=.52, p>0.05), and 'national and international exams knowledge' (p=.07, p>0.05), and 'counselling and special education knowledge' (p=.06, p>0.05), and 'communication & social skills' (p=.056, p>0.05), and 'personal development' (p=18, p>0.05). (see Table 21) However, the hypothesis was rejected in terms of 'English language teaching knowledge' (p=.00, p<0.05). It was found that there was a statistically significant difference between the percentages of the mean of the school type which the participants worked in in terms of English language teaching knowledge ($F_{(6-156)}$=2.435, p=.00, p<0.05). To identify which the groups of school type caused the difference, Tukey HSD post hoc test was employed, since the homogeneity of variance score was significant (p=.366, p>0.05). As a result, it was showed the difference came from the participants working in primary school (M=3.0702), and secondary school (M=2.6324), and Science High School (M=1.9192), and Vocational High School (M=3.0058), and Religious Vocational High School (M=2.0833). It was reported that the degree of the need was increasing while the value of the mean was increasing. Therefore, the participants working in primary school (M=3.0702) were the highest need of English language teaching knowledge. (see Table 21)

Table 21

Effect of the School Type on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	3.306	6	.551	1.719	.12
	Within Group	49.994	156	.320		
English language teaching knowledge	Between Group	14.609	6	2.435	5.073	.00*
	Within Group	74.873	156	.480		
Technology & computer knowledge	Between Group	3.145	6	.524	.866	.52
	Within Group	94.401	156	.605		
National & international exams knowledge	Between Group	7.516	6	1.253	1.942	.07
	Within Group	100.614	156	.645		
Counselling & special education knowledge	Between Group	6.684	6	1.114	1.997	.06
	Within Group	87.047	156	.558		

Table 21 (continued)

Communication & social skills	Between Group	6.942	6	1.157	2.105	.056
	Within Group	85.753	156	.550		
Personal development	Between Group	4.642	6	.774	1.504	.18
	Within Group	80.231	156	.514		

*=p<0.05

3.2.8 Classroom Size Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the classroom size was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of all the categories of the professional needs; 'professional teaching knowledge' (p=.99, p>0.05), and 'English language teaching knowledge' (p=.47, p>0.05), and 'technology and computer knowledge' (p=.59, p>0.05), and 'national and international exams knowledge' (p=.46, p>0.05), and 'counselling and special education knowledge' (p=.96, p>0.05), and 'communication & social skills' (p=.53, p>0.05), and personal development (p=.75, p>0.05). (see Table 2.20) In short, there is not any significant difference in reported needs in terms of classroom size. The results were presented in Table 22.

Table 22

Effect of the Classroom Size on Professional Needs						
Category	**Sources**	**SS**	**df**	**MS**	**F**	**p**
Professional teaching knowledge	Between Group	.188	5	.038	.111	.99
	Within Group	53.112	157	.338		
English language teaching knowledge	Between Group	2.519	5	.504	.910	.47
	Within Group	86.963	157	.554		
Technology & computer knowledge	Between Group	2.244	5	.449	.739	.59
	Within Group	95.302	157	.607		
National & international exams knowledge	Between Group	3.108	5	.662	.929	.46
	Within Group	105.022	157	.669		

Table 22 (continued)

Counselling & special education knowledge	Between Group	.538	5	.108	.181	.96
	Within Group	93.193	157	.594		
Communication & social skills	Between Group	2.385	5	.477	.829	.53
	Within Group	90.310	157	.575		
Personal development	Between Group	1.394	5	.279	.524	.78
	Within Group	83.479	157	.532		

*=p<0.05

3.2.9   School Location Effect

The hypothesis that there is not a significant difference in reported professional needs in terms of the school location was tested. According to the results which were analyzed with One-way ANOVA analysis, the hypothesis was confirmed in terms of almost several the categories of the professional needs; 'professional teaching knowledge' (p=.53, p>0.05), and 'English language teaching knowledge' (p=29, p>0.05) 'technology and computer knowledge' (p=.42, p>0.05), and 'counselling and special education knowledge' (p=.24, p>0.05). (see Table 23) Although, the hypothesis was rejected in terms of 'national and international exams knowledge' (p=.00, p<0.05), and 'communication and social skills' (p=.00, p<0.05), and 'personal development' (p=.00, p<0.05). Therefore, it was stated that there was a statistically significant difference between the percentage of the mean of the school location regarding 'national and international exams knowledge' ($F_{(4-158)}$=4.931, p=.00, p<0.05), and 'communication and social skills'($F_{(4-158)}$=3.967, p=.00, p<0.05), and 'personal development' ($F_{(4-158)}$=5.016, p=.00, p<0.05). To identify which the groups of school location caused the difference, Tukey HSD post hoc test was employed, since the homogeneity of variance scores were significant in 'national and international exams knowledge' (p=.980, p>0.05), and 'communication and social skills' (p=.069, p>0.05), and 'personal development' (p=.148, p>0.05). According to the results, the almost all groups of the participants created the significant differences in the categories of 'national and international exams knowledge',

and 'communication and social skills', and 'personal development'. According to the results, the participants in town (M=2.8051) and in the city center with under 1 million population (M=2.3397) were more need in the category of national and international exams. Regarding the category of communication and social skills, the participants in village (M=2.6200), and in the city center with under 1 million population (M=1.7692) and in the city center with 1 million or more population (M=1.7176) were need when compared the others. It was reported that the participants in village (M=2.6200) had the highest need rate. Moreover, all the participants had need in the category of personal development. Teachers in village (M=3.0286) had the highest need rate when compared those in town (M=2.6154), and in the city center with under 1 million population (M=2.3352), and in the city center with 1 million and more population (M=2.1176). (see Table 23)

