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A STUDY ON PROFESSIONAL DEVELOPMENT NEEDS OF EFL INSTRUCTORS WORKING AT A FOUNDATION UNIVERSITY

THESIS BY

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We **certify** that this thesis under the title of "A STUDY ON PROFESSIONAL DEVELOPMENT NEEDS OF EFL INSTRUCTORS WORKING AT A FOUNDATION UNIVERSITY" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching.**

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ÖZET

VAKIF ÜNİVERSİTESİNDE ÇALIŞAN İNGİLİZCE OKUTMANLARININ PROFESYONEL GELİŞİM İHTİYAÇLARI ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı, Gaziantep'te bir vakıf universitesinde çalışan İngilizce okutmanlarının profesyonel gelişim ihtiyaçlarını analiz etmektir. Detaylı bir fikir alabilmek için, profesyonel gelişimin farklı açıları vurgulanmıştır.

İlk olarak, okutmanların profesyonel gelişim programlarına karşı olan tutumları saptandı ve ardından, okutmanlardan profesyonel gelişim ihtiyaçlarını belirmeleri istendi. Gelişime ihtiyaç duydukları alanlara ek olarak, onların bu gelişim programlarına katılmalarını engelleyen sebepler de araştırıldı. Son adım olarak ise bu programların hangi şekilde ve yöntemde olacağı, hocaların tercihleri baz alınarak saptandı.

Çalışmaya, hem Türk hem de yabancı personelden oluşan 100 İngilizce okutmanı katıldı. Veri toplama aracı olarak ise bir ihtiyaç analizi anketi değiştirilerek okutmanlara uygulandı. Anket aracılığı ile toplanan veriler SPSS programı yardımıyla analiz edildi.

Çalışmanın ortaya koyduğu ilk sonuç İngilizce okutmanlarının profesyonel gelişim programlarına karşı olumlu bir tutum sergilediğidir. Okutmanların profesyonel anlamda gelişmek için en çok yaptıkları aktivite ise meslektaşlarla deneyim paylaşımı oldu. Onları, profesyonel gelişim programlarına katılmaktan alıkoyan en büyük sebep ise "elverişsiz zaman ve tarih" olarak belirlendi. Üretken beceriler, öğretmek ve değerlendirmek adına okutmanların en çok zorlandıkları alanlar olarak belirlendi.

Profesyonel gelişim programlarının sunuluş şekline ve yöntemine gelince, okutmanlar bu programların kendi kurumlarında, maksimum 45 dakika süresince ve genellikle kurum dışından bir uzman veya eğitmenden verilmesi yönünde çoğunluk sağladılar.

Anahtar Kelimeler: Profesyonel Gelişim, Öğretmen Gelişimi, İhtiyaç Analizi, Yansıtıcı Öğretim, Hizmet İçi Eğitim

ABSTRACT

A STUDY ON PROFESSIONAL DEVELOPMENT NEEDS OF EFL INSTRUCTORS WORKING AT A FOUNDATION UNIVERSITY

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The objective of the present study is to analyze professional development needs of EFL instructors at a foundation university in Gaziantep. In order to get a comprehensive idea, different aspects of professional development programs have been focused.

First of all, general attitudes of instructors toward professional development programs have been determined and then teachers have been asked to state their professional development needs. In addition to the areas they need development, the reasons that hinder them from attending these programs have been investigated. The last step has been to identify the delivery formats and methods of the program based on instructors' preferences.

A hundred EFL instructors consisting of both Turkish and international staff participated in the study. As the data collection tool, a questionnaire was adapted and administrated to instructors. Data that was gathered through a questionnaire and analyzed by means of Statistical Package for Social Science (SPSS).

The first result which this study revealed was that EFL instructors held positive attitudes for the professional development programs. Sharing experiences and ideas with other colleagues was the most common activity among instructors to develop themselves professionally and the main reason that hindered them from attending these programs was indicated as inconvenient time and date. Productive skills were challenging for most instructors both to teach and to assess. As to delivery formats and methods of the professional

development programs, instructors preferred programs to take place at their institution, up to 45 minutes and generally delivered by an expert or trainer outside the institution.

Key Words: Professional Development, Teacher Development, Needs Assessment, Reflective Teaching, INSET

ABBREVIATIONS

EFL   **:**   English as a Foreign Language

INSET   **:**   In-service Education and Training

SPSS   **:**   Statistical Package for Social Science

ESP   **:**   English for Specific Purposes

CEFR   **:**   Common European Framework of Reference

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CHAPTER I

1. INTRODUCTION

1.1. Background to the Problem

Professional development is an indispensable part of teaching. With the developments and transitions that the new trends bring, teachers are surrounded by more options to serve the best. Teachers sometimes fall behind of these changes around themselves due to some reasons such as heavy workload, lack of motivation to explore new things and maybe the peace that steadiness gives them (Ekşi, 2010). In order to raise awareness among teachers, institutions design in-service programs to assist their professional development process. Some of the reasons underlying these in-service programs are to help teachers improve themselves with updated knowledge, develop their professional approach (Perron, 1991) and also to increase the quality of education presented in the institution. De Arechaga also states the main reason of these inservice programs is to enable teachers to create positive pedagogical environment to increase the learning (2001). Additionally, from the viewpoint of Freeman, language teacher education serves to create a change in teachers' theoretical knowledge, approach, skills and raise self-awareness and make innovations in the field (1989).

For over two decades, the significance of the in-service training in professional development has been accepted by most people (Blackburn & Moisan, 1987). The situation in Turkey is not much different, as well. Ozdemir states (1998) that considerable amounts have been spend on the preparation and delivery of in-service trainings. However, there is still a general dissatisfaction among the participants of in-service programs. The problems identified about the conducted in-service programs in Turkey have been summarized as in the following:

1.   Poor planning and organization.
2.   Courses focus on information dissemination rather than stressing the use of the information or appropriate practice in the classroom.
3.   Principles of adult learning are not used.
4.   Activities are not related to the day-to-day problems of participants.
5.   Inadequate needs assessment.
6.   Unclear course objectives.

7. The lack of follow-up in the job setting after training takes place.

8. In-service education activities are not individualized and not related to learner
     interests and needs.

9. Staff responsibilities are not clear.

10. A statewide focus, distant from the real (assessed) local needs of teachers and
     administrators in their schools.

11. A decided lack of modeling.

12. Little follow through and follow-up evaluation.

13. In-service trainers are not carefully selected (Taymaz (1981), Küçükahmet, (1985)
     and Tezer (1994), cited in Özdemir, 1998,p. 62).

Özdemir (1998) states that although there are some other reasons for in-service education to be insufficient, the most important reason is the lack of an organized and systematic in-service program. Therefore, he suggests a five stages approach model for the service education designers: Analysis, design, development, implementation, and evaluation. This study tries to analyze EFL instructors' needs from professional development programs in order to be able to establish an appropriate teacher development program that contributes to teachers' professional development.

1.2. Statement of the Problem

Johnson sees teacher development as continuing process which begins when teachers are learners in classrooms and goes on when they are participants in development programs and also when they reflect on their own teaching (2000). Diaz-Maggioli describes it "as a permanent process in which teachers engage voluntarily in learning to adjust their teaching to their students' needs" (2003, p. 1)

Institutions commonly support their instructors at tertiary level via organized in-service programs such as workshops, seminars or mentoring. Nevertheless, teachers are not always impacted by professional development activities (Yoon, Park, & Hong, 1999). Teachers sometimes see the enormous difference between theory and practice. Some teachers regard these professional development programs as a waste of time as its implications in class are far beyond the reality. "Teacher education courses, whether pre-service or in-service, have tended to be shaped by the craft wisdom of teacher educators, within practical, policy and institutional constraints, and, at times, changes have followed so rapidly upon themselves that

there has been no opportunity to evaluate innovations in any systematic way" (Calderhead & Shorrock, 2005, p. 204).

The situation in Turkey is not much different, as well. Ozdemir states (1998) that considerable amounts have been spend on the preparation and delivery of in-service trainings. However, there is still a general dissatisfaction among the participants of in-service programs. Studies conducted earlier indicate the need to do more research to improve professional development practices (Ekşi, 2010). She (2010) also adds that previous studies related to professional development mostly concentrated on the assessment of an in-service training program. Kucuksuleymanoglu (2006) conducted a research on in-service training programs, which were organized by the Ministry of Education for English language teachers in Turkey between 1998-2005 and the number of INSET programs was found to be insufficient.

The aim of this study is to identify needs of EFL instructors' working at the preparatory school of a foundation university in terms of professional development. The results will be used within in the institution for further studies.

1.3. The Purpose of the Study

Many in-service programs organized for teachers' professional development are shaped by the educators' own experiences or isolated from the real life situations taking place in a classroom environment. Harwell expresses that the main reason for failure of the professional development programs is that not enough attention has been paid to what actually goes in the classroom (2003). She also adds that the problem is not the number of professional development programs conducted, rather, it is the quality of these programs. Gonzalez et al. also lists other problems about professional development programs as being expensive, long, too theoretical, and quite distant from teachers' real classrooms (2002, p. 88). In this sense, teachers need more practical and applicable solutions.

The purpose of this study is to identify the professional development needs of EFL instructors and to help Zirve University Professional Development Unit to design an appropriate professional development program.

