



**AN ANALYSIS INTO TEACHER SELF-DEVELOPMENT MODELS
IN ONE-YEAR PREPARATORY SCHOOLS OF PRIVATE
UNIVERSITIES IN ANKARA**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren ... (...) ay sonra tezden fotokopi çekilebilir.

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduđumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiđimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduđunu beyan ederim.

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To my precious father and mother

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UNIVERSITIES IN ANKARA
(Ph.d Thesis)**

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ABSTRACT

The aim of this descriptive study was to investigate the system of current teacher training programs (TTPs) in preparatory schools of four private universities in Ankara. It also aimed to find out whether instructors practiced self-development activities, whether there were some factors that hindered the practice of self-development activities, and to what extent the instructors implemented self-development activities in their classes to solve a problem. Additionally, it aimed to find out whether the instructors differed in the use of self-development activities in terms of age, gender, experience, education level and teaching hours. To this end, a descriptive study was designed and conducted with 348 EFL instructors and four teacher trainers working at the preparatory schools of four private universities in Ankara. The study was conducted in 2015-2016 academic year. The related literature was reviewed and three research instruments that would be used to collect the data were chosen accordingly. These instruments including a questionnaire, interviews with four teacher trainers and interviews with four EFL instructors were used to investigate the current system of teacher training programs and effectiveness of the self-development activities which are journal writing, self-appraisal, peer-observation, reading, writing a research paper, and action research. The main findings were categorized and discussed under two major headings. The first one is the current system of teacher training programs which includes frequency and attitudes of the instructors towards teacher training programs. The second heading is self-development activities. This includes journal writing, self-appraisal, peer-observation, academic reading, academic writing, and action research. The quantitative and qualitative analysis of the data revealed that TTPs conducted at the preparatory schools of four private universities in Ankara were not systematic and EFL

instructors practised self-development activities on a limited scale except peer observation, which was carried out as a school policy. It was also found that the workload was the most important hindrance in practicing self-development activities. Additionally, it was found that EFL instructors did not transfer the information gathered from self-development activities in their EFL classes to solve problems and they differed in the use of self-development activities to some extent in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Key Words : Professional development, self-development, teacher training
programs, teacher training

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**ANKARA'DAKİ ÖZEL ÜNİVERSİTELERİN BİR YILLIK HAZIRLIK
OKULLARINDA ÇALIŞAN OKUTMANLARIN KENDİNİ
GELİŞTİRME MODELLERİ ÜZERİNE ANALİZ
(Doktora Tezi)**

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ÖZ

Bu betimsel çalışmanın amacı, Ankara'daki dört özel üniversitenin hazırlık okullarında çalışan İngilizce okutmanlarına yönelik düzenlenen mesleki gelişim programlarının mevcut durumunu incelemek, bu programların okutmanların mesleki gelişimlerinde etkili olup olmadığını ortaya çıkarmak, okutmanların kendini geliştirme faaliyetlerini kullanıp kullanmadıklarını, kullanmıyorlarsa bunun sebebinin ne olduğunu, kendini geliştirme aktivitelerinin sınıftaki problemleri çözmekte ne derece kullanıldığını ve kendini geliştirme aktivitelerinin kullanımının yaşa, cinsiyete, tecrübeye, eğitim düzeyine ve çalışma yoğunluğuna göre değişip değişmediğini ortaya çıkarmaktır. Bu sebeple bir betimsel çalışma tasarlanmıştır. Çalışma 2015-2016 akademik yılında yapılmış olup, o zamanki durumu incelemektedir. Literatür taraması yapılmış ve veri toplamak için 3 farklı araç seçilmiştir. Bu veri toplama araçları, Ankara'daki dört özel üniversitenin hazırlık okullarında çalışan 348 İngilizce okutmanına uygulanan anket çalışması ve yine aynı üniversitelerde çalışan 4 okutman ve 4 eğitmenle yapılan görüşmelerdir. Bu anket ve görüşmeler mesleki gelişim programlarının mevcut durumunu incelemek ve okutmanların günlük yazma, kişisel değerlendirme, akran gözlemi, akademik okuma, akademik yazma, ve eylem araştırması yapma gibi kendini geliştirme faaliyetlerini ne derece kullandığını ortaya çıkarmak için tasarlanmıştır. Eylem araştırması çalışmasının bulguları iki başlık altında sınıflandırılmış ve tartışılmıştır. Birincisi, mesleki gelişim programlarının mevcut sistemidir ve bu programların ne sıklıkta yürütüldüğünü ve İngilizce okutmanlarının bu programlarına yönelik tutumlarını içerir. İkinci başlık ise, kendi kendini geliştirme faaliyetleridir. Bunlar; günlük yazım, kişisel değerlendirme, akran gözlemi, akademik okuma, akademik yazma, ve eylem araştırmasını kapsar. Verilerin nicel ve nitel analizi sonucu olarak, Ankara'daki 4 özel üniversitenin hazırlık okulunda hizmet veren mesleki gelişim birimlerinin sistematik olmadığı ve İngilizce okutmanlarının okul politikası olan

akran gözlemi dışındaki kendini geliştirme faaliyetlerini neredeyse hiç uygulamadıkları saptanmıştır. Bunun en önemli sebebinin de iş yükü olduğu ortaya çıkarılmıştır. Bu bulgulara ek olarak, İngilizce okutmanlarının kendini geliştirme faaliyetlerinden elde ettikleri bilgileri sınıflarındaki problemi çözmede kullanmadıkları tespit edilmiştir. Son olarak, İngilizce okutmanlarının kendini geliştirme faaliyetlerini kullanımının; yaşa, cinsiyete, tecrübeye, iş yüküne, ve lisansüstü dereceye sahip olma gibi akademik özelliklere göre değiştiği ortaya çıkarılmıştır.

Anahtar Kelimeler : Mesleki Gelişim, kendini geliştirme, mesleki gelişim programları,
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LIST OF ABBREVIATIONS

BA	Bachelor's Degree
EFL	English as a Foreign Language
ELT	English Language Teaching
MA	Master's Degree
NA	Needs Analysis
PD	Professional Development
PhD	Doctor of Philosophy
SD	Self-Development
TA	Training Activities
TD	Teacher Development
TE	Teacher Education
TT	Teacher Training
TTPs	Teacher Training Programs

CHAPTER I

INTRODUCTION

This descriptive study aims to examine the system of current teacher training programs at the preparatory schools of four private universities in Ankara from the instructors' and trainers' perspectives to find out whether any self-development activities are used by the instructors, and to investigate the factors that may hinder the practice of self-development activities, and the frequency of using self-development activities in the presence of problems in EFL classes. It also aims to find out the instructors' engagement in self-development activities in terms of age, gender, teaching hours, experience, and ELT qualifications like BA, MA, or PhD.

In this chapter, the background of the study, statement of the problem, aim of the study, significance of the study, definition of terms, research questions, assumptions of the study, as well as the related studies in Turkey are presented.

1.1. Background of the Study

Due to the rapid changes in the world of education, which also affect the field of teaching English as a Foreign Language (EFL), professional development is receiving more attention at universities all around the world in order to be able to meet the needs of the educators who follow the latest innovations in this field (Liyanage & Bartlett, 2008). This issue is also very important in Turkey, especially for the preparatory schools of universities (Ünal, 2010, p.22). In particular, despite the innovative education systems at universities, there is still a need for continuous learning and improvement for educators since the world of teaching is changing rapidly (Balcıoğlu, 2010, p.18). This leads to the need of refreshing the knowledge of the instructors with new teaching techniques and approaches so that they could keep up to date and be competent although it may be difficult if instructors have

difficulty in implementing new ideas and teaching approaches into their classrooms and teaching philosophies (Ünal, 2010, p.26).

Foreign language instructors in Turkey are expected to be competent in order to adapt to the changes in their field and are expected to refresh themselves continuously (Ünal, 2010, p.26). In order to keep up with continuous learning, being competent is a necessity. To be competent and raise their awareness in innovations, instructors are expected to pay attention to the continuous self-development since a language instructor is assumed to be proficient in using the language and be knowledgeable about the innovations in their field (Liyanage & Bartlett, 2008). These innovations are a result of “changes in Teacher Development”. Thus, “the pursuit of better methods” seems to be “a preoccupation of many teachers and applied linguists throughout the twentieth century” (Richards & Rodgers, 2001, p.11). Therefore, to make them more professional, a continuous process of Teacher Development (TD) is necessary for better outcomes.

Teacher Development is necessary and important for foreign language instructors (Alwan, 2000). Thus far, several studies have confirmed the effectiveness and the importance of Teacher Development (TD) in Turkey (Balcıoğlu, 2010, p.22; Alan, 2003, p.23; Ünal, 2010 p.27; Personn, 2014, p.32; Dikilitaş, 2013, p.18). As in these studies, Balcıoğlu (2010, p.) carried out a number of investigations in his study and found out that it is necessary for instructors to evaluate and reform their teaching methods under the concept of Teacher Development (TD). TD is important when some issues such as the latest innovations in their domain, designing and evaluating their curriculum, and finally being a reflective type of instructor are taken into consideration. These issues have given an impetus to propose and implement several teacher development programs such as Teacher Training Programs (TTPs) which are conducted at most of the preparatory schools of universities in Turkey.

TTPs are important for the professional development of language instructors for several reasons. First of all, it is reported that TTPs have the major role in the increase of the quality of education, for this reason they are considered very important by many countries (Hayes, 2000). According to Hayes (2000), TTPs cause a change in the instructors' behaviour after starting their profession and provide a life-long support for them. Instructors participate in TTPs to enhance their effectiveness in teaching, which is an on-going process of self-development.

Moreover, TTPs are very essential for the professional development of language instructors since they are referred as a series of planned events or as extended programs of accredited or non-accredited learning and help instructors keep up with the recent developments in their field and remember their previous knowledge while upgrading it (Day, 1997). It is claimed that TTPs at universities provide instructors with a variety of activities and practice sessions to help professional development; by the way they broaden their knowledge, improve their teaching skills and increase their self-awareness and reflective abilities, which are vital for being good educators (Duzan, 2006, p.25).

Another reason why TTPs are very important is that they create a collaborative learning atmosphere. In his research, Koç (1992) claims that TTPs create an atmosphere of sharing where teacher trainees share and discuss their experiences and problems to be able to find practical solutions. TTPs also propose new ideas with some academic help from trainers and what instructors expect and how they perceive the program determine the amount and the quality of this help. It is pointed out that by the help of Teacher Training Programs, teacher trainees can improve their teaching skills successfully (Personn, 2014, p.22). Teacher trainees can also have the opportunity to use the feedback they get from the trainers and reflect on their own teaching, which can be used to make the necessary alterations in their own teaching (Ünal, 2010, p.29).

Due to the fact that TTPs are essential for the professional development of instructors, the content is expected to be determined according to the perceptions and expectations of the teacher trainees (Gültekin, 2007, p.22). In his study, Gültekin (2007, p.32) states that new instructors face with eight problems which are classroom discipline, organization of class work, dealing with individual differences, relationships with parents, motivating students, assessing students' work, insufficient teaching materials, and dealing with the problems of individual students. Both the problems which instructors face, and their attitude to teaching and learning influence the content and the design of the teacher training programs (Alan, 2003, p.33). Therefore, the TTPs are expected to be designed by taking such problems into consideration. Despite the fact that the needs of the teacher trainees are very important and they are expected to be taken into consideration while designing a teacher training program, this issue is ignored by the trainers, which reduces the effectiveness of these programs (Gültekin, 2007, p.36).

Although teacher training programs are very important, some of them appear to be ineffective. As stated in the thesis of Balcıoğlu (2010, p.39), most of these programs do not

give instructors a chance to develop themselves. It is also claimed that due to the social, economic and political changes, the role of instructors and the methods, approaches and techniques of teaching have also changed. For this reason, if TTPs are not effective, it is necessary for instructors to try to follow the latest trends to upgrade themselves (Yaman, 2004, p.33).

One way for instructors to upgrade themselves is suggested as self-development, which is a means for instructors to learn about their profession by self-reflection (Ur, 1996, p.22). Self-development is considered as a natural process of professional growth in which a teacher gradually gains confidence, new perspectives, new knowledge, and new methods by taking on new roles (Eraut, 1977). Moreover, it is stated that self-development can be done only by and only for oneself, and it cannot be presented or managed by others (Lange, 1990, p.36). In other words, the teacher chooses and decides the activities and the resources for his own development and it is the teacher who has his own purposes for his development (Ur, 1996, p.29).

Teacher development and self-development are interrelated. They are self-reflective processes since instructors use their own experiences, perceptions and expectations for self-development (Şentuna, 2002, p.26). While self-development is defined as "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement" (Fullan & Stiegelbauer, 1991, p. 326), teacher development is considered as a continuous process as well as being self-reflective since it starts when the instructors start teaching and continues until retirement (Fullan & Stiegelbauer, 1991, p.328). All instructors need continuous development to keep up to date, to solve the problems they face, and to adapt themselves to the changes in the field (Şentuna, 2002, p.29). For the sake of teacher development through professional TTPs or by using some self-development activities such as self-reflection, conducting an action research, peer observation, journal writing or academic reading and writing, intellectual, experiential and attitudinal changes in teacher behaviour may occur. (Richards & Nunan, 1990, p.45). To manage this, TTPs are to provide teacher development and encourage instructors for self-development. If they are not enough for teacher development, instructors are expected to use self-development activities to improve themselves (Şentuna, 2002, p.29).

Teacher training and teacher development are considered as different terms by some researchers. In fact, TD is a wider term while teacher training is a set of activities that lead

to professional development. The main difference is that although some of teaching activities used by instructors are self-directed, teacher training is imposed and controlled. However, the outcomes of teacher training programs on instructors are expected not to be minimized, since they lead to awareness, which is a key element to development. They are expected to lead teacher trainees to use their own strategies, and practice development activities (Alwan, 2000, p.38). It is necessary to find out whether the current TTPs achieve this awareness-raising effect on instructors. The aim of this study is to find out whether the TTPs are effective in self-development, whether instructors practice self-development activities, whether there are some factors that hinder the practice of self-development activities, to what extent the instructors implement self-development activities in their classes to solve a problem, and whether the instructors differ in the use of self-development activities in terms of age, gender, experience, education level and teaching hours.

In conclusion, instructors are an integral part of the system. For this reason, TTPs are to be developed (Balcioglu, 2010, p.38). Regarding the need of having a skilled and qualified teaching force, it is important to utilize the human resource to its full potential (Duzan, 2006, p.26). So, it is important that instructors are to take up professional accountability which means that they are expected to seek ways of professional development on a self-directed basis.

1.2. Statement of the Problem

Most of the English language instructors working at preparatory schools of universities receive some forms of teacher training for their professional development (Ünal, 2010, p.33). On the other hand, it can be observed that little is offered in spite of the great changes in approaches, methods and techniques in language teaching and this leads to many problems. Although there are a lot of useful journals, books, articles produced in the world on teaching second and foreign language, instructors can only reach them when they put individual efforts. For this reason, there arises the need for instructors to cope with many changes in the ELT world (Ünal, 2010, p.39). Another problem is that most of the instructors working at the same university have different levels of language competency, and there are instructors who do not have a chance to practice the foreign language out of the school. Additionally, some of them do not read more than a few resources which are a part of a project conducted by a training program (Alan, 2003, p.38). If TTPs do not

provide enough support to solve such problems, instructors are expected to improve themselves by using self-development activities (Alan, 2003, p.42).

In a study, TTPs in public and private universities are assessed and it is claimed that although teacher training programs aim to help instructors to develop their skills and freshen themselves for the sake of their self-development, they seem to have short-term effects on instructors (Balcioğlu, 2010, p.44). Even though many teacher trainers encourage peer-observation, most of the instructors do not like being observed by their colleagues (Balcioğlu, 2010, p.44). So, there is a great need to find out why this form of self-development is not preferred and resented by many instructors, and offer some solutions for this. Additionally, there is a need to find out if instructors have a chance to practice other forms of self-development to compensate for the lack of teacher training programs and to back up current training programs. The present study also aims to find out the reasons for the lack of self-development activities and whether these activities are used to solve problems in EFL classes, and to find out whether instructors differ in self-development activities in terms of age, gender, experience, education level and working hours.

1.3. Aims of the Study

The aims of this study are to:

1. investigate the system of current Teacher Training Programs in preparatory schools of four private universities in Ankara.
2. find out the methods of self-development that instructors already practice and methods that are not adopted and inquire into the reasons for this.
3. find out to what extent the instructors implement self-development activities into their classes to solve a problem.
4. find out whether instructors differ in self-development activities in terms of age, gender, experience, education level and working hours.

Finally, the study aims to make recommendations regarding the possibility of introducing self-development activities in addition to the available teacher training programs.

1.4. Research Questions

The research questions that are to be answered in this study are:

1. What is the system of the current teacher training programs in preparatory schools of four private universities in Ankara?
2. To what extent do the instructors engage in self-development activities?
3. What are the factors that hinder the practice of self-development activities?
4. To what extent do the instructors implement self-development activities in their own classes to solve a problem?
5. Do the instructors differ in the usage of self-development activities in terms of;
 - a. age?
 - b. gender?
 - c. teaching experience?
 - d. ELT qualifications like BA, MA, or PhD?
 - e. teaching hours?

1.5. Significance of the Study

Teaching and learning English is considered as a big problem in Turkey. Students in Turkey study English for at least 10 years up to the university and at university they also study English for a minimum of three years, so they are expected to develop a total command of the language. After graduation, most of the students are not able to use the language appropriately. As a result, the blame is constantly laid on preparatory schools of universities for having unqualified instructors and inefficient curriculum (Balcıoğlu, 2010, p.22). Furthermore, it is claimed that preparatory schools' administrators blame their instructors although it seems that they have ineffective teacher training programs (Personn, 2014, p.29). Consequently, they look into the ways of activating the role of the instructors and helping them to improve themselves by providing more effective teacher training programs. These training programs call for making the development of instructors a joint responsibility, which implies making the language instructors be accountable for their own professional development (Ünal, 2010, p.26). The need for the present study stems from this point.

There are many studies on teacher training programs and teacher development in Turkey. However, the present study is the only one which investigates the probability of considering the teacher as a partner in the process towards self-development. It aims to

examine the current teacher training programs at the preparatory schools of four private universities in Ankara from the instructors' perspective, to find out whether any self-development activities are provided, to investigate the factors that hinder the practice of self-development activities, and the frequency of using self-development activities in the presence of problems in EFL classes. It also aims to find out whether instructors differ in the use of self-development activities in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD, and workload.

1.6. Definition of Terms

Teacher Training Programs (TTPs): TTPs are defined as the programs which equip the teachers with a variety of practices and activities with the purpose of developing them professionally by broadening their knowledge, improving their teaching skills and increasing their self-awareness and reflective abilities. This training starts after the participants complete their bachelors' degree and start working (Ünal, 2010, p.46).

Self-Development (SD): "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement" (Fullan & Stiegelbauer, 1991, p.326).

Teacher Development (TD): A post-graduation "process of continual, intellectual, experiential and attitudinal growth of teachers" (Lange, 1990, p. 250).

Teacher Training (TT): A strategy which emphasizes the development of the teaching skills of a teacher trainee who is in charge of his or her profession (Freeman, 1990, p.15). It is also referred as the policies and procedures which are designed to equip potential teachers with knowledge, attitudes, behaviours and skills they require to perform their tasks efficiently in their classes, schools and wider communities.

Teacher Education (TE): Covers TD and TT (Freeman & Johnson, 1998; Mann, 2005; Ur, 2000, p.33). It is defined as the process of learning to teach; specifically "the process of developing professional knowledge among practitioners" and includes a broader range of teacher learning procedures apart from TD and TT or TTPs (Freeman & Johnson, 1998, p. 398). Ur (2000, p.33) articulates that TE is the professional preparation of teachers involving an ability of decision making, developing an awareness of options and theories. Additionally, TE underlines the importance for teachers to "update their knowledge of

current research and seek ways of applying such knowledge to their teaching” (Richards, 2000, p. 45).

There are a number of definitions suggested for all these terms, yet it is difficult to draw clear lines between TT, TD and TE (Mann, 2005). Although they seem similar, there are some differences between them. According to Cole (1988, p.22), TE deals with individual needs, TD with future needs while TT deals with the job or task and the specific knowledge and skills needed. Furthermore, Fulmer (1988, p.29) asserts that TT is limited to teaching and developing specific skills while TD focuses on the growth inwardly through a combination of education and experience. On the other hand, it is claimed that TE and TD can be used interchangeably (Cascio, 1992, p.29). It is clear that TT is the part of TD. To develop teachers professionally, it is necessary to assess their performance, define the areas that can be improved, plan and carry out TTPs and finally evaluate training to test the results if there is any improvement (Mann, 2005). As a result, it can be claimed that TT is the process for TD. Parsons (1999) claims that TT can be enforced though TD cannot since a teacher develops voluntarily while no one can develop a teacher. In his book, Parsons refers to Eraut (1977) who defines TD as: “The natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods, and takes on new roles” (Eraut, 1977; cited in Parsons, 1999). As a result, TTPs can be defined as the process of improving teaching skills.

1.7. Assumptions of the Study

Assumptions of the study could be listed as follow:

- a. Current teacher training programs at the preparatory schools of four private universities in Ankara are unstructured.
- b. Teacher training programs are not planned according to the needs of the instructors.
- c. Most of the instructors are not familiar with some well-known self-development activities.
- d. Self-development activities can be introduced at universities.
- e. It is possible to make development a self-directed approach.
- f. The research sample represents the research population.

1.8. Related Studies in Turkey

There are a lot of studies which investigate the effectiveness of teacher training programs. A review of literature shows that the need for such research in order to improve teacher development practices.

The first studies in Turkey focused on the needs and expectations of EFL instructors related to their professional development. In his study, Özen (1997, p.1) investigated the needs and expectations of the staff. According to the results of this study, although in-service teacher training programs as a means of professional development were highly needed, the implementation of teacher training programs were problematic due to heavy workload of instructors and insufficient funding. The participants of the study stated that they needed to improve their knowledge of materials preparation and assessment, skills, testing, curriculum design and development, classroom management, methodology, and giving feedback. As a result, it was concluded that in spite of some constraints, the teacher trainees in the Freshman Unit were really enthusiastic about the benefits of in-service teacher training programs conducted at their departments.

Karaca (1999, p.1) also looked into the needs of teachers in twenty different schools in Turkey. As the results of this study suggest, the teacher trainees considered in-service teacher training as a means to build professional development in the teaching and language development process. According to the data gathered from this study, Karaca (1999, p.1) recommended redesigning in-service teacher training courses according to the needs and expectations of the trainees.

Kervancioğlu (2001, p.1) studied the needs assessment of the instructors working at Gaziantep University. Data were collected through a questionnaire administered to both instructors and students. According to the data collected there were two results; first the general opinions of the instructors regarding in-service training programs were explored. As regards the opinions of the instructors, 67% of them agreed that it was necessary to conduct in-service training programs in their department. Also, they expected an improvement in their own teaching performance following these training programs. The second purpose of this study was to investigate significant differences in the perceptions of instructors and students in terms of the subject matters that instructors are expected to improve. Regarding the results gathered, it was clear that there were statistically significant differences between the perceptions of instructors and students' responses on the purposes and outcomes of teacher development. The responses of both instructors and students

showed differences in the areas of teaching reading and speaking skills, using audio-visual aids, giving clear instructions, using various materials, motivating the students, and giving feedback.

Another study about this subject was conducted by Coşkuner (2001, p.1). He examined the perceptions of instructors in Turkey. In terms of the data collected through questionnaires from nine state universities, participants working at those universities considered in-service teacher training and professional development as an inseparable factor in determining the professional life. The instructors also expected to find new techniques and to catch up with the innovations in the field through in-service teacher training courses. According to the results of the study, the participants considered in-service teacher training programs as a means of job satisfaction.

The study conducted by Seferoğlu (2001, p.4) aimed to investigate the instructors' perceptions of teacher development practices, especially the experienced instructors' in improving teaching/learning. His study also revealed the sharing and helping process among experienced and new instructors. Regarding the results of the study, there was little support of experienced instructors to novice ones as they mostly thought that new instructors did not ask for help.

Kıldan, İbret, Pektaş, Aydınozu, İncikabi and Recepoglu (2013) also conducted a research. The purpose of the study was to assess the views of the teacher trainees on the process of teacher training in Turkey. According to the data collected, the teacher trainees stated that they felt insufficient especially related to curriculum and content knowledge and that teaching practice and school experience courses do not adequately contribute to their profession.

In their studies, Turhan and Arıkan (2009), aimed to analyse, compare and contrast the opinions of English language instructors before and after a teacher training and development unit was established in their institution. All instructors believed teacher development courses are expected to be conducted to improve teachers' professional development. On the other hand, the results indicate that there are significant differences between their opinions before and after the establishment of the teacher development unit.

Alan (2003, p.3) also conducted a study titled "Novice Teachers' Perceptions of an in-service Teacher Training Course at Anadolu University" He investigated the novice teachers' perceptions of a 10-week INSET program implemented at Anadolu University

School of Foreign Languages in the 2002-2003 academic years. The results indicated that the participants wanted to participate in the workshops offered at the universities more. They also needed to gain local knowledge due to their lack of contextual knowledge in such areas as classroom management, textbook use, and testing. They stated that the in-service teacher training program was expected to be continued, yet it needed to be redesigned to provide more contextualization of knowledge and with increasing participation by trainees in later sessions as they gain more experience.

To sum up, a lot of studies were conducted to investigate the effectiveness of TTPs. However, there is still a need for a research, which will be carried out to improve teacher development practices.

In the following chapter, related literature, consisting of TTPs, TE, TD, TT and self-development models, will be reviewed.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, the general characteristics of teacher training programs, and what teacher education, teacher training and teacher development are will be discussed in detail. Then, the shift from teacher training to teacher development will be explored. Next, the requirements for achieving self-development will be discussed in detail which will be followed by the activities used for self-development.

2.2. Teacher Training Programs (TTPs)

Although there are a number of definitions of TTPs, most of them share some common features in that they are based on contextual, voluntary, individual, and continuous development (Duggal 2005, p.38). The Department of Education and Science in the United Kingdom (1970, p.37) defined in-service education as “any activity, which a teacher undertakes, after he has begun to teach, which is concerned with his professional work” (Cited in Duggal, 2005, p.4). The general characteristics of TTPs are that they are restricted to a time period, they are prepared for specific needs and they lead professional development as a result (Duggal, 2005, p.39). Instructors participate in these TTPs for different purposes such as extending their professional knowledge, interest or skills, preparation for degree, diploma, or other qualifications, and subsequent to initial training (Cane, 1971, cited in Duggal, 2005, p.39). Additionally, Duggal (2005, p.39) places an emphasis on the structured activities designed, exclusively or primarily, to improve professional performance. In other words, TTPs are described as "everything that a teacher experiences from the first day to the last day of his/her job as a teacher that contributes, directly or indirectly, to the performance of his/her professional duties". (Duggal, 2005, p.4).

In general, TTPs are very effective and necessary as they are accepted as a practical method of increasing the knowledge, skills and positive beliefs of teachers by Locke (1984, p.29). TTPs are considered as a process used to continue the teachers' development even after they have received their certification in teaching and are employed in a professional position (Locke, 1984; cited in Bayrakçı, 2009, p.36). By means of TTPs, teachers are able to assess the quality and the current situation of their own teaching and explore relevant approaches for their own situations (Murdoch, 1994, p.46; Palmer, 1993). Additionally, TTPs create an atmosphere where teachers share and exchange their experiences and ideas that they have gained from their classrooms and try to find solutions to their problems encountered in classes by discussing them with their colleagues and trainers so, they develop not only effective pedagogical goals but also contextual knowledge (Alan, 2003, p.10).

With the recognized need for well-qualified ELT instructors, preparatory schools of universities in Turkey have been carrying out In-Service Teacher Training Programs (TTPs hereafter) (Balcıoğlu, 2010, p.18). These teacher training programs are implemented in several ways such as conferences, academic readings, and classroom observations (Head & Taylor, 1997, p.27; Hiep, 2001). The main goal of TTPs conducted at preparatory schools of universities is to create a change in instructors' teaching performance (Koç, 1992). TTPs also provide teacher development for novice instructors to help them adapt to their workplaces and teaching conditions while increasing job satisfaction and avoiding burnout of the more experienced instructors (Alan, 2003, p.29).

2.2.1. The Need for Teacher Training Programs

Up to now, the requirements of teaching have changed continuously due to the changes in the educational policies, priorities, technology, and societal changes. According to Duggal (2005, p.5), “continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing roles”.

The changes in the world and the changing roles of teachers can be observed in the Table 1 below (Murthy, 2006, p.25):

Table 1
Changing Roles of Teachers in Time

<i>Teacher's role in the past</i>	<i>Teacher's role at present</i>
• deliverer of information	• facilitator, guide.
• course book user	• teacher whose lessons are driven by reality, up-to-date information resources and authentic materials.
• group-work coordinator.	• information manager, reflective practitioner.
• ruler.	• knowledge navigator who focuses on developing patterns for life-long learning and reflective thinking.
• educator.	• member of a learning community.

Source: Murthy, S. R. (2006). Teacher Education at Cross-Roads. In Sarsani, M.R. (Eds.). Quality Improvement in Teacher Education. New Delhi: Sarup&Sons.

As seen in Table 1, it is necessary for teachers to adapt to the changes imposed from outside of their own immediate context. This has important implications for teacher training programs. It is important that teachers get the necessary skills and competences to achieve the educational objectives they have formulated to serve the students they teach (Murthy, 2006, p.5). To be able to keep up with all the changes, TTPs are necessary (Bayrakçı, 2009).

Perhaps the major reason is that after pre-service education, teachers get ready to enter the classroom with entry level proficiency, which may not be enough to be a competent teacher. A mastery level proficiency requires that teachers broaden and deepen their understanding and acquire skills based on extensive practical experience through TTPs (Ünal, 2010, p.32). The renewal and upgrading on the skills and competencies are obligatory due to the elements of change and continuity in teacher education. For this reason, TTPs which are prepared for in-service teacher training are inevitable. Professional development starts with pre-service training and it is renewed through TTPs (Duggal, 2005, p.6). Guskey (2000, p.22) agrees with Duggal and articulates that if the administrators and teachers do not improve, the schools will not improve either.

TTPs are essential for all teachers; however, they are necessary especially for novice teachers to adapt themselves to teaching since they face many problems when they start teaching (Arends, 1998; cited in Alan, 2003, p.27-28). In Turkey, most of the English teachers graduate from English Language Teaching Departments, English Language and Literature Departments, American Culture and Literature Departments, and Translation Departments. Thus, the pre-service education may not be sufficient enough to be a competent teacher and this brings the necessity of further training (Ünal, 2010, p.26).

In conclusion, to be able to keep up with the change, to broaden and deepen understanding and acquire skills based on extensive practical experience and to be a competent teacher, TTPs are necessary (Ünal, 2000, p.28).

To be able to understand TTPs better, the general characteristics and drawbacks of these programs are discussed in detail.

2.2.2. Characteristics of Teacher Training Programs

Teacher Training (TT) is a strategy which emphasizes the development of the teaching skills of a teacher trainee who is in charge of his or her profession (Freeman, 1990, p.33). To be able to equip potential teacher trainees with knowledge, attitudes, behaviours and skills, they require to perform their tasks efficiently in their classes, schools and wider communities, Teacher Training Programs (TTPs) are designed and conducted by the teacher trainers (Ünal, 2010, p.33). TTPs are defined as the programs which equip the teachers with a variety of practices and activities with the purpose of developing them professionally by broadening their knowledge, improving their teaching skills and increasing their self-awareness and reflective abilities. This training starts after the participants complete their bachelors' degree and start working (Ünal, 2010, p.32).

The design of TTPs is very important so it is necessary to design TTPs in consideration of some factors which are interrelated to some extent. These factors include being classroom-centred, the involvement of trainees in the design of the courses, covering case studies, having a collaborative atmosphere, being reflective and having variation in activities (Alan, 2003, p.13).

- a) Being classroom-centred: The activities prepared for TTPs are expected to be classroom centred. Instead of transmitting theoretical knowledge or a proposed model to teacher trainees, teacher trainers are suggested to provide them with the subjects related to the classroom that they have encountered. It is necessary to provide the content of TTPs according to the problems of trainees, so that these programs manage to mirror the trainees' concerns that they have about teaching in their contexts. In training sessions, the materials that are used by the trainees in their classrooms are expected to be chosen for a particular topic (Alan, 2003, p.14).
- b) Involvement of trainees in the design of courses: It is necessary for trainers to determine the content of TTPs according to the needs and problems of the teacher trainees. Trainees are expected to state the most problematic areas of teaching in their teaching

context. Due to the fact that professional development is individualized and TTPs are tools of teacher development, trainees are expected to articulate their needs and interests to determine the content of the programme. As a result, trainee autonomy will be increased and this will lead the trainees to feel themselves as a part of TTPs (Little, 2002).

- c) Covering case studies: Instead of a predetermined curriculum for TTPs, it is better to consider not only trainers' but also trainees' teaching experiences. TTPs are expected to allow interaction where trainers and trainees exchange and share their ideas and experiences about teaching (Hayes, 1995). By sharing their own teaching stories and experiences, the trainees and trainers are to be role models for each other. During this process, teacher trainees are expected to learn from their colleagues experiences and have a chance to ask for suggestions to improve their teaching practices and develop themselves (Doecke, Brown & Loughran, 2000, p.38). Case studies conducted are very efficient for all trainees. However, especially the novice teachers benefit from them a lot due to the lack of teaching experience and not knowing the dynamics of the institution (Knight, 2002). By discussing the other teachers' experiences and sharing ideas, trainees recognize their own teaching practices better (Sandholtz, 2002). Sharing teaching experiences with other trainees results in a "common identity" (Jenlik & Welsh, 2001, p.723; cited in Alan, 2003, p.14) in the institution, by the way empathy can be ensured.
- d) Having a collaborative atmosphere: The aim of TTPs is to enhance collaboration among trainers and trainees for a continuous professional development process (Hayes, 1995). In a collaborative atmosphere, the trainees have the opportunity to work with other trainees and trainers to assess their teaching experiences and get immediate feedback at the same time. By means of group work activities in which the new items or experiences are presented and evaluated, collaboration among trainees can be achieved. As an alternative, trainees have a chance to share their own problems that they face and try to find solutions for them with their colleagues (Hashweh, 2003; Sandholtz, 2002).
- e) Being reflective: In designing TTPs, a basis, where trainees can reflect on the knowledge bases they have gained from the TTP sessions in a follow up activity, is to be taken into consideration (Hashweh, 2003). The effectiveness and appropriateness of the suggested techniques, approaches, methods and materials are expected to be used by the trainees in their own classrooms. It is assumed that trainees internalize abstract notions of theory presented in TTPs through repeated activities or sessions (Hashweh, 2003). Sandholtz (2002) also asserts that trainees claim that one-shot workshops are not

sufficient for professional development hence follow-up or on-going sessions are to be implemented in the programme. Consequently, the need for reflection of the presented knowledge is to be taken into consideration while designing TTPs (Sandholtz, 2002).

- f) Having variation in activities: Besides lectures, readings, workshops and classroom observations, TTPs are expected to include a large number of activities (Ur, 1992). As Sandholtz (2002) claims, TTP activities are expected to be different from what trainees are familiar with in their classrooms. On the other hand, they have to be related to their classroom content for professional development (Sandholtz, 2002). Variety in TTP activities enlarges trainees' skills and avoids the use of monotonous activities in their classrooms. Atkin (1992) states that professional development takes place only when the trainees realize deficiency in their own teaching. Hence, trainees are expected to practice unfamiliar activities on the condition that they are relevant to their teaching.

In addition to the factors that affect design, TTPs have some essential components. The first component of them is that they are expected to be voluntary (Alan, 2003, p.41). Some researchers (Freeman, 2001, p.38; Lange, 1990, p.94; Koç, 1992; Wallace 1991, p.36) suggest that TTPs are expected to be voluntary. However, most of the teacher training programs conducted at preparatory schools of universities are obligatory for all instructors working there due to the fact that they may not be aware of the new approaches, methods and innovations in their field (Alan, 2003, p.37).

The second component of TTPs is that they are expected to take needs of the teachers into consideration (Alan, 2003, p.38). In service teacher training is different from pre-service training given at universities before graduation since TTPs are more individualized, prepared according to the needs of the trainees and the trainees are responsible for their own training (Alan, 2003, p.40). Due to the fact that teacher trainees have different backgrounds, the TTPs conducted at universities are to follow a top-down approach. As a result, a basis for the content of the teacher training courses is established by the individuality characteristic of TTPs (Alan, 2003, p.40). In addition to methodological and linguistic knowledge, TTPs cover teachers' individual needs and interests (England, 1998). Hence, it is necessary to determine the content of TTPs through a survey of the trainees' needs and wishes (Ünal, 2010, p.41).

Continuity is another essential component of TTPs. In his study, Balcıoğlu (2010, p.45) points out that teachers face lots of problems and encounter a large number of difficulties during their career. Hence, to be able to overcome the difficulties and solve problems, they

need TTPs. TTPs help them have a chance to be aware of the latest innovations in their field, adapt them to their teaching and develop themselves (Alan, 2003, p.46).

When all these components are taken into consideration, it can be claimed that as an individualized and continuous process, the aim of TTPs is to provide continuing professional development. To be able to achieve the goal, there are some suggestions. First of all, both experienced and novice teachers are expected to participate in TTPs. Moreover, they are to be provided with a large number of activities to meet their individual needs. Additionally, they are to be supported continuously by the trainers and colleagues. Finally, teachers who have the same interests and face similar difficulties, are to be encouraged to exchange views with openness (Alwan, 2000, p.48).

Clearly, TTPs play a very crucial role in the professional development of teachers. Up to now, a large number of studies have been conducted to examine the effectiveness of these programs and it was found that TTPs in Turkey suffer from a number of drawbacks (Ünal, 2010, p.28).

2.2.3. Drawbacks of Teacher Training Programs

A large number of studies were conducted to examine the effectiveness of TTPs implemented in preparatory schools of universities. As a result, it was found that TTPs in most of the universities suffer from a considerable amount of drawbacks. There are several points that need to be reconsidered with regard to design, objectives of the program, trainers, delivery methods and trainees (Alwan, 2000, p.49).