Table 23

Effect of the School Location on Professional Needs						
Category	Sources	SS	df	MS	F	p
Professional teaching knowledge	Between Group	1.043	4	.261	.788	.53
	Within Group	52.257	158	.331		
English language teaching knowledge	Between Group	2.752	4	.688	1.253	.29
	Within Group	86.730	158	.549		
Technology & computer knowledge	Between Group	2.357	4	.589	.978	.42
	Within Group	95.189	158	.602		
National & international exams knowledge	Between Group	10.818	4	2.704	4.931	.00*
	Within Group	97.312	158	.616		
Counselling & special education knowledge	Between Group	3.146	4	.786	1.372	.24
	Within Group	90.586	158	.573		
Communication & social skills	Between Group	8.460	4	2.115	3.967	.00*
	Within Group	84.234	158	.533		
Personal development	Between Group	9.564	4	2.391	5.016	.00*
	Within Group	75.309	158	.477		

*=p<0.05

CONCLUSION

In the chapter, the findings are discussed and compared with related studies. Implications and recommendations are given at the end of the chapter.

a. Discussion of Findings Regarding the Needs of the In-service EFL teachers and Work Life & Professional Efficiency

According to the first research question '*What are the perceived professional needs of in-service EFL teachers in terms of professional teaching knowledge, and English language teaching knowledge, and technology and computer knowledge, and national and international exams knowledge, and counselling and special education knowledge, and communication and social skills, and personal development?',* the participants' needs regarding main topics and sub-topics are respectively as follows;

- counselling and special education knowledge
  - *education of gifted students*
  - *dealing with students of behavior disorder*
  - *education of students with learning disabilities*
  - *education of students who need psychological help*
  - *individual differences in education*
  - *educational coaching*
- English language teaching (ELT) knowledge
  - *developing English learning and teaching material/activity*
  - *new approaches in ELT*
  - *curriculum changes/reforms*
  - *assessment and evaluation to 4 skills*
  - *helping students to develop positive attitudes towards English*
  - *examining/ selecting English teaching sources/tools*
  - *usage of English learning materials*

- relating English to daily life
- professional teaching knowledge
    - *changing paradigm and educational system*
    - *new approaches in education*
    - *current teaching methods and principles*
    - *laws and regulations about teaching professions*
    - *current psychology of learning and development*
    - *preparing formal document, paper and correspondence*
    - *current assessment and evaluation techniques*
    - *planning a social activity*
    - *effective classroom management techniques*
- national and international exams knowledge
    - *knowledge about international exams such as ELTIS®, SSAT, TOEFL*
    - *knowledge about new university/high school entrance exams*

These needs are parallel with the findings of the second research question *'What are in-service EFL teachers' preferences of personal professional development, and their requests about work/professional life and professional efficiency?'*, and the most highly rated three answers given for the questions are as follows;

- 'What would you want to change in your work/professional life?'
    - *course books*
    - *students' attitudes to and prejudice against English language learning*
    - *removing/reducing formal document, paper and correspondence*
- 'What would the environment you work in include for your professional efficiency?'
    - *the environment in which students can use English actively*
    - *the environment which includes opportunities and training to prepare course materials*
    - *the environment in which teachers keep themselves fresh in terms of content knowledge*

The findings of the current study is in harmony with Gökmenoglu's (2012) study, which is about the kinds and qualities of in-service training that teacher needs, and Korkmazgil's (2015) study on EFL teachers professional needs, practices and challenges. In Gökmenoğlu's (2012) study, it was reported that teachers were in highly need in 'guidance and special education', and 'preparation for national and international exams', and 'professional teaching knowledge', and 'self-development', and 'technology use in education'. Korkmazgil (2015) found that the categories of 'developing teachers' English language proficiency and speaking skills', and 'improving knowledge and skills in ELT methodology', and 'incorporating technology into language teaching', and 'material development and adaptation'.

The OECD's TALIS (2010) reported that the areas of the most urgent development need of teachers in Turkey were teaching students with special learning needs, and information and communication technology teaching skills. Moreover, the results of the OECD's TALIS (2013) showed that the first six teachers' needs for professional development were 'teaching students with special needs', and 'ICT (information and communication technology) skills for teaching', and 'new technologies in the workplace', and 'students behavior and classroom management', and 'teaching in a multicultural or multilingual setting', and 'approaches to individual learning'.

In addition, Ekşi (2010) studied on the needs of English language instructors working at the state universities in Turkey. It was identified that the instructors' needs were 'new theories and practices of ELT', and 'use of technology in ELT', and 'assessment and evaluation', and 'increasing students' motivations', and 'test development', and preparing supplementary materials', and 'classroom management', and 'lesson planning'. In the same line, Yılmaz (2017) reported that Turkish EFL teachers were in need regarding 'implementing methods and techniques', and 'increasing students' motivation and readiness', and 'classroom management skills', and 'assessment and testing skills', and 'developing appropriate materials', and 'following current trends and keeping up-to-date'.

b. **Discussion of Findings Regarding the Relations of the Demographic Information with the In-Service EFL Teacher Professional Needs**

In order to find out whether there was a significant difference between the needs of in-service Turkish EFL teachers in terms of demographic factors, such as gender, age, experience year, department, graduation degree, employment type, school type, classroom size, and school location.