1.4. Justification of the Study

The results of this study provide information on professional development needs of EFL instructors. These findings will shed light to a professional development program which will address to the needs of instructors as they have been involved in the process from the beginning. In this sense, the implications will differ from the traditional inset programs which sometimes may be far from meeting the needs of EFL instructors.

1.5. Research Questions

In this study, the following research questions were addressed:

1. What are EFL instructors' attitudes towards professional development programs?
2. What are the most common professional development activities EFL instructors follow?
3. Are there any reasons that prevent teachers from attending professional development programs?
4. Are productive or receptive skills problematic for teachers to teach?
5. Are productive or receptive skills problematic for teachers to assess?
6. On which specific areas do instructors mostly want to focus on to develop professionally?
7. What are the instructors' preferences for delivery methods and formats of the professional development programs?

1.6. Operational Definitions

Professional Development: "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" Glatthorn (1995, p. 41).

Villegas-Reimers sees professional development as a continuing and planned process which provides teachers with systematical growth and development in the profession (2003).

Teacher Training: Teacher training is defined as a preparation for professional practice usually through official channels such as courses at college or universities and mostly results in getting a degree or accreditation (Ur (1997).

Needs Assessment: Needs assessment is a process for identifying the gap between the

goals that have been established for the teaching staff and their actual performance (Smith, 1989).

Reflective Teaching: Reflective teaching is the analysis of one's own teaching philosophy in a persistent and careful way including the reasons underlies it and possible outcomes that it can lead (Dewey, 1933).

INSET: INSET is described as in-service education and training as an intensive learning occurring in a limited time with an entitled leader or leaders who are supposed to promote learning rather than smooth the progress Day (1999).

CHAPTER II

2. REVIEW OF LITERATURE

2.1. PROFESSIONAL DEVELOPMENT

2.1.1. The Definition of Professional Development

Education system has been going through reforms throughout the world. These rapid changes have gained speed with the start of new millennium and professional development of teachers is regarded as one of the key elements in these reforms (Villegas-Reimers, 2003). Societies have begun to acknowledge teachers as the most important change agents. With this new understanding, the role of the teachers in a society has started to change, as well (Villegas-Reimers, 2003).

Educational writers have defined teaching roles from different aspects such as "the teacher as expert in their subject, the teacher as facilitator of learning, the teacher as motivator and source of inspiration, the teacher as upholder of moral standards" (Calderhead & Shorrock, 2005,p. 1). Over the years, there have been discussions about whether teachers are professionals or only workers and whether teaching is a profession and not just an 'occupation' (Hoyle, 1995). However, with the changes in education system, this new definition has been welcomed by teachers and educators in general since it signifies appreciation of teachers' work and also promotes the concept of teaching a profession (Villegas-Reimers, 2003).

For a long time, professional development has been considered in one form, which has been 'in-service training' or 'staff development' (Villegas- Reimers, 2003). However, in the past few years, there has been a shift from the idea that teachers develop professionally through in-service trainings which consist of seminars, workshops to the idea that professional development is "a long-term process that includes regular opportunities and experiences planes systematically to promote growth and development in the profession" (Villegas-Reimers, 2003, p. 12).

Teacher development is defined in a broad term, the process of development of a person in her/his professional career. According to Glatthorn, (1995) "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (p. 41). Ganser thinks (2000) that professional

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development consists of both formal and informal experiences such as workshops and reading professional publications. In this sense, the definition of professional development is broader than career development which is defined as "the growth that occurs as the teachers moves through the professional career cycle" (Glatthorn, 1995, p. 41).

2.1.2. Teacher Training versus Teacher Development

The terms 'teacher training and teacher development' are often used interchangeably. The term 'training' mostly refers to an action which tries to teach someone a particular skill (Bolam, 1982) while 'development' indicates a growth of the current situation (Glatthorn, 1995). In education, training is frequently used to describe professional development; however, some writers and educators agree on the difference between these two concepts.

Freeman (2001) considers teacher training as the obligatory and official activities through which people learn to teach. Head and Taylor (1997) state that teacher training deals with the knowledge of the topic taught and the ways of teaching it. According to Freeman (1989), the aim of teacher training is to provide teachers with skills to raise their effectiveness in the classroom.

Ur (1997) defines teacher training as a preparation for professional practice usually through official channels such as courses at college or universities and mostly results in getting a degree or accreditation. Wallace (1991) describes training as the activities "presented or managed by the others..." (p. 3) and by others, he meant teacher trainers and educators who are usually in charge of designing and presenting training courses. Teacher development, on the other hand, usually refers to professional learning by teachers who have engaged in professional practice that is mostly through reflective discussion sessions based on current classroom practice (Ur, 1997)

Pennington approaches the issue by focusing on another aspect. She (1989) categorizes the content of teacher training and teacher development under two titles. Holistic elements which are personal development, creativity, judgment and adaptability are involved in teachers development, whereas more specific teaching skills are categorized under competency-based teacher education which is preferred in teacher training courses. Table 2.1 below shows the categories.

Table 2.1.

Approaches to Teacher Development and Teacher Training

Holistic	Competency - Based
Personal Development	Component skills
Creativity	Modularized Components
Judgment	Individualization
Adaptability	Criterion-Referencing

Richard and Farrell (2005) deal with the issue from a different perspective. They argue that training focuses on teachers' current responsibilities and is typically aimed at short-term and immediate goals. It is considered as a preparation for a teaching for the first time and the content of the training is mostly decided by an expert (Richard & Farrell, 2005). In the Table 2.2. Richard and Farrell (2005, p. 3) lists the goals of a training perspective:

Table 2.2.

Examples of Goals from Training Perspective

Teacher Training
- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., video)
- Techniques for giving learners feedback on performance.

On the other hand, according to Richard and Farrell, teacher development usually indicates a general growth serving longer-term goal and seeking to facilitate growth of teachers' understanding of teaching and of themselves as teachers (2005). They additionally state that "examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up" (2005, p. 4).

Table 2.3 below shows the example goals of teacher development from Richard and Farrell's the point of view (2005 ,p. 4).

Table 2.3.

Examples of goals from development perspective

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

To state the difference between teacher training and teacher development, Ohata (2007) emphasizes that the research focus in second language teacher education has gone through a change from searching for better ways to train teachers to trying to describe and understand the process of how teachers learn to teach through their self-awareness or reflection. In this sense, this shift has created difference between teacher training and teacher development. According to Ohata, the essential difference between teacher training and development is whether the element of personal growth is involved or not in the teacher learning processes. As to the reason why there is a distinction between these terms, Richards (1990) attributes it to the matter of teacher learnability which is considered as a dilemma of teacher education.

Ur (1997) asserts that the basic difference between teacher training and teacher development is that teacher training refers to preservice learning and teacher development refers to inservice. Ur (1997) uses Wallace's (1991) three models of teacher learning to describe the difference between teacher training and teacher development: *applied science, craft and reflective.*

Applied science model suggests that teachers learn how to be a teacher by being taught researched-oriented theories and then applying them in practice (Ohata, 2007). *Craft* model consider teachers as apprentice and the model suggests that teachers learn teaching in the way

apprentices do. They watch, imitate, try and obey the instructions (Ohata, 2007).

In the figure below, Ur (1997) takes the attention to the trainee at the end of all arrows. She adds that the trainee is "essentially receptive, being taught by the master teachers' model or criticism (craft model) or by the trainer's input on research and theory (applied science) (p. 2).
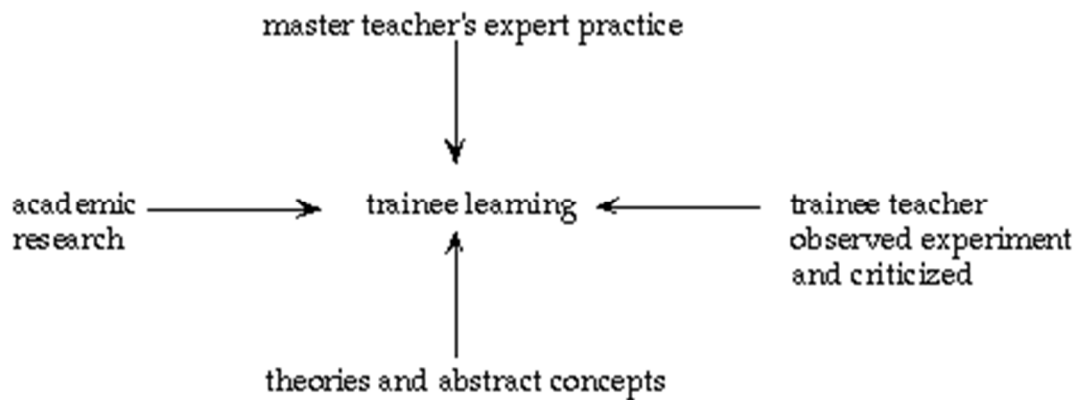
Figure 2.1. Teacher Training (Ur, 1997)

Wallace's third model *reflective* corresponds with teacher development and can be represented through the model of experiential learning provided by Kolb (1984) (Ur, 1997). (See figure 2.2)
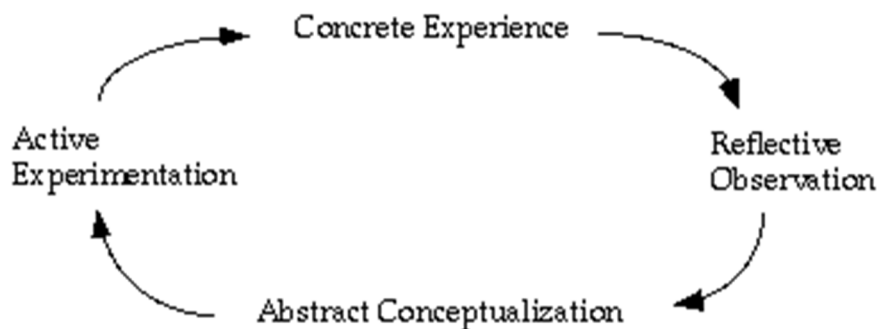
Figure 2.2. Teacher Development (Ur, 1997)

Ur (1997) favors none of the models above since she believes neither model is satisfactory on its own. She states that in the first figure there is no scope for teachers' own reflection and she supports the idea that it is opposite of our intuition about effective learning and constructivism. She sees some missing points in figure two, as well. Although it enables teachers to use their own thinking and experiences as a major source, it does not seem to take theoretical knowledge into account (Ur ,1997).