In his study, Guskey (2000, p.29) focuses on the deficiencies of TTPs and claims that most of the teacher training activities with the aim of the professional development of teacher trainees are wasteful and meaningless. Furthermore, he adds that most of them are not well planned or supported while others engage in trendy ideas which are not based on well documented research evidence. Additionally, some activities may present valuable ideas, yet they are not practical enough to be used in the classroom due to insufficient resources or lack of structural support (Freeman, 2001, p.40). Furthermore, TTPs are planned without a specific idea of what they are expected to manage and how the progress will be assessed (Freeman, 2001, p.41). Guskey (2000, p.17) supports this view by stating that “Professional development is not, as some perceive it to be, a set of random, unrelated activities that have no clear direction or intent”. Sparks (1996, p.45) agrees with him by asserting that “if changes at the individual level are not encouraged and supported at the

organizational level, even the most promising innovation will fail “ (cited in Guskey, 2000, p.21).

Another drawback of TTPs is that participating in TTP activities are expected to be voluntary for professional development, yet they are not. In her research, Ünal (2010, p.26) claims that TTPs are to be voluntary since professional development activities are regarded as having little impact on the trainees' day to day responsibilities. Furthermore, they are considered as a waste of time by some trainees. She also asserts that if the trainees participate in TTPs as an obligation, they consider TTPs as something they have to get out of the way, so that they will be able to get back to work. This idea is supported by Guskey's (2000, p.21) observations. He calls attention on many conventional forms of TTPs which are considered as too top-down and too isolated from the real school and classroom atmosphere to have much effect on practice. On the other hand, it is claimed that it is necessary for TTPs to be obligatory rather than being voluntary since voluntary programs do not guarantee specific change in any trainees and the trainees may not be willing to participate in these programs (Alan, 2003, p.46). Through obligatory TTPs, teacher trainees are expected to be aware of the fact that they need to learn new approaches and skills to upgrade themselves. However, they may have difficulty in integrating the newly learnt skills or approaches with their already existing knowledge (Murdoch, 1994, p.18). In such cases, the institutions where TTPs take place play an important role by causing a change in trainees' professional development and presenting more contextual and useful knowledge to them (Freeman, 2001, p.27; Dubin & Wong, 1990, p.38).

A lack of qualified teacher trainers to conduct TTPs is also considered as a drawback of these programs. Bayrakçı (2009) has conducted research about the most important problems that trainees face in TTPs in Turkey and he claims that the problems are a lack of professional teacher trainers, no collaboration between trainees, not having a systematic in service teacher training model and having no provision for giving feedback.

Being general rather than specific can be considered as another drawback of TTPs. Most of these programs may give importance to listening rather than doing. Additionally, they lack efficient models and they generally do not give feedback in the end. As a result, TTPs are considered as fixed training transferred to trainees by trainers (Borg, Kallanback, Kelley & Langer, 1970, p.55).

As for another drawback, in most TTPs, expectations of the trainees and outcomes are very different. Sapp (1996, p.19) conducted a study about the opinions of trainees on TTPs. In

line with the results of the study, he claims that according to the trainees, most of the TTP activities are designed with insufficient relevance to particular classroom practices. Furthermore, the guidance and follow-up communication is not sufficient enough to stimulate the integration of the new ideas, skills and methods into daily instruction. In this way, most of the TTPs fall short of the expectations of the trainees and it is clear that there are important differences between the expectations and outcomes of TTPs (Yan, 2005).

Another drawback which is related to TTPs is the hired and insufficient experts as speakers. Hiring an expert to speak results in the satisfaction of almost nobody even though the motives are good. As a result, TTP activities are mostly regarded as unimportant by many trainees, so they do not want to participate in them (Schmid & Scranton, 1972).

Ready-made solutions can be regarded as another important drawback of TTPs. TTPs include giving trainees ready-made answers instead of allowing them to discover their own alternatives (Lucas, 1988; cited in Tenjoh-Okwen, 1996, p.30). That is to say, TTPs restrict the trainees to the imposed ready-made solutions instead of encouraging self-inquiry or critical thinking (Tenjoh-Okwen, 1996, p.30).

Inconvenient timing of the TTPs is another drawback. In a study conducted by Ghareeb (1996, p.36), TTPs were evaluated and as a result she claims that although most of the teacher trainees have positive attitudes towards TTPs, the inconvenient timing is the main constraint for them. Most of the teacher training sessions are offered in the afternoon - after a long working day which causes difficulty in learning and boredom.

Another drawback is that most of the TTPs conducted at most of the preparatory schools of universities are regarded as poorly designed and carried out (Bayrakçı, 2009). In her study, Alwan (2000, p.38) claims that teacher trainers who conduct TTPs follow only scheduled routine teacher training programs that are designed for specific purposes. According to her, most of these programs do not include all the teachers, although the attendance is obligatory for all trainees. Ghareeb (1996, p.15) states that the most essential drawback of TTPs is the unsystematic approach in which the various training steps are executed. In his study, Balcioğlu (2010, p.45) points out that when designing TTPs, several requirements are to be taken into consideration. Firstly, it is necessary not to underestimate the training needs of the trainees. A survey is to be conducted for needs analysis and the training goals of the TTPs are expected to be outlined accordingly. Secondly, teacher trainers are to be aware of the innovations in their field to be able to help the professional development of

teacher trainees. Thirdly, as well as the content of the TTPs, the activities are to be various and balanced and the activities that are chosen for training the trainees are to be a manifestation of training objectives. According to the nature of the profession and the subject taught, practice is to be an essential feature of the program. Furthermore, as a part of the TTPs, there are expected to be ongoing support and follow-up of teaching practices. Also, continuous evaluation of the training is very important so as not to forget the essence of the training, which raises the teachers' awareness (Balcıoğlu, 2010, p.55).

The fact that the needs of the teachers are not taken into consideration in the design of TTPs can also be considered as a drawback. TTPs are expected to focus on the current and future needs of the teacher trainees (Bolam, 1987: cited in Bradley, 1991, p.26). In order to be able to achieve this, Bradley (1991) suggests having short-term as well as long-term goals. It is essential to gather information from the trainees to be able to produce an accurate needs' analysis (Bradley, 1991, p.27). Furthermore, TTPs are to take place for a specific purpose and have focused requirements too. Yet, in most of the TTPs in Turkey, the needs of the trainees are underestimated (Bayrakçı, 2009). In conclusion, it is visible that, if TTPs add nothing to the teacher trainees' expertise and knowledge, there is no point in running training courses (Alwan, 2000, p.56).

Individual differences can be considered as another drawback. All trainers do not have the same potentialities since their degree of knowledge and training skills are different. In fact, it is an obligation that the trainers are to have highly specialised skills (Alwan, 2000, p.59). Teacher trainers need to examine their practices, for instance, trainees tend to question the validity of the new skills and teaching techniques when the trainers use the traditional methods of instruction to pass that skill or knowledge to them (Rossiter, 1993, p.46). In her study, Ghareeb (1996, p.45) asserts that most of the experienced teachers resist change as a result of being told what to do without being given practical demonstrations, since they have routine patterns of behaviour in their classrooms. However, it is possible for them to adopt new techniques if their usefulness is seen in practice. As a result, to be able to avoid the possible negative consequences, teacher trainers have to practice what they teach (Ghareeb, 1996, p.66). Murdoch (1990, p.66) agrees with her by stating that if teachers are trained by the use of the methods that they are to adopt, they develop themselves more and learn better. Additionally, trainee's attitudes are very important since they play a great role in facilitating or limiting what can be achieved. The attitudes change depending on the aim of the trainees for attending the course (Bradley, 1991, p.68).

Another drawback is that, most of the TTPs are teacher centred, not learner centred (Bayrakçı, 2009). One of the crucial characteristics of a successful TTP is the involvement of trainees. TTPs are to be learner centred with respect to material and the method in which it is administered and flexibility in devising the material to meet the needs of the trainees is crucial. For that reason, it is necessary to put more emphasis on the method in which the content is conveyed to teachers (Murdoch, 1990, p.66). Bradley (1991, p.72) agrees with this idea and he calls for adjusting the activities to the needs of the trainees rather than fitting individual trainees into activities. According to him, in an effective TTP, demonstration and practice are important. Therefore the number of elements within an activity is to be increased, which gives the trainees the chance to explore the new idea with their colleagues (Bradley, 1991, p.78).

Passive trainee involvement is also considered as a drawback of TTPs. In many TTPs, it is a drawback to "stress the input form of lectures and model lessons, not behavioural modifications through active trainee involvement" (Murdoch, 1990, p.51). In order to counteract this, it is suggested that various modes of training and activities be used. These programs could involve activities that "involve situations in which groups brainstorm possible solutions and then analyse their likely effectiveness" (Bradley, 1991, p.93) and this may be achieved by using case studies. In this case, trainees are put in situations in which they discuss, exchange ideas among themselves and provide valuable sources of data. Additionally, different techniques provide variety and achieve different purposes. For instance, the lecture which helps pass on theory to trainees provides straight input while group and pair discussions ensure trainee involvement to the activity (Personn, 2014, p.75). Furthermore, workshops are used to train teachers for professional development. Another technique is the demonstration which is a means of training the teachers on how to use certain techniques. Additionally, panel discussions can be used to cover varied issues. As an alternative, possible rubrics may be used in TTPs as well as the trainees may be asked to compare, prepare, evaluate, improve on, adopt, listen, select, rank, add, complete or rearrange certain topics or ideas (Personn, 2014, p.68). Additionally, the understanding of the trainees is challenged by TTP experiences (Bradley, 1991, p.65). Articles and books on ELT are also considered as good components of TTPs (Personn, 2014, p.66). These materials can be administered in two ways such as using them to administer tasks or for further reading. Finally, for an active participation of the trainees, observation and feedback contribute can be used in TTPs (Personn, 2014, p.66).

Most of the TTPs may be unstructured and discontinuous (Balçioğlu, 2010, p.65). In order to have positive results from TTPs, training is to be structured and continuous. However, most of TTPs in Turkey run on an occasional basis which has a shallow impact on teacher performance. Richard and Lockhart (1995, p.2) assert this finding and claim that TTPs “rarely involve teachers in an ongoing process of examining their teaching, therefore, they have only short-term effects”. Structured training is necessary since it is flexible and open to modification in the light of evaluation (Bradley, 1991, p.55). Hence, it is recommended by Dubin & Wong (1994, p.282) to evaluate the effectiveness of the TTPs as well as provide “follow-up assistance and enforcement”.

As a result, it can be claimed that there are many reasons for the failure of TTPs such as the dynamics of the program, lack of practicality, its components, or the needs and individual differences of the participants and so on. According to the studies in recent years, most of the researchers are aware of drawbacks of TTPs and the dominating role of teacher trainers in deciding the needs of the trainees, as a result, the content of the training programs (Bayrakçı, 2009). According to him, in the field of ELT, the concept of learner centred classrooms has left its impact on issues related to teacher education (TE hereafter).

2.3. Teacher Education (TE)

Teacher Education (TE) covers the terms Teacher Development (TD) and Teacher Training (TT) (Freeman & Johnson, 1998; Mann, 2005; Ur, 2000, p.45). It is defined as the process of learning to teach; specifically “the process of developing professional knowledge among practitioners” and includes a broader range of teacher learning procedures apart from TD and TT or TTPs (Freeman & Johnson, 1998, p. 398). TE is the professional preparation of teachers involving an ability of decision making, developing an awareness of options and theories (Ur, 2000, p.66). Additionally, TE underlines the importance for teachers to “update their knowledge of current research and seek ways of applying such knowledge to their teaching” (Richards, 2000).

On the other hand, it is claimed that there is no clear difference between TT, TD and TE as well since all of them are used to describe the movement of teachers forward in knowledge or skills (Personn, 2014, p.78). However, despite the fact that some researchers use TE, TD and TT interchangeably, there is a great difference between TE, TT and TD. Teacher Education (TE) is considered as a general umbrella term in the field which covers TD and TT (Freeman & Johnson, 1998; Mann, 2005; Ur, 2000, p.69). Mann (2005) defines TE as

the process of learning to teach. Similarly, Freeman & Johnson (1998) state that "Teacher education is the process of developing professional knowledge among practitioners and includes a broader range of teacher learning procedures apart from TD and TT or TTPs". Moreover, Freeman (2001, p.72) defines TE as "the sum of experiences and activities through which individuals learn to be language teachers". Furthermore, Ur (2000, p.78) reports that TE is necessary for the professional preparation of teachers since it consists of an ability of decision making, developing an awareness of options and theories as well as a close interaction with research and applying these research findings in teaching practice. Namely, TE emphasizes the necessity of teachers to "update their knowledge of current research and seek ways of applying such knowledge to their teaching" (Richards, 2000, p. 45). This shows the importance of continuous development of teachers in their fields and this can be managed by conducting research to solve problems, following the latest publications and innovations in their field or by participating in training or professional development programs to develop themselves (Personn, 2014, p.82).

2.3.1. Teacher Development and Teacher Training

Teacher Education (TE) is described as a general umbrella term in the field which covers TD and TT (Freeman & Johnson, 1998; Mann, 2005; Ur, 2000, p.78). There are a number of definitions suggested for all these terms. However, it is difficult to draw clear lines between TT, TD and TE (Mann, 2005). Although they seem similar, there are some differences between them. TE deals with individual needs, TD with future needs while TT deals with the job or task and the specific knowledge and skills needed (Cole, 1988, p.45). Furthermore, TT is limited to teaching and developing specific skills while TD focuses on the growth inwardly through a combination of education and experience (Fulmer, 1988, p.46). On the other hand, TE and TD can be used interchangeably. It is clear that TT is the part of TD (Cascio, 1992, p.48). To develop teachers professionally, it is necessary to assess their performance, define the areas that can be improved, plan and carry out TTPs and finally evaluate training to test the results if there is any improvement (Mann, 2005). As a result, it can be claimed that TT is the process for TD. TT can be enforced but TD cannot since a teacher develops voluntarily while no one can develop a teacher (Parsons, 1999). In his book, Parsons refers to Eraut (1977) who defines TD as: "The natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods, and takes on new roles"

(Eraut, 1977; cited in Parsons, 1999; p.3). As a result, TTPs can be defined as the process of improving teaching skills.

On the other hand, the terms of teacher training and teacher development can be used interchangeably since they have similar meanings (Craft, 2000, p.48). It is pointed out that both TT and TD are used to cover a large number of activities that are designed to contribute to the learning of teachers through TTPs. However, there is a great tendency towards considering teacher training and teacher development as two distinct terms (Bayrakçı, 2009). It is necessary to describe these two terms (TT and TD), both of which are components of teacher education and professional development, in detail to make the meaning clear although they have overlapping meanings and it is difficult to draw clear lines between them and separate them (Bolam & McMahon, 2004, p.48, Mann, 2005).

Since it is the main focus in this study, it is important to mention the differences of TD and TT as it is essential to differentiate the concepts and perceptions of the two. TT is connected with building specific skills such as sequencing a lesson or analysing a text while TD attends to the individual teacher on the processes of reflection, examination, and the change which can lead them to do a better job and achieve personal and professional development (Freeman, 1982).

Depending on their view of what teaching is, TT and TD can be compared, too. TT considers teaching as a finite skill which is to be mastered while TD perceives it as an evolving and dynamic process which calls for growth and change (Freeman, 1982). According to Freeman (1989) “it is an expansion of skills and understanding, one in which the teacher is responsible for the process in much the same way students are for learning a language”.

The concerns of TT and TD are also different. TT focuses on certain immediate needs of the teachers such as helping them to gain confidence in what they are doing. On the other hand, TD engages in long term concerns. For example, it focuses on how teachers can be encouraged to develop themselves, to find out new ideas and to avoid professional atrophy or the feeling that they have done it all before (Freeman, 1989).

During the past twenty years, the scope of second language teacher education has changed a lot (Freeman, 2001). It is suggested that TE has followed a movement from “a focus on training in knowledge and skills, to development of the individual teacher, to a broader examination of a common professional learning process and alternative conceptualizations

of what was being learned through that process” (Freeman, 2009; cited in Fleurquin, 2009; p.59).

TT and TD share the same purpose as they are two main educating strategies. Their purpose is to achieve a change in what teachers do (Personn, 2014, p.48). However, the means that both of them adopt to achieve that purpose are different. When the scope of them is taken into consideration, another essential distinction emerges. It is stated that TT focuses on the certain immediate needs of the teachers and helps them to enter the classes with some level of confidence and knowledge. On the other hand, TD puts an emphasis on long term concerns such as personal development, exploration of new perspectives, and personal satisfaction (Personn, 2014, p.49).

Freeman (1989) visualizes the distinction of educating strategies between TT and TD in the Table 2 below:

Table 2
Educating Strategies

	<i>Teacher Training</i> (direct intervention process)	<i>Teacher Development</i> (influence)
<i>Characteristics of teaching</i>	Generally accessible; can be mastered through specific course of action	Individual; mature through constant involvement of the teacher in his or her teaching
<i>Constituent base</i>	Knowledge and skills	Attitude and awareness
<i>Focus</i>	Initiated by collaborator, work carried out by teacher	Raised by collaborator, although work initiated by teacher
<i>Criteria for assessing change</i>	External; accessible to the collaborator	Internal; personal to teacher
<i>Closure</i>	Can be within a fixed time period	Is open-ended; work continues until teacher decides to stop

Source: Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. TESOL Quarterly, 23, 27-45.

As Table 2 indicates, the education strategies of TT and TD are different. There are also some distinctions between TT and TD. Wallace (1991, p.3) clarifies these distinctions by saying that “training is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself”. In other words, since TT places authority in the hands of an external source, teachers do not interfere the decision making process while TD is under the control of the teachers (Wallace, 1991, p.3).

After the analysis of Wallace's three teacher training models, which are the applied science, craft, and reflective models, Ur (1997) clarifies the connection between TT and TD by drawing a figure:

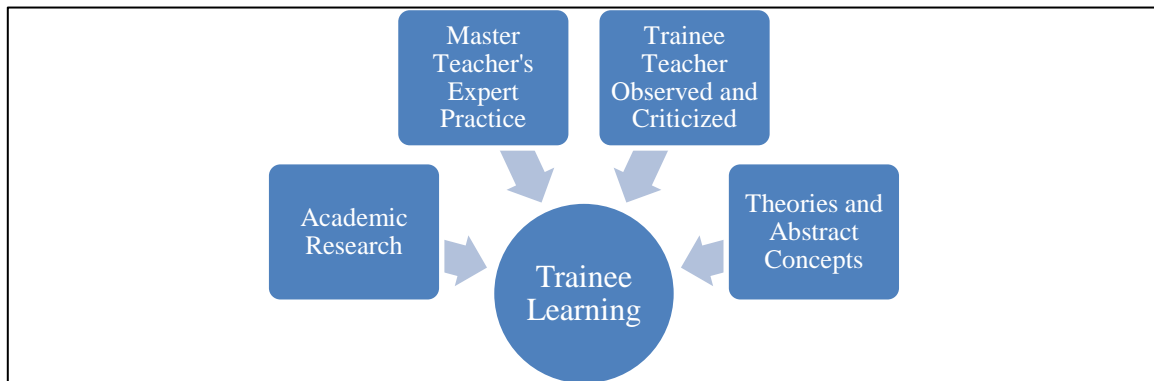


Figure 1. Teacher training

Source: Ur, P. (1997). Teacher Training and Teacher Development: A Useful Dichotomy. Retrieved from: <http://www.jalt-publications.org/tlt/files/97/oct/ur.html>.

As can be seen above, Ur (1997) puts the teacher trainee in the middle of the arrows to demonstrate the fact that the trainee is very receptive and he/she can be taught by the trainer's input on research and theory, which is applied science model, or by the master teacher's model or criticism, which is craft model.

Ur (1997) suggests another figure for the visualization of Wallace's third model which is reflective model. She visualizes TD as follows:

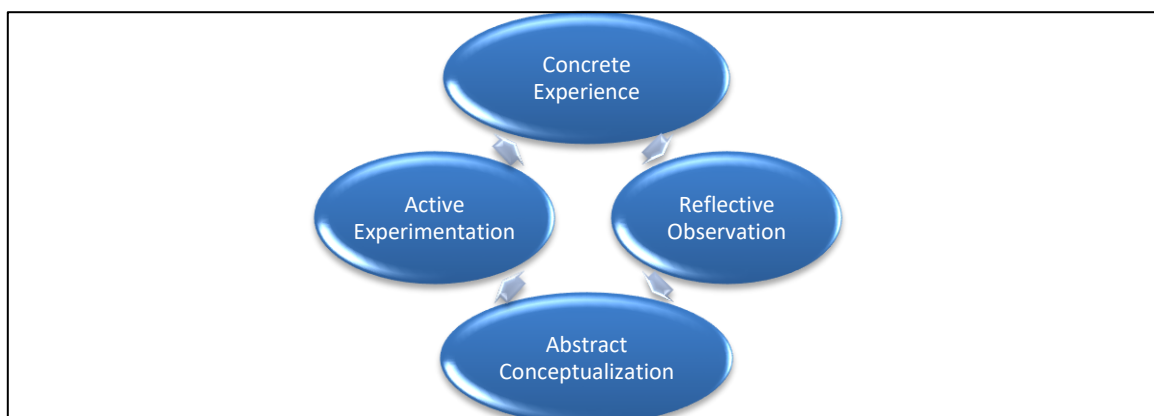


Figure 2. Teacher development

Source: Ur, P. (1997). Teacher Training and Teacher Development: A Useful Dichotomy. Retrieved from: <http://www.jalt-publications.org/tlt/files/97/oct/ur.html>.

As Figure 2 shows, in the process of TD, the teacher trainee is active. She/he is experiencing, reflecting, conceptualizing, and experimenting. Due to not having external

sources of input as a significant contributor to learning, this figure is criticized a lot (Ur 1997).

Mann (2005) suggests a table which clarifies the different perceptions of TT and TD:

Table 3
Objectives of TD and TT

<i>Teacher Development</i>	<i>Teacher Training</i>
Is a bottom up process	Is a top down process
Appreciates insider view	Appreciates outsider view
Focuses on non-trainable aspects	Introduces teaching choices; demonstrates ways of teaching
Is a continuous process	Continues over a limited time
Articulates an inner world of conscious choices responding to the teaching context	Sets guidelines and does not respond to the teaching context
Puts great emphasis on personal and professional growth guided by teachers themselves	Presents pre prepared methodologies

Source: Mann, S. (2005). The Language Teachers' Development. Language Teaching, 38, 103-118.

As Table 3 indicates, it can be claimed that TD has a more inclusive approach which is putting an emphasis on the individual teacher trainer and the context (Personn, 2014, p.45). The importance of adoption of this kind of approach through TT and TTPs is emphasized (Mann, 2005). Similarly, Altman (1983, p.24) reports that teacher trainers have to be aware of the fact that "teachers teach as they were taught, not as they were taught to teach". This supports the idea that "learner centred language teachers are trained most effectively in learner-centred teacher training programs". When TTPs give importance on the needs of the trainees in the programs, they become more effective. Concerning the fact that every context and trainee has its own needs, TTPs have to plan a program accordingly (Personn, 2014, p.97).

Ur (1997, p.49) summarizes the differences between TT and TD in Table 4 below:

Table 4
Differences between TT and TD

<i>Teacher Training</i>	<i>Teacher Development</i>
Enforced from "above"	Triggered by "self"
Pre-arranged course structure	Structure set through process
Not based on personal practice	Based on personal practice
Externally arranged syllabus	Syllabus arranged by participants
External evaluation	Self-evaluation
Input from "experts"	Input from participant teachers
Unconscious acceptance of information	Construction of knowledge by self
Cognitive, cerebral	Cognitive and affective, "whole person"
Isolated	Collaborative
Focuses on professional skills	Focuses on personal development
Not empowers individual teacher	Empowers individual teacher

Source: Ur, P. (1997). Teacher Training and Teacher Development: A Useful Dichotomy. Retrieved from: <http://www.jalt-publications.org/tlt/files/97/oct/ur.html>.

As Table 4 suggests, although some researchers claim that TT and TD can be used interchangeably, there are considerable differences between them.

2.3.1.1. Understanding Teacher Training and Teacher Development

There is an enormous market for language education due to a globalizing culture, availability of technology and an ever growing demand for multilingual workforce (Alan, 2003, p.38). Some of the main factors that affect the spread of English language are competitiveness and the urge to keep up with challenges in business (Yaman, 2004, p.48). That is to say, it can be claimed that if the aim of the countries is to keep up with the rest of the world, a considerable amount of its citizens are expected to be competent in English (Richards, 2008, p.28). As a consequence of this growing expectation of competency, an increasing demand for qualified English language teachers emerges, which creates a necessity for continuous professional development of the English language teachers (Richards, 2008, p.47). As a result, it can be claimed that, TT and TD are needed for the professional development of teachers (Personn, 2014, p.14).

When the literature on the field and the studies conducted so are taken into consideration, it is perceivable that there is a great focus on the shift in the methods and approaches in teacher education, teacher development and teacher training (Personn, 20014, p.13). To be able to deal with the requirements of the teaching profession and have high quality teaching and competent teachers, the design of TE, TT and TD needs to be changed (Mattheoudakis & Nicolaidis, 2005).

Due to the evolving nature of teaching environments, TT and TD play an important role in professional self-development and successful practice of teachers (Canagarajah, 2012). Furthermore, TD is an important part in each attempt to be able to improve education and have competent teachers (Guskey, 2002). The logic behind the necessity of TD is that, most of the novice teachers do not have the necessary expertise to deal with the demands of teaching profession (Farrell, 2012). If a chance for TD is not provided, most of the young and inexperienced teachers may quit their profession in their first years of teaching due to the mismatch between the expectations and realities within the classrooms (Farrell, 2012; Ur, 2000, p.49).

If the teachers plan to continue their professions, TD is crucial. For this reason, a chance for professional development is offered in many universities as TTPs which include workshops, seminars, courses, meetings, etc. (Borko, 2004). TD is an input and educational tool to help novice teachers to deal with the problems they face. Additionally, it keeps experienced teachers aware of new trends and practices and gives them a chance to reflect on and develop their teaching practices (Borko, 2004).

Pre-service education programs are thought to be insufficient and an emphasis is put on the necessity of TT and TD (Gonzalez, 2003). It is reported that novice teachers are loaded with theoretical information during their pre-service education, since little importance is given on the practical aspects of teaching and teaching practice is only addressed during the practicum. Moreover, TT is regarded as necessary for both novice teachers, who have insufficient language skills after graduation, to help them learn to learn on their own and experienced ones for their continuous professional development (Gonzalez, 2003).

In conclusion, due to the fact that pre-service education programs are not sufficient, the role of TT and TD is crucial for the professional self-development of teachers (Gonzalez, 2003).

2.3.1.2. From Teacher Training to Teacher Development

In the previous section, the importance of TE and the necessity of TT and TD in teaching environments are discussed and in the literature reviewed, it is clear that there is a great tendency from teacher training to teacher development (Farrell, 2012).

It is a known fact that the content of any TTP is determined by teacher trainers and these training programs generally involve modules about new methods, materials and research

findings (Borko, 2004). The content of TTPs and the methods are criticized by some researchers, and it is claimed that there is a need for TTPs to be able to hand over the real needs of teacher trainees (Niakris & Bacigal, 1992; Gebhard, Gaitan & Oprandy, 1994, p.49). These researchers also state that teacher trainers are not expected to be given to supreme authority to specify what the teacher trainees are to do in order to increase their effectiveness in their fields, since this kind of approach makes the teachers passive receptors of instructions.

In his study, Okwen (1996, p.10) asserts that, "Training methods only provide teachers with ritual teaching behaviour instead of preparing them to cope with the ever-demanding profession of teaching in an ever-changing world". Additionally he claims that as a result of the findings in his study, the emphasis in teacher education has been shifted from TT to TD in the last ten years. Lange (1994, p.252) agrees with this idea and claims that in TTPs, "a minimal attention is paid to the development of teachers in second languages either conceptually or research-wise" He puts an emphasis on professional self-development rather than training. Freeman (1994, p.103) also approves of this view by stating that the main aim of TE is to make teacher trainees "develop the independent capacity decisions and to assess the impact of those decisions on both their own and their students' learning". He reports that this orientation relies on TT and TD. As it has been mentioned before, there is a difference between TT and TD and claims that when the strategies are balanced, they will lead to the achievement of the main aim above (Freeman, 2009, p.24). Furthermore, Freeman (2009, p.26) focuses on the importance of providing a balance between the strategy and the content, which is the aspects of teaching to be learned and taught, by using that strategy.

The current subject matter is the tendency towards making TTPs or TD more of a self-help approach (Dikilitaş, 2013, p.48). Some researchers claim that the role of the teacher trainers is to equip the teacher trainees with opportunities to have investigation skills they need in order to be able to make sensible decisions as foreign language teachers (Gebhard, Gaitan & Oprandy, 1994, p.78). Similarly, the role of the teacher trainers is defined as training the teacher trainees about describing, diagnosing and altering their own practices (Fanslow, 1987; cited in Freeman, 1994, p.47). When TTPs are not sufficient enough to develop trainees professionally, trainees tend to use self-development activities to develop themselves (Alwan, 2000, p.55).

TT and TD are two extremes and the problem is to provide a balance between them and not to use them exclusively (Freeman, 2009, p.58). As for TT, there are some aspects of teaching which can be conveyed via training (Freeman, 2009, p.60). On the other hand, this may cause an over emphasis on teaching skills and behaviours on behalf of developing teacher trainees' independent resources and capacity to be able to be responsible for what they are doing (Farrell, 2012). However, Dikilitaş's (2013, p.56) research findings show that in TT, short activities are sufficient enough to raise teacher trainees' awareness of an issue while they are not sufficient enough to affect their practice. He adds that this finding supports the shift of the responsibility from the teacher trainer to the teacher trainee.

All in all, the terms of TT and TD are considered as different concepts by some researchers (Dikilitaş, 2013, p.58). Actually, TD is the wider term of which TT is an activity which causes TD. The main difference between these two terms is that some of the TD activities are self-directed while the activities of TT are imposed (Alwan, 2000, p.60). Additionally, the great effect of TT is not to be underestimated since it leads to awareness which is necessary for TD. The aim of TTPs is to lead teacher trainees to follow strategies by themselves, and practice development activities (Alwan, 2000, p.62). It is necessary to find out whether the current TTPs conducted at the preparatory schools of universities in Turkey achieve this awareness-raising effect and investigate whether teacher trainees use self-development activities and to what extent their practice influences their performance.

2.3.2. Trainer Supervision for Teacher Development

TTPs are designed to help teachers' develop themselves professionally and teacher trainers play a great role in this process (Balçioğlu, 2010, p.45). Teacher trainers are responsible for not only the training of teacher trainees but also the supervision of them. The shortcomings of the supervision of teacher trainees have existed due to the dual role of trainers as training and assessing (Personn, 2014, p.78). Loughrey, Hughes, Bax, Magness, & Aziz, (1999, p.56) states that "this dual role leads to confusion and teachers feel they are always being assessed, so they cannot always respond positively to development and training".

In most of the universities in Turkey, trainers take up the role of the supervisors and they try to control the teachers' behaviours and evaluate the mastery of what has been taught in TTPs (Balçioğlu, 2010, p.74). As a result, teacher trainees experience anxiety when they are being assessed by trainers due to the authoritarian nature of supervisor centred methods

(Stoller, 1996). Anxiety impedes professional development, so as to eliminate this anxiety, the mode of supervision is to be improved (Balcıoğlu, 2010, p.78). Stoller (1996) suggests a shift of supervision from being directive, subjective, trainer-centred and unsystematic to interactive, teacher-centred, objective, focused and systematic.

There are some models of trainer supervision suggested by some researchers to lower the anxiety and eradicate the negative attitudes. The use of these models aims to shift the responsibility of personal development from trainer to trainee to achieve more effective results (Balcıoğlu, 2010, p.79). Some of these models are discussed below.

Non-directive Supervision: This type of supervision gives teacher trainees a chance to express and clarify their own ideas so they feel free to try new ideas and criticize their teaching methods (Dikilitaş, 2013, p.74). Similarly, this supervision model makes the trainers more tactful as supervisors due to the supportive relationship with trainees (Ellis, 1989, p.100). Furthermore, non-directive supervision model raises awareness and encourages trainees take the responsibility of their professional development (Ellis, 1989, p.112).

Clinical Supervision: It is a non-traditional approach that emphasises continuing professional development. This model is defined as a practice conducted with the aim of improving teacher trainees' classroom performances (Goldhammer, Anderson & Krajewski, 1993, p.79). Data for assessment is collected from the in-class observations by trainers. The main aim of it is to improve students' learning by assessing teacher trainees (Goldhammer, Anderson & Krajewski, 1993, p.80). As a result, this model contributes to TD since there is one to one correspondence between improving classroom instruction and increasing professional development (Dikilitaş, 2013, p.78).

Stoller (1996) signifies the importance of conferencing in this model and adds that obtained feedback through conferencing is constructive and leads to professional self-development. Additionally, he states that this model leads to lower anxiety levels and stress and achieves positive responses from teacher trainees.

Alternative Supervision: In this model, teacher trainees are expected to make decisions step by step. In this model the role of trainers as supervisors is to offer a number of alternatives to what the trainees have done in their classes and the aim of it is to encourage teacher trainees to reflect on teaching behaviours (Stoller, 1996). Unlike directive model, teachers are free to make their own decisions (Alwan, 2000, p.72).

Peer Supervision: The responsibility of TD shifts from trainers to colleagues (Dikilitaş, 2013, p.79). By observing the experiences of other teachers, more awareness of teaching can be gained (Gebhard, 1984, p.78). The aim of this model, which is considered as a TTPs technique and a self-development activity, is to provide support for novice teachers (Dikilitaş, 2013, p.82).

Creative Supervision: The aim of this model is to achieve teacher autonomy of their professional development (Dikilitaş, 2013, p.87). The use of resource centres where teacher trainees find answers to their questions and talk about problems they face with their colleagues is crucial (Gebhard, 1984, p.89). This indicates the teacher trainees' attempt to direct themselves for self-development (Alwan, 2000, p.72).

In most of the preparatory schools of universities in Turkey where TTPs are conducted, there is a need to vary the methods of supervision (Balcıoğlu, 2010, p.55). He adds that peer observation is the only version of peer-supervision. So, it is necessary to analyse the effectiveness of this technique in an attempt to find out how to develop the practice in the preparatory schools of universities in Turkey to achieve the maximum benefit.

After discussing the terms- teacher education, teacher training and teacher development- it is necessary to investigate what professional development is, to be able to understand the aim of the study more.

2.4. Professional Development (PD)

In the education system of the world, there is always a continuous change due to serious and promising educational reforms. Professional development of teachers is one of the key elements in most of these reforms since teachers are not only one of the variables that need to be changed to develop their education systems, but they are also the most important change agents in these reforms. Teachers are not only the subjects, but also the objects of change and this double role of teachers in educational reforms makes professional development (PD) a growing and challenging field, which receives major attention in recent years (Villegas-Reimers, 2003, p.44).

The term professional is defined as something that has been well done and professionals are to have some qualities such as a basis of scientific knowledge, a period of formally assessed rigorous study, a sense of public service, high standards of professional conduct, and the ability to perform specified demanding and socially useful tasks in a demonstrably

competent manner (Wallace, 1991, p.41). When all these points are taken into consideration, it can be claimed that teaching is definitely a profession (Wallace, 1991, p.46). Additionally, Miller & Miller (2002, p.26) define the term development as "the growth or change of someone or something to become more advanced". All in all, the term professional development is defined as the change of knowledge, behaviour, attitudes, beliefs and teaching practices (Korucu, 2011, p.48). Teachers are the most important fundamentals in education system and the key variables of a successful education program (Miller & Miller, 2002, p.29).

In the literature reviewed, there are a number of different definitions of the term professional development and each definition adds another dimension to it. Roe (1992, p.45), for example, defines PD as a life-long process which is necessary for career development and he underlines the importance of continuity in PD. Furthermore, PD is considered as an active process which requires active involvement of the teachers (Villegas-Reimers, 2003, p.55).

Teachers' pre-service education is only a beginning in their careers. As it is stated in CERI (Centre for Educational Research and Innovation, 1998), teachers' pre-service education is not enough to meet the rising expectations in their field. In terms of technology, changes, and innovations, each year will be different from another one. As a result, during pre-service education, the foreign language teachers are equipped with the necessary knowledge of ELT whereas they cannot predict the innovations in upcoming years, and cannot respond to the needs that will occur within time. For this reason, teachers are to continue their professional development through workshops, seminars, TTPs or academic studies to be able to adapt the innovations (CERI, 1998).

PD consists of "...the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement" (Fullan & Stiegelbauer 1991, p.326). Furthermore, it includes any development activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher through personal study, reflection, formal courses, etc. (CERI, 1998). Furthermore, PD is considered as a series of extended, job-embedded learning experiences (Sparks, 1996, p.87). Similarly, Guskey (2000, p.19) articulates that:

Viewing professional development as special events that occur on 3 or 4 days of the school year severely restricts educators' opportunities to learn. However, if we view professional development as an ongoing, job-embedded process, every day presents a variety of learning opportunities. These opportunities occur every time a lesson is taught, an assessment is

administered, a curriculum is reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher or administrator. The challenge is to take advantage of these opportunities, to make them available, to make them purposeful, and to use them appropriately. (Guskey, 2000, p.19).

Nowadays, the concept of PD is becoming a concept of continuous learning rather than the practice of attending courses and training activities (Fraser et al., 2007 cited in Bayrakçı, 2009). It is reported that, in modern education system, TTPs are not considered as a remedy for deficiencies in pre-service education. However, they are long term processes and parts of life-long learning. Due to rapid social and technological changes, it is essential for teachers to improve the competence they have acquired through continuous learning (Theunissen & Veenman, 1998 cited in Bayrakçı, 2009, p.12).

As stated previously, PD is defined as the processes and activities which are prepared to improve the professional knowledge, skills, and attitudes of teachers, as a result, the learning of students may be enhanced (Guskey, 2000, p.19). He also signifies the importance of teachers' analysis of the effectiveness of what they do, reflection on their practices, making necessary adaptations and exploration of new alternatives and opportunities for improvement.

Blandford (2000, p.4) evaluates PD in consideration of institutions and states that:

The expertise and experience of its academic and administrative staff are a school's most valuable resource, and for all teachers learning and development are central to professional practice" (p.3). Furthermore, she argues that "...the effective management of professional development depends on individual enthusiasm, not compulsion, and on individuals prepared to take action in addressing their own professional needs. In a learning organization staff will recognize for themselves the importance of keeping up-to-date, maintaining good practice and networking with others.