According to the result of the study analyzed with One-way ANOVA and t-test analysis, there was no significant difference between the needs of in-service Turkish EFL teachers in terms of gender, age, employment type, classroom size. In other words, these factors had no effect on teachers' needs.

With regards to the demographic information which included experience year, faculty graduated, graduation degree, school type, school location, a significant difference was found between the needs of in-service Turkish EFL teachers. It was reported that the participants both with less than 1 year experience and with 2-3 year experience were in need of personal development when compared to the others. In addition, the participants with less than 1 year experience had more need of the personal development than those with 2-3 year experience.

Another significant difference between teachers' needs was found out in terms of department. According to the findings, teachers graduated from ELT and English language and literature departments were reported that they were in need of ELT knowledge. Moreover, teachers graduated from ELT had more need than those graduated from English language and literature.

According to the results, there was a significant difference between the scores of teachers with bachelor's degree and those with MA degree in the categories of both ELT knowledge and counselling and special education knowledge. Those with master degree had the highest need of English language teaching knowledge, and those with bachelor's degree was the second group having need in English language teaching. Moreover, those

with master degree and with bachelor's degree were in need of counselling and special education when compared with other categories.

A significant difference was detected regarding the scores of ELT knowledge in terms of school type teachers working at. The difference was derived from those working in primary school, and secondary school, and Science High School, and Vocational High school, and Religious Vocational High School. According to result, teachers who had more need of ELT knowledge were respectively in primary school, and Vocational High School, secondary school, and Religious Vocational High School, and Science High School.

The last significant difference was reported in the categories of national and international exam knowledge, and communication and social skills, and personal development in terms of school location. According to the results, two groups of participants, who were in town and in the city center with under 1 million populations, were more need in the category of national and international exams. Teachers in town had more need in national and international exams knowledge than those who were in the city center with under 1 million populations. Regarding the category of communication and social skills, the participants in village, and in the city center with under 1 million populations, and in the city center with 1 million or more populations were need when compared the others. It was reported that the participants in village had the highest need rate in terms of communication and social skills. Finally, all the participants had need in the category of personal development. Teachers in village had the highest need rate when compared respectively those in town, and in the city center with under 1 million population, and in the city center with 1 million and more population.

Implications & Recommendations

This study aims to investigate Turkish EFL teachers' professional needs. Therefore, based on the findings of this present study and the relevant studies on the relation topic, the following implications and recommendations are suggested:

For two decades, major teachers' needs have been about 'counselling and special education', and 'ELT knowledge' or the field specified competencies for EFL teachers, and 'professional teaching knowledge' or general teaching competence, although, teachers are expected to know or obtain and be expert at and component educational knowledge, skills in order to entrust our children to them. For that reason, in the process of pre-service teacher education and in-service teacher training, these needs must be taken into consideration and prioritized. Moreover, changes about overall education and language education should be based on teachers' suggestion and recommendations.

It is interesting that teachers graduated from ELT and English language and literature perceives themselves to be in need of ELT knowledge. However, the others graduated from American culture and literature, translation and interpreting, and another fields with no relation with English and teaching language have self-confidence at ELT. It can be suggested that those graduated from the departments except ELT or language teaching underestimate requirements, components, and cornerstones of teaching and ELT, and that teachers graduated from ELT know the core of teaching language and can analyze their needs according to requirements of the specialized field. In other words, anything is appreciated by those who are aware of its value and gains value into the hands of a goldsmith. Therefore, teaching language is carried out by only those who have been educated in the specialized area of ELT.

In Turkey, the system of university entrance exam and high school entrance exam has been changed several times in last decades. For that reason, teachers in every branch feel themselves incompetent about the entrance exams. Moreover, international language exams are not demanding among students and teachers. The international and national language exams should be popularized in order to encourage learning language, and INSETs about the national and international exams should be developed.

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LIST OF TABLES

LIST OF ATTACHMENTS

Appendix A Field-specific Competencies for EFL teachers

Appendix B Questionnaire of the In-service English Language Teachers' Needs

APPENDIX A

THE FIELD SPECIFIC COMPETENCIES FOR ENGLISH LANGUAGE TEACHERS

COMPETENCY AREA 1: Planning and Organization of the English Language Teaching Processes

Scope: This area includes planning English language learning and teaching process, creating environments appropriate for teaching, developing materials and making use of the materials.

Competency 1: Doing appropriate for English language teaching		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he plans learning and teaching in accordance with the curriculum S/he considers the language proficiency of the students while planning teaching	S/he plans teaching processes considering language development levels of the students, their learning styles and needs	S/he plans teaching processes in a way which is flexible and appropriate for language development levels and learning styles of all the students.

Competency 2: Organizing learning environments suitable for English language teaching		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he does physical arrangements appropriate for teaching strategies in the learning environment.	S/he creates warm and positive environments to ensure students' participation and to increase their success.	S/he creates environments to ensure students' active participation and to increase their success by taking care of all students' interests and needs in the organization of learning environments.
		S/he organizes multiple learning environments inside and outside the school, which improve the interaction of all students with the teacher and each other.

		S/he organizes various social activities according to students' interests to ensure students' participation.

Competency 3: Using materials and resources suitable for English language teaching processes.