For the reasons above, she prepares a new model which is a combination of these two models taking into account both sources.
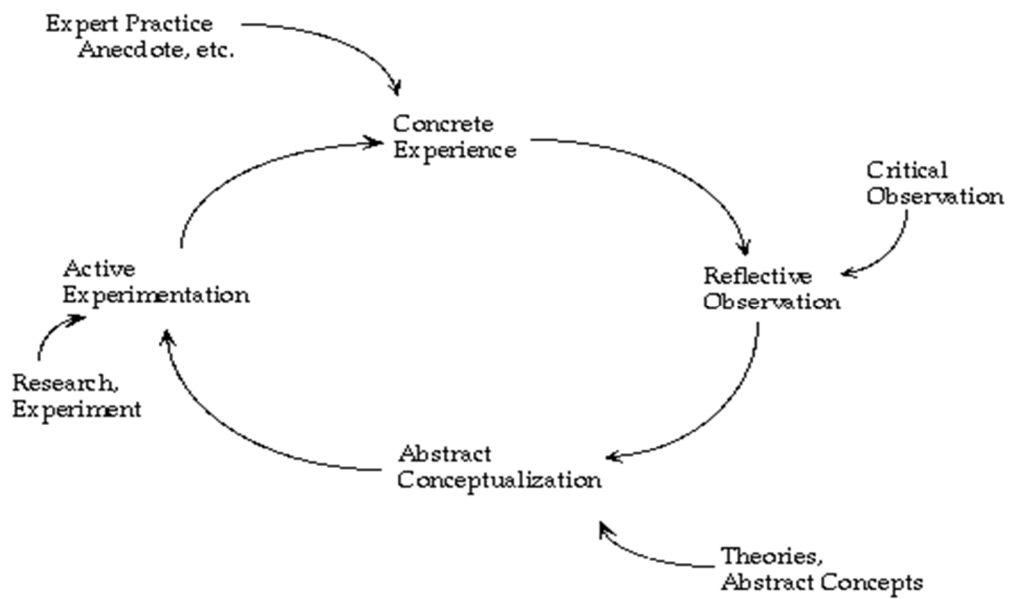
Figure 2.3. Ur's (1992) optimal teacher learning

Woodward (1991, p.147) combined the characteristics of teacher training and teacher development to summarize the whole issue in teacher trainer and teacher development associations.

Table 2.4.

Teacher Training – Teacher Development Associations

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency Based	Holistic
Short-term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-Down	Bottom-up
Product/Certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in you job
Done with experts	Done with peers

2.1.3. Importance of Professional Development

As stated earlier, there have been significant changes in the education system recently and within this new-fangled understanding, teachers play a key role. The responsibilities that teachers have had so far have increased with these new changes. Guskey (2002) stresses that while teachers are mostly bound to attend those professional development programs, they also state that they want to join these programs in order to be better teachers. Teachers view these programs as the shortcuts to improvement on the career (Fullan, 1993).

In traditional settings, professional activities of teachers were limited to in-class interests and instant responsibilities and Vasumathi (2010) calls this as '*restricted professionality*'. Yet, with the new shift in teachers' role, new questions about the teachers' autonomy, control and professionality have arisen (Pollard *et al.*,1994). Hoyle (1974) suggests that these new changes result from the changes occurred in curriculum, pedagogy, and organization of teaching, learning as well as changes in socio-political pattern in society.

He also emphasizes (1974) that teachers now are not limited to the class only and their responsibilities are beyond the classroom. Hoyle believes that teachers are supposed to acquire a wide range of knowledge and skills to handle with new demands of increased responsibilities and extended professionality (1974). Vasumathi (2010) states that for the teachers to be able to go beyond the classroom, they are supposed to improve their professional knowledge constantly and in this sense, professional development seems to be an effective channel to prepare the teachers for their extended role. Murray (2010) claims, "one of the main reasons to pursue professional development is to be empowered—to have the opportunity and the confidence to act upon your ideas as well as to influence the way you perform in your profession" (p. 3). She adds (2010) that through empowerment teachers will become more capable of sharing control and influencing events and institutions they have been.

Rather than individual satisfaction or financial gain, Villegas-Reimers (2003) focuses on a different aspect of professional development and claims that through the process of professional development, there occur significant changes in the beliefs and practices of the teachers, students' learning and in the practice of educational reforms. Wood and Bennett (2000) support this line of argument with the results of a study. In the study, early childhood educators reflected on their own theories of play and their relationship to practice and as a result, these educators changed their own theories and teaching practices, or even both. Kallestad and Olweus (1998) obtained similar results in a study about the development of the practical theory of student teachers. The research showed that professional preparation and development have a great influence on defining teachers' goals for their students, and in return, these goals affect the in-class behavior of teachers.

Guskey (2002) claims that "no school can be no better than the teachers and administrators who work within them" (p. 381) and Griffin (1983, p. 2, cited in Guskey, 2002) emphasizes the shared target of these development programs as "to alter the professional practices, beliefs, and understanding of school persons toward an articulated end". Guskey asserts (2002) that the outcomes of these programs are "change in the classroom practices of teachers, change in their attitudes and beliefs and change in the learning outcomes of students" (p. 383).

Table 2.5.

Guskey's Goals of Professional Development Programs (2002)

Professional development	⇒	Classroom practices of teachers	⇒	Changes in their attitudes and beliefs	⇒	Change in the learning of outcomes of students
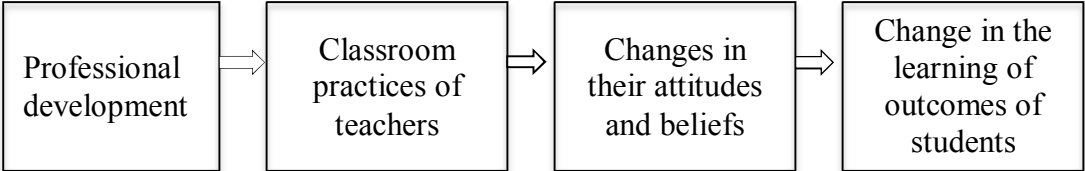
Guskey believes (2002) that professional development programs which put the change in attitudes and beliefs in the first place wish to have the support from both administration and teachers themselves. These kinds of programs involve teachers in planning and needs analysis stage to make sure that content of the development program is in accordance with the needs of teachers (Joyce et al., 1976).

Guskey suggested (2002) alternative approach for the goals of professional development programs. (See table 6) This model emphasizes another important aspect of professional development programs. According to this model, changes in perception and practices of teachers are dependent on the improvements in student learning. It can be understood from the sequence that in order for teachers to change their perceptions, they need to implement different classroom practices and then get positive feedback from the students generally in the form of improvement in student learning.

Table 2.6.

Guskey's Suggested "Model of Teacher Change" (2002)

Professional development	⇒	Classroom practices of teachers	⇒	Change in the learning of outcomes of students	⇒	Changes in their attitudes and beliefs
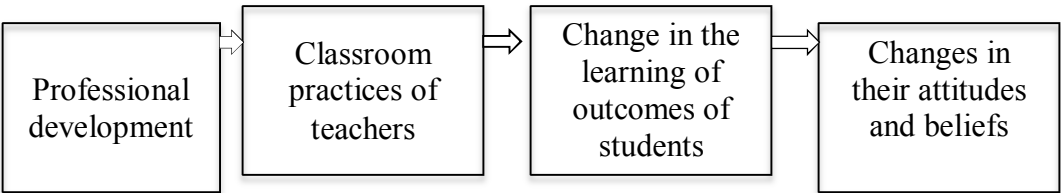
Regarding the effect of teachers' professional development on students' learning, a lot of studies report that "the more professional knowledge teachers have, the higher the levels of students achievement" (National Commission on Teaching and America's Future, 1996,1997;

Falk, 2001; Educational Testing Service, 1998; Grosso de Leon, 2001; Guzman, 1995; McGinn and Borden, 1995; Tatto, 1999, cited in Villegas-Reimers, 2003, p. 21).

A similar study was conducted by Cohen and Hill (1997) and this study showed that "teachers who participated in sustained curriculum-based professional development reported changes in practice that, in return, were associated with significantly higher student achievement scores on state assessment" (Darling-Hammond, 1995, p. 32).