As it is stated in her study, PD performs four major functions within an institution and it serves to improve individual performance, alter ineffective practice, establish the groundwork for the implementation of policy and ease the change.

The characteristics of PD are defined as follows (Fleurquin, 2009, p.2):

- PD is a journey that teachers embark on even before they start their teaching careers. The journey is as relevant as the destination and begins when teachers choose the field they will work in.
- PD is a process that requires teachers' active desire to increase their awareness of the variables that affect their success as teachers and learners of teaching, to explore their experience as their professional knowledge and skills evolve, and to gain a deeper understanding of the impact of their actions on their students' lives and the community.

- PD consists of a conscious decision and requires active cognitive involvement on the part of the teacher.
- Each teacher's needs of P are different and they vary due to the stage of the teacher's careers.
- PD needs some time.
- PD needs a supportive environment.

The reason for professional development may change from teacher to teacher. Although PD was once a voluntary act for teachers, now it is a great necessity. Some reasons for undertaking professional development are listed by Craft (2000, p.88). These reasons are;

- Improving teaching skills
- Extension of the experience for career development or promotion purposes
- Developing professional knowledge and understanding
- Keeping up with the innovations in their field
- Feeling valued
- Job satisfaction
- Developing an enhanced view of the job
- The fear of burnout
- Being ready for change.

In his research, Yoon (2008) claims that, student achievement is affected by PD through three steps. The first one is that PD improves teacher knowledge, skills, and motivation. Second step is that, better knowledge, skills, and motivation enhance classroom teaching and the last step is that improved teaching boosts student achievement. As it is seen on the figure below, if one of these steps is weak or missing, student achievement cannot be expected.

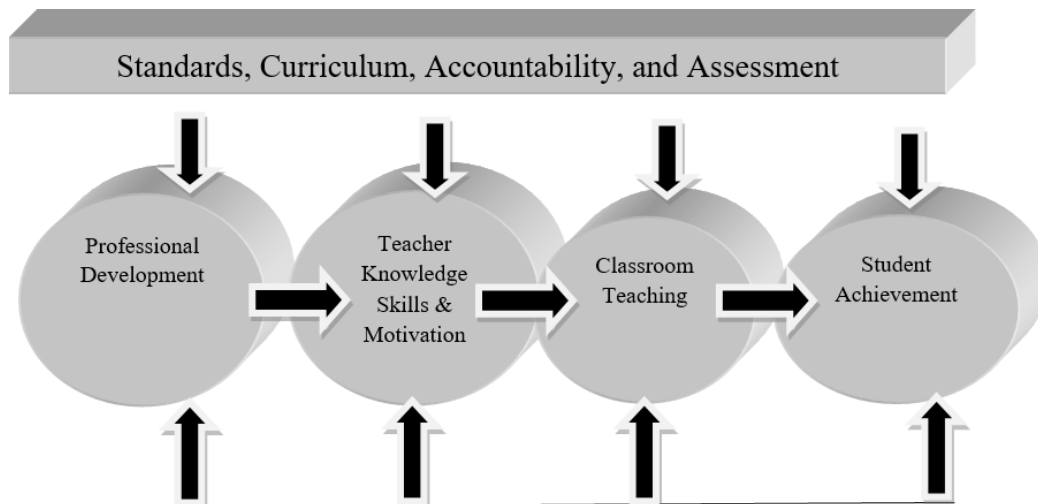


Figure 3. Logic model of the impact of professional development on student achievement

Source: Yoon, K.S. (2008). The Effects of Teachers' Professional Development on Student Achievement: Findings from a systematic review of evidence. The Annual Meeting of the American Educational Research Association. New York. Retrieved from: http://www.pdal.net/inc/docs/AERA%202008%20Paper_final_PD%20research%20review.pdf.

In conclusion, PD which is necessary for the achievement of both teachers and the students is a continuous, intentional, and systematic process which continues till retirement.

2.4.1. Requirements for Achieving Self-development

One form of professional development that may be beneficial to teachers is self-development which is defined as professional development efforts toward self-fulfilment, either through formal study programs or on one's own (Villegas - Reimars, 2003, p.66). Similarly, Fullan & Stiegelbauer (1991, p.326) consider SD as "the sum total of voluntary formal and informal learning experiences throughout one's career from pre-service teacher education to retirement". Self-development is a voluntary action that teachers do for their professional development. Professional awareness and continuous professional development are two basic requirements for achieving self-development (Villegas - Reimars, 2003, p.126). Thus they will be discussed in detail.

2.4.1.1. Professional Awareness

When teachers are aware of how they teach and the new methods and innovations in their field are learnt through training, they are challenged to consider the potential of change. Additionally, they will have more freedom to direct their own teaching towards successful student learning (Gebhard, 1992, p.205). An arduous environment also causes professional awareness (Alwan, 2000, p.88). Teachers are expected to gain positive attitudes towards

looking for improvement of some of their classroom practices after self-development or training activities and they gain awareness which is a powerful drive towards self-development (Alwan, 2000, p.103).

Nowadays, teachers are interested in becoming more and more aware of their own teaching practices due to some reasons. Self-development activities such as peer observation, reading and writing research papers, self-appraisal, conducting an action research and journal writing play a great role in fostering critical thinking regarding the teachers' own teaching (Gebhard, 1992, p.99). As a result, the relationship between their own teaching behaviours and the effects that these behaviours have on the students may be analysed by the teachers. Additionally, this helps them to comprehend the difference between the view of teaching and reality and some teachers realize that their teaching behaviour is not like what they think they do in their classrooms (Gebhard, 1992, p.99). Richards and Lockhart (1995, p.22) agree with him and add that most of the times, teachers are not aware of the impact of their work.

In collaboration with formal knowledge, teachers are expected to use their classroom experiences, that is to say, teachers are to use not only the theoretical knowledge but also the practical knowledge they have gained (Alwan, 2000, p.56). In addition to theory and practice, the evaluation of past and current trends in methodology in the light of their classroom experiences and of the basic needs of their students are to be taken into consideration (Alwan, 2000, p.55). Additionally, working environment plays a great role for self-development. Gebhard (1992, p.99) takes attention onto the importance of the working environment as it may have negative impact on teachers and may not provide opportunities to build professional awareness. For example, loaded working hours do not allow time for practising development activities that lead to awareness.

The challenging environment is very important for professional awareness and its importance at the institutions and as an important element of TTPs is emphasized by some researchers such as Blackman (1999, p.88). He states that if TTPs include activities that are intended for this purpose, they help in raising awareness of the language teachers. Through these activities, problems related to teaching, deficiencies in teachers' performances and the development can be revealed. For example, peer observation and observing one's own practices in classroom help teachers reconsider certain issues regarding their practices when they are followed by further skills on professional development activities. Simulation and role-play can be given as another example. Some researchers believe that these

activities are very effective in raising awareness (Bradley, 1991, p.85; Cherry, 1999). They also recommend the use of games for raising awareness due to their competitive natures which keep participants alert. Also the importance of collecting and analysing data in raising awareness cannot be underestimated (Bradley, 1991, p.88; Cherry, 1999).

Awareness raising activities with the aim of involving teachers in a network for self-development are to be included in TTPs (Yaman, 2004, p.45). In his study, Yaman (2004, p.48) finds out that, experienced teachers in Turkey claim that they do not need training and development. Additionally, Niakris and Bacigal (1992) emphasize the importance of fostering a critical self-awareness in not only novice but also experienced teachers. According to them, due to the various experience and knowledge of teachers, self-awareness can be achieved by focussing on a teacher as a person. Flerquin (2009) approves of this view and asserts that the content of TTPs is not expected to be determined by teacher trainers. Moreover, teachers' needs are expected to be taken into consideration. Flerquin (2009) as well as Niakris and Bacigal (1992) also signify the importance of involving all teachers in training on an equal basis and they suggest that all teachers are to be given the chance to share their ideas on an equal basis and learn from each other.

All in all, after having called attention to the meaning of self-awareness and its effect, and the elements that hinder its existence, it can be claimed that taking a part in self-development activities is significant for gaining self-awareness. For Alan (2003, p.55) this is a cycle. When the awareness of teachers' is raised, they get more involved in self-development activities as it is seen on Figure 4 below:

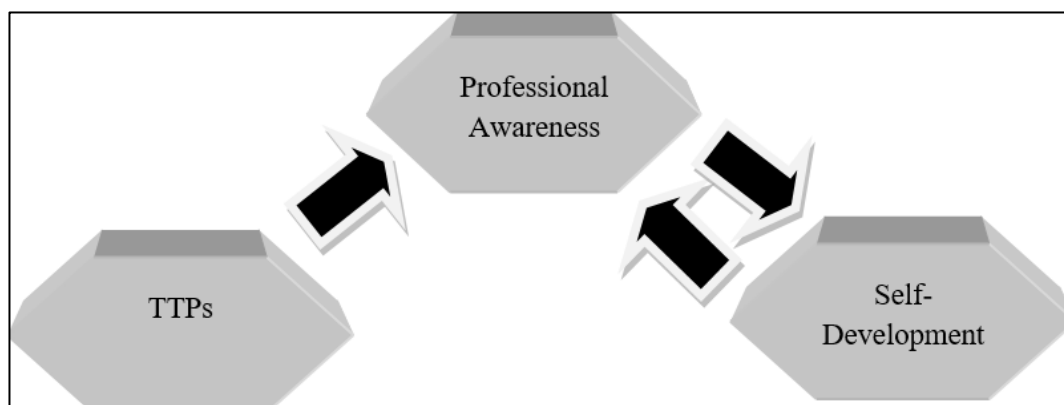


Figure 4. The cycle of raising awareness

Source: Alan, B. (2003). Novice teachers' perceptions of an in-service teacher training course at Anadolu University. Master of Art Thesis. Bilkent University: Ankara.

As in Figure 4, TTPs with the aim of self-development make teachers become aware of the need for development by becoming self-directed towards development. These activities, in turn, raise the teachers' professional awareness and the cycle continues.

Gebhard (1992, p.49) also focuses on the importance of gaining awareness and claims that when the teachers are able to conduct their own teaching practices, they become more capable of reaching the goal of successful learning. As a result, students also become more successful than before. While designing TTPs, this parallel effect of gaining awareness is to be taken into consideration. It seems that, TTPs, which are designed with the aim of raising awareness, help teachers become aware of any changes in their field (Yaman, 2004, p.55).

2.4.1.2. Continuing Professional Development

The best answer to the demands of the teaching profession is the continuing professional development since teaching is not a routine activity. It needs to be developed continuously and creativity is the major requirement of it (Bradley, 1991, p.88). Richards and Lockhart (1995, p.3) explain this necessity by stating that "An informed teacher who has an extensive knowledge and deeper awareness about different components and dimensions of teaching is better prepared to make appropriate judgements and decisions in teaching".

Most of the times, experience of teachers is regarded as the measure for a teacher's competence. Conversely, the more experienced a teacher is, the more ingrained the teaching methods are. As a result, it gets harder to change them without professional development (Bayrakçı, 2009). Similarly, Richards and Lockhart (1995, p.4) articulate that each year, experienced teachers spontaneously develop routines and strategies in their teaching practices. To them although experience is "insufficient as a basis for professional growth", it is an important component and a good starting point for effective development of teacher. That is to say, the more experienced the teachers are, the more they learn; the more they learn, the better they can evaluate their teaching and develop themselves. It is suggested that the language teachers are expected to commit themselves into continuing professional development which is necessary for self-development and this starts with examining their own teaching critically and leaving the methods that are taken for granted (Personn, 2014, p.44).

There are two main aims of training and development which are raising the awareness of the teachers and reinforcing their understanding and skills (Bradley, 1991, p.35). On the

other hand, training and development are regarded as two different concepts. In training, the trainees are told what to do, since it is a passive and conditioning period so it is not enough to prepare the teachers to meet the realities of the classroom (Niakris & Bacigal, 1992). TTPs do not succeed in enhancing the skills and understanding of trainees, which is the main target in teacher development (Personn, 2014, p.25). On the other hand, both purposes are achieved through continuing professional development since it makes the teachers be aware of their roles by systematically controlling and improving their own teaching skills and develop personal qualities which are vital for conducting professional duties. Furthermore, it helps the teachers update themselves continuously and refine their teaching skills (Personn, 2014, p.18).

The more the teachers engage in continuing professional development activities, the more satisfied they feel. Bradley (1991, p.107) states that "...attempts at innovation provides teachers with continuing and rewarding job satisfaction". Continuing professional development activities increase the teachers' possibility of career development, make teachers feel valued in their jobs and have a job satisfaction due to the positive feedback they receive (Personn, 2014, p.22).

All in all, continuing professional development aims gradual on-going improvement and improves the competence of teachers in conducting their professional roles. Furthermore it prepares teachers for a change in their fields which satisfies teachers more. As a consequence, teachers tend to adapt the change more easily (Personn, 2014, p.28)

To be able to achieve self-development, the teachers are to be aware of the teacher training models which are necessary for self-development.

2.5. Self-Development Models

Up to now, too few models which are also important for self-development have been developed for teacher training since developing a model is a longitudinal activity and takes a lot of time (Dettmer & Landrum, 1998, p.22). Three of these teacher training models, which are necessary for self-development, are The Craft Model, The Applied Science Model and The Reflective Model and they were suggested by Wallace (1991, p.8).

The Craft Model: This model concerns with learning to teach through observing and imitating an expert teacher's techniques and skills. As a result, "expertise in the craft model is passed on from generation to generation" (Wallace, 1991; p. 6).

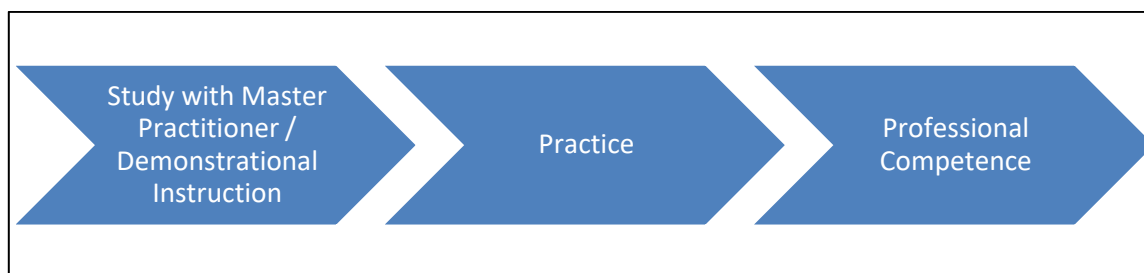


Figure 5. The craft model

Source: Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University. Wikipedia.com. Teacher Training. Retrieved from: http://en.wikipedia.org/wiki/Teacher_training.

In this model, it is clear that, trainees achieve professional competence by observing experienced colleagues.

The Applied Science Model: In this model, teachers are passive and they learn through putting the findings of a scientific knowledge into practice (Wallace, 1991, p.8).

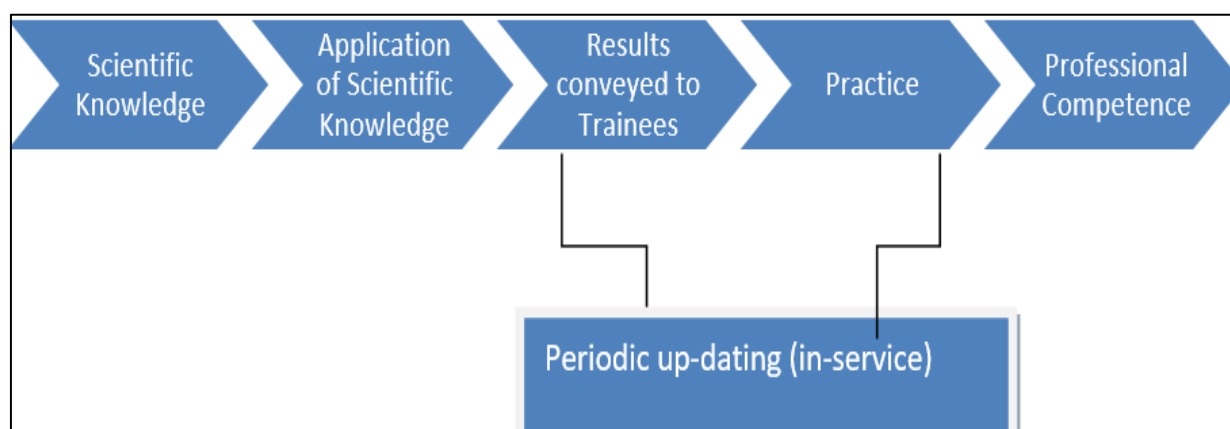


Figure 6. The applied science model

Source: Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University. Wikipedia.com. Teacher Training. Retrieved from: http://en.wikipedia.org/wiki/Teacher_training.

It is apparent that experts convey scientific knowledge to the trainees and it is practiced for professional self-development.

The Reflective Model: This model requires the constantly thinking of one's own teaching situation and drawing conclusions from it (Ünal, 2010, p.49).

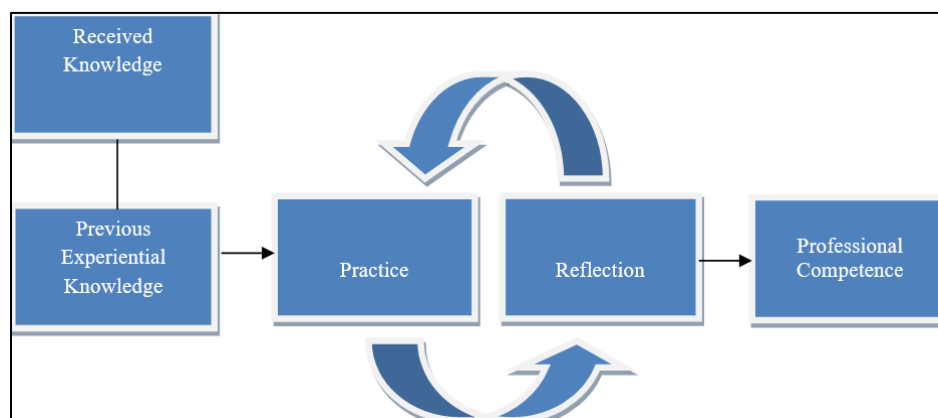


Figure 7. The reflective model

Source: Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University. Wikipedia.com. Teacher Training. Retrieved from: http://en.wikipedia.org/wiki/Teacher_training.

This model suggests a combination of both the experiences of the trainees and the scientific basis of the profession. According to Wallace (1991, p.45), both the received knowledge, which involves the skills, and knowledge acquired through research findings and theories, and the experiential knowledge, which is gained through teaching experiences, are necessary for professional self-development.

Although the models suggested by Wallace (1991, p.44) are widely known and accepted, there are also different models suggested by researchers. Sparks and Loucks - Horsley (1989) also suggest five models for self-development which are useful for achieving the goals of self-development and contribute the world of education a lot (Dettmer & Landrum, 1998, p.41). The models suggested by Sparks & Loucks - Horsley (1989) are individually guided development; observation and assessment; involvement in a development or improvement process; training and inquiry.

The Individually Guided Teacher Development: The activities for self-development are planned and designed by teachers without the existence of a TTP or a teacher trainer. The activities may be as simple as reading publications in their field and having discussions with their colleagues or more complex such as writing research papers or experimenting with new instructional strategies (Dettmer & Landrum, 1998, p.56). Teachers are free to choose their own learning goals according to their needs and means to achieve them. As Clegg (2004) suggests, self-directed professional development enables teachers to solve their own problems and this leads to a sense of professionalism.

Observation and Assessment: Instructional practices are improved through some activities such as peer coaching, peer observation, teacher education and clinical supervision

(Dettmer & Landrum, 1998, p.48). Being observed by other colleagues or teacher trainers and getting feedback or reflection are effective ways to affect classroom behaviour. In this model, not only the teachers being observed but also the observers learn from each other (Clegg & Bradley, 2006).

Although this model is a powerful tool for self-development, most of the teachers consider it as a form of evaluation (Alan, 2003, p.78). Teachers have difficulty in understanding the value of this model since it is not regarded as a helpful way of self-development (Alan, 2003, p.77).

Involvement in a Development or Improvement Process: In this model, teachers are responsible for developing and adapting the curriculum, the design of the programs, or dealing with an improvement process. The aim of this model is solving the problems of teachers while working on a curriculum or school improvement project (Dettmer & Landrum, 1998, p.46). New skills and knowledge can be acquired through some activities such as reading, discussion, observation, training, and experimentation. As a result teachers develop themselves by involving in the improvement process (Clegg and Bradley, 2006).

Training: Most researchers define the term training as teacher development. The main aim of this model is changing behaviours of the teachers and transferring them to their own classrooms. The activities which are necessary to help teachers achieve desired goals and improve their thinking skills are planned and designed by teacher trainers (Dettmer & Landrum, 1998, p.41). The outcomes of training are awareness, knowledge, and skill development. As Clegg and Bradley (2006) suggest, the effective teacher training programs consist of the exploration of theory, demonstrations of practice activities, supervision of new skills with a motivating feedback on performance, and coaching within the workplace.

Inquiry: Teachers role in this model is to study research techniques, formulate research questions, review the literature, collect and analyse the collected data and use the results and findings to improve their practices. This process can be conducted individually or as in small groups. If teachers are able to take reflective action, it is the proof of their self-development (Clegg & Bradley, 2006).

Nowadays, Burns (2014, p.19) suggests another five models of teacher centred professional development which includes observation and assessment, open classrooms, lesson study, study groups and looking at student work. Most of them are similar to Sparks

& Loucks - Horsley's (1989) self-development models, so that they will be explained briefly:

Observation and Assessment: This model is the same as Sparks & Loucks - Horsley's (1989) model. Teacher trainer or an experienced colleague observes the lesson of a teacher and gives feedback (Burns, 2014, p.16).

Open Classrooms: Seeing other teachers in action is another effective way of professional development. In this model, lessons are designed and planned by teachers and other teachers are invited to observe the lesson and give feedback (Burns, 2014, p.66). Not only the observed teacher, but also the observers benefit from this a lot on the condition that the observation is followed by structured discussion and sharing information (Gaible & Burns, 2007, p.44).

Lesson Study: Burns (2014, p.56) defines this model as follows: In this model "teachers collaboratively plan, develop, or improve a lesson; field test the lesson in a classroom; observe it; make changes; and collect data to see the impact of the lesson on student learning". This process requires a lot of time and resources. According to Stigler & Hiebert, (1999, p.74), this process enhances teachers' design and instructional skills.

Study Groups: Teachers participate in formal discussions and interactions with their colleagues to be able to solve common problems or design and implement a plan as a single large group or in smaller groups. The key component of this model is the study which includes reading, discussion, writing and reflection (Burns, 2014, p.57).

Looking at Student Work : Burns (2014, p.58) states that this model "uses highly structured protocols that make the examination of student work non-threatening and keep the focus off what the teacher did or did not do and instead on evidence of student learning".

This model of collaborative self-study or formative assessment deals with the assessment of student work and the way the teacher designed the particular activity, and then restructuring lessons based on the findings (Burns, 2011, p.60).

2.6. Activities for Self-development

Recent studies and discussions on the theory and practice of self-development for English Language teachers underline the importance of contextualized experiences and decision-making skills (Burns & Richards, 2009, p.45; Richards, 2010; Bailey, Curtis & Nunan, 2001, p.69; Gebhard, 2005; Johnson, 2009, p.57; Richards & Farrell, 2005, p.48). It is

claimed that self-development is expected to help language teachers to analyse and evaluate their own teaching and learning experiences and to improve appropriate teaching strategies accordingly. Namely, it is necessary for language teachers to take a critical and reflective approach to their teaching. Moreover, they are expected to acquire necessary knowledge and skills to be able to conduct research and decide what is best for their own students. (McKay, 2009, p.77). Richards (1991, p.13) agrees with this and states that:

A primary goal of teacher training programs is to provide language teachers with ways of looking at their own classrooms from a different perspective. Activities which promote self-inquiry and critical thinking are central for continued professional growth, and are designed to help language teachers move from a level where their classroom actions are guided by routine to a level where their practices are guided by reflection and critical thinking.

In order to achieve this aim, one of the most important ways of helping language teachers is to integrate critical thinking and reflection into their self-development. This can be managed through a lot of activities such as journal writing, self-assessment, peer observation, team teaching, action research, etc. (Gebhard, 2005; Benoit & Haugh, 2001; Johnson, 2000; Burns & Richards, 2009, p.46; Richards, 2010; Richards & Farrell, 2005, p.55; Gebhard & Oprandy, 1999, p.87). Craft (2000, p.10) states that there are a large number of opportunities for continuing self-development such as:

- Action research
- Self-directed study
- Using distance-learning materials
- Receiving or giving on-the-job coaching, mentoring or tutoring
- School-based and off-site courses of various lengths
- Job shadowing and rotation
- Peer networks
- Membership of a working party or task group
- School cluster projects involving collaboration, development and sharing of experience/skills
- Teacher placement including those in business but also those in other schools
- Personal reflection
- Experiential assignments
- Collaborative learning
- Information technology-mediated learning (e.g. through e-mail discussion groups, or self-study using multi-media resources).

The need for continuing self-development brings about the rise of teacher led initiatives as action research and reflective teaching. Continuing self-development eases the growth of teachers' understanding of their teaching as well as of themselves as teachers and gives them a chance for reflective review since it involves strategies such as documenting different teaching practices; reflective analysis of teaching practices, and examining beliefs, values, and principles (Korucu, 2011, p.56). As Richards and Farrell (2005, p.66) states, teachers are continuously exposed to a large number of opportunities for self-development, some of which are obligatory and imposed by TTPs, while others are undertaken by the teachers voluntarily. These voluntary opportunities include reflection by journal writing and self-appraisal, peer observation, professional reading, writing a research paper and action research (Guskey & Huberman, 1995, p.77). In the next part, journal writing, self-appraisal, peer observation, academic reading/writing and action research will be discussed in detail.

2.6.1. Journal Writing and Self-Appraisal

To achieve self-development, teachers need to adopt research attitude to their lives and this aim can be achieved by encouraging the teachers to reflect on their own practices in their classes (Moon, 2005, p.55). The importance of reflection is emphasized and it is claimed that it is a prerequisite for change. The most recommended practices that employ reflection are journal writing and self-appraisal (Moon, 1999, p.55).

Up to now, reflection in teaching has been used a lot. However, Ramani (1987) is the first researcher teacher who introduces a reflective element in teaching. She defines reflection as a teachers' attempt to critically analyse their beliefs and classroom practices and it is a method for integrating theory and practice. She is against the theory based TTPs since she supports the integration of practice in them. Moreover, she believes that the encouragement of teachers for reflection is the duty of teacher trainers. Wildman, Niles, Magliaro, & McLaughlin, (1990, p.48) agrees with her argument and considers systematic reflection as an important teacher development tool. Critical reflection also leads to the development of curriculum since the teaching behaviour of teachers' changes (Carter, Cividanes, Curtis, & Lebo, 2009).

Although reflection is an important self-development tool, there are two vital restrictions which constrain the process of it: time and effort (Moon, 2005, p.77). Teachers are expected to use their own time and balance their working lives with their private lives for

reflection. For that reason, reflection becomes unsystematic for most of the teachers (Moon, 2005, p.78). To be able to ease reflection process, teacher trainers are expected to provide activities and tasks to help the teacher trainees in coping with the practice of reflection within the school time (Clift, Houston, & Pugach, 1990, p.78).

Despite the restrictions, there are a number of activities that require reflection. However the most common one is keeping reflective journals which are also known as diary studies (Craft, 2000, p.55). Richards and Lockhart (1995, p.6) defines the term –reflective journals- as "written or recorded accounts of teaching experiences", since teachers keep notes of the events and their ideas about them with the purpose of later reflection. When the teachers keep a journal for reflection, a self-critical attitude is adopted and teachers challenge their own beliefs about teaching. Thus, learning about teaching becomes autonomous. (Richards & Lockhart, 1995, p.7).

As an activity that requires reflection, keeping journals is a very beneficial self-development activity as teachers gain powerful insights in their profession. As a consequence, they develop themselves professionally (Harmer, 2005, p.122). A journal which is kept by a teacher is expected to include the teacher's questions, beliefs and views about teaching, problems, personal reactions to classroom or school events and the ideas that the teacher needs to remember or analyse, and take action in the future (Harmer, 2005, p.125). They may also include transcribed conversations with the students and critical classroom incidents in a lesson (Rhodes, Stokes, & Hampton, 2004, p.112).

There are some basic procedures of keeping journals that teachers are expected to follow (Mushayikwa & Lubben, 2009). It is necessary for teachers to take notes regularly and spend at least five minutes after each lesson to record so as not to forget anything. Thanks to this, teachers are able to clarify certain points by asking questions to themselves and develop an understanding of their profession (Mushayikwa & Lubben, 2009). Additionally, for self-development, journals can be kept in teaching portfolios which are the collection of all types of documents used to assess the growth of teachers and reflect their own teaching (Seldin, Miller, & Seldin, 2010, p.49). In order to be able to demonstrate their self-development, it is necessary for teachers to edit some documents for their teaching portfolios which keep the strengths of teachers and serve as tools for reflection, self-development and achievement (Rodriguez-Farrar, 2006, p.66).

After keeping journals, it is necessary for teachers to share their own journals and discuss about them on a regular basis in order to develop collaboration among teachers which

helps them gain awareness and benefit from the comments and critiques of their colleagues (Hirsh, 2005). Furthermore, keeping journals limits the focus for discussion and saves time. However, most of the teachers consider keeping a journal as a burden although the benefits of it make it a valuable self-development activity (Hirsh, 2005).

Teachers benefit from keeping journals a lot when they revise and study their journal entries to identify important events, look for specific patterns and write summary reflections (Burton, 2009, p.88). It is most helpful if the journals are shared with other teachers and teacher trainers as a significant practice that fosters collaboration. In TTPs, to foster self-development, a list of guiding questions can be distributed to the teachers to get them to focus their entries on specific issues (Genç, 2010).

Another common activity that requires reflection is self-appraisal which is also known as self-assessment (Craft, 2000, p.44). It is a powerful tool for improving achievement and teachers are expected to assess their performances by writing, filling in a form or completing a checklist of required criteria to be able to develop themselves (Flerquin, 2009).

Self-appraisal tool can be used to increase teachers' ability to recognize mastery experiences, helps teachers choose improvement goals by realizing their needs, eases communication with colleagues, and increases the effect of external factors on teacher practice; as a result it contributes to teacher self-development (Bruce & Ross, 2005, p.26).

Bruce and Ross (2005, p.26) suggest a model of teacher self-appraisal as a mechanism for teacher change. It is as follows:

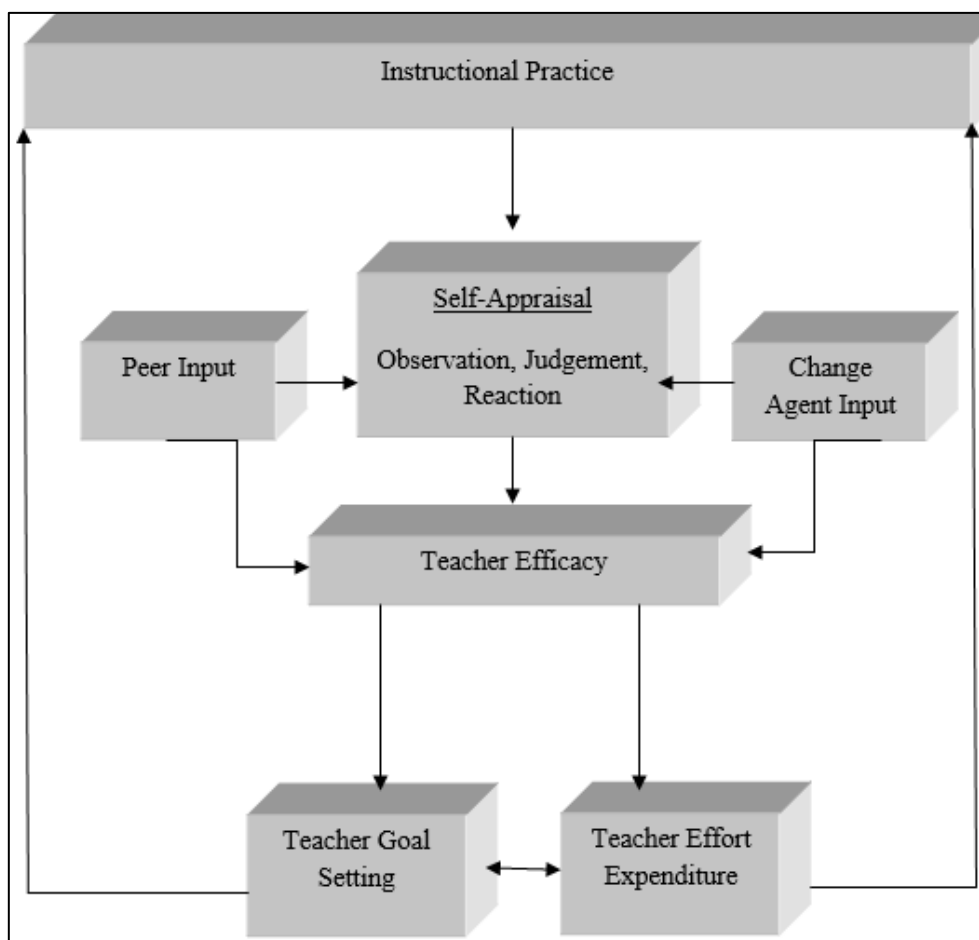


Figure 8. A model of teacher self-appraisal

Source: Bruce, C. & Ross, J. A. (2005). *Teacher Self-Assessment: A Mechanism for Facilitating Professional Growth*. Trent University, Montreal.

This figure suggests that teachers develop themselves professionally through reflection on experience and self-efficacy mediates the effect of self-appraisal on teachers' practices. This model regards self-appraisal as the integration of three processes which are used to observe and interpret the behaviour. These processes are self-observations, self-judgements to be able to see how well their goals were met and self-reactions that express how satisfied teachers are with the results of their actions (Bruce & Ross, 2005, p.27).

Self-appraisal contributes to teachers' beliefs about their ability to provide student learning and professional self-development. Teachers with high expectations about their abilities are expected to achieve higher student achievement (Goddard, Hoy & Hoy, 2004; Mascal, 2003, p.46). As a result of self-appraisal, teachers gain self-efficacy which contributes to achievement since these teachers try harder to develop themselves, solve their own problems, use management strategies that stimulate student autonomy, consider the needs

of the students and modify their strategies and methods accordingly (Goddard, Hoy & Hoy, 2004).

All in all, reflection signifies professional learning and has a great contribution to self-development. Both writing journals and self-appraisals are forms of reflection. Most of the researchers recommend them a lot (Fraser, Kennedy, Reid & McKinney, 2007). Due to the fact that language teachers perform complex functions in their daily schoolwork, these practices are to be facilitated. However, there is great need to see whether these techniques are employed by teachers working at the preparatory schools of private universities in Turkey and how to use them better as a self-development tool. If they are not practiced by teachers, there is a need to find out the reasons of it and how teachers can be encouraged to adopt them.

2.6.2. Observation

Observation is important for self-development as some teachers improve themselves better by observing themselves or their colleagues (Okwen, 1996). There are two forms of observation. The first one is peer observation (Gebhard, 2005). Peer observation, which involves visiting another teacher's classroom to observe the different aspects of teaching, is regarded as one of the most important activities for self-development since observing other teachers is one of the most important ways of developing decision making skills, as one generates mental alternatives to his/her teaching while observing another teacher (Fanselow, 1988). During peer observation, an observer is expected to keep a record of the entire proceedings or take notes of some certain events related to the focus of the observation. The use of checklists for a systematic observation is advised to the teachers since it lets the observers keep a tally of events or behaviours on the list (Gebhard, 2005). The goal of this self-development activity is to collect information about teaching. However it does not involve evaluation (Densten & Gray, 2001).

Self-observation is another form of observation which can be done by video or audio recording of one's own lessons to gain awareness accordingly (Fry, Davenport, Woodman & Pee, 2002). Teachers find it to be less threatening and it is asserted that while observing the recorded forms of classroom practices, teachers have a chance to distinguish between effective and ineffective practices that they use in their own classes (Fry, Davenport, Woodman & Pee, 2002). On the other hand, facing the reality during the self-observation process may cause anxiety; therefore self-observation is not an easy process (Fry,

Davenport, Woodman & Pee, 2002). Additionally, self-observation does not help a teacher see their teaching practices from another point of view, as a result entrenched patterns of teaching are less likely to be examined (Genç, 2010).

From these two forms of observation, peer observation contributes to self-development as well as professional development of teachers more than self-observation (Jackson & Bruegmann, 2009, p.26). To be able to contribute to the self-development and professional development of teachers, peer observation is expected to involve planning. It is expected to include pre and post observation meetings as well as the observation process itself (Jackson & Bruegmann, 2009). Richards and Lockhart (1995, p.46), Bradley (1991, p.48) and Okwen (1996) also approve of this view and state that in the pre observation session, observer and the teacher whose lesson is going to be observed meet and talk about various relative data to make the observer be aware of the type of the classroom, students, materials to be used, and teaching approaches and methods. Then, a focus for the observation is identified since the outcome from observation becomes higher when there is a certain focus (Richards & Lockhart, 1995, p.48). This necessity involves giving a task to the observer such as filling in a form that can be a checklist or that may require descriptive data (Jackson & Bruegmann, 2009, p.48). As they assert, the recorded data is to be objective and it is to provide a basis for the post observation discussions. If more than one teacher observe the lesson, the scope of the post observation discussion gets wider according to the data collected (Jackson & Bruegmann, 2009, p.49).

Having a specific purpose together with an objective recording which is followed by an open discussion are the most important factors in effective observation processes (Jackson & Bruegmann, 2009, p.49). Observation instruments are necessary for collecting data to be able to make the observation more systematic and productive (Jackson & Bruegmann, 2009, p.55). If the aim of the observation is to capture a broad picture of a lesson rather than focusing on a specific aspect of it, descriptive data is suggested by Day (1994), since it helps the observers to be able to realize the complexity of the classroom. Guile and Griffiths (2001) also suggest recording the lessons since they believe that recording lessons increases the amount of learning when the observer's notes during observation accompany them. This helps the observer reconsider some certain points later and learn more by viewing it more than once (Guile & Griffiths, 2001).