Indicators

A1 Level	A2 Level	A3 Level
S/he is aware of the importance of using various materials and resources in teaching.	S/he uses materials related to the daily life of students	S/he varies the materials by evaluating their practicality, currency and efficiency or develops authentic materials
S/he knows that the materials need to be appropriate for the content, language development and levels of the students	S/he uses written, visual and auditory materials according to students' ages, language development levels and learning styles.	S/he shares her/his experiences and knowledge with the colleagues to develop materials and resources suitable for student levels and environment.
S/he makes use of the materials appropriate for the grade levels.		

Competency 4: Using methods and techniques suitable for English language teaching

Indicators

A1 Level	A2 Level	A3 Level
S/he makes use of the methods and techniques recommended in the existing resources to ensure students' language development.	S/he varies the methods and techniques appropriate for students' language development in accordance with their interests and needs	S/he guides the colleagues to use various methods and techniques to develop students' language skills.
S/he conducts activities improving the use of language in daily life.	S/he organizes the activities, tasks and assignments in a complementary way to develop using the language in daily life.	S/he designs authentic activities to develop the use of English in daily life by cooperating with other teachers.

Competency 5: Using technological tools in English language teaching		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he makes use of technological tools for an effective learning.	S/he follows the software and web sources used for language teaching.	S/he enables students to effectively use the technological resources they need in learning English by evaluating the resources with a critical view.
S/he encourages students to access technological sources.	S/he provides the students with equal access to the technological resources by preparing suitable environments for them to benefit from these resources in accordance with the available opportunities.	

COMPETENCY AREA 2: Developing Students' Language Skills

Scope: This area includes English language teachers' designing activities to develop students' language skills by using language learning/teaching theories, approaches and techniques, using English efficiently and appropriately and paying attention to the needs of the students.

Competency 1: Helping students develop effective language learning strategies		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he informs students about different language learning strategies.	S/he leads students to use language learning strategies suitable for their own learning styles.	S/he cooperates with the colleagues in students' language learning effectively by using various language learning strategies according to different learning styles of the students.

Competency 2: Ensuring students' use of English in an accurate and intelligible way.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he becomes a role model for the students to use English in a fluent and	S/he uses activities supporting students' use of English accurately and	S/he organizes out-of-school and in-school activities for students' accurate and

accurate way.	fluently for various reasons and situations.	effective use of English by cooperating with the colleagues.
S/he creates opportunities for students to use English in a fluent and accurate way.	S/he does practices for using English fluently and intelligibly according to students' interests and proficiency levels.	
S/he presents examples in which English is used in an accurate and intelligible way.		

Competency 3: Developing students' listening/watching skills		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he ensures that students understand the importance of effective listening/watching	S/he organizes various activities and environments for effective listening/watching according to students' needs and interests.	S/he helps students develop their own listening/watching strategies by allowing them to evaluate their own listening skills.
S/he uses various listening/watching methods and techniques according to students' development levels	S/he ensures students' use of different listening types, methods and learning strategies.	S/he cooperates with the colleagues to develop various listening materials.
S/he uses various listening texts such as songs, dialogs and fairy tales	S/he develops listening materials with students, which are related to students' knowledge of the world, social and daily experiences.	S/he produces activities to develop the listening skills of all the students and guides the colleagues.
S/he does practices in listening activities for meaning, stress and intonation.	S/he varies listening purposes, methods and techniques according to students' needs and interests	

Competency 4: Developing students' speaking skills		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he gives opportunities to students to express themselves orally.	S/he uses various methods and techniques which are appropriate for their proficiency levels and support students' expressing themselves.	S/he guides the colleagues on the practices of the methods and techniques that s/he developed to improve students' speaking skills.
S/he identifies the interest area of the students to encourage them to speak English		
S/he arranges activities to allow students to communicate orally in daily life.	S/he ensures students' expressing themselves by using various communication styles.	S/he cooperates with the colleagues to develop activities that ensure students' oral communication in different situations of daily life.
S/he guides students to use their body language in oral communication.	S/he varies the activities allowing students to communicate orally in different situation that may occur in daily life.	
S/he allows students to be careful about the accent, stress and intonation in speaking.		
S/he becomes a role model in pronunciation practices	S/he uses activities to allow students' use of their body language in speaking activities.	

Competency 5: Developing students' reading skills		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he makes use of the existing materials and resources for reading activities.	S/he makes use of various resources and materials for reading activities according to students' needs and interests.	S/he makes use of various resources and materials for reading activities according to students' needs and interests
S/he uses reading texts suitable for pronunciation, stress, intonation and punctuation.		
S/he ensures students pay attention to the pronunciation, stress, intonation and punctuation while reading loudly.	S/he arranges activities to develop students' skills of reading comprehension, interpretation and evaluation	S/he arranges activities to develop students' skills of reading comprehension, interpretation and evaluation.

S/he develops reading skills of the students through reading activities such as reading stories and books, singing songs, alphabet and vocabulary games.	S/he ensures students' use of various reading styles, methods and techniques.	S/he ensures students' use of various reading styles, methods and techniques.
S/he informs the students about different reading styles, methods and techniques.		
S/he uses the samples of various text types in reading activities.		

Competency 6: Developing students' writing skills		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he gives opportunities to students to express themselves in writing.	S/he varies the activities used for students' expressing themselves in writing by considering the individual differences.	S/he cooperates with the colleagues to develop students' writing skills.
S/he arranges activities for accurate use of the writing rules regarding lexicology, phonetics, grammar and orthography.	S/he gives opportunities to students for accurate use of the rules of lexicology, phonetics, grammar and orthography.	S/he guides students to present and publish the texts they have produced in and out-of-school.
S/he uses visual and audio materials to encourage writing.	S/he chooses and uses visual and audio materials to encourage students to write according to students' needs and interests.	
S/he presents examples for introducing various writing types.	S/he does practices encouraging students to express themselves in writing by using various writing types.	