Holloway (2006), on the other hand, asked the question whether there was a relationship between student achievement and teacher professional development and he came up with two answers, maybe and it depends. He said 'Maybe' if there was an effective way to evaluate the professional development program and 'it depends' if the content of the program was in aligned with our professional and institutional goals.

Although not all professional development programs result in improvements in students learning, Guskey (2005) experienced that an influential professional development program will enable teachers to gain instructional procedures and scientifically researched-based techniques to help students improve academically. We can understand from this experience that Guskey puts the emphasis on teachers whom he believes will start the change. Murphy (2005) agrees with Guskey that professional development should focus on increasing teachers' content knowledge and teaching skills, which will be a link to improved students results. Murphy (2005) also approaches the issue in administrational way. She believes that institutions that carefully define their educational goals and decide what kind of program they need based on these goals and students' learning needs are more influential in providing student achievement.

2.2. REFLECTIVE TEACHING

2.2.1. Theoretical Background

Reflective teaching is not a new idea. Dewey (1933) referred to it in his early work as the "active, persistent and careful consideration of any belief or supposed form of knowledge in light of the reasons that support it and the further consequences to which it leads" (p. 7).

Loughram (1996) profoundly affected by the works of Dewey defines reflection as "the deliberate and purposeful act of thinking which centers on ways of responding to problem situations" (p. 14). Richards (2011) defines reflection as an activity or process in which an experience is recalled, considered, analyzed and evaluated for a broader purposed. According to Richards, reflection is a response to past experiences and involves an evaluation of the experiences as a basis for evaluation and as a source for planning and action. Osterman and Kottkamp (2004) place reflective practice in a constructivist paradigm and define it as an experiential learning cycle consisting of four stages: experience, assessment, re-conceptualization, and experimentation. While Hatton and Smith (1995) described reflection as "a deliberate thinking about action with a view to its improvement" (p. 34), Sparks-Langer, (1993) indicated that there does not appear to be a single definition of reflective practice in the literature.

Dewey (1933) points out the clear distinction between a routine action and reflective action. From his perspective, routine action is seen as a non-reflective action guided by standard norms set by school communities and non-reflective teachers are not open-minded about new perspectives and generally avoid risking. Reflective action, on the other hand, involves the "careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads" (Zeichner & Liston, 1996,pg. 9, stated in Sarsar, 2008).

Dewey gives another definition for reflective teaching:

> Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, enquiring, to find something that will resolve the doubt, settle and dispose of the perplexity (quoted in Trappes-Lomax and McGrath, 1999,p. 120).

As it is concluded from the statement, reflective thinking occurs when there is a problematic situation and derives from the intent to solve that problem. Dewey listed three attributes that reflective practitioner should have to be effective; open-mindedness, whole heartedness and responsibility (1933).

Dewey (1933) believes that reflection starts with being open-minded. Practitioner should be aware of his/her weak points and be willing to strengthen them by welcoming new ideas and thoughts. Second step is defined as responsibility. Zeichner and Liston (1996) broaden the term saying, "Responsibility involves careful consideration of the consequences to which an action leads. Responsible teachers ask themselves why they are doing what they are doing in a way that goes beyond questions of immediate utility to consider the ways in which it is working, why it is working, and for whom it is working." (p. 11). The last attribute is whole-heartedness. For Zeichner and Liston, whole-heartedness is the prerequisite of being reflective responsible teachers and teachers are expected to see their own teaching perspective and also the way it impacts their students in an objective way and from different points of views (1996).

The term "reflective practitioner" became a catchword in educational circles when Schön (1983) began to write about reflective practice in education and other professions. Schön (1983) describes two main kinds of reflection, "reflecting in-action" and "reflecting on-action" (p. 55). According to him, "reflection-in-action" refers to reflection in the midst of an action. It involves implicit thinking processes that are in constant interaction with ongoing practice. Such interaction would ultimately lead practitioners to modify their practice and refine it (Leitch & Day, 2000). Farrel (2003) describes the process as "analogous to seeing and recognizing a face in a crowd without 'listing' and piecing together separate features; the knowledge we reveal in our intelligent action is publicly observable, but we are unable to make it verbally explicit" (p. 16)

Schön (1983) claims that professional learning requires development of theories through "reflection-in-action": taking action, and then using reflection to develop hypotheses on what has been done and its outcomes. It is also considered as knowing-in-action. As to the relationship between knowing-in-action and reflection-in-action, Szesztay (2004) states "Knowing-in-action draws attention to the immediate link between knowing and doing. In the midst of teaching, we need to make split-second decisions; there is little time to ponder and analyze. Reflection-in- action captures the moments following and preceding a classroom decision made by a teacher. In a sense, reflection-in-action also takes place in real classroom

time; a teacher rarely has the luxury to sit down and think the next move through. It is qualitatively different from the uninterrupted flow of knowing-in-action" (p. 130).

Besides, "reflection-in-action" is also described as "phrases like thinking on your feet, keeping your wits about you, and learning by doing suggest not only that we can think about doing but that we can think about doing something while doing it" (cited in Loughran, 1996, p. 6). Nevertheless, Taylor (2006) points out that "it is insufficient to ensure that practitioner exert adequate control over their practice" and 2ith experience, practice may easily become habitual and routinized, and the perceived need for reflection may recede" (p. 192).

As for "reflection-on-action", it deals with the "systematic and deliberate thinking back over one□s actions" (Russell & Munby, 1992, p. 3, cited in Leitch & Day, 2000). It differs from reflection-in-action in a way that it occurs after the event. This kind of reflection is described as intellectual reflection by Peel & Shortland (2004, p. 52). As it is the process after the event, Case and Reagan (1999) thinks that reflection-on-action is the most observable way in which a novice teacher's practice is noticed.

Hatton and Smith (1995) describe the idea as thinking back on what we have done earlier to analyze how effective out reflection-in-action was. Reflection-on-action is considered as the process of making sense of an action after it has occurred, and reflecting based on that experience. The process affects the future actions, not the actions in process as it has already passed (Pill, 2005).

2.2.2. Reflective Teaching in Teacher Education

Reflective teaching has drawn more attention than ever as the changes in education system have paved the way for the professional development programs to be able to prepare teachers for their new roles.

Sarsar (2008) states that over the last decades, professional development has changed from a technical-rational approach to a reflective practitioner approach which focuses on placing teachers at the center of professional development programs which allow the teachers to "build or construct their own knowledge base and their own professional skills" (Cheng et al., 2004, p. 86). This process is known as the critical reflective process which is a term developed by Schön (1983) who later develops the definition as a learning strategy for professionals (1987).

The principle idea in reflective teaching is to create a change in the behavior and specifically in the professional practice through cognitive processes teachers use to sort out

the problems they face in their daily professional practice. Dewey (1933) called for teachers to take reflective action that entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (p. 9).

Pennington (1992) defines the term reflective teaching as "deliberating on experience and that of mirroring experience" (p. 47). Pennington also suggests a reflective developmental orientation as a means for:

1. improving classroom processes and outcomes
2. developing confident, self-motivated teachers and learners.

Pennington (1992) relates development reflection where reflection is considered as the input for the development and also the output of the development.

Cruickshank and Applegate (1981) views the reflection as a way to help the teachers to think about what happened, the reason behind it, what the options are to make the situation and their performance better. Cruickshank adds that reflective teaching enables teachers to think about the alternative ways to achieve their teaching goals.

Wolf (1992) believes that reflection allows us to learn from our experiences. He also adds that reflection entails careful and detailed analysis of the teaching practice to understand why an activity or practice was successful or not as it is the key element in the progression from being a novice teacher to being a master teacher. Serafini (2002) also defines reflective practice as a method by which teachers question and analyze their teaching and learning experiences and adds that reflection helps teachers refine their classroom practice and improve the quality of teaching and learning process for both teachers and students.

Teachers' reflecting on their own practices and improving themselves consciously or unconsciously is the main purpose of the use of reflective practice (Farrell, 2007). Teachers gather their data from their own reflections. As Valli (1997) indicates, they can "look back on events, make judgments about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge" (p. 70). Richards (1990) maintains that self-inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (p. 5).

Several recent studies have been conducted that look at the effect of reflective practice of pre-service teachers in a variety of approaches (Pedro, 2005; Long & Stuart, 2004; Zengaro

& Iran-Nejad, 2007; Downey, 2008; and Ward & McCotter, 2004, stated in Rodman, 2010). Pedro's (2005) study showed how five pre-service teachers constructed meanings of reflective practice, and how these meanings informed their practice. Ward & McCotter (2004) analyzed exemplars of student teacher reflection coming from two very different approaches to outcome-based teacher preparation and developed a rubric that illuminates the dimensions and qualities of reflection.

Zengaro & Iran-Nejad (2007) looked at how multiple-source learning provides a new lens for the observation of reflective teaching and learning experience in a university-level literature-based writing class.

Downey (2008) examined at how guided reflection of a recorded teaching assignment enhanced development of the knowledge, skills and dispositions needed to be an effective educator. Long & Stuart (2004) focused on the reflections of teacher candidates about their experiences in an integrated mathematics and science methods course, and how that affected their decisions as teachers. Kettle and Sellars's (1996) research showed that the use of peer reflective groups motivated student teachers towards challenging existing theories and their own predetermined views of teaching.