The importance of feedback in the observation process is not expected to be underestimated. If the feedback is given right after the observation process, it becomes

more effective (Jackson & Bruegmann, 2009, p.48). Giving feedback is to be a two way process during the discussion session and the success of it depends on the gathered objective data (Jackson & Bruegmann, 2009, p.49).

In conclusion, observation is very important for professional self-development since much can be gained from it whether by recording one's own class or of the classes of other teachers (Jackson & Bruegmann, 2009, p.51). Furthermore, peer or self-observation gives the teachers a chance to gain insight into their own teaching performance since they realize their actual performance and decide on what to do and how to develop themselves more (Jackson & Bruegmann, 2009, p.55). As they believe, thanks to the peer observation, teachers are able to observe different teaching styles and get new ideas that they can apply in their classrooms. Despite the fact that both peer observation and self-observation are widely applied in the preparatory classes of private universities in Turkey (Balcıoğlu, 2010, p.66), it is important to see whether the expected gains are reached for teacher development. As Balcıoğlu (2010, p.68) states in his study, many teachers reject being observed due to the feeling of insecurity, distrust or embarrassment. He also adds that, when teachers are being observed, they put on an act which is not inherent of their ordinary classes. As a result, this makes peer-observation not very favourable among teachers. On the other hand, some teachers are reluctant to be observed by other teachers. To place observation in a positive light, some significant guidelines for peer observation are suggested by Richards & Lockhart (1994, p.78). They recommend that the observer's only function is to be limited to gathering information. They are not expected to evaluate the observed teacher's lesson. When the observation has a specific focus and involves certain procedures to be followed, it can be more effective (Genç, 2010).

To sum up, peer observation is one of the most important self-development activities as it helps to develop decision making skills and generate mental alternatives to the observer's teaching while observing another teacher (Fanselow, 1988). For utmost benefit, it is necessary to find out whether teachers carry out peer observation for its benefits or as an obligation, and find out ways of improving it.

2.6.3. Academic Reading and Writing

Teachers are expected to learn many things on their own by reading professional publications, and writing research papers or articles among other activities. In other words,

both of these activities may occur without the existence of teacher training programs (Houston, 1990, p.78).

During self-development activities such as academic reading and writing, learning is designed by the teacher. Teachers are expected to determine their own goals and select the activities that will contribute to their development. They can best judge their own learning needs and choose the materials which may help them more (Sparks & Loucks-Horsley, 1989). Additionally, they learn more when they initiate and plan their learning activities rather than spending their time in activities conducted by TTPs which are less relevant than those they would design since they will be most motivated when they choose their own learning goals based on their personal assessment of their needs and the materials related to their needs (Houston, 1990, p.79).

However, TTPs with individualized activities are more likely to achieve their objectives than those that provide identical experiences for all participants (Sadiç, 2015, p.65). They are expected to motivate their trainees read and write academically to improve themselves as teachers are increasingly self-directed and that their readiness to learn is stimulated by real life tasks and problems they face in their classes (Korkmazgil, 2015, p.69). As a result, TTPs are expected to give importance on self-development activities to achieve their objectives.

Self-development activities such as academic reading and writing consist of several phases which are identification of a need, the development of a plan to meet the need, the learning activities, and the assessment of whether the learning meets the identified need. These four phases can be undertaken unconsciously, or they can be a planned process (Korkmazgil, 2015, p.70). During the first phase which is the identification of a need, teachers are expected to consider what they need to learn formally or spontaneously by considering the problems in their classes. After the identification of needs, teachers are expected to choose a learning objective and activities that will lead to accomplishing this objective. Activities may include workshop attendance, academic reading, writing an article or a research paper, visits to another classroom, or initiation of a seminar or a learning program. According to the chosen mode of learning, self-development activities such as reading and writing might be done alone, the other self-development activities may be done with others or as a combination of these activities (Houston, 1990, p.66). After carrying out the learning activities, teachers are expected to assess whether the learning meets the needs. During this phase, they can make a brief written report to the funding source or an oral report to

colleagues. As a result of this assessment phase, teachers are expected to realize how much more there is to be learned or be led to a newly emerging need (Sparks & Loucks-Horsley, 1989).

Self-development may take many forms. They may be as simple as a reading an article on a topic of interest or writing a research paper. Other forms of self-development activities such as action research, journal writing, etc. are more complex. All these self-development activities empower teachers to address their own problems, create a sense of professionalism, and provide intellectual stimulation (Sparks & Loucks-Horsley, 1989). All in all, self-development is a goal-based approach to professional development in which teachers have a chance to access to a variety of resources for meeting their identified needs (Houston, 1990, p.65).

The activities most suitable for one teacher's professional development may be quite different from another teacher's growth. As a result, self-development activities such as academic reading and writing allow teachers to find answers to their problems using their preferred modes of learning (Korkmazgil, 2015, p.78).

2.6.4. Action Research

Action research is one of the most powerful approaches used to investigate the teachers' own practices. It is different from the other approaches in many ways. First, its aim is to turn teachers into researchers since people learn best by doing what they have learnt. Second difference is the social dimension since the research takes place in real world situations to solve real problems. The last one is that teachers are subjective (Yaman, 2004, p.66).

Action research is one of the teacher self-development activities which involves a series of procedures teachers engage in either to improve aspects of their teaching, or to evaluate the success or appropriateness of certain activities and procedures. This kind of self-development activity contributes to the evaluation of both classroom management and to the teaching-learning process (Bradbury, 2015, p.55).

Action research is an approach used to improve the teachers' own teaching practices (Harmer, 2005, p.122). This process starts with a problem that teachers encounter in their classes. Faced with the problem, the teacher goes through a series of phases called "The

Action Research Cycle" to solve the problem (Bradbury, 2015, p.56). This cycle consists of planning, acting, observing and reflecting as it is seen in Figure 9 below:

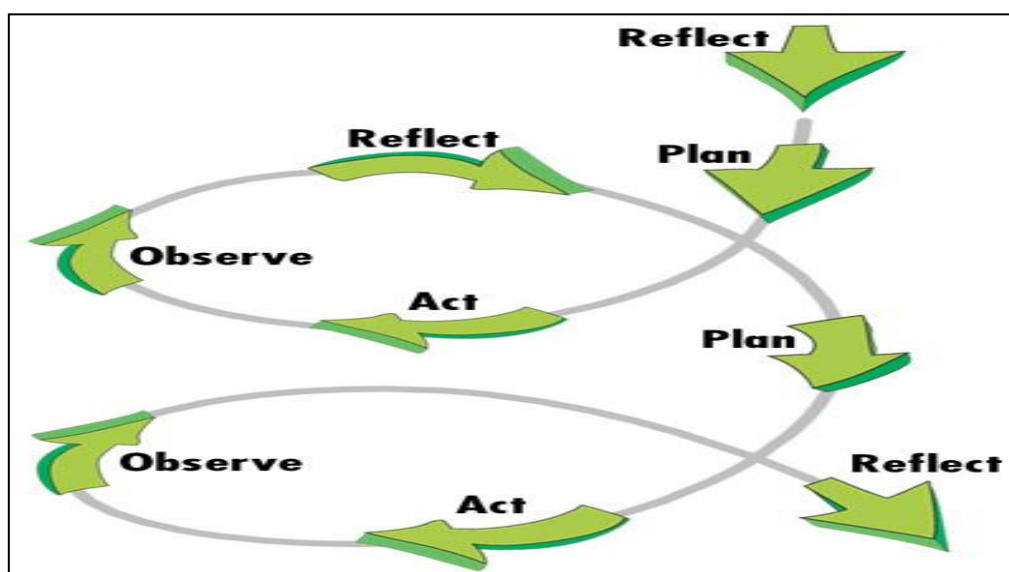


Figure 9. The action research cycle

Source: Center for Enhanced Learning and Teaching (2009). What is action research? Available at: <http://celt.ust.hk/ideas/>. Last visited on 20.09.2016.

In practice, in fact, things rarely go perfectly. Therefore one cycle of planning, acting, observing and reflecting leads to another cycle in which teachers incorporate improvements suggested by the previous cycle. This cycle is followed several times until the problem is solved (Craft, 2000, p.44).

In an action research study, reflection is expected to be used by teachers with the aim of reshaping their knowledge, examining their attitudes, beliefs, assumptions, and improving their teaching practices (Harmer, 2005, p.133). As Danielson and McGreal (2000, p.24) assert "Few activities are more powerful for professional learning than reflection on practice". The use of reflection for professional development is very important since teachers' teaching skills can be improved by consciously and systematically reflecting on their teaching experiences (Farrell, 2004, p.48). More specifically, teachers can "collect data about their teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (Richards & Lockhart, 1994, p.1). This "form of self-reflective inquiry can also be used "in school-based curriculum development, professional development, school improvement schemes", thereby engaging teachers actively" as participants in their own educational process" (McNiff, 1997, p. 1). Thus, teachers can assess their actions to bring changes and improvements to their instructional practices.

To be effective teachers, it is necessary for language teachers to develop themselves professionally and provide the best learning opportunities for their students. Therefore most of the researchers suggest the use of action research to improve teaching skills and gain awareness (Richards & Farrell, 2005, p.12).

Action research which is defined as the teacher-conducted classroom research aims to clarify and resolve practical teaching issues and problems, thus taking place in the context of teachers' own classes. In action research, "action" refers to the actions taken to solve problems and "research" refers to carrying out investigations and collecting information which is designed to improve classroom practice (Richards & Farrell, 2005, p.18). Similarly, action research is defined as a systematic inquiry conducted by teachers to collect information about their ways of teaching and the outcomes of them on the students with the aim of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes (Mills, 2003, p.45) . As a result, in an action research process, the teacher is not only one of the participants in the study, but also an investigator or explorer of his or her personal teaching context (Burns, 2010, p.48).

Action research is considered as a tool used to help teachers uncover strategies to improve their teaching practices (Sagor, 2004, p.18); it is a realistic attempt for the teachers. Action research gives the teachers a chance to design a study in an area of interest that they want to carry out in their classrooms or schools and most of the researchers consider it as a professional development opportunity since teachers are expected to test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method (Richards & Farrell, 2005, p.42). Recently, a number of studies have been conducted to find out the effectiveness of action research and it has been claimed that action research is an impetus for positive change exemplified by teacher development, self-reflection, and overall learning that enhances classroom practices (Ferrance, 2000, p.18; Johnson & Button, 2000; Sax & Fisher, 2001). Goswami and Stillman (1987, p.78) explain the effects of action research on the roles of teachers when it becomes a part of their professional lives as follows:

- When their teaching is transformed, they become theorists who are able to articulate their intentions, test assumptions, and find connections with practice.
- When their perceptions of themselves as writers and teachers are transformed, they use resources, form networks and become more active professionally.

- They become rich resources since they can observe their classes closely, over long time, with special insights and knowledge.
- They become critical, responsive readers and users of current research.
- They become experts on writing reporting their findings without spending large sums of money.
- They help students achieve mature language skills since they work with them to answer real questions and this encourages the students for talking, reading, and writing in the target language.

Action research is a very advantageous way of developing professionally and the advantages of it are as follows (Luitel, 2000):

- It raises teachers' self-awareness
- It causes improvements in a particular teaching situation.
- It helps teachers to find diagnostic measures for the solution of problems.
- It makes the link between theory and practice and it is conducted while working, as a result there are direct and more practical benefits of it.
- It gives the teachers a chance to think about new ideas, try them out and see their usefulness in classroom.
- It creates the environment of innovation for the development of instruction.
- It increases the teachers' innovative teaching skills and experiment based knowledge and contributes to their professional development.

Stenhouse (1975, p.45; cited in Burns, 1999, p.49) also finds action research very advantageous as Luitel (2000) and summarizes some of the main arguments for teachers carrying out an action research. He states that:

The uniqueness of each classroom setting implies that any proposal - even at school level - needs to be tested and verified and adapted by each teacher in his own classroom. The ideal is that the curricular specifications should feed a teacher's personal research and development programmes through which he is increasing his own understanding of his own work and hence bettering his teaching ... It is not enough that teachers' work should be studied; they need to study it themselves.(p.143).

As it is stated by Stenhouse (cited in Sagor 2004, p.48), action research provides an opportunity for teachers to be involved in a research study to be able to uncover some of the complexities of the teaching process, solve problems and to improve themselves professionally.

Although action research involves same elements as regular research such as questions, data and interpretation, it is different from regular research since it is carried out by teachers investigating some aspects of their own practice with the aim of improving what goes on in the classroom (Ferrance, 2000). Similarly, the basic motivation for action research is to bring about a change and improve teaching and learning processes in the classrooms where the research takes place (Mills, 2003, p.46). Tomal (2003, p.48) also focuses on the difference between action research and regular research and claims that unlike regular researches whose results can be generalized to a larger population, action research results cannot be generalized since it is concerned with the improvement within the context of the study. Hence, it can be claimed that action research is suitable for solving problems in the workplace since "the inquiry process necessitates teachers questioning their own practice, systematically studying their own practice, and ultimately changing their own practice" (Dana, Gimbert, & Yendol-Silva, 2001; p.57). Due to its practical nature and focus on immediate concerns, action research holds particular appeal for teachers and promising direction for the building of theories related to teaching and learning process (Burns, 1999, p.46). In conclusion, although action research is a kind of research, it is different from it.

What action research is and what it is not is explained as follows (Ferrance, 2000, p.46):

Action research is not what usually comes to mind when we hear the word "research" Action research is not a library project where we learn more about a topic that interests us. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. Action research is not about doing research on or about people, or finding all available information on a topic looking for the correct answers. It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students.

Clearly, action research is conducted for teacher self-development. Due to the fact that action research focuses on the classroom and immediate practical concerns in teaching, it holds promise as a site for building theories about language teaching which are potentially of value and interest to other teachers (Freeman, 1998).

When the teachers conduct action research, they are able to acquire useful classroom investigation skills and develop a deeper understanding (Burns, 2010, p.55). The general characteristics of action research are as follows (Richards & Farrel, 2005, p.18):

- Its main aim is to enhance teaching and learning process in schools and classrooms. Additionally, it is conducted during the regular classroom teaching.

- It is a small scale, localised and contextual research with the aim of solving problems within a specific situation.
- An individual teacher or a group of teachers can carry it out collaboratively.
- It is an evaluative and reflective process that brings about change and improvement in practice.

The action research methods also vary depending on the number of participants and the objectives that are identified. It can be conducted by only one teacher looking into an issue in his or her classroom, a group of teachers focusing on a common problem, a team of teachers working with others collaboratively to solve a general problem, or an even larger group working on a district-wide issue (Ferrance, 2000). He explains them as follows:

Individual teacher action research emphasizes on a single issue in the classroom of the teacher researcher. The teacher researcher tries to find solutions to the problems such as classroom management, instructional strategies, use of materials, or student learning. The classroom based problem can be expected on an individual basis. One of the drawbacks of this research is that it cannot be generalized to other groups.

Collaborative action research is conducted by at least two or a group of teachers interested in addressing a classroom, a department, or a school-wide issue which focuses on one classroom or a common problem shared by many classes. Teachers can be supported by individuals outside of the school, such as a university or a community partner.

School-wide action research works on the issues common to everyone in the school such as the lack of parental involvement in school based activities. As teams, teachers work together to find out the problem, collect and analyse the data and conduct an action research study. For example, the average test scores in a specific area may be examined to be able to identify areas which need improvement and to determine an action plan to improve student performance. Teams contribute each other a lot.

District-wide action research uses more resources and is shared by more people. Organizational, community-based or performance-based issues may focus on decision-making processes. A problem which is common to several schools in a district can be chosen or organizational management problems may be investigated. One of the drawbacks of this type of research is the amount of documentation and communication which is necessary for keeping all participants and researchers in the loop and the work involved to keep the process in motion. It is also advantageous since multiple groups

participate in the research and this creates an environment of interested and motivated members.

2.6.4.1. The Relationship between Action Research and Self-Development

Self-development is regarded as a waste of time and having little impact on the teachers' day-to-day responsibilities by some educators (Guskey, 2000, p.45). To him, most of the teachers participate in self-development as it is an obligation and regard it as ineffective. There are a number of reasons that can be offered for this ineffectiveness (Guskey, 1997). One of the reasons of regarding most of the self-development activities as meaningless and wasteful is that they are not well planned and supported. Also, they do not align with the needs of the teachers. Furthermore, some teachers are not practical enough to conduct self-development activities and implement the results in educational setting. Additionally, most of the teachers do not admit that they are having problems or difficulties in the classroom. As a result they do not want to participate in self-development activities (Guskey, 2000, p.48). On the other hand, Dana and Yendol-Hoppey (2008, p. 11) focus on the importance of self-development activities and suggest that "Rather than sweeping the problems under the carpet and pretending they don't exist, teachers should want to welcome problems by deliberately naming them, making them public, examining them, and making a commitment to do something about them".

Although self-development activities are thought to be unnecessary, it is claimed that self-development is a must for teachers to upgrade themselves. As a result a number of activities are suggested for professional and self-development (Guskey, 2000, p.49). The action research model of self-development is considered as one of the most effective methods by some researchers since it provides the teachers with opportunities to solve the problems they face in their own classes (Yaman, 2004, p.77). The Eisenhower National Clearinghouse (ENC) (1998, p. 19) approves of this view and adds that, "Direct teacher involvement with research will increase the likelihood that they will use research results". If teachers examine what they do in the classroom and use the research results instead of being obliged to implement a new initiative, a higher likelihood for systemic change exists and teachers develop themselves professionally (Guskey, 2000, p.66). Similarly, the need for autonomy and personal decision-making for the classroom teacher is emphasized by Meadows (2006, p.5). They state that "When teachers are told what to do, they do not think: they just respond. Since the activity was not of their choice, they do not find it

personally meaningful". So, there is to be a democratic system of education where teachers can choose what to do to develop themselves (Guskey, 2000, p.44). John Dewey, who supported the significance of a democratic system of education, noted that "the three dispositions of curiosity, open-mindedness, and active and reflective inquiry are important to the constant creation of a democracy" (Meadows, 2006, p.6). This idea is the overriding purpose of the action research which enables teachers to investigate, design and evaluate their own work (McNiff & Whitehead, 2006, p.16). They focus on the relationship between action research and teachers' self-development and claim that;

- Action research brings about changes in the definitions of their professional skills and roles
- Teachers' feelings of self-worth and confidence are boosted through action research.
- Action research increases the teachers' awareness of classroom issues.
- Action research helps teachers broaden their views on teaching, schooling and society.
- Teachers' values and beliefs change accordingly.
- Action research plays a critical role in the improvement of the congruence between practical theories and practices.
- Action research improves the teachers' dispositions toward reflection.

Reflection is regarded as a process which is central to developing practices as Qing (2009, p.36) notes "Reflective teaching is undoubtedly a valid means towards effective teaching practices". Qing (2009) claims that reflection gives the teachers an opportunity to examine their teaching experiences as a basis for self-evaluation and self-criticism by asking the questions how and why the things are the way they are, thus bringing about changes in their professional lives. It plays a great role in enabling teachers to be aware of the available alternatives and the limitations of doing things one way as opposed to another. Self-conscious teachers are able to evaluate their professional self-development and see what aspects of their teaching need changes. When critical reflection becomes a part of teaching, teachers feel confident enough to be able to try different options and assess what effects they have on their teaching (Qing, 2009). Additionally, Önel (1998, p.66) suggests that being a reflective teacher is to incorporate inquiring and taking action and Lowery (2003) agrees with this view by defining reflection as a phase where teachers look back on the teaching and learning that has occurred as a means of making sense of their actions and learning from their own experiences. When reflective teachers realize that there are some aspects of their teaching that is to be analysed and improved, they immediately start

searching for ways to find possible solutions (Önel, 1998, p.68). As a result, it can be claimed that both the action research and reflective practice's main aim is to create a change and improvement. Despite the fact that action research is not necessary for reflection, reflection is a must for action research since a teacher conducting an action research is expected to think critically and become analytic through reflection (Lowery, 2003). As Özdemir (2004, p.77) suggests reflection throughout an action research process enables teachers to be aware of the changes around them. Action research gives the teachers an opportunity to question their teaching and classrooms and investigate their teaching practices, thus teachers reflect on their teaching as a result of becoming a researcher (Önel, 1998, p.87).

Action research is preferred by most of the teachers nowadays and it is one of the most effective self-development activities (Özdemir, 2004, p.88). The studies on action research show that engaging in action research enhances personal and professional development as well as teachers' confidence (Neapolitan, 2000). When teachers get positive results from changed practice patterns and see the improvement in their classes as a result of action research, they get a reason to change previously held knowledge and beliefs (Goodson, 1992, p.18). A change in one of them affects the others thus this leads teachers to professional development. Teachers conducting an action research increase confidence in changing and adjusting their instruction due to their structured testing of new strategies and the results of the study (Neapolitan, 2000). Hence, teachers feel more confident when they redesign their classroom instruction by using the results of the research study. Confident teachers are able to bring their experiences and creative ideas into the classroom and use programs and strategies that meet the needs of the students (Johnson, 2002, p.12). Teachers gain new skills such as autonomy, a higher level of problem-solving and an increased ability to use classroom data more effectively not only through gaining confidence, but also through action research (Neapolitan, 2000). Due to the fact that action research leads teachers to be reflective and to determine the direction of their improvements, teachers have the ownership of their goals. It is this reflection on professional action that brings the momentum for increased professional competence which is necessary for self-development. (Wallace, 1998, p.28). Action research emphasizes the importance of setting the goals for development only by the teachers of the classrooms. When teachers set their own goals, they are more likely to accomplish the intended goals and develop themselves (Neapolitan, 2000). For that reason, action research facilitates the accomplishment of the

goals since it asks individual teachers to be the authors of the research (Johnson, 2002, p.49). Action research as a model for professional development has a great number of benefits ranging from subtle impacts on individual teachers' views of their teaching to continuing efforts to conduct an action research and report findings (Salzman & Snodgrass, 2003).

In conclusion, in this chapter, the general characteristics of TTPs and the terms teacher education, teacher training and teacher development were discussed in detail. Next, the requirements for achieving self-development and the activities used for self-development are discussed. Although they have some drawbacks, TTPs are very essential for professional development of teachers to be able to keep up with the change, to broaden and deepen understanding and acquire skills based on extensive practical experience and to be a competent teacher. If these programs are not sufficient enough for professional development, the need for continuing self-development brings about the rise of teacher led initiatives as journal writing, self-assessment, academic reading and writing, action research and peer observation to develop themselves.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this chapter, the research design of the study, the participants, data collection instruments, data analysis techniques will be discussed in detail.

3.2. Research Design

The present study is a descriptive study which uses a mixed method design including both quantitative and qualitative research for the triangulation of data. A large-scale descriptive study was set up to investigate the practices of Teacher Training Programs that are available in the preparatory schools of four private universities in Ankara, Turkey, and find out whether the TTPs are effective in self-development, whether instructors practice self-development activities, whether there are some factors that hinder the practice of self-development activities, to what extent the instructors implement self-development activities in their classes to solve a problem, and whether the instructors differ in the use of self-development activities in terms of age, gender, experience, education level and teaching hours. Within this descriptive study, three instruments were used to collect both quantitative and qualitative data.

The quantitative data were collected by means of a questionnaire (See Appendix I) given to a sample of 348 instructors working at the preparatory schools of four private universities in Ankara and data were analysed through statistical analyses.

Besides, qualitative data were collected through interviews with teacher trainers and instructors and analysed in the light of the review of literature. All teacher trainers working at the preparatory schools of chosen universities and four instructors who were chosen with convenient sampling method were interviewed to provide triangulation and validity for the

research. The interviews for teacher trainers (See Appendix II) and instructors (See Appendix III) were designed to collect more information regarding the current teacher training programs conducted at universities and the extent to which some self-development methods could be adopted as well as the factors that hinder the use of self-development activities.

In this chapter, the participants of the study, the rationale and justifications for selecting this group and the research instruments that were adopted to collect data will be discussed. Finally, research procedures will be illustrated.

3.3. The Participants

Four teacher trainers, 348 EFL instructors working at preparatory schools of four private universities in Ankara and four instructors who were chosen with convenient sampling method participated in the study.

3.3.1. The Rationale for the Selection of the Representative Sample

The participants for this descriptive study included teacher trainers and all EFL instructors working at preparatory schools of four private universities in Ankara. Additionally, four teacher trainees who were chosen with convenient sampling method were interviewed. There were several reasons for choosing these two groups.

First of all, teacher trainers were chosen since they were responsible for designing the teacher training programs. Additionally, they had a say whether the trainees are in need of training and in which aspect of their performance. They were capable of finding out the areas in which trainees need training since they had the chance to visit their classes in order to evaluate their performance. Secondly, EFL instructors, the trainees, were chosen for this study since self-development was one of the aims of the study. Not only the teacher trainers but also the trainees were accountable for their own professional self-development, since it was expected to be a joint responsibility.

The main concern for this study was choosing the right group of representative sample of the research population. There were several reasons for choosing the participants from four private universities. In the first place, all preparatory schools of both state and private universities in Ankara were visited and it was found out that although there were some Professional Development Units that were established in preparatory schools of state

universities in Ankara, they were not active. In other words, teacher training activities were not being conducted by teacher trainers working at state universities for the contribution to the professional and self-development of EFL instructors. Accordingly, trainers and trainees working at private universities were chosen as the representative samples of the research population. Another reason for choosing four private universities was that in some of the private universities, teacher training units had not yet been established. Additionally, some of the private universities with teacher training units did not want to share any information about their institutions with the researchers. Consequently, teacher trainers and instructors working at these four private universities were chosen as the representatives of the research population. Due to the fact that these universities that participated in the study did not want the researcher to use their names in the study, their names were not mentioned throughout the study.

To draw a representative sample of the research population from the private universities which let the researcher collect data for the study, the principle stated by Oppenheim (1996, p.39) was taken into consideration. He highlights that “a representative sample of any population should be so drawn that every member of that population has specified non-zero probability of being included in the sample”. Accordingly, representatives working at private universities were selected in accordance with the convenience sampling method suggested by Oppenheim.

3.3.2. Description of the Participants

This descriptive study included four teacher trainers and 348 EFL instructors working at preparatory schools of four private universities in Ankara. Four teacher trainees who were chosen with convenient sampling method were also interviewed.

The interviewees' sample included two groups. The teacher trainers' sample included 4 teacher trainers working at four private universities. The instructors' sample included 4 trainees working at these universities. These four interviewee instructors did not respond to the questionnaire. Only four instructors, one from each university, were participated in the interviews since the other instructors did not want to be interviewed. All of the participant interviewees were volunteered to answer the interview questions.

3.4. Data Collection

In this study, data were collected by means of three research instruments, the questionnaire, interviews with four teacher trainers and four instructors. All of them were equally important for the study since they complemented each other and provided reliable data.

For triangulation, three research instruments were used in this descriptive study; the questionnaire was used to collect quantitative data while interviews with teacher trainers and trainees were used to collect qualitative data.

In most of preparatory schools of universities, there are Professional Development Units which are responsible for the training and professional development of the instructors. Teacher trainers determine the training needs of the instructors and whether it is possible to introduce a certain development activity or not and design a training program accordingly. Additionally, they are responsible for evaluating the teaching performances of trainees and estimating to what extent the instructors are ready to take up the responsibility for their self-development to develop their teaching performance. To collect data about Teacher Training Programs (TTPs), teacher trainers and trainees were interviewed.

The questionnaire, which was prepared to save time and facilitate the data gathering procedure, was used to get as much information as possible from the instructors. It would have been very difficult and time consuming to do interviews with all instructors working at the preparatory schools of selected universities, since the sample was very large. Therefore, questionnaire was chosen as a tool to get the necessary information from the trainees.

Interviews, which were carried out to gather the data as much as possible from the trainers, were easily carried out due to the convenient number of interviewees, 4. It was clear that all TTDUs had different ways of training their instructors.

Interviews with four instructors were also easily carried out, since the trainees volunteered to answer the interview questions. They were also carried out to examine what the instructors do self-development activities to improve themselves and discuss their needs and problems in the process of self-development. Interviews were used to strengthen the findings in this sense.

For triangulation, all of these instruments were necessary and there was merit in using multiple instruments, the most obvious was to overcome the limitations of each instrument, and thus increase reliability of the gathered data.

3.4.1. Questionnaire

One of the instruments used in this study was a structured questionnaire which was prepared to collect data about teacher training activities conducted at the preparatory schools of four private universities, and to investigate current self-development methods practiced by the instructors. The main aim of the questionnaire shown (See Appendix 1) was to find out to what extent the teacher training courses were effective and self-development methods were truly practiced. It also aimed to decide whether the self-development methods could be introduced where they were not. Not only factual information but also opinions were collected through the questionnaire. Thus, the questionnaire included different parts and varied types of questions.

A review of literature on teacher training and self-development in general was carried out and this questionnaire was prepared accordingly. Additionally, the questions needed for this study were prepared by studying on several questionnaires including Alwan' (2000, p.149) questionnaire which was prepared to evaluate the process of teacher training and adapted to the purposes of the study. Different types of questions were used to design this questionnaire to suit the type of information needed and to cater for the respondents' convenience. To promote reliability, some questions were double checked in the questionnaire.

To prepare the final draft of the questionnaire, a pilot study was conducted and then some amendments were done accordingly. Although the questionnaire was lengthy, this was compensated for by the layout of the questions which aimed to make it easy for the instructors to finish the task within a convenient time, as was seen during the piloting phase. After the piloting phase, the questionnaire was revised several times to make it clear and easy to complete. Variety in the type of questions was ensured to achieve maximum benefit.

The four private universities chosen were visited. The instructors working at the preparatory schools of these universities were asked to complete the questionnaires. The questionnaire was originally administered to 350 instructors; however 2 of the respondents

did not complete all the sections of the questionnaire and their responses were discarded from the study.

The questionnaire consisted of 4 parts. The first part was a cover letter which aimed to explain the purpose of the survey and encourage participation by stating that their responses would be held in strict confidence. The questionnaire also consisted of three other sections all of which aimed to gather different types of information.

The second part was Part I which aimed to gather personal data. There were nine questions prepared to identify the respondent's personal, academic and work characteristics. Question 8 required information on training courses offered by the TTDUs that were actually attended in the previous year and their frequencies to form an idea about the type of training offered. The purpose of this was not only to provide an easy start but also to see whether there was any correlation between any of these factors and the responses to the rest of the questionnaire. Furthermore, Part I ensured that the sample consisted of subjects who had the characteristics of the research population.

The third part was called Part II which aimed to gather information about current training courses conducted by TTDUs. It consisted of 26 statements. The respondents were asked to respond to the statements by indicating their opinions and attitudes on a five-point scale as in The Likert Method mentioned by Best and Kahn (1989, p.144) and Oppenheim (1996, p.156). In the 27th statement the respondents were asked to add their opinions.

The fourth part of this questionnaire was Part III which aimed to gather information about Self-Development Activities. It consisted of five sub-groups of questions that dealt with the most well-known self-development activities which were journal writing, self-appraisal, peer observation, academic reading and writing and action research. Each sub-group of questions aimed at gathering as much information as possible regarding the activities that were practiced on an individual basis, and whether they could be generalized.

Finally, in the last part, the respondents were offered thanks for their contribution and asked to comment on the possibility of introducing self-development methods in teacher training by means of. The main aim of it was to make up for areas that were not covered in the questionnaire.

3.4.1.1. The Piloting Phase

During the piloting phase, convenient random sampling was used while selecting the instructors. 30 instructors, working at the preparatory school of one of the private universities in Ankara, were chosen randomly and they were excluded from the survey to eliminate biased responses. The questionnaire was given to them and necessary amendments were made according to their feedback. Some of them needed clarifications of the meanings of some terms, which were mainly related to self-development methods. Therefore, the definitions of the self-development methods were included in the first questions to eliminate any misunderstanding. Some found the print was too small. So, the layout of the questionnaire was changed.

The validity and reliability of the questionnaire were tested and some modifications were made accordingly.

To be able to test the validity of the scale, SPSS AMOS 22 was used. Confirmatory factor analysis with a single factor was used for all the variables. To ensure the validity, some items, suggested by the confirmatory factor analysis with a single factor, were extracted from the scale. The modifications are shown in Table 5 below:

Table 5
The Extracted Items for Validity

<i>Variables</i>	<i>Number of Items</i>	<i>The extracted Items</i>
Needs Analysis (13,15,16,17,18)	5	---
Role of Training Activities on Professional Development (2,5,6,7,28)	5	1 (q.28)
Training Activities (1,3,4,8,9,10,11,12,14,29)	10	3 (q.3, 4, 14)
Self-Development (19,20,21,22,23,24,25,26,27,30,31)	11	1 (q. 20)

As Table 5 suggests, 5 items were extracted from the questionnaire to ensure validity. The questionnaire used to consist of 31 statements and after the extraction of 5 items, there were 26 statements.

To be able to test the validity of the scale, SPSS AMOS 22 was used. Confirmatory factor analysis with a single factor was used for all the variables. Goodness of fit index produced by the measurement models is shown in Table 6.

Table 6
Goodness of Fit Index Scores

	X^2	Df	X^2/df	GFI	CFI	$RMSEA$
Needs Analysis	1,197	4	0,299	0,98	1	0,000
Role of Training						
Activities on Professional Development	3,848	2	1,924	0,94	0,96	0,179
Training Activities	9,737	5	1,947	0,88	0,89	0,181
Self-Development	17,912	13	1,378	0,87	0,95	0,114
Goodness Of Fit Index *			≤ 3	$\geq 0,90$	$\geq 0,97$	$\leq 0,05$
Acceptable Fit Index Scores*			$\leq 4-5$	0,89-0,85	$\geq 0,95$	0,06-0,08

$p > .05$, X^2 =Chi-Square; df =Degree of Freedom; GFI =Goodness Of Fit Index; CFI =Comparative Fit Index; $RMSEA$ =Root Mean Square Error of Approximation.

*Source: Meydan, C. H. & Şeşen, H. (2011). Yapısal Eşitlik Modellemesi Amos Uygulamaları. Seçkin.

When Table 6 is analysed, it is clear that, $RMSEA$ (Root Mean Square Error of Approximation) score is higher than expected in three of the variables which are role of the training activities on self-development, training activities and self-development. Furthermore, Comparative Fit Index (CFI) of training activities scale is lower than expected. Due to the fact that the Goodness of Fit Index Scores and CFI are affected by the sample size, these scores are acceptable enough for a pilot study. When the sample size is more than 250, Goodness of Fit Index Scores and the validity will raise accordingly.

The reliability of this pilot study was measured through the SPSS Statistic 22 Programme. The Cronbach Alfa scores of the scale are shown in Table 7 below:

Table 7
The Cronbach Alfa Scores of the Scale

<i>Scales</i>	<i>Cronbach Alfa Scores</i>
Whole Scale	0,90
Needs Analysis	0,65
Role of Training Activities on Professional Development	0,81
Training Activities	0,76
Self-Development	0,86

As Table 7 indicates, the reliability of the whole scale was measured 90% (0.90). This was accepted highly reliable for social sciences. Although it changes according to the scale type for social sciences, more than 60% Cronbach Alpha reliability analysis coefficient is accepted as a proof of reliability (Akgül & Çevik, 2003, p.430; Ural & Kılıç, 2006, p.290). The other variables were also measured higher than 0.60 which shows that the scale used was totally reliable.

3.4.2. Interviews

An interview is defined as an “oral questionnaire” (Rogers, 2011, p.156). It is a far more personal form of research than questionnaire and the superiority of the interview over the questionnaire is argued (Rogers, 2011, p.166). Despite the fact that interviews may provide more valid answers, it is also claimed that each research instrument is appropriate in a given situation (Rubin & Rubin, 1995, p.145).

Interview is expected to be used as a research instrument for several reasons: Firstly, interviews help in revealing facts that cannot be obtained in written form (Rogers, 2011, p.155). Best and Khan (1989, p.201) also back up this view and claim that the interview has the advantage of revealing confidential information as “people are more willing to talk than write”. Second reason of using interview as a research instrument is that, it enriches the findings by covering areas that other research instruments cannot cover. For instance, in questionnaires, there are some sets of questions that cannot be altered or added to when sent to respondents. On the other hand, interviews allow the researcher to probe on issues that may arise during the interview. Oppenheim (1996, p.122) approves of this view by stating that the purpose of interviews is not to gather facts and statistics but to develop ideas. The last reason of using interviews is that interviews require higher order interpersonal skills and this view is in accordance with Oppenheim's (1996, p.126) view.

Concerning the number of interviewees, Oppenheim's (1996, p.128) view was taken into consideration. He claims that the quality and not quantity determines the number of the interviews. However, the types of interviews are influenced by the purpose each one achieves. Different types of the interviews such as structured, semi-structured or unstructured interviews can be chosen according to the purpose. Furthermore, in-depth interviews with open-ended questions can also be used to encourage the interviewees to elaborate on the topics discussed and thus enrich the data gathered (Rogers, 2011, p.144). Therefore, in this study, in-depth interviews were conducted with teacher trainers. The questions of the interview aimed at getting as much information as possible from the teacher trainers for in depth analysis.

In this study, interview questions for teacher trainers firstly aimed at gathering personal information, which were thought to be essential for the study. Then, the interviews focused on gathering information about the current teacher training programs conducted at their universities and current self-development activities practised in a year from the perspective

of the trainers. Interviewees were consulted regarding what would facilitate the introduction of self-development methods to promote professional self-development.

Interviews for instructors were conducted with four volunteered instructors from different institutions. The other instructors did not want to be interviewed. The interviews were structured in that the instructors were asked to expand on their responses to the questionnaire. Moreover, they were encouraged to elaborate on matters relevant to their self-development.

All interviews were unstructured and consisted of open-ended questions since unstructured interviewing was flexible and dynamic. Open-ended questions require greater depth of response (Best & Khan, 1989, p.165).

All interviews were done in English and each took about 15 minutes. Interviews were recorded and transcribed for further analysis. The permission for recording the interviews was granted by the entire sample. An in depth content analysis was used for the analysis of the data obtained through the interviews.

3.5. Data Analysis

The quantitative data collected through questionnaires were analysed through SPSS 22 and AMOS 22. Moreover, the interviews with teachers and trainers were analysed through in depth content analysis and used for triangulation. Findings were interpreted with the help of the qualitative data from the interviews and the relevant literature helped to interpret the findings of the study.