Competency 7: Doing practices considering the needs of the students who needs special education			
Indicators			
A1 Level	**A2 Level**	**A3 Level**
S/he is aware of the sociological, physiological and psychological factors causing difficulty in comprehension and expressing.	S/he adapts the teaching methods and techniques in English teaching according to students with special needs.	S/he shares the knowledge and skills to adapt teaching tools, teaching methods and techniques, activities and educational environment for students with special needs in English teaching with their colleagues.
	S/he cooperates with parents, special education teachers and/or relevant experts to determine the level, speed and type of students with special needs in special learning area for teaching English.	
S/he does plans to develop language skills of the students with special needs.	S/he records the language and communication skills of the students with special needs in the teaching process.	S/he develops new learning objectives by continuously cooperating with families, special education teachers and/or related experts in accordance with the development of students with special needs.
	S/he uses the methods such as observation and interviews systematically to determine student' difficulties of understanding and explaining.	S/he cooperates with the school counselor, family, experts and private education institutions in order to determine students' difficulties of understanding and to follow their development.

COMPETENCY AREA 3: Following and Evaluation Language Development

Scope: This area includes determining, following and evaluating students' development in English language teaching.

Competency 1: Determining the aims of the practices of assessment and evaluation regarding teaching English.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he is aware of the importance relating assessment and evaluation practices with the curriculum of English language teaching.	S/he organizes assessment and evaluation practices by considering the curriculum and individual differences.	S/he aims at determining the status of the students during the process of teaching English and doing assessment and evaluation to take measure for that.
		S/he determines systematic evaluation strategies for ensuring and evaluating continuous language development of students.

Competency 2: Using assessment and evaluation tools and methods in English language teaching.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he knows how to design and use different assessment and evaluation tools and methods to use in language teaching.	S/he designs different assessment and measurement tools and methods in language teaching in a way appropriate for their preparation and administration procedures	S/he uses the assessment and evaluation tools and methods that s/he uses in teaching by evaluating them in terms of practicality, validity and reliability.
S/he recognizes the need to use measurement and evaluation tools and methods for four language skills in English teaching.	S/he prepares assessment and evaluation tools with the methods to evaluate four language skills.	
S/he uses the measurement and evaluation tools that are already prepared or without determining their reliability and reliability to assess students' language development.	S/he prepares the tools and methods that s/he uses to follow and evaluate students' language development by considering their techniques.	S/he shares her/his knowledge and experiences on assessment and evaluation in language teaching with the colleagues and designs new tools and methods with them.

Competency 3: Interpreting the assessment results and giving feedbacks to determine the language development level of students.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he reports the assessment results regarding students' language development in grades or scores.	S/he interprets and reports students' language development levels, what and how they succeed in details.	S/he makes use of statistical methods to broadly evaluate students' language development with different perspectives.
S/he shares the grades and scores showing students' language skills with the students and parents.	S/he shares the interpretations gathered from the assessment results with those concerned.	S/he evaluates the curriculum, learning environments, assessment tools, teaching strategies and effectiveness according to the results of following and evaluating students' language development.

Competency 4: Reflecting the assessment and evaluation results regarding the language development levels of students on his/her practices.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he recognizes the importance of the assessment and evaluation tools for the future practices.	S/he rearranges the teaching strategies, learning environments, assessment methods and techniques according to the results.	S/he reflects the assessment and evaluation results on her/his teaching methods and techniques.
	S/he makes improvements to eliminate the deficiencies in students' language skills according to assessment results.	S/he guides students and parents to find out new learning objectives for the students according to assessment results.

COMPETENCY AREA 4: Cooperating with the School, Families and the Society

Scope: This area includes cooperation with families, social leadership, making school a culture and learning center, practices for ceremonies and organizations in the school in support of the English teaching process.

Competency 1: Cooperating with families for the development of students' language skills.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he informs families about the importance and roles of families to develop students' language skills.	S/he cooperates with families to follow students' language development.	S/he organizes out-of-class activities such as singing songs, reading aloud poems, theater performances with students and shares with families.

Competency 2: Cooperating with the relevant bodies, organizations and people to make students understand the importance of knowing a foreign language.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he motivates students to do research by emphasizing the importance of knowing a foreign language.	S/he organizes various activities by using different materials to make students use the foreign language.	S/he arranges environments by cooperating with the families, relevant bodies and organizations for students' use of the foreign language.

Competency 3: Ensuring students understand the importance and meaning of the national festivals and celebrations and actively participate in them.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he encourages students to participate in the national festivals and celebrations by evoking their meaning and importance.	S/he gives tasks and responsibilities to students for national festivals according their interests and skills.	S/he ensures students' active participation in the national festivals and celebrations by cooperating with other schools.

Competency 4: Managing and organizing national festivals and celebrations.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he takes responsibilities in festival organizations according to celebration regulations.	S/he guides students for their preparation for the national festivals and celebrations. S/he cooperates with all the teachers for the organization of the national festivals and celebrations.	S/he organizes the national festivals and celebrations in cooperation with other schools.