Ferraro (2000) asserts that studies have revealed that critical reflection upon experience continues to be an effective technique for professional development. Galvez-Martin (2003) also stated that these studies show that preservice teachers can succeed high levels of reflection in time if the reflective practices are distributed to the whole program.

2.3. IN-SERVICE EDUCATION AND TRAINING

2.3.1. The Definition of INSET

INSET is believed to complete the gap between teachers and their professional needs in any proposed fields. Laird (1985) describes training as " an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviors" (p. 11). In this sense, at the end of trainings, trainees are expected to demonstrate some changes in their teaching practices and philosophies. Kennedy and Kennedy (1996, cited in Evans, 2000) consider INSET having the same features, as in the long term, the aim of INSET is to cause changes in teacher and also student performance in the classroom.

Bolam (as cited in Roberts, 1988) describes INSET as "education and training activities engaged in by ... teachers, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children ... more effectively" (p. 221). From this statement, it can be concluded that Bolam shares the same ideas with Kennedy and Kennedy as far as the student performance is concerned. "Any unplanned activity of learning opportunities afforded staff member of schools, colleges, or other educational agencies for purpose of improving the performance of the individual in the assigned position" is how Harris describes INSET (1989, p. 18)

Then again, Day (1999) describes in-service education and training as an intensive learning occurring in a limited time with an entitled leader or leaders who are supposed to promote learning rather than smooth the progress. "The impact of INSET is teacher development, a strategy whose goal is to foster independent teachers who know what they are doing and why" (Freeman,1990, p. 103).

With the increasing demand of learning English, the responsibilities and the competencies of teachers is changing rapidly. When we take into a teacher's four year training before they actually perform it, it can be said that they are not truly ready for the real life teaching. There may be challenges that teachers can come across during their teaching periods.

In this sense, inset programs provide them with real chances to foster their weak parts and be updated with the changing teaching trends around the world. These programs offer a

way for continuous teacher development, which can be remedies for the problems of the first year problems or later burnout (Ur, 1996).

Hayes (1997) states that these in-service education and trainings are of vital importance as these programs are considered to have the key role in increasing the quality of education. Even though some experienced teachers may feel contented on teaching after long years, they may still face with challenges due to lack of recent ideas occurred in the area. Kim (2008) explains this situation saying "teachers need numerous opportunities and means to learn new approaches in order to stay professionally current" (p. 2).

2.3.2. Implementations of INSET

In-service and education and training programs are favored by many institutions as the goal is to increase the quality of education in long-term. These education and training programs provide support to the teachers who seek for ways to improve themselves for various reasons. However, the effectiveness of these programs are evaluated in many aspects. It is likely to encounter problems while implementing these newly-acquired innovations.

Nicolaidis and Mattheoudakis (2008) state that the goals of in-service education and training is to "promote innovation and change" (p. 279). In order to promote the long-term change, Hayes (1995) discusses three strategies to implement these changes ; power coercive, rational-empirical and normative-re-educative.

First strategy is *power-coercive* in which the changes are presented by an authority. Even though a superior makes the decisions, teacher may not follow it in practice. Teachers discuss the changes in theory with other teachers but do not show any implementation of these changes in classroom setting (Hayes, 1995).

Rational-empirical strategy which takes the people' rationality into consideration has also limited success even though teachers are persuaded that these changes will benefit them in long term.

Hayes (1995) suggests that the teachers tend to show more changes if the *normative-re-educative* strategy is employed, which necessitates changes in teachers' beliefs and behaviors. Hayes (2000) believes that long-term changes depend on a few issues such teachers themselves, their understanding of change and the changes they employ. Britten associates these changes with their past experiences and the teaching of models they experienced when they were students (1988).

It can be said that to be able to creates changes in teachers' beliefs and understanding, teacher development should be addressed in INSET courses and according to Ur (1992), these changes can be achieve through reflective teaching, fostering critical thinking, active participation and shared responsibility in learning.

Nicolaidis and Mattheoudakis (2008) believe that this long-term development can be achieved through "learner-centered approaches and inductive training methodology" (p. 280). Sandholtz (2002) supports this idea by stating that courses which are designed to give theory and practice separately turns learners to passive recipient and do not foster active participation. INSET courses are supposed to take learners' knowledge and experiences into consideration and integrate these in the act of learning and increase the possibility of change through context-specific constraints (Fishman et al. 2003)

Various writers have suggested on this issue that an influential INSET course should include both theory and practice at the same time and enable teachers to involve in their own learning process and also reflect on their own teaching. Teacher development can be achieved through the changes that will occur in teachers' beliefs and attitudes as well as students' learning outcomes. However, the number of studies conducted to evaluate the effectiveness of INSET is limited (Nicolaidis, K. & Mattheoudakis, M., 2008). Lamp (1995) conducted a research about this issue to get an idea how INSET courses were practiced a year later. He gathered data through questionnaires and classroom observations and concluded that most of the practical ideas presented in the INSET were not observed in the classroom. Lamp (1995) indicated that teachers demonstrated very limited changes after the INSET and suggested the use of awareness-raising activities and the active participation of teachers in INSET courses.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter focuses on the methodological procedures of the present study. In the second part, research design is introduced and then research questions are stated. Fourth part gives information about the participants of the study to whom the questionnaire was administrated. Part five deals with a brief description of the instrument that has been used to collect the needed data for the analysis. In the sixth part of this chapter, information about data collection procedure was provided. Last part of this chapter gives details about the data analysis procedure.

3.2. Research Design

The aim of this study is to analyze the professional development needs of EFL instructors working at Zirve University and provide data to establish an inclusive professional development program. A questionnaire, which Pinsonneault and Kraemer (1993) define as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (p. 77), was used in order to gather data (Ekşi, 2010).

3.3. Research Questions

This study aims to investigate the professional development needs of EFL instructors working at Zirve University. To achieve this aim, this study addresses the following research questions:

1. What are EFL instructors' attitudes towards professional development programs?
2. What are the most common professional development activities EFL instructors follow?
3. Are there any reasons that prevent teachers from attending professional development programs?
4. Are productive or receptive skills problematic for teachers to teach?

5. Are productive or receptive skills problematic for teachers to assess?

6. On which specific areas do instructors mostly want to focus on to develop professionally?

7. What are the instructors' preferences for delivery methods and formats of the professional development programs?

3.4. Participants

The study took place at Zirve University in Gaziantep. The instructors working in 2012-2013 academic year constituted the target population. The questionnaire was distributed to 132 EFL instructors including native and international staff and only a hundred EFL instructors provided data for the study. Table 3.1. demonstrates demographic information of the participants.

Table 3.1.

Demographic Information of Participants

Gender	%
Female	52
Male	48
Age	
20-30	69
31-40	17
+ 40	14
Teaching Experience	
Less than a year	10
1-5 years	59
6-10 years	17
+11 years	14
Department	
English Language Teaching	46
Literature	33
Linguistics	6
Translation	3
Other	12
Teaching hours	
Less than 10 hours	9
11-20 hours	22
+20 hours	6
Number of groups	
1	14
2	18
3	21
4	25
+5	21

Out of a hundred people, females constituted the majority of participants (52%).
Instructors' age ranged between mostly 26 and 30 (35%) and of these instructors, the majority

had 1-5 years of experience. 46 % of the instructors graduated from English Language Teaching department while the percentage of English literature was 33%. The majority of the instructors had teaching certificate (91%) and were full time workers (97%). To be able to get an insight about teachers' workload, teachers were requested to state their weekly hours and the number of different groups they worked. Instructors' weekly course hours were mostly above 20 (69%) while only 9 of them had less than 10 teaching hours a week. The number of groups that teacher worked were minimum 1 and maximum 7.

3.5. Data Collection Instruments

Data was collected through a professional development needs analysis questionnaire developed by Eksi (2010). In the questionnaire, one item '*Professional Development Programs Improve Teaching Competence*' in the part two '*Teachers' Perceptions of Professional Development Programs*' was omitted as the meaning was decided to be too close to the other item '*Professional Development Programs Help Me Improve My Teaching Skills*' by a group of both native and international EFL instructors after proofreading.

The questionnaire consisted of five parts and each part aimed at figuring out different aspects of professional development. The questionnaire had 64 items and the reliability of the questionnaire *.778* which was calculated by means of SPSS.

First part of the questionnaire was related to instructors' demographic information which included their age, gender, experience, department which they graduated from, holding teaching certificate, being full time or contracted, the number of teaching hours and the number of groups they taught.

Second part was contributed to find out perceptions of instructors about professional development. Five questions were addressed to the instructors and they were requested to indicate their choice on a 5-point rating scale where 1 was "strongly disagree" and 5 was "strongly agree".

Part three consisted of two sections under the title of professional development activities. First section presented ten different professional development activities such as observing other teachers and joining a teacher association. Instructors were asked to grade these activities on a 5-point rating scale where 5 represented "always" and 1 represented "never". Second section tried to find out the reasons which prevented instructors from participating in professional development activities. Instructors were supposed to decide the

importance of the reasons on a 5-point rating scale where 1 indicated "not important all" and 5 "very important".