In conclusion, this descriptive study was designed and carried out with 348 EFL instructors and four teacher trainers working at the preparatory schools of four private universities in Ankara. In the course of the study, related literature was reviewed and three research instruments that would be used to collect the data were chosen accordingly. These instruments including a questionnaire for EFL instructors, interviews with teacher trainers and interviews with EFL instructors were used to collect data and to investigate the current system of teacher training programs and effectiveness of the self-development activities which are journal writing, self-appraisal, peer-observation, reading, writing a research paper and action research. For the analysis of the quantitative data, SPSS 22 and AMOS 22 were used. In depth content analysis was also used to analyse the qualitative data.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

This chapter provides and, presents the results and discussion of this study in relation to the research questions mentioned in Chapter I. Additionally, it attempts to present the analysis of the data by providing tables and comments on them. Results and findings are all drawn from the collected data, and are presented qualitatively for the most part. Then, all the results and findings are discussed.

4.2. Results

4.2.1. Analysis of the Validity and Reliability

After the piloting phase, the validity and reliability of the scale were tested and some modifications were made accordingly. In this descriptive study, to be able to test the validity of the scale, SPSS AMOS 22 was used. Confirmatory factor analysis with a single factor was used for all the variables. The reliability of the scale was measured through the SPSS Statistic 22 Programme. The Cronbach Alfa scores which are used for the reliability of the scale are discussed below.

4.2.1.1. The Validity of the Scale

In a research study, validity is necessary since it is defined as the degree to which a research measures what it intends to measure. Validity plays a great role in a research study since it is essential in the analysis of the appropriateness, meaningfulness and usefulness of it (Akbulut, 2010, p. 79).

If the results of a study are not valid, then they are considered as meaningless. If the scale cannot measure what is aimed to measure, then the results cannot be used to answer the

research questions, which is the main aim of the research study. What is more, these results cannot then be used to make a generalization. As result, validity must be ensured to be able to answer the research questions (Akbulut, 2010, p.80).

The validity of the scale was tested by using SPSS AMOS 22. To be able to test all the items in the questionnaire, confirmatory factor analysis with a single factor was used. After the piloting phase, to ensure the validity, some items, suggested by the confirmatory factor analysis with a single factor, were extracted from the scale. Goodness of the fit index scores after the modification is shown in Table 8 below:

Table 8
Goodness of Fit Index Scores

	X^2	Df	X^2/df	GFI	CFI	$RMSEA$
After Modification	286,389	87	3,292	0,90	0,90	0,081
Goodness Of Fit Index*			≤ 3	$\geq 0,90$	$\geq 0,97$	$\leq 0,05$
Acceptable Fit Index Scores*			$\leq 4-5$	0,89-0,85	$\geq 0,95$	0,06-0,08

$p > .05$, X^2 =Chi-Square; df =Degree of Freedom; GFI =Goodness Of Fit Index; CFI =Comparative Fit Index; $RMSEA$ =Root Mean Square Error of Approximation

*Source: Meydan, C. H. & Şeşen, H. (2011). Yapısal Eşitlik Modellemesi Amos Uygulamaları. Seçkin.

When Table 8 is analysed, it is clear that, after modification, X^2/df (Chi Square / Degree of Freedom) is 3,292; GFI (Goodness of Fit Index) is 0,90; CFI (Comparative Fit Index) is 0,90; and $RMSEA$ (Root Mean Square Error of Approximation) is 0,081. Due to the fact that all these scores are acceptable, the three-factor structure of scale is verified, which means that all the items in the scale are valid enough for the study. These scores ensure the validity of the scale.

4.2.1.2. The Reliability of the Scale

Reliability is defined as the degree to which an instrument measures consistently and steadily what it wants to measure. If a scale is reliable, the data obtained from it is also considered reliable (Altunışık, Coşkun, Bayraktaroğlu, & Yıldırım, 2012, p.46).

The most widely used method for determining the reliability of scales is the cronbach alpha coefficient. The alpha coefficient takes values between 0 and 1, and it is desirable that an acceptable value is to be at least 0.7 (Durmuş, Yurtkuru & Çinko, 2013, p.89).

Reliability is assessed as it is given below:

$0,000 \leq \alpha < 0,400$ scale is not reliable,

$0,400 \leq \alpha < 0,600$ reliability is low

$0,600 \leq \alpha < 0,800$ scale is reliable,

$0,800 \leq \alpha < 1,000$ scale is highly reliable (Kalaycı, 2006, p. 405).

The factor analysis of the items and the reliability of this descriptive study were measured through the SPSS Statistic 22 Programme. The Cronbach Alfa scores of the scale and the factor loads of each item are shown in Table 9.

Table 9

Factor Loads and Cronbach Alfa Coefficients of the Scale

Items	Code	Factor Loads	Cronbach Alfa
<i>Training Activities (T_A)</i>			
Training activities in a year are sufficient in number	TA1	0,32	0,71
In training activities, very brief information is given in a long time	TA2	0,71	
Training activities have positive effects on improving teaching skills	TA3	0,65	
Activities in the sessions are practical enough to be implemented in class	TA4	0,59	
Training activities are learner-centred, teachers are given the chance to discuss	TA5	0,63	
The content of the training activities is recycled.	TA6	0,59	
Training activities focus on the subjects instructors regard as important.	TA7	0,72	
Classroom visits are the parts of the training as a follow up without counting the visit for final appraisal report	TA8	0,48	
Training activities are theoretical and depend on the lecture format	TA9	0,54	
<i>Role of Training Activities on Professional Development (R_O)</i>			
Training activities provide the instructors with up-to-date input	RO1	0,58	0,85
Attending training activities increases the instructors' knowledge of teaching	RO2	0,82	
Attending training activities improves classroom performance	RO3	0,85	
Training activities have a positive impact on the instructor's performance	RO4	0,84	
<i>Needs Analysis (N_A)</i>			
Teacher trainers specify the instructors' training needs continuous Ly	NA1	0,74	0,77
Training activities meet the needs of the instructors	NA2	0,76	
The management identifies what the instructors need for training	NA3	0,56	
The teacher trainers identify what the instructors need for training	NA4	0,56	
The instructors identify what they need for training	NA5	0,54	

Table 9

(continued) Factor Loads and Cronbach Alfa Coefficients of the Scale

Items	Code	Factor Loads	Cronbach Alfa
<i>Self-Development (S_D)</i>			
Trainers deliver reflection hand outs on topics covered after each session.	SD1	0,58	0,86
After attending a training activity, instructors feel the need to learn more.	SD2	0,62	
Teacher training programs encourage the instructors to write journals	SD3	0,84	
Teacher training programs encourage the instructors to conduct an action research	SD4	0,69	
Teacher training programs encourage the instructors to assess their performances	SD5	0,56	
Teacher training programs encourage the instructors to observe their colleagues	SD6	0,56	
Teacher training programs encourage the instructors to read books, articles, etc. on teaching techniques	SD7	0,71	
Teacher training programs encourage the instructors to write research papers	SD8	0,80	

When the Cronbach Alpha coefficients in the table are examined, it is clear that all the coefficients are above 0.70. The reliability of the whole scale was measured as 80% (0.80). Due to the fact that $0.80 \leq \alpha < 1.00$ scale is highly reliable, these findings show that the scale is totally reliable.

Means and standard deviation of each item in the questionnaire were also shown in the Table 10 below:

Table 10

Standard Deviation and Means of the Items in Questionnaire

Items	Code	Mean	Standard Deviation
<i>Training Activities (T_A)</i>			
Training activities in a year are sufficient in number	TA1	3,44	,63
In training activities, very brief information is given in a long time	TA2	3,54	,92
Training activities have positive effects on improving teaching skills	TA3	3,44	,92
Activities in the sessions are practical enough to be implemented in class	TA4	3,42	,92
Training activities are learner-centred, teachers are given the chance to discuss	TA5	3,12	,92
The content of the training activities is recycled.	TA6	3,46	,93
Training activities focus on the subjects instructors regard as important.	TA7	3,43	,95
Classroom visits are the parts of the training as a follow up without counting the visit for final appraisal report	TA8	3,46	,91
Training activities are theoretical and depend on the lecture format	TA9	3,65	,87
		3,12	,92

Table 10

(continued) *Standard Deviation and Means of the Items in Questionnaire*

Items	Code	Mean	Standard Deviation
<i>Role of Training Activities on Professional Development (R_O)</i>		3,83	,73
Training activities provide the instructors with up-to-date input	RO1	3,85	,95
Attending training activities increases the instructors' knowledge of teaching	RO2	3,90	,89
Attending training activities improves classroom performance	RO3	3,73	,88
Training activities have a positive impact on the instructor's performance	RO4	3,85	,82
<i>Needs Analysis (N_A)</i>		3,31	,70
<i>Teacher trainers specify the instructors' training needs continuously</i>	NA1	3,34	,96
Training activities meet the needs of the instructors	NA2	3,31	,91
The management identifies what the instructors need for training	NA3	3,04	1,06
The teacher trainers identify what the instructors need for training	NA4	3,43	,97
The instructors identify what they need for training	NA5	3,42	1,01
<i>Self-Development (S_D)</i>		2,85	,76
Trainers deliver reflection hand outs on topics covered after each session.	SD1	3,10	1,04
After attending a training activity, instructors feel the need to learn more.	SD2	3,17	1,01
Teacher training programs encourage the instructors to write journals	SD3	2,47	1,03
Teacher training programs encourage the instructors to conduct an action research	SD4	2,46	1,01
Teacher training programs encourage the instructors to assess their performances	SD5	3,08	,95
Teacher training programs encourage the instructors to observe their colleagues	SD6	3,16	1,08
Teacher training programs encourage the instructors to read books, articles, etc. on teaching techniques	SD7	2,49	1,07
Teacher training programs encourage the instructors to write research papers	SD8	3,10	1,04

The dispersion of a given data set is measured by standard deviation and it shows how close to the average the data is clustered. Moreover, the confidence in the statistical data is measured by it. A small standard deviation indicates that the values in a statistical data set are close to the mean of the data set, on average, and a large standard deviation indicates that the values in the data set are farther away from the mean. However, a large standard deviation isn't a bad thing; it just reflects that there is a large amount of variation in the group that is being studied. As shown in Table 10, most of the standard deviations are

small which means that this sample is homogenous. The smaller the standard deviation is, the more reliable and valid the data collected from the participants is.

4.2.2. The Characteristics of Participants

The first part of the questionnaire was designed to elicit background information about the participants and to decide on whether these factors have any significant effect on the participants' attitudes towards self-development activities.

In total, 348 EFL instructors working at the preparatory schools of four private universities in Ankara participated in the study. Additionally, four teacher trainers working at these private universities and four teacher trainees who were chosen with convenient sampling method were interviewed.

4.2.2.1. Participants of the Questionnaire

The general characteristics of the participants are discussed in the following tables. Table 11 presents some demographic information about the participant instructors.

Table 11
General Characteristics of the Participants

	Age				Gender		Nationality	
	<i>20-30</i>	<i>31-40</i>	<i>41-50</i>	<i>51-60</i>	<i>Male</i>	<i>Female</i>	<i>Turkish</i>	<i>Other</i>
Frequency	83	116	114	35	78	270	339	9
Percentage	23,9	33,3	32,8	10,1	22,4	77,6	97,4	2,6

As shown in Table 11, 83 of the participants (p.23,9%) were aged between 20-30, 116 of them (p.33,3%) were aged between 31-40, 114 of them (p.32,8%) were between 41-50 and only 35 of them (p.10,1%) were 51-60. 270 (p.77,6%) of the participants were females, while 78 (p.22,4%) of them were males. As for nationalities, there were 339 Turkish (p.97,4%), 2 American, 5 British, 1 Iranian and 1 Russian participants. It is clear that most of the participants were females and Turkish. They were teaching at different levels in private universities.

In addition to the demographic information about the participants, Table 12 presents their teaching hours and experiences.

Table 12
Teaching Hours and Teaching Experience of the Participants

	<i>Teaching Hours per Week</i>				<i>Years of Teaching Experience</i>				
	<i>5-11</i>	<i>12-18</i>	<i>19-21</i>	<i>22-more</i>	<i>1-5</i>	<i>6-10</i>	<i>11-15</i>	<i>16-20</i>	<i>20-more</i>
Frequency	42	279	25	2	51	54	68	83	92
Percentage	12,1	80,2	7,2	0,5	14,7	15,5	19,5	23,9	26,4

Table 12 shows that, 80,2% of the participants (n.279) were teaching between 12-18 hours per week, 12,1% of them (n.42) were teaching from 5 to 11 hours and only 7% of the instructors (n.27) had more than 19 teaching hours per week. As for years of experience, 50,3% of the instructors (n.175) had more than 16 years of teaching experience, 35% (n.122) had six to fifteen years' experience, and 14,7% (n.51) had less than six years' experience.

After discussing the results of the teaching hours and years of experience, Table 13 presents the academic qualifications and the frequency of certificates and diplomas related to ELT.

Table 13
Academic Qualifications and Certificates/Diplomas

	<i>Academic Qualifications</i>			<i>Certificates/Diplomas</i>		
	<i>BA</i>	<i>MA</i>	<i>PhD</i>	<i>CELTA</i>	<i>DELTA</i>	<i>Other</i>
Frequency	201	132	15	18	21	0
Percentage	57, 8	37, 9	4, 3	5,2	6,0	0

In terms of qualifications, 57,8% of the participants (n.201) had bachelor's degrees in EFL, 37,9% of them (n.132) had master's degrees in ELT while only 4,3% of them (n.15) had PhD degrees.

As for certificates or diplomas related to ELT, only 18 of the participants (p.5,2%) got CELTA and 21 of them (6%) had DELTA Certificates. 209 of the participants (p.88.8) didn't have any certificates or diplomas related to ELT.

The following table, Table 14, presents the frequency of participation in conferences, seminars or workshops per year and participation in them in terms of academic qualifications.

Table 14

Participation in Conferences, Seminars or Workshops per Year

<i>Participation in conferences</i>						<i>Participation in Conferences in terms of academic qualifications</i>						
<i>Yes (25 - 7, 2%)</i>						<i>No</i>	<i>BA</i>		<i>MA</i>		<i>PhD</i>	
	<i>1-5</i>	<i>6-10</i>	<i>11-15</i>	<i>15-20</i>	<i>21 or ..</i>		<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Frequency	25	0	0	0	0	323	0	201	10	122	15	0
Percentage	7, 2	0	0	0	0	92, 8	0	57, 8	3, 4	34, 5	4, 3	0

As Table 14 suggests, in terms of the participation in conferences, seminars or workshops for self-development, it is obvious that 92,8% of the participants (n.323) were not attending any of them while 7,2% (n.25) participated in less than 5 seminars in a year. This table shows that most of the instructors working at preparatory schools did not prefer attending conferences for their self-development.

When their academic qualifications are taken into consideration, all of the instructors who had PhD degrees (n.15) and some of the instructors (n.10) who had master's degrees stated that they had participated in 1 to 5 conferences a year. It is interesting that none of the participants who had bachelor's degrees attended any conferences or seminars in a year. When the years of experience are taken into consideration, 5 of the instructors had 11 to 15 years of experience while the rest (n.20) had 6 to 10 years of experience. Instructors who had more than 16 years of experience, and the ones who had less than 5 years of experience did not attend any conferences or seminars in a year.

4.2.2.2. Participants of the Interview

The participant interviewees are classified in Table 15.

Table 15

General Characteristics of Interviewees

	<i>Gender</i>		<i>Qualifications</i>			<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>BA</i>	<i>MA</i>	<i>PhD</i>	
<i>Trainers</i>	-	4	2	2	0	4
<i>Instructors</i>	2	2	2	0	2	4
<i>Total</i>	2	6	4	2	2	8

As Table 15 suggests, all teacher trainers were females. On the other hand, two of the interviewee instructors were females while the others were males. In terms of qualifications, 2 of the trainers and 2 of the trainees had bachelor's degrees, 2 of the teacher trainers had master's degrees in ELT and 2 of the instructors had PhD degrees.

4.2.3. The Structure of Current Teacher Training Programs

With reference to the facts that were gathered about teacher training programs conducted at preparatory schools of private universities in Ankara, it was found that teacher training programs are characterised by the following:

4.2.3.1. Frequency

Results related to the Teacher Training Programs, provided in preparatory schools of private universities last year, showed that all instructors did not get the same chances for training. With reference to question 8 in part I of the questionnaire, it was found out that the majority of the subjects had less than 4 times of training in the previous year as in table 16.

Table 16
The Frequency of Teacher Training Activities

	<i>Frequency of TTPs</i>			
	<i>Once a year</i>	<i>2-3 times a year</i>	<i>Each month</i>	<i>Each week</i>
<i>Frequency</i>	139	179	30	0
<i>Percentage</i>	39,9	51,4	8,7	0

As for the frequency of teacher training activities conducted in their own institutions, 39,9% participants (n.139) claimed that training activities were conducted once a year, 51,4% of them (n.179) stated that they were conducted in 2 or 3 times a year, 30 participants (p.8,7%) reported that these activities were conducted each month in a year and none of the instructors stated that they were conducted each week. As Table 16 presents all instructors did not get the same chances for training. Their participation in TTPs in regard to experience will be presented in Table 17.

Table 17
The Participation in TTPs in regard to Experience

<i>Experience</i>	<i>Participation in TTPs</i>				<i>Total</i>
	<i>Once a year</i>	<i>2-3 times a year</i>	<i>Each month</i>	<i>Each week</i>	
<i>1-5</i>	-	21	30	-	51
<i>6-10</i>	-	54	-	-	54
<i>11-15</i>	-	68	-	-	68
<i>16-20</i>	47	36	-	-	83
<i>20 or more</i>	92	-	-	-	92
<i>Total</i>	139	179	30	-	348

Table 17 shows the distribution of the participation in TTPs in regard to working experience. These findings were not affected by any factor due to the fact that most of the teacher training activities were not obligatory for the total number of population represented in the sample. This signifies that some instructors preferred not joining the teacher training activities provided by the trainers. With respect to different universities and diverse programs, it was found that there was no significant difference in the number of training courses available to the instructors. However, it was found that most of these programs were directed to the instructors who had less than 6 years of experience. Hence, instructors who were very experienced received the least training.

When all these findings are taken into consideration, it can be claimed that the training provision provided was not satisfactory enough for most of the instructors. This was also stated by most of the interviewees. Interviewee instructor (T.5) criticized the frequency of teacher training activities and expressed his dissatisfaction with the training offered. He says: "Not much is done for our self-development. They are not doing anything exactly. The teacher trainers mostly carry out the training activities for trainers, who were recruited at the beginning of the semester, for about two weeks. However, not much is done for the others. I mean, the amount of training activities is not enough for our professional and self-development" (See Appendix VIII). As, T.5. stated, in some cases, teacher trainers provided extra training opportunities for their newly recruited instructors. As instructor T.5., interviewee trainer (T.4), said: "As trainers, we prepare teacher training activities for newly recruited instructors and we focus on one cycle in each session, since we believe that they need more professional development than the others. Either we do them or we invite guest speakers from different universities. We sometimes offer different topics and let the instructors choose the topic. In general, these training activities are optional for the experienced instructors" (See Appendix VII). Interviewee instructor (T.7) brought about the issue of attendance and claimed: "Teacher training programs are sufficient to some extent, especially for inexperienced teachers. More experienced instructors do not care to attend teacher training activities. If the instructor is for improving and self-developing, he/she should do something else or participate in the seminars designed for inexperienced instructors. In my opinion, good results will be found, then" (See Appendix X). Moreover, interviewee instructor (T.8) and (T.6) also stated that TTPs were not sufficient enough for their self-development due to the fact that they were not doing anything for them. Instructor (T.8) said: "Teacher training activities are not effective and sufficient enough for

our self-development. They are mostly conducted twice a year and most of the time we prefer not participating in them, since there is nothing new for us” (See Appendix XI).

On the other hand, interviewee trainer (T.2) said: “In my opinion, the teachers who work in our institution are lucky in terms of professional development since Teacher Training and Development Unit (TTDU) is a well-established unit embedded in the culture of the preparatory schools compared to other institutions which are still trying to establish a CPD unit. TTDU serves the needs of not only the newly recruited teachers but also the experienced instructors by offering them both pre-service and in-service training” (See Appendix V). Similarly, interviewee trainer (T.3) said: “We have an induction week for newly recruited instructors. It lasts between one week to two weeks. Sometimes, it is me doing these induction trainings and also we invite some guest trainers. Also, together with the other unit members, we welcome and inform the instructors about what we do, the system of the school, what the responsibility of each unit coordinator and unit is. Those are very practical sessions. We give them the curriculum, the syllabus for the levels and they have a look at it. Also, we have some in-service training. It is also in the induction week to prepare them for the whole course in a new semester. This also helps us to identify their needs and we have a chance to talk to the instructors closely as we work with them closely” (See Appendix VI). As it is obvious, it can be inferred that, most of the TTPs were prepared for newly recruited instructors with the aim of introducing the system of the institution while these programs were optional for experienced instructors who were not willing to participate in these activities.

4.2.3.2. Attitudes of Instructors towards TTPs

Instructors working at preparatory schools of four chosen private universities were asked to express their views regarding current TTPs in their institutions. To measure their attitudes Likert Scale was used in the questionnaire. The statements on the questionnaire were interrelated. However, they were grouped into four categories, which were training activities, role of training activities on professional development, needs analysis and self-development by using factor analysis. As a result they will be analysed in groups.

a) Training Activities

Nine items (1, 3, 4, 8, 9, 10, 11, 12, and 14) in the questionnaire were related to training activities conducted at private universities in Ankara with the aim of investigating the system of their current Teacher Training Programs. Table 18 presents these current activities.

Table 18
Training Activities

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>Item 1. In my institution, training activities in a year are sufficient in number.</i>					
Frequency	58	108	31	125	26
Percentage	16,5	31	8,9	36,1	7,5
<i>Item 3. In training activities, very brief information is given in a long time.</i>					
Frequency	35	40	88	101	84
Percentage	10,1	11,4	25,3	29,1	24,1
<i>Item 4. Training activities have positive effects on improving teaching skills.</i>					
Frequency	37	137	114	33	27
Percentage	10,8	39,2	32,9	9,5	7,6
<i>Item 8. Training activities are theoretical and depend on lecture format.</i>					
Frequency	15	81	71	121	60
Percentage	4,4	23,4	20,3	34,8	17,1
<i>Item 9. Activities in the sessions are practical enough to be implemented in class.</i>					
Frequency	103	180	32	23	10
Percentage	29,5	51,7	9,1	6,6	2,8
<i>Item 10. Training activities are learner-centred; instructors are given the chance to discuss.</i>					
Frequency	29	53	39	172	55
Percentage	8,2	15,2	11,4	49,4	15,8
<i>Item 11. The content of the training activities is recycled</i>					
Frequency	28	86	40	110	84
Percentage	8,2	24,7	11,4	31,6	24,1
<i>Item 12. Training activities focus on the subjects that instructors regard as important.</i>					
Frequency	32	77	52	144	43
Percentage	9,1	22,2	14,8	41,5	12,4
<i>Item 14. Classroom visits are parts of the training without using the results for final appraisal report.</i>					
Frequency	112	152	57	23	4
Percentage	32,1	43,8	16,5	6,5	1,1

As regards the issue of whether training activities in their institutions were sufficient in number, 166 (47,5%) instructors stated that they were not sufficient while 151 (43,6%) instructors were of the opinion that they were sufficient in number. When two extremes are compared, it is clear that there were more instructors who "strongly disagreed" with the statement than those who "strongly agreed". When the years of experience were taken into consideration, 50% of the experienced instructors, with more than 16 years of experience, agreed with this statement and thought that teacher training activities were sufficient in

number. However, 35% of the instructors who had less than 6 years of experience disagreed with this statement. There was no significant factor that affected this finding. Additionally, instructor (T.6) disagreed with this statement and said that "Training activities are not sufficient enough for us since they are a few in numbers" (See Appendix IX).

Concerning the following item (Item 3: In training activities, very brief information is given in a long time), while 88 (25,3%) of the respondent instructors were undecided which could be due to ethical reasons, 185 (53,2%) of them thought very little information was given in a long time which was the proof of the unsystematic program. Interviewee instructor (T.6) said: "Teacher training activities are very boring since they are preparing a few sessions for a subject which can be taught in an hour" (See Appendix IX). There was no significant effect of gender, nationality or years of experience on the responses obtained. For example, about 48% of the respondents who had less than 5 years of experience were among those who agreed with the statement. Likewise, 53% of the instructors who were very experienced were of the same view.

As for the issue of whether the training activities had positive effects on improving teaching skills or not, 174 (50%) of the instructors disagreed and strongly disagreed with it. There was no significant effect of gender, nationality or years of experience on the responses obtained. 32,9 (n.114) of the instructors were undecided and this number was quite high. Interviewee trainer (T.4) also approved of this finding and stated: "Unfortunately, most of the instructors are complaining about the training activities and they participate in a training activity without any benefit. I think most of them are not satisfied with teacher training activities. We are not also satisfied with them due to heavy workload" (See Appendix VII).

Regarding Item 8 (Training activities are theoretical and depend on lecture format), 181 (51,9%) of the instructors considered the mode of delivery of teacher training activities as theoretical and depending on the lecture format. The number of the undecided instructors was high (n.71). As a result, most of the instructors thought that training activities were theoretical and depended on the lecture format. There was no significant effect of gender, nationality or years of experience on the responses obtained. This finding was backed up by some of the interviewee trainers. T.2. said: "Activities are mostly workshop, swap shops, group discussions, lectures, etc." (See Appendix V). Interviewee trainer (T.4) put an emphasis on the importance of lectures by saying: "Most of the teacher training activities

consist of lectures. Even when the title says that it's a workshop, in the end it turns out to be one of the traditional lectures. Although we prefer workshops to lectures, trainees prefer lectures" (See Appendix VII). On the other hand interviewee trainer (T.3) stated they preferred workshops since they were practical as sessions. Similarly, interviewee trainer (T.1) said: "We have collaborative projects, in-house workshops, Seminars, in-house events, sharing & caring sessions, peer observations, swap-shops" (See Appendix IV).

Item 9 (Activities in the sessions are practical enough to be implemented in class) was put into the questionnaire to cross check the previous statement (Item 8). 283 (81.2%) of the instructors did not think that activities in the sessions were practical enough to be implemented in class which verified the previous statement. There was no significant effect of gender, nationality or years of experience on the responses obtained. Interviewee instructor (T.5) disagreed with this statement by saying: "... all of the training activities are theoretical. They are not practical at all. They depend on lecture format and we are not given a chance to implement what we learn in our classes. They are really very boring and unnecessary" (See Appendix VIII). Similarly, interviewee instructor (T.8) said: "Training activities are not practical enough to be implemented in my classes. I need something new and practical but they are always repeating the same things" (See Appendix XI). On the other hand, interviewee trainer (T.3) claimed the opposite. She said: "Teacher training sessions involve background knowledge and information about the practices. At the end, all of the sessions are practical since we give the instructors some tasks which they work collaboratively together and then they present some of them. So they are very practical" (See Appendix VI). As a result, while the trainers considered the training activities as practical enough to be implemented in class, most of the instructors were not of the same view. They regarded these activities as theoretical.

As a next statement, whether training activities were learner-centred or not was asked. 227 (65.2%) of the instructors considered them as learner-centred and they thought that they were given a chance to discuss. There was no significant relationship between the gender, age and the responses obtained. With regard to the year of experience, 70% of the experienced instructors who had more than 15 years of experience agreed with the statement while 80% of the instructors who had less than 5 years of experience disagreed with it. This might be as a result of the number of activities attended by instructors. Similarly, interviewee instructor (T.7) said: "...although most of the training activities depend on lecture format, sometimes we are given a chance to discuss and share our

opinions” (See Appendix X). Interviewee trainer (T.4) also agreed with this statement by saying: "...based on our previous experiences in training, although instructors prefer lectures, they do not get that much from them. Therefore, all the teacher training activities for this year will depend on learner based workshops” (See Appendix VII). Interviewee trainer (T.3) also approved of this statement and said: "They are not lectures really, but they are mostly workshops which are really practical as sessions” (See Appendix VI). As it was clear, there was a great tendency toward making teacher training activities more learner-centred.

When item 11 (The content of the training activities is recycled) was compared to item 2 (Training activities provide the instructors with up-to-date input), which presented the opposite view, 194 (55,7%) instructors thought that there was no variety in the content of the teacher training activities received which verified the findings of item 2. With reference to the years of experience of the instructors, no significant differences in responses were detected. Even newly recruited instructors were of the same view as their colleagues. No significant difference with regard to sex and nationality was detected, either. Interviewee trainers mentioned the topics covered during training activities. Interviewee trainer (T.2) said that "Induction topics include basic teaching essentials such as classroom management, language skills, micro teaching sessions, etc. while in-service training topics include current trends in ELT, topics that are determined by needs analysis surveys, topics that may arise from immediate needs (e.g. textbook exploitation, training teachers for speaking tests) and personal development topics offered by one of our instructors who specializes in psychology” (See Appendix V). Moreover interviewee trainer (T.1) said: "Recently we focused more on use of technology in class, TPACK, reflective teaching, teaching speaking" (See Appendix IV). Similarly, interviewee trainer (T.4) clarified the training courses by saying: "Our teacher training activities are mostly about classroom management, the teaching-learning situation, teaching techniques and behavioural problems among students” (See Appendix VII). She also asserted: "The number of the instructors who do not participate in training sessions is decreasing as a result of the factor of repetition. They believe that there is nothing new to learn for them” (See Appendix VII). She also talked about the inconvenient timing and workload by saying: "Most of these activities are held in the afternoon on Fridays. Most of the instructors feel tired due to the workload; as a result they prefer not attending these sessions. As a result, the content is

recycled a lot "(See Appendix VII). As a result, these findings revealed that most of the time the content of teacher training activities were repeated.

As for item 12 (Training activities focus on the subjects that instructors regard as important), 187 (53, 9%) of the instructors either agreed or strongly agreed to the statement considering whether the needs of the instructors were taken into consideration while designing teacher training activities. There was no significant relation between the gender, age and the responses obtained. With regard to the year of experience, 67% of the experienced instructors who had more than 15 years of experience agreed with the statement while most of the instructors who had less than 5 years of experience disagreed with it. This might be due to the number of teacher training activities attended by instructors. The subjects that instructors regarded as important were the main procedures for determining the needs, interviewee trainer (T.2) explained. When she was asked how they decided on the needs of the instructors, she said: "Depending on a needs analysis survey at the beginning of each academic year, suggestions by teachers during appraisal meetings, and TT observation data concerning the points to reconsider" (See Appendix V), which showed that the subjects that were important for the instructors were taken into consideration while designing the TTPs. Similarly, another interviewee trainer (T.1) stated that they were focusing on the subjects that were necessary and important for instructors. They were choosing the topics by "conducting a detailed needs analysis (questionnaires, interviews), individual meetings with instructors, informal chats, and observations" (See Appendix IV).

The last item related to the structure of training activities was item 14 (Classroom visits are parts of the training without using the results for final appraisal report). 264 (75, 9%) of the instructors disagreed/strongly disagreed with this statement. According to the findings obtained, it could be inferred that after training activities, there were no classroom visits as a follow up activity. There was no significant factor such as age, gender, sex or year of experience affecting the opinion expressed. On the other hand, interviewee trainer (T.1) stated that classroom visitations were part of their job responsibilities. Although they were also responsible for conducting and organising classroom observations after each teacher training activity, they were not doing them as follow up activities. (See Appendix IV). Interviewee trainer (T.4) focused on the importance of follow up after teacher training activities. She said: "It is really very difficult for us to conduct follow up observations after each session As a result; following up the training outcome is missing. We really design

and conduct excellent teacher training programs. However, there is a difficulty in following up the effect of the training on instructors” (See Appendix VII).

b) Role of Training Activities on Professional Development

4 items (2, 5, 6, and 7) in the questionnaire were related to the role of the training activities, conducted at private universities in Ankara, on professional development of the instructors. They were used to find out whether TTPs were effective for instructors or not. Table 19 presents some information about the role of TTPs on professional development.

Table 19
Role of Training Activities on Professional Development

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>Item 2. Training activities provide the instructors with up to date input.</i>					
Frequency	66	123	77	60	22
Percentage	19	35,4	22,2	17,1	6,3
<i>Item 5. Attending training activities increases the instructors' knowledge of teaching.</i>					
Frequency	48	147	115	29	9
Percentage	13,9	42,4	32,9	8,3	2,5
<i>Item 6. Attending training activities improves classroom performance.</i>					
Frequency	106	166	33	38	5
Percentage	30,4	48,1	9,5	10,8	1,3
<i>Item 7. Training activities have a positive impact on the instructors' performance.</i>					
Frequency	13	35	48	146	106
Percentage	3,8	10,1	13,9	41,8	30,4

As regards the issue of to what extent training activities provided them with up-to-date input, 189 (54,4%) of the instructors thought that teacher training activities did not provide them with up to date input. 77 (22,2%) of the instructors were undecided. This might be as a result of touching a topic sensitive to them as stated in the limitations of the methodology adopted. Most of the instructors (54.4%) were within the negative view. With reference to the years of experience of the instructors, no significant differences in responses were detected. Although interviewee trainers claimed that they dealt with current issues in ELT, most of the instructors did not agree with them. One of the interviewee instructors (T.8) said: “Although the aim of the teacher training programs is to help professional development of the instructors and provide them with up to date input, nothing new is introduced here since these activities are always the same. As a result, we do not benefit from these activities”. (See Appendix XI). As a result, it could be inferred that instructors were not updated through teacher training activities which confirmed the findings of item 11.

Item 5 (Attending training activities increases the instructors' knowledge of teaching.) was put into the questionnaire to cross check item 4 (Training activities have positive effects on improving teaching skills) and to find out whether theoretical benefit was gained from training courses. According to the findings, 195 (56,3%) of the respondents thought that attending teacher training activities did not increase their knowledge of teaching which verified item 4. Again, the number of instructors who were undecided was high. Similarly, interviewee instructors were of the same view. On the other hand, interviewee trainers had a different point of view. Interviewee trainer (T.2) claimed: " ...with the help of teacher training activities, instructors are encouraged to reflect on their own teaching practices and improve their knowledge of teaching" (See Appendix V). There was no significant effect of gender, nationality or years of experience on the responses obtained.

Item 6 (Attending training activities improves classroom performance.) was put into the questionnaire to find out whether practical benefit was gained from teacher training activities. 272 (78,5%) of the instructors were with the opinion that attending teacher training activities did not improve their classroom performances which was with regard the practical input. This confirmed the findings of items 4 and 5. All of the interviewee instructors were of the same view and they did not consider teacher training activities as beneficial. Similarly, interviewee trainer (T.4) said: "...peer observation makes up for the lack of the practical aspect in training courses. Principals in this field recommend that instructors are to observe each other's lessons to be able to complement the training on the aspect of performance" (See Appendix VII). There was no significant effect of gender, nationality or years of experience on the responses obtained.

According to the findings of Item 7 (Training activities have a positive impact on the instructors' performance), 252 (72%) of the instructors were satisfied with the outcomes of teacher training activities and they considered the effect of current teacher training programs as positive. There was no significant effect of gender, nationality or years of experience on the responses obtained. On the other hand, interviewee instructors were not of the same view. Interviewee instructor (T.8) said: "There is a general dissatisfaction with teacher training programs". (See Appendix XI)

c) Needs Analysis

5 items (13, 15, 16, 17, and 18) in the questionnaire were related to the needs of the instructors working at private universities in Ankara. They were used to find out whether

the needs of the instructors were taken into consideration while planning training activities. Table 20 presents the items and data gathered about the needs analysis.

Table 20
Needs Analysis

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>Item 13. Teacher trainers specify the instructors' training needs continuously.</i>					
Frequency	35	67	27	124	95
Percentage	10,1	19,3	7,8	35,6	27,2
<i>Item 15. Training activities meet the needs of the instructors.</i>					
Frequency	83	183	46	29	7
Percentage	23,8	52,7	13,2	8,2	2,1
<i>Item 16. The management identifies what the instructors need for training.</i>					
Frequency	32	246	52	18	0
Percentage	9,1	70,6	14,9	5,1	0
<i>Item 17. The teacher trainers identify what the instructors need for training.</i>					
Frequency	0	32	60	182	74
Percentage	0	9,2	17,2	52,5	21,1
<i>Item 18. The instructors identify what they need for training.</i>					
Frequency	0	25	127	152	44
Percentage	0	7,3	36,5	43,5	12,7

Item 13 (Teacher trainers specify the instructors' training needs continuously) was put into the questionnaire to cross check the previous statement (Training activities focus on the subjects instructors regard as important). As in the previous statement, this statement also focused on the needs of the instructors. 219 (62,8%) of the instructors thought that their needs were continuously specified while teacher training activities were being planned which verified the findings of item 12. There was no significant relation between the gender, age and the responses obtained. However, with regard to the year of experience, 70% of the instructors who agreed with this statement were the ones who had more than 11 years of experience. Cross-tabulation revealed that there was no other significant factor affecting this finding. As interviewee trainers stated, the needs of the trainers were taken into consideration. Interviewee trainer, T.3. stated that needs analysis was an ongoing process and said: "Not only questionnaires, induction week, the evaluation forms that the instructors completed at the end of each sessions to evaluate the sessions, and also the information that we get from the unit members and the coordinators working help me decide on the needs of the instructors" (See Appendix VI). Similarly, interviewee trainer (T.4) said: "I decide on the needs of the instructors by using classroom observations and recommendations of the appraisal reports of the previous year. Additionally, I ask

instructors to specify the points in which they need to get training in the first general meeting with them” (See Appendix VII).

Concerning the issue of whether or not the training activities met their needs, although all of the interviewee trainers stated that they were giving importance on the needs of the instructors and designing activities accordingly, 266 (76,5%) of the instructors and all of the interviewee instructors thought these training activities did not meet the needs of them. Interviewee instructor (T.8) said: "Training activities are not practical enough to be implemented in my classes. I need something new and practical but they are always repeating the same things. Although needs analysis is done through appraisals or questionnaires, they are not taken into consideration by the trainers” (See Appendix XI). There was no significant factor such as age, gender or year of experience affecting the opinion expressed.

As for item 16 (The management identifies what the instructors need for training), 14, 9% (n.52) of the instructors were not sure whether the management had a role in identifying the needs of the instructors, while 278 (79,7%) instructors thought that the management did not identify what the instructors needed for training. There was no significant factor such as gender, age or year of experience affecting the idea stated. On the other hand, interviewee trainer (T.1) expressed the importance of management in the needs analysis process and said: "Professional Development Unit Coordinator and Unit member with the involvement of all the parties in the institution. (Academic Board, Units, instructors and even students are involved in decision making or identifying the needs)" (See Appendix IV).