Competency 5: Cooperating with the society to make the school a center for culture and education.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he recognizes his/her responsibilities and school's role in making the school a center for culture and education.	S/he cooperates with a body or organization to make the school a center for culture and education, to create a reading culture and to increase the communication of the school with the society.	S/he cooperates with the bodies and organizations in the neighborhood or far places to make the school a center for culture and education.
S/he informs the students about the relevant NGOs, bodies and organizations that can cooperate to make the school a center for culture and education.		S/he arranges environments to support the learner communities including students, families and teachers.

Competency 6: Being a social leader.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he gives importance to the economic, social and educational needs of the society.	S/he creates solutions with the society to satisfy the economic, social and educational needs of the society.	S/he develops national and international projects with the society to satisfy the economic, social and educational needs of the society.
S/he creates opportunities for the expressing the economic, social and educational needs of the society.	S/he cooperates with the relevant bodies and organizations to satisfy the needs of the society and carries out activities.	S/he shares the activities s/he carried out to satisfy the needs of the society with different entities.
S/he determines the economic, social and educational needs of the society.	S/he becomes willing to satisfy the needs of the society.	

COMPETENCY AREA 5: Continuing Professional Development

Scope: This area includes teachers' practices for professional development to support English language teaching process.

Competency 1: Identifying professional competencies.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he can do self-assessments to determine her/his professional competencies.	S/he can do objective self-assessments based on the competencies of the teaching profession.	S/he uses various techniques to follow the effects of his/her practices on students and colleagues.
S/he records his/her experiences to determine his/her professional competencies.	S/he uses various activities to follow the effects of the practices such as classroom management, material development, cooperation with families, assessment and evaluation etc. on students.	S/he makes use of the views of the parents, students, colleagues and administrators while determining the professional competencies.
	S/he determines her/his professional needs based according to the critics and advices of the colleagues.	

Competency 2: Ensuring his/her personal and professional development for teaching English.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he is willing to follow various publications related to the practices of language, writing and teaching to support teaching English.	S/he makes use of the technology in research, planning, administration and evaluation processes.	S/he attends scientific meetings, seminars, conferences and panel discussions on teaching English as a presenter.
S/he creates an individual professional development plan.	S/he attends scientific meetings, seminars, conferences and panel discussions on teaching English as a participant.	S/he does academic studies regarding her/his field.

Competency 3: Using scientific research methods and techniques for professional development.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he recognizes the necessity of scientific research methods and techniques in her/his	S/he pays attention to scientific research methods and techniques in her/his research on language	S/he produces projects or articles on English language teaching which are prepared according to scientific

practices of language teaching.	teaching.	research methods and techniques.

Competency 4: Reflecting her/his research of professional development on his/her practices.		
Indicators		
A1 Level	**A2 Level**	**A3 Level**
S/he recognizes the necessity of reflecting her/his research for professional development on her/his practices.	S/he reflects her/his research for professional development on her/his practices.	S/he cooperates with colleagues to reflect professional development research on their practices

(MoNE, 2017, cited in Kahraman Özkurt, 2019, p.30)

APPENDIX B

İNGİLİZCE ÖĞRETMENLERİ İHTİYAÇ ANKETİ

Bu anket İngilizce öğretmenlerinin mesleki ihtiyaçlarına ışık tutması amacıyla oluşturulmuştur. Görüşlerinizi samimi bir şekilde ifade etmeniz önemlidir. Kimlik bilgileriniz ve bireysel yanıtlarınız kesinlikle gizli tutulacaktır ve anket sonuçları sadece araştırma amacına yönelik kullanılacaktır. Zamanınızı ayırdığınız için teşekkür ederim.

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☐ 41-45 ☐ 46-50 ☐ +51

KAÇ YILDIR ÖĞRETMENLİK YAPIYORSUNUZ?

☐ 1 yıldan az ☐ 1 yıldır ☐ 2-3 yıl ☐ 4-6 yıl ☐ 7-9 yıl
☐ 10-12 yıl ☐ 13-15 yıl ☐ 16-18 yıl ☐ 19-21 yıl ☐ +22 yıl

MEZUN OLDUĞUNUZ BÖLÜM HANGİSİDİR?

☐ İngilizce Öğretmenliği Bölümü   ☐ İngiliz Dili ve Edebiyatı Bölümü

☐ Amerikan Kültürü ve Edebiyatı Bölümü   ☐ Mütercim Tercümanlık Bölüm

☐ Diğer (Belirtiniz _____)

ÖĞRENİM DURUMUNUZ HANGİSİDİR?

☐ Lisans   ☐ Yüksek Lisans   ☐ Doktora

HALEN GÖREV YAPTIĞINIZ OKULDAKİ İSTİHDAM ŞEKLİNİZ NEDİR?

☐ Kadrolu   ☐ Ücretli   ☐ Sözleşmeli

GÖREV YAPTIĞINIZ OKUL TÜRÜ HANGİSİDİR?

☐ Okul öncesi   ☐ İlkokul   ☐ Ortaokul   ☐ Fen lisesi

☐ Anadolu Lisesi   ☐ Meslek lisesi   ☐ İmam hatip lisesi

☐ Diğer (Belirtiniz _____)

OKULUNUZDAKİ ORTALAMA SINIF MEVCUDU NEDİR?

☐ 10 kişiden az   ☐ 10-15 kişi   ☐ 16-20 kişi

☐ 21-25 kişi   ☐ 26-30 kişi   ☐ +31 kişi

OKULUNUZUN BULUNDUĞU YERLEŞİM BİRİMİ HANGİSİDİR?