Part four included three sections which were designed to determine the areas that instructors needed for professional development. First section stated six different areas that is, grammar, listening, speaking, reading, vocabulary and writing where instructors needed development to teach. Second section contained the same areas with a different question. In this section, instructors were supposed to choose an area where they needed development to assess. Last section presented more specific areas such as story telling, lesson planning, time management to the instructors and requested them to indicate their degree of need again on a 5-point rating scale where 1 indicated "no need" while 5 indicated "very high".

Last part of questionnaire intended to specify preferences of instructors for delivery methods and formats. Instructors were asked to decide its attendance format, delivery method, preferred place, speaker, time, frequency and length for each session.

3.6. Data Collection Procedure

Data collection procedure of this study took approximately 1 month. Before conducting the research, necessary written permissions were taken from the institution. A sample of the questionnaire and a brief description of the study were presented to the ethical committee of the institution. With the approval of ethical committee, the study was conducted. The subjects of the study were EFL instructors at Zirve University in Gaziantep; therefore, the questionnaire was in English. On the cover page of the questionnaire, instructors were provided necessary information about the questionnaire and the study and they were reminded that their participation was voluntary.

3.7. Data Analysis

 In this study, quantitative research design was used. In quantitative research, a social event is stated in numeric terms through statistical methods (Mamia, 2005). In this study, statistical methods such as means, percentages, standard deviation, correlations and factor analysis were used to interpret the data. Each part was analyzed using Statistical Package for Social Science (SPSS). The means, standard deviations and percentages were calculated by means of SPSS procedures. The graphs and tables were drawn by SPSS application, as well. Factor analysis was implemented to find out common need areas in part four and also correlation analysis

was used throughout the questionnaire in order to find significant correlations among the items.

CHAPTER IV

4. RESULTS

4.1. Introduction

Chapter four presents the results and the findings of the study that have been obtained through a Needs Analysis Questionnaire (See Appendix 1). The results and the findings are described based on the research questions (See section 1.5). The results and findings are grouped under seven categories using the questionnaire as a basis.

4.2. The perception of EFL instructors about professional development programs

The first part of the questionnaire was aimed to answer the first research question which was *"What are EFL instructors' perceptions about professional development programs?"* Instructors were presented five statements and they were expected to scale them between 1 "strongly disagree" and 5 "strongly agree" based on their perception of professional development programs. It is seen in Table 4.1 that the means ranged between 3.35 and 4.02. Item 1 "Attending professional development programs make me feel more confident while teaching" received the highest mean score (4.02) while item 5 " Professional development programs are relevant to my needs and interests" received the lowest mean score (3.35). The total mean (3.78) indicates that teachers are mostly positive towards professional development programs.

Table 4.1.

Teachers' Perceptions of Professional Development Programs

Variables	Mean	SD
1. Attending professional development programs make me feel more confident while teaching	4.02	.89
2. Professional development programs help me improve my teaching skills	3.99	.78
3. Professional development programs make me reconsider my teaching methods	3.94	.83
4. Professional development programs give me practical information that I can use in my classrooms	3.61	.95
5. Professional development programs are relevant to my needs and interests	3.35	.80
Total Mean	3.78	

4.3. Professional Development Activities

This part of the questionnaire consisted of two sections. First section was intended to identify how frequently instructors followed the stated ten activities, which provided information for research question two "*What are the most common professional development activities EFL instructors follow?*" They were expected to use a 5-point rating scale to indicate their choice. Table 4.2 gives us information about the mean and standard deviation scores of the items. It is clear in the table that the highest mean score (*M=4.44*) and the highest standard deviation score (3.97) belong to the activity "sharing experiences with other colleagues" while the least often activity is "joining a special interest group"*(M=2.06)*.

Table 4.2.

How often do you do the following activities for your professional development?

Variables	Mean	SD
1. Sharing experiences with colleagues	4.44	3.97
2. Reflecting on my own teaching	3.77	1.05
3. Asking colleagues for help	3.69	.95
4. Participating in courses, workshops or seminars	3.31	.78
5. Reading ELT articles and magazines or books	3.00	.87
6. Observing other teachers	2.43	.96
7. Conducting classroom research	2.40	1.01
8. Joining a teacher association	2.24	1.24
9. Joining an online ELT discussion group	2.10	1.29
10. Joining a special interest group	2.06	1.14

The second most common activity that 91 instructors indicate as always, often or sometimes to improve professionally is to reflect on their own teachings *(M=3.77)*. It can be concluded that teachers prefer to do activities that are based on experience. They either consult to a colleague or to their own practice. On this issue, Sandholtz (2002) states that interaction with other colleagues enable teachers to come together on a mutual platform to share their ideas, discuss their problems, perspectives and experiences.

Joining a special interest group *(M=2.06)* is the least favorite professional development activity among teachers, 43 of whom indicated 'never', and this can be attributed to lack of special groups or organizations around themselves.

4.4. Reasons that Prevent Teachers from Attending Professional Development Activities

Section two concentrated on the reasons that prevented teachers from participating in professional development activities, which constituted research question three. "Inconvenient date / time" received the highest mean score *(M=3.96)* as the main reason not to participate in professional development activities while "lack of self motivation" got the minimum score *(M=2.35)*. This highest score can also be attributed to their heavy workload, which has the second highest score of all *(M=3.83)*.

Besides, when we look at the standard deviation score (1.26) and the mean score *(M=2.35, SD=1.26)* of item 10, we can say that most teachers showed consistency on "lack of motivation" as an insignificant reason not to attend. The mean and standard deviation scores for each item are shown in Table 4.3.

Table 4.3

What hinders you from participating in professional development activities?

Variables	Mean	SD
1. inconvenient date/time	3.96	1.06
2. heavy workload	3.83	1.19
3. unrealistic content	3.80	1.36
4. unqualified trainers	3.52	1.43
5. inconvenient location	3.43	1.43
6. intense pacing	3.38	1.11
7. not being informed about upcoming	3.30	1.35
8. cost	3.01	1.53
9. lack of institutional support	2.94	1.46
10. lack of self-motivation	2.35	1.26

4.5. Areas for Professional Development

There were three different sections in this part to specify different needs of teachers in terms of professional development. First section was to determine the areas teachers needed development most to teach, which constituted the fourth research question '*Are productive or receptive skills problematic for teachers to teach?*' Second section consisting of the same areas tried to answer the fifth research question '*Are productive or receptive skills problematic for teachers to assess?*' Last section concentrated on finding out the answers of sixth research question '*On which specific areas do instructors mostly want to focus on to develop professionally?* Teachers were asked to indicate their degree of need for each area from 1 to 5.

Chart 4.1 shows us the areas that teachers need development most to teach. About the problematic teaching areas, productive skills receive the highest percentages. The number of

teachers who find speaking as problematic occurs as 21% while this number for writing occurs as 20%. Receptive skills which follow productive skills do not differ significantly. 18% of EFL instructors think that reading is difficult to teach while 17% choose listening as problematic. Grammar and vocabulary, as it is seen in Chart 4.1, receive the lowest scores. Grammar with a score of 15% and vocabulary with 7% get the lowest percentages as the challenging areas to teach.
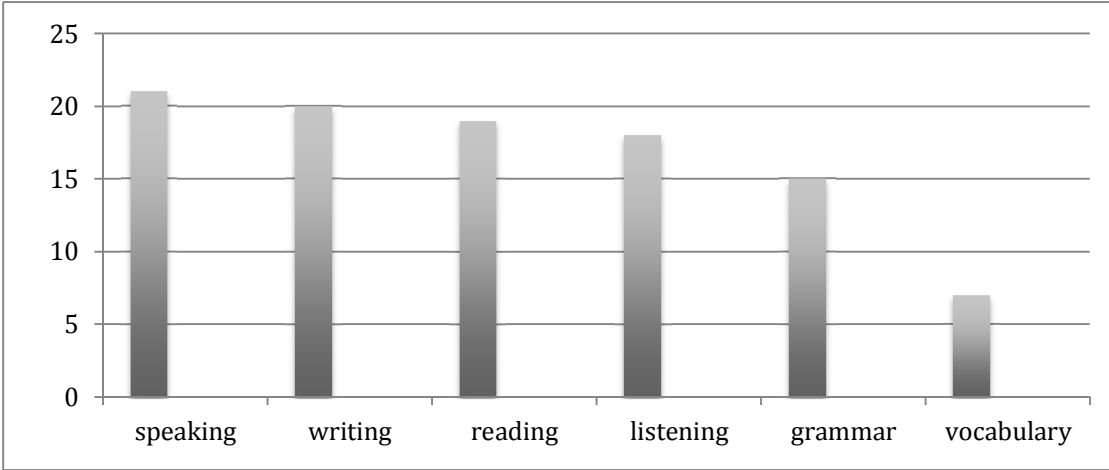
Chart 4.1. Problematic areas to teach