Item 17 (The teacher trainers identify what the instructors need for training) was also put into the questionnaire to find out the unit that identified what to be taught during TTPs as items 16 and 18. 256 (73,6%) instructors agreed or strongly agreed with the statement. According to them, what the instructors needed for training was identified by teacher trainers. There was no significant factor such as gender, age or year of experience affecting the idea stated. Interviewee trainer (T.2) said: "TTDU in cooperation with other units and Admin plan the training activities in my institution” (See Appendix V). Similarly, interviewee trainer (T.4) explained how they can specify training needs by saying: "As trainers, we identify the training needs of the instructors. As it is known, one of the responsibilities of a trainer is following up and assessing the teaching performances of the instructors inside the classrooms. When we observe them, we will get to know the training

needs of them. We use a scale to register the observed lesson and build the training upon the results of those evaluation reports. Then we group the instructors according to the common points of defects in their performance and design programs accordingly” (See Appendix VII). She also added that: "Classroom observation reveals a lot about instructors" (See Appendix VII).

According to the findings of item 18 (The instructors identify what they need for training), 196 (56,2%) of the instructors agreed and strongly agreed with this statement while 127 (36,5%) instructors are undecided. It might be due to the fact that, most of the instructors thought that their needs were ignored, as interviewee instructor (T.6) said: "... teacher trainers ignore our needs most of the time. Although questionnaires or appraisals are used to identify the needs of us, they are not actually taken into the consideration while designing sessions” (See Appendix IX).

When items 16, 17 and 18 were taken into consideration, most of the instructors believed that trainers and instructors played a great role in identifying what they needed for training. No significant difference was found in responses with regard to gender, age, nationality, academic qualifications or years of experience. Similarly, teacher trainer (T.3) clarified the process step by step. Firstly, she consulted the instructors regarding their training needs in the first general meeting and then distributed questionnaires so that they could choose which field they wanted to have training in. After that, most important topics were chosen and training activities were designed accordingly. This statement showed that the needs of the instructors were taken into consideration. However, the trainers were choosing what to teach in TTPs. (See Appendix VI).

d) Self-Development

8 items (19, 20, 21, 22, 23, 24, 25, and 26) in the questionnaire were related to self-development. They were used to find out whether teacher training activities helped the instructors to develop themselves. Table 21 presents some information about the relationship between teacher training activities and self-development.

Table 21
Self-Development

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>Item 19. Trainers deliver reflection hand-outs on topics covered after each session.</i>					
Frequency	48	179	55	60	6
Percentage	13,7	51,5	15,8	17,3	1,7
<i>Item 20. After attending a training activity, instructors feel the need to learn more.</i>					
Frequency	5	20	169	111	43
Percentage	1,3	5,7	48,8	31,9	12,3
<i>Item 21. Teacher training programs encourage the instructors to write journals.</i>					
Frequency	178	161	5	4	0
Percentage	51,3	46,3	1,3	1,1	0
<i>Item 22. Teacher training programs encourage the instructors to conduct action research.</i>					
Frequency	117	168	3	59	1
Percentage	33,7	48,3	0,8	16,9	0,3
<i>Item 23. Teacher training programs encourage the instructors to assess their performances.</i>					
Frequency	73	178	38	51	8
Percentage	20,9	51,2	10,9	14,7	2,3
<i>Item 24. Teacher training programs encourage the instructors to observe their colleagues.</i>					
Frequency	0	36	5	237	70
Percentage	0	10,3	1,3	68,2	20,2
<i>Item 25. Teacher training programs encourage the instructors to read books, articles, etc. on teaching techniques.</i>					
Frequency	86	102	100	55	5
Percentage	24,7	29,3	28,7	15,8	1,4
<i>Item 26. Teacher training programs encourage the instructors to write research papers.</i>					
Frequency	218	98	30	2	0
Percentage	62,6	28,1	8,6	0,5	0

As for item 19 (Trainers deliver reflection hand-outs on topics covered after each session), 6 (1,7 %) instructors ‘strongly agreed’ with the statement, while 179 (51,5%) ‘disagreed’ with it. There was no significant factor, such as sex, age, year of experience, affecting this finding. The number of the instructors who were undecided (n.55) was high. These findings showed that 227 (65,2%) participants stated that reflection hand outs on topics covered after each session were not delivered. On the other hand, interviews with trainers revealed that some trainers took special care in preparing the training material. For instance, interviewee trainer (T.2) said: "We try to raise an awareness of the topics we introduce throughout our training sessions instead of imposing them on our teachers. That's why we always allow time for discussions, exchange of ideas, questions, hands-on activities, reflection, etc. in our workshops. We prepare materials accordingly. In addition, we always encourage our teachers to reflect on their own teaching by means of different kinds of reflective practices. ". (See Appendix V).

As regards the issue of whether they felt the need to learn more after attending a training activity, 169 (48,8%) instructors were undecided, while 25 (7%) of them 'strongly disagreed' and 'disagreed' with the statement. 154 (44,2%) of the participants agreed with the statement. This finding showed that most of the instructors needed to learn more after attending a training activity. There was no significant factor such as gender, age or year of experience affecting the idea stated. Similarly, interviewee instructor (T.5) said: "Not much is done for our self-development. They (teacher trainers) are not doing anything exactly. I always need something else after training activities." (See Appendix VIII).

Item 21 investigated whether TTPs encouraged the instructors to write journals. 339 (97,6%) participants either strongly disagreed or disagreed with this statement, which showed that TTPs did not encourage the instructors to write journals. There was no significant factor such as gender, age or year of experience affecting the idea stated. Also, all interviewee trainers stated that they had not suggested journal writing before. Interviewee trainer (T.2) stated that while self-development activities such as " video coaching, audio-recording, team teaching" were introduced in TTPs, "keeping journals/diaries, creating teaching portfolios, doing action research, making presentations" had not been introduced yet (See Appendix V). Interviewee trainer (T.3) agreed with this statement and said: "None of the instructors have experienced journal writing" (See Appendix VI). As well as trainers, interviewee instructors also stated that they had not tried journal writing since as (T.6) and (T.5) said: "It is time consuming". (See Appendix VII and VIII).

According to the results of item 22 (Teacher training programs encourage the instructors to conduct action research), 59 (16,9%) instructors agreed with this statement, while 285 (82%) either strongly disagreed or disagreed with it. This finding showed that TTPs did not encourage them to conduct an action research. There was no significant factor such as gender, age or year of experience affecting the idea stated. Moreover, all of the interviewee instructors stated they had not experienced an action research. Interviewee instructor (T.8) said: "Except for peer observation, I have not tried the others (the other self-development activities) since they are time consuming and I do not need them" (See Appendix XI). All trainers stated that some self-development activities such as action research could be introduced later on.

Item 23 was prepared to find out whether TTPs encouraged the instructors to conduct self-appraisal. The results showed that 251 (72,1%) instructors thought that current teacher

training programs did not provide them with chances of examining their own performances and teaching. There was no significant factor such as age, gender or year of experience affecting the responses given. Interviewee instructor (T.8) said: "I do want to be encouraged to assess my own performance by the trainers, but this element is missing in the current TT activities" (See Appendix XI). On the other hand, the other interviewee instructors stated that they usually assessed their own performances. For example, T.7. said: "I usually use self-reflection technique to improve myself" (See Appendix X). Additionally, T.5. said: " ... after each lesson, I always conduct a self-appraisal procedure. I learnt it during my PhD studies" (See Appendix VIII).

As for item 24 (Teacher training programs encourage the instructors to observe their colleagues), 88,4% of the instructors (n.307) agreed and strongly agreed with this statement which showed that TTPs encouraged them to observe their peers. There was no significant factor such as age, gender or year of experience affecting the responses given. All of the interviewee instructors claimed that they conducted peer observation. T.5. for example, said: "As a school policy, I have been observing the lessons of my peers twice a year" (See Appendix VIII). It was inferred that peer observation was introduced as a school policy. Similarly, all interviewee trainers expressed that peer observation was a school policy. Interviewee trainer (T.1) defined one her job responsibilities as providing training and supervision in peer coaching classroom observations (See Appendix IV). Moreover, T.2. said: "The Peer coaching model, which is employed for the teaching staff in our institution not only establishes cooperation and collaboration but also provides opportunities for professional growth. In addition, with the help of TT observations and Peer Observations, teachers are encouraged to reflect on their own teaching practices and improve their knowledge of teaching" (See Appendix V). However, interviewee instructor T.8. was not happy with peer observation activities conducted in her institution since she said: " I tried peer observation since it is a school policy. The trainers ask us to observe our colleagues' classes. Most of the time we are not observing our colleagues, we are just writing reports as if we did the observation. It is unnecessary" (See Appendix XI).

Item 25 was prepared to find out to what extent training programs encouraged the instructors to read books, articles, etc. on teaching techniques. According to the results, 100 (28,7) instructors were undecided while 188 (54%) of them disagreed and strongly disagreed with the statement. There was no significant factor such as age, gender or year of experience affecting the responses given. 2 of the interviewee instructors said they read

articles academic reasons. T.5., for example, said: "I read articles, a huge number of articles indeed and write a lot of articles and research papers. I do them since I want. No one told me to do so" (See Appendix VIII). The other interviewee instructors were not encouraged to read articles. For instance, interviewee instructor, T.7. said: "I do not like reading academic articles. I used other techniques efficiently so I did not need to use it" (See Appendix X). Interviewee trainers except T.3. did not foster reading articles. However, trainer (T.3) said: "... I also update this folder with the reading club activities. We have a reading club activity; it is called a discussion club actually. We read articles each week with volunteer instructors and we come together, share our ideas and reflect on those articles that we read" (See Appendix VI).

According to the findings of the last item, item 26 (Teacher training programs encourage the instructors to write research papers), 316 (90,7%) instructors strongly disagreed and disagreed with this statement. As a result it could be inferred that TTPs did not encourage the instructors to write research papers. As trainer T.3. said: "Professional development activities are a part of DELTA. The instructors doing DELTA are aware of some of the professional development activities. They try something that they have not tried before in their own classrooms and they see if it works or not. Doing research and writing a research paper is a part of Module 2 and they do that as a part of it. For others, who are not doing DELTA, we haven't introduced the professional development activities, yet" (See Appendix VI).

4.2.4. Self-Development Activities

Part III of the questionnaire was prepared to find out the instructors' usage frequencies of self-development activities such as journal writing, self-appraisal, peer observation, academic reading/writing and action research, the factors that hindered the practice of these self-development activities, to what extent the instructors implemented these activities in their own classes to solve a problem and whether the instructors differed in the usage of these activities in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

4.2.4.1. Journal Writing

Table 22 presents the instructors' usage frequencies of journal writing, the factors that hinder the practice of it, to what extent the instructors implement it in their own classes to

solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 22
Journal Writing

<i>1. Do you write your reaction to teaching events and analyse your work for reflection?</i>		
	YES	NO
TOTAL	20 (5.7%)	328 (94.3)
<i>1.1. How many hours do you spend on writing a journal each week?</i>		
a. 1-3	19	
b. 4-6	1	
c. More than 6 hours	-	
<i>1.2. How many times a week do you write a journal?</i>		
a. When I have a problem	18	
b. Daily	-	
c. 2-4 times a week	-	
d. Once a week	2	
<i>1.3. Which of the following may be the reason for not keeping a journal? You can choose more than one option.</i>		
a. It is a burden on time		155
b. It is useless		121
c. It requires energy		151
d. I have not heard of it		51
e. Other		18
<i>2. How did you learn about keeping a journal?</i>		
	Frequency	Percentage
a. I have never heard of it before	95	27,2
b. I have read about it	109	31,3
c. In a teacher training course in my institution	15	4,3
d. From a colleague	60	17,2
e. At university	69	19,8
f. Other	-	0
<i>3- To what extent do you implement journal writing in your own classes to solve a problem?</i>		
	Frequency	Percentage
Never	328	94.3%
Rarely	18	5.1%
Sometimes	2	0.6%
Always	0	0

As it is indicated in Table 22, a very small number of participants (n.20) claimed that they had written journals. All the instructors who practiced journal writing were males and they had MA or PhD degrees. All of them had more than 11 years of experience. 19 instructors spent 1 to 3 hours on writing journals each week. One of them spent 4 to 6 hours each week. Moreover, 18 of them preferred writing journals when they had a problem, while two of them were doing it once a week. As the results showed, only 20 instructors wrote

journals. Interviews with teacher trainers and instructors also revealed a parallel finding as none of them mentioned positively about this practice.

While only 20 instructors were writing journals, 328 of them were not doing it. As regards the issue of the reasons of it, it was clear that time and effort required were the major factors that affected the practice of writing journals. Additionally, most of the instructors thought that it was useless and they did not need to do it. Cross tabulation revealed that there was no significant factor such as age, gender, academic qualification or year of experience which affected the findings. 18 of the respondents stated that there were other reasons for not conducting journal writing. 14 of them stated that it was unnecessary and one of them wrote: "I don't feel the need to keep a journal. I have a mental journal. I am not writing anything, I am just thinking". Another respondent wrote: "I am too busy with other things in my institution". She was complaining about the workload like another respondent who wrote: "We are really overloaded with a huge number of lessons and are asked to carry out some duties such as testing or curriculum. This leaves us no room for self-development that requires intellectual effort and time strains" Interviewee instructor (T.8) also mentioned the obstacles in practicing self-development activities by saying: "As you know, we need time and energy for self-development as well as a supporting environment. Unfortunately, school activities take up most of our time and we have little time for development activities. If we do any, be sure that it is done at our own inconvenience. I believe that our workload is to be minimized" (See Appendix XI). Similarly, interviewee instructor (T.5) said: "I cannot do journal writing since I do not have enough time. I don't have enough time as I am overworked. In better work conditions, I believe that it will be possible for us to practice other self-development activities. As instructors, we need encouragement and the support" (See Appendix VIII).

As regards the issue of the source of learning about journal writing, while 95 of the instructors stated that they had not heard of it before, 109 of them stated that they had read about it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. Only 15 instructors stated that they learnt it in a teacher training course in their institutions. This indicated that TTPs did not include self-development activities such as a journal writing as a part of the content. The interviews also backed up this finding. All trainers interviewed claimed that the content of the course was planned according to the needs of the instructors in their classes although none of them had mentioned that self-development activities were covered even

theoretically. Similarly, interviewee trainer (T.4) explained that: "In my opinion, it is necessary for instructors to know more about the opportunities or possibilities available for them. Moreover, teacher training programs are to aim at informing them of different means of self-development. Unfortunately, this is missing in most of our programs. We really would like to do more for our instructors but we have to adhere to what is assigned to us by the institution or what the instructors need in their classes" (See Appendix VII).

Concerning the issue of the frequency of implementing journal writing in EFL classes to solve a problem, a vast number of instructors (n.328) stated they never used it in their own classes, while only 18 instructors rarely used it to solve a problem. Just 2, out of 348 instructors stated they sometimes used it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. The interviewee instructors' responses also verified this finding. All of them stated that they never implemented journal writing in their classes to solve a problem. Interviewee instructor (T.5) said: "I can never implement journal writing, self-appraisal or action research in my classes to solve a problem. Especially, journal writing is a time consuming process. I do not have enough time to write a journal" (See Appendix VIII).

4.2.4.2. Self-Appraisal

Table 23 presents the instructors' usage frequencies of self-appraisal, the factors that hinder the practice of it, to what extent the instructors implement it in their own classes to solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 23
Self-Appraisal

<i>1. Do you assess your own performance by writing, filling in a form or completing a checklist of required criteria for reflection and self-development?</i>				
	<i>YES</i>		<i>NO</i>	
TOTAL	34 (9, 8%)		314 (90, 2%)	
	Frequency	Percentage	Frequency	Percentage
<i>1.1. How many times do you assess your performance?</i>				
a. When I have a problem	26	7.4%		
b. Daily	1	0.2%		
c. 2-4 times a week	5	1.4%		
d. Once a week	2	0.5%		
<i>1.2. Reasons why you do not practice self-appraisal, you can choose more than one option.</i>				
a. It is a burden on time			201	64%
b. It is useless			52	16.5%
c. It requires energy			183	58.2%
d. I have not heard of it			191	60.8%
e. Other			9	2.8%
<i>2. How did you learn about self-appraisal?</i>				
			Frequency	Percentage
a. I have never heard of it before			191	54.8%
b. I have read about it			65	18.6%
c. In a teacher training course in my institution			20	5.7%
d. From a colleague			46	13.2%
e. At university			26	7.5%
f. Other			0	0
<i>3- To what extent do you implement self-appraisal in your own classes to solve a problem?</i>				
			Frequency	Percentage
Never			314	90.2%
Rarely			30	8.6%
Sometimes			4	1.2%
Always			0	0

As Table 23 shows, 34 participants claimed that they assessed their own performances by writing, filling in a form or completing a checklist of required criteria for self-reflection and self-development. In the practice of self-appraisal activities, there was no significant difference between male and female instructors of all ages. On the other hand, 8.2% of the respondents who practised self-appraisal were experienced instructors whose working experiences ranged from 6 to 10 years. 1.6% of them were also experienced instructors who had been working for 11 to 15 years.

As the results indicated, only a very small number of instructors were conducting self-appraisal activities for reflection and self-development. Interviews with teacher trainers and instructors also revealed a parallel finding as none of them mentioned positively about this practice. Interviewee teacher trainer (T.4) said: "The instructors working at our institution are evaluating themselves from time to time. They are aware of their

weaknesses and they are trying to find out the ways to improve them. On the other hand, they do not observe their development since they do not register anything. "(See Appendix VII).

As regards the issue of the frequency of self-appraisal activities, 26 respondents stated that they were assessing their performances when they had a problem. While 5 of them were assessing their performances 2-4 times a week, 2 of them were doing it once a week and 1 of them was assessing his performance daily. Due to the fact that the responses of male and female respondents were similar, it could be claimed that there was no significant factor which affected the findings of the study.

While only 34 instructors were assessing their performances, 314 of them were not doing it. As regards the issue of the reasons of it, it is clear that time and effort required were regarded as the major factors that affected the practice of self-appraisal. Furthermore, 52 instructors thought that it was useless and they did not need to do it while 191 of them had no idea about what self-appraisal was. There were other reasons mentioned by the instructors in the questionnaire. One of the reasons was that instructors did not care about the results of their teaching experiences. In other words they were just teaching and ignoring the rest. Another reason was that some of the instructors did not want to face their weaknesses. The third reason mentioned was that self-appraisal technique required sincere attempts, so instructors were to overestimate themselves. Another reason of not doing self-appraisal was the burden of conducting this process as a written activity. An instructor wrote that self-appraisal could be done orally, so there was no need for the writing process. The fifth reason was the lack of self-confidence. The last reason stated by the instructors was that self-awareness was not a necessity; as a result, the instructors did not have to conduct such activities. Cross tabulation revealed that there is no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. Interviewee instructor (T.7) conducted self-appraisal yet she mentioned time restrictions by saying: "I have used self-appraisal and peer observation. In my opinion, the instructors can do anything if they have enough time and energy for it. Most of the instructors are responsible for preparing extra materials and exams. Additionally, there are lots of ex-curricular activities which are a burden for them. As a result, they do not have enough time to assess themselves. As instructors, if we have extra time, we can practice all self-development activities" (See Appendix X). Similarly, interviewee instructor (T.8) said: "Except for peer observation, I have not tried the other self-development activities

since they are time consuming and I do not need them. I do want to be encouraged to assess my own performance by the trainers; this element is missing in the current TT activities. As you know, we need time and energy for self-development as well as a supporting environment. Unfortunately, school activities take up most of our time and we have little time for development activities. If we do any, be sure that it is done at our own inconvenience. I believe that our workload is to be minimized” (See Appendix XI).

As regards the issue of the source of learning about journal writing, 191 of the instructors stated that they had not heard of it before while 65 of them stated they had read about it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the findings. Only 20 instructors stated that they learnt it in a teacher training course in their institutions. This indicated that TTPs did not include self-development activities such as self-appraisal as a part of their contents. While 46 instructors learnt about self-appraisal from their colleagues, 26 of them learnt it during their academic studies. As it is clear, in addition to the university, a work colleague could be an informative resource for self-development.

As regards the issue of the frequency of implementing self-appraisal in EFL classes to solve a problem, a vast number of instructors (n.314) stated they never used it in their own classes, while only 30 instructors rarely used it to solve a problem. Just 4, out of 348 instructors stated they sometimes used it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. Although most of the interviewee instructors stated that they never used self-appraisal to solve a problem, only one of them (T.7) said: "I can never implement any of them except self-appraisal and peer observation. Unfortunately, I do not have enough time to implement them. I never face with problems in my classes. If I need, I prefer using self-appraisal” (See Appendix X).

4.2.4.3. Peer Observation

Table 24 presents the instructors' usage frequencies of peer observation, the factors that hinder the practice of it, to what extent the instructors implement it in their own classes to solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 24
Peer Observation

<i>1. Do you practice peer observation?</i>				
	YES		NO	
TOTAL	328 (94.2%)		20 (5.7%)	
	Frequency	Percentage	Frequency	Percentage
<i>1.1. How many times do you practice peer observation in a year?</i>				
a. 1-3	242	73.7%		
b. 4-6	60	18.2%		
c. More than 6 times	26	7.9%		
<i>1.2. What is the main reason of observing your peers?</i>				
It is recommended by the trainers.	89	27.1%		
I feel a need for learning from my colleagues.	46	14%		
It is a school policy.	190	57.9%		
Other	3	0.9%		
<i>1.3. Is there a focus of observation?</i>				
I observe everything in the lesson without writing anything.	5	1.5%		
I focus on some of the important points in the lesson and take notes.	153	46.6%		
I use a checklist provided by the trainers.	170	51.8%		
<i>1.4. Do you have a post meeting after the observation?</i>				
Yes	288	87.8%		
No	9	2.7%		
In some cases	31	9.4%		
<i>1.5. Reasons why you do not practice peer observation, you can choose more than one option.</i>				
It is a burden on time.			20	100%
It is useless.			4	20%
We are criticized by our colleagues who observe us.			18	90%
I have not heard of it.			4	20%
Our timetables are overlapping.			16	80%
Our timetables are overloaded.			19	95%
I feel anxious when I am observed.			6	30%
It is boring to observe my colleagues.			5	25%
Only new instructors are to observe more experienced instructors.			6	30%
We cannot learn something new from old instructors.			4	20%
I do not need to visit my colleagues' classrooms.			6	30%
Other			0	0
<i>2. How did you learn about peer observation?</i>				
	Frequency		Percentage	
a. I have never heard of it before	4		1.1%	
b. I have read about it	66		18.9%	
c. In a teacher training course in my institution	198		56.9%	
d. From a colleague	38		10.9%	
e. At university	36		10.3%	
f. Other	6		1.7%	
<i>3- To what extent do you implement peer observation in your own classes to solve a problem?</i>				
	Frequency		Percentage	
Never	20		5.7%	
Rarely	268		77%	
Sometimes	50		14.3%	
Always	0		0	

As Table 24 shows, only 20 instructors did not practice peer observation for their self-development. As it was clear, peer observation appeared to be the most widely used self-development activity in the preparatory schools of private universities in Ankara.

242 instructors were observing their colleagues 1 to 3 times in a year. Cross tabulation revealed that female instructors had a more tendency to practice peer observation than the men since 22 out of 26 instructors who observed their colleagues more than six times were females. When the other factors were taken into consideration, it could be claimed that there was no significant factor that affected the results obtained.

The most common reason for practicing peer observation was the school policy. It was clear that the instructors were urged to observe their colleagues to improve themselves. Another important motive was the recommendations of teacher trainers. Only 46 out of 328 instructors were practicing peer observation as they wanted to learn something from their colleagues. Cross tabulation revealed that there was no significant factor such as age, gender, or academic qualification which affected the findings. As for the number of the years of experience, there was a significant difference between the experienced and inexperienced instructors. While experienced instructors were practicing peer observation as a school policy, the ones who considered it as an opportunity for learning were inexperienced instructors. These findings were backed up by the interviewee instructor (T.5) who said: "Most of the instructors working at universities are experienced ones. As a result, the more experience they have, the least they are willing to observe their colleagues. On the other hand, they have to practice peer observation as a school policy. That is, it is a duty that should be done" (See Appendix VIII). Similarly, interviewee teacher trainer (T.2) said: "Experienced teachers usually imply that they are fed up with peer observations as they have been practising it for too many years so two years ago we introduced some new forms of reflective teaching activities" (See Appendix V). Additionally, most of the interviewee instructors said that they had experienced peer observation since it was a school policy. Although it was a school policy and the instructors were asked to practice peer observation, they were not conducted as asked. Interviewee instructor (T.8) explained this situation by saying: "I tried peer observation since it is a school policy. The trainers ask us to observe our colleagues' classes. Most of the time we are not observing our colleagues, we are just writing reports as if we did the observation. It is unnecessary" (See Appendix XI). However, as interviewee teacher trainer (T.1) stated, instructors responded to peer observations in a positive manner and she added: "... it is an opportunity for them to

learn from each other, exchange new ideas and activities. However, sometimes they feel that they can't benefit much from the feedback they receive from their colleagues as they feel the colleagues don't talk much about the areas to improve. When the peer observations are focused observations, they work better since teachers focus on one specific area. Peer observations also help teachers about how to give and receive feedback" (See Appendix IV). Another interviewee teacher trainer (T.3) also took the experience of the instructors into consideration and said: "Peer observation is the compulsory activity for the new instructors since I believe it is very helpful to observe someone else and to see what others are doing. However, I send an e-mail to the experienced instructors and ask them whether they would like to conduct some peer observations. I ask them to come to me; I guide them and give them a document they can fill out. We decide on the focus together and after the observation, we come together and discuss. They are giving feedback about their observations in the end. On the other hand, new instructors are asked to observe at least two experienced instructors in every module. They do this regularly" (See Appendix VI).

As for the focus of peer observation, 98.4% of the instructors were using a checklist provided by the trainers, focusing on some important points in the lesson and taking notes. There was no significant factor such as age, gender, academic qualification or year of experience which affected the findings. Policies of peer observation might vary from university to university. Interviewee teacher trainer (T.4) explained that by saying: "I think, peer observation makes up for the lack of the practical aspect in training courses. Principals in this field recommend that instructors are to observe each other's lessons to be able to complement the training on the aspect of performance. Instructors are classified according to their instructional skills. As a result, the observers are asked to focus more on these points. Some instructors are great in some aspects of performance. It is a great chance for the observer instructors to focus on these aspects during peer observation process" (See Appendix VII). On the other hand, interviewee teacher trainer, T.1, assured that, in her institution, "When the peer observations are focused observations, they work better as teachers focus on one specific area. We give them a checklist and ask them to focus on these points" (Int.1)

288 of the instructors were having a post meeting after the observations, which showed that there was a systematic approach with regard to peer observation. There was no significant difference in responses with regard to nationality, years of experience or sex. Interviewee instructor (T.6) focused on the importance of checklists and stated that: "After

each peer observation practice, we conduct post observations which are very important with the observed instructors. Teacher trainers give us a checklist to help us focus our attention on certain aspects of teaching and we use them to discuss the lesson” (See Appendix IX). As he stated, holding post-observation meetings was also a school policy. On the other hand, another interviewee instructor, working at another institution, T.8., referred to time constraints that the workload caused and said: "When it comes to post observation meetings, we do not have enough time for such extra activities. If we have time, they can be conducted easily” (See Appendix XI)

These reasons related to not practicing peer observation, which measured the instructors' attitudes, were listed to find out the ways of improving peer observation process. There was no significant difference in responses with regard to nationality, years of experience or sex. All of the instructors who did not practice peer observation (n.20) considered it as a burden on time. However, 4 instructors found it useless. They considered it as a useful practice. Additionally, 90% of the instructors did not want to practice peer observation so as not to be criticized by their colleagues. Although peer observation was a school policy, 4 of the instructors stated that they had no idea about what peer observation was. Overlapping and overloaded timetables were considered as the main reasons connected with work environment that affected the practice of peer observation while anxiety and boredom were not regarded as major factors that affected the practice of peer observation. 70% of the instructors thought that peer observation was not for only novice instructors. Moreover, they were aware of the learning opportunities when observing more experienced instructors. Similarly, 70% of the instructors thought that they needed peer-observation to develop themselves.

Considering the issue of the resource for learning about peer observation, 198 instructors stated that they had learnt about the peer observation process in a teacher training course in their institutions. There was no significant factor such as age, gender, academic qualification or year of experience which affected the findings. Only 4 instructors stated that they had not heard of it while 66 of them had read about it before. 38 instructors had learnt it from their colleagues while 36 of them had learnt it at university. As it was stated, peer observation was a school policy and teacher trainers were giving importance on it. The instructors who had chosen others stated that they had learnt about peer observation on their CELTA and DELTA courses.

Concerning the issue of the frequency of implementing peer observation in EFL classes to solve a problem, a vast number of instructors (n.268) stated that they rarely used it in their own classes, while 50 instructors sometimes used it to solve a problem. Just 20, out of 348 instructors stated they never used it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. Although all of the interviewee instructors stated that they had to observe their colleagues since it was a school policy, they did not use them to solve a problem in their own classes as (T.6) He said: "I can never implement journal writing, self-appraisal, action research or reading and writing in my classes to solve a problem. When there is a problem, I just talk to my colleagues or teacher trainers to solve it. Twice a year, we have to conduct a peer observation, but they do not help me to solve the problems I have encountered in my classes since we cannot choose the focus of the lesson to be observed. As a result, none of these activities help me to solve the problems in my classes" (See Appendix IX).

4.2.4.4. Academic Reading and Writing

4.2.4.4.1. Academic Reading

Table 25 presents the instructors' usage frequencies of academic reading, the factors that hinder the practice of it, to what extent the instructors implement it in their own classes to solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 25
Academic Reading

<i>1. Do you read books, articles, etc. on teaching techniques to improve your teaching skills?</i>					
	YES		NO		
TOTAL	167 (48%)		181 (52%)		
	Frequency	Percentage	Frequency	Percentage	
<i>1.1. How many books related to your field do you read in an academic year?</i>					
a. 1-5	141	84.4%			
b. 6-10	16	9.5%			
c. More than 10	10	6.1%			
<i>1.2. Why do you feel the need to read?</i>					
When there is a problem.	77	52.2%			
When I write a paper for my academic studies.	78	24.4%			
For self-development.	10	19.5%			
Other.	2	0			
<i>1.3. Where do you get books and journals from? (More than one option can be chosen)</i>					
School or public library.	32	12%			
Internet.	118	44.3%			
A teacher resource centre.	6	9.7%			
Trainers.	13	4.8%			
Own library.	86	32.3%			
Colleagues.	75	28.2%			
Other.	5	1.9%			
<i>1.4. Which of the following may be the reasons for not reading educational references?</i>					
I have enough experience.			1	0.5%	
I cannot find enough sources to read.			10	5.9%	
I do not have time for reading.			33	18.2%	
It is not necessary.			81	44.7%	
All the resources are repeating themselves.			4	2.2%	
I do not like reading academic articles.			52	28.5%	
Other.			0	0	
<i>2. What can be done to encourage reading for self-development? (Please rank the following statements according to the order of importance. Put 1 for the most important one)</i>					
	1	2	3	4	5
a. An assignment to complete can be given to instructors.	76 21.8%	138 39.6%	50 14.3%	50 14.3%	34 9.8%
b. Instructors can be asked to prepare presentations.	85 24.4%	186 53.4%	30 8.6%	39 11.2%	9 2.6%
c. A resource room can be provided for an easy access to the necessary materials.	250 71.9%	75 21.5%	11 3.2%	7 2%	5 1.4%
d. A timetable of free time can be made for reading.	146 42%	118 34%	53 15.1%	25 7.2%	6 1.7%
e. Workload can be reduced.	256 73.5%	72 20.6%	10 2.8%	6 1.7%	4 1.1%
<i>3- To what extent do you read to solve a problem in your classes?</i>					
			Frequency	Percentage	
Never			180	51.7%	
Rarely			160	46%	
Sometimes			8	2.3%	
Always			0	0	

As it was indicated in Table 25, nearly half of the instructors (n.167) claimed that they were reading books, articles etc. in their fields to improve themselves. While there was no significant difference in responses with regard to nationality, years of experience or sex, 147 instructors who read for self-development had MA or PhD degrees. As these qualifications required reading a lot, it could be claimed that instructors were reading as a part of their post-graduate studies.

When the results of the number of references read in an academic year were analysed, it was clear that 141 instructors read 1-5 books in an academic year. While there was no significant difference in responses with regard to nationality, years of experience or sex, all the instructors who read more than 6 books for self-development had MA or PhD degrees. Interviewee instructors (T.5) who had PhD degree and (T.6) who had MA degree verified these findings. Interviewee instructor (T.5) said: "I read articles, a huge number of articles indeed and wrote a lot of articles and research papers. I did them since I wanted. No one told me to do so" (See Appendix VIII).

Regarding the issue of the reasons of reading on methodology, while 77 instructors preferred reading when there was a problem, 78 of them who had MA or PhD degrees were reading for their academic studies. Although there was no significant difference in responses gathered with regard to nationality, sex or years of experience, academic qualifications played a great role as motives of reading. Moreover, 10 of the respondents stated that they were reading books for self-development. Other reasons mentioned were the need to update themselves and enrolment for post-graduate studies. Additionally, reading was encouraged in some institutions. Interviewee teacher trainer (T.3) said: "We have a reading club activity; it is called a discussion club actually. We read articles each week with volunteer instructors and we come together, share our ideas and reflect on those articles that we read. In this module, we have also integrated the IETEFLL conference sessions there. We watch the videos on the British Council website since they are available and we come together with the instructors and we watch them. Beforehand, we come together and reflect on the ideas in those plenary sessions. It also part of my job to organize these. It is voluntary. There are about ten instructors attending in discussion club. We have about forty instructors so ten out of forty is a good number. There are lots of instructors attending. Sometimes depending on the nature or the hectic workload specifically, sometimes the number of instructors is less than ten, but sometimes there are more than ten instructors attending, but usually we have 8 to 10 teachers attending each module" (See

Appendix VI). As she stated, reading activities could be encouraged by the trainers although they were voluntary activities.

118 instructors got reading materials from the internet, 75 of them got the books from their colleagues and 86 instructors read the books in their own libraries.

Regarding the issue of reasons of not reading educational references, 81 instructors stated that it was an unnecessary activity. 52 instructors also stated that they did not like reading academic articles and 33 of them said they did not have enough time to read, while 10 of them had problems with finding enough sources to read. These are the main reasons of not reading for self-development. Similarly, interviewee instructor (T.8) said: "I also do not have enough time to read academic references. By reading, instructors may develop themselves, but like me, most of them do not read due to the overloaded timetables" (See Appendix XI).

Considering the ways of encouraging reading, the most important factor was the reduction of the work load then came providing a resource room for an easy access to the necessary materials. Following these two important factors, then making a timetable of free time came. Preparing presentations was considered as another important factor which encouraged reading. The least important factor encouraging reading was giving an assignment to be completed.

Concerning the issue of the frequency of reading academic references to solve a problem, more than half of the instructors (n.180) stated they never read to solve a problem in their own classes, while 160 instructors rarely read. Just 8, out of 348 instructors stated they sometimes read academic references to solve problems. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. Although most of the interviewee instructors stated that they did not like reading academic references, only one of them (T.5) said: "I can never implement journal writing, self-appraisal or action research in my classes to solve a problem. When there is a problem, I just read to solve it. "(See Appendix VIII).

4.2.4.4.2. Academic Writing

Table 26 presents the instructors' usage frequencies of writing research papers, the factors that hinder the practice of it, to what extent the instructors implement it in their own

classes to solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 26
Academic Writing

<i>1. Have you ever written a research paper?</i>				
		YES		NO
TOTAL		156 (44.8%)		192 (55.2%)
		Frequency	Percentage	Frequency Percentage
<i>1.1. How many references approximately do you use to write a research paper?</i>				
a. 1-5	28	18%		
b. 6-10	16	10.2%		
c. More than 10	112	71.8%		
<i>1.2. Why do you write a research paper?</i>				
When there is a problem.	4	2.5%		
When the trainers ask me to do it.	5	3.2%		
For my academic studies.	147	94.3%		
Other.	0	0		
<i>1.3. What is the approximate length of a research paper you write?</i>				
1-5	109	68.9%		
6-10	32	20.5%		
More than 10.	15	9.6%		
<i>1.4. What is the reason of not writing a research paper?</i>				
a. I have enough experience.			26	13.5%
b. I do not have an easy access to the materials.			6	3.1%
c. I do not have enough time for writing.			80	41.6%
d. There is nothing new to learn.			29	15.1%
e. I am not interested in writing.			46	24%
f. Other.			5	2.6%
<i>2. Do you have an easy access to the following?</i>				
A computer				An internet
YES		NO		YES NO
Frequency	Percentage	Frequency	Percentage	Frequency Percentage
340	97.7%	8	2.3%	313 90% 35 10%
<i>3- To what extent do you write a research paper to solve a problem in your classes?</i>				
			Frequency	Percentage
Never			348	100%
Rarely			0	0%
Sometimes			0	0%
Always			0	0

156 (44, 8%) instructors had written a research paper, while 192 (55, 2 %) of them had not done it. While there was no significant difference in responses with regard to nationality, years of experience or sex, out of 156 instructors who had written a research paper, 147 of them had MA or PhD degrees. As these qualifications required reading and writing academic papers a lot, it could be claimed that instructors were writing a research paper as

a part of their post-graduate studies. In the questionnaire, some of the respondents wrote: "I have written a research paper to be able to graduate from the university". This was the proof that they had written research papers for academic reasons. Interviewee teacher trainer (T.3) supported this finding by saying: "The instructors doing DELTA are aware of some of the professional development activities. They try something that they have not tried before in their own classrooms and they see if it works or not. Doing research and writing a research paper is a part of Module 2 and they do that as a part of it. For others, who are not doing DELTA, we haven't introduced the professional development activities, yet" (See Appendix VI).

112 instructors stated that they used more than 10 references to write a research paper. After cross-tabulation, it could be claimed that, the ones who used more than 10 references had MA or PhD degrees while there was no significant difference in responses with regard to nationality, years of experience or sex.