☐ Nüfusu 1 milyon ve üzeri olan şehir merkezi

☐ Nüfusu 1 milyondan az olan şehir merkezi

☐ İlçe   ☐ Kasaba   ☐ Köy

II. Bölüm: *Aşağıda verilen her bir başlık ile ilgili alt konularda genel olarak öğretmenlik mesleği ve İngilizce öğretmenliğinde ihtiyaç seviyenizi numaralandırınız.*

(HİÇ İHTİYACIM YOK; 1   İHTİYACIM YOK; 2

İHTİYACIM VAR; 3   ÇOK İHTİYACIM VAR; 4)

		1	2	3	4
	ÖĞRETMENLİK MESLEK BİLGİSİ				
1	Eğitimde yeni yaklaşımlar hakkında bilgiye				
2	Öğretim yöntem ve ilkeleri hakkında güncel bilgiye				
3	Öğretimi planlama (yıllık, ünite, ders, günlük vs. planları) konusunda yardıma				
4	Etkili sınıf yönetimi stratejileri hakkında bilgi ve beceriye				
5	Ölçme ve değerlendirme yöntemleri konusunda güncel bilgiye				
6	Değişen paradigmalar ve eğitim sistemleri hakkında güncel bilgiye				
7	Gelişim ve öğrenme psikolojisi hakkında güncel bilgiye				

	8	Mesleki etik hakkında bilgiye				
8	Mesleki etik hakkında bilgiye				
9	Öğretmenlik mesleği ile ilgili yasa ve yönetmeliklerle ilgili bilgiye				
10	Sosyal etkinlik planlama ve uygulama hakkında bilgiye				
11	Öğretmen adaylarına (stajyer öğrencilere) rehber olma hakkında bilgiye				
12	Resmi doküman, rapor ve yazışmaların hazırlanması hakkında bilgiye				

		1	2	3	4
	İNGİLİZCE ÖĞRETMENLİĞİ ALAN BİLGİSİ				
1	İngilizce öğretmenliği alanındaki yeni yaklaşımlar hakkında güncel bilgiye				
2	İngilizceyi günlük hayatla bağdaştırma konusunda uygulanabilir bilgi ve yardıma				
3	İngilizce eğitim kaynağı ve araçları inceleme/ seçme hakkında güncel bilgiye				
4	İngilizce ile ilgili ders materyali/ etkinlik geliştirme hakkında güncel bilgi ve beceriye				
5	İngilizce ile ilgili geliştirilen ders materyallerinin kullanımı hakkında bilgiye				
6	Eğitim programlarında yapılan yenilikler/ değişiklikler hakkında güncel bilgiye				
7	İngilizce ile ilgili öğrencilerde olumlu tutum geliştirme hakkında uygulanabilir bilgi ve beceriye				
8	Dil kazanımlarını ve kendi dil seviyemi, öğrencilerin dil seviyelerine ve hazırbulunuşluluğuna uyarlama becerisine				
9	4 temel dil becerisinin etkili ve nesnel bir şekilde ölçme ve değerlendirmesi hakkında güncel ve uygulanabilir bilgiye				

		1	2	3	4
	EĞİTİMDE TEKNOLOJİ VE BİLGİSAYAR BİLGİSİ				
1	Temel bilgisayar bilgisine				
2	Ofis yazılımlarının (Word, Excel, vb) kullanım bilgisine				
3	İnternet kullanım (arama yapma, dosya indirme, eposta) bilgisine				
4	İnternet yardımı ile İngilizce dersi içeriği hazırlayabilme hakkında bilgiye				
5	Ofis yazılımları ile etkin İngilizce öğretim materyali hazırlama hakkında bilgiye				

6	Flash vb programlarla etkin İngilizce öğretim materyali hazırlama hakkında bilgiye				
7	Sinevizyon/ projektör kullanımı hakkında bilgiye				
8	Akıllı tahta kullanımı hakkında bilgiye				
9	DYNET, vb İngilizce dil öğretimi uygulamaları kullanımı hakkında bilgiye				

		1	2	3	4
	ULUSAL VE ULUSLARARASI SINAV BİLGİSİ				
1	Ortaöğretim başarı puanının belirlenmesi hakkında bilgiye				
2	Değişen yükseköğretime/ ortaöğretime geçiş sistemi hakkında bilgiye				
3	ELTiS®, SSAT, TOEFL vs. gibi uluslararası sınavlar hakkında bilgiye				

		1	2	3	4
	REHBERLİK VE ÖZEL EĞİTİM BİLGİSİ				
1	Eğitim koçluğu hakkında bilgiye				
2	Psikolojik yardıma ihtiyacı olan öğrencilere yaklaşım hakkında bilgiye				
3	Öğrenme güçlüğü çeken öğrencilere yaklaşım hakkında bilgiye				
4	Eğitimde bireysel farklılıkların belirlenmesi hakkında bilgiye				
5	Üstün veya özel yetenekli öğrencilerin eğitimi hakkında bilgiye				
6	Davranış bozukluğu olan öğrencilere yaklaşım hakkında				

		1	2	3	4
	İLETİŞİM VE SOSYAL BECERİLER				
1	Okul kültürüne uyum sağlama bilgisine				
2	Meslektaşlarımla olumlu iletişim kurma becerisine				
3	Velilerle sağlıklı iletişim kurma becerisine				
4	Öğrencilerle olumlu ve sağlıklı iletişim kurma becerisine				