On the other hand, chart 4.2 gives us the percentages about problematic areas to assess. In the assessment of areas, productive skills are again seen as the most problematic areas. Writing has a score of 33% while speaking follows is with 26%. Listening with 19% and reading with 11% are perceived as challenging areas by EFL instructors to assess. For both teaching and assessing, grammar and vocabulary are perceived as the least problematic areas.
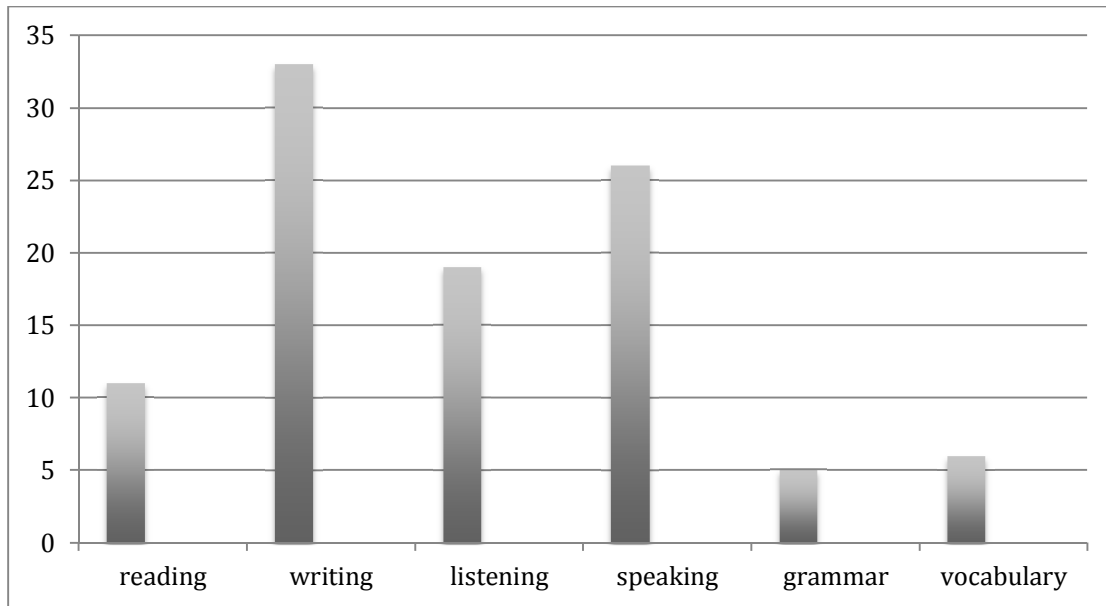
Chart 4.2. Problematic areas to assess

As to the specific areas teachers needed development, Table 4.4 gives us the mean score of each item. Teachers mostly need development in the area of new theories and practices of ELT (*M= 3.50)*. The following three areas do not differ from each other very much, teachers indicate their need for the areas of syllabus design (*M=3.45*), assessment and evaluation (*M=3.40*) and English for Specific Purposes(*M=3.39*). As to the lowest mean score, lesson planning is the least preferred area for the teachers for professional development with a mean score 2.27.

Table 4.4.

Areas for professional development

Variables	Mean	SD
1. New theories and practices of ELT	3.50	1.01
2. Syllabus design	3.45	1.10
3. Assessment and evaluation	3.40	1.23
4. ESP (English for Specific Purposes)	3.39	1.23
5. Use of technology in ELT	3.32	1.33
6. Increasing student motivation	3.25	1.22
7. Using games in ELT	3.23	1.34
8. Teaching integrated skills	3.19	1.30
9. Test development	3.19	1.17
10. Training other teachers	3.19	1.28
11. Using drama in ELT	3.14	1.27
12. CEFR (Common European Framework of Reference)	3.13	1.20
13. Conducting classroom research	3.08	1.16
14. Preparing supplementary materials	3.05	1.24
15. Giving constructive feedback	2.93	1.14
16. Story telling	2.92	1.30
17. Preparing students for exams (e.g. KPDS, UDS, TOFEL, IELTS)	2.86	1.40
18. Identifying learner characteristics	2.60	1.14
19. Time management in classroom	2.52	1.33
20. Classroom management	2.49	1.19
21. Lesson planning	2.27	1.02

4.6. Results of Factor Analysis

Factor analysis was also implemented to see on which areas the categories mostly gather.

Table 4.5.

Rotated Component Matrix / Areas for professional development

		Factor					
		1	2	3	4	5	6
1.	Lesson planning	-,006	,013	,084	,135	**,834**	,091
2.	Classroom management	**,656**	,011	,034	,065	**,526**	-,056
3.	Identifying learner characteristics	,486	,055	,093	,036	**,670**	,205
4.	Syllabus design	-,012	,279	-,045	**,656**	,219	,311
5.	Increasing student motivation	**,800**	,045	,101	,174	,009	,268
6.	Test development	,050	,372	-,110	-,094	,212	**,770**
7.	Assessment and evaluation	,292	,112	,135	,108	,030	**,822**
8.	Giving constructive feedback	**,637**	-,042	,273	,153	-,133	,378
9.	Use of technology in ELT	,295	-,088	,122	**,760**	-,078	-,032
10.	Using games in ELT	,269	-,293	**,534**	,487	,295	,023
11.	Story telling	,133	,127	**,861**	,111	,047	,100
12.	Using drama in ELT	,131	,275	**,828**	,014	-,023	-,101
13.	New theories and practices of ELT	-,064	**,554**	,479	,198	,153	,211
14.	ESP (English for Specific Purposes)	,030	**,729**	,261	,048	,108	,182
15.	Teaching integrated skills	**,573**	,264	,241	,399	,106	,104
16.	Conducting classroom research	,110	**,482**	,410	,166	-,010	,351
17.	Preparing supplementary materials	,375	,162	,234	**,631**	,192	-,116
18.	Preparing students for exams	,304	,430	-,261	,164	,440	-,060
19.	CEFR	,092	**,729**	-,028	,242	-,149	,117
20.	Time management in classroom	**,696**	,142	,000	,233	,242	-,024
21.	Training other teachers	,107	**,687**	,153	-,301	0,97	,046

Table 4.5 shows us that the questions were gathered around six factors. Factor 1 was mostly related to the activities that teachers do in the classroom. Thus, this factor categorized as "classroom practices" which includes the items: classroom management, increasing student motivation, giving constructive feedback, teaching integrated skills, time management in classroom.

Factor 2 indicates variables focusing on improving teachers' theoretical knowledge and accordingly improving classroom performance, therefore, it was categorized under "theoretical knowledge" title including elements: new theories and practices of ELT, ESP (English for Specific Purposes), conducting classroom research, CEFR (Common European Framework of Reference), training other teachers.

The variables which constitute factor 3 was related to using literature and literal element and the items were using games in ELT, story telling, using drama in ELT. Factor 4 shows us the areas that teachers need development "outside the classroom" including the items: syllabus design, use of technology in ELT, preparing supplementary materials.

The items which constituted the factor 5 also were lesson planning, classroom management and identifying learners characteristics. However, as the items were not under a specific category, they were distributed to other categories which they were close. Lesson planning were related to development "outside the classroom", so it was categorized under factor 4. Classroom management and identifying learners' characteristics were also listed under the category of "classroom practices" which was factor 1.

The last component includes the items based on testing and evaluation and development of these areas. Thus, this factor was categorized as "testing and evaluation".

4.7. Instructors' Preferences for Delivery Methods and Formats of The Professional Development Programs

This part of the questionnaire was aimed to find out teachers' preferences about delivery methods and formats of professional development. Instructors were given choices and they were asked to decide in which formats and methods they would like to receive professional development. Table 4.6 shows us the preferences of instructors.

Table 4.6.

Delivery Method and Format of the Professional Development Programs

Variables	%
Preferred Attendance Format	
Optional	72
Compulsory	28
Preferred Delivery Format	
Workshop	53
Group discussion	26
Seminar	20
Other	1
Preferred Place	
At my institution	74
Online	8
At another institution in another city in Turkey	7
Abroad	7
At another institution in Gaziantep	3
Other	1
Preferred Speaker	
A trainer or expert from an outside institution	50
A colleague from my institution and a trainer from an outside organization	26
A group of teachers from my institution	16
A colleague from my institution	5
Other	3
Preferred Time	
Weekday afternoon	51
Weekday morning	29
At the weekend	15
Other	4
Preferred frequency	
Once a month	40
Once in two weeks	20

Once in two months	14
Once in a semester	14
Once a week	11
Other	1
Preferred length for each session	
Up to 45 minutes	54
Up to 60 minutes	25
Up to 90 minutes	12
Up to 30 minutes	7
Other	2

It is clearly seen that most of the instructors would like professional development programs to be optional rather than to be compulsory. Teachers' perception on this issue is supported by William Bobrowsky and his associates (2001). In their study, they figured out that most professional development programs have to have volunteers to be evaluated effectively.

It can be also concluded that while 74 teachers want the program to take place at their institution, half of the instructors would prefer to receive professional development activities from a trainer or expert outside of the institution.

As for the time when professional developments should take place, 51% of the instructors would like it to happen on weekday afternoon while 40% of them want it on monthly basis. The length of the sessions for most teachers should be up to 45 minutes.

CHAPTER V

5. CONCLUSION

5.1. Summary and Conclusion

The present study was carried out to find out the professional development needs of EFL instructors at a foundation university in Gaziantep. A hundred EFL instructors including international instructors participated in the study. The instrument of data collection was a needs analysis questionnaire. After the related review of literature and adaptation of questionnaire, study was conducted with a hundred of instructors. Within the light of results obtained from the questionnaire, seven research questions were answered.

The first part of the study tried to bring teachers' perceptions of professional development into light. It is apparent that teachers hold a positive attitude toward professional development programs. Forty-five of the instructors agree and thirty-two of them strongly agree that professional development programs make them feel more confident while teaching. Besides, fifty-nine of the teachers believe that professional development programs improve their teaching competence.