As table 26 suggests, the main reason of writing a research paper was academic studies. After cross-tabulation, it could be claimed that, all respondents who said they were writing for academic reasons had MA or PhD degrees while there was no significant difference in responses with regard to nationality, years of experience or sex. Interviewee instructor (T.5) who had a PhD degree verified this finding by saying: "I read articles, a huge number of articles indeed and write a lot of articles and research papers for academic reasons. I did them since I wanted. No one told me to do so" (See Appendix VIII).

109 instructors produced short research papers. The ones who wrote more than 10 pages were PhD candidates.

The major reason of not writing a research paper was time. Another important reason was that the instructors were not interested in writing. One of the respondents wrote: "I am not interested in doing an MA or PhD" as a reason of not writing. Additionally, an interviewee instructor (T.7) said: "I didn't write a journal or a research paper since it is unnecessary. I didn't conduct an action research study. I do not like reading academic articles. I used other techniques efficiently so I did not need to use them" (See Appendix X). As she had stated, most of the instructors found it unnecessary.

340 instructors had a computer either at home or at school. However, 10% of them did not have an access to the internet. Cross-tabulation results showed that all the instructors who did not have an internet connection were aged between 51-60.

Regarding the issue of the frequency of writing a research paper to solve a problem in EFL classes, all of the instructors (n.348) stated they never used it in their own classes. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. It was considered as a time consuming activity. Similarly, interviewee instructor (T.8) said: "I can never implement any of them in my classes to solve a problem. They are all time consuming and unnecessary. We have to observe our colleagues as a school policy, but they are not useful. We are observing our colleagues just to do what the trainers ask us to do. Especially, journal writing and writing a research paper are the most time consuming activities. I can never use them to solve a problem" (See Appendix XI).

4.2.4.5. Action Research

Table 27 presents the instructors' usage frequencies of conducting action research, the factors that hinder the practice of it, to what extent the instructors implement it in their own classes to solve a problem and whether the instructors differ in the usage of in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

Table 27
Action Research

1. Have you ever conducted an action research to solve an immediate problem in classroom?				
	YES		NO	
TOTAL	18 (5.1%)		330 (94.9%)	
	Frequency	Percentage	Frequency	Percentage
1.1. What was the aim of the action research study that you conducted?				
To improve listening/speaking skills	4	22.2%		
To improve reading/writing skills	5	27.7%		
To improve vocabulary	6	33.3%		
To avoid the use of L1	3	16.6%		
1.2. What is the reason of not conducting an action research study?				
a. It is a burden on time.			74	22.4%
b. I have no idea about it.			139	42.1%
c. It does not help us in any way.			20	6%
d. It requires a lot of energy.			50	15.1%
e. It is not necessary.			42	12.7%
f. Other.			5	1.5%
2. How did you learn about action research?				
	Frequency		Percentage	
a. I have never heard of it before	137		1.1%	
b. I have read about it	43		18.9%	
c. At a training course	12		56.9%	
d. From a colleague	71		10.9%	
e. At university	63		10.3%	
f. Other	22		1.7%	
3- To what extent do you implement action research in your classes to solve a problem?				
	Frequency		Percentage	
Never	338		97.1%	
Rarely	10		2.9%	
Sometimes	0		0%	
Always	0		0	

330 instructors had not carried out an action research study while only 18 of them had experienced it. After cross-tabulation, it could be claimed that, all respondents who said they had conducted an action research study had MA or PhD degrees while there was no significant difference in responses with regard to nationality, years of experience or sex. Although interviewee teacher trainer (T.1) said "We have collaborative projects such as action research, special interest group, article club, video coaching and team teaching" ,(See Appendix IV), the instructors stated they had not experienced it so far. Additionally, interviewee teacher trainer, T.3., emphasized the importance of action research by saying: "Instructors are attending courses, conferences and discussion activities but other self-development activities are not introduced, yet. However, action research is very helpful for them. Conducting any kind of research in the classroom to reflect on their own teaching is also helpful. In the future, I want to have action research groups and ask them to conduct an action research to solve some specific problems that they encounter in their classes. That is one of the things that I have in mind" (See Appendix VI).

An action research study was carried out to solve an immediate problem in a classroom. As Table 27 indicates, the most common problem that instructors faced in their classes was the vocabulary and reading/writing skills. Not having an idea about what an action research was the main reason of not carrying out an action research study. Other important reasons were not having enough time and energy. In the 'other' section, some instructors wrote: "I do not know how to conduct an action research" which showed that it had not been introduced in TTPs.

As regards the issue of how the instructors learnt about action research, 137 instructors stated that they had never heard of it before. There was no significant factor such as age, gender, academic qualification or year of experience which affected the findings. Only 12 instructors stated that they had learnt it at a training course while 43 of them had read about it before. 71 instructors had learnt it from their colleagues while 63 of them had learnt it at university. In the 'other' section, some instructors wrote: "I do not know what it is but I have heard of it before" As Table 27 suggests, most of the instructors had no idea about what an action research was. Additionally, interviewee instructor (T.8) emphasized the importance of time constraints and workload by saying: "Except for peer observation, I have not tried the other self-development activities since they are time consuming and I do not need them. I do want to be encouraged to assess my own performance by the trainers; this element is missing in the current TT activities. As you know, we need time and energy

for self-development as well as a supporting environment. Unfortunately, school activities take up most of our time and we have little time for development activities. If we do any, be sure that it is done at our own inconvenience. I believe that our workload is to be minimized” (See Appendix XI).

Regarding the issue of the frequency of conducting an action research to solve a problem in EFL classes, a vast majority of the instructors (n.338) stated they never used it in their own classes, while only 10 of them rarely used it. There was no significant factor such as age, gender, academic qualification or year of experience which affected the results obtained. It was considered as a time consuming activity. The responses of all interviewee instructors verified this finding. As they stated action research was not preferred in the presence of a problem.

4.3. Discussion

The findings of the study comprising the analysis of questionnaires, interviews with the teacher trainers and interviews with the instructors working at the preparatory schools of four private universities in Ankara were examined to provide answers to each of the research questions below.

The research questions that are to be answered in this study are:

1. What is the system of the current teacher training programs in some of the preparatory schools of private universities in Ankara?
2. To what extent do the instructors engage in self-development activities?
3. What are the factors that hinder the practice of self-development activities?
4. To what extent do the instructors implement self-development activities in their own classes to solve a problem?
5. Do the instructors differ in the usage of self-development activities in terms of;
 - a. age
 - b. sex
 - c. teaching experience
 - d. ELT qualifications like BA, MA, or PhD
 - e. teaching hours

To be able to find answers to the research questions, a descriptive study was carried out. Results of the questionnaires and interviews were analysed and conclusions will be discussed in this part.

Conclusions will be discussed over the findings of the study and related literature in the light of each research question.

Research Question 1: What is the system of the current teacher training programs in some of the preparatory schools of private universities in Ankara?

The first question of this study was designed to find out the system of the current teacher training programs in some of the preparatory schools of four private universities in Ankara. Each item in the questionnaire will be discussed to find an answer to this research question.

Firstly, the results of the study indicate that TTPs are not systematic. While some institutions carry out teacher training activities once a year, others are conducting them twice or three times a year. This finding indicates that the number of the teacher training activities offered is “inconsistent and insufficient”.

Although teacher training programs are referred to as a series of planned events or as extended programs of accredited or non-accredited learning and help teachers keep up with the recent developments in their field and remember their previous knowledge while upgrading it, the findings of this study indicate that TTPs do not provide the instructors with up to date input and there is no variety in the content of the TTPs. This result contradicts the results of Duzan's (2006, p.77) study, in which he claims that TTPs at universities provide teachers with a variety of activities and practice sessions to help professional development, by the way they broaden their knowledge, improve their teaching skills and increase their self-awareness and reflective abilities, which are vital for being good educators. As a result, it can be claimed that, instructors do not learn about the current issues and recent trends in TTPs.

Another finding is related to the fact that very brief information is given in a long time which in turn causes boredom. Additionally, most of the instructors think that TTPs do not have positive effects on improving instructors' teaching skills and do not improve their classroom performances although they have a positive impact on their performances. In conclusion, it can be inferred that, TTPs are considered as boring and they do not help instructors to improve their teaching skills and classroom performances.

The fourth finding which is related to the system of current TTPs is that teacher training activities are theoretical and depend on the lecture format. However, for a mastery level proficiency, the instructors are expected to broaden and deepen their understanding and acquire skills based on extensive practical experience through TTPs. As a result, it can be claimed that teacher training activities provided by TTPs are not practical enough to be implemented in class and do not provide an opportunity for instructors to be competent. Although these activities are not practical, they are learner-centred and instructors are given a chance to discuss.

Due to the rapid changes in the world of education, teacher education is getting more and more important at universities in order to be able to meet the needs of the instructors who follow the latest innovations. However, the results of the questionnaire indicate that although teacher training activities partially focus on the subjects that instructors regard as important and their needs are specified by teacher trainers continuously, the teacher training activities do not meet the needs of the instructors. Additionally, findings of the questionnaire show that the needs of the instructors are identified by instructors and teacher trainers.

What is more, according to the findings obtained, after training activities, there are no classroom visits as a follow up activity. Following up the training outcome is missing in TTPs. Not only the follow-up sessions but also reflections of the instructors on topics covered after each session are ignored by the teacher trainers.

The last finding related to TTPs is that, self-development activities such as journal writing, self-appraisal, action research, academic reading and writing research papers are not encouraged by TTPs. They only encourage the instructors to observe their peers as a school policy.

When all these results are taken into consideration, it can be claimed that they are not in line with the results of similar local studies. (Karaca, 1999, p.66; Kervancioğlu, 2001, p.56; Coşkuner, 2001, p.45; Ünal, 2010, p.78; Duzan, 2006, p.87; Seferoğlu, 2001; Alan, 2003, p.34). However, the findings of the study support the findings of previous studies conducted by Kıldan, Ibret, Pektaş, Aydınozu, Incikabi and Recepoglu (2013) and Turhan & Arıkan (2009). As in their studies, this descriptive study also finds out that TTPs are not sufficient enough to contribute the professional and self-development of the instructors.

To sum up, the system of the current teacher training programs in some of the preparatory schools of private universities in Ankara are not systematic and insufficient for professional and self-development. With reference to interviews with instructors and questionnaire, instructors are not satisfied with the available training and hope for a better prospect. Also, TTPs do not encourage the instructors for self-development activities. As a result, this study also tried to find an answer to the second question which is about what the instructors are doing to develop themselves when TTPs are not sufficient.

Research Question 2: To what extent do the instructors engage in self-development activities?

The second research question investigated the usage frequencies of self-development activities by the instructors working at the preparatory schools of four private universities in Ankara.

Although teacher training programs conducted at the preparatory schools of universities are very important, some of them are not very effective. As stated in the thesis of Balçioğlu (2010, p.67), most of these programs do not give teachers a chance to develop themselves. It is also claimed that due to the social, economic and political changes, the role of teachers and the methods, approaches and techniques of teaching have also changed. Regarding this, if TTPs are not effective, it is necessary for teachers to try to follow the latest trends to upgrade themselves for their self-development. As a result, this research question was designed to find out what the instructors working at the preparatory schools of four private universities in Ankara are doing for their self-development when TTPs are not sufficient.

With reference to interviews with instructors and questionnaire, the analysis of research results indicates that the instructors working at the preparatory schools of four private universities in Ankara are not very familiar with and do not use self-development activities such as journal writing, self-appraisal, reading academic references, writing a research paper and action research. The only self-development activity which the instructors are familiar with and use frequently is the peer observation, since it is a school policy. However, the interviews with instructors reveal the fact that, instructors do not learn a lot from observing their colleagues. Very few instructors know about action research. It is clear that instructors consider self-development activities which are essential for being reflective and critical about their teaching as a burden on time and unnecessary. This, in turn explains why they do not use them for their self-development.

This result is in line with the results of the article of Genç (2012). In her study, she states peer observation is the most widely used self-development activity among EFL teachers. The findings of the questionnaire and interviews are quite important if the current trend in self-development, which consists of exploration of instructors' own teaching processes in an attempt to understand what they do and why they do it, is considered. As a result, it can be claimed that instructors have to conduct self-development activities to become better teachers.

There are many studies on teacher training programs and self-development in Turkey. However, the present descriptive study is the only one which investigates the probability of considering the instructor as a partner in the process towards self-development. This study aims to examine the current teacher training programs at the preparatory schools of private universities in Ankara from the instructors' and teacher trainers' perspective, find out whether any self-development activities are provided and the frequency of using self-development activities in the presence of problems in EFL classes and the factors that hinders the use of them. As a result this study has also tried to find an answer to the third research question which is about these factors.

Research Question 3: What are the factors that hinder the practice of self-development activities?

The third research question investigated the factors that hinder the practice of self-development activities by the instructors working at the preparatory schools of four private universities in Ankara.

As the results of the study indicate, TTPs are too theoretical and offering little help for problems instructors face during their teaching practices. In other words, they are not sufficient for the professional development of instructors and these instructors are not using self-development activities such as journal writing, self-appraisal, reading-writing and action research to improve themselves. Therefore, the third question of this descriptive study was designed to investigate the factors that hinder the practice of these self-development activities.

The “workload” is considered as the most important hindrance in practicing self-development activities. Most of the instructors agree that they do not have sufficient time at school to practice self-development activities. The “effort required” to conduct self-development activities is the second most important cause of less frequent participation in

these activities. When these activities are examined one by one, the reasons of not using them are explained as follows;

Journal writing is one of the least used self-development activities. “Time” and “effort required” are regarded as the major factors that affect the practice of it. Additionally, it is considered as a “useless activity”.

Self-appraisal is not practiced by the instructors, either. Again, “time” and “effort required” are regarded as the most important hindrance in practicing this self-development activity. Another most important factor that hinders the use of it is “not having an idea about what it is”.

Although peer observation is the most widely used self-development activity, the most important reasons of not practicing it are “time”, “overloaded timetables”, and “the critics of observers”. These factors can be used to find out the ways of improving peer observation process.

While some instructors in particular those with MA or PhD degrees prefer reading educational references to develop themselves, most of the instructors are not doing so since they consider it as an “unnecessary activity”. Other reasons are stated as “not liking the process of reading” and “not having enough time for academic reading”.

When it comes to writing, the major reason of not writing research papers is “time”. Another important reason is “not being interested in it”.

“Not having an idea about what an action research is” the main reason of not carrying out an action research. Other important reasons mentioned in questionnaire and interviews are “not having enough time and “energy”.

The system of TTPs, the instructors' usage frequencies of self-development activities and the factors that hinder the practice of self-development activities are discussed. Then another research question, which is designed to find out to what extent the instructors implement self-development activities in their own classes to solve a problem, arises.

Research Question 4: To what extent do the instructors implement self-development activities in their own classes to solve a problem?

This research question was designed to find out whether self-development activities were preferred by instructors to solve their problems in EFL classes. In the questionnaire, instructors were asked to rate four scales from never to always regarding their views about

the implementation of self-development activities into their own classrooms to solve a problem they have encountered. As drawn from the responses given to this item, it is clear that the rates equally gathered around two scales “never” and “rarely”. That is, out of 348 instructors working at preparatory schools of four private universities in Ankara, a noteworthy number of them believe that they never or rarely transfer the knowledge they get from self-development activities into their own teaching contexts.

In order to provide more insight into this issue, 4 instructors were selected among the participants and interviewed. The main aim of this process was if or to what extent teachers were able to use self-development activities to solve their problems in their classes. As a result, they were requested examples and explanations from their own classrooms as to how they could implement the knowledge they gained from self-development activities in real teaching circumstances or which problems they encountered most in transferring that knowledge into classroom situation. The responses of these interviewee instructors could be gathered under two groups. The first group involved instructors who believed that they were not able to implement at all what they got from self-development activities into their classes to solve a problem. The second group consisted of instructors who sometimes could apply what they acquired from these activities and who sometimes could not manage it. During the interviews, interviewee instructors listed two reasons, which are crowded classes and worry about covering the pacing on time, as to why self-development activities do not help them solve their problems in EFL classes.

As a result, it is clear that the information gathered from self-development activities is not implemented in classes to solve problems.

Research Question 5: Do the instructors differ in the usage of self-development activities in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours?

This research question is designed to find out whether factors such as age, gender, teaching experience, academic qualifications and teaching hours have a role in using self-development activities. According to the findings gathered from questionnaire and interviews, all these factors play a great role in self-development process.

a) Age

In general, cross tabulation results show that nearly all of the instructors who have no idea about self-development activities except peer observation and who do not use any of them

are aged between 41-50. Especially, the ones aged between 51-60 have not practiced any of them and find these activities unnecessary. Similarly, the ones aged between 20-30 have not practiced self-development activities such as journal writing, self-appraisal and action research.

b) Gender

The gender of the participants is not a significant factor which affects the use of self-development activities since 78 males and 270 females participated in the research. However, cross tabulation results indicate that all the instructors who practice journal writing are males. Additionally, it is found out that female instructors have a more tendency to practice peer observation than the men since 22 out of 26 instructors who observe their colleagues more than six times are females.

c) Teaching experience

Teaching experience is an important factor in the practice of self-development activities. The more experienced the instructors are, the less they give importance on self-development activities. More experienced instructors have no idea about what an action research is. Moreover, they have not written journals, evaluated themselves by writing self-appraisal reports and read or written academically. The only self-development activity they engage in is peer observation. While experienced instructors are practicing peer observation as a school policy, the ones who consider it as an opportunity for learning are inexperienced – novice - instructors. What is more, the instructors who read and write academically have 11-15 years of experience while all of the instructors who write journals have more than 11 years of experience.

This result is not in line with the results of the article of Sarıyıldız (2017). The results of her study reveal that there are few differences between the perceptions of novice and experienced teachers towards self-development like teachers' taking the action for their own professional development, teachers' being involved in the evaluation of their teaching skills and knowledge, and willingness' being an important in this process, on which experienced teachers were found to agree more than novice teachers. However, as for the issue of teachers' trying to keep themselves up to date changes and improvements in ELT, novice teachers were found to agree more than experienced teachers. On the other hand, this study found out that neither novice nor experienced instructors give importance to self-development activities.

d) ELT qualifications like BA, MA, or PhD

This is the most significant factor that affects the practice of self-development activities. Most of the instructors who read academic references for self-development and write research papers by using more than 10 references have MA or PhD degrees. As these qualifications require intensive reading, it can be claimed that instructors are reading as a part of their post-graduate studies. When the results are analysed, it is clear that a vast majority of instructors who have BA read 1-5 books in an academic year, while all the instructors who read more than 6 books for self-development have MA or PhD degrees. Similarly, while some of the BA level instructors prefer reading when there is a problem, the instructors who are reading for their academic studies have MA or PhD degrees. It is also same in regard to writing. While most of the MA level instructors write short research papers, the ones who write more than 10 pages are PhD candidates. In addition to reading and writing academically, all respondents who say they have conducted an action research study have MA or PhD degrees.

e) Teaching hours

One of the most important factors that hinder self-development is the workload. The instructors who consider all self-development activities as a burden on time are working 19 or more hours a week while the instructors who work 5-11 hours a week have experienced all self-development activities. As a result, it can be claimed that the more the instructors work, the less they practice self-development activities.

All in all, it can be claimed that the instructors differ in the usage of self-development activities to some extent in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

CHAPTER V

CONCLUSION

5.1. Introduction

In this chapter, conclusions drawn from the descriptive study are presented in the light of the research questions of the study. Then, educational implications, suggestions for further studies, limitations of the study and methodology are presented.

Progress in education depends on keeping up with the various trends that emerge around the world. Teacher training programs at the preparatory schools of private universities are formal means through which instructors are constantly updated with the new findings in the field. There are also self-development activities that complement formal training. The need for self-development activities seems all the more essential when Teacher Training and Development Programs are not as effective as they ought to be (Turhan, & Arıkan, 2009). It is essential for instructors at universities to take up their professional accountability in the absence of an efficient teacher training system.

The main aim of the present descriptive study is to find out whether the teacher training programs conducted at the preparatory schools of four private universities in Ankara are effective, whether instructors practice self-development activities, whether there are some factors that hinder the practice of self-development activities, to what extent the instructors implement self-development activities in their classes to solve a problem, and whether the instructors differ in the use of self-development activities in terms of age, gender, experience, education level and teaching hours.

The present study was conducted with 348 instructors working at the preparatory schools of four private universities in Ankara. In addition, 4 teacher trainers and 4 instructors, 1 from each institution, participated in the study. Data were collected through a questionnaire. What is more, 4 teacher trainers and 4 instructors working at these private

universities were interviewed in order to triangulate the data gathered from the questionnaire.

A descriptive study was carried out, results of the questionnaires and interviews were analysed and conclusions will be discussed in the following part.

5.2. Conclusion

The following conclusions are based on the results of the data gathered from the 348 respondents of the questionnaire and interviews with four teacher trainers and four instructors. Conclusions are expanded in the light of all the findings regarding the responses of participants:

Firstly, the current system of TTPs in preparatory schools of four private universities in Ankara was analysed and the results show that TTPs in preparatory schools of four private universities in Ankara do not follow a defined and certain system, which means that each institution has its own system and teacher training program. These programs are also considered as insufficient for the professional and self-development of the instructors due to the insufficient number of activities conducted each term. Additionally, instructors are not provided with up to date information due to the fact that there is no variety in the content of TTPs which causes boredom. Based on the workload, and the training prospects available, instructors feel dissatisfied by what they are given in TTPs since these teacher training programs are not practical enough to be implemented in class and do not provide an opportunity for instructors to be competent. Although the needs of the instructors are continuously specified by the trainers, TTPs do not meet their needs which also causes dissatisfaction. Moreover, following up the training outcome and reflections of the instructors on topics covered after each session are missing in TTPs. Finally, TTPs do not encourage the instructors for self-development activities such as journal writing, self-appraisal, action research, academic reading and writing research papers. They only encourage the instructors to observe their peers as a school policy. To sum up, the systems of the current teacher training programs in some of the preparatory schools of private universities in Ankara are not systematic and insufficient for professional and self-development of the instructors.

In addition to the analysis of the current system of TTPs in preparatory schools of four private universities in Ankara, this study also aimed to investigate the usage frequencies of self-development activities by the instructors. Although TTPs are insufficient for self-

development, instructors practise self-development activities by themselves on a limited scale. The most widely practiced self-development activity is the peer observation in all the four institutions since it is a school policy. Academic reading and writing are practiced just for postgraduate studies. Self-development activities such as journal writing, self-appraisal and action research are rarely practised. It has been discovered that some instructors do not know that such activities exist. On the other hand, the ideas are welcomed by instructors on the basis that work conditions are improved to allow for the time and effort needed for these self-development activities.

A third conclusion relates to the results of the study indicate that TTPs are not sufficient enough for the professional development of instructors and these instructors are not using self-development activities such as journal writing, self-appraisal, academic reading-writing and action research to improve themselves. Therefore, the third question of this descriptive study was designed to investigate the factors that hinder the practice of these self-development activities. Third finding in this study show that workload is considered as the most important hindrance in practicing self-development activities. Most of the instructors agree that they do not have sufficient time at school to practice self-development activities. The effort required to conduct self-development activities is the second most important cause of less frequent participation in these activities.

The fourth finding of this study show that, although it is necessary, instructors do not implement the information gathered from self-development activities in their EFL classes to solve problems.

The last finding in the study was that instructors differ in the usage of self-development activities to some extent in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours. As the results suggested, most of the instructors, aged 41-60, have no idea about self-development activities except peer observation and do not use any of them. Similarly, the ones aged 20-30 have not practiced self-development activities such as journal writing, self-appraisal and action research. Due to the fact that 78 males and 270 females participated in the research, gender of the participants is not a significant factor which affects the use of self-development activities. As for teaching experience, the more experienced the instructors are, the less they give importance on self-development activities. Besides, the most significant factor that affects the practice of self-development activities is the ELT qualifications like BA, MA, or PhD. Most of the instructors who read academic references for self-development, write research papers by

using more than 10 references and conduct an action research in their classes have MA or PhD degrees. As for teaching hours, the more the instructors work, the less they practice self-development activities.

In conclusion, TTPs conducted at the preparatory schools of four private universities in Ankara are not structured and practical. Moreover, they do not encourage the use of self-development activities. Although TTPs are insufficient for professional and self-development, instructors practise self-development activities by themselves on a limited scale. Due to the fact that peer observation is recommended as a school policy, it is the most widely practiced self-development activity. Time and workload are considered as the most important hindrances in practicing self-development activities. As another finding, instructors do not implement the information gathered from self-development activities in their EFL classes to solve problems. Finally, it was found out that instructors differ in the usage of self-development activities to some extent in terms of age, gender, teaching experience, ELT qualifications like BA, MA, or PhD and teaching hours.

5.3. Implications for Educational Practice

Based on the findings presented, this study holds the following overall implications for educational practice:

Firstly, TTPs in preparatory schools of four private universities in Ankara do not follow a defined and certain system. Although some researchers (Burns, 2014, p.69; Burton, 2009, p.101) state that TTPs are expected to be unique in each institution and prepared according to the needs of the instructors working there, others (Salzman & Snodgrass, 2003, p.86; Ur, 1996, p.12) do not approve of this idea. In general, TTPs are expected to be systematic, to include sufficient number of various activities, and to be practical enough to be implemented in class.

As for identifying training needs, respondents agreed that it is necessary to consult instructors as well as trainers and management. While planning teacher training activities, the needs of the instructors are to be taken into consideration.

As the results show, the instructors do not want to participate in TTPs for some reasons. Offering certified training courses, inviting native speakers, or the incentive of pay for training courses offered during weekends may lead to improvement of the rate of attendance.

Although TTPs are to be practical enough to be implemented in class (Ünal, 2010, p.65), findings of the study show that they are theoretical. Coaching and practice at classroom level is highly recommended. Developing the instructors has to be linked with the development of the institution (Alwan, 2000, p.118). Practical professional and self-development activities can be tried out in all institutions. Additionally, trainers are expected to provide time allotted for reflection.

It seems that self-development activities are not introduced or practiced in TTPs. Teacher trainers are expected to introduce certain self-development activities such as journal writing, self-appraisal, academic reading and writing, and action research for the sake of the betterment of educational practices. It is also recommended to raise the instructors' awareness of the positive outcome they get from each self-development activity. It is necessary to give instructors a chance to practice these activities to solve their problems and encourage them to keep a portfolio of development feedback obtained from the various techniques practised to keep a record of development. Additionally, planning for staff presentations are prerequisites that facilitate the instructor's attempts at self-development. Moreover, providing well-resourced libraries and making the internet available for instructors to benefit from the vast databases and teaching resources that it encompasses may encourage them to develop themselves. There are also other requirements that may encourage self-development practice such as writing researches and planning for staff presentations. Also, instructors may be encouraged to build up a resource file including a collection of creative teaching techniques and activities that are learnt in training courses or due to individual efforts in reading.

As the findings of the study show, peer observation is the most common self-development activity. It is a good training opportunity for both observers and observed instructors (Canagarajah, 2012). The outcome from observation becomes higher when there is a focus for peer observation since the observer knows what to look for (Duggal, 2005, p.89). This might involve writing a descriptive account of the lesson or using a checklist. It appears from the results of the study that all instructors working at the preparatory schools of four private universities are familiar with peer observation. On the other hand, it does not take the systematic approach that would multiply the gains for instructors. There are more chances of improving the practice such as providing time for post-observation discussion, providing certificates for instructors who give demonstration lessons, not focusing on the

negative qualities of the observed instructors, and reducing the workload on certain days to provide time for such practices.

As for the possible factors which hinder the practice of self-development activities, instructors were found mostly agree on excessive work load, and time. Constructing flexible timetables to allow for professional self-development activities to take place is a necessity for each institution.

To sum up, the findings of this study have potentially important practical implications to improve current TTPs, and encourage instructors to conduct self-development activities.

5.4. Suggestions for Further Studies

This descriptive study was designed to evaluate the current teacher training programs conducted at the preparatory schools of four private universities in Ankara. It also investigated whether instructors practiced any self-development activities to improve themselves. As a result, the following can be suggested for further studies.

The following research study can be designed to investigate the effect of the dual roles of teacher trainers as trainers and assessors of instructors, or to find out the effectiveness of professional development activities of TTPs and their roles on the self-development of instructors in the context of both private and state universities. Also, the following study can look into the means of following up the effect of teacher training activities on instructors, or investigate the use of other self-development activities. In addition, it can be designed to find out the role of self-development activities on teaching, or to replicate and elaborate upon the results.

5.5. Limitations of the Study and the Methodology

The limitations of the study are listed below:

1. Only 348 EFL instructors and 4 teacher trainers and 4 instructors working at the preparatory schools of four private universities in Ankara took part in the study. It is not clear whether the same results could be obtained or not in case this study would be carried out with state schools or with more than 348 instructors, 4 teacher trainers and 4 interviewee instructors.

2. The study was carried out in 2015-2016 academic year. The system of some TTPs may have changed after this period. It is not clear whether the same findings would be obtained if it was conducted before or after this period.
3. The results of the study may have been significantly influenced by the degree of cooperation and interest of the participants.
4. The findings of the study depend on the atmosphere that these questionnaires and interviews were carried out. It is not clear whether the results would be the same if more relaxed atmosphere was provided.
5. Varying research instruments contributes to the validity of the research findings and is necessary for triangulation. It is not clear whether the results would change if observation or case studies were used to collect data.
6. The findings of the study are related to EFL instructors working at the preparatory schools of four private universities in Ankara and may not be generalized to other instructors working at state universities.

In addition to the limitations of the study, the adopted methodology has certain limitations as follows:

1. The sample was not random. As a result, statistical significance cannot be claimed. However, this does not affect the validity of the findings.
2. The participants may answer the questions in the questionnaire and interview with the answers that they consider as true. This may be a potential threat to the reliability of the study.
3. Instructors may feel sensitive to discuss issues related to the relation that they have with their teacher trainers, as they carry out appraisal of teaching performance. This may also be a potential threat to reliability.

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APPENDICES

Appendix-1. Questionnaire

Dear Colleagues,

This questionnaire is an important part of my research for a PhD Degree at the ELT Department of Gazi University in Ankara. The aim of this questionnaire is to examine the system and the studies of the Teacher Training and Development Units of your institutions to discover ways of improving it and to investigate into current self-development methods practiced at the preparatory schools of universities.

All the information will be confidential and nobody will have access to them except me. I am grateful that you have agreed to help.

Kind regards,

Aydan IRGATOĞLU

Part I.

1. Age: a. 20-30 b. 31-40 c. 41-50 d. 51-60

2. Sex: a. Male b. Female

3. Nationality: a. Turkish b. Other (please specify).....

4. Teaching hours per week: a.5-11 b.12-18 c.19-21 d.22 or more.

5. How many years of experience do you have?

a. 1-5 b. 6-10 c. 11-15 d. 16-20 e. 21 or more

6. Have you attended any conferences, seminars or workshops to develop yourself?

T.7es b.No

If Yes (Please specify the number) a.1-5 b.6-10 c.11-15 d.15-20 e.21 or more

7. Qualifications: a. BA b. MA c. PhD

8. How often are teacher training activities conducted in your institution?

a. once a year b. 2 or 3 times a year c. each month in a year d. each week in a year

9. Other certificates or diplomas related to ELT:

a. CELTA b.DELTA c. Other (Please specify)

Part II. Please kindly indicate whether you agree or disagree with each of the following statements.

1= strongly disagree 2= disagree 3=undecided 4= agree 5= strongly agree

1. In my institution, training activities in a year are sufficient in number.	1	2	3	4	5
2. Training activities provide the instructors with up-to-date input.	1	2	3	4	5
3. In training activities, very brief information is given in a long time.	1	2	3	4	5
4. Training activities have positive effects on improving teaching skills.	1	2	3	4	5
5. Attending training activities increases the instructors' knowledge of teaching.	1	2	3	4	5
6. Attending training activities improves classroom performance.	1	2	3	4	5
7. Training activities have a positive impact on the instructor's performance.	1	2	3	4	5
8. Training activities are theoretical and depend on lecture format.	1	2	3	4	5
9. Activities in the sessions are practical enough to be implemented in class.	1	2	3	4	5
10. Training activities are learner-centred, instructors are given the chance to discuss.	1	2	3	4	5
11. The content of the training activities is recycled.	1	2	3	4	5
12. Training activities focus on the subjects that instructors regard as important.	1	2	3	4	5
13. Teacher trainers specify the instructors' training needs continuously.	1	2	3	4	5
14. Classroom visits are parts of the training without using the results for final appraisal report.	1	2	3	4	5
15. Training activities meet the needs of the instructors.	1	2	3	4	5
16. The management identifies what the instructors need for training.	1	2	3	4	5
17. The teacher trainers identify what the instructors need for training.	1	2	3	4	5
18. The instructors identify what they need for training.	1	2	3	4	5
19. Trainers deliver reflection hand outs on topics covered after each session.	1	2	3	4	5
20. After attending a training activity, instructors feel the need to learn more.	1	2	3	4	5
21. Teacher training programs encourage the instructors to write journals	1	2	3	4	5
22. Teacher training programs encourage the instructors to conduct action research	1	2	3	4	5
23. Teacher training programs encourage the instructors to assess their performances	1	2	3	4	5
24. Teacher training programs encourage the instructors to observe their colleagues	1	2	3	4	5
25. Teacher training programs encourage the instructors to read books, articles, etc. on teaching techniques	1	2	3	4	5
26. Teacher training programs encourage the instructors to write research papers	1	2	3	4	5

27. Any other opinions you want to add

.....

Part III. Kindly, read the following questions and respond as directed.

I. Journal writing:

1- Do you write your reaction to teaching events and analyse your work for reflection?					
A. YES (If yes, please continue with question 1.1)			B. NO (If no, please continue with question 1.3)		
1.1 - How many hours do you spend on writing a journal each week? a. 1-3 b. 4 -6 c. More than 6 hours 1.2 - How many times a week do you write a journal? a. When I have a problem b. Daily c. 2-4 times a week d. Once a week			1.3 - Which of the following may be the reason for not keeping a journal? You can choose more than one option. a. It is a burden on time. b. It is useless c. It requires energy. d. I have not heard of it e. Other: (please specify).....		
2- How did you learn about keeping a journal? a. I have never heard of it before. b. I have read about it. c. In a teacher training course in my institution.					
d. From a colleague e. At university f. Other (please specify)					
3- To what extent do you implement journal writing in your own classes to solve a problem? a) Never b) Rarely c) Sometimes d) Always					

II. Self-appraisal:

1-Do you assess your own performance by writing, filling in a form or completing a checklist of required criteria for reflection and self-development?	
A. YES (If yes, please continue with question 1.1)	B. NO (If no, please continue with question 1.2)
1.1-How many times do you assess your performance? a. When I have a problem b. Daily c. 2-4 times a week d. Once a week	1.2- Reasons why you do not practice self-appraisal, you can choose more than one option. a. It is a burden on time. b. It is useless c. It requires energy. d. I have not heard of it e. Other: (please specify).....
2- How did you learn about self-appraisal? a. I have never heard of it before. b. I have read about it. c. In a training course.	
d. From a colleague e. At university f. Other (please specify)	
3- To what extent do you implement self-appraisal in your own classes to solve a problem? a) Never b)Rarely c) Sometimes d) Always	

III. Peer observation:

1- Do you practice peer observation?	
A. YES (If yes, please continue with question 1.1)	B. NO (If no, please continue with question 1.5)
1.1 - How many times do you practice peer observation in a year? a. 1-3 b. 4-6 c. More than 6 times 1.2 - What is the main reason of peer observation? a. It is recommended by the trainers. b. I feel a need for learning from my colleagues. c. It is a school policy. d. Other (please specify)..... 1.3 - Is there a focus for observation? a. I observe everything in the lesson without writing anything. b. I focus on some of the important points in the lesson and take notes. c. I use a checklist provided by the trainers. 1.4 - Do you have a post meeting after the observation? a. Yes b. No. c. In some cases.	1.5 - Reasons why you do not practice peer observation, you can choose more than one option. a. It is a burden on time. b. It is useless c. We are criticized by our colleagues who observe us. d. I have not heard of it e. Our timetables are overlapping. f. Our timetables are overloaded. g. I feel anxious when I am observed. h. It is boring to observe my colleagues i. Only new instructors are to observe more experienced instructors. j. We cannot learn something new from old instructors k. I don't need to visit my colleagues' classrooms l. Other: (please specify)
2- How did you learn about peer observation? <div style="display: flex; justify-content: space-between;"> a. I have never heard of it before. d. From a colleague </div> <div style="display: flex; justify-content: space-between;"> b. I have read about it. e. At university </div> <div style="display: flex; justify-content: space-between;"> c. In a training course. f. Other (please specify) </div>	
3- To what extent do you implement peer observation in your own classes to solve a problem? a) Never b) Rarely c) Sometimes d) Always	

IV. A. Reading:

1- Do you read books, articles, etc. on teaching techniques to improve your teaching skills?	
A. YES (If yes, please continue with question 1.1)	B. NO (If no, please continue with question 1.4)
1.1. How many books related to your field do you read in an academic year? a.1-5 b.6-10 c. more than 10 1.2- Why do you feel the need to read? a. When there is a problem b. When I write a paper for my academic studies c. For Self-Development d. Other (please specify)..... 1.3. Where do you get books and journals from? (more than one option can be chosen) a. School or public library b. Internet c. A teacher resource centre d. Trainers e. Own library f. Colleagues g. Other (specify)	1.4 - Which of the following may be the reason for not reading educational references? You can choose more than one option. a. I have enough experience. b. I cannot find enough resources to read. c. I do not have time for reading. d. It is not necessary. e. All the sources are repeating themselves. f. I don't like reading academic articles g. Other (please specify).....