		1	2	3	4
5	Yeni görev yerine (şehir, bölge vb.) uyum sağlama becerisine				

		1	2	3	4
	KİŞİSEL GELİŞİM				
1	Güzel ve etkili konuşma becerisine				
2	Sorun çözme teknikleri bilgisine				
3	Hızlı okuma teknikleri bilgisine				
4	Sağlık bilgisi ve ilkyardım bilgisine				
5	Proje hazırlama/ yönetimi bilgisine				
6	Stres ve öfke yönetimi bilgisine				
7	NLP, etkili iletişim teknikleriyle ilgili beceriye				

III. Bölüm: *Alanınızda kendinizi geliştirmek amacıyla aşağıdaki faaliyetlerde ne sıklıkla bulunuyorsunuz?*

**(HİÇ BİR ZAMAN; 1   YILDA 1 VEYA 1DEN FAZLA; 2
AYDA 1 VEYA 1DEN FAZLA; 3   HAFTADA 1 VEYA 1DEN FAZLA; 4
HERGÜN; 5)**

	BİREYSEL MESLEKİ GELİŞİM	1	2	3	4	5
1	Ders kitaplarını incelemek					
2	Mesleki gelişim amaçlı bir kitap okumak					
3	Akademik olan süreli yayınları takip etmek					
4	Üniversitelerde seminerlere katılmak					
5	Hizmetiçi eğitimlere katılmak					
6	Avrupa Birliği projelerinde yer almak					
7	Kongre, konferans ve bilimsel toplantılara katılmak					
8	Akademik (üniversite işbirliğiyle) projelerde yer almak					
9	İngilizce, dil eğitimi vs. ile ilgili gazete, dergi, tv programlarını takip etmek					
10	Okul idaresi tarafından düzenlenen seminere katılmak					

IV. Bölüm: *Aşağıda verilen mesleki gelişim ihtiyaçları ile ilgili olan sorular için sizin için uygun olan seçenekleri işaretleyiniz. (Birden fazla seçenek şeçilebilir.)*

1. **Çalışma hayatınızda neleri değiştirmek isterdiniz?**
   o Çalıştığım okul kademesini
   o Çalıştığım okulun fiziki imkanlarını *(bina vs.)*
   o Çalıştığım okul türünü (*özel okul, devlet okulu*)
   o Çalıştığım okulun sosyal ortamını (*öğretmenler arası iletişim vs*)
   o Çalıştığım okulun idaresini
   o Çalıştığım okulun bulunduğu şehri
   o Aldığım maaşı arttırmak
   o Öğrencilerin İngilizce dersine olan ön yargılarını ve tutumlarını
   o Müfredatı
   o Ders kitaplarını
   o Ders sürelerini azaltmak *(örn. 1 ders 40 dk, teneffüs 10 dk)*
   o Ders sürelerini arttırmak *(örn. 1 ders 40 dk, teneffüs 10 dk)*
   o Haftalık İngilizce ders saati azaltmak
   o Haftalık İngilizce ders saati arttırmak
   o Bir öğretmenin bir haftada girdiği toplam ders saati arttırmak
   o Bir öğretmenin bir haftada girdiği toplam ders saati azaltmak
   o Bir öğretmenin bir günde girdiği ders saatini arttırmak
   o Bir öğretmenin bir günde girdiği ders saatini azaltmak
   o Belge , rapor işlemlerinin kaldırılması.
   o DİĞER
   Belirtiniz.

   _____
   _____
   _____
   _____

2. **Mesleki verimliliğinizi artıracak ortam sizce neleri içermelidir?**
   o Materyal hazırlamak için gerekli ulaşılabilir imkân ve eğitimi içerir.
   o Birbirini tamamlayan ve destekleyen ilköğretim ve ortaöğretim İngilizce ders kitaplarını içerir.
   o Öğrencilerin İngilizceyi aktif bir şekilde kullandıkları ortam ve imkânları içerir.
   o Öğretmenin bilgilerini canlı tutacağı ve kullanabileceği ortam ve imkânlar içerir.
   o Öğretmenler için yurt dışında hizmetiçi eğitimini / değişim programlarını içerir.

o Dil öğretimi için uygun yeterli donanıma ve fiziki ortama sahip sınıflar içerir.
o Dil öğretimi için ideal sınıf mevcudu az olan sınıfları içerir.
o Dil öğrenimin teşvik eden ve özendiren etkinlikler ve uygulamaları içerir.
o Dönem sonların İngilizce öğretmenlerinin motivasyonlarını arttırıcı bilgilerini tazeleyici hizmetiçi eğitimleri içerir.
o İngilizce öğretmenlerinin görev yaptıkları bölgelerin sosyal, kültürel, ekonomik ve siyasi özellikleri göz önünde bulundurularak hazırlanan hizmetiçi eğitimleri içerir.
o Okul idaresinin ders işleyişine, öğretmen tercihlerine müdahalede bulunmadığı özgür ve demokratik karşılıklı saygı ve güvene dayalı öğretmen- idare ilişkisi içerir.
o DİĞER
Belirtiniz._____
_____
_____
_____

3. **Eklemek istediğiniz bir şeyler varsa lütfen belirtiniz.**

_____
_____
_____
_____
_____
_____

Anketi doldurduğunuz için teşekkürler. Gerekli görüldüğü takdirde sizinle iletişime geçilmesini istiyorsanız lütfen belirtiniz.

_____
_____

CURRICULUM VITAE

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Education

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Work Experience: 2015- 2017 – English language teacher in Gerede Anadolu İmam
Hatip Lisesi

2017-   - Vice-principal in Gerede Anadolu İmam Hatip Lisesi