It is of high importance to figure out what kind of activities instructors follow to improve themselves professionally in order to establish a proper professional development program. It is statistically clear that teachers mostly are in favor of sharing their experiences with other colleagues or reflecting on their own teaching. As Noffke (1997) stated earlier, teachers who follow professional development activities gain the motivation of sharing their knowledge in order to be useful to other educators. In this study, teachers' preferred types of activities show consistency with their preferences for delivery format of professional development program they would like to receive. Fifty-three of the instructors would prefer to receive it as workshops. A similar result was concluded from Sentuna's (2002) study. In her study, the participants indicated their preference as seminar and workshops as delivery format. It can be concluded that instructors prefer to work with other colleagues on real, experienced-based topics. Besides, teachers preferred the attendance format of these programs to be voluntary. In another study, participants expressed the same ideas about the attendance format (Gültekin, 2007).

The reasons that hinder teachers from participating in professional development activities are also crucial. As to the results, the most common problem seems to be the

inconvenient time and date when professional development activities take place. This situation is supported by their second most important reason "heavy workload". In a similar study, Karaaslan found out that teachers who are overburdened often lack motivation to attend professional development programs (2003). Although they have an optimistic approach to professional development programs, most teachers complain about the heavy workload and therefore, inconvenient time and place. Therefore, seventy-four teachers would like to have these professional development programs at their institution.

In order to be more specific about the needs of instructors, they were asked to choose an area which they needed development both to teach and to assess. There occurred not a significant difference among the skills. Productive skills like speaking and writing were the most indicated areas as problematic both to assess and teach. It is clear that teachers who needed development to teach also needed development to assess for the highest frequency was of writing and speaking.

Apart from teaching areas, instructors were also given areas where they indicated their degree of need for development. As stated above, the highest mean belongs to new theories and practices of ELT, which can be interpreted that teachers want to observe new practices in classrooms and this may be one of the underlying reasons why the most common activity they prefer is to share experiences with colleagues.

To sum up, teachers' responses can be considered as being in consistency with each other. Although they do not show a negative attitude towards professional development programs, they express that environmental factors such as heavy workload, inconvenient time and date limit them. Teachers need development to teach and assess the productive skills and they try to develop themselves professionally by sharing experiences with other colleagues. They need specific gathering like workshops to give and take new ideas about ELT.

5.2. Implications for Further Research

The present study focused on the needs of a hundred EFL instructors working at a foundation university in Gaziantep. As this study was conducted to a very limited number of participants, the results of this study are also limited to a particular setting. Further research might be done with the all EFL instructors working in both state and foundation universities in this region. Professional development needs of EFL instructors at a state university or at another foundation institution might differ.

Additionally, the questions stated in the questionnaire were limited. Teachers were supposed to choose one among others. To make the study more comprehensive, teachers might be interviewed individually and the data gathered through interviews might be used as a basis for questionnaire. In addition to interviews, teachers might be observed for a short term. The findings of these observations might be used to develop the questionnaire.

To be able to set up an inclusive and practical professional development program, expectations of institutions are as important as instructors'. What institutions expect from their instructors might provide invaluable data. For further studies, both aspects of professional development might be analyzed and combined for the sake of setting up an effective professional development program.

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7. **APPENDICES**

7.1. APPENDIX 1

PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS QUESTIONNAIRE

Esteemed Colleagues,

I kindly ask you to fill this needs analysis questionnaire. Your responses to these questions will provide data relating your professional development needs categorized into areas, the difficulties you are experiencing and also the delivery methods you would like to receive.

The data you are going to provide will be used in Beyza Kabadayı's thesis and will be kept confidential. Your participation is voluntary, please do not hesitate to contact if you have any questions.

Thank you very much for your time and support.

PART I : DEMOGRAPHIC INFORMATION

1. **Gender**

   Female   Male

2. **Age**

3. **How long have you been teaching English?**

4. **Which department did you graduate from?**
   ☐ Language Teaching
   ☐ Literature
   ☐ Linguistics
   ☐ Translating and Interpreting
   ☐ Others: Please specify……………………………………………………..

5. **Do you have a teaching certificate (Formasyon)?**

    No   Yes

6. **Are you a full time or contracted part time teacher?**

   Full time   Contracted

7. **How many hours do you teach a week at ZU?**

8. **How many different groups do you teach at ZU?**

PART II: TEACHERS' PERCEPTION OF PROFESSIONAL DEVELOPMENT PROGRAM

1. Please read the following statements and tick the box that most closely corresponds your opinion.

	Strongly agree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Attending professional development programs make me feel more confident while teaching	1	2	3	4	5
2. Professional development programs help me improve my teaching skills	1	2	3	4	5
3. Professional development programs make me reconsider my teaching methods	1	2	3	4	5
4. Professional development programs are relevant to my needs and interests	1	2	3	4	5
5. Professional development programs give me practical information that I can use in my classroom.	1	2	3	4	5

PART III: PROFESSIONAL DEVELOPMENT ACTIVITIES

1. **How often do you do the following activities for your professional development?**

   Please rate each activity in terms of frequency from 1 to 5.

	Never	Rarely	Sometimes	Often	Always
1. Reading ELT articles, magazines or books	1	2	3	4	5
2. Participating in courses, workshops or seminars	1	2	3	4	5
3. Conducting classroom research	1	2	3	4	5
4. Asking colleagues for help	1	2	3	4	5
5. Sharing experiences with colleagues	1	2	3	4	5
6. Observing other teachers	1	2	3	4	5
7. Reflecting on my own teaching	1	2	3	4	5
8. Joining a teacher association	1	2	3	4	5
9. Joining a special interest group	1	2	3	4	5
10. Joining an online ELT discussion group	1	2	3	4	5

2. **What are the reasons that prevent you from attending professional development programs? Please indicate the importance of each item for you.**

	Not important at all	Slightly important	Moderately important	Important	Very important
1. Heavy workload	1	2	3	4	5
2. Lack of self confident	1	2	3	4	5
3. Lack of institutional support	1	2	3	4	5
4. Intense pacing	1	2	3	4	5
5. Inconvenient date/time	1	2	3	4	5
6. Inconvenient location	1	2	3	4	5
7. Cost	1	2	3	4	5
8. Unqualified teachers	1	2	3	4	5
9. Unrealistic content	1	2	3	4	5
10. Not being informed about upcoming events	1	2	3	4	5

PART IV: AREAS FOR PROFESSIONAL DEVELOPMENT

1. **I need development in the teaching of ………………………….. most.**

    ☐ Reading   ☐ Grammar   ☐ Speaking

    ☐ Listening   ☐ Writing   ☐ Vocabulary

2. **I need development in the teaching of………………………most.**

    ☐ Reading   ☐ Grammar   ☐ Speaking

    ☐ Listening   ☐ Writing   ☐ Vocabulary

3. **In the following table, please indicate your degree of need for each professional development area below.**

Need Areas	No Need	Low	Moderate	High	Very high
Lesson planning	1	2	3	4	5
Classroom management	1	2	3	4	5
Identifying learner characteristics	1	2	3	4	5
Syllabus design	1	2	3	4	5
Increasing student motivation	1	2	3	4	5
Test development	1	2	3	4	5
Assessment and evaluation	1	2	3	4	5
Giving constructive feedback	1	2	3	4	5
Use of technology in ELT	1	2	3	4	5
Using games in ELT	1	2	3	4	5
Story telling	1	2	3	4	5
Using drama in ELT	1	2	3	4	5
New theories and practices of ELT	1	2	3	4	5
ESP (English for Specific Purposes)	1	2	3	4	5
Teaching integrated skills	1	2	3	4	5
Conducting classroom research	1	2	3	4	5
Preparing supplementary materials	1	2	3	4	5
Preparing students for exams (e.g. KPDS, UDS, TOFEL, IELTS	1	2	3	4	5
CEFR (Common European Framework of Reference)	1	2	3	4	5
Time management in classroom	1	2	3	4	5
Training other teachers	1	2	3	4	5

PART V: PREFERENCES FOR DELIVERY METHODS AND FORMATS

1. Preferred attendance format

☐ optional

☐ compulsory

2. Preferred delivery format (Please check all that apply)

☐ Seminar

☐ Workshop

☐ Group discussions

☐ Other, please specify……………………………………………….

3. Preferred place

☐ At my institution

☐ At another institution

☐ At another institution in another city in Turkey

☐ Online

☐ Abroad

☐ Other, please specify : ……………………………………….

4. Preferred speaker (please check all that apply)

☐ a colleague from my institution

☐ a group of teachers from my institution

☐ a trainer or expert from an outside institution ☐

☐ a colleague from my institution and a trainer from an outside organization

☐ Other, please specify: ....

5. Preferred time (please check all that apply)

☐ weekday morning

☐ weekday afternoon

☐ at the weekend

☐ Other, please specify: ....

6. Preferred frequency (please check all that apply)

☐ once a week

☐ once in two weeks

☐ once a month

☐ once in two months

☐ once in a semester

☐ Other, please specify: ....

7. Preferred length for each session (please check all that apply)

☐ up to 30 minutes

☐ up to 45 minutes

☐ to 60 minutes

☐ up to 90 minutes

☐ Other, please specify: ......