2- What can be done to encourage reading for self-development? Please rank the following statements according to the order of importance. (Put 1 for the most important one)a. An assignment to complete can be given to instructors. (e.g. writing a paper)b. Instructors can be asked to prepare presentations.c. A resource room can be provided for an easy access to the necessary materials.d. A timetable of free time can be made for reading.e. Workload can be reduced.
3- To what extent do you implement reading in your own classes to solve a problem? a) Never b) Rarely c) Sometimes d) Always

IV.B. Writing research papers:

1- Have you ever written a research paper?	
A. YES (If yes, please continue with question 1.1.)	B. NO (If no, please continue with question 1.4)
1.1 - How many references approximately do you use to write a research paper? a. 1-5 b. 6-10 c. more than 10 1.2 - Why do you write a research paper? a. When there is a problem b. When the trainers ask me to do it. c. For my academic studies d. Other: 1.3- What is the approximate length of a research paper you write? a. 1-5 pages b. 6-10 pages c. More than 10 pages	1.4- What is the reason of not writing a research paper? a. I have enough experience. b. I do not have an easy access to the materials c. I do not have enough time for writing. d. There is nothing new to learn. e. I am not interested in writing f. Other (please specify).....
2- Do you have an easy access to the following (at school or at home): A computer a. yes b. no The Internet a. yes b. no	
3- To what extent do you implement writing research papers in your own classes to solve a problem? a) Never b) Rarely c) Sometimes d) Always	

V- Action Research:

1- Have you ever conducted an action research to solve an immediate problem in the classroom?	
A. YES (If yes, please continue with question 1.1)	B. NO (If no, please continue with question 1.2)
1.1 - What was the aim of the action research study that you conducted? a. to improve listening/speaking skills b. to improve reading/writing skills c. to improve vocabulary d. to avoid the use of L1 e. Other (Please specify).....	1.2- What is the reason of not conducting an action research study? a. It is a burden on time. b. I have no idea about it. c. It does not help us in any way d. It requires a lot of energy. e. It is not necessary f. Other: (please specify)
2- How did you learn about the action research? a. I have never heard of it before. d. A colleague (another teacher) b. I have read about it. e. At University c. At a training course. f. Other (please specify).....	
3- To what extent do you implement action research in your own classes to solve a problem? a) Never b) Rarely c) Sometimes d) Always	

Finally, I would like to thank you for your help. If you have any comments on the possibility of introducing self-development methods in teacher training, I will be grateful if you write them in the space below:

.....

Appendix-2. Interview Questions for Teacher Trainers

1

- 1- How long have you been working as a teacher trainer?
- 2- As a trainer, what are your job responsibilities?

2

- 1- What is your opinion of current teacher training program in your institution?
- 2- Who plans the training activities for the instructors in your institution?
- 3- What topics are usually covered in teacher training activities?
- 4- What form do the teacher training activities take?
- 5- Who runs these teacher training activities?
- 6- How do you decide on the needs of your instructors?
- 7- Do you use any evaluation systems for these training activities? What do you do for evaluation?
- 8- To what extent has this approach in teacher training helped in teacher development?
- 9- How do the instructors respond to inter-visitations in general?
- 10- How do the instructors respond to peer-observations?
- 11- What other forms of self-development activities do your instructors practice?
- 12- Which self-development activities are introduced in your training courses? What else can be introduced?
- 13- How can you encourage instructors to take up their professional accountability?
- 14- Would you like to add anything?

Appendix-3. Interview Questions for Instructors

1

- 1- How long have you been working as an instructor?
- 2- Are you pursuing any further degree? (MA, PhD, etc.)

2

1. Do you think the activities of Teacher Training Units in your institution are sufficient enough for self-development? Why/Why not?
2. Are you familiar with the self-development methods such as journal writing, self-appraisal, peer observation, reading articles and writing research papers and action research? Could you describe them shortly?
3. Have you ever used any of them for self-development? Which ones did you use?
4. If you did not participate in these activities, which ones were they? What were the reasons for not participating in them?
5. To what extent do you implement these activities in your EFL classes to solve a problem? Why?
6. What do you expect from self-development activities?
7. Do you implement the information you gathered from self-development activities into your EFL classes to solve your problems? If yes, could you give an example? If no, what is the reason?

Appendix-4. Interview with Teacher Trainer, T.1.

1

1- How long have you been working as a teacher trainer?

I have been working as a TT for 16 years.

2- As a trainer, what are your job responsibilities?

- To plan and develop an induction programme for newly recruited teachers
- To plan and develop an in-service Professional development programme
- To conduct and organise classroom observations (visits/ inter-visitations)
- Individual consultancy
- To organise and run in-house Teacher Training Courses/seminars/conferences
- To provide training and supervision in peer coaching classroom observations.
- To organize and conduct teacher appraisal interviews annually.
- To participate actively in new teacher recruitment.
- To organize workshops and training sessions to ensure quality classroom delivery and to improve overall classroom instruction.
- To organize workshops and application swap shops on topics emerging from the needs analysis survey.
- To evaluate instructional and institutional needs of the school throughout the year and make suggestions for improvement.
- To organize seminars for Ts who would like to further develop themselves professionally and also for Ts who need further support.

2

1- What is your opinion of current teacher training program in your institution?

In my opinion, it is a well-planned and well-organised professional development programme as it is a tailor-made programme designed completely by taking the instructors' background, experience, needs and professional needs into consideration. I believe it is quite effective as it includes activities that are optional. The instructors are involved in decision-making as much as possible. The programme is designed in a meaningful and realistic way.

We started running this programme in 2015-2016 Academic year so it is quite new. Of course, there are many things to improve in the programme. This will take time but it is worth.

- 2- Who plans the training activities for the instructors in your institution?
Professional Development Unit Coordinator and Unit member with the involvement of all the parties in the institution. (Academic Board, Units, instructors and even students are involved in decision making or identifying the needs)
- 3- What topics are usually covered in teacher training activities?
It depends on the identified needs but recently we focused more on use of technology in class, TPACK, reflective teaching, teaching speaking
- 4- What form do the teacher training activities take?
We have collaborative projects such as action research, special interest group, article club, video coaching and team teaching.
Besides these in-house workshops are organised either by PDU or the instructors
Seminars, in-house events, sharing & caring sessions, peer observations, swap shops
Sometimes we also have non-ELT workshops- focusing on self-development
- 5- Who runs these teacher training activities?
PDU members (teacher trainers), instructors themselves, expert speakers from other institutions
- 6- How do you decide on the needs of your instructors?
By conducting a detailed needs analysis (questionnaires, interviews), individual meetings with instructors, informal chats, observations help us identify the needs of the instructors
- 7- Do you use any evaluation systems for these training activities? What do you do for evaluation?
We use questionnaires and interviews at the end of the programme for summative evaluation. However, we also conduct some meetings with the instructors to collect data during the implementation of the programme. (As part of the formative evaluation)
- 8- To what extent has this approach in teacher training helped in teacher development?
Which approach? Sorry I couldn't get the question. Oh, yes, it helped a lot.
- 9- How do the instructors respond to inter-visitations in general?
As usual, at first they find the idea a bit threatening and disturbing.
- 10- How do the instructors respond to peer-observations?

Generally positive as they say that it is an opportunity for them to learn from each other, exchange new ideas and activities. However, sometimes they feel that they can't benefit much from the feedback they receive from their colleagues as they feel the colleagues don't talk much about the areas to improve.

When the peer observations are focused observations, they work better since teachers focus on one specific area. We give them a checklist and ask them to focus on these points.

Peer observations also help teachers about how to give and receive feedback.

11- What other forms of self-development activities do your instructors practice?

Teaching portfolios, reflective notes, video-audio recordings, blogs

12- Which self-development activities are introduced in your training courses? What else can be introduced?

Teaching portfolios, journals, self-observations, audio-video recordings, action research, online courses, webinars

13- How can you encourage instructors to take up their professional accountability?

By

- raising their awareness on the importance of professional development,
- explaining the rationale behind the Professional development activities
- being a role model (being involved in professional development yourself)
- taking risks and trying new ideas
- raising teachers' awareness on how to make use of PD in their classes in a meaningful and realistic way
- showing them what they will gain from PD
- increasing teacher autonomy

14- Would you like to add anything?

Thank you.

Appendix-5. Interview with Teacher Trainer, T.2.

1.

1- How long have you been working as a teacher trainer?

17 years

2- As a trainer, what are your job responsibilities?

- a) To provide training and development opportunities to Ts by designing training and development programs (induction and in-service training).
- b) To establish the 'peer coaching' groups, to organize their meetings and activities by providing close guidance, training and supervision regarding their activities.
- c) To provide training and supervision in peer coaching classroom observations.
- d) To organize and conduct classroom observations.
- e) To organize and conduct teacher appraisal interviews annually.
- f) To participate actively in new teacher recruitment.
- g) To organize workshops and training sessions to ensure quality classroom delivery and to improve overall classroom instruction.
- h) To organize workshops and swap shops on topics emerging from the needs analysis survey.
- i) To evaluate instructional and institutional needs of the school throughout the year and make suggestions for improvement.
- j) To organize seminars for Ts who would like to further develop themselves professionally and also for Ts who need further support.

2.

1- What is your opinion of current teacher training program in your institution?

In my opinion, the teachers who work in our institution are lucky in terms of professional development since Teacher Training and Development Unit (TTDU) is a well-established unit embedded in the culture of the School of Foreign Languages compared to other institutions which are still trying to establish a CPD unit. TTDU serves the needs of not only the newly recruited teachers but also the experienced instructors by offering them both pre-service and in-service training.

2- Who plans the training activities for the instructors in your institution?

TTDU (in cooperation with other units and Admin.)

3- What topics are usually covered in teacher training activities?

- a) Induction topics: basic teaching essentials such as classroom management, language skills, micro teaching sessions, etc.
- b) In-service training: Current trends in ELT, topics that are determined by needs analysis surveys, topics that may arise from immediate needs (E.g. textbook exploitation, training teachers for speaking tests) and personal development topics offered by one of our instructors who specializes in psychology.

4- What form do the teacher training activities take?

Workshops, swap shops, group discussions, lectures, etc.

5- Who runs these teacher training activities?

Teacher trainers, guest speakers, instructors who volunteer to make presentations

6- How do you decide on the needs of your instructors?

Depending on

- a needs analysis survey at the beginning of each academic year
- suggestions by teachers during appraisal meetings
- TT observation data concerning the points to reconsider

7- Do you use any evaluation systems for these training activities? What do you do for evaluation?

We collect written or oral feedback at the end of the academic year

8-To what extent has this approach in teacher training helped in teacher development?

All teachers attend workshops, swap shops, projects and various ELT based activities in the preparatory school, offered by (TTDU) and occasional guest speakers during the weekly PC meetings. In this way, they are kept aware of the latest trends and developments in the ELT world. Therefore, they are well-equipped with the basic approaches and techniques and they are quite familiar with the latest developments in ELT. The Peer coaching model, which is employed for the teaching staff in our institution not only establishes cooperation and collaboration but also provides opportunities for professional growth. In addition, with the help of TT observations and Peer Observations, teachers are encouraged to reflect on their own teaching practices and improve their knowledge of teaching.

9- How do the instructors respond to inter-visitations in general?

They generally respond positively and say that they benefit from these observations and post-observation meetings a lot since as TTDU we take special care to give positive and constructive feedback and guidance to the teachers we observe.

10- How do the instructors respond to peer-observations?

Experienced teachers usually imply that they are fed up with peer observations as they have been practising it for too many years so two years ago we introduced some new forms of reflective teaching activities.

11- What other forms of self-development activities do your instructors practice?

Peer coaching, Video coaching, team teaching, attending courses like DELTA, attending conferences, webinars, doing action research, SIG projects, making presentations and so on.

12- Which self-development activities are introduced in your training courses? What else can be introduced?

Video coaching, audio-recording, team teaching

What else can be introduced?

Keeping journals/diaries, creating teaching portfolios, doing action research, making presentations

13- How can you encourage instructors to take up their professional accountability?

We try to raise an awareness of the topics we introduce throughout our training sessions instead of imposing them on our teachers. That's why we always allow time for discussions, exchange of ideas, questions, hands-on activities, reflection, etc. in our workshops. We prepare materials accordingly. In addition, we always encourage our teachers to reflect on their own teaching by means of different kinds of reflective practices. We also ask them to make presentations or conduct workshops in the workshop festivals that are organized annually in our institution.

14- Would you like to add anything?

No, thanks.

Appendix-6. Interview with Teacher Trainer, T.3. (Int. 3)

1

1- How long have you been working as a teacher trainer?

For 2 years as a teacher trainer and for years as an instructor

2- As a trainer, what are your job responsibilities?

As a trainer, my job responsibilities are researching and identifying the educational and the professional needs of our instructors and our preparatory school, in general. And, working closely with other coordinators in our school. I don't only identify the needs of our instructors but also the other instructors working in the units. So, the coordinators inform me if they need anything like some training sessions on testing or materials design. We also work closely and we identify the needs. And then, we give sessions together with the other unit members or we invite other speakers from all around the world sometimes to get training sessions. Some other responsibilities are monitoring, and evaluating the classroom teaching performance of the instructors.

I also conduct and supervise some of the training programmes that we give in the school so we also give DELTA training to our instructors and I am also a certificated DELTA trainer. I also work as a part of DELTA course given in our school, as well.

I also inform the school director about the instructors and the training that is given as part of those programmes and also, some other training programmes that we do in the school.

Also, as part of my job, I listen to the instructors and try to help them if they have any problems they come across in their classes. We try to have an open door policy, so they can come whenever they want if they want to talk to me about something they can. I listen to their requests, and also their suggestions and I inform the school director about it.

As I said, I also invite guest speakers and teacher trainers from other schools depending on the needs. For example, for assessment last year, we worked with CELT Academy and we invited a guest speaker to give sessions during summer on testing. The testing unit members and also the materials unit members took part in those training sessions. They were volunteered actually since we altogether identified the needs and it was somehow a compulsory training but we didn't tell them that it was compulsory since they wanted it. We based those trainings on their wishes as well. An experienced trainer came and gave training sessions on testing last year.

Also, I follow the activities of international organizations and I inform the instructors about these. We have an online system and we have a professional development folder.

Instructors have access to this folder and I update this regularly. And, I inform the instructors about the conferences that they can attend, and also some online webinars and some other professional development activities. This is an ongoing thing and I update it regularly, so instructors can have an access to those websites and also some nice websites that they can make use of in their lessons since we have and use smart boards and there are lots of nice applications that they can use in their lessons.

I also update this folder with the reading club activities. We have a reading club activity, it is called a discussion club actually. We read articles each week with volunteer instructors and we come together, share our ideas and reflect on those articles that we read. In this module, we have also integrated the IETEFLL conference sessions there. We watch the videos on the British Council website since they are available and we come together with the instructors and we watch them. Beforehand, we come together and reflect on the ideas in those plenary sessions. It also part of my job to organize these. It is voluntary. There are about ten instructors attending in discussion club. We have about forty instructors so ten out of forty is a good number. There are lots of instructors attending. Sometimes depending on the nature or the hectic workload specifically, sometimes the number of instructors is less than ten, but sometimes there are more than ten instructors attending, but usually we have 8 to 10 teachers attending each module.

We have some modules. Each module lasts eight weeks. Before each module starts, based on what the instructors have told me and sometimes they give me some articles they have read before and they think it would be nice to be discussed in those meetings, I prepare a plan and a schedule and I send this schedule to everyone, I mean all the instructors. And I ask for names of the volunteers who would like to attend and I get their names. Then, I arrange a room for us to meet. Each week, I have to talk to other unit members to set a specific time so it doesn't clash with the any other responsibilities of the instructors. And then, we come together each week for an hour. It usually lasts sixty minutes.

I also arrange peer observations and also performance feedback forms for instructors which I give to our school director in the end. Basically that makes me upset.

2

1- What is your opinion of current teacher training program in your institution?

I have already a little bit told about it but I can inform you what we actually do since we have different kinds of instructors. There are instructors who are new to the profession, instructors who have been working for ten years or fifteen years, instructors who have

started working for the first time at the university context. So, we have a mixed of instructors.

At the beginning of the year, I identify the needs of the instructors by giving them a questionnaire to find out whether they have done any training before, if they have any certificates, diplomas or master's degree, and also some other things. We also ask them what they would like to work on more for their own professional development. There are a lot of questions like that.

Also, we have an induction week for newly recruited instructors. It lasts between one week to two weeks. Sometimes, it might be longer. Sometimes, it is me doing these induction trainings and also we invite some guest trainers. Also, together with the other unit members, we welcome and inform the instructors about what we do, the system of the school, what the responsibility of each unit coordinator and unit is. Those are very practical sessions. We give them the curriculum, the syllabus for the levels and they have a look at it. Also, we have some in-service training. It is also in the induction week to prepare them for the whole course in a new semester. This also helps us to identify their needs and we have a chance to talk to the instructors closely as we work with them closely.

Depending on all those things we have done, we identify the training needs of our instructors. And, depending on those needs, I try to design some tailor made activities for them. Some of those activities are discussion club activities, I have said before. Also, I design workshops and sessions for the instructors. Last year we did it such a way that all the instructors were able to attend it for an hour every week. I design those sessions based on the instructors needs. I try to help also the new instructors who are just new to the profession, but at the same time those instructors who are ready to take a DELTA diploma and attend sessions in the future. So, I have the chance to see them and to identify their needs as well. So it is an on-going thing. Then, I choose some of the instructors among those who are ready to take a DELTA, Module 1 or Module 2 Diploma. Last year, having done those sessions, we identified twelve instructors and we offered them to do DELTA since we thought they were ready. We also did some classroom observations and we thought that they were ready. Out of those instructors, eight of them agreed to take part in the DELTA program. And then, due to personal reasons, some of them had to drop out of the program, but we still have four instructors who have just actually finished Module 2 and who will continue Module 1 and Module 3 of DELTA. We offered them DELTA program for free and it was not compulsory. For this diploma, it was important that the instructors were ready to do that and since the instructors were doing really good job, we

just wanted to give them this opportunity. The school paid all of it except the exam fee, Cambridge fee, which was a small amount that they had to pay, but for the whole course they didn't pay anything. That is the ongoing thing that we have. Even though some of the instructors might not be ready to take DELTA, still through the sessions that we give them, they have the other professional development opportunities which are peer observations and instructors are observed by me for getting feedback and for developmental purposes. They also attended discussion clubs for their ongoing development and also some video observations. Especially for new instructors, sometimes I ask them to video record themselves and they reflect on their teaching. Then we come together, we sit together. I also watch the videos later on and we talk about it together.

2- Who plans the training activities for the instructors in your institution?

The school director and the instructors who tell me what they would like to do more help me to plan the training activities. Based on all the things that I learn from them, from the school director and the other unit coordinators with whom we have weekly meetings, I plan the activities. In the weekly meetings with the other coordinators, we talk about what the instructors might need in terms of assessment, and also other components. Then, we identify those needs together and I design the activities accordingly.

3- - What topics are usually covered in teacher training activities?

It depends on the needs. I can tell you some of the topics covered last year. Together with the materials development unit coordinator, we planned joint sessions last year. Due to the fact that they prepare materials, we thought that it would be good to help our instructors in adapting the materials that they have based on the students' needs. We designed two tailor-made sessions. The titles were "Materials Adaptation: Option or Necessity" and "How to Design Materials from Scratch". We also wanted the instructors to see the process of developing materials. It was also helpful for us. Maybe some of the instructors would be able to work in the materials unit. Also some of the instructors became more aware of the unit. Maybe, they would also like to work in the materials development unit in the future and that was our aim.

4- What form do the teacher training activities take?

They are not lectures really, but they are mostly workshops which are really practical as sessions. The sessions also involve background knowledge and information about the practices. At the end, all of the sessions are practical since we give the instructors some tasks which they work collaboratively together and then they present some of them. So they are very very practical.

I prepare the sessions in such a way that they are appropriate for the new instructors but at the same time helpful for the future DELTA candidates. There is something for all kinds of instructors. All the instructors are able to attend those sessions since I design them accordingly.

The instructors doing DELTA are aware of some of the professional development activities. They try something that they have not tried before in their own classrooms and they see if it works or not. Doing research and writing a research paper is a part of Module 2 and they do that as a part of it. For others, who are not doing DELTA, we haven't introduced the professional development activities, yet.

5- Who runs these teacher training activities?

Me, in general.

6- How do you decide on the needs of your instructors?

It is an on-going process. Not only questionnaires, induction week, the evaluation forms that the instructors completed at the end of each sessions to evaluate the sessions, and also the information that we get from the unit members and the coordinators working help me decide on the needs of the instructors.

7- Do you use any evaluation systems for these training activities? What do you do for evaluation?

We have evaluation systems. We don't have training courses but we have training activities. For example, for the discussion club, at the end we have a questionnaire and the instructors evaluate the activities that they have done. Which of those are liked, what kind of activities they would like to read more, what kind of videos they would like to watch more and what they learnt about it are evaluated. Also, at the end of each session, we collect ideas to evaluate the sessions and they tell us what they would like to see in the future. Also, at the end of the whole year, and at the end of each module, we have questionnaires to give to the instructors and they evaluate the peer observations they have performed, the effectiveness of peer observations, the feedback that I gave them at the end of the class observations and other professional development activities they took part in our school in the whole year.

We also have regular meetings with the director. It is an on-going process. We sit together and I inform him about the instructors' progress in our courses and what they do.

For the new instructors who are new to the profession, I design some other kinds of activities such as having look at the syllabus and choosing a focus and an objective together. I ask them to come up with a lesson plan. The next week, we come together and

go over the lesson plan. Then we change some of the parts depending on the feedback that I give. Then, the instructors prepare the final version of the plan. I either ask them to video record themselves to see what he/she is doing in the classroom. Sometimes, they have some problems such as echoing, giving instructions, etc. So, it is also helpful for them. We come together and reflect on the lesson. Then we choose another focus and this process goes on. I usually do that with new instructors, and I work as a mentor who guides them. So far, they have found this very useful.

8-To what extent has this approach in teacher training helped in teacher development?

Especially I think, for the new instructors, it has been very helpful. New instructors always need some guidance to make sure that they are doing the right thing. I think, not forcing them to do things, having a friendly approach, guiding them, monitoring them are helpful especially for the new instructors.

We also have very experienced instructors who have been for ten years or more. Old habits die hard so they are a little bit more difficult. However, our aim is not to shape them since experienced instructors can also bring some new ideas. So the training sessions are very helpful for them, too. New instructors also bring something new as well. They like working with technology, they are more aware of the new approaches. So those practical workshops are very helpful in the old and new practices together.

I personally think that if you force instructors to do something, it is not very helpful. They do it since you force them, and not to be punished or fired. I think that kind of approach is much better since you are motivating them.

9- How do the instructors respond to inter-visitations in general?

Last year, I visited all of the instructors since I was also new here so I wanted to get to know them. Actually, Dr. Simon Phipps also came and we observed the instructors together and gave them feedback. My aim there was to get to know the instructors in the institution and it was done for developmental purposes since instructors were getting feedback.

However, this year, I didn't visit the classes of all instructors. I just focused on the new instructors this year. We had about twenty new instructors. So I mainly focused on them.

In general, the instructors found the inter-visitations very helpful. They were very positive in general. Even the experienced instructors liked it and they said it was nice to learn something new from another perspective and they had not been observed by someone for years so it was good for them.

In general, it was very nice for me to receive positive feedback from the instructors.

10- How do the instructors respond to peer-observations?

Peer observation is the compulsory activity for the new instructors since I believe it is very helpful to observe someone else and to see what others are doing. However, I send an e-mail to the experienced instructors and ask them whether they would like to conduct some peer observations. I ask them to come to me, I guide them and give them a document they can fill out. We decide on the focus together and after the observation, we come together and discuss. They are giving feedback about their observations in the end.

On the other hand, new instructors are asked to observe at least two experienced instructors in every module. They do this regularly.

11- What other forms of self-development activities do your instructors practice?

Since it is not compulsory, I consider the discussion club as a professional development activity. It also helps them for their self-development. Instructors who are attending them are inevitably improving themselves since they are observing current practices in the ELT world.

I inform the instructors about the conferences. If they would like to attend them, the school pays for them. I also inform them about some other teacher training workshops that has been done all around the world. The instructors who have been working here for a year can attend these training sessions in other parts of the world as well. They have about one thousand Turkish Liras to use for their professional development.

For instructors who are doing DELTA, research writing is compulsory. None of the instructors have experienced journal writing. As part of MA courses, some of the teachers are giving workshops. They give training sessions about their studies to develop themselves professionally. It is not a professional development activity but it is interrelated. Whatever we do here comes from the instructors and their needs.

12- Which self-development activities are introduced in your training courses? What else can be introduced?

Teachers are attending courses, conferences and discussion activities but other self-development activities are not introduced, yet. However, action research is very helpful for them. Conducting any kind of research in the classroom to reflect on their own teaching is also helpful.

In the future, I want to have action research groups and ask them to conduct an action research to solve some specific problems that they encounter in their classes. That is one of the things that I have in mind.

13- How can you encourage instructors to take up their professional accountability?

That is the difficult question. It is really hard to have instructors do that? However, I think motivation plays an important role. If you able to motivate the instructors and if you do not do things by forcing them, this inevitably helps them to take up their professional accountability.

14- Would you like to add anything?

No, thank you.

Appendix-7. Interview with Teacher Trainer, T.4. (Int. 4)

1

1- How long have you been working as a teacher trainer?

-For about 10 years.

2- As a trainer, what are your job responsibilities?

-I am responsible for preparing and conducting Teacher Training Activities in my institution.

2

1- What is your opinion of current teacher training program in your institution?

As trainers, we prepare teacher training activities for newly recruited instructors and we focus on one cycle in each session, since we believe that they need more professional development than the others. Either we do them or we invite guest speakers from different universities. We sometimes offer different topics and let the instructors choose the topic. In general, these training activities are optional for the experienced instructors.

It is very important to do follow up after teacher training activities. It is really very difficult for us to conduct follow up observations after each session. As a result, following up the training outcome is missing. We really design and conduct excellent teacher training programs. However, there is a difficulty in following up the effect of the training on instructors.

2- Who plans the training activities for the instructors in your institution?

As a trainer, I identify the training needs of the instructors. As it is known, one of the responsibilities of a trainer is following up and assessing the teaching performances of the instructors inside the classrooms. When we observe them, we will get to know the training needs of them. We use a scale to register the observed lesson and build the training upon the results of those evaluation reports. Then we group the instructors according to the common points of defects in their performance and design programs accordingly. Classroom observation reveals a lot about instructors.

3- What topics are usually covered in teacher training activities?

Our teacher training activities are mostly about classroom management, the teaching-learning situation, teaching techniques and behavioural problems among students.

Unfortunately, the number of the instructors who do not participate in training sessions is decreasing due to the factor of repetition. They believe that there is nothing new to learn for them. Additionally, most of these activities are held in the afternoon on Fridays. Most

of the instructors feel tired due to the workload, as a result they prefer not attending these sessions. As a result, the content is recycled a lot.

4- What form do the teacher training activities take?

Most of the teacher training activities consist of lectures. Even when the title says that it's a workshop, in the end it turns out to be one of the traditional lectures. Although we prefer workshops to lectures, trainees prefer lectures. However, based on our previous experiences in training, although instructors prefer lectures, they do not get that much from them. Therefore, all the teacher training activities for this year will depend on learner based workshops.

5- Who runs these teacher training activities?

As trainers, we run them.

6- How do you decide on the needs of your instructors?

I decide on them by using classroom observations and recommendations of the appraisal reports of the previous year. Additionally, I ask instructors to specify the points in which they need to get training in the first general meeting with them”

7- Do you use any evaluation systems for these training activities? What do you do for evaluation?

Not exactly but it is a good idea. In my opinion, we have to find a way to evaluate these training courses since we only gather information about them from the instructors' feedback and reactions.

8-To what extent has this approach in teacher training helped in teacher development?

Unfortunately, most of the instructors are complaining about the training activities and they participate in a training activity without any benefit. I think most of them are not satisfied with teacher training activities. We are not also satisfied with them due to heavy workload.

9- How do the instructors respond to inter-visitations in general?

While some instructors, particularly more experienced ones, like to be visited, newly recruited ones do not like inter-visitations.

10- How do the instructors respond to peer-observations?

I think, peer observation makes up for the lack of the practical aspect in training courses. Principals in this field recommend that instructors are to observe each other's lessons to be able to complement the training on the aspect of performance. Instructors are classified according to their instructional skills. As a result, the observers are asked to focus more on these points. Some instructors are great in some aspects of performance. It is a great

chance for the observer instructors to focus on these aspects during peer observation process. Most of the instructors do not like to be visited in general.

11- What other forms of self-development activities do your instructors practice?

Most of them are not willing to attend self-development activities, while some of them participate in attending conferences.

12- Which self-development activities are introduced in your training courses? What else can be introduced?

The instructors working at our institution are evaluating themselves from time to time. They are aware of their weaknesses and they are trying to find out the ways to improve them. On the other hand, they do not observe their development since they do not register anything.

13- How can you encourage instructors to take up their professional accountability?

In my opinion, it is necessary for instructors to know more about the opportunities or possibilities available for them. Moreover, teacher training programs are to aim at informing them of different means of self-development. Unfortunately, this is missing in most of our programs. We really would like to do more for our instructors but we have to adhere to what is assigned to us by the institution or what the instructors need in their classes.

14- Would you like to add anything?

No, thank you.

Appendix-8. Interview with Instructor, T.5. (Int. 5)

1

1- How long have you been working as an instructor?

-For 11 years

2- Are you pursuing any further degree? (MA, PhD, etc.)

-PhD

2

1. Do you think the activities of Teacher Training Units in your institution are sufficient enough for self-development? Why/Why not?

-Not much is done for our self-development. They are not doing anything exactly. I always need to do something else after training activities. The teacher trainers mostly carry out the training activities for trainers who are recruited at the beginning of the semester for about two weeks. However, not much is done for the others. I mean, the amount of training activities is not enough for our professional development.

Moreover, all of the training activities are theoretical. They are not practical at all. They depend on lecture format and we are not given a chance to implement what we learn in our classes. They are really very boring and unnecessary.

2. Are you familiar with the self-development methods such as journal writing, self-appraisal, peer observation, reading articles and writing research papers and action research? Could you describe them shortly?

- Journal Writing: Teachers/Instructors take notes of their experiences for reflection.

- Self Appraisal: Evaluating oneself in terms of professional development.

- Peer Observation: Instructors observe each other's lesson on given areas or on areas determined by CDU.

-Reading articles: Reading academic articles for self-development.

- Action Research: A research conducted by instructors themselves to solve a problem they have encountered.

3. Have you ever used any of them for self-development? Which ones did you use?

- I read articles, a huge number of articles indeed and write a lot of articles and research papers for academic reasons. I did them since I wanted. No one told me to do so. I also conducted an action research to solve a problem in my class. As a school policy, I have been observing the lessons of my peers twice a year. Moreover, after each lesson, I always conduct a self-appraisal procedure. I learnt it during my PhD studies.

Most of the instructors working at universities are experienced ones. As a result, the more experience they have, the least they are willing to observe their colleagues. On the other hand, they have to practice peer observation as a school policy. That is, it is a duty that should be done.

4. If you did not participate in these activities, which one were they? What were the reasons for not participating in them?

- I cannot do journal writing since I do not have enough time. I don't have enough time since I am overworked. In better work conditions, I believe that it will be possible for us to practice other self-development activities. As instructors, we need encouragement and the support.

5. To what extent do you implement these activities in your EFL classes to solve a problem? Why?

I can never implement journal writing, self-appraisal or action research in my classes to solve a problem. When there is a problem, I just read to solve it. Especially, journal writing is a time consuming process. I do not have enough time to write a journal.

6. What do you expect from self-development activities?

- To improve my teaching process, to solve problems that arise from my incapability.

7. Do you implement the information you gathered from self-development activities into your EFL classes to solve your problems? If yes, could you give an example? If no, what is the reason?

Yes, I sometimes apply what I acquire from these activities, but I cannot manage it. The reason is the overcrowded classes. In these classes, it is impossible to carry out many activities I learnt from reading educational references. Sometimes, the activities that I observed from my colleagues' classes help me to solve my problems.

Appendix-9. Interview with Instructor, T.6 (Int. 6)

1

1- How long have you been working as an instructor?

- 13 years

2- Are you pursuing any further degree? (MA, PhD, etc.)

- PhD

2

1. Do you think the activities of Teacher Training Units in your institution are sufficient enough for self-development? Why/Why not?

- To some extent. Training activities are not sufficient enough for us since they are a few in number. They are also very boring since they are preparing a few sessions for a subject which can be taught in an hour. Moreover, teacher trainers ignore our needs most of the time. Although questionnaires or appraisals are used to identify the needs of us, they are not actually taken into the consideration while designing sessions. More can be done to make the unit more efficient and help the professional development of the instructors.

2. Are you familiar with the self-development methods such as journal writing, self-appraisal, peer observation, reading articles and writing research papers and action research? Could you describe them shortly?

- Yes, I am. Journal writing is writing about your experiences. Self - Appraisal is assessing one's own experiences. Peer Observation is visiting other colleagues' classes. Reading articles and writing research papers can be defined as reading and writing for academic purposes. Action research is conducted to solve a problem in the classroom.

3. Have you ever used any of them for self-development? Which ones did you use?

- We observe our colleagues twice a year since it is a school policy. After each peer observation practice, we conduct post observations which are very important with the observed instructors. Teacher trainers give us a checklist to help us focus our attention on certain aspects of teaching and we use them to discuss the lesson. I have also read academic articles and written a research paper for my professional development.

4. If you did not participate in these activities, which one were they? What were the reasons for not participating in them?

- I didn't have the opportunity to write a journal. It is time consuming.

5. To what extent do you implement these activities in your EFL classes to solve a problem? Why?

I can never implement journal writing, self-appraisal, action research or reading and writing in my classes to solve a problem. When there is a problem, I just talk to my colleagues or teacher trainers to solve it. Twice a year, we have to conduct a peer observation, but they do not help me to solve the problems I have encountered in my classes since we cannot choose the focus of the lesson to be observed. As a result, none of these activities help me to solve the problems in my classes.

6. What do you expect from self-development activities?

- I would like to learn about new trends, techniques and approaches in my field.

7. Do you implement the information you gathered from self-development activities into your EFL classes to solve your problems? If yes, could you give an example? If no, what is the reason?

Yes, I sometimes apply what I acquire from these activities, but it is really difficult to manage it. The reason is the overcrowded classes and the workload. For example, writing a journal for each student in my classes is very time consuming.

Appendix-10. Interview with Instructor, T.7. (Int. 7)

1

1- How long have you been working as an instructor?

-18 years

2- Are you pursuing any further degree? (MA, PhD, etc.)

- Only BA

2

1. Do you think the activities of Teacher Training Units in your institution are sufficient enough for self-development? Why/Why not?

- Teacher training programs are sufficient to some extent, especially for inexperienced teachers. More experienced instructors do not care to attend teacher training activities. However, although most of the training activities depend on lecture format, sometimes we are given a chance to discuss and share our opinions”

If the instructor is for improving and self-developing, he/she should do something else or participate in the seminars designed for inexperienced instructors. In my opinion, good results will be found, then.

2. Are you familiar with the self-development methods such as journal writing, self-appraisal, peer observation, reading articles and writing research papers and action research? Could you describe them shortly?

- Yes, I am familiar with most of them but I cannot define them.

3. Have you ever used any of them for self-development? Which ones did you use?

- I have used self-appraisal and peer observation. In my opinion, the instructors can do anything if they have enough time and energy for it. Most of the instructors are responsible for preparing extra materials and exams. Additionally, there are lots of ex-curricular activities which are a burden for them. As a result, they do not have enough time to assess themselves. As instructors, if we have extra time, we can practice all self-development activities.

4. If you did not participate in these activities, which one were they? What were the reasons for not participating in them?

- I didn't write a journal or a research paper since it is unnecessary. I didn't conduct an action research study. I do not like reading academic articles. I used other techniques efficiently so I did not need to use them.

5. To what extent do you implement these activities in your EFL classes to solve a problem? Why?

I can never implement any of them except self-appraisal and peer observation.

Unfortunately, I do not have enough time to implement them. I never face with problems in my classes. If I need, I prefer using self-appraisal.

6. What do you expect from self-development activities?

- They must be applicable and up to date.

7. Do you implement the information you gathered from self-development activities into your EFL classes to solve your problems? If yes, could you give an example? If no, what is the reason?

No since they are all very time consuming activities. We have a pacing and I feel anxious about catching up with the curriculum before the term ends since I am supposed to cover the required material on schedule. Therefore, I cannot implement what I learnt into my classes.

Appendix-11. Interview with Instructor, T.8. (Int. 8)

1

1- How long have you been working as an instructor?

- 19 years

2- Are you pursuing any further degree? (MA, PhD, etc.)

- No, just BA

2

1. Do you think the activities of Teacher Training Units in your institution are sufficient enough for self-development? Why/Why not?

- No, they are not. There is a general dissatisfaction with teacher training programs. They are not doing anything for our self-development. Teacher training activities are not effective and sufficient enough for our self-development. They are mostly conducted twice a year and most of the time we prefer not participating in them, since there is nothing new for us. Although the aim of the teacher training programs is to help professional development of the instructors and provide them with up to date input, nothing new is introduced here since these activities are always the same. As a result, we do not benefit from these activities. Additionally training activities are not practical enough to be implemented in my classes. I need something new and practical but they are always repeating the same things. Although needs analysis is done through appraisals or questionnaires, they are not taken into consideration by the trainers.

2. Are you familiar with the self-development methods such as journal writing, self-appraisal, peer observation, reading articles and writing research papers and action research? Could you describe them shortly?

- I have not heard of most them, but I am just familiar with peer observation.

3. Have you ever used any of them for self-development? Which ones did you use?

- I tried peer observation since it is a school policy. The trainers ask us to observe our colleagues' classes. Most of the time we are not observing our colleagues, we are just writing reports as if we did the observation. It is unnecessary. When it comes to post observation meetings, we do not have enough time for such extra activities. If we have time, they can be conducted easily”

4. If you did not participate in these activities, which one were they? What were the reasons for not participating in them?

- Except for peer observation, I have not tried the others since they are time consuming and I do not need them. I do want to be encouraged to assess my own performance by the trainers, this element is missing in the current TT activities. As you know, we need time and energy for self-development as well as a supporting environment. Unfortunately, school activities take up most of our time and we have little time for development activities. If we do any, be sure that it is done at our own inconvenience. I believe that our workload is to be minimized. I also do not have enough time to read academic references. By reading, instructors may develop themselves, but like me, most of them do not read due to the overloaded timetables.

5. To what extent do you implement these activities in your EFL classes to solve a problem? Why?

I can never implement any of them in my classes to solve a problem. They are all time consuming and unnecessary. We have to observe our colleagues as a school policy, but they are not useful. We are observing our colleagues just to do what the trainers ask us to do. Especially, journal writing and writing a research paper are the most time consuming activities. I can never use them to solve a problem.

6. What do you expect from self-development activities?

- They should be practical and useful.

7. Do you implement the information you gathered from self-development activities into your EFL classes to solve your problems? If yes, could you give an example? If no, what is the reason?

No, never. I really do not have an extra time to do something extra.